A SURVEY OF THE OPINIONS OF SPEECH GRADUATES ON THE MASTER'S LEVEL CONCERNING SELECTED ASPECTS OF THEIR SPEECH TRAINING AT MICHIGAN STATE UNIVERSITY

Thesis for the Degree of M. A.

MICHIGAN STATE UVIVERSITY

Roland Edwin Kalmbach Jr.

1956

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Department of Speech

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ACKNOWLEDGMENT

The author wishes to express his sincere thanks to Dr. Hugo J. David, under whose helpful encouragement, constant supervision, and unfailing interest this investigation was undertaken. He is also greatly indebted to Dr. David C. Ralph for his kind guidance, consideration, and valuable advice. Grateful acknowledgment is also due to Dr. Ralph R. Leutenegger for his constructive suggestions which were instrumental in the final completion of this study. The writer is very appreciative of the valuable assistance and encouragement received from Dr. Wilson B. Paul, Head of the Department of Speech at Michigan State University, and the entire speech faculty. Sincere gratitude is also extended to the Master of Arts graduates who responded so splendidly and without whose cooperation this study would not have been possible.

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ABSTRACT

This study proposed to examine and analyze the opinions of 95 former Michigan State University students who were graduated with a Master of Arts degree in speech between 1941 and 1955.

A questionnaire, sent to each graduate, was so devised as to consist of 18 items divided into eight areas listed below:

1. Summary of speech background and training prior to graduate school.

2. Factors determining the selection of Michigan State University as the school at which to do graduate speech work.

3. Extra-curricular activities participated in by graduates and the number who have received advanced degrees since completing the Master of Art program.

4. Data relating to the graduates' present and past occupations and the influence their graduate speech training has had on their work since they received the degree.

5. Evaluation of the guidance received during their graduate work.

6. The value of a thesis, the value of a minor area of study, and specialized versus generalized speech programs.

7. Evaluation of speech courses based upon content, instruction, and methods.

8. Miscellaneous criticisms, suggestions, or comments regarding the graduate speech program at Michigan State University.

Seventy, or 73.7 percent, of the questionnaires were returned. The responses were organized into three nearly equal chronological periods, and into groups according to whether the graduate was teaching, not teaching, or had completed a doctorate. The responses were further

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analyzed by areas within the Department: theater, radio and television, correction, public address, and speech education.

Findings of this study reveal that the majority of the respondents came from an undergraduate background which was directly or closely allied to speech work. The areas of theater, radio and television have granted the largest number of Master of Arts degrees.

Graduate assistantships, held by 70 percent of the respondents, were considered to provide highly valuable experience. Six of the respondents have received doctoral degrees and are currently teaching. Most of the graduates have taught at one time or another and over half of them are engaged in some phase of teaching at the present time. More respondents have taught at the college level than at any other.

The majority of the respondents favored specialized speech training and minoring in a subject-area outside the Department of Speech. Generally, graduates indicated satisfaction with the guidance they received and placed considerable value on the writing of a thesis which provided them with a wide variety of learning experiences. Most of the respondents, also, expressed favorable reactions toward the courses they took during their graduate study. Nearly all of the graduates indicated they liked the instructor.

Nearly all of the respondents, regardless of their occupations, indicated that their speech training on the master's level adequately prepared them for positions they have held since graduation.

On the whole, this study reveals that the Department of Speech has been successful in providing its students with the basic knowledge

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and training necessary for progress in a changing society. The respondents indicated they were generally well satisfied with their speech training at Michigan State University.

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CHAPTER I

INTRODUCTION AND BACKGROUND

One of the basic beliefs upheld by a democratic philosophy is the right to give and receive constructive criticism. We have long held to the idea that careful, analytical, and honest criticism is a key to progress. Today, more than ever before, colleges and universities must continuously study, adapt, and revise their curriculums in order to serve effectively the needs of their students in a changing society. The same principle is applicable to the pedagogical practices and principles of the Master of Arts program of the Department of Speech at Michigan State University.

This study stems from the conviction that students' opinions, past and present, need to be systematically gathered from time to time and studied in connection with efforts directed toward improving an educational program. This type of study is one means of helping to determine these future needs. The writer does not presume to suggest that the student always knows what is best for him. The writer does, however, believe that many sources of information must be used as a basis for improving educational services. One of these sources must be the student himself; without his retrospective views, no study in this direction would be complete.

This study proposes to examine and analyze the opinions of speech graduates on the master's level concerning selected aspects of their speech training at Michigan State University from 1941 through 1955.

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It is hoped that the results of this study will serve as a helpful guide to the Department of Speech and its staff in determining its future educational program.

The results reported in this study were obtained through the use of a questionnaire, designed to survey the opinions of all former Master of Arts graduates in speech about their graduate work in speech. A copy of the questionnaire may be found in Appendix B. Questions in the survey covered selected aspects of the graduate speech program listed below:

1. Summary of speech background and training prior to graduate school.

2. Factors determining the selection of Michigan State University as the school at which to do graduate speech work.

3. Extra-curricular activities participated in by graduates and the number who have received advanced degrees since completing the Master of Arts program.

4. Data relating to the graduates' present and past occupations and the influence their graduate speech training has had on their work since they received the degree.

5. Evaluation of the guidance received during their graduate work.

6. The value of a thesis, the value of a minor area of study, and specialized versus generalized speech programs.

7. Evaluation of speech courses based upon content, instruction, and methods.

8. Miscellaneous criticisms, suggestions, or comments regarding the graduate speech program at Michigan State University.

Since 1636, when speech training was first introduced into America at Harvard College,[1] the form and expansion of that training has

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[1]Anthony F. Blanks, An Introductory Study in the History of Teaching of Public Speaking in the United States, (Unpublished Doctoral Dissertation, Stanford University, 1927).

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undergone various modifications. In recent years increasing attention has been directed to problems of college curriculum and instruction; books have been written analyzing efforts to adapt instruction to current educational objectives.[2] Several analyses of speech programs have likewise been reported. However, only a few of these have been concerned with programs on the college level. A brief report on a few of the studies will serve to acquaint the reader with the apparent interest attached to this type of research.

A study was completed at the State University of Iowa in 1942 when Eugene C. Chenoweth[3] conducted by means of a questionnaire an investigation of the training and occupations of 345 University of Iowa Bachelor of Arts graduates in speech and dramatic arts from 1931 through 1940. The study attempted to analyze the college curricular and extra-curricular programs of these graduates; to ascertain their various occupations; to analyze thoroughly the nature of the teachers' first and second positions after receiving the first degree; and to interpret these findings with the view to defining general college academic and extra-curricular programs for prospective teachers of speech working toward the undergraduate degree. This study revealed that graduates in speech compare favorably in scholarship with those in other departments

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[2] Kenneth L. Heaton and G. Robert Koopman, A College Curriculum Based On Functional Needs of Students, (Chicago: University of Chicago Press, 1940).

[3] Eugene C. Chenoweth, An Investigation of the Training and Occupations of Iowa Bachelor Graduates in Speech and Dramatic Arts, 1931-1940. (Unpublished Doctoral Dissertation, University of Iowa, 1942).

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in the university. Sixty-five percent of those who returned the questionnaire taught after leaving college. It was therefore concluded that the program of this department was chiefly one of teacher training. Since most of the teaching positions filled by graduates required them to teach subject matter in two or three areas, it was suggested that a broad basic training in speech and dramatic art be given prospective teachers of speech on the undergraduate level. Since ninety percent of the speech teachers were required to include other subjects in their programs of instruction, it was recommended that future teachers have at least two minors, preferably English and social studies. Finally, because in many positions speech teachers must direct extra-class activities, prospective teachers of speech and dramatic art might reasonably be expected to participate in a wide variety of extra-curricular speech activities in college.

Donald Paul McKelvey[4] in 1943 completed a doctoral study at the University of Wisconsin in which he undertook to secure general reactions of a group of alumni to aspects of their undergraduate speech training. Subjects included 157 speech majors or 87.2 percent of the total who completed all of their speech training at the University and were awarded Bachelor of Science or Bachelor of Arts degrees between June 22, 1931 and June 22, 1940. The questionnaire asked for free-response information regarding what the graduates considered to be the

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[4] Donald Paul McKelvey, A Survey of the Opinions of Speech Graduates Concerning Aspects of Their Undergraduate Speech Training, (Unpublished Doctoral Dissertation, University of Wisconsin, 1942).

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"strong" and "weak features" of their undergraduate speech training; what they had "liked best and least," and what part of their training they had found "most and least useful." In addition, they were requested to record on a check-list their impression of certain courses offered by the department and to supply personal data relative to their family, education, and present status.

This study revealed that the students varied considerably in their evaluations of their speech training. Many of the respondents believed that a university should offer training that is functional and utilitarian rather than one that stresses knowledge for its own sake. The further development of the individual as a well-adjusted social being appears to have been one of the important contributions which the individuals surveyed believed speech training can make. The field of theater, in spite of recognized instructional and course weaknesses, held an enviable place in the minds of many students. The instructor appeared to be important to the individuals surveyed, not only in terms of his capacity as a medium for the exchange of information and ideas, but also in terms of his effectiveness as a personality. The majority of individuals who used their training professionally did so as classroom teachers.

Another study, somewhat related to the preceding studies, was conducted by James Douglas Young[5] at the University of Southern California. A survey was made of the Speech and Dramatic Arts Department of

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[5] James D. Young, A Study of the 1946-47 Curriculum in Speech and Dramatic Arts at George Pepperdine College. (Unpublished M. A. Thesis, University of Southern California, 1947).

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George Pepperdine College for the 1946-47 academic year. The survey included an investigation of the history of the department, its educational objectives, and the space, equipment, and staff available. Conclusions of this study included a proposal for a revised curriculum in speech and dramatic arts at George Pepperdine College. The recommendations, as made, were accepted by the administration of the college and the program in its entirety became effective in September, 1948.

Leslie G. Rude[6] recently completed a study in which he undertook to evaluate the graduate program in speech on the Master of Arts level at Louisiana State University. A questionnaire, sent to all former students who had received Master of Arts degrees in speech at Louisiana State University, was designed to discover what the graduates had been doing since they received their degrees and what their opinions and criticisms were concerning their graduate requirements, their course work, and the philosophy of the Department of Speech. Of the 172 questionnaires sent to graduates, a final total of 115 were returned. The results taken from the questionnaire were then tabulated and organized into four parts: the academic backgrounds of the graduates when they enrolled in their master's program, the nature of speech training on a master's level, and graduates' activities since receiving masters' degrees, and graduates' opinions and criticisms of the program. This study further included a chapter on the history and development of the

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[6] Leslie G. Rude, The Graduate Program on the Master's Level of the Department of Speech, Louisiana State University, (Unpublished M. A. Thesis, Louisiana State University, 1953).

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graduate speech program on the masters' level. The following findings were reported: the graduates who enrolled in the Master of Arts program generally had a considerable amount of undergraduate speech training; the Department of Speech had sought to give a generalized speech education to its graduates; most of the graduates had taught speech in colleges, universities, and high schools since receiving degrees; the graduates generally felt they received a generalized, rather than a highly specialized, speech training during their masters' programs; and on the average, the graduates considered the courses they took during the Master of Arts program to be quite useful. In general, they approved of the graduate speech program and felt that the Department had achieved its purposes.

From a review of the preceding studies it would appear that this kind of survey is a useful means of helping to determine the development of future educational programs in speech.

This study has been divided into five chapters in order to present the findings in a readily comprehensible form. The following Chapter presents a short history of the Department of Speech including its beginning, subsequent growth, and present day philosophy as it relates to the field of communication arts. Chapter III describes the procedure and materials used in conducting this survey. Chapter IV includes an analysis of the results as taken from the responses received from the questionnaires. Chapter V presents a summary of results and concluding comments. The Appendixes include materials pertinent to this study.

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CHAPTER II

GROWTH AND PHILOSOPHY OF THE DEPARTMENT OF SPEECH

Michigan State University was the first school in the nation to teach agriculture as a science.[1] It was also the pioneer Land Grant College in the United States. The agricultural and scientific studies did not, however, preclude the cultural aspects of a student's education. From the very first, speech work in the form of forensic activities was included both within the curriculum and as an extra-curricular activity.

The four courses in Literature and Rhetoric first offered in 1858 were actually the foundation for future Departments of English, Modern Languages, and Speech. The early literary societies played a decisive part in the speech activities for the first 75 years of the school's existence. Debate, oratory, and other forms of forensic activity made speech a vital element within the student body.

As the extra-curricular activities developed, so did a speech curriculum. The interest in oratory and debate on the part of the student body and the faculty necessitated the development and enlargement of a speech program within the curriculum. The Department of English was instrumental in guiding the curricular and extra-curricular activities in speech for many years. In the years just before and

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[1] Thomas Hughes, A Study of the Forensic Activities at Michigan State College from 1857-1937, (Unpublished M.A. Thesis, Michigan State University, 1952).

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[a] Ibid.

after 1930 the Department of English was referred to as the Department of English and Speech, and the broadening of the curriculum continued.

The speech activities in the form of forensics grew with the College. At first they provided the students with the only entertainment available. Later the reputation of the college was enlarged through the activities of its debaters and orators. Student performances gained national recognition and the competitive urge became satisfied in ways other than athletics. Placing high in the winner's bracket was very important to students in forensics. Students wanted to win more debates and oratorical contests, and this desire coupled with faculty cooperation helped to develop a speech curriculum.[2]

In 1937 the administration approved the formation of a Department of Speech, Dramatics, and Radio Education, and in the catalogue of 1938-39 the Department published its first curriculum. With 21 courses available the masters degree program was begun. Doctor Donald Hayworth became the Head of the newly formed Department of Speech, Dramatics and Radio Education with Assistant Professors Menchhofer and Nickle, and Instructors McMonagle, Thompson, Fischer, Van Dusen and Buell. The curriculum offered 41 courses of which 21 were acceptable for graduate credit towards a Master of Arts degree. Those courses offered for advanced degree credit were: Speech Composition, Forms of Public Address, Foreign Dialects, Dialects of the United States, Introduction to Voice Science, Normal and Abnormal Speech Development, Speech Correction, Radio Dramatic Production, two terms of Radio Announcing,

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[2] Ibid.

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three terms of Play Direction, three terms of History of the Theater, Speech Clinic, Psychology of Speech, and seminars in Rhetoric, Drama, and Speech Correction. A clinic was opened for use by the students and for the training of speech therapists. The Speech Clinic was available for any student of the college who had difficulty with his speech (e.g., stuttering, lisping, nasality, or some similar problem). Diagnosis and remedial training was available free of charge to regularly enrolled students. No credit was given.[3]

Although the undergraduate program developed rapidly, no mention of this growth will appear here, since this study is concerned with the expansion of only the graduate program. From the academic year 1938-39 through the present academic year 1955-56, a steady increase took place in the number of courses offered for graduate credit. Also, the faculty of the Department of Speech steadily grew as the demands of the curriculum changed. Reference to Table I will quickly reveal the number of courses offered in the graduate speech program each academic year and the total number of faculty for each year from 1938 to 1955.

The most significant enlargement of the graduate speech program occurred in the academic year 1950-51 when 14 additional courses were added to the curriculum. This academic year introduced the first courses offered for graduate credit in television and the interest and growth in this area has rapidly increased.

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[3] College Catalogue of Michigan State College of Agriculture and Applied Science (East Lansing: Michigan State College of Agriculture and Applied Science, 1938-39).

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NUMBER OF COURSES OFFERING GRADUATE CREDIT IN THE DEPARTMENT OF SPEECH EACH ACADEMIC YEAR AND THE TOTAL NUMBER OF FACULTY FOR EACH YEAR*

Year	Total Number of Graduate Courses Offered	Total Number of Speech Faculty
1938-39	21	8
1939-40	23	8
1940-41	28	11
1941-42	29	11
1942-43	30	11
1943-44	34	14
1944-45	41	18
1945-46	41	18
1946-47	41	20
1947-48	49	22
1948-49	51	25
1949-50	51	25
1950-51	65	27
1951-52	66	26
1952-53	69	27
1953-54	69	31
1954-55	70	37
1955-56	69	42

*College Catalogues of Michigan State University of Agriculture and Applied Science, 1938-1955.

Since 1951 the number of courses offered for graduate credit seemingly did not increase; actually, however, extensive curriculum revision and reorganization took place so as to increase the content material of courses by combining two closely related courses into one. For example, techniques of playwriting for stage, radio, and television were combined into a single course in dramatic writing workshop. Furthermore, two credit courses were eliminated and certain other courses were increased in number of credits. Several course numbers were changed as they appeared in the catalogue and a few courses were

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Doctor Donald Hayworth remained as Head of the Department of Speech until 1941 when he took a leave of absence to assume a position in the Office of Civilian Defense in Washington D. C. He returned after the war to serve as a full professor.

Upon Hayworth's departure in 1941, Mr. Paul Bagwell was appointed Acting Head of the Department of Speech. He remained in this capacity until 1947, when he was appointed Head of the Department of Written and Spoken English in the Basic College at Michigan State University.[4]

Doctor Wilson B. Paul[5] was appointed as the new Head of the Department of Speech at Michigan State University in 1947. He came to the Michigan State campus from the University of Denver where he had served as Coordinator of Basic Communication for the University and Director of Public Address and Forensics within the Department of Speech. From his appointment in 1947 to the present day, Doctor Paul has remained as the Head of the Department of Speech. Under his guidance the graduate program has progressively increased in number of courses, number of faculty, and in number of advanced degree candidates. During these years constant efforts were applied towards building a

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[4] Personal interview with Professor Paul Bagwell, Head, Department of Communication Skills, Michigan State University, East Lansing, Michigan, Dec. 1955.

[5] Personal interview with Doctor Wilson B. Paul, Head, Department of Speech, Michigan State University, East Lansing, Michigan, Feb. 1956.

strong curriculum to fit the needs of its students, and to improve both the academic quality and the depth of courses.

Until 1955, the Department of Speech was part of the School of Science and Arts. However, in 1955 Michigan State College was officially renamed Michigan State University under the authority of the Michigan State Legislature, and effective July 1, 1955, the Department of Speech was transferred from the School of Science and Arts to the newly created College of Communication Arts which also includes the School of Journalism.

The philosophy of the College of Communication Arts is set forth in the University Catalogue.

> The College of Communication Arts is founded upon the principle that good communication is basic to a democratic society. Each of us can be most effective as a citizen only when he can competently read, observe, listen and evaluate, and in turn transmit his thoughts, attitudes, and feelings to others.
>
> The purposes of the College of Communication Arts are:
>
> 1. To insure a broad liberal education for all its students.
> 2. To give its students a clear understanding of the role of communications media in society.
> 3. To educate its students in greater depth in one or more of the specialized areas within the college.
> 4. To offer all students in the University the opportunity to learn and appreciate the principles and techniques of communication.
> 5. To extend its services to the people of Michigan.
> 6. To maintain a center for research, and to use the results of such research for the benefit of society.[6]

The Department of Speech states its objectives and organization in the University Catalogue as follows:

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[6] Catalogue Copy, College of Communication Arts, Michigan State University (East Lansing: January 5, 1956).

> The curriculum in Speech is designed to promote the personal, social, and intellectual growth of the individual through a thorough grounding in the principles and techniques of various disciplines of oral communications. It provides a foundation for the selection, evaluation, and organization of data, ideas, and opinions; the processes of presentation; and the understanding of the listener's role in the speech situation. It also includes a professional study of the mass media of public address, radio, television, and theater.
>
> The Speech major may elect to concentrate in any one of five areas or a combination of these areas.
>
> 1. Rhetoric and Public Address: Public Speaking, Discussion and Debate, History and Criticism.
> 2. Speech and Hearing Therapy: Phonetics, Speech Science, Speech Pathology, Audiology, Clinical Practices and Hearing Education.
> 3. Theater and Interpretation: Acting, Directing, Stage Design, Technical Production, Dramatic Writing, Children's Theater, History, and Interpretation.
> 4. Radio and Television: Acting, Announcing, Programming, Writing, Directing, Producing, and Station Operation.
> 5. Speech Education: Teaching of all areas of Speech at Secondary and College levels.[7]

The graduate program of the Department of Speech has grown until today it offers a total of 69 courses. The Department has granted a total of 96 master of arts degrees in speech. A list and description of all the graduate courses in speech as they appear in the 1955-56 catalogue may be found in Appendix C. A total list of the thesis titles of graduates of Michigan State University with Master of Arts degrees in speech may be found in Appendix D.

In keeping with the purposes and philosophy of the College of Communication Arts, the Department of Speech is continually revising and reorganizing its curriculum in order to best fit the needs of a changing society.

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[7] Ibid., p. 2.

CHAPTER III

PROCEDURE AND MATERIALS

This study was conducted by means of a questionnaire which was submitted to all recipients of Master of Arts degrees from the Department of Speech at Michigan State University. A total of 96 persons, 39 women and 57 men, received master's degrees in speech from the period beginning in 1941 and ending in September, 1955. Only 95 questionnaires were distributed since one former graduate is now deceased.

The questionnaire consisted of 18 items divided into the eight subject areas listed in the introductory chapter. This questionnaire was improved by submitting it to several disinterested persons who offered helpful suggestions which ultimately led to a more successful written form. After comments by students and faculty, the questionnaire was submitted to members of the Board of Examiners of Michigan State University for final evaluation in terms of simplicity and adaptability of purpose. With a few minor alterations the questionnaire was approved, mimeographed and readied for distribution. A copy of it may be found in Appendix B.

A personal letter and the questionnaire were sent directly to each graduate to explain the purpose of the survey and to solicit his cooperation in furnishing the data requested. A copy of this letter may be found in Appendix A. Also, a stamped, self-addressed envelope was included to provide for the convenience of the individual and to

guarantee a higher percentage of returns. Fifteen days after the original mailing, post cards were sent as a reminder to those individuals who had not yet responded.

The writer referred to the files of the School of Graduate Studies and to those of the Office of the Registrar for records pertaining to all graduate courses taken in speech by each of the 95 graduates. Other sources of information included the University Catalogues from 1938 through 1955, and personal interviews with faculty of the Department of Speech at Michigan State University. Addresses, for purposes of mailing, were acquired through the records of the University Alumni Office, The Department of Speech, and the 1955-56 Directory of the Speech Association of America.

A total of 70 questionnaires was returned. Work sheets were prepared, and data were compiled from the questionnaires. Answers to each question appearing in the questionnaire were tabulated on separate work sheets. Several questions which required a yes or no response also asked for an explanation for the answer given. All written comments were copied verbatim as they appeared for each question and were recorded on the work sheet pertaining to that question. Responses to certain questions were grouped according to teaching graduates, non-teaching graduates, and those having earned the doctorate. Comparisons were then made between these groups to discover if important differences in opinion existed. The results of the tabulations were then illustrated through the use of Tables and characteristic comments that were made by the respondents.

Items 17 and 18 were constructed somewhat differently and the responses to them were grouped and classified in a way peculiar only to these two questions. Item 17 of the questionnaire, which offered opportunity to present criticisms, suggestions, or comments regarding the graduate speech program, was tabulated on a separate master sheet. The written responses were copied verbatim and listed. The comments were then compared for similarity and consistency. Representative responses are listed in Chapter IV and are identified according to the general period in which the graduate received his degree and the occupation in which he is now engaged. Not all of the responses are listed since some were repetitious and similar in nature.

Item 18 of the questionnaire dealt with an evaluation of the speech courses taken by graduate students in the Department of Speech. Respondents were asked to describe on a provided check-list their reaction to the courses which they had taken. Each speech course which the respondent had taken was listed by name and number at the left-hand side of the page. Across the top of the page was a series of descriptive terms which might be applicable to the courses. These terms were divided into three main categories: content, instruction, and methods. A fourth category dealt with general reactions. Respondents were asked to check in appropriate squares all terms which best described their reaction to the courses. Data gathered by means of the check list for particular courses were tallied on a master sheet and the responses to each descriptive term were entered in the appropriate square. Included were columns showing the total number who took each course and the

number that rated each course. These tabulations were then interpreted according to each speech area within the department. Comparisons were made according to the average effectiveness of course content, instruction, and methods.

In Chapter IV, statements will be quoted when they serve to illustrate the general attitude concerning a particular question.

All responses to the questionnaire were tabulated by the writer in strict confidence. Several replies referred to specific faculty members by name, but those names are eliminated from this report.

CHAPTER IV

ANALYSIS OF RESULTS

Of the 95 questionnaires sent to graduates, 70 (73.7 percent) were returned. The highest number of returns were from the graduates of the last two years. The lowest percentage of returns were from the graduates of 1951. Table II shows the number of graduates who received the Master of Arts degree and the number who returned questionnaires for each year since 1941.

The fact that some graduates responded for each year represented gives complete coverage of the years the program has been in operation and provides breadth of opinion represented in the responses.

Of the 96 graduate degrees granted in the Department of Speech, 42.7 percent were in the area of theater, 20.8 percent in radio, 15.6 percent in speech correction, 9.4 percent in public address, 6.3 percent in television, and 5.2 percent in speech education. A complete breakdown of the number of degrees may be found in Table III. The first column lists the years master's degrees in speech were awarded. In the second column are listed the total number of degrees in speech awarded each year. The number of degrees awarded in each area of speech for each year are listed in the remaining columns.

Twenty-five of 41 graduates in theater replied, 15 out of 20 in radio, 13 out of 15 in speech correction, eight out of nine in public address, six out of six in television, and three out of five in speech education. Theater had the largest number of graduates, and the

TABLE II

NUMBER OF GRADUATES WHO RETURNED QUESTIONNAIRE

Year	Number of Graduates Who Received M. A. Degree	Number of Graduates Who Replied
1941	3	2
1942	1	1
1943	1	1
1944	4	2
1945	3	1
1946	4	4
1947	6	3
1948	4	3
1949	7	7
1950	12	9
1951	10	4
1952	10	8
1953	5	3
1954	13	11
1955	13	11
Total	96	70

largest number who failed to reply to the questionnaire. A complete breakdown of the 70 returned questionnaires showing the number of replies for each year in each area may be found in Table IV.

Although many graduates concentrated their study in one area of speech, records reveal that other areas of speech were also studied. Therefore, a person concentrating in theater was often enrolled in courses offered in rhetoric, public address, or some other area.

The items in the questionnaire will be listed throughout the remainder of this chapter, but for purposes of organization they will not necessarily be treated in the same order as they appeared in the questionnaire. The form of the question will be retained in this

TABLE III

SUMMARY OF GRADUATE MASTER OF ARTS DEGREES IN SPEECH BY YEAR AND BY AREA

Year Degrees Awarded	Number of Degrees Each Year	Theater	Radio	Speech Correction	Public Address	Tele-vision	Speech Edu-cation
1941	3	1			2		
1942	1				1		
1943	1			1			
1944	4	2	1				1
1945	3		2				1
1946	4		3		1		
1947	6	4	1	1			
1948	4	2		1			1
1949	7		5	1	1		
1950	12	5	2	4	1		
1951	10	5	3	1			1
1952	10	6		2	2		
1953	5	3			1	1	
1954	13	5	1	3		3	1
1955	13	8	2	1		2	
Total	96	41	20	15	9	6	5
Percent	100	42.7	20.8	15.6	9.4	6.3	5.2

chapter as it was on the questionnaire except in a few instances where readability suggests a simpler form.

What were your undergraduate major and minor?

In Table V the undergraduate major fields of concentration of the seventy graduates are listed. The major area pursued by the greatest number of graduates (48) was speech. English was second with a total of seven. Except for speech and English, the Table does not reveal any concentrations in particular fields.

TABLE IV

SUMMARY OF SEVENTY RETURNS ACCORDING TO SPEECH AREA
1941 TO 1955

Year Degrees Awarded	Number of Returns Each Year	Theater	Radio	Speech Correction	Public Address	Tele-vision	Speech Edu-cation
1941	2				2		
1942	1				1		
1943	1			1			
1944	2	2					
1945	1						1
1946	4		3		1		
1947	3	2	1				
1948	3	1		1			1
1949	7		5	1	1		
1950	9	3	2	3	1		
1951	4	2	1	1			
1952	8	4		2	2		
1953	3	2				1	
1954	11	3	1	3		3	1
1955	11	6	2	1		2	
Total	70	25	15	13	8	6	3
Percentage of Returns		35.7	21.4	18.6	11.4	8.6	4.3

TABLE V

UNDERGRADUATE MAJOR FIELDS OF CONCENTRATION OF SEVENTY GRADUATES

Major	Number of Graduates
Speech	48
English	7
Education	3
History	2
Political Science	2
Music	2
Home Economics	2
Psychology	1
Advertising	1
Art	1
Chemistry	1
Total	70

In Table VI the undergraduate minor fields of concentration of the 70 graduates are listed. The largest number (23) in any single area was English, followed by education with ten, and speech with eight. Except for education, and speech, the Table indicates that graduates did not tend to concentrate their study in any one particular field. English did appear in several of the combination minors. Speech appeared twice as part of a combination minor.

TABLE VI

UNDERGRADUATE MINOR FIELDS OF CONCENTRATION OF SEVENTY GRADUATES

Minor	Number of Graduates
English	23
Education	10
Speech	8
Social Science	3
English and French	2
Physical Education and Social Science	2
German and Chemistry	1
Music	1
Political Science	1
History	2
Advertising	1
English and Education	1
English and History	1
English and Social Science	1
Psychology, English, Social Science	1
French and Latin	1
Music and Philosophy	1
Economics	1
Education and Speech	1
History and Political Science	1
English Composition and Music	1
English and Speech	1
Agricultural Economics and Journalism	1
German and History	1
Political Science, French	1
Speech and German	1
Latin, Spanish, and Education	1
Total	70

Tables V and VI indicate that 59 of the respondents experienced speech training either as a major or minor field of study during their undergraduate years. Eleven received little or no speech training as undergraduates.

> Did you hold a graduate assistantship while at Michigan State University? Would you hold an assistantship if you were doing it over again? Explain.

Forty-nine of the 70 respondents held graduate assistantships during the course of their speech training. Of this total, only one said he would not hold a graduate assistantship if he were doing it over again. He expressed his reason for this by saying: "I would not accept a graduate assistantship again from the practical point of view of the amount of additional time it requires to obtain the degree." Five graduates who did not have graduate assistantships during their period of study responded by stating that they would not accept a graduate assistantship if it were offered. Reasons stated for this were: "Cannot carry enough credit to make it pay for compensation offered on assistantship." "It takes too long to get degree." "Full time is needed for studies."

Some of the reasons given by the 49 graduates for saying they would hold an assistantship again were: "By holding the assistantship the Master of Arts candidate is able to be close to faculty and students alike, and much is gained by seeing both sides of a situation." "For reasons of experience gained and for the financial aid." "The responsibility was a good challenge." "I believe it gives you a clearer

picture of your needs and weaknesses as you are matriculating." "I felt the assistantship was at least of equal value to the course work pursued." Generally speaking, the primary reasons stated by the majority of the respondents in favor of graduate assistantships were those of needed financial assistance and greater experience gained.

> What factors other than an assistantship determined your selection of Michigan State University as the school in which to do your graduate work? To what extent were these expectations fulfilled?

This question, consisting of two parts, received 64 replies. Six failed to answer the question. Table VII shows the major factors other than an assistantship which determined the selection of Michigan State University as the school in which to do graduate speech work and lists the extent in which their expectations were fulfilled. Of the 64 graduates who replied, 29 stated that they attended Michigan State University because of the Department's facilities, faculty, and reputation. Twenty-one attended because of convenience and location of the school. Six attended because Michigan State University was recommended to them; six attended because of the curriculum and facilities offered in television, and two gave miscellaneous reasons. Almost 69 percent of the 64 who answered this question stated that their expectations were fulfilled and 7.8 percent stated they were partially fulfilled. Only 4.7 percent felt their expectations were not fulfilled and 18.7 percent failed to answer this portion of the question.

Characteristic reasons listed by graduates for selecting Michigan State University were: "The outstanding record of the Speech Department,

TABLE VII

FACTORS OTHER THAN AN ASSISTANTSHIP DETERMINING SELECTION OF MICHIGAN STATE UNIVERSITY, AND THE EXTENT TO WHICH GRADUATES EXPECTATIONS WERE FULFILLED

Number Who Answered Question..... 64
Number Not Answering Question..... 6
Percent Who Answered Question..... 91.4%

Factors Determining Selection of M.S.U.	Number	Expectations Fulfilled	Expectations Partially Fulfilled	Expectations Not Fulfilled	No Answer
Facilities, Faculty and Reputation of the Department of Speech	29	27	1		1
Convenience and Location of M.S.U.	21	9	1	1	10
Recommended by Other College or Professional People	6	2	1	2	1
Television Facilities and Curriculum	6	5	1		
Miscellaneous	2	1	1		
Total	64	44	5	3	12
Percent of 64 Answering	100	68.7	7.8	4.7	18.7

the variety of courses, and the well trained instructors helped in my selection." "Recommendation of a professor from South Lancaster, Massachusetts." "Since my home was here, and wife worked for the college, I worked on my degree at M. S. U. for convenience." "Proximity of East Lansing to city where I was living at the time." "Curriculum and facilities available in television." "The Speech Department had classes which fitted my needs."

Characteristic comments listed by graduates as to the extent expectations were fulfilled were: "Expectations were fulfilled in an excellent manner." "Expectations were thoroughly and completely fulfilled." "Expectations were fulfilled adequately." "Expectations were fully realized. I spent two wonderful years at M. S. U."

Reasons listed by graduates for expectations not being fulfilled were: "The course work, on the whole, fell below my expectations." "I was disappointed in some of the courses I took." "Graduate students could be extended more actual responsibility in productions, in the T. V. program; but no actual difference in treatment is extended the graduate in letting him get all practical experience possible in direction, which was my major field of interest in drama."

What extracurricular activities did you participate in as a graduate student?

Figures concerning participation in extra-curricular activities may be found in Table VIII. The average number of activities per graduate, found in the bottom row of the Table, was ascertained by dividing the total number who participated by the number who returned the questionnaire.

More people have participated in theater than in any other activity. Radio is second in number of participants. A total of 16 different extra-curricular activities were listed. Of the 70 persons who returned the questionnaire, 51.7 percent had participated in at least one extra-curricular activity, and 42.9 percent participated in none. On the average, each participated in 0.83 activities as graduate students, or less than one activity per person. The major comment made by those who did not participate in extra-curricular activities was that there was not enough time.

TABLE VIII

EXTRA-CURRICULAR ACTIVITIES OF SEVENTY GRADUATES

Number Who Participated in Activities..... 40
Number Who Did Not Participate in Activities.. 30
Percent Who Participated in Activities..... 57.1%

Extra-Curricular Activities	Number Who Participated In Each Activity
Theater	19
Radio	13
Television	4
Speakers Bureau	4
Forensics	3
Alpha Epsilon Rho	3
Orchesis (Dance)	2
Interpretation	1
Womens Debate	1
Graduate Club	1
State News	1
Advisor, Fraternity	1
Music	1
Band	1
Towne Girls	1
Taking Care of Family	1
Total	58
Average Number of Activities per Graduate	0.83

What advanced degrees in addition to the Master of Arts degree in speech do you hold? When and where did you receive these degrees?

Of the 70 people who returned the questionnaire, five have received Doctor of Philosophy degrees and one a Doctor of Education degree. Table IX lists the advanced degrees which have been earned by the 70 graduates, the institutions which conferred the degrees, and the number of the specified degrees given by each school to graduates.

TABLE IX

SUMMARY OF DEGREES RECEIVED BY SEVENTY GRADUATES SINCE RECEIVING THE MASTER'S DEGREE AT MICHIGAN STATE UNIVERSITY

Degree	Institution	Number of Degrees
Ph.D.	Cornell University	1
Ph.D.	Illinois University	1
Ph.D.	State University of Iowa	1
Ph.D.	Michigan State University	1
Ed.D.	University of Mississippi	1
Ph.D.	Northwestern University	1
Total		6

Seven persons stated that they were working toward Doctor of Philosophy degrees. Two graduates indicated that they plan to begin work toward the Doctor of Philosophy degree in the near future. Table X lists the advanced degrees presently in progress by graduates, the institution from which they expect to receive the degree, and the number of persons concerned.

TABLE X

SUMMARY OF DEGREES IN PROGRESS BY SEVEN GRADUATES SINCE RECEIVING THE MASTER'S DEGREE AT MICHIGAN STATE UNIVERSITY

Degree Presently Being Pursued	Institution	Number of Persons Working Toward Completion of Degree
Ph.D.	Columbia University	1
Ph.D.	University of Michigan	1
Ph.D.	Montclair State Teachers College	1
Ph.D.	Northwestern University	1
Ph.D.	Ohio State University	1
Ph.D.	Stanford University	1
Ph.D.	Wisconsin University	1
Total		7

List the positions you have held since you received your Master of Arts degree at Michigan State University. (A table was provided to list the job description, employer, location, and dates.)

Thirty-three persons are at the present time engaged in some phase of teaching; 19 in colleges, 12 in high schools, and two in elementary schools. Six are speech correctionists and nine are homemakers. Three of the graduates in college teaching are heads of departments of speech. One graduate is temporarily employed as a mail and information clerk in a hotel pending induction into the army. Another graduate is working as a hotel house detective in New York City with the ultimate objective of becoming a dramatic writer. In Table XI the present occupations are listed along with the number and percentage of graduates in each.

TABLE XI

PRESENT OCCUPATIONS OF SEVENTY GRADUATES WHO RETURNED QUESTIONNAIRES

Occupations	Number of Graduates	Percent in Each Occupation
High School Teacher	12	17.2
Elementary Teacher	1	1.4
Elementary Principal	1	1.4
College Teacher	16	22.9
Head of College Speech Department	3	4.3
Speech Correctionist	6	8.7
Homemaker	9	12.9
United States Army	2	2.9
Captain, U. S. Air Force	1	1.4
Businesswoman	1	1.4
Graduate Assistant (Ph.D. Candidate)	3	4.3
Actor	1	1.4
Television Coordinator	1	1.4
Television Program Director	1	1.4
Extension T. V. Specialist	1	1.4
Television News Writer	1	1.4
Salesman	2	2.9
Hotel House Detective	1	1.4
Hotel Mail and Information Clerk	1	1.4
Teacher of Creative Dance	1	1.4
Businessman	2	2.9
Music Librarian for T. V. Station	1	1.4
President of Advertising Agency	1	1.4
Consumer Marketing Specialist	1	1.4
Total	70	100.0%

Thirty-five respondents have taught in public school systems, and 60 have taught in colleges and universities. Of the 35 graduates who have taught in public schools, 21 have been employed in Michigan. Seven have taught in New Jersey, Colorado, Arizona, Illinois, Ohio, Louisiana, and California. One is teaching in a high school in Hawaii. Table XII lists all the public schools in which graduates who returned the questionnaire have taught. The list refers not only to schools

where graduates are currently teaching, but also includes schools at which graduates have formerly held positions.

TABLE XII

PUBLIC SCHOOL SYSTEMS IN WHICH GRADUATES HAVE TAUGHT SINCE RECEIVING MASTER'S DEGREE

School System	Number of Graduates
Holland Junior High School*	1
Adrian Public Schools	1
Morenci Public Schools	1
Grand Rapids Public Schools	2
Owosso Public Schools	1
Flint Central High School	1
Brighton High School	1
Monroe Public School	1
Grand Ledge High School	1
St. Ignace High School	1
Scott High School, East Orange, New Jersey	1
Yale Public Schools	1
Plymouth High School	1
Denver Public Schools, Denver, Colorado	1
Phoenix Public Schools, Phoenix, Arizona	2
Newark Public Schools, Newark, Ohio	1
Bay City Public Schools	3
Lansing Public Schools	2
Perry School	1
Chicago Public Schools, Chicago, Illinois	2
Saginaw Public Schools	1
Romulus Public Schools	1
Bessemer Junior High School	1
Santa Paula Junior High School, Santa Paula, California	1
Vermilion Parish School Board, Abbeville, Louisiana	1
Mount Clemens Public Schools	1
Menominee Public Schools	1
Michigan School for the Blind	1
Wallace Rider Farrington High School, Hawaii	1
Total	35

*Unless otherwise designated, schools are in the state of Michigan.

Of the 60 graduates who have taught in colleges and universities, 12 have been employed by Michigan State University. However, only nine were in the Department of Speech. Three taught in the Department of Communication Skills. Table XIII lists all the colleges and universities at which graduates who returned the questionnaire have taught. The list refers not only to schools where graduates are currently teaching, but also includes schools at which graduates have formerly held positions.

> Please indicate areas you have taught since receiving your Master of Arts degree. (Table was provided to list information.)

Twenty-five of the respondents have taught speech fundamentals in colleges and 27 have taught public speaking. Eleven have taught drama in high school, and nine have taught public speaking. In addition, nine taught fundamentals and nine were speech correctionists at the secondary level. In the elementary grades 13 have worked in the areas of voice science and speech correction.

Thirteen of those who have taught indicated that they needed more training in speech correction, and 12 felt they needed more work in phonetics and voice science. Of this latter group four were active speech correctionists. Four said they would spend less time in radio, while four others indicated they would devote less time to interpretation. Table XIV shows the complete figures of the number of graduates who have taught speech in grade school, high school, and college. It also shows areas in which the students felt they should have had more training and those in which they would spend less time.

TABLE XIII

COLLEGES AND UNIVERSITIES IN WHICH GRADUATES HAVE TAUGHT SINCE RECEIVING MASTER'S DEGREE

Institution	Number of Graduates
Adrian College, Adrian, Michigan	1
Allegheny College, Meadville, Pennsylvania	1
University of Arkansas, Fayetteville, Arkansas	1
Baldwin Wallace College, Berea, Ohio	1
Bay City Junior College, Bay City, Michigan	1
Bemidji State Teachers College, Bemidji, Minnesota	1
Bethel College, McKenzie, Tennessee	1
Brigham Young University, Provo, Utah*	1
University of Chicago, Chicago, Illinois	1
Cornell University, Ithaca, New York	2
Denison University, Granville, Ohio	1
General Motors Institute, Flint, Michigan	2
Goshen College, Goshen, Indiana	1
Grinnell College, Grinnell, Iowa	2
Hockaday Junior College, Dallas, Texas	1
Hope College, Hope, Michigan	1
University of Idaho, Moscow, Idaho	1
University of Illinois, Urbana, Illinois	1
Illinois Wesleyan University, Bloomington, Illinois	1
Iowa State Teachers College, Ames, Iowa	1
Louisiana Polytechnic Institute, Ruston, Louisiana	1
University of Maine, Orana, Maine	1
University of Maryland, College Park, Maryland	1
University of Miami, Miami, Florida	1
Michigan State University, East Lansing, Michigan	12
Minot State Teachers College, Minot, North Dakota	1
Morningside College, Sioux City, Iowa	1
University of Nebraska, Lincoln, Nebraska	1
University of North Carolina, Chapel Hill, North Carolina	1
North Carolina State College, Raleigh, North Carolina	1
North Texas State College, Denton, Texas	1
Northwestern University, Evanston, Illinois	1
Ohio University, Athens, Ohio	2
Oklahoma College for Women, Chickasha, Oklahoma	1
San Jose State College, San Jose, California	1
State Teachers College, Whitewater, Wisconsin	1
Stephens College, Columbia, Missouri	3
Syracuse University, Syracuse, New York	1
Texas College for Women, Denton, Texas	1
University of Vermont, Burlington, Vermont	1
Western Michigan College, Kalamazoo, Michigan	1
Whitman College, Walla Walla, Washington	1
University of Wisconsin, Madison, Wisconsin	1
Total 43	60

*Teaching outside the area of speech.

TABLE XIV

AREAS OF SPEECH INSTRUCTION IN WHICH GRADUATES HAVE TAUGHT SINCE RECEIVING THE MASTER'S DEGREE AND AREAS IN WHICH THEY WOULD TAKE LESS OR MORE TRAINING

Area of Instruction	Number Who Have Taught In the Area			Number Who Feel They Needed More Training In The Area	Number Who Would Spend Less Time In Area Than They Did
	Grade School	High School	College		
Fundamentals	3	9	25	3	1
Interpretation	1	7	13	4	4
Drama	1	11	16	10	2
Radio		6	13	6	4
Television		1	8	8	
Public Speaking	2	9	27	3	3
Discussion	1	6	13	8	2
Debate		5	10	3	1
Speech Education	1	1	5	4	
Phonetics and Voice Science	2	2	10	12	3
Speech Correction	11	9	8	13	3
Total	22	66	148	74	23

In view of your experiences since receiving the Master of Arts degree, what other courses would have benefitted you the most?

In view of their experiences since receiving the Master of Arts degree, respondents generally said courses in the areas of speech correction, phonetics, voice science, drama, and rhetoric and public address would have been most beneficial to them. These comments came from graduates not only in teaching, but other fields of employment as well. Thirteen students listed courses outside the area of speech as ones which would have benefited them most. Several of these 13 students are now employed in business.

If you are not a teacher, has your speech education been useful in your occupation? Why or why not?

Some of the comments made by graduates in reply to this question were: "All teachers of speech should take voice science and phonetics." "Some courses in television and radio, as well as some courses designed especially for people interested in professional theater." "A course concerned only with the cerebral palsied child." "Course work in the area of the deaf and hard of hearing." "Radio production, programming, and direction." "More work in interpretation. Personally, I feel this is the foundation for work in radio." "Possibly more relationship between speech and sales work." "A little more of the historical and theoretical concept of public speaking as found in rhetoric and public address." "Some courses in business management, advertising, layout, and window display." "More courses in the field of psychology." "Courses in writing for television, film production, and editing." "Statistics. Also, better coverage of organic disorders."

Do you now feel that your graduate program at Michigan State University adequately prepared you for the positions you have held since graduation? Explain.

This question applied to only 27 graduates who answered. Of these, 23 stated their speech education has been useful, two said it had not been useful, and two gave qualified answers. Table XV reveals the breakdown in attitudes to this question.

Characteristic reasons stated for the usefulness of speech training in non-teaching occupations were: "In the advertising field in

TABLE XV

ATTITUDES OF TWENTY-SEVEN NON-TEACHING GRADUATES TOWARDS USEFULNESS OF SPEECH TRAINING AT MICHIGAN STATE UNIVERSITY

Attitude	Number	Percent
Speech Training is Useful in Non-Teaching Occupation	23	85.2
Speech Training is Not Useful in Non-Teaching Occupation	2	7.4
Qualified	2	7.4

New York, which is to a large extent public relations, I found much use for speech and related fields." "Useful in general discussion, conversation, and ability to look at a problem in a more thorough manner." "In both jobs since leaving M.S.U., my speech training has been invaluable, both in sales and in civic duties." "Speech education of great value in the army. Due to training in research and ability to express myself orally as well as in writing, excellent army assignments received." "I have to use very forceful speech on numerous occasions in my present employment; also has given me confidence and poise." "Valuable for my outside interests in drama groups." "My combined background of writing and speaking with emphasis on broadcasting is perfect for the position I assumed upon graduation. I've written speeches, written research papers on various subjects, and am now producing my own T.V. series."

Those who thought speech training was not useful in non-teaching occupations said: "Casting directors and producers are not interested in formal education, and ignore it as being theatrical experience."

"It has not been useful in my occupation, but has helped me greatly in my outside activities in interpretative and choral reading."

Table XVI shows that 47 of the respondents replied that their speech program adequately prepared them for positions held since graduation, nine stated it did not adequately prepare them, ten gave a qualified answer, and four did not answer.

TABLE XVI

GRADUATES' ATTITUDES TOWARD ADEQUACY OF SPEECH TRAINING IN RELATION TO POSITIONS HELD SINCE GRADUATION

Attitude	Number	Percent
Graduate Program in Speech Adequately Prepared Them for Positions Held Since Graduation	47	67.1
Graduate Program in Speech Did Not Adequately Prepare Them for Positions Held Since Graduation	9	12.9
Qualified Answer	10	14.3
No Answer	4	5.7
Total	70	100.0%

Of those graduates now possessing doctoral degrees, four said their speech training on the master's level adequately prepared them for positions held since graduation, and two said it was inadequate. Almost 70 percent of those now teaching said their speech training had adequately prepared them for positions held since graduation, 11.1 percent said it was inadequate, 16.7 percent gave a qualified answer,

and one student did not answer. Of those graduates in non-teaching occupations, 73.7 percent stated their speech training had adequately prepared them for positions held since graduation, 7.3 percent stated it was inadequate, and 11.5 percent gave a qualified answer. Two people failed to answer. The total responses show that the majority of the graduates, regardless of their occupations, felt their speech training on the master's level had adequately prepared them for positions held since graduation.

Characteristic reasons listed by graduates believing that speech training had adequately prepared them for positions held since graduation were: "Regardless of what producers think, I feel much of my knowledge of theater was gained at Michigan State University. I am also glad to have the theoretical knowledge of dramatic arts." "It has prepared me to become more realistic and tolerant." "In so far as I had absolutely no idea of what sort of job I would take after graduation, I think the department did as well as it could." From the very beginning I felt capable and well prepared in my position." "It has helped me because I was given freedom to choose a program that fit my needs." "I received outstanding speech correction teacher training." "I feel the past year of graduate studies did prepare me suitably for a commercial job; however, no single year of special training can be too complete."

Reasons given for believing that their speech training had not adequately prepared them for positions held since graduation were: "I was completely unprepared in the area of statistics, and my pathology courses had not acquainted me with the empirically derived information

in my area, nor the results of scientific experimentation." "I do not feel M.S.U. has an adequate program (specialized) in speech therapy. Should be a wider and more advanced program in speech pathology." "Course offerings were too limited. A student took courses because they were the only ones available." "No real professional training in preparation for business life." "I have drawn on my undergraduate work, and graduate work done elsewhere, much more." "It was inadequate in preparing me for further study."

> In view of your experiences would you recommend that Michigan State University emphasize a generalized program or a specialized speech program at the master's level? (Specialized refers to emphasis in primarily one area; generalized refers to attention in several areas.)

Table XVII shows graduates' attitudes toward generalized and specialized speech training. The responses indicated that 42 graduates favored a specialized speech program on the master's level, 20 favored a generalized program, seven gave a qualified answer, and one did not answer.

Five of the graduates now possessing Doctor of Philosophy degrees favored a generalized program, and one favored a specialized program. Of those graduates now teaching, 62 percent favored a specialized program, 25 percent favored a generalized program, and 13 percent indicated that it would depend upon the individual's background. Those in non-teaching occupations were largely in favor of a specialized program.

General comments by the respondents regarding generalized and specialized speech training were: "I favor a specialized program if student had a generalized speech program at the undergraduate level."

TABLE XVII

GRADUATES' ATTITUDES TOWARD SPECIALIZED AND GENERALIZED SPEECH TRAINING AT THE MASTER'S LEVEL

Attitude	Number	Percent
Favor a Specialized Speech Training	42	60.
Favor a Generalized Speech Training	20	28.6
Qualified Answer	7	10.
No Answer	1	1.4
Total	70	100.0%

"Should be left up to the individual. There is value in both." "I don't truthfully believe you can get an M. A. in speech without obtaining both a generalized and specialized training program." "It would depend upon your aims and needs after graduation." "Depends upon the individual. At the graduate level an individual should have the right to specialize if he wants to. But in the speech field, particularly for those going into teaching, a generalized program would usually be more helpful."

> Would you recommend that graduate students minor within the speech department or in another department? (Minoring within speech department means a theater major might minor in public address rather than English or history.)

The attitudes of the respondents towards minoring within the Department of Speech or in another department outside of speech are shown in Table XVIII. The replies reveal that 43 graduates favor minoring in another department outside of speech, 15 favor minoring within the Department, 11 gave a qualified answer, and one did not answer.

TABLE XVIII

GRADUATES' ATTITUDES TOWARD MINORING WITHIN THE DEPARTMENT OF SPEECH OR IN ANOTHER DEPARTMENT

Attitude	Number	Percent
Favor Minoring in Another Department Outside of Speech	43	61.4
Favor Minoring Within the Department of Speech	15	21.4
Qualified Answer	11	15.7
No Answer	1	1.5
Total	70	100.0%

Five of the respondents now possessing Doctor of Philosophy degrees favor minoring in a department outside of speech, and one said that it would depend upon the individual's needs. Of those graduates now teaching, almost 57 percent favored minoring outside the Department of Speech, and a few said it should depend upon the student's interests. Likewise, nearly 74 percent of the non-teaching graduates were in favor of minoring in another department, and 15.4 percent favored minoring within the Department of Speech. Three students stated it should be left to the student's own choice. The total responses show that 61.4 percent of the respondents are in favor of minoring in another department.

General comments made by graduates concerning a minor within the Department of Speech or in another department were: "My only regret was that I had to take twelve credits in another department. I felt the credits were wasted and I would much rather have taken them in

speech." "It depends entirely upon the needs and interests of the student." "It should be left to the students' own choice." "Perhaps split minor with six credits in another department and six in speech; or choice of all speech." "Student should minor in department outside of speech that is closely related to his area."

> Do you feel you might have been more effectively advised concerning your selection of courses? Specify how.

Table XIX summarizes the responses to this question. Forty-seven believed they were effectively advised in their selection of courses, 17 felt they were not, three gave a qualified answer, and three did not answer.

TABLE XIX

GRADUATES' ATTITUDES TOWARD GUIDANCE IN SELECTION OF COURSES ON MASTER'S LEVEL

Attitude	Number	Percent
Felt they were Effectively Advised	47	67.1
Felt they were Not Effectively Advised	17	24.3
Qualified Answer	3	4.3
No Answer	3	4.3
Total	70	100.0%

Some of the comments listed by graduates concerning guidance in selection of courses were: "I am persuaded that there is an element of luck connected with this business of advising; if in the light of

future jobs you secure, your course work prepared you adequately to meet the assignments, you probably will conclude that you had a good advisor; it can work the other way, too." "I took some courses for which I was not prepared." "I started an art minor but was later advised that I couldn't complete it." "My program was completely outlined at the beginning of the year and never changed." "I had no guidance whatsoever in my selection of courses. I think there probably has been a change since that time." "I did a great deal of research work in graduate school and felt this was extremely beneficial. Was very much pleased at prof's cooperation in suggested projects." "My program was set up upon my entrance, and has served me well." "Need advice from professor of major interest area, rather than by head of department who wanted to select courses for you." "I should have taken Speech 510 earlier in my graduate work than I did; however, the choice was largely my own." "On the graduate level a student should basically plan his own program." "Staff personnel more experienced in TV could have led me more directly toward my goal."

Do you feel you received sufficient guidance in selecting a thesis topic?

Table XX shows how the graduates felt about the guidance they received in selecting a thesis topic. Fifty-four said they received sufficient guidance, 11 said they did not receive sufficient guidance, three gave qualified answers, and three did not answer.

General comments made by graduates concerning guidance in selecting a thesis topic were: "I had my mind made up before I came here."

"Received too much help." "Did not receive enough help at the outset." "Not adequate. I did a thesis they wanted to have carried out for Sponsors Magazine. I wanted to do research in educational radio and was not permitted to write any drama for my thesis project. Writing is my field." "I appreciated the help I received in selecting a thesis topic."

TABLE XX

GRADUATES' ATTITUDES TOWARD GUIDANCE RECEIVED IN SELECTING A THESIS TOPIC

Attitude	Number	Percent
Received Sufficient Guidance	54	77.1
Received Insufficient Guidance	11	15.7
Qualified Answer	3	4.3
No Answer	2	2.9
Total	70	100.0%

Do you feel you received adequate help and guidance from your thesis committee?

Fifty-five graduates said they did receive adequate help and guidance, 11 said they did not, one gave a qualified answer and three did not answer. Table XXI summarizes the responses to this question.

Some of the comments by graduates concerning help and guidance from thesis committee were: "I received proper guidance from some." "I received help, but it was minimal." "I received a great deal of help."

TABLE XXI

GRADUATES' ATTITUDES CONCERNING ADEQUACY OF HELP AND GUIDANCE RECEIVED FROM THESIS COMMITTEE

Attitude	Number	Percent
Received Adequate Help and Guidance	55	78.6
Received Inadequate Help and Guidance	11	15.7
Qualified Answer	1	1.4
No Answer	3	4.3
Total	70	100.0%

"Received excellent help." "In general there was good guidance and help, but there should have been more general meeting of whole committee to strive for some consensus of opinion." "The committee functioned only at the very last." "Excellent cooperation from one person. Practically none from the rest." "Only in the final stages when thesis chairman was appointed."

Do you feel the writing of a thesis was valuable to you?

Fifty-six respondents said writing the thesis was valuable, ten said it was not valuable, two gave qualified answers, and two did not answer. Table XXII summarizes the responses to this question.

Five of the graduates now possessing Doctor of Philosophy degrees stated that the writing of a thesis was valuable to them, and one gave a qualified answer. Almost 79 percent of the graduates now teaching felt the writing of a thesis was valuable, 18.4 precent felt it was not

TABLE XXII

GRADUATES' ATTITUDES TOWARD VALUE OF A THESIS

Attitude	Number	Percent
Writing a Thesis was Valuable	56	80.0
Writing a Thesis was Not Valuable	10	14.2
Qualified Answer	2	2.9
No Answer	2	2.9
Total	70	100.0%

valuable, and one person gave a qualified answer. One teacher did not answer the question. Of those graduates in non-teaching occupations, nearly 81 percent said that the writing of a thesis was valuable, 11.5 percent said it was not, and one student gave a qualified answer. One person failed to answer. The total responses indicate that the writing of a thesis was considered valuable regardless of the graduates' present employment. Those people who now hold the Doctor of Philosophy degree seem to feel that the writing of thesis on the master's level was excellent training in preparing them for their dissertation.

Characteristic reasons stated in support of writing a thesis were: "Participating in a thesis project helped me to become acquainted with research technique and experimentation skills." "It made me more analytical. I learned procedure and method. My writing is now clearer. I learned how to prune." "As the thesis dealt strictly with acting, it gave me an opportunity to crystalize in my mind my entire philosophy

of creating a role." "Writing a thesis helped give me more insight into problem-solving techniques, an everyday occurrence in life." "It taught me self-discipline and organization." "The thesis I prepared has been most helpful in training others as a source for a publication I have prepared, and in learning more about writing." "Aided me in preparation for the dissertation." "The effort, time, and self-discipline involved in research and actual writing of a thesis under expert critical guidance were a tremendous challenge to me. I consider it the most valuable educational experience I have ever had." "My thesis was primarily concerned with phonetic transcriptions. This helped train my ears and eyes in identification of phonetic deviations." "Was extremely helpful in later professional work."

Typical of the reasons stated for not writing a thesis were: "My thesis was a design-production thesis. The extra writing after the production contributed nothing." "I moved bones from one grave yard to another: Ten additional hours of course work would have been much more valuable." "I did a grueling piece of work that took two years of drudgery in interviewing. It was entirely unrelated to my need and my interest." "Material was worthless; busy work!" "In relation to the time and effort spent, I don't feel that the return justified the effort. If one has a true interest in the research phase of a topic then a thesis is fine, but not all people have such an interest. I felt my time and efforts might have been better spent."

Qualified answers toward the value of a thesis were: "Undecided. Wrote a play and produced it. This was good training. Explained what

I did and why--a lot of hogwash!" "Let's put it this way; it was interesting, but I doubt very much if I'll ever have occasion to use the skills I learned."

Additional comments by graduates relating to the thesis were: "I do not believe that a thesis should be required on the master's level." "I think it would be a very definite mistake to ever discontinue the writing of a thesis as a requirement for a master's degree. Such a gratifying feeling when it's all completed." "I think the student should have a choice as to whether he wishes to write a thesis or not. My topic didn't benefit me greatly. I did not find the seminars very helpful as usually it amounted to seeing a graduate student suffer through a grilling from professors. I feel it could have been handled so much better as a consultation period, seeking advice and receiving advice." "I would like to say that my M. A. degree means more to me than what the M. A. means to others who get theirs by taking a few extra hours of courses, rather than the thesis and oral exam plan." "I believe writing a thesis was my most valuable experience in graduate school."

> If you have any criticisms, suggestions, or comments regarding the graduate program at Michigan State University, please write them on the back of these sheets.

Sixty percent of the 70 graduates replied to this question. These responses have been grouped into three periods in which students graduated: 1941 through 1947, 1948 through 1951, and 1952 through 1955. The first period from 1941-1947 represents the Department of Speech

under the chairmanship of Doctor Donald Hayworth and Professor Paul Bagwell. The last two periods represent the Department under Doctor Wilson B. Paul. The purpose of utilizing the three periods has been to eliminate the identity of the respondents.

A large number of critical comments have been included for the purpose of revealing where weaknesses were believed to exist and to indicate where improvements might be desirable. These comments, however, should not be interpreted as reflecting the total point of view of the respondents, but should be considered in conjunction with the responses to the specific items in the questionnaire. Characteristic replies to this question, identified by the period in which the student graduated and his current employment are included below:

Comments by Graduates 1941-1947

College Instructor:

> Speech training I obtained at M.S.U. has been extremely valuable to me, not only in teaching skill to others, but also in meeting and dealing with other people. Any objection I may have indicated is due primarily to the emphasis I placed on certain impractical areas, (to me) like radio and drama. I enjoyed these areas as pastimes, but they have had little relationship to my work since graduation. Part of the difficulty probably was caused by the fact I had already taken so many of the courses as an undergraduate that there was very little left to do. If I had to do it over again, I think I would put more time in subject matter areas like English and American Literature, Psychology, and History. One suggestion I have for your graduate program is this: require, or at least strongly urge, speech majors to acquire knowledge in related subject-matter areas. Too many speech people have a great deal of skill in talking, but they have very little to talk about. I feel this need so strongly that I made a drastic shift in major on the Ph.D level; I am still not completely satisfied, and I hope to continue studying in widely divergent fields in years to come.

High School Teacher:

Masters students who may be teaching should certainly know the fundamentals of good speech thru voice science and phonetics; they should also have some knowledge of corrective techniques. This is vital background for any English or speech teacher.

Homemaker:

I learned at the first pass at my oral examinations, that my radio major meant very little toward a degree in speech. The questions were almost entirely based on one course, "Voice and Its Production." It would seem to me that a major in radio and a minor in general speech, or other field needed for background, could be arranged. I personally was interested in radio work, with or without an advanced degree, but had to become involved in several courses for which I did not have the undergraduate background.

Speech Correctionist:

My instruction in speech 559 was excellent and I thoroughly enjoyed the instructor, but I preferred the courses dealing with things other than drama. Some of the courses from which I derived the most, had an instructor to whom I was indifferent--neither liked nor disliked. Let us say I respected the instructor.

College Instructor:

The program seems to be excellent. I have been so satisfied with the training I received that I have recommended it to my students and have sent some to you.

Comments by Graduates 1948-1951

Homemaker:

Based on the courses I took five years ago, I feel you would have to greatly increase the quality of your graduate courses; and decrease the amount of undergraduate courses available to the graduate student. My best training came with a few good graduate courses plus the thesis. The other courses did not come up in quality to courses I had as an undergraduate.

Elementary Teacher:

I think the student should have a choice as to whether he wishes to write a thesis or not. My topic didn't benefit me greatly. I did not find the Seminars very helpful as usually it amounted

to seeing a graduate student suffer through a grilling from Professors. I feel it could have been handled so much better as a consultation period, seeking advice and receiving advice. It seems to amount to the fact that I felt the well organized courses were a challenge but felt that I wasted my time where the instructor only filled up time or sat and dictated notes (word for word) from his notebook, and we were required to copy and hand them back in a notebook. Is this a learning process?--not according to education standards. (This is a true experience). Other courses I checked as having disliked also seemed to lack objectives and offer no motivation. One exception was in Radio Announcing. I have a special dislike for opera, but know it is necessary in this field. However, I still disliked the course because of a previous dislike for the instructor (personal).

Speech Correctionist:

M.S.U. is extremely fortunate in having people like _____, _____, _____, in the speech correction field. They are very capable and always inspiring. Any good I have done in my teaching is directly attributable to at least one of them. _____ deserves much for his kindness and helpfulness. Every graduate student should have this considerable man on his oral exam committee.

Salesman:

Why not inaugurate a sales training course in your department?

College Instructor:

Enjoyed my work at M.S.U. very much. Believe I would favor more seminars. Also think at this level more emphasis should be placed on the theories of dramatic art form--less emphasis on practical; the practical should be at the undergraduate level.

Homemaker:

The Seminar in Speech 510 was extremely helpful. Oral examination was a gruelling but good experience!

College Instructor:

My chief criticism is that my frontiers of knowledge were not perceptibly enlarged. I was not stimulated to produce more than was easy for me to handle. I was not stimulated to attack certain research in my area. I was fed too many "cook-book-recipes" without being stimulated to inquire of their source, or to dispute them.

Homemaker:

I appreciate very much the high quality of guidance I received in my thesis project and also in my selection of courses. The freedom to choose a program to fit my professional needs was greatly appreciated. I'd hate to see the graduate program become "straight-jacketed" by too many specific requirements.

United States Air Force:

I believe that it is most important for the graduate student in radio to get more practical work under professional radio people. From practical experience gained since graduation, I can see many weaknesses in this respect. We worked too much on the large station theory, not concentrating on small stations where most people are going to have to start.

In the field of radio announcing, I am thoroughly convinced that all instruction should be based on an interpretative approach because I believe that the reading of commercials and radio acting are applied interpretation. Had I had more knowledge in the field of interpretation, I believe I would have tried to write an announcing text book using this approach.

College Instructor:

Find myself ill-prepared to do work in history and criticism of public address at Ph.D level because no such courses were offered at M.S.U. This is an important area which M.S.U. neglects. All students in speech need, at least, to know the traditions and history of speech and at least a nodding acquaintance with classical Rhetoric if they are to consider themselves educated in our area.

Homemaker:

An occasional luncheon, or some such activity for graduate speech students, undergraduate majors, and speech faculty at which they could hear some leader in the field would have been helpful when I was there. Morale was low among the graduate students. Too many were putting in time or just trying to get through instead of working hard, enjoying their work and being glad to be in a great profession. They needed "in group" feeling, psychological status.

Speech and Hearing Therapist:

Anatomy of the head and neck and Physiology could have been very useful and practical--if taught by someone who was speech orientated. It proved to be too much a part from, instead of a part

of, my training. Otherwise, I feel the graduate program is an excellent one, expecially in my area, as I noted other college programs.

Comments by Graduates 1952-1955

Television Coordinator:

One thing I appreciated most about the graduate program was the excellent cooperation of two out of three members of my thesis committee in doing all they could in helping me to expedite my project. Dr._____ and Dr._____both returned chapters twenty-four hours after they were submitted and this was a great deal of help. I felt that my advisors were interested in helping in any way they could; they were not fighting my progress but always encouraging and assisting. I certainly have no derogatory comments concerning any phase of the graduate speech program. My only regret was that I had to take twelve credits in another department. I felt the credits were wasted and I would much rather have taken them in speech.

College Instructor:

Perhaps I misunderstood my advisor on the following point; however, during the writing of my thesis it was never clearly understood when the material to be changed was that of content or form. When grammatical changes were needed, the point was never made clear. As a consequence, the context was changed and the form was still at fault.

College Instructor:

Something that could be stressed in drama at M.S.U. is a basic set up of a strong work shop theater in the little theater there where graduates can direct many one acts and experiment in production. Of course, the actual production facilities there are extremely bad, the working set up down stairs is miserable, as is well known by the staff I am sure. It is very trying to do good work and my actual experience was made more rewarding by having the opportunity to work with a visiting professor who was brilliant in design, color, and theater experience, Mr. Wilbur Dorsett. There should be established graduate training in TV so that graduates can work in direction in the studio and not be thrown in with the undergraduates.

College Instructor:

The graduate committee I had in 1950 I feel, was inadequate. I did not get the help I should have. Writing the research part

of the thesis demanded that I change from a creative style of writing to a more specific style of writing. At first I did not realize that this was my difficulty. The graduate committee should have given me some help in that regard.

In the graduate school there is insufficient training in the mechanics of thesis writing. I was told, "just write something and hand it in." Help given to me by my committee in 1955 was much better. Pettiness was lacking. Concrete suggestions were given, flavoring each consultation with a positive, not negative, approach.

Better rapport should be established between student and graduate committee. Sarcasm is all right in some situations, but hardly helps when a student is looking for some real help. The Lord and Masters (or Mistresses) of the graduate committee (in my experience) certainly like to "lord it over" the lowly graduate student. This, unfortunately, seems to be the attitude of graduate committees. I had to put up with this kind of stuff when I was in the graduate school, and now I've got a chance to be on the other side.

Television Sales Representative:

More instructors of the calibre of _____, _____, _____, and _____ who are sympathetic to student problems, and who will give of themselves in aiding the graduate student, would speed the student towards achieving the goal best suited to him.

College Instructor:

I feel that the graduate program as far as theater is concerned needs complete revision. In my field, technical theater, there was no organized plan to guide me through my thesis planning. Every member of the department had his own ideas as to how the thesis should be organized as to content. After having spent six years in the theater department of M.S.U. with my work primarily in technical theater and design, and three summers in summer stock as a designer, I was urged not do a design thesis. It took me a whole year and four attempts before I could get a design thesis approved by the department.

My plans both as an undergraduate and graduate student were directed at work as a designer--technical director in educational theater at the college level. At no time in my work as a graduate student was I encouraged to pursue this type of work, although I had done some exceptionally good work for the department in this field. Since M.S.U. had such a turnover in technical directors (four) while I was there, no one could adequately judge my work and give aid to my choice of work in design and technical theater.

Television News Writer:

Extra-curricular activities on the masters level in Speech Department should be encouraged.

High School Teacher:

I believe that too much of the graduate study is directed toward the ideal teaching situation, not always practical when working in the field.

Speech Correctionist:

Very outstanding speech correction teacher training at M.S.U. However, in speech correction the outstanding deficiency is in clinical training. Poor supervision; not enough testing for clinical cases; does not prepare students for severe cases encountered in public school or clinical work of any kind.

College Instructor:

Departments change over a period of years, so I'm not sure that my comments are still true or pertinent. My feeling has been that the general level of instruction was too low for graduate school. Since I've been working in the field I've discovered gaps in my background which should have been covered in courses I took. The reason for this seems to me to have been the general philosophy of the department which tended to think in undergraduate terms.

The most valuable part was my assistantship which gave me a chance to do a lot of practical work.

I think another look at what the actual objectives of the graduate school program are is in order. I don't mean the educational "double talk" kind of thing.

Perhaps I'm being a bit hard on M.S.U. but there's a lot of competition today and to hold a job you've got to be well trained. I believe more and more that there should be more content and more work for the graduate student. It may not be fun at the time, but it pays off later.

Also, until the M.S.U. theater department gets a decent theater which is theirs and in which they can work all the time, the department is fighting a losing battle. The situation when I was there was very poor. For that reason, if no other, I would not recommend the M.S.U. graduate school to anyone interested in theater. The lack of adequate theater facilities is a very great handicap to the whole program.

High School Instructor:

I have only the highest praise to offer in comment on the graduate program at M.S.U. The only suggestion that I might offer is that there be more opportunity in the summer session for the Speech Department, students and staff, to get together outside the classroom. Speech convocations or luncheon meetings at which able speakers or entertainers appeared would tend to unify the group and be very stimulating professionally.

Television Program Director:

Graduate courses on the whole should be more challenging. The graduate student should progress along a prescribed course to an ultimate goal. This goal should be established early in his particular field with the guidance of his graduate advisor and committee which later becomes his thesis committee. He should know where he stands at all times i.e., with the objectives of his field of study clearly outlined so that he knows immediately when he is not meeting the minimum standards of a graduate student. Some graduates have been allowed to complete their thesis and course work only to find that there was some question as to their qualifications for an advanced degree. Graduate standards should be adhered to.

Graduate students in speech should be required to successfully pass a platform test in public speaking, as well as to present a dramatic sketch, interpretative reading, speech correction demonstration, and radio TV demonstration before the graduate faculty and graduate students in order to be eligible for an advanced degree.

High School Teacher:

It seemed to me, at the time, that more specialization was needed for those advanced degree candidates who had had a great deal of generalization in the speech field. I felt this was especially true for those of us who had spent several years working in a field and who came back for greater specialization in that one area. Also, it seemed to me, that the practice of having the Department Head register all graduate students rather than the area professor was in error for the best program. If a student could get this help as well, the program was probably o.k.; but if not, I question whether he got the best schedule.

High School Teacher:

I feel that more attention should be placed on the problems of high school dramatic productions, i.e., limited funds, space, etc.; choice of dramatic materials for this age level.

College Instructor:

Before and since I have gone to M.S.U., I have attended five other universities. I feel that the primary criticism I would level at M.S.U. is the instruction. Comparatively, it is inferior in quantity and quality. I should warn that I took very few courses in speech at M.S.U. I believe I met four Professors in Speech. This is hardly representative of the Department.

United States Army:

My orientation, as given by Speech 510 was adequate, but three weeks work was drawn out over a full quarter. Generally the instruction was good, but I actually feel that my assistantship in the scene shop was of more value to my specific objectives at State. The other courses broadened my general speech knowledge, but applied less directly to my specific purposes.

Homemaker:

There should be more guidance when you enter graduate school as to requirements, planning the schedules, meeting instructors, etc.

Extension T.V. Specialist:

Although I have no fault to find with the assistance I got or the courses I took, it seems that professors who work with graduate students should be given a maximum amount of time for this. It would allow for more opportunity to do special problems with more thorough supervision.

Professional Actor:

The course, 442, Acting Problems, was supposed to be advanced problems in acting. As far as I am concerned, it was a waste of time. As I recall, we learned how to (1) take snuff, (2) become knighted, (3) bow 17th century style, (4) wave a handkerchief, 17th and 18th century styles. The time would have been better spent studying the theories of acting, i.e., Stanislavski, Boleslavsky, James Lang, etc. Also, areas in which each of the particular students were weak in their acting techniques. Enjoyed taking the course, but was disappointed. More or less the same criticisms apply to the 342 series. The classes are much too large, not allowing students to act enough.

I realize the hesitancy of all the instruction in the Drama Department to encourage any person to pursue professional theater. However, the fact remains that some students come to classes with that desire in mind, and I think that special courses should be

> given to prepare them for what they will meet in New York. Also, there is much information which will make their beginning much easier, certain places for beginners to go, ways to prepare auditions, what publications to obtain, which best dramatic classes have the best reputation, etc. A beginning actor needs all the help he can get, and I see no reason why some of that assistance shouldn't come from his university.

The last portion of this chapter is devoted to data gathered by means of the check-list devised for recording opinions regarding each speech course taken by the respondents. Table XXIII shows how many responses were recorded for each course under each descriptive term, how many took each course and how many rated each course. In some instances these data parallel data gathered in the free responses found in the previous question and in certain other items of the questionnaire.

During the Department's growth several course numbers were changed. Included in the Table are some course numbers and titles which do not appear in the current catalogue. Some of the early courses have new numbers, even though the content has remained practically the same. In these instances the writer has listed all the responses under the new course number. Where courses of several years ago have been combined under a new name and number, the writer has listed responses under both numbers since content and instruction were changed.

Several speech courses may be repeated for variable credit. Therefore, although only ten students may have rated a certain course, there might be fourteen responses to one descriptive term found in the check list.

The tabulation of these reactions is found in Table XXIII. Each speech course which the respondents have taken is listed by number and

name in column one on the left-hand side of the page. Column two shows the total number who took the course, and column three the number who rated the course. Across the top of the page are a series of descriptive terms which might be applicable to the courses. These terms were grouped under four headings: content, instruction, methods, and general. The remaining columns show the total number of responses recorded for each course under each descriptive term.

Through examining the courses evaluated in Table XXIII on the following page, it is necessary to keep in mind that these ratings are opinions which show graduates' attitudes toward courses that have been taken since graduate work in speech was first offered in 1937. The purpose of the course evaluation check sheet was to attempt to acquire a general picture of graduates' reactions to their courses taken in terms of course content, course instruction, and course methods. The responses are intended to give an over-all picture of the general attitudes of graduates towards their course work. The writer is aware that the validity of these reactions is limited and that it would be impossible to arrive at any definite or specific conclusions. At the same time, it is felt that these opinions do warrant interpretation and that general inferences can be made from the responses. Furthermore, the question arises whether or not the respondents were reacting objectively and truthfully. The course evaluation check sheet included the descriptive terms: Liked Instructor or Disliked Instructor, and Liked Course or Disliked Course. These descriptions were used to help check on the degree of objectivity applied by the graduates. While no

TABLE XXIII

GRADUATES' RESPONSES EVALUATING SPEECH COURSES TAKEN DURING MASTER'S PROGRAM AT MICHIGAN STATE UNIVERSITY

Courses Taken For Graduate Credit	Total number who took course	Number who rated course	Content: Adequate	Content: Excellent	Content: Not enough attempted	Content: Too much attempted	Content: Too theoretical	Content: Too technical	Content: Valuable culturally	Content: Not valuable culturally	Content: Valuable occupationally	Content: Not valuable occupationally	Instruction: Instruction poor	Instruction: Instruction adequate	Instruction: Instruction superior	Instruction: Liked instructor	Instruction: Disliked instructor	Methods: Organized poorly	Methods: Organized well	Methods: Objectives clear	Methods: Objectives not clear	Methods: Objectives accomplished	Methods: Objectives not accomplished	Methods: Classroom methods stimulating	Methods: Classroom methods not stimulating	General: Liked course	General: Disliked course	General: Don't remember
340 Stage Design	19	14	6	5	4		1		3		10		2	7	2	7		5	4	5	2	4	2	2	5	5	2	1
371 Voice and Its Production	18	13	7	5	2	2	2		3	3	7		3	5	4	12		2	7	8	2	7	1	5	4	9	3	
372 Speech Pathology	19	13	7	5	3		1		1	2	10		2	6	5	9		3	6	7	1	7	2	4	2	9	2	
373 Speech Pathology	14	10	5	5	2				1	2	6		2	3	5	7		1	4	6	1	5	2	4	3	7	1	
374 Hearing Conservation	2	2	1	1								1			1	2			1	1		1			1		1	
375 Applied Phonetics	8	4		4	1				1		4		1	1	3	4			4	4	1	4		3	1	4		
375a Phonetics	8	6	3	2	1	1		1	4		4	1		2	4	6		1	4	4		4		5		5	1	
375b Phonetics	8	7		4	1				1		4		1	1	3	4			4	4	1	4		3	1	4		
382b Radio Announcing	4	3	2	1	1		1		1		1		1	1	1	2	1		2	2		1	1	1	2	2		
382c Radio Announcing	4	3	2			1	1		1				2	1		1	1		1	1		1			2		1	
383 Radio and Television Announcing	2	2	1	1							2			1	1	1			2	2		2		2		2		
385 Radio Dramatic Production	2	1		1							1				1	1			1	1		1		1		1		
385b Radio Dramatic Production	11	8	4	2					3		5			4	2	4			4	4		4		3		6		1
385c Radio Dramatic Production	8	6	3	2					3		4			3	2	5			4	5		4		4		5		
386 Radio Dramatic Direction & Production	1	1	1		1											1												
400h Honors Course	17	12	7	8	2				3	1	9		3	5	5	10		2	7	7	3	9		4		2	1	
408 Advanced Voice and Diction	9	6	5		1				3		4			3	2	4		1	1	2	2	4		1	1	5	1	
413 High School Forensic Workshop	2	1		1											1							1				1		
414 High School Dramatic Workshop	4	2	3	1	1				1		1	1		1	1	4			2	1	1	3	1	1	1	3	1	
415 High School Radio Workshop	8	7	4	2	2	1	2		2	2	6	1	2	3	2	6	1	4	3	2	4	2	3	3	4	5	2	
416 Advanced Group Discussion & Leadership	2	1		1					1		1				1	1			1	1		1		1		1		
418 Contemporary Public Speaking	7	6	1	3			1		3	1	4	1	1	2		5		1	3	1	2	1	2	3	1	4	1	1
419 Speech Composition	6	4	1	3					1		3			1	3	3			3	3		3		3		3		
420 History of British Speaking	2	1		1					1		1				1	1			1	1		1		1		1		
420 History of Oratory	1	1		1					1						1	1			1	1		1		1		1		
421 History of American Speaking	3	3	1		2		1	1	1			1	1	2		2			2	2	1	1	2	1	2	2	1	
427 Forms of Public Address	4	3	1	2					3		3			2	1	3		1	2	3		1	1	3		3		
428 History of American Public Address	2	2		1					1		1				2	2			2	2		2		2		2		
430 Introduction to Television	13	10	7	2	2	3		2	1	1	8		1	7	1	8		6	4	3	4	4		4	2	8		
431 Television Studio Operations	6	6	2	1	3			1	1		3			3	1	4		2	3	2	1	3		3	1	4		
432 Television Control Room Operations	4	4	1	1	1		1	1			2			1	1	2		2	1	2		1	1	1		2		
433 Television Directing	2	2	1		1						2			1		2			1		1	1		1		2		
434 Television Writing Continuity	2	2		2							1				1	1			1	1		1		1		1		
437 Television Program Development	1	1			1									1											1			
440 Advanced Scene Design	2	2		2							2			1	1	2			2	2		2				2		
442 Acting Problems and Projects	6	3	1	2	2				1		3		1		2	2		1			1	1		2	1	2		
444 Studies in Theater Practice	6	4	3	1		1				1	3		1	2		2	1	1		1	2	1			2	2	1	
447a Play Direction	14	8	1	6	1	1		1	4		8			1	6	8			5	5	1	6		6		7		
447b Play Direction	14	9	3	5	1	1	1	1	3		7	1		2	5	7	1		5	5	1	5	1	6	1	8		
447c Play Direction	8	6	1	5				1	2		6			1	4	6			4	4		5		6		6		
451 Dramatic Writing	11	10	2	7		2	2		6		7	1	2	1	6	5		3	5	4	2	4	1	5	2	7	2	1
451b Dramatic Writing	5	2		2		1			2		2				1	1			1	1		1		1		1		
452 Lip Reading	6	5	3	1	2					1	4		1	2	1	2	1	1	1	3		4		1	2	2		
453 Audiometric Testing	4	4		2	2						3		2	1	1	2			2	2		2		1	1	3		
455 Audiometry	5	4	2	2							3			2	2	2			4	4		2		1	1	3	1	
456 Speech Reading	4	3	2	1	1		1				1	1	1	2		2		1	1	1	2	1	1	1	2	1	1	
457 History of Theater	13	9	3	4	1	1			6		5		1	2	4	8		2	6	4	2	5		4	4	8	1	
458 History of Theater	15	10	5	3	1	2			7	1	7		2	2	3	6		2	5	4	2	3		3	3	7		
459 History of Theater	15	11	3	5	2	3	1		9		8		3	2	4	7	1	2	7	4	3	5	2	4	3	10		
464 Interpretation of Dramatic Literature	6	5	1	2	1				2	1	1				3	3			2	2	2	2		2		3		
465 Childrens Theater	5	3		3					2		3				3	2			2	3		3		2		3		
466 Dramatic Lecture Recital	1	1		1					1		1				1	1				1		1		1		1		
467 Foreign and U. S. Dialects	9	8	3	5	1		1		4	1	6			1	6	7			5	4		5		6		6		
469 Creative Dramatics for Children	1	1	1									1			1	1			1			1		1		1		
470 Speech Correction for Teachers	3	2		2					2		2				2	2			2	1		1		1	1	1		
473 Advanced Speech Pathology	2	1		1							1				1	1			1	1		1		1		1		
474 Clinical Practice in Speech Correction	17	15	15	12	10			1	4	2	19	5	4	14		24		14	10	11	3	11	3	8	5	25		
476 Psychology of Speech	14	9	3	4	1	1	2		3	1	5		1	2	4	4		2	3	5	1	3	1	4	1	5		1
477 Speech Correction Methods	9	6	1	4						1	5			3	2	5			5	5		5		2	1	4		1
485 Radio and Television Station Management	2	1		1							1				1	1			1	1		1		1		1		
486a Radio Practices	8	7	3	2			1			1	3	2	2	4	1	5	1	2	2	3	1	3		1	3	4		
486b Station Management	12	7	2	1	1		2			1	4	2	5		1	3	3	3	1	1	3	1	1	2	4	3	1	
486c Program Planning	10	7	3	2			2			2	3	2	4		1	4	1	3	1	1	2	1	1	1	4	3		
487 Radio Workshop	10	5	2	2	1				1		3			4	1	3		1	2	2		4		2	2	4		
489 Radio and Television in Education	6	5	1	2	2	1	1		1	2	2	2	3		2	4	1	3	2	2	2	2	2	1	3	2	2	
492 Directing of Debate	4	3	2		1		1		1		1	2	1	2		2		1			2	1				2		
500 Teaching College Speech	23	16	4	4	3		2	2	2	2	8	3	4	6	2	8	4	4	5	4	5	3	2	4	5	7	3	2
510 Introduction to Graduate Study in Speech	55	41	19	11	7	2	10	1	6	6	13	8	6	18	10	23		6	20	23	13	17	3	15	13	17	10	1
511 Seminar in Organization and Administration or Speech Curriculum for Public Schools	6	5	1	4					2		4				2	4			3	2		3		3		4		
530 Advanced Problems in Television Production	7	6	4	4	2			1			4		1	1	3	4			3	4	1	3		3	1	4		
531 Research in Broadcasting	3	3	1	1							1				2	2			1	1	1	2		1		3		
532 Television Summer Workshop	6	4	1	2		1		2		1	2	1		2	2	2	1	1	2	1	1	1	1	2	1	2	2	
539 Seminar in Rhetoric	35	18	9	7	5		2	1	10	1	9	3	1	10	8	10		8	4	3	10	2	2	8	4	9	1	
550 Seminar in Oral Interpretation	18	9	4	3	2	2	1	1	5		5	1	4	2	4	2	3	2	4	4	2	4	1	1	4	2	5	
551 Seminar in History of Oral Interpretation	3	3	1	1		2			1	1	1		1	1		1			1	1	1	1			2	1	1	
555 Seminar in Theater Practice	10	5	3	1	3		1		1		4			4	1	7		1	2	2	1	1	2	2		4		
556 Seminar in Scene Design, Construction, and Stage Lighting	11	6	2	3	2				1	1	4			3	2	5			3	3	1	3		1		4		1
559 Seminar in Drama	46	29	9	19	4	4	6		16		22		5	7	16	21		7	15	15	7	13	6	15	7	18	9	2
574 Speech Correction Workshop	6	4	2	2	2						3			3	1	4		1	1	2		1	1	2	1	3		
579 Seminar in Speech Correction and Voice Science	22	14	7	5	3		1		3		10	2	1	5	5	11		3	5	8	1	8	1	8	3	11	1	2
580 Experimental Phonetics	2	2		2					1		2				2	2			1	2		2		2		2		
585 Advanced Radio Dramatic Production	19	16	9	6	2		1		4		9	1	1	4	5	8	1	3	6	7	1	5	2	4	3	8		1
599 Special Problems in Speech and Communication	21	15	5	11	2	1		1	10		13	2	2	4	7	14	1	1	8	8	3	9		8	4	13	1	3

statistical evidence is available, the writer believes that the responses to course evaluation, considered as a whole, are reasonably reliable for several reasons. Neither the University nor the Department of Speech had any control over the answers of these people. There was nothing to compel or force the graduates to complete this portion of the questionnaire. Respondents had nothing to lose by telling the truth, nor anything to gain. For the majority of graduates surveyed, neither their economic nor professional status appears to be affected by any agency of the University. The honesty and objectivity of one graduate is illustrated in reference to the course evaluation check sheet when he failed to rate one course by explaining: "I was totally unprepared for the course; consequently, I cannot be objective."

Graduates who rated courses in the area of theater indicated that course content was well above average, and that material proved to be of considerable cultural value. Content material was rated exceptionally high in terms of occupational value. Responses toward course instruction revealed a high degree of satisfaction with the majority rating instruction as superior. Students appeared to enjoy their instruction since an exceptionally high percentage of the respondents liked the instructors. Courses in theater were generally considered well organized, and clear as to objectives. The majority of the course objectives were apparently accomplished. The majority of the respondents rated classroom methods stimulating and indicated they liked their courses in theater. More graduates took Speech 559, Seminar in Drama, than any other single course in this area.

Those respondents who rated courses in rhetoric and public address seemed to feel that course content, on the average, was slightly better than adequate. Some graduates felt not enough material was attempted in certain courses. The majority strongly believed that course content was of cultural and occupational value. A high percentage of the students said they liked the instructor. Graduates felt instruction to be well above average. Although the majority rated instruction superior, there were enough who considered instruction poor, or only adequate, to lower the general rating. Classroom methods were considered stimulating and a majority of the people liked the courses. Although several graduates felt certain courses were poorly organized, more than twice as many rated them as well organized. More students took Speech 539, Seminar in Rhetoric, than any other course in the public address area.

The area of speech correction, phonetics, and voice science was rated by the graduates to be generally above average in terms of course content, although slightly less than one fourth of the group felt not enough material was attempted. This may be partly attributed to the lack of certain equipment which apparently limited some courses from offering as much material as might have been possible had equipment been available. A strong majority rated the content as occupationally valuable. The majority of the respondents rated instruction as being adequate, and practically everyone indicated they liked the instructor. It is significant to note that graduates taking courses in this area are apparently being very objective since their strong liking for the instructor as a person does not prevent a low rating of his instructional

procedures. Courses were generally rated as well organized, and objectives appeared clear and accomplished. A high percentage of the graduates liked the courses, but it seemed that more than a few felt classroom methods could have been more stimulating. More students took Speech 579, Seminar in Speech Correction and Voice Science, than any other single course in this area.

Graduates who rated courses in the area of radio felt content was slightly better than adequate. Several indicated that not enough material was attempted. The majority rated radio courses as being valuable occupationally. Students' attitudes toward instruction was quite evenly divided. The total responses equalled an adequate rating for instruction although the graduates were unanimous in indicating they liked the instructor. Courses were generally rated exceptionally good in terms of organization and objectives being clear and accomplished. Although the majority of the respondents rated classroom methods stimulating, almost as many indicated they were not stimulating. A large percentage indicated they liked the courses in radio. More graduates took Speech 585, Advanced Radio Dramatic Production, than any other single course in this area.

Those graduates who rated courses in the area of television indicated that course content was somewhat above average, although more than a few felt not enough material was attempted. More than two-thirds of the group rated the content as valuable occupationally. The majority of the graduates rated instruction as being adequate, although almost as many felt it was superior, and a few considered it poor. Generally, the instruction was rated somewhat above average. Almost everyone

indicated they liked the instructor. The majority of the respondents felt that the organization of the courses was good, although nearly 40 percent rated organization as poor. This apparent division in opinion concerning organization may be partly attributed to the fact that the television curriculum was still in the pioneering stage when many graduates were taking these courses. Consequently, it would seem likely that in developing the television curriculum a certain amount of experimentation was necessary and resulted in some organizational confusion for the graduates. Likewise, the majority of people rated the objectives clear, although approximately 35 percent felt objectives were not clear. The majority, however, rated the course objectives as being accomplished, and indicated that classroom methods were generally stimulating. All but 12 percent said they liked the courses taken in television. More graduates took Speech 430, Introduction to Television, than any other single course in this area.

Courses offered in the area of speech education were rated by graduates as being above average in content material. A small percentage indicated that not enough material was attempted in certain courses and that other courses tended to be too theoretical. The majority of graduates considered the content material to be of occupational value. Opinions of graduates concerning course instruction seem to be somewhat divided. The majority of people rated instruction as being adequate, although almost 36 percent considered instruction superior, and close to 20 percent evaluated instruction as poor. Generally, it would appear that instruction was above average. Responses showed that the instructor was liked by almost everyone. Courses were generally considered to be

well organized, although approximately 37 percent of the respondents felt organization was poor. The graduates were divided in their opinions about the clarity of course objectives; a slight majority thought they were not clear. Only a slight majority felt classroom methods were stimulating. Most of the respondents liked their courses although almost 30 percent indicated a dislike. This general division of opinion concerning courses taken in speech education seem to indicate graduates use a wide variety of criteria in rating the desirability of such courses. All the major speech areas were represented since at least one methods course is offered by each. More graduates took Speech 500, Teaching College Speech, than any other single course in this area.

Although relatively limited in the number of courses offered, the area of interpretation was rated by the graduates as being more than adequate in course content. Several people felt not enough material was attempted, but content was generally considered valuable culturally and occupationally. Reactions to instruction ranged from one extreme to the other. In the main, instruction was considered stimulating and better than adequate and the majority of the people indicated they liked the instructor. Although approximately one-third of the respondents indicated they disliked courses taken in interpretation, courses were considered well organized and the objectives clear and accomplished. More students took courses in Speech 550, Seminar in Oral Interpretation, than any other single course in this area.

CHAPTER V

SUMMARY AND CONCLUDING COMMENTS

Of the 95 questionnaires sent to graduates, 70 or 73.7 percent, were returned. Each year from 1941 to 1955 was represented in these returned questionnaires. This representation has given added breadth to the study and has helped in comparing responses and observing any trends that might have developed over a period of years.

Theater has had the largest number of Master of Arts graduates with 42.7 percent of the degrees. This reveals that theater has been by far the most active area of the graduate speech program at Michigan State University. Two of the respondents in this field hold doctorate degrees and two are now occupying positions as heads of departments of speech on the college level. Generally, the graduates in theater expressed a high degree of satisfaction with their graduate speech training. Their major criticism was that production facilities and working space were below standards and needed much improvement.

Radio, with 20.8 percent of the graduates, and television with 6.3 percent, are the second largest area to award Master of Arts degrees in speech. Since 1952, a year after the television curriculum was instituted, radio seems to have been less active on the graduate level. The television curriculum may have drawn people away from radio in anticipation of the growth of a new medium. One respondent in this area now holds the doctorate. Generally, the graduates in radio and television expressed satisfaction concerning their speech training.

One comment made by several students suggested that guidance in selecting courses might receive closer attention if the major professor were to handle their enrollment each term.

Speech correction has awarded 15.6 percent of the Master of Arts degrees in speech. One of the respondents in this field holds a Ph. D. degree, and one is presently the head of a department of speech on the college level. On the whole, graduates in speech correction expressed satisfaction concerning their graduate speech training. Free responses indicated that outstanding speech correction teacher training existed; however, the main weaknesses seemed to be clinical training and the lack of necessary equipment in some areas.

Rhetoric and public address have awarded 9.4 percent of the Master of Arts degrees in speech. One of these graduates now holds a doctorate. On the whole, graduates in this area expressed satisfaction with their speech training. Responses were few and no particular pattern emerged from their comments.

Speech education has awarded the least number of Master of Arts degrees in speech with a total of 5.2 percent. All three respondents in this area are now teaching. On the whole, graduates expressed satisfaction with their speech training, although indications reveal that a wide variety of criteria are used in evaluating training in this area. The only comments made in this area were that teacher training in speech correction was excellent.

The general picture seems to indicate that television is growing in popularity and that public address and speech education have not

been particularly active on the masters' level. This does not necessarily mean that these areas were weak or inadequate in quality. It does indicate, however, that their popularity was far below that of theater, radio, and television which together account for 69.8 percent of the graduate degrees granted.

In their undergraduate training, 80 percent of the respondents majored or minored in speech. English was the major area of undergraduate study for ten percent of the respondents. Thus, most of the graduate students came to the program with a speech undergraduate background or with one closely allied to speech work.

Graduate assistantships were held by 70 percent of the respondents and only one person indicated he would not accept an assistantship if he were doing his work again. It appears that an assistantship has been an important, in some instances no doubt a necessary, aid to the student in that he gained experience, an added sense of responsibility, and financial assistance from it. These advantages seem to be appreciated by the graduates. The graduate assistantship also gives added advantage to the student in his being selected for future employment, especially to the prospective teacher. The Department of Speech at Michigan State University appears to have granted the majority of its Master of Arts graduates assistantships and to have served their interests well in this respect.

A variety of reasons were given by respondents for selecting Michigan State University as the school in which to do their graduate work. Generally, the University's location and the good reputation of the Department of Speech were the major reasons. Only 4.7 percent

of the respondents said expectations concerning their speech training were not fulfilled. The major portion of the respondents indicated their expectations were fulfilled and expressed satisfaction with their choice of university.

Extra-curricular activities were participated in by 51.7 percent of the respondents. Theater and radio graduates were more active in activities than were those in the other areas. Public address, however, had several graduates who participated in extra-curricular work. The fact that 70 percent of the respondents held assistantships and that most extra-curricular activities seem primarily designed for undergraduates, may account for the low percentage of participation.

Six of the respondents have received doctoral degrees since completing their Master of Arts in speech and seven others are apparently working towards that goal. All of those holding the doctorate are now teaching. Most of the respondents have taught at one time or another since receiving their Master of Arts degrees. More than half of them are engaged in some phase of teaching at the present time. Most of the graduates in the teaching profession have taught in colleges, although a substantial number have also taught in high schools. Business and industry have claimed several graduates. Television graduates have generally gone into television fields on a professional basis.

The majority of those graduates now teaching have taught in all areas of speech with the largest number being in fundamentals, public speaking, and drama. Respondents indicated they needed more training in speech correction, voice science, and phonetics than in any other area. These responses came from teachers in all phases of speech and

do not indicate that correctionists were necessarily lacking in training or in greater need than others. Generally, it would seem that speech teachers should not ignore work in the field of correction. Apparently a better knowledge of this field is valuable to the teacher in all areas of speech concentration. According to the respondents, it seems desirable that more training in drama would be of great assistance to the high-school speech teacher.

All respondents indicated that in view of their experiences since receiving the Master of Arts degree, certain additional courses would have been beneficial to them. Courses in speech correction, phonetics, voice science, drama, and public address were most frequently cited. The fact that these additional courses were listed, does not necessarily mean that graduates were dissatisfied with the courses taken during their Master of Arts program. However, the listing of additional courses does indicate that most graduates would have taken these courses if time and circumstances had permitted. Those graduates in fields other than teaching expressed a desire for courses outside the area of speech such as advertising, psychology, or personnel management.

Non-teaching graduates generally considered their speech training to be useful in their occupations. This view conforms with those of the great majority of the graduates, regardless of their occupations, that their speech training on the masters' level adequately prepared them for positions they have held since graduation. The Department of Speech has apparently been successful in supplying its students with the basic knowledge and techniques necessary for progress in a variety of positions in business as well as in teaching and related fields.

Most of the respondents, teaching and non-teaching, were in favor of specialized training, although the opposite was true of five of the six graduates holding the doctorate. The experiences of the six graduates now holding doctorates and teaching at the college level led them to express a preference for a general background in speech. Graduates receiving degrees in the areas of public address and speech education also indicated a preference for generalized training. On the whole, each graduate seems to favor a program that will fit his individual needs.

The majority of graduates, regardless of occupation or advanced training, favored minoring in an area outside the Department of Speech. The only exception were public address graduates who slightly favored a minor in speech. This consistency in favoring an outside minor agrees with the point of view of the faculty and suggests that the majority of the graduates feel the need for background in another area and that it is possible to become too narrow with speech alone. This feeling was especially expressed by those respondents holding doctoral degrees. However, there seems to be enough favorable reaction to the idea of minoring within the Department to warrant giving some thought to this possibility. Suggestions seem to indicate that an optional program based upon the students' needs should be considered.

The majority of the respondents indicated that they received sufficient guidance in the selection of courses and the selection of a thesis topic. Adequate help and guidance from the thesis committee was also received by most of the graduates. This consistency suggests that the graduate speech program is generally guiding its students in the

right direction and apparently has been successful in fulfilling most of their needs. Graduates receiving degrees in theater, speech correction, and speech education generally considered their guidance to be above average. Guidance was considered average by graduates from the areas of public address, radio and television. A few of the graduates in each of four areas felt they could have received better guidance in selection of courses and in selecting a thesis topic. The comment made most frequently by the respondents was the need for better guidance in selection of courses. This feeling was expressed by 24.3 percent of the respondents. The majority of these people were from the radio and television area. From the responses it appears that graduates would prefer to have their programs outlined by their major professor rather than by the Head of the Department. Students felt that the Head of the Department was extremely conscientious but that in some instances their major professor was in a better position to advise them on certain courses.

Eighty percent of the respondents said the writing of a thesis was valuable and offers a wide variety of learning experiences which are beneficial to the individual regardless of his occupation. Those graduates possessing doctoral degrees indicated that writing a thesis was excellent preparation for advanced study. Theater and speech correction graduates rated the value of writing a thesis extremely high. Graduates in speech education, public address, radio and television were also high in praise of this writing experience. However, a few graduates suggested that the thesis is of little value and should be eliminated. Eight percent of the graduates opposed the value of writing

a thesis, 2.9 percent were undecided, and 2.9 percent gave no answer. Most of these people are teachers and two are in other occupations. This group suggested that a thesis should not be required but be made optional in terms of an individual's purposes and needs. Perhaps their view warrants some consideration. However, the responses reveal that for the most part writing a thesis has made a valuable contribution to the students, and that those planning to enter the teaching profession, or obtain Doctor of Philosophy degrees should not be without this writing experience.

The majority of the respondents expressed favorable reactions toward the courses they took on a graduate level. Course evaluations in the field of theater generally received a high rating. Almost all the graduates expressed a liking for the instructor. Radio and television courses, as well as those in speech correction, seemed to be rated slightly above average with respondents indicating a strong liking for their instructor. Public address courses received somewhat divided ratings. Generally, however, courses were considered to be slightly above average with the majority indicating a liking for the instructor. Likewise, courses evaluated in speech education received divided reactions with the general rating appearing to be average. The instructor was liked by the majority of the students. The division of opinion concerning courses in public address and speech education indicates graduates use a wide variety of criteria in rating such courses. On the whole, speech courses on the graduate level appear to be highly satisfactory and the relationship between the student and his instructor has been pleasant and satisfactory.

A Final Word

In reviewing this study it must be remembered that rapid changes have taken place within the Department of Speech over the entire period since its beginning in 1937. New courses, changes in courses, and changes in personnel are all factors which must be considered. Praise and blame cannot readily or consistently be attributed to any one individual.

Consideration must also be given to the fact that the percentage of returns for each speech area does not necessarily reveal the complete picture for that group. For example, the 16 graduates in the area of theater who failed to respond to the questionnaire might have offered different comments and changed the over-all picture. The same might be true with radio and television who had five graduates failing to reply, or with the areas of speech correction and speech education each with two graduates who did not reply. In the public address area only one graduate failed to return the questionnaire. As might be expected, more variable comments were given in the areas of theater, radio, television, and speech correction. Public address and speech education, each with a small number of graduates, received fewer comments. However, the writer believes each area is represented by enough replies to give a general picture of the Department as a whole.

It was made clear in Chapter I that this type of study is considered one means of helping to determine how to serve effectively the needs of students in a changing society. The writer does not presume to suggest that the student knows what is best for him. The writer

does, however, believe that many sources of information must be used as a basis for improving educational services. One of these sources must be the student himself; without his retrospective views, no research in this direction would be complete. With these ideas in mind, this study, in general, revealed that respondents approved of the graduate speech program. Their comments, criticism, and suggestions indicate their interest in improving the speech education program in the Master of Arts program of the Department of Speech at Michigan State University.

BIBLIOGRAPHY

BIBLIOGRAPHY

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Rude, Leslie G., The Graduate Speech Program on the Master's Level of the Department of Speech, Louisiana State University, (Unpublished M. A. Thesis, Louisiana State University, 1953).

Young, James D., A Study of the 1946-47 Curriculum in Speech and Dramatic Arts at George Pepperdine College, (Unpublished M. A. Thesis, University of Southern California, 1947).

APPENDIXES

APPENDIX A

Letter sent to former Master of Arts graduates in speech from Michigan State University explaining the questionnaire and to solicit their cooperation in furnishing the data requested.

APPENDIX A

Department of Speech
Michigan State University
East Lansing, Michigan

Date_____

Dear M.S.U. Graduate:

The purpose of this correspondence is to ask your assistance in a project currently being conducted aiming at an evaluation of the graduate program in speech at Michigan State University. Because we believe an ever-improving speech program needs careful examination, we are anxious to include your reactions. With this letter you will find a questionnaire and a stamped envelope, which we hope you will complete and return at your earliest convenience.

We stress the fact that your remarks will not be used in connection with your name and all information on the questionnaires will be tabulated in strict confidence.

If you will fill out the accompanying questionnaire carefully and critically, you will offer substantial help in the progress of this study. Your cooperation will be sincerely appreciated by me and by the department.

Thank you for your help and cooperation and we will be waiting to hear from you in the near future.

Cordially yours,

Roland E. Kalmbach Jr.

Hugo David
Committee Chairman

APPENDIX B

Questionnaire

APPENDIX B

Questionnaire

Name: _____ M.A. 19____

Address: _____

Present Position _____

Employer _____

1. What was your undergraduate major? _____ Minor? _____

2. Did you hold a graduate assistantship while at M.S.U.? Yes___ No___
   Would you hold an assistantship if you were doing it over again?
   Yes___ No___ Explain _____

   _____

3. What factors other than an assistantship determined your selection of M.S.U. as the school in which to do your graduate work?

   _____

   a. To what extent were these expectations fulfilled at M.S.U.?

   _____

   _____

4. What advanced degrees in addition to the M. A. degree in speech do you hold?

   _____

   When and where did you receive these degrees? _____

   _____

5. List the positions you have held since you received your M.A. degree at M.S.U.:

Job Description	Employer	Location	Dates From	Dates To

6. What extracurricular activities did you participate in as a graduate student?

_____

7. Would you recommend that graduate students minor within the speech department or in another department? (Minoring within speech department means a theater major might minor in public address rather than English or history) Please check: Speech_____Other department_____.

8. Do you feel you might have been more effectively advised concerning your selection of courses? Yes___No____ Specify how_____

_____

9. Do you feel you received sufficient help in selecting a thesis topic? Yes___ No____.

10. Do you feel you received adequate help and guidance from your thesis committee? Yes___ No___.

11. Do you feel the writing of a thesis was valuable to you? Yes___No___ Explain_____

12. Areas you have taught since receiving your M.A. Check appropriate box.

Areas of Instruction	Check the areas in which you have taught since receiving the M.A. degree			Check areas in which you feel you needed more training	Check areas you would spend less time than you did
	Grade School	High School	College		
Fundamentals					
Interpretation					
Drama					
Radio					
Television					
Public Speaking					
Discussion					
Debate					
Speech Education					
Phonetics and Voice Science					
Speech Correction					
Other:					

13. If you are not a teacher, has your speech education been useful in your occupation? Yes___ No___ Why or why not?_____

_____

_____

14. In view of your experiences would you recommend that M.S.U. emphasize a generalized speech program or a specialized speech program at the masters level? Please check below:

    a. Specialized program_____

    b. Generalized program_____

    (Specialized refers to emphasis in primarily one area; generalized refers to attention in several areas.)

15. Do you now feel that your graduate program at M.S.U. adequately prepared you for the positions you have held since graduation?

    Yes___ No___ Explain_____

    _____

16. In view of your experiences since receiving the M.A. degree, what other courses would have benefitted you the most?

    _____

    _____

17. If you have any criticisms, suggestions, or comments regarding the graduate program at M.S.U., please write them on the back of these sheets.

COURSE EVALUATION SHEET

Instructions

Below are listed the courses you took on the M.A. level at MSU. Opposite each course, check in appropriate squares, all items which describe your reaction to the course.

	Content										Instruction					Methods								General		
	Adequate	Excellent	Not enough attempted	Too much attempted	Too theoretical	Too technical	Valuable culturally	Not valuable culturally	Valuable occupationally	Not valuable occupationally	Instruction poor	Instruction adequate	Instruction superior	Liked instructor	Disliked instructor	Organized poorly	Organized well	Objectives clear	Objectives not clear	Objectives accomplished	Objectives not accomplished	Classroom methods stimulating	Classroom methods not stimulating	Liked course	Disliked course	Don't remember

APPENDIX C

APPENDIX C

A list of all courses offered for graduate credit in speech as found in the 1955-56 Michigan State University Catalog follows.

306 ADVANCED PUBLIC SPEAKING. Fall, Winter, Spring. 3(3-0) Prerequisite: 305. Specialized forms of public address with emphasis on development of maximum effectiveness in platform techniques.

340 SCENE DESIGN. Fall, Winter. 3(3-2) Prerequisite: 242 for majors. Design and painting of scenery for stage and television productions. No previous training in art required.

371 VOICE AND ITS PRODUCTION. Fall, Winter, Spring. 3(3-0) Prerequisite: 208 and three additional Speech credits. Introduction to such portions of anatomy, physiology, and physics as are directly related to production of voice.

372 SPEECH PATHOLOGY. Winter. 3(3-0) Prerequisite: 371. Basic functional disorders of speech.

373 SPEECH PATHOLOGY. Spring. 3(3-0) Prerequisite: 372. Basic organic disorders of speech.

374 (formerly 454) HEARING CONSERVATION. Fall, Spring. 3(3-0) Prerequisite: 371 or approval of Department. Nature, testing, and rehabilitation of hearing.

375 (formerly 375a and 375b) APPLIED PHONETICS. Fall, Winter, Spring. 3(3-0). Prerequisite: 208 and Junior or Senior Class. The international phonetic alphabet and its application to speech correction and to adequate pronunciation.

383 (formerly 382b.) RADIO AND TELEVISION ANNOUNCING. Winter, Spring. 4(4-0) Prerequisite: 281. Training in specialized fields of announcing: news, sports, and special events. Commercial announcing for television with practice before the camera.

386 (formerly 385b.) RADIO DRAMATIC DIRECTION AND PRODUCTION. Fall, Winter, Spring. 4(2-4) Prerequisite: 283, 342. Techniques of radio directing and mechanics of production.

400h HONORS COURSE. Fall, Winter, Spring. 1 to 16 credits. Prerequisite: approval of Department.

401 SPEECH FOR THE CLASSROOM TEACHER. Fall, Spring. 3(3-0) Prerequisite: teaching experience. Not open to majors.

408 (formerly 409) ADVANCED VOICE AND DICTION. Fall, Winter, Spring. 3(3-0) Prerequisite: 208 and Junior or Senior Class. Further study and practice to develop maximum effectiveness in use of voice.

413 HIGH SCHOOL FORENSIC WORKSHOP. Summer. 3 to 6 credits. Prerequisite: approval of Department. Experience in planning and directing forensic activities for high school students. Michigan High School Speech Institute will serve as laboratory situation.

414 HIGH SCHOOL DRAMATIC WORKSHOP. Summer. 3 to 6 credits. Prerequisite: approval of Department. Problems of dramatic production in the secondary school. Michigan High School Institute will serve as laboratory situation.

415 HIGH SCHOOL RADIO WORKSHOP. Summer. 3 to 6 credits. Prerequisite: approval of Department. Planning and producing radio programs in the secondary school. Michigan High School Speech Institute will serve as laboratory situation.

416 ADVANCED GROUP DISCUSSION AND LEADERSHIP. Winter, Spring. 3(2-2) Prerequisite: 212 or Senior Class. Development of leadership in group situations. Semantics, group dynamics, and sociodrama, film forum, and related techniques.

418 (formerly 429) CONTEMPORARY PUBLIC SPEAKING. Fall. 3(3-0) Prerequisite: 206. Analysis of current public speaking in its social context.

419 (formerly 324) SPEECH COMPOSITION. Winter. 3(3-0) Prerequisite: 305.

420 HISTORY OF BRITISH SPEAKING. Spring. 3(3-0) Given in odd-numbered years. Prerequisite: approval of Department. Analysis of historic British speaking in its social context.

421 HISTORY OF AMERICAN SPEAKING. Spring. 3(3-0) Given in even-numbered years. Prerequisite: approval of Department. Analysis of historic American speaking in its social context.

430 INTRODUCTION TO TELEVISION. Fall, Winter, Spring. 3(3-2) Prerequisite: 242, 281 for Speech majors. Others, approval of Department. Orientation to television techniques and procedures. Basic course for television sequence.

431 TELEVISION STUDIO OPERATIONS. Fall, Winter, Spring. 4(2-4) Prerequisite: 430 and approval of Department. Working knowledge of specific studio positions. Introduction to artistic possibilities of television.

432 TELEVISION CONTROL ROOM OPERATIONS. Fall, Winter, Spring. 4(2-4) Prerequisite: 283, 431, and approval of Department for majors. Others, approval of Department. Television control room study and practice with emphasis on position of floor director, assistant director, audio director and switcher.

433 TELEVISION DIRECTING. Fall, Winter, Spring. 4(3-2) Prerequisite: 386, 432 and approval of Department. Theory and practice in television directing.

434 TELEVISION WRITING CONTINUITY. Spring. 4(4-0) Prerequisite: 430 and approval of Department. Analysis and practice in writing commercial continuity for television.

435 TELEVISION WORKSHOP. Summer. 1 to 8 credits. Prerequisite: approval of Department. To give student an understanding of problems and procedures involved in television studio operations through participation and workshop activities.

436 PROBLEMS IN TELEVISION PRODUCTION. Fall, Winter, Spring. 4(3-2) Prerequisite: 433 and approval of Department. Further study in the directing of television programs with emphasis on the problems of the producer.

437 TELEVISION PROGRAM DEVELOPMENT. Fall, Winter, Spring. 4(3-2) Prerequisite: 430 or approval of Department. Not open to students taking 431, 433 sequence. Course for non-specialists in television who wish to develop television programs and camera techniques for their particular areas, i.e. home economics, agriculture, or any other field that might be using television for programming or public relations.

440 (formerly 445) ADVANCED SCENE DESIGN. Spring. 3(3-2) Prerequisite: 340, 343, or approval of Department. Adaptation of historical periods and styles of stage design to modern production. Assigned problems in departmental productions.

442 ACTING PROBLEMS AND PROJECTS. Winter, Spring. 3(3-2) Prerequisite: 342 or approval of Department. Styles of acting and research problems.

444 (formerly 410 and 446) STUDIES IN THEATER PRACTICE. Winter. 3(2-2) Prerequisite: 343 and 345 or approval of Department. Advanced studies in technical and management problems of theater production.

447 (formerly 447a) PLAY DIRECTION. Fall, Winter. 4(2-4) Prerequisite: 341 or 342 or approval of Department. Fundamentals of composition, movement, stage business, and rehearsal routine. Participation in directing departmental productions.

448 (formerly 447b) PLAY DIRECTION. Spring. 4(2-4) Prerequisite: 447 or approval of Department. Methods of producing period plays. Directing techniques for experimental dramas. Participation in directing departmental productions.

451 (formerly 451a) Dramatic Writing. Fall, Winter, Spring. 4(2-4) May be repeated for a maximum total of 12 credits. Prerequisite: 242 and 281, or approval of Department. Theory and techniques of playwriting for stage, radio, and television. Adapted to meet needs and abilities of individual student.

455 AUDIOMETRY. Winter. 3(2-2) Prerequisite: 374 or approval of Department. Measurement and evaluation of hearing acuity. Supervised testing of school children.

456 SPEECH READING. Spring. 3(3-0) Prerequisite: 374 or approval of Department. Survey of methods and practice in art of teaching lip reading.

457 (formerly 449a) HISTORY OF THE THEATER. Fall. 3(3-0) Juniors and Seniors. Survey of theater history from beginning to seventeenth century.

458 (formerly 449b) HISTORY OF THE THEATER. Winter. 3(3-0) Juniors and Seniors. Seventeenth and eighteenth century theater, including the early American theater.

459 (formerly 449c) HISTORY OF THE THEATER. Spring. 3(3-0) Juniors and Seniors. Survey of developments in the European and American theater in the nineteenth and twentieth centuries.

464 (formerly 464a.b) INTERPRETATION OF DRAMATIC LITERATURE. Fall. 3(3-0) May be repeated once for credit. Prerequisite: 363 or 364. Study and preparation of literature. Advanced coverage of essential principles of oral interpretation for individual improvement and for teacher training.

465 CHILDREN'S THEATER. Fall, Spring. 3(2-4) May be repeated for a maximum total of 6 credits. Prerequisite: 242 or approval of Department. Problems in selecting, directing, and staging plays with both adult and child casts for children's audiences. Participation in M.S.C. Children's Theater and Toyshop Theater.

467 (formerly 468) FOREIGN AND UNITED STATES DIALECTS. Winter, Spring. 4(4-0) Prerequisite: 375. Practice in phonetic transcriptions and speaking dialects.

469 CREATIVE DRAMATICS FOR CHILDREN. Fall, Winter, Spring. 3(1-4) Informal dramatics for children in classroom and recreational situations. Play-making, creative rhythms, personality development through dramatics. Observation of children's classes.

470 SPEECH CORRECTION FOR TEACHERS. Fall, Winter, Spring. 3(3-0) Juniors and Seniors. Not open to majors. Meeting needs of the speech handicapped child in classroom.

473 ADVANCED SPEECH PATHOLOGY. Spring. 3(3-0) Prerequisite: 373. Etiology, pathology, and therapeutic methods in special speech deviations as in cerebral palsy, cleft palate, asphasia.

474 CLINICAL PRACTICE IN SPEECH CORRECTION. Fall, Winter, Spring. 2 or 3 credits. Prerequisite: 373. May be repeated for credit. Six credit hours required for certification. Clinical experience in handling cases.

476 PSYCHOLOGY OF SPEECH. Fall, Spring. 4(4-0) Prerequisite: Psych. 201. Elemental principles of psychology as they apply to speech with emphasis on experimental research.

477 (formerly 330) SPEECH CORRECTION METHODS. Fall, Spring. 5(3-4) Prerequisite: 372. Must be taken during term preceding or concurrent with student teaching. Administration and organization of materials and methods in clinical and public school speech correction programs.

485 (formerly 486a,b) RADIO AND TELEVISION STATION MANAGEMENT. Fall. 4(4-0) Prerequisite: 281 and Senior Class. Station operation and procedure, sales, promotion, personnel relations, and international broadcasting.

486 (formerly 486c) RADIO AND TELEVISION PROGRAMMING. Spring. 4(4-0) Prerequisite: 281 and Senior Class. Objectives and methods of programming. Local program and network affiliation.

489 RADIO AND TELEVISION IN EDUCATION. Winter. 4(4-0) Prerequisite: 281 or approval of Department. Also offered for credit in Education. Analysis of recordings, transcriptions, and classroom programs. Specific techniques for use of radio appropriate for individual school and community.

493 SPEECH CRITICISM. Spring. 3(3-0) Prerequisite: 6 credits in public speaking. Major theories and critical standards underlying current public speaking practice.

500 TEACHING COLLEGE SPEECH. Fall. 3 credits.

510 INTRODUCTION TO GRADUATE STUDY IN SPEECH. Fall, Spring, 3 credits.

511 SEMINAR IN ORGANIZATION AND ADMINISTRATION OF SPEECH CURRICULUM FOR PUBLIC SCHOOLS. 3 to 6 credits.

530 ADVANCED PROBLEMS IN TELEVISION PRODUCTION. 2 to 6 credits.

531 RESEARCH IN BROADCASTING. Variable credit.

539 SEMINAR IN RHETORIC. Winter. 3 credits.

550 SEMINAR IN ORGAL INTERPRETATION. Spring. 3 credits.

551 SEMINAR IN HISTORY OF ORAL INTERPRETATION. Winter. 3 credits.

555 SEMINAR IN THEATER PRACTICES. Spring. 3 credits.

556 SEMINAR IN SCENE DESIGN, CONSTRUCTION AND STAGE LIGHTING. Spring. 3 credits.

559 SEMINAR STUDIES IN DRAMA. 1 to 5 credits.

574 SPEECH CORRECTION WORKSHOP. Summer. 3 to 6 credits.

579 SEMINAR IN SPEECH CORRECTION AND VOICE SCIENCE

580 EXPERIMENTAL PHONETICS. Winter. 3 to 6 credits. Prerequisite: 371, 375.

585 SEMINAR IN BROADCASTING. 3 credits.

595 RESEARCH.

599 SPECIAL PROBLEMS IN SPEECH AND COMMUNICATIONS. Variable credit. For graduate students who wish to do special projects in speech communication and in speech as related to other fields.

APPENDIX D

A complete list of Master's theses by year, author, and title awarded by the Department of Speech at Michigan State University.

APPENDIX D

1941

Luick, Wilbur -- An Experimental Study on the Values of the Silent Motion Picture Conference Technique as a Teaching Aid in Classes in Public Speaking

Thomas, Gordon Lawrie -- A Subjective and Objective Evaluation of the Use of Motion Pictures as a Teaching Device in Public Speaking with Special Reference to Transitions and Loss of Eye Contact

Shea, William Laurence -- Production Problems of TWELFTH NIGHT by William Shakespeare--A Study of Traditional Settings and Suggested Designs for a Unit Set

1942

Cordier, Hubert Victor -- The Oratory of Daniel W. Voorhees

1943

Lane, Christopher C. -- A Survey of Speech Defectives in the Public Schools of Ingham County, Michigan

1944

Chase, Eleanor Sarah -- A Budget Plan for the Purchase of Stage Scenery and Lighting Equipment for the Small High School

Richards, James Kenneth -- The Speech Department of the College and University in War Time

Robinson, Marie Josephine -- The Production and Director's Manual of THEN IT WAS SUMMER--An Original Play by Albert Johnson

1945

Harvey, James -- A Survey of the Speech Background of the Freshman Class Enrolled in Michigan State College, 1945

Martin, Mary Jeanette -- A Study of the Problems Involved in the Radio Adaptation and Production of Thirteen Great Short Stories

Nadal, Ruth Dillingham -- A Survey of Radio in the Public School of Michigan

1946

Eyestone, Maxine Arlane -- A Study of the Problems Involved in Writing and Producing Six Original Half-Hour Radio Plays

Kinney, Stanley Newell -- A Plan for Educational Publicity Through Radio as Developed in the Lansing Public Schools

Sitter, Pauline Ruth -- A Manual on the Use of Music in Radio Drama

Wade, Irene Esther -- An Analysis of the Speeches of Woodbridge N. Ferris

1947

Butt, William Gibson -- A History of Dramatic Activities at Michigan State College to 1937

Forbes, Barbara Jane -- The Production of Philip Barry's HOTEL UNIVERSE for a College Audience and a Written Analysis of the Problems Involved in Adapting the Script, Casting, Rehearsing, and Directing the Play

Foresman, Shirley Jane -- A Production of Philip Barry's Drama, HOTEL UNIVERSE, For a College Audience, and a Written Analysis of the Problems Involved in Designing, Setting, Lighting, and Staging

Kamins, Robert William (died 6/6/47) -- The History of Radio Broadcasting and Radio Education at Michigan State College 1917-1947

Kennedy, Jean Granville -- The Staging of an Adaptation of a MIDSUMMER NIGHT'S DREAM by William Shakespeare for a Children's Audience, and a Written Analysis of the Problems Involved in Adapting, Directing, and Staging the Play

Lee, William Kennedy -- A Survey of the Hearing and Speech Problems of 232 Boys in the Boys' Vocational School at Lansing, Michigan

1948

Holland, Reginald Valentine -- The Writing of an Original Three Act Play and the Analysis of the Problems in Its Composition

Irwin, Charles Gordon -- A Phonographic Study of the Speech of 50 Michigan Elementary Teachers

Olsen, Marguerite Mercedes -- A Descriptive Study of 65 Students Who Failed the Written and Spoken English Comprehensive Examination, Spring of 1947

Paris, Homer L. -- The Production Manual of an Original Three-Act Play on a Small Stage with Limited Facilities

1949

Alm, Ross Creighton -- A Survey of Regional Radio Networks of the United States

Briskin, Arthur Valner -- An Analysis of the Differences Involved in Writing the One-Act Play for Stage, and the Half-Hour Play for Radio and for Television

Brown, Robert Edward -- A Study of the Problems Involved in Finding a Location and Acquiring a License to Build an Amplitude Modulation Radio Station

Kranish, Carl William -- A Study of the Current Speech Programs of Eleven Michigan Junior Colleges

Leutenegger, Ralph R. -- Concepts of Aphasia: Historical and Contemporary

Miller, Melvin Hull-- A Study of the Circuit Chautauqua in Representative Michigan Communities

Spoth, Doris Mae -- An Analysis of Music for Radio Dramatics Shows, Including a Handbook of Musical Bridges, Transitions, and Backgrounds

1950

Alexanian, Mariam Agnes -- The Creation of the Role of Elizabeth in Maxwell Anderson's ELIZABETH THE QUEEN and an Analysis of the Acting Problems Involved

Alonso, Lulu Johnson -- Theories, Specific Therapies and Techniques for Use in Cases of Stuttering

Carveth, Richard Redin -- A Phonographic Study of the Phonetic Deviations of Chinese Students in the Pronunciation of Sounds of the English Language

Choiniere, Robert Lee -- A Survey of Speech Therapies for the Cerebral Palsied

Dean, Martin James -- A Study of Some Personality Aspects of Deaf Adolescents

Ferguson, Margaret Ellen -- A Project in Creative Dramatics for Children of the Junior High School Level

Goodale, Jane Maginn -- An Analysis of the History, Organization, Financing, and Operation of the Community Theatres in Michigan

Gregory, William Alfred -- The Production of George Bernard Shaw's HEARTBREAK HOUSE on a Small Stage and a Written Analysis of the Directing Problems Involved

Hamlin, Roger B. -- A Comparative Study of the Effects of Living Habits Upon Radio Listening Habits

Schabel, Florence Ann -- Holiday Series of Radio Scripts for Junior and Senior High Schools

Sommers, Elaine Horner -- Syllabus for Basic Communication at Goshen College

Tolch, Charles John -- The Design and Execution of A Production of George Bernard Shaw's HEARTBREAK HOUSE for a Small Stage with Limited Facilities and an Analysis of the Problems Involved

1951

Arneson, Wilfred Milton -- A Survey of Some Programming Practices of Radio Farm Directors

Brink, Donald DeLoss -- A Survey of the Speech Training Programs in Selected Midwestern and Eastern Industries

Bush, Joan Donner -- The History of Dramatic Activities at Central Michigan College of Education from 1892 to 1950

Dye, Patricia McKenna -- HOW THE STARS WERE MADE, an Original Children's Play and an Analysis of the Production Problems

Hackett, Joan -- The Direction of Georg Kaiser's FROM MORN TO MIDNIGHT and an Analysis of the Staging Problems Involved in Presenting an Expressionistic Drama

Haight, Harry C. -- An Investigation into Some of the Objective Data on the Interrelationships of the Human Senses as They May Be Related to Speech Correction

Hoffman, Marion Rose -- A Series of Music Appreciation Radio Scripts for the Early Elementary Grades

Phillips, Marvin Edward -- A Production of Jean Giraudoux's THE ENCHANTED with an Analysis of the Direction Problems Involved

Potter, Steven Donald -- A Survey of the Radio Listening Habits of Three Hundred Television Families in the Cities of Lansing and East Lansing, Michigan

White, Stanley James -- A Study of Present Practices and Administrative Attitudes Toward the Drama Programs of Selected Michigan High Schools

1952

Barrett, Dorothy Ellen - A Critical Study of Bronson Howard, the Playwright

Brown, Edward Devereaux -- A History of Theatrical Activities at the Mobile Theatre, Mobile, Alabama, from 1860-1875

Fox, Jack Jacob -- An Analysis of the Methods Used in the Production of Three Informational Films for Television

Frank, William Wiley -- An Inquiry into Narco-Synthesis Therapy as a Possible Diagnostic Technique in Cases of Stuttering

Hughes, Thomas -- A Study of the Forensic Activities at Michigan State College from 1857-1937

Liu, Herbert -- An Analysis of the Speeches of Wallace R. Farrington, Governor of Hawaii, 1921-1929

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