

A SURVEY OF THE SPEAKING EXPERIENCES
OF SPEECH GRADUATES AND NON-SPEECH
GRADUATES FROM ALBION COLLEGE

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ABSTRACT

A SURVEY OF THE SPEAKING EXPERIENCES OF SPEECH GRADUATES
AND NON-SPEECH GRADUATES FROM ALBION COLLEGE

by Robert William Paige

The problem of this study was to determine the amount of speaking experiences of speech graduates and non-speech graduates from Albion College, a small, liberal-arts college located in southern Michigan. The study proceeded from three hypotheses:

1. That speech graduates will have more speaking experiences than non-speech graduates.
2. That speaking experiences will increase each year after graduation.
3. That speech graduates will enjoy their speaking experiences more than non-speech graduates.

In order to study the problem, information was gathered by use of a questionnaire which was mailed to 150 speech graduates and 150 non-speech graduates, who were graduated from Albion College between the years 1945 through 1950 and between the years 1955 through 1960. Two-hundred and fifty-seven graduates responded to the questionnaire, and 223 questionnaires were returned from which the writer secured data.

This study presented the following data which revealed significant information concerning the hypotheses:

1. The speech graduates engaged in more speaking experiences than did the non-speech graduates. The speech graduates averaged 48 speeches per person annually, whereas the non-speech graduates averaged 29 speeches per person annually.

2. It was found that 75% of the speech graduates and 72% of the non-speech graduates reported that their speech activity had increased since college graduation. Although there was little difference between the two groups, these data do illustrate the fact that speech activity increases after graduation.

3. Both the speech graduates and non-speech graduates enjoyed their speaking experiences. For both groups, more than 60% of them indicated that they had enjoyed their speech activity very much.

Thus, the first two hypotheses presented in this study were supported by the data of the study; the third hypothesis was not supported by the data.

In addition to the affirmation or denial of hypotheses, other conclusions were drawn.

It was found that speech graduates were involved in more individual types of speech activities (such as group leadership and addressing a group). In contrast, the non-speech graduates were involved in more group speech activities

(such as committee meetings and group discussions).

The study further showed that speech graduates found their college speech training more useful. More specifically, 58% of the speech graduates rated their college speech training "very useful," whereas only 13% of the non-speech graduates considered their college speech training "very useful."

Although neither the speech graduates nor the non-speech graduates participated heavily in speech training after their college graduation, there was a difference between the two groups. There was a positive correlation between the amount of speech training in college and participation in further training after college.

Finally, it was found in this study that there was little positive correlation between the amount of college speech training and membership in a speaker's club of some sort, as there were no non-speech graduates who belonged to such an institution, and only three speech graduates who belonged to such a club.

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by

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CHAPTER I

NATURE AND SIGNIFICANCE OF PROBLEM

Introduction

"Speech training is every year taking a more significant place in our educational life. Educators today have a deeper understanding of the fact that the right sort of speech training frees the individual, develops him mentally, socially, and culturally and leads constructively to individual and social ideals."¹ During the last few generations, and particularly the last two decades, speech has been on the march. Teachers, students, and courses have been increased; divisions and departments have expanded; and research areas have opened. A comparison between almost any high school or college speech program now and twenty years ago will verify this. It is apparent that the needs for speech training in education today have been recognized. Speech has won itself a place of permanence. However, the road to recognition in our schools today has been a rough one for speech.

¹Sara Barber, Speech Education (Boston: Little Brown and Company, 1949), p. ix.

Fifty years ago instruction in speech tended to be dominated by teachers who were concerned with such aspects of speech as careful enunciation, elegant posture, and elaborate gestures rather than matters of invention and arrangement. Because of the narrowness of their point of view and the limitations of their usable knowledge speech and speech training frequently fell into disrepute. It was not until about 1915 that a reformation began. Speech was now considered a process of communication, not of self-display. Standards were revised and elegance and formality yielded to spontaneity and sincerity. With this gradual change came a recognition of the functional importance of speech training. Despite the apparent permanence of speech training in our schools today, we must be careful not to take our speech programs for granted.

Often, once a discipline no longer needs be defended, its values and objectives are assumed and not examined. Lest this happens to speech, it is important that we examine our speech programs and study them with efforts directed toward improvement. This study is such an effort.

Included in an examination of any educational program should be a follow-up study to determine how and to what extent students have used the fundamentals learned from a particular program, in this case a speech program. Many sources of information can be used to secure data and an important source is the student himself. It is the writer's

belief that students' opinions need to be gathered accurately from time to time as a means of improvement in an educational program. From these students, one may be able to determine if the aims and objectives of speech teachers are being realized.

First perhaps, we should look at these aims. The objectives of speech teachers are many and varied. Weaver, Eye, and Borchers state:

A proper speech program is designed to make all boys and girls more effective when they talk. Its primary purpose, therefore, is not to turn out actors and actresses, platform readers or public speakers; it is rather to help students to participate in social and business conversation, to present skillfully their qualifications when applying for jobs, to speak effectively in buying, selling . . . and to discuss intelligently vital community issues.²

The theme here is that the aim of speech teachers is to make speech training functional. This same theme is echoed by O'Neill and Weaver, Woolbert, Sorrenson and several other speech authorities.³ Speech training aims at developing an individual to a point where he becomes capable of effectively expressing himself in life situations.

²Andrew Weaver, Glen Eye, and Gladys Borchers, "What Speech Can Contribute to High School Education," The Bulletin of the National Association of Secondary-School Principals, Vol. 29 (Nov. 1945), p. 9.

³See: James O'Neill and Andrew Weaver, Elements of Speech, p. 2. Charles Woolbert, The Fundamentals of Speech, p. xi. Fred Sorrenson, Speech for the Teacher, p. V.

The Problem

Speech teachers may ask: Are speech students actually speaking in life situations? Are the objectives of speech training being realized? Do these students exhibit themselves as being more capable of expressing themselves than their associates who may not have had a speech background? Was their speech training useful to them? Will they enjoy their speaking more after their speech training?

This study is an attempt to answer the above questions. More specifically, the writer proposes to collect, examine, and compare information concerning the speaking experiences of speech graduates and non-speech graduates of a liberal arts college. In order to secure information concerning the speaking experiences of these students three hypotheses were formed. The study will proceed from these hypotheses. They are:

1. That speech graduates will have more speaking experiences than non-speech graduates.
2. That speaking experiences will increase each year after graduation.
3. That speech graduates will enjoy their speaking experiences more than non-speech graduates.

Definition of Terms

"Speaking experiences" are defined as addressing a

group, group leadership, participation in committee meetings and group discussions. An example of "addressing a group" would be delivering a speech to a club or organization. An example of "group leadership" would be presiding at a meeting of a club. In this study, a committee meeting must be a meeting with not less than five persons participating. A group discussion must be performed before an audience of not less than five persons.

"Speech graduates" are defined as those students who were graduated from Albion College with either a major or minor in speech. At Albion College, a speech major is a student who has taken at least twenty-four semester credits of work in the Department of Speech. A speech minor is a student who has taken a minimum of fifteen semester credits of work in the Department of Speech. Thus, in this study, speech graduates are those students who were graduated from Albion College with at least fifteen semester credits of work in the Department of Speech.

"Non-speech graduates" are defined in this study as those students who were graduated from Albion College with a major or minor in departments other than speech. The samples of non-speech graduates employed in this study are students taken at random from all other departments in the college. After a selection of speech graduates was made, the same number of students from other departments was chosen at random. These constituted the non-speech graduates.

Albion College is a small, liberal-arts college founded in 1835. It is located in Albion, Michigan, a small, industrial town with a population of approximately twelve thousand, located in southern Michigan. Albion College is a Methodist college with an annual enrollment of thirteen hundred students, many of which are residents of Michigan, with a large portion of them coming from the Detroit area. The college is ranked extremely high academically both in the state and in the nation.

The graduates considered in this study are those who were graduated from Albion College between the years 1945 and 1950, and between the years 1955 and 1960. Two different periods of years were investigated in order to determine if speaking experiences increase each year after graduation.

Significance of Study

As was discussed previously, it is the writer's belief that students' opinions need to be gathered accurately from time to time as a means of improving an educational program. These students' opinions may well reveal if objectives and values assigned to various courses are being realized. The study should determine if speech graduates actually deliver more speeches than students with little or no speech background. It is also hoped that the questions which were raised earlier in the study will be answered.

Previous Studies

There is only one study known to the writer which compares speech activity of speech students and non-speech students. This study was done by Hazel Eileen Moritz at Michigan State University in 1946 in partial fulfillment of her Master's Degree in the Department of Speech. It was entitled, A Comparison of the Speech Activity of Speech Majors with Non-Speech Majors in Speech Classes and in Classes Other Than Speech. Her study is a comparison of speaking activity in class situations. She found that the speech majors did more speaking in their class-room situations than the non-speech majors. There are seemingly no formal studies comparing speaking experiences of speech graduates and non-speech graduates in life situations.

Plan of Research

Before a discussion of the procedure and materials in this study, the writer wishes to present the plan of research which was followed during this study.

1. Similar research studies in this field were examined.
2. The files of graduated students from Albion College were examined.
3. A mailing list was compiled.
4. A questionnaire and cover letter were composed.

5. After the approval of the questionnaire and cover letter they were mailed to three hundred students.
6. At the end of four weeks those subjects failing to reply were sent reminder post cards.
7. From the questionnaires, data were gathered and examined and conclusions were drawn.
8. Tables, graphs, and charts, were made to illustrate the data.
9. Observations and generalizations were formed by the writer.

CHAPTER II

MATERIALS AND PROCEDURE

Materials

The primary materials employed in this study were questionnaires, which were mailed to graduates of Albion College. Thus, the primary sources were the students themselves. In addition, the records and files of Albion College were employed in order to find the students' records of course work. The Albion College Bulletin was referred to frequently to determine types of courses, course content, and courses added or removed during a certain period of time.

Procedure

Before constructing and mailing the questionnaire, it was necessary to examine the Albion College students' class records in order to select the graduates and obtain their addresses.

The graduating classes of seniors graduating between each of the years 1945 through 1950 and between the years 1955 through 1960 included approximately two thousand students. This was an average of 200 graduating seniors each year. Of this number approximately one out of twelve were

speech graduates. The actual total for the two periods of years was 162 speech graduates. The selection of students was now made.

Each one of the students' class record cards was examined to determine the students' major and minor. After the 162 speech graduates had been identified, information was taken from the records of only 150 of them in order to work with a round figure. Their names and the number of hours of speech each took were individually recorded on 3 x 5 cards. After the necessary information was obtained from these speech students' cards, the writer removed their class record cards from the files. Although information was not recorded from twelve of the speech students' records, their class record cards were also removed and placed in a separate file while they were employed in the study. At this point, there were no class record cards of speech graduates left in the files. After all of these cards were removed, 150 class record cards were removed at random from the remaining class record cards and placed in another file. As with the speech graduates, names and number of hours of speech were recorded. These constituted the non-speech graduates. Now, the writer had information concerning 150 speech graduates and 150 non-speech graduates. It was now necessary to secure the addresses of the 300 students.

The compilation of addresses presented some problems. Although Albion College keeps a record of addresses of all

graduated students, some students failed to notify the college of address changes. Also, some of the names taken from the class records of the students were changed because of marriage. However, most of the addresses were recent and accurate.

With the selected students, their course work and addresses determined, the questionnaire was drawn up.

Several pilot studies were drawn up before the completed questionnaire was mailed. From these "samples" it was hoped to determine the clarity, accuracy, and simplicity of the individual questions. After questions had been added, subtracted, and re-worded several times the final questionnaire was drawn up.

In the first part of the questionnaire the students were asked to indicate the number of their speaking experiences during the last year only. In other words, the subjects were asked to indicate the number of their speaking experiences during the year preceding the questionnaire; since the questionnaire was sent out in June, 1961, the subjects were asked to indicate the extent of their speaking experiences during 1960. This was done because the writer feels that it would be quite difficult to recall accurately speaking experiences over a longer period of time. More specifically, in this first part, the questions asked the subjects to indicate the number of times they: (1) addressed a group, (2) participated in group leadership, (3) participated

in a group discussion, and (4) participated in a committee meeting.

In the second part of the questionnaire, questions requiring a "yes" or "no" answer appeared. The first questions in this section (5) asked the subjects if they found that the number of their speaking experiences had increased since college graduation. This question is in direct relation to an hypothesis in the study: "That speaking experiences will increase after college graduation." The next two questions in this section were employed to supply supplementary information. In the third section of the questionnaire, the first question (8) asked the students to indicate their feelings toward their speech training received in college. The second question asked them to indicate their feelings toward their speaking experiences. This question was in direct relation to an hypothesis in this study: "That speech graduates will enjoy their speaking experiences more than non-speech graduates."

A letter of explanation accompanied the questionnaire.

This letter of orientation introduced the writer to the subjects of the study and also briefly gave his background and the purpose of the study. It was sent in order to familiarize the subjects with the study and to perhaps increase the return of the questionnaire. After the completion of the questionnaire and accompanying letter, the

writer was ready to mail the questionnaires. A copy of the questionnaire and letter of orientation appears in the Appendix on pages 41 and 42.

Enclosed with the questionnaire and cover letter was a stamped, self-addressed envelope. The three hundred questionnaires were mailed in June, 1961, and four weeks later, a follow-up post card was sent to those people failing to answer. Following is a breakdown of the return of the questionnaires:

Questionnaires returned answered and usable	223
Letters with information but no questionnaire	7
Letters indicating a misunderstanding of questionnaire	3
Questionnaires returned because of incorrect addresses	24
Questionnaires not returned	43

The 223 completed and usable questionnaires comprised 74% of the 300 mailed. The 257 (total questionnaires returned) replies comprised a total of 85% return. Out of the 223 usable questionnaires returned, 122 were from speech graduates and 101 were from non-speech graduates.

CHAPTER III

PRESENTATION OF DATA

As the questionnaires were returned to the writer, they were analyzed, and information was taken from them and recorded on tally sheets. This information was broken down into five main categories:

1. Number of speaking experiences
2. Usefulness of college speech training
3. Type of speaking experiences
4. Increase or decrease of speech activity since college graduation
5. Degree of enjoyment of speaking experiences

In this chapter the results of this compilation of information will be presented.

The first part of the questionnaire was concerned with the amount of speaking done by the graduates during the previous year. More specifically, the first part asked the graduates to indicate the number of times they had addressed a group, participated in group leadership, participated in a group discussion, or participated in a committee meeting during the last year. The results are recorded in Table 1 on page 15.

Table I--Showing Amount of Speaking Done by Graduated Students

	Number of Students	Total number of Delivered Speeches	Average No. of Speeches per Person
Speech Graduates	122	5,862	48
Non-speech Graduates	101	2,927	29

As can be seen from the table, the 101 non-speech graduates delivered a total of 2,927 speeches during the year. This was an average of 29 speeches per person during the year. In contrast, it was found that the 122 speech graduates delivered a total of 5,862 speeches during the year, an average of 48 speeches per person during the year. Thus, it can be seen that the speech graduates were involved in more speech activity than the non-speech graduates. In fact, they delivered 19 speeches more per person than did the non-speech graduates.

The subjects of the study were divided into several categories, depending on the number of credits of speech taken in college. The total number of speaking experiences for each of the individuals in each of these categories was then determined. Then, the average number of speeches for each category was computed. In addition, the median for each category was determined. By considering the median, or middle score, both the top and bottom scores were considered. A comparison was made of the mean and median and it was found that the difference was not large enough to necessitate the inclusion of both in this paper. Therefore, this study will employ the mean, or average, number of speeches for each category. The results of this mean are shown in Table II on page 17.

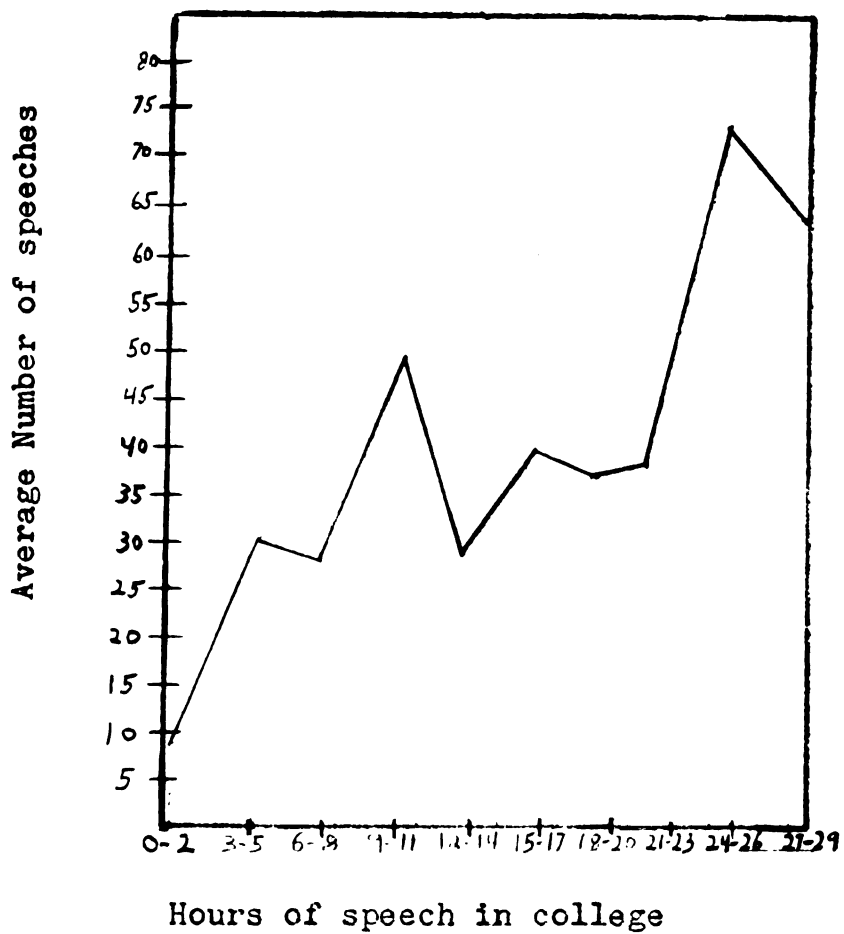
In addition to this table, a graph was prepared showing the relationship between speaking experiences and

TABLE II--Showing Relationship Between Hours of College
Speech Training and Number of Speeches Delivered

Number of Hours of College Speech Training	Average Number of Speeches Delivered by a Group
0-2	9
3-5	31
6-8	28
9-11	50
12-14	29
15-17	42
18-20	39
21-23	41
24-26	73
27-29	64

GRAPH I

Relationship between hours of college
speech training and speaking experiences



speech training. The graph, which appears on page 18, as well as the table, indicates a positive relationship between speech training and the number of speaking experiences. From the graph we find that those students with 0-2 credit hours of speech training delivered an average of 9 speeches per person. Those graduates who took 24-26 credit hours of speech training delivered an average of 73 speeches per person. This is a difference between these two groups of 64 speeches per person. It must be remembered that the graduates with 24-26 credit hours of speech training were speech majors, and perhaps entered professions requiring them to deliver a large number of speeches. Even if their professions did not require speech activity, these graduates spent a great deal of their extra time in other kinds of speech activities.

In contrast, perhaps those graduates with only 0-2 credit hours of speech training did not enter professions requiring speech activity. In addition, these graduates may have avoided speech activities in their non-professional hours. It is obvious that speech graduates were involved in more speaking experiences than non-speech graduates.

It was interesting to note that the graduates with 3-5 credit hours of speech training averaged 31 speeches per person. This is an average of 22 speeches more per person than the graduates who received 0-2 credit hours of speech training. So, with just these few additional credit

hours of speech training, the individuals participated in three times as many speaking experiences.

There was another large increase in speaking experiences between the graduates who took 12-14 credit hours of speech training and again with those who took 15-17 hours. The graduates with 12-14 credit hours of speech training delivered an average of 29 speeches per person, and the graduates with 15-17 credit hours of speech delivered an average of 42 speeches per person. It should be pointed out that these graduates with 15-17 credit hours of speech training were speech minors at Albion College. The fact that these graduates were speech minors may account for the increase in speaking experiences over the group with fewer hours of speech training.

There was an extremely high increase in speaking experiences between graduates with 21-23 credit hours of speech training and those with 24-26 credit hours. The graduates with 21-23 credit hours of speech work averaged 41 speeches per person, whereas the graduates with 24-26 credit hours of speech training delivered an average of 73 speeches per person. It should be pointed out that the graduates with 24-26 credit hours of speech training were speech majors, while the group with 21-23 hours were speech minors. This fact may account for the sudden increase in speech activity between those with 21-23 credit hours of speech and those with 24-26 hours. This increase in speech

activity again emphasizes the relationship between the amount of speech training and number of speaking experiences.

As can be seen from Table II, there are decreases in the average number of speaking experiences, as well as increases. However, by and large, the table indicates an increase in the number of speaking experiences as the number of hours of college speech training increases. The graph, on page 18, shows these drops in speaking experiences to be of a minor significance, as the curve suggests a general increase in the number of speaking experiences.

Graduates who took more than the required number of credit hours for a speech major actually delivered fewer speeches than those who took merely enough hours to satisfy the requirements for a major. Those graduates with 24-26 credit hours of speech training delivered an average of 73 speeches per person. On the other hand, those graduates with 27-29 credit hours of speech training delivered an average of 64 speeches per person. Hence, there seems to be little difference in speech activity between these two groups. It appears, therefore, that once a graduate has attained a major in speech, further work in this area is not likely to influence his speech activity after college graduation.

It was found that there were only three speech graduates who reported that during the year preceding the study they had engaged in no speaking experiences as defined

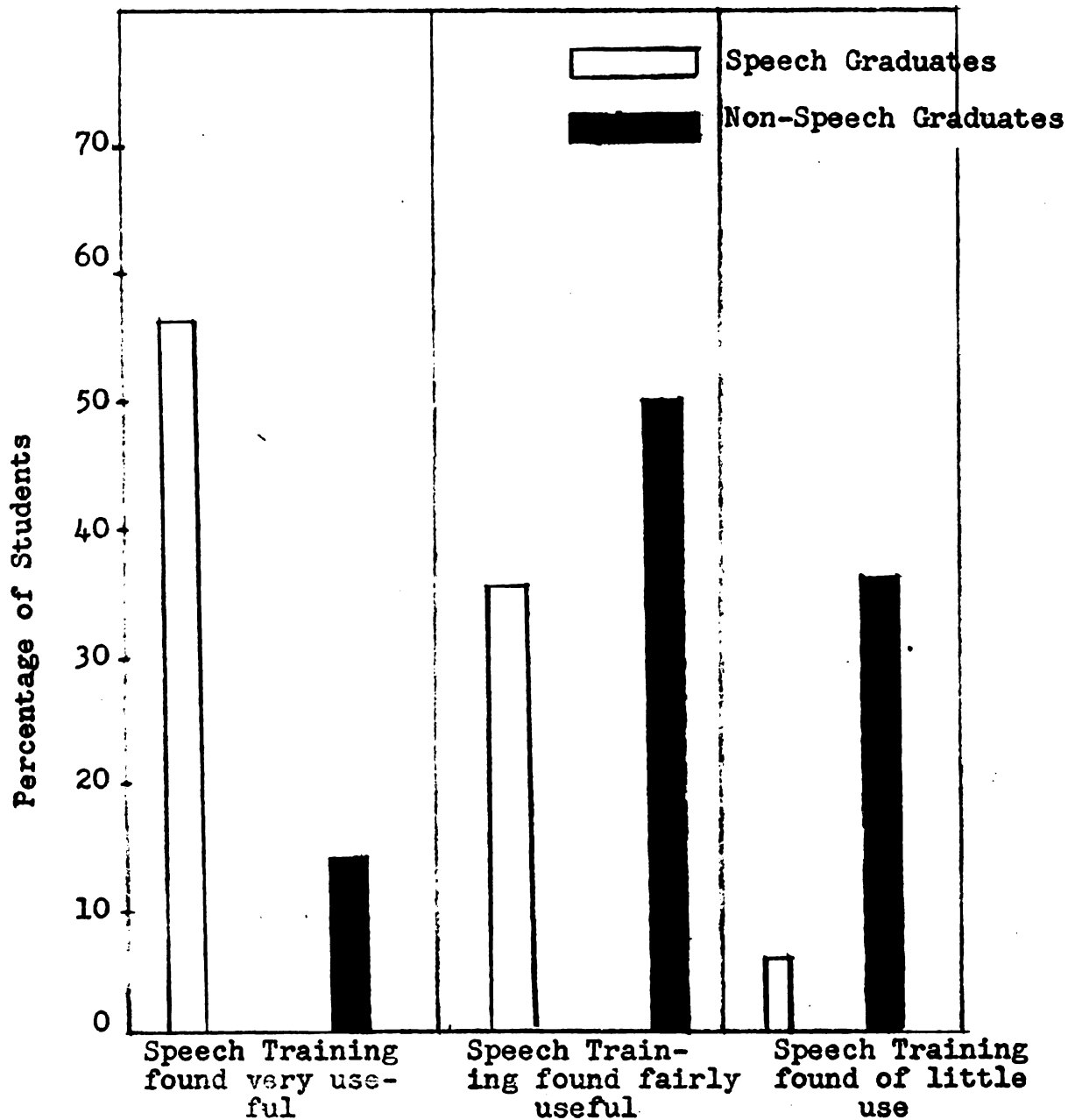
by this study. At the same time there were eleven non-speech graduates who reported this.

For both the speech graduates and non-speech graduates more men engaged in speaking experiences than did women. Of the 101 non-speech graduates, 49 were men. These men delivered 1,750 speeches out of the total of 2,927 for this group which was approximately 60% of the total speaking experiences of the non-speech graduates. Of the 122 speech graduates, 58 were men and these men delivered 3,244 speeches out of the total of 5,862 for this group. This is approximately 55% of the total speaking experiences for the speech graduates. The fact that men engaged in more speech activity than women can probably be attributed to the fact that men come in contact with more people, being away from home more than their wives, and hence, may be involved in more speaking situations. Many women remarked on the questionnaire that they were too busy with domestic duties to participate in speaking activities. Much of the speech activity in which women participated was done in small church groups, or similar groups of a small nature.

In another part of the questionnaire, the subjects were asked to indicate their feelings toward the question: "How much has your college speech training helped you in your speaking situations?" It was found that the speech graduates valued their college speech training more than the non-speech graduates. The results are recorded in Graph II, which appears on page 23.

GRAPH II

Indicating Value of College Speech Training



As we examine this graph, we see that there were 71 speech graduates, or 58%, who found their college speech training very useful. In contrast, there were only 13 or 13%, of the non-speech graduates who rated their college speech training as being very useful. At the same time, 37, or 37%, of these non-speech graduates found their college speech training of little use. On the other hand, only 9, or 8%, of the speech graduates found their college speech training of little use. It was interesting to note, also, that there were four non-speech graduates who attached a category of their own to the rating scale appearing on the questionnaire: No use at all. In fact, there were three non-speech graduates who indicated that they had taken, and completed, a Dale Carnegie course, and found it more beneficial than their college speech training.

Next, the types of speaking activities of the subjects of this study were examined. It was found that there was no one type of activity which completely dominated the graduates' speaking experiences. However, there was a noticeable difference between the speech graduates and the non-speech graduates in the type of their speaking activity.

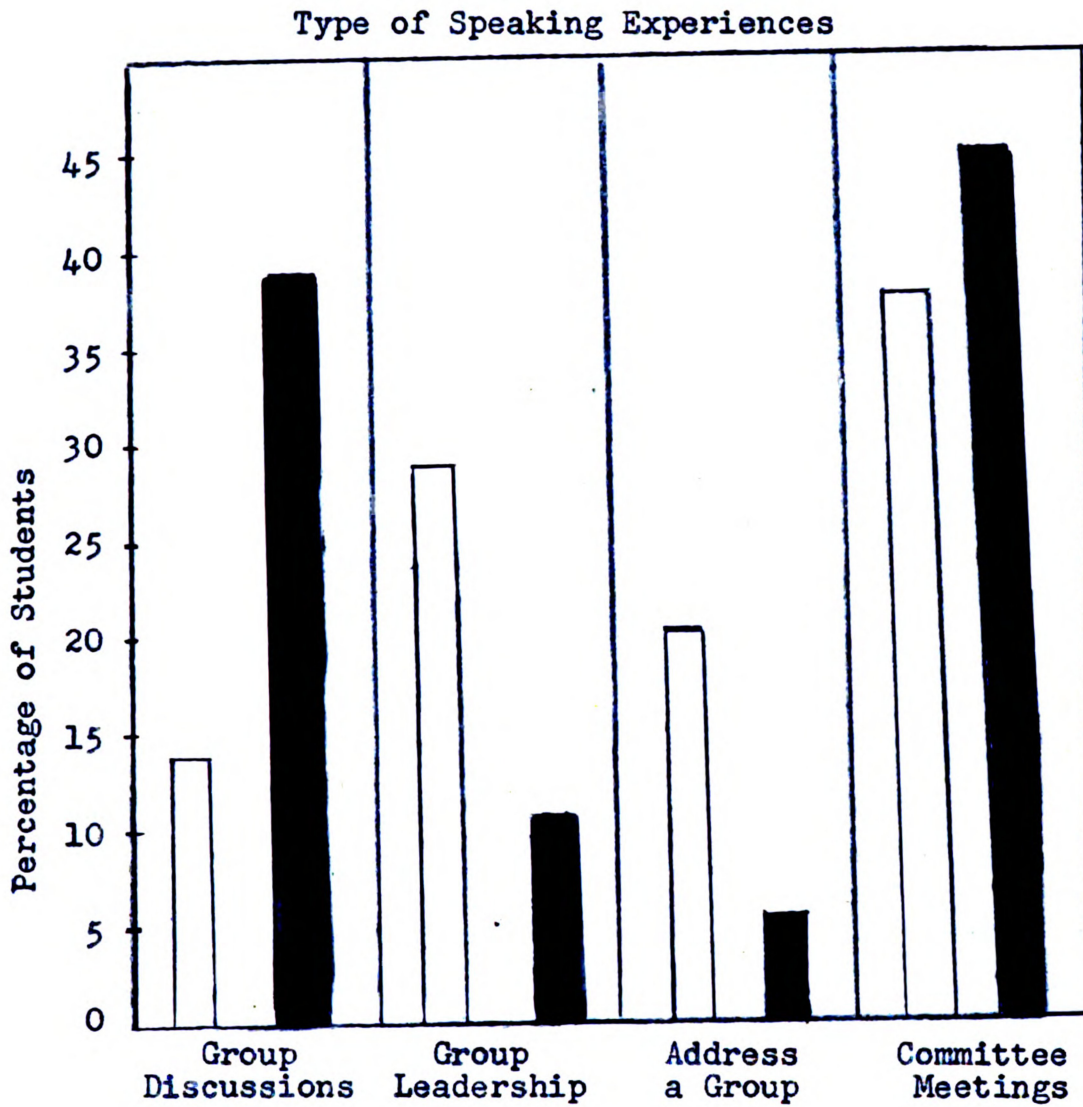
It was found that 22% of the total speaking experiences of the speech graduates was done by addressing a group. On the other hand, only 7% of the total speech activity of the non-speech graduates was done by addressing a group. This type of speaking experience is the most individual type of

speech activity as contrasted with a group speech activity. This may suggest that the non-speech graduates are less likely to get on their feet alone than to participate in a group activity. Group leadership accounted for 28% of the speech activity of the speech graduates. In contrast, group leadership accounted for only 11% of the speech activity of the non-speech graduates. It was found that only 13% of the total speaking experiences of the speech graduates was in group discussions. However, group discussions accounted for 38% of the speaking activity of the non-speech graduates. Committee meetings constituted 37% of the total speech activity of the speech graduates and 44% of the non-speech graduates. This information is presented in Graph III, which appears on page 26.

It was interesting to note that "group speaking activities" (committee meetings and group discussion) accounted for 82% of the speech activity of the non-speech graduates, whereas these activities accounted for only 50% of the speech activity of the speech graduates. This may suggest, as was mentioned above, that the non-speech graduates participate in those speech situations where they would not be required to get on their feet alone. Perhaps they felt more secure with a group situation rather than an individual one.

One of the questions appearing on the questionnaire asked the subjects to indicate if their speaking experiences

GRAPH III



Speech Graduates



Non-Speech Graduates



had increased since college graduation. It was found that out of the 122 speech graduates, 92, or 75%, indicated that their speaking experiences had increased since college graduation. Out of the 101 non-speech graduates, it was found that 73, or 72%, indicated that their speaking experiences had increased since college graduation. Thus, there was little difference in increase between the speech graduates and the non-speech graduates. However, it does illustrate the fact that speech activity increases after college graduation. It appears that people participate in more speaking experiences after they have become established in their community, and familiar with it.

One of the questions in the questionnaire, designed to give information of a supplementary nature, asked the subjects if they had any speech training, such as a Dale Carnegie course, since college graduation. It was found that there were only five non-speech graduates who had received some speech training since their college graduation. It should be mentioned that three of the five non-speech graduates who had received some speech training since graduation had done so through a Dale Carnegie course; the other two had taken some post graduate courses in speech. Of the fourteen speech graduates who had received some speech training since graduation, only five had done so through a Dale Carnegie course; there were nine who had done post graduate work in speech.

Another question, of a peripheral nature, asked the subjects if they belonged to a "speaker's club," such as a Toastmaster's Club. There were no non-speech graduates who belonged to such an organization. Thus, there appeared to be little, if any, correlation between the amount of college speech training and membership in a speaker's club of some sort.

The subjects in this study were asked to indicate how much or how little they enjoyed their speaking experiences during the last year. The subjects were asked to indicate their feelings on the following rating scale:

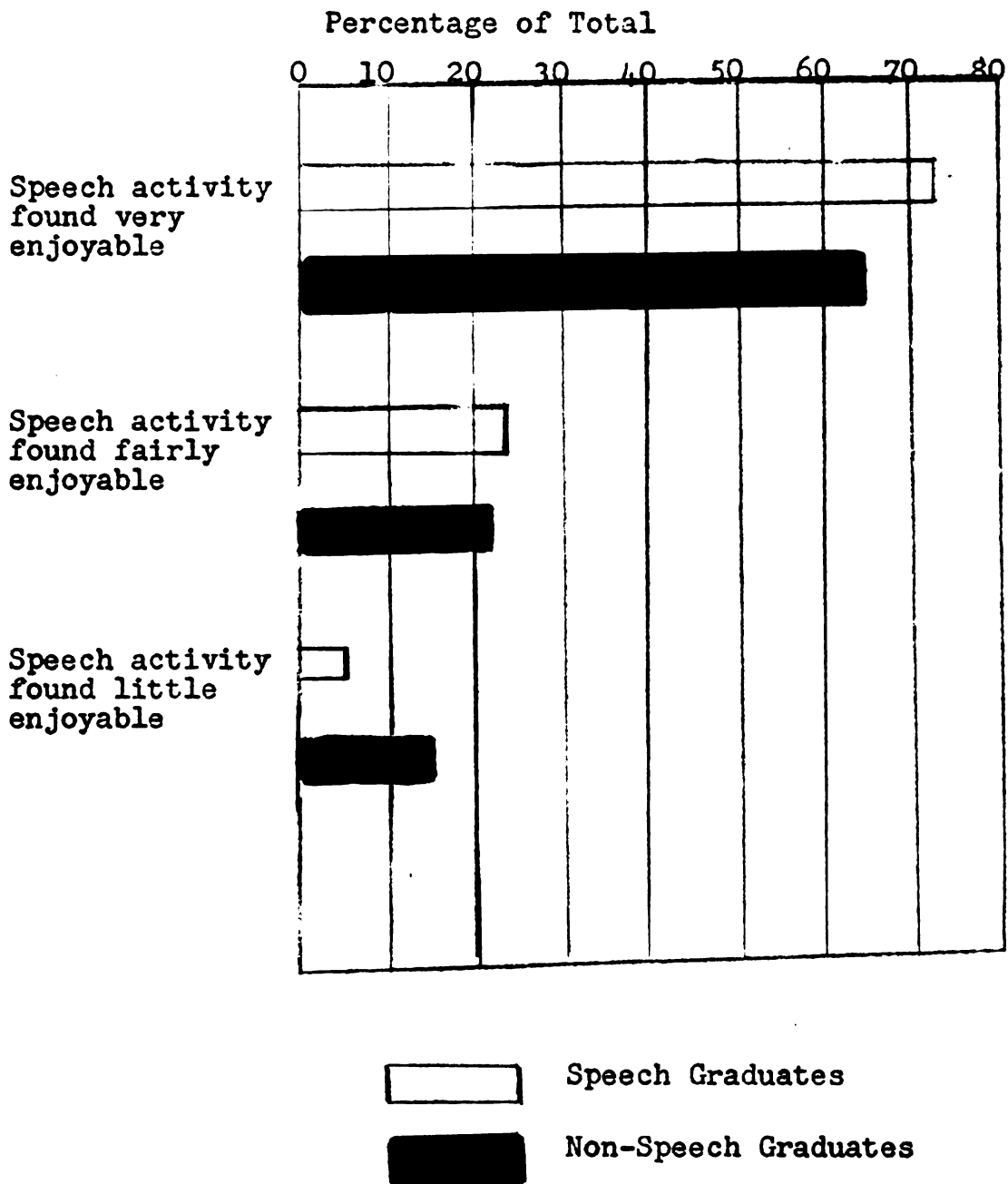
. Very Much . . Some . . Very Little .

The results are recorded in Graph IV on page 29.

It was surprising to note that there was not much of a difference between the speech graduates and non-speech graduates. It was found that 89 speech graduates, or 73%, considered their speaking experiences very enjoyable. This was only eight percentage points different from the non-speech graduates, since 66, or 65%, of them considered their speaking experiences very enjoyable. Twenty-eight, or 23%, of the speech graduates found their speaking experiences fairly enjoyable, whereas 21, or 21%, of the non-speech graduates considered their speech activities during the last year fairly enjoyable. The biggest difference between the two groups appeared in the last category of rank. It

GRAPH IV

Showing Degree of Enjoyment of Speech Activity
as Rated by Subjects



was found that only 5 speech graduates, or 4%, considered their speaking experiences "little enjoyable." On the other hand, 14, or 14%, of the non-speech graduates considered their speaking experiences "little enjoyable." This meant that three times as many non-speech graduates as speech graduates did not enjoy their speech activities.

In summary, then, the data revealed the following information relative to the five main categories suggested on the first page of this chapter.

1. The speech graduates engaged in more speaking experiences than the non-speech graduates. The speech graduates averaged 48 speeches per person, while the non-speech graduates averaged 29 speeches per person.
2. Fifty-eight per cent of the speech graduates found their college speech training very useful. There were only 13% of the non-speech graduates who considered their training useful. The speech graduates valued their speech training more than did the non-speech graduates.
3. Although there was no one type of speech activity which dominated the graduates' speaking experiences, there was a difference between the two groups in the type of speech activity. Speech graduates were involved more in individual speech activity (group leadership and addressing

a group). The non-speech graduates were involved in "group activities" (group discussion and committee meetings).

4. It was found that 75% of the speech graduates and 72% of the non-speech graduates reported that their speech activity had increased since college graduation. Although there was little difference between the two groups, these data do illustrate the fact that speech activity increases after graduation.
5. Both the speech graduates and non-speech graduates enjoyed their speaking experiences. For both groups, more than 60% of them indicated that they had enjoyed their speech activity very much.

Now that this information has been presented, let us examine it and find its meaning.

CHAPTER IV

CONCLUSIONS AND INTERPRETATIONS

From the data presented in the preceding chapter, we can draw some conclusions relative to the three hypotheses discussed earlier. As we draw these conclusions, let us consider each hypothesis again. The first hypothesis was:

Speech graduates will have more speaking experiences than non-speech graduates.

In general, this hypothesis is supported by the data. Specifically, the speech graduates averaged 48 speeches per person, whereas the non-speech graduates averaged 29 speeches per person. Table I on page 15 further shows clearly that the speech graduates were involved in more speech activity than the non-speech graduates. Finally, the graph on page 18 indicates a positive relationship between speech training and the number of speaking experiences. From the results of the compilation of these data concerning the number of speaking experiences, we can conclude that the speech graduates of Albion College participate in more speaking experiences than do the non-speech graduates. Therefore, the first hypothesis presented in this study is supported by the data of the study.

The second hypothesis was:

Speaking experiences will increase each year after graduation from college.

In general, this hypothesis is supported by the data. Seventy-four per cent of the total number of subjects in this study indicated that their speaking experiences had increased since graduation from college. The fact that they were speech graduates or non-speech graduates did not alter the number of experiences. More specifically, 92, or 75%, of the 122 speech graduates indicated that their speaking experiences had increased since graduation. Out of the 101 non-speech graduates, 73, or 72%, indicated that their speaking experiences had increased since graduation. Therefore, we may conclude that speaking experiences increase after college graduation for Albion College students. This information affirms the second hypothesis in this study.

The third hypothesis was:

Speech graduates will enjoy their speaking experiences more than will non-speech graduates.

In general, this hypothesis is not supported by the data. The study showed that 89 speech graduates, or 73%, considered their speaking experiences very enjoyable. This was not much different from the experiences of the non-speech graduates, as 66, or 65%, of them considered their speaking experiences very enjoyable. Thus, more than 60% of both the speech graduates and non-speech graduates indicated that they had

enjoyed their speaking experiences very much. Therefore, we may conclude that the data relative to "enjoyment of speech activity" do not support the third and final hypothesis in this study.

In addition to the affirmation or denial of hypotheses, other conclusions can be drawn.

In considering the types of speech activity--addressing a group, group leadership, committee meetings, and group discussions--it was found that none of them was dominant. However, there was a difference between the speech graduates and non-speech graduates with respect to speech activity in which they were engaged. Speech graduates were involved in more individual speech activity (group leadership and addressing a group). Group leadership and addressing a group accounted for 50% of the speech activity for the speech graduates, whereas these activities accounted for only 18% of the speech activity of the non-speech graduates. From these data, we can conclude that non-speech graduates are perhaps less willing to get on their feet alone, or are called upon less frequently than are speech graduates.

This study showed that 58% of the speech graduates found their college speech training very useful. However, there were only 13% of the non-speech graduates who considered their speech training very useful. Thus, we may conclude that the speech graduates valued their college

speech training more than did the non-speech graduates.

The study revealed that only five non-speech graduates had received some speech training since their college graduation. Three of these five had done so through a Dale Carnegie course; the other two had taken some post graduate work in speech. Out of fourteen speech graduates who had received some speech training since graduation, only five had done so through a Dale Carnegie course, and nine had done post graduate work in speech. Although neither group seemed to participate heavily in speech training after college graduation, there was a difference between the speech graduates and non-speech graduates. Thus, there seems to be a positive correlation between the amount of speech training in college and participation in further training after college.

Finally, it was found in this study that there were no non-speech graduates who belonged to a "speakers' club" of some sort, whereas there were three speech graduates who belonged to such an organization. Thus, we may conclude that there is little correlation between the amount of college speech training and membership in a speakers' club.

Suggestions for Further Study

Each research study should bring forth new ideas and possibilities for study. This study was no exception. Some suggestions for further study are:

1. A study to determine the relationship between an individual's vocation and his activity in speech. Do professional men speak more than laborers? Do doctors engage in more speech activity than teachers? Are employers involved in more speaking experiences than their employees?
2. A study of the relationship between students' grades and the amount of their speech training. Do those students who start out with poor grades in speech work go on to take as many speech courses as those students who began with good grades?
3. A study to determine what speech courses taken in college are considered the most valuable by graduates. Perhaps there are some courses which students feel prepare them better for speech activities after graduation than others. Educators would be very much interested in knowing which speech courses should receive more emphasis and which ones should be de-emphasized.

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APPENDIX

The following three items are the letter which accompanied the questionnaire, the questionnaire used for this study, and a duplication of the postal card used in the study.

Dear Albion Alumnus,

I am a graduate of Albion College, having been graduated in June, 1960. I am currently enrolled in the graduate school of Communication Arts at Michigan State University, working on a Master's Degree. My thesis work involves a survey of the speaking experiences of graduated students from Albion College. It would be most helpful if I knew the amount of speaking done within the last year by these graduated students. I would greatly appreciate it if you could spare a few minutes of your time to answer the enclosed, short questionnaire and return it to me. After the completion of this study, I will do my best to let you know the results. Thank you very much for your time and information.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bob Paige".

Robert Paige

QUESTIONNAIRE

Would you please indicate the number of speaking experiences in which you have participated since last June (1960) by filling in the blanks below. Since this study is concerned with speaking experiences outside the realm of teaching, please do not include teaching as a type of speaking experience.

- | <u>Type of Activity</u> | <u>Number</u> |
|---|------------------|
| 1. Addressed a group, such as delivering a speech to a club, organization, etc. | _____ |
| 2. Participated in group leadership, such as presiding at a meeting of a club, etc. | _____ |
| 3. Participated in a group discussion before an audience of not less than five persons. | _____ |
| 4. Participated in a committee meeting of not less than five persons. | _____ |
| 5. Have you found that the number of your speaking experiences each year have increased since college graduation? | Yes ____ No ____ |
| 6. Have you had any speech training since college graduation, such as a Dale Carnegie course? | Yes ____ No ____ |
| 7. Do you belong to a "speaker's club," such as a "Toastmaster's Club"? | Yes ____ No ____ |

Please indicate your feelings on the following questions:

8. How much has your college speech training helped you in your speaking situations?

. Very Much . . Some . . Very Little .

9. How much have you enjoyed these speaking experiences?

. Very Much . . Some . . Very Little .

Name _____

If you have any comments, please feel free to add them at the bottom, or on the reverse side of the questionnaire.

POSTAL CARD

Dear Albion Alumnus,

I wrote to you earlier this month requesting information concerning your speech activity during the previous year. This information was to be in questionnaire form. To date, this questionnaire has not been received.

I would greatly appreciate it if you would send these data to me as soon as possible. If the questionnaire has been misplaced, I will be happy to send you another copy. Thank you.

Sincerely,

Bob Paige

Robert Paige

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