

AN ANALYSIS OF THE UNDERGRADUATE SPEECH
PROGRAMS OF THE "BIG TEN" UNIVERSITIES

Thesis for the Degree of M. A.

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James L. Mayfield

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ABSTRACT

AN ANALYSIS OF THE UNDERGRADUATE SPEECH PROGRAMS OF THE "BIG TEN" UNIVERSITIES

by James L. Mayfield

This study is an exploration of the undergraduate speech programs of the "Big Ten" universities for the years 1940, 1950, and 1960.

Its purposes are to: (1) ascertain changes that have taken place from 1940 to 1960 in the course offerings, departmental requirements, and structural organization of each of the "Big Ten" undergraduate speech departments, (2) identify and present graphic representations of these changes, (3) compare and contrast, on a quantitative basis only, the characteristics of the departments studied, and (4) present a composite of the entire "Big Ten" for 1940, 1950, and 1960.

The predominant theme underlying the purposes for this study is the desire of the writer to indicate the changing profile of the "Big Ten" schools, individually and collectively, according to "areas" of speech, for the years 1940, 1950, and 1960.

The technique employed in this study was to examine (for each of the universities) the general catalogs or registers encompassing the years 1940, 1950, and 1960, to compile all information

contained within these publications that seemed pertinent to satisfying the purposes of the study, and to arrange that material in tables and illustrations for presentation. Consideration was given to all materials dealing with course offerings, requirements within the departments, and the organizational structure existing in the year represented by the catalog or register. The material dealing with course offerings was further divided, for the purpose of easier handling, according to five, somewhat arbitrary, "areas" of speech. These are: (1) Theater and Oral Interpretation, (2) Speech Pathology and Audiology, (3) Rhetoric and Public Address, (4) Television-Radio-Film, and (5) Other Courses. Courses related to speech education were included in the latter area.

The following findings are among the most important resulting from the study:

1. From 1940 to 1950 the undergraduate speech programs of the "Big Ten" grew 65.2% in the number of semester hours offered. From 1950 to 1960 this growth was 20.1%.

2. From 1940 to 1950 the "area" of speech having the greatest growth in terms of semester hours was Television-Radio-Film with an increase of 242.9%. The area with the least increase was Rhetoric and Public Address with 31.9% of growth. From 1950 to 1960 the area of Television-Radio-Film again had the greatest semester hour increase with a 41.7% growth. The area showing the least percentage growth in semester hours was Theater and Oral Interpretation with an increase of forty-one hours or 6.1%.

3. The average speech faculty of the "Big Ten" in 1940 was 10.7 in number. By 1950 the number had grown to 20.9, and by

1960 there was an average faculty of 34.9.

4. The average number of courses offered to undergraduate students in 1940 was 40.9. In 1950 this figure had grown to 69, and by 1960 the average number of courses was 81.3.

5. There is a tendency in the "Big Ten" toward fewer "core" requirements for all speech majors and more requirements within each area of specialization.

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By

James L. Mayfield

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CHAPTER I

INTRODUCTION

"Speech science and art are right now enjoying a remarkable recrudescence. . . . Speech in all its forms is so inherently valuable to the human race that it is unthinkable that the educational world will be content to neglect the teaching of it and fail to extend the knowledge of its laws and history."¹

Time vindicates the prophet. It is relatively easy in 1961 to look back and say that the growth of speech was inevitable. It was not as easy for a professor of English in 1916 to look ahead and see the inevitable growth of speech. In view of the fact that in 1959 nearly 1,000 Master's degrees, over 150 doctoral degrees, and thousands of Bachelor's degrees were awarded in speech, and in view of the fact that during the past twenty-five years there have been nearly 17,000 graduate degrees issued in speech, we can readily see how truly prophetic Professor Woolbert was regarding the growth of speech science and art. As a result of this phenomenal growth, many times speech has burst the bonds placed upon it; and each time it has broken out in a new way, setting forth new philosophies concerning that which should

¹Charles H. Woolbert, "The Organization of Speech Science in Universities," The Quarterly Journal of Public Speaking, II (January, 1916), 77.

be specifically taught, how it should be taught, and with what general and specific objectives it should be taught. As a result of an attempt to make decisions on these matters, there have arisen many divergent philosophies; consequently, many divergent courses and programs have also arisen in the colleges and universities throughout the United States. This study is concerned with the undergraduate speech programs of ten of these universities.

The "Big Ten" is made up of the University of Illinois, Indiana University, the State University of Iowa, the University of Michigan, Michigan State University, the University of Minnesota, Northwestern University, Ohio State University, Purdue University, and the University of Wisconsin. Each of these large universities offers the Bachelor's, Master's and Doctor's degrees in several areas of speech. Their speech programs are some of the most comprehensive in the nation. As a result of the rapid expansion of the departments, as well as for other reasons, changes have taken place. As administrators have made these changes, there has arisen a great deal of diversity in the curricular offerings and the requirements for undergraduates of the "Big Ten" universities.

This study proposes to review these changes by charting, according to areas of speech, any increase or decline in course offerings which has occurred within each university from 1940 to 1960 on the basis of a spaced ten-year analysis of university catalogs for the years 1940, 1950, and 1960. The "areas of speech", in many cases, are difficult to define in an absolute

manner. Because of this complication and some disagreement among speech faculty concerning this problem, certain somewhat arbitrary divisions of speech are used for this study. For the sake of classification, certain courses which might very well fit into any number of categories are simply assigned to the classification in which the writer feels they most naturally fit. That this "mis-treatment" will be questioned is probable, and the writer has made the categorizations in this manner on the grounds of a desire for a reasonably workable organization of material. When any course in any curriculum does not fit into any of the designated areas, or perhaps fits into all areas, this course will be included in the category entitled "Other Courses". The areas selected for use in this study are: (1) Theater and Oral Interpretation, (2) Speech Pathology and Audiology, (3) Rhetoric and Public Address, (4) Television-Radio-Film, (5) Other Courses. Speech Education, since it draws quite heavily from each of the above areas, will be included in "Other Courses". A list of all course titles included under each category will be included in an appropriate place in the study. Hereafter, the speech areas will be referred to according to the following classification: Theater and Oral Interpretation, Class I; Speech Pathology and Audiology, Class II; Rhetoric and Public Address, Class III; Television-Radio-Film, Class IV; and Other Courses, Class V.

As well as reviewing changes and curricula in each speech department and in the entire "Big Ten" as a unit, the writer hopes to provide some additional information which will show other characteristics and trends which are evident in the

undergraduate offerings of the "Big Ten" speech departments. The following are examples of information sought for this purpose:

1. Determine what course or courses all speech majors must take regardless of their area.
2. Determine what courses are required for majors within each area of speech.
3. Determine the number of semester hours (all quarter hours in this study have been converted) required for speech majors in each area at each university.

It is the writer's desire in this study to be able to show the changing profile from 1940 to 1960, the ways in which the profile changed, the areas that were affected by the changes, and the profile of each separate speech department and of the entire "Big Ten" as a unit.

Nine of the "Big Ten" universities have speech departments. These departments are named in various ways, such as Speech Department, Speech and Dramatic Art, and Speech and Theater. The tenth university under consideration, Northwestern University, has a School of Speech, which is composed of speech areas designated as departments. Insofar as this study is concerned, Northwestern's School of Speech will be referred to as, and considered as, a Speech department. In three of the universities -- Indiana, Illinois, and Michigan State -- the area of Television-Radio-Film is not directly associated with the Department of Speech. Since this area is a part of the majority of the "Big Ten" speech departments, and since this area is to be a part of this study, and for the sake of consistency, the writer has

placed the courses offered in Television-Radio-Film within the separate speech departments. The area of Speech Pathology and Audiology at the State University of Iowa is in a separate department. For the purposes of this study this area will be included as a part of the department of Speech and Dramatic Art at this university.

This study has been limited to the "Big Ten" universities in order that a comprehensive analysis of the separate departments of speech could be made in a reasonable amount of time. While these ten universities are not necessarily correct or incorrect in their speech curricula or in their practices and requirements, they do seem to be somewhat representative of the larger universities which have rather comprehensive speech departments. This study has been further limited to the undergraduate programs of the departments of speech. In most cases the graduate programs are essentially oriented individually and constructed for the person involved. The only courses which are excluded in this study are those which are stated in the catalogs as being restricted to graduate students. Some courses serve both the undergraduate and the graduate programs. If such is the case, all courses which normally admit undergraduate students will be included in this study.

The findings of this study are not intended to present a "perfect" reproduction of the separate speech departments involved. The flexibility which is rightfully present in each department permitting it to meet the particular needs of its own individual students; the personalities, ideals, and teaching methods of

individual instructors (although a knowledge of these is admittedly vital in understanding the nature of the department); and other related matters are in no way considered in this study.

The selection of the years 1940, 1950, and 1960 was made for the following reasons: (1) to accord with the availability of the university catalogs or registers; (2) to bring the study up to relatively current times; and (3) to cover a large enough period of time to show considerable changes in the departments. Again, a more comprehensive study could be made showing the original organization, what prompted the acceptance of a department within the structure of each university, and other material of a historical nature. This study does not purport to be historical; and while the values of the above-mentioned studies are unquestionable, they are not attempted or considered here.

Any conclusions in this study, other than those of a definite quantitative nature, will be only implied. Also, the findings of this study are not meant to imply that one university, or one way of operating a department of speech, is better than any other university or way of operation. It is the purpose of this study to show quantitatively certain modes of operation.

It is the writer's belief that any quantitative findings resulting from this study could have some value to administrators of colleges and universities, other than the "Big Ten" who are involved, in either instituting or changing departments of speech. The changes that have taken place over the twenty-year period studied, have, at least somewhat, come about as a result of the needs of students, the needs and demands of the communities, and

in some cases, the needs of the universities themselves. The writer believes, consequently, that the experience of the "Big Ten" speech departments over twenty years of growth and change can be of value to others who are just beginning or who are beginning to revise. In addition, this study could possibly have some value to the administrators of the speech departments of the "Big Ten" universities. They will be able to see, numerically at least, how their department compares with other departments in this unit. They will be able to compare course offerings and requirements as well as compare their own department with the total "Big Ten" as a unit.

A review of the reporting of past studies dealing with the surveys of speech curricula reveals that nothing resembling this study has been attempted. In view of the diversity of opinion among teachers of speech and administrators of speech departments concerning what should be taught, when it should be taught, to whom it should be taught, and under what conditions it should be taught, it seems to the writer that a study of this sort does have some utilitarian value.

The sources for the material used in this study are the catalogs or registers issued by each university for the years which include 1940, 1950, and 1960 offerings. In one case a supplement to a catalog was used. Some universities issue catalogs every two years only; consequently, the catalogs which encompass the years studied were used.

This study is structured and presented in the following manner:

Chapter I: Introduction. This chapter includes a statement of purpose, sources of material, definition of terms, limitations of the study, and possible values of the study.

Chapter II: Curriculum Analysis. This chapter presents a graphic and expository analysis of the curricular offerings of the undergraduate speech programs of the "Big Ten" universities.

Chapter III: Structure and Requirement Analysis. Chapter III shows, by means of spread sheets, the structure and requirements of the separate departments involved in this study.

Chapter IV: Summary of Findings and General Conclusions. This chapter summarizes the quantitative findings of Chapters II and III, and an attempt is made therein to arrive at some conclusions based upon these data.

CHAPTER II

CURRICULUM ANALYSIS

The purposes of this chapter are three in number:

1. To show curricular changes from 1940 to 1960 in the undergraduate Speech departments of each of the universities which make up the Western Conference, or "Big Ten."
2. To express similarities and dissimilarities in these curricular offerings.
3. To present a composite of these curricular offerings, thus expressing an "average" to which each separate department may be compared.

The method used in attempting to achieve the above purposes is largely one of charting. Some tables and illustrations are also introduced further to define relationships or interrelationships within each school or among the entire "Big Ten."

This chapter will be written in an expository manner, with the table or illustration being presented at the same time the explanation is given. Each school will be examined separately and then the composite will be viewed.

Table 1 through Table 10 will show all courses offered in the undergraduate speech programs of the "Big Ten" for the years 1940, 1950, 1960. As is true with the entire study, these courses are categorized according to the area of speech in which

they most logically fall. In the ten tables, and within each area, there is also some additional grouping of courses according to other factors. For instance, in Class I, acting is separated from production; in Class II, correction is separated from phonetics; in Class III, public speaking is separated from discussion; and in Class IV, radio is separated from television or film courses. The purpose of this additional division is to enable the reader to view the trends toward or away from any one type of offering as compared with another.

The dates of 1940, 1950, and 1960 on the tables represent the years in which any particular course was offered. If an "x" is placed below any date, that means the course preceding the "x" was shown as being offered in that year's catalog. If a course name changed in any way from one year to another it is shown as a separate course.


The small letters enclosed in parentheses following a course title represent one of a series of courses bearing the same title.


Illustrations 1 through 10 are diagrammatic representations of each school's undergraduate speech department offerings. The three diagrams at the top of the page represent the percentage of course offerings in each area of speech. The five diagrams at the bottom of the page represent the number of semester hours offered in each area for any one of the three years under study.

Illustrations 11 through 13 present a composite view of the undergraduate speech department offerings of the entire "Big Ten" as well as an individual explanation of each department. The


diagrams included on these charts are broken down by percentages of courses offered in each area of speech. The diagrams of each school coincide with the diagrams at the top of Illustrations 1 through 10. They are repeated in Illustrations 11 through 13 for the purpose of comparing one school with another. The total number of semester hours offered by each school and the total for the "Big Ten" are also included at the bottom of each diagram.


In Illustrations 1 through 13 certain symbols are used for graphic presentation. Below is an explanation of these symbols:

 Class I - Theater and Oral Interpretation

 Class II - Speech Pathology and Audiology

 Class III - Rhetoric and Public Address

 Class IV - Radio-Television-Film

 Class V - Other Courses

A final table, Table 11, represents the position of each separate department in each area based upon the number of semester hours offered in that area.

Table 1 for the University of Illinois shows considerable change over the twenty years included in the study. All areas have grown in the number of semester hours offered with the exception of Class III, Rhetoric and Public Address. This area shows growth from 1940 to 1950, and then shows a decline from 1950 to 1960.

Class I, Theater and Oral Interpretation, appears to have grown mostly as the result of the introduction of advanced courses to follow up those already offered in the curriculum. Courses in children's theater are also an addition to the 1960 offerings.

Class II, Speech Pathology and Audiology, apparently owes its growth mostly to courses in audiology and phonetics.

Class III, Rhetoric and Public Address, owes most of its growth from 1940 to 1950 to an introduction of courses dealing with the history, theory, and criticism of public address. Its slight decline of six semester hours from 1950 to 1960 is the result, for the most part, of a consolidation of courses.

Class IV, Radio-Television-Film, began with no offerings in 1940. By 1950 there were several courses in radio, and by 1960 several courses in television were introduced into the Illinois Speech Curriculum.

TABLE 1

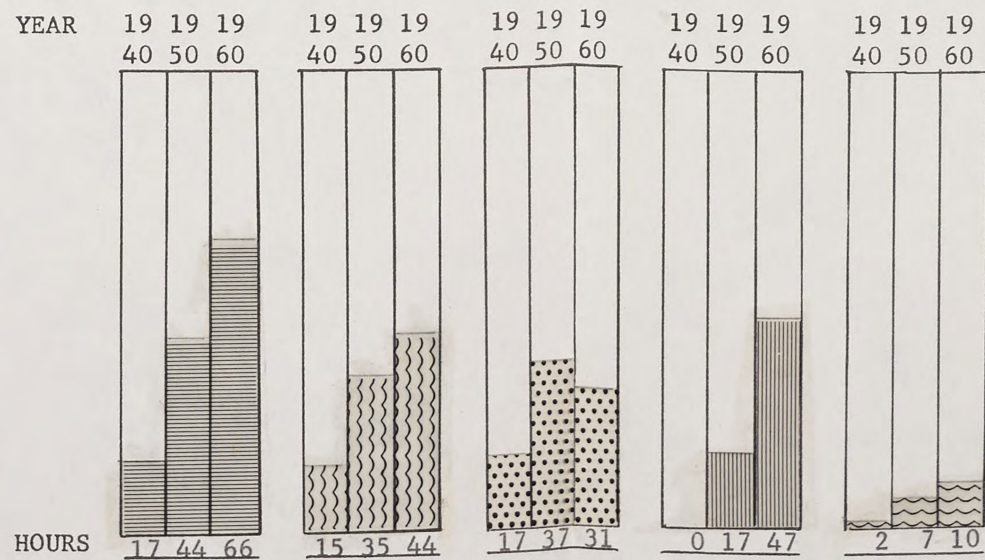
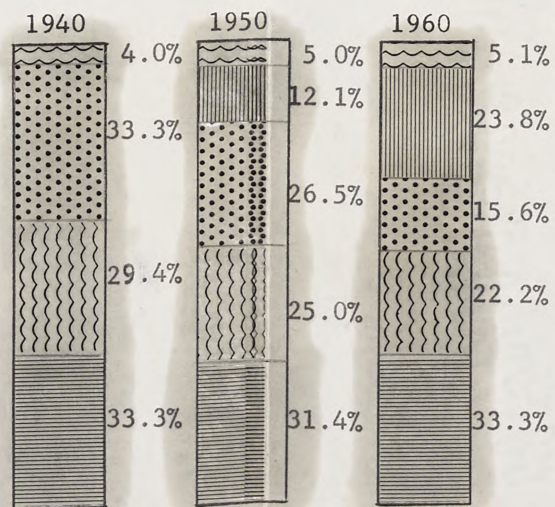
| | | | |
|---|----|-----|-----|
| Radio Speaking | | | x |
| Radio Script Writing | x | | x |
| Radio Production and Direction | x | | x |
| Radio Advertising | x | | |
| Radio News | x | | x |
| Radio Law | x | | |
| Principles of Broadcasting | x | | |
| Principles of Radio and Television | | | |
| Broadcasting | | | x |
| Radio and Television Performance | | | x |
| Radio and Television Announcing | | | x |
| Radio and Television Station Management | | | x |
| Advanced Radio and Television | | | |
| Practices (a) | | | x |
| Advanced Radio and Television | | | |
| Practices (b) | | | x |
| Radio and Television Regulations | | | x |
| Television Directing | | | x |
| Television News | | | x |
| Television Script Writing | | | x |
| Television Staging and Lighting | | | x |
| Cinematography for Television | | | x |
| Television Laboratory | | | x |
| Special Problems | | | x |
| Semester Hours Class IV | 0 | 17 | 47 |
| <u>Class V</u> | | | |
| Voice and Articulation | | x | x |
| Teaching of Speech | x | x | x |
| Speech for Teachers | | | x |
| Fundamentals of Speech for Teachers | | | |
| of English | | x | |
| Semester Hours Class V | 2 | 7 | 10 |
| TOTAL SEMESTER HOURS | 51 | 140 | 198 |

¹Radio and Television in separate department in 1960.

The diagrams at the top of Illustration 1 show the changes that have occurred on the basis of percentage of total course offerings in each area.

The greatest increase that has taken place has been in Class IV. This has risen from 0% in 1940 to 23.8% of the total curricular offerings in 1960. The greatest decline has been in Class III, Rhetoric and Public Address, which in 1940 carried 33.3% of the total courses and by 1960 carried 15.6%.

The diagrams at the bottom of the Illustration are representative of the totals found in Table 1. These express in chart form the changes that have occurred in each area by semester hours.



Theater and Oral Interpretation



Speech Pathology and Audiology



Rhetoric and Public Address



Radio-Television-Film



Other

Table 2 for Indiana University, shows growth in all areas except Class II, Speech Pathology and Audiology, which remains fairly constant over the twenty years, 1940 to 1960.

Class I, Theater and Oral Interpretation, owes its growth primarily to the introduction of new courses in nearly every area of theater. In some cases the new courses are extensions of courses already offered, such as the introduction of a course in advanced acting. In other cases the new courses introduce new areas in theater, such as play direction, history of the theater, and children's theater.

Class II, Speech Pathology and Audiology, remained fairly constant throughout the period under study as the result of the addition of some courses and the deletion of others. No change of any consequence appears to have taken place in the quantity of courses offered in this area.

Class III, Rhetoric and Public Address, remained fairly static from 1940 to 1950. From 1950 to 1960 several new courses were introduced which more than doubled the number of courses offered. The new courses introduced from 1950 to 1960 in this area are to be found in speech criticism, the history of public address, and group discussion.

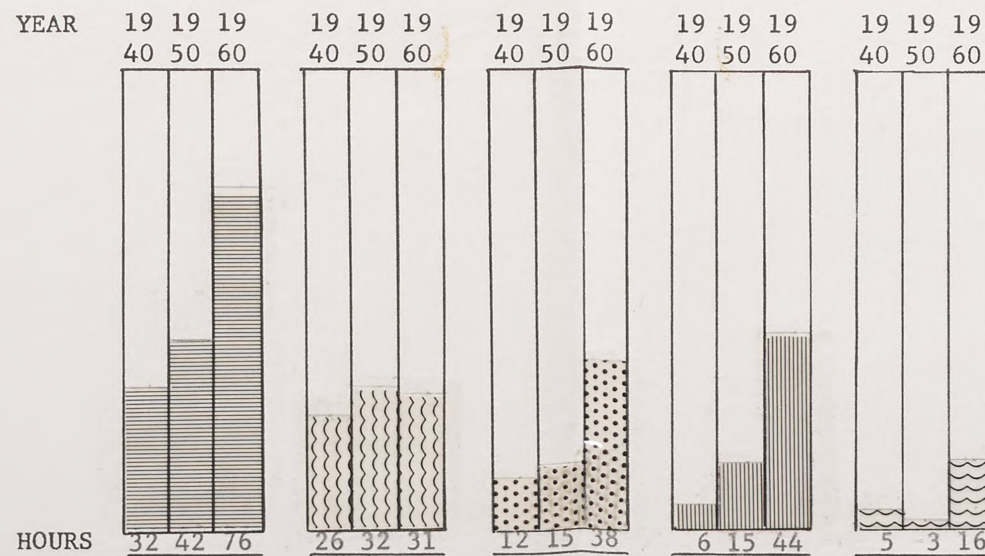
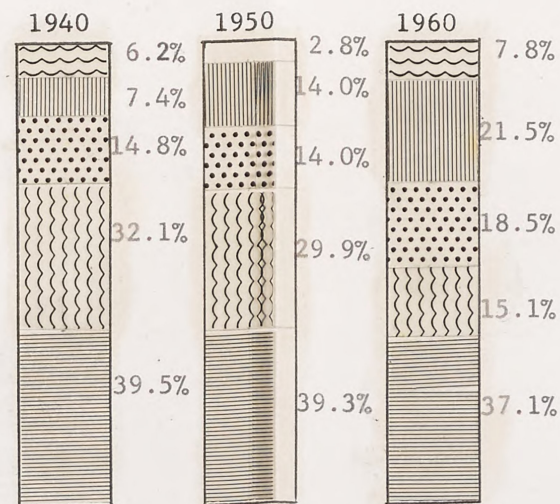
Class IV, Radio-Television-Film, has nearly tripled from 1950 to 1960. Again, as in the case of Illinois, the introduction of courses in television has been the cause of this increase.

TABLE 2

TITLES OF COURSES OFFERED: 1940, 1950, 1960
INDIANA UNIVERSITY¹

| | <u>1940</u> | <u>1950</u> | <u>1960</u> |
|---|-------------|-------------|-------------|
| <u>Class I</u> | | | |
| Fundamentals of Theatre Practice | | | x |
| Fundamentals of Theatre Practice | | | x |
| Appreciation of the Theatre | | x | x |
| Acting (a) | x | x | |
| Acting (b) | x | x | |
| History of American Public Address (b) | | | x |
| History of British Public Address | | | x |
| Discussion and Debate | | x | x |
| Discussion and Group Method | | | x |
| Semester Hours Class III | 12 | 15 | 38 |
| <u>Class IV</u> | | | |
| Elementary Announcing | | | x |
| Radio Broadcasting (a) | x | x | |
| Radio Broadcasting (b) | | x | |
| Radio Script Writing (a) | x | x | x |
| Radio Script Writing (b) | | x | |
| Introduction to Radio and Television (a) | | | x |
| Introduction to Radio and Television (b) | | | x |
| Radio and Television Regulations | | | x |
| Radio and Television Advertising | | | x |
| Foreign Study in Radio and Television | | | x |
| Proseminar in Radio and Television | | | x |
| Reporting and Newswriting for Radio and Television | | | x |
| Television Directing | | | x |
| Television Production | | x | x |
| Television Theatre Production | | | x |
| Television Writing | | | x |
| Utilization of Television Films | | | x |
| Audio Production and Direction | | | x |
| Semester Hours Class IV | 6 | 15 | 44 |
| <u>Class V</u> | | | |
| Training the Speaking Voice | | | x |
| Foreign Study in Speech and Theatre | | | x |
| Speech Training for Teachers | x | x | x |
| The Teaching of High School Speech | x | | |
| Semester Hours Class V | 5 | 3 | 16 |

Illustration 2, the representation of percentages of the total courses offered by separate areas, shows the greatest increase in percentage of courses in an area to be in Class IV, Radio-Television-Film. As did the semester hours, the percentage of the total offerings increased by nearly three times over the twenty years. The greatest decline in percentage is to be found in Class II, Speech Pathology and Audiology. This area declined from 32.1% of the total offerings in 1940 to 15.1% of the courses in 1960.








 Theater and Oral Interpretation
  Speech Pathology and Audiology
  Rhetoric and Public Address
  Radio-Television-Film
  Other

Table 3, representing the State University of Iowa, shows a decrease in the total number of semester hours offered in 1960 over those offered in 1950. It should be noted that in 1940, 190 semester hours were offered and in 1960, 195 semester hours were offered.

Class I, Theater and Oral Interpretation, shows the greatest decrease in course offerings. Several areas within theater were reduced in the number of courses offered. Chief among the eliminations were those courses offered in community theater. Some new courses were introduced in the areas of production and direction and in the area of educational theater.

Class II, Speech Pathology and Audiology, remained fairly constant over the twenty years covered by the study. There was some reduction in phonetics and some increase in public school related courses.

Class III, Rhetoric and Public Address, was reduced in the number of semester hours offered from 1940 to 1950 and from 1950 to 1960. Some special speech principles courses were removed and some advanced courses were eliminated.

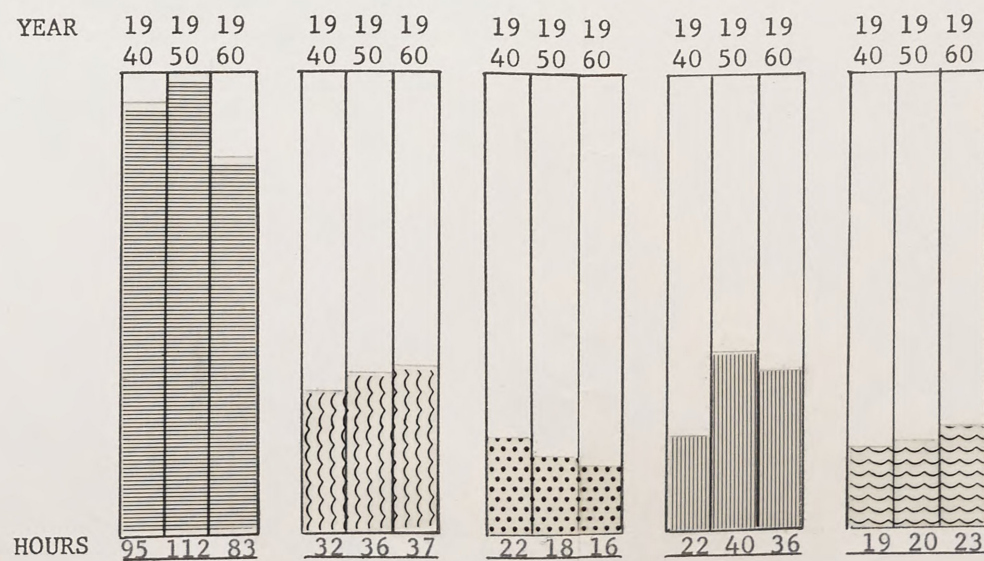
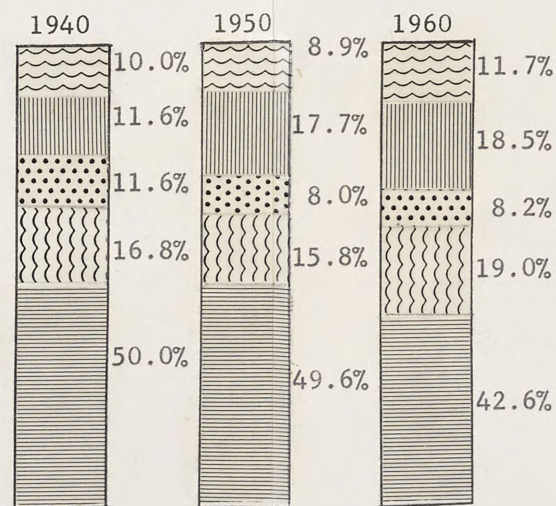
Class IV, Radio-Television-Film, increased from 1940 to 1950 and decreased from 1950 to 1960. Several television courses and several film courses were introduced prior to 1950 which accounted somewhat for the growth in this area. During the period 1950 to 1960 nearly all courses offered in radio were eliminated. This accounts for the reduction of the number of semester hours for the latter period.

TABLE 3

| TITLES OF COURSES OFFERED: 1940 1950 1960 | | | | |
|--|-----|-----|--|-----|
| Cinema (a) | | x | | x |
| History and Appreciation of the Cinema (b) | | x | | |
| Nature and History of the Documentary and Educational Film | | | | x |
| Cinematography Techniques (a) | | x | | x |
| Cinematography Techniques (b) | | x | | |
| Cinema Production | | | | x |
| Semester Hours Class IV | 22 | 40 | | 36 |
| <u>Class V</u> | | | | |
| Introduction to Speech and Dramatic Art (a) | | x | | |
| Introduction to Speech and Dramatic Art (b) | | x | | |
| Speech Functions in Normative Social Adjustments (a) | x | | | |
| Speech Functions in Normative Social Adjustments (b) | x | | | |
| The Psychology of Speech | | | | x |
| Methods of Teaching Speech | x | | | |
| Teaching of Speech: Demonstration and Observation | x | x | | |
| Methods in High School Speech | | x | | x |
| Teaching of Speech: Laboratory Experiences | | | | x |
| Speech for the Classroom Teacher | x | | | |
| General Semantics (a) | x | x | | x |
| General Semantics (b) | x | | | |
| Semester Hours Class V | 19 | 20 | | 23 |
| TOTAL SEMESTER HOURS | 190 | 226 | | 195 |

¹Speech Pathology and Audiology in separate department in 1960.

²Courses offered at Iowa School for the Deaf, Council Bluffs, Iowa, excluded in this study.








 Theater and Oral Interpretation
  Speech Pathology and Audiology
  Rhetoric and Public Address
  Radio-Television-Film
  Other

ILLUSTRATION 3

ANALYSIS OF COURSE OFFERINGS: 1940, 1950, 1960
STATE UNIVERSITY OF IOWA

Table 4, representing the University of Michigan, shows an increase in semester hours offered in every area from 1940 to 1950. It also shows a decrease in all areas except Class IV, Radio-Television-Film, for the period 1950 to 1960.

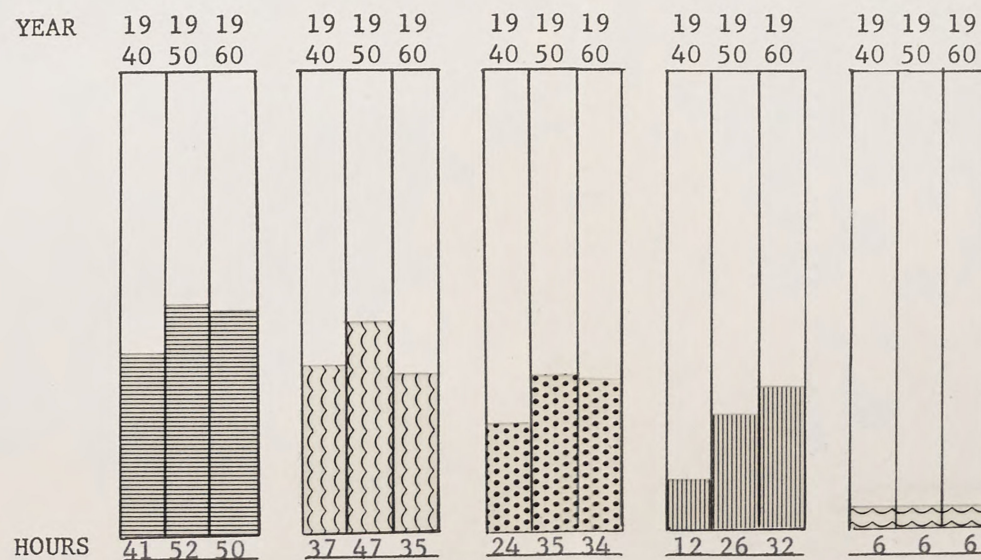
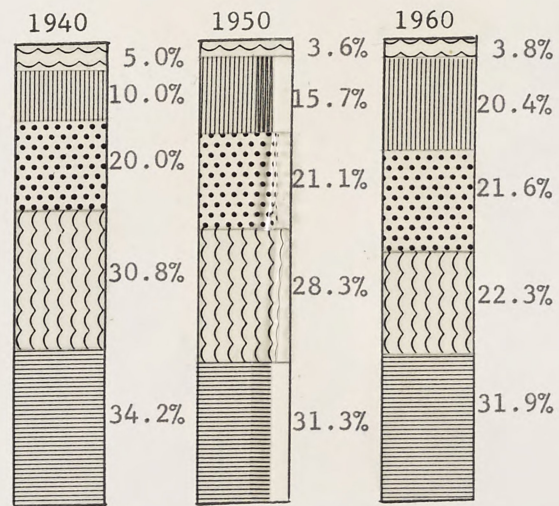
The increase in Class I from 1940 to 1950 was brought about mainly by advanced courses being introduced for courses already in the curriculum. There were also courses initiated in the history of the theater. The decrease in this area from 1950 to 1960 was only two semester hours. There were several courses consolidated during this period and also several new courses introduced as combinations of Class I and Class IV, Radio-Television-Film. The credits allowed for these combined courses were divided between Class I and Class IV, and the course titles were shown in both areas on Table 4.


The reduction in Class II, Speech Pathology and Audiology is primarily the result of the elimination of courses in several areas of speech pathology and in audiology.


Class III, Rhetoric and Public Address, grew during the 1940 to 1950 period primarily due to the instigation of courses in the history of public address and also courses in group discussion.


The changes in Class IV, Radio-Television-Film, grew out of the addition of courses in Television to the curriculum. During the period 1950 to 1960 some courses in radio were eliminated.


| | |
|---|---|
| Oral Reading of the Bible | x |
| Advanced Oral Interpretation | x |
| Acting for Radio, Television, and Theater* | x |
| Introduction to Directing for Radio, Television and Theater* | x |
| Fundamentals of Stagecraft for Theater and Television* | x |
| Fundamentals of Make-Up for Theater and Television* | x |
| Lighting for Theater and Television* | x |



 Theater and Oral Interpretation

 Speech Pathology and Audiology

 Rhetoric and Public Address

 Radio-Television-Film


 Other

Table 5, the listing of courses for Michigan State University, presents an example of considerable growth from 1940 to 1950. In fact, the semester hours offered more than doubled in this ten-year period. With the exception of Class IV, Radio-Television-Film, the areas within the Speech department increased very little, and in the case of Class III, Rhetoric and Public Address, actually declined in the period of 1950 to 1960.

Class I, Theater and Oral Interpretation, more than doubled in hours offered from 1940 to 1950. Advanced courses in theater production, oral interpretation, and courses in children's theater were introduced into the curriculum. From 1950 to 1960 some new courses were introduced and some old ones eliminated. The total semester hours in Class I for 1960 was the same as Class I for 1950.

Class II, Speech Pathology and Audiology, grew from an area in 1940 with four courses and eight semester hours to one having fourteen courses and thirty-one hours in 1960. The major growth took place in the 1940 to 1950 period with new courses being introduced in speech pathology and others in audiology. This accounts for the increase during this period.

The Rhetoric and Public Address area, Class III, grew and nearly doubled in hours offered from 1940 to 1950. The area then declined from 1950 to 1960. Courses in conversational speaking, business speech, forms of public address, and others were eliminated from the undergraduate speech curriculum.

Class IV, Radio-Television-Film, has grown steadily in the number of semester hours offered. The introduction of advanced

radio courses during the period of 1940 to 1950, and the introduction of television and film courses during the period 1950 to 1960 have accounted for this growth.

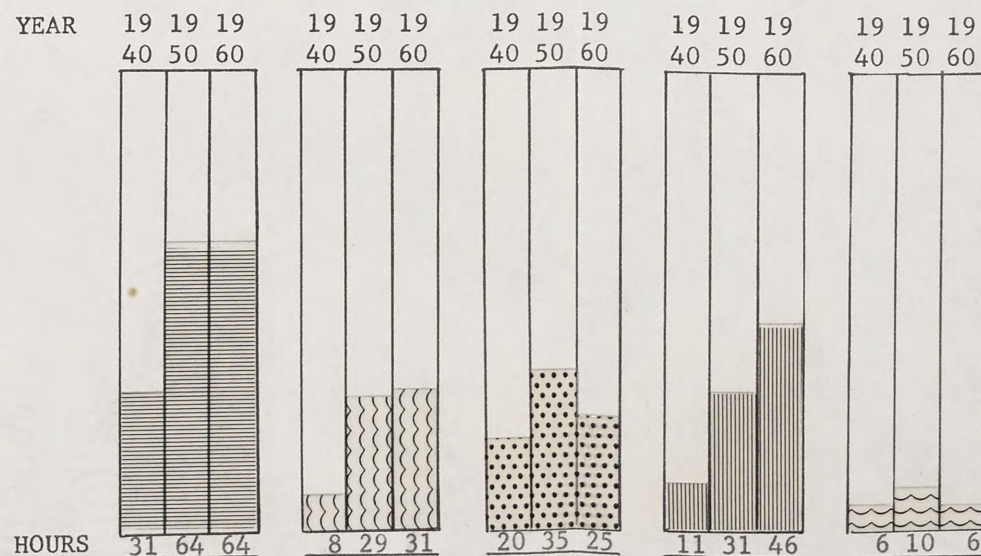
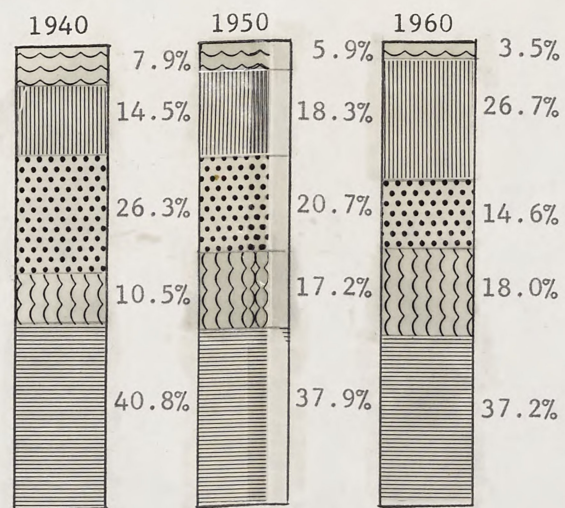
TABLE 5

TITLES OF COURSES OFFERED: 1940, 1950, 1960
MICHIGAN STATE UNIVERSITY¹

| <u>Class I</u> | <u>1940</u> | <u>1950</u> | <u>1960</u> |
|---|-------------|-------------|-------------|
| Introduction to Dramatics | x | | |
| Introduction to the Theatre | | x | x |
| Acting (a) | x | x | x |
| Acting (b) | x | x | |
| Acting (c) | | x | |
| The Utilization of Radio in the Class- room | | x | |
| High School Radio Workshop | | x | |
| High School Radio and Television Work- shop | | | x |
| Broadcasting Regulations and Responsi- bility I | | | x |
| Broadcasting Regulations and Responsi- bility II | | | x |
| History of the Motion Picture | | | x |
| Documentary Film | | | x |
| Utilization of Film in Television Broadcasting | | | x |
| Semester Hours Class IV | 11 | 31 | 46 |
| <u>Class V</u> | | | |
| Survey of Speech Arts | | x | |
| Voice Training | x | | |
| Diction | x | | |
| Voice and Diction | | x | x |
| Advanced Voice and Diction | | x | |
| Teaching of Speech | x | x | |
| Speech for the Classroom Teacher | | | x |
| Psychology of Speech | x | x | x |
| Semester Hours Class V | 6 | 10 | 6 |
| TOTAL SEMESTER HOURS | 76 | 169 | 172 |

¹Radio and Television in separate department in 1960.

Illustration 5 is a graphic representation of Michigan State University's curriculum in the undergraduate speech program. The greatest percentage growth took place in Class IV, Radio-Television-Film. The greatest percentage reduction is to be found in Class III, Rhetoric and Public Address.








 Theater and Oral Interpretation
  Speech Pathology and Audiology
  Rhetoric and Public Address
  Radio-Television-Film
  Other

Table 6, representing the curriculum of the University of Minnesota Speech department, shows the largest change to have taken place in Class II, and Class IV.

The growth in Class I, Theater and Oral Interpretation, from 1940 to 1950 came as the result primarily of courses being introduced in educational theater. There was little change in this area from 1950 to 1960.

Class II, Speech Pathology and Audiology, grew over the twenty years with the addition of advanced courses in Speech Pathology and new courses in Audiology.

The only significant change in Class III, Rhetoric and Public Address, came during the 1940 to 1950 period. This was in the addition of courses in the history and criticism of public address.

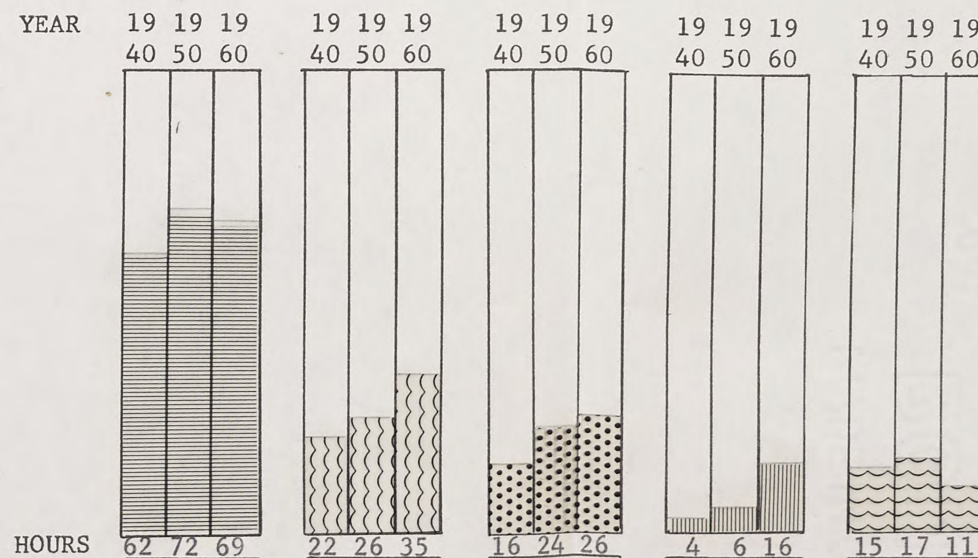
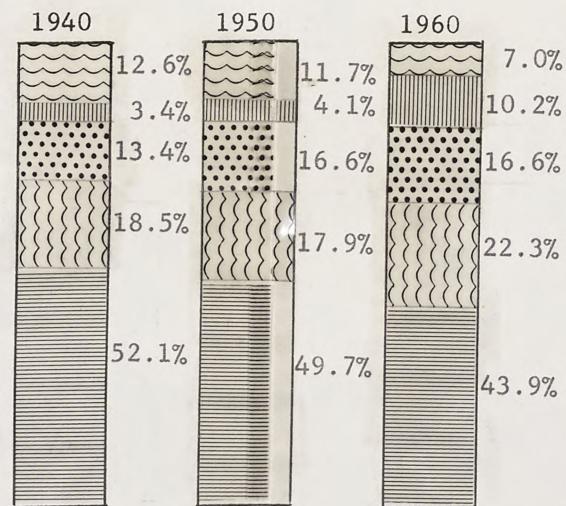
Class IV, Radio-Television-Film, owes its growth during the 1950 to 1960 period to the inclusion into the curriculum of courses in Radio and Television.






TABLE 6

TITLES OF COURSES OFFERED: 1940, 1950, 1960
UNIVERSITY OF MINNESOTA

| <u>Class I</u> | <u>1940</u> | <u>1950</u> | <u>1960</u> |
|----------------------------------|-------------|-------------|-------------|
| Introduction to the Theater | x | x | |
| Introduction to the Theater Arts | | | x |
| Beginning Acting (a) | x | x | x |
| Beginning Acting (b) | x | x | x |

Illustration 6 of the University of Minnesota, shows the greatest percentage increase to be in the area of Radio-Television-Film, Class IV. This area went from 3.4% of the total courses in 1940 to 10.2% of the total courses in 1960. The greatest reduction in percentage took place in Class I, Theater and Oral Interpretation, which dropped in relative strength 8.2% over the twenty years.



 Theater and Oral Interpretation
  Speech Pathology and Audiology
  Rhetoric and Public Address
  Radio-Television-Film
  Other

The significant changes shown on Table 7, for Northwestern University, are to be found in several different areas for both the 1940 to 1950 period and the 1950 to 1960 period.

Class I, Theater and Oral Interpretation, had its increase during the 1940 to 1950 time. There were extensions of courses already offered in the curriculum and new courses in all areas of Theater and Oral Interpretation initiated into the program during this time.

Class II, Speech Pathology and Audiology, grew from an area containing four courses and twelve hours credit in 1940, to one having twenty courses and offering fifty-one hours credit in 1950. Between 1950 and 1960 it continued to grow until it became an area containing forty courses offering ninety-four hours credit.

Class III, Rhetoric and Public Address, had its primary growth from 1950 to 1960.

Class IV, Radio-Television-Film, had significant growth during both periods of time. Advanced courses in Radio were initiated prior to 1950 and new courses in Television were introduced into the curriculum prior to 1960.

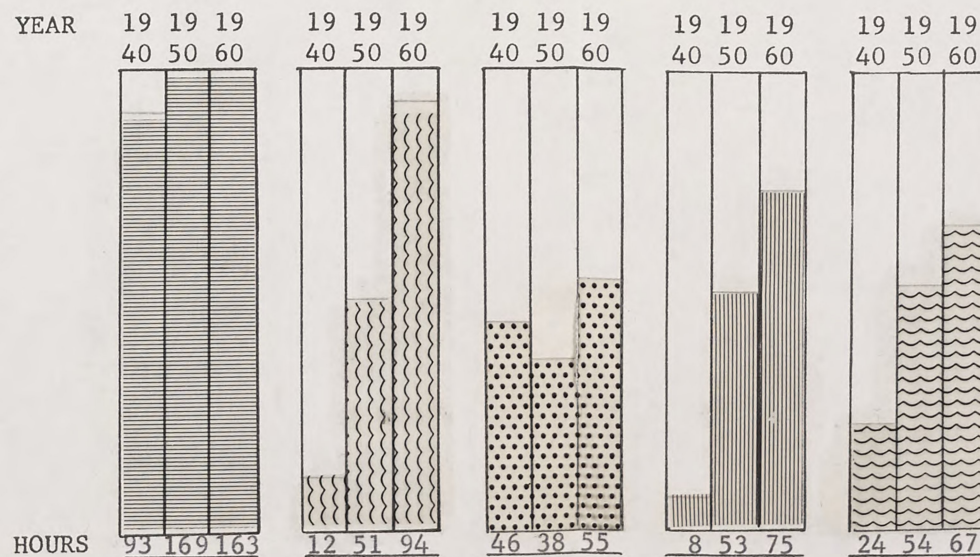
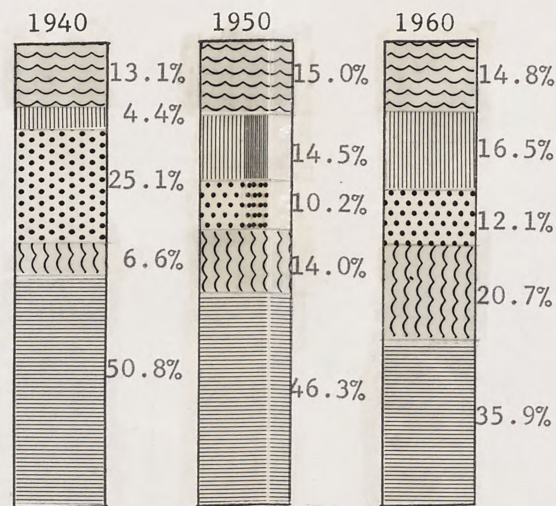
Since Speech Education is a separate department at Northwestern University, and since a substantial number of courses are involved, Class V, Other Courses, ought to be carefully analyzed by the reader. The growth in this area of Speech has been continual from 1940 to 1960.

TABLE 7

TITLES OF COURSES OFFERED: 1940, 1950, 1960
NORTHWESTERN UNIVERSITY¹

| <u>Class I</u> | <u>1940</u> | <u>1950</u> | <u>1960</u> |
|---|-------------|-------------|-------------|
| Introduction to the Theatre | x | x | x |
| Introduction to Drama | | | x |
| Fundamentals of Theatre Practice (1a) | x | x | x |
| Fundamentals of Theatre Practice (1b) | x | x | x |
| Fundamentals of Theatre Practice (1c) | | x | x |
| Fundamentals of Theatre Practice (2a) | | x | |
| Fundamentals of Theatre Practice (2b) | | x | |
| Fundamentals of Theatre Practice (2c) | | x | |
| Studies in Theatre Practice (a) | | x | x |
| Studies in Theatre Practice (b) | | x | x |
| Studies in Theatre Practice (c) | | x | x |
| Acting (a) | x | x | x |
| Acting (b) | x | x | x |
| Acting (c) | | x | x |
| Styles in Acting (a) | | | x |
| Styles in Acting (b) | | | x |
| Styles in Acting (c) | | | x |
| Problems in Acting (a) | | x | |
| Problems in Acting (b) | | x | |
| Problems in Acting (c) | | x | |
| Stage Costuming (a) | x | x | x |
| Stage Costuming (b) | | x | x |
| Stage Make-Up | | x | x |
| Stage Lighting (a) | x | x | x |
| Stage Lighting (b) | | x | x |
| Advanced Stage Lighting | x | | |
| Scene Design (a) | x | | x |
| Scene Design (b) | | | x |
| Stage Scenery and Properties (a) | | x | |
| Stage Scenery and Properties (b) | | x | |
| Stage Directing (a) | | x | x |
| Stage Directing (b) | | x | x |
| Problems in Play Directing | x | | |
| Theatre Management | | | x |
| Theatrical Backgrounds of the Drama (a) | x | x | x |
| Theatrical Backgrounds of the Drama (b) | x | x | x |
| Theatrical Backgrounds of the Drama (c) | | x | x |
| Studies in Comparative Theatre and Drama | x | x | x |
| Studies in Modern Theatre and Drama | | | |

Illustration 7, for Northwestern University, shows the greatest increase in percentage of total courses to be in the area of Speech Pathology and Audiology, Class II. The greatest decline is in Class I, Theater and Oral Interpretation. This area went from 50.8% of all courses in the School of Speech in 1940 to 35.9% of the total in 1960.








 Theater and Oral Interpretation
  Speech Pathology and Audiology
  Rhetoric and Public Address
  Radio-Television-Film
  Other

Table 8, representing the courses offered by Ohio State University, shows an increase between 1940 and 1950, and it shows a decline from 1950 to 1960. The total semester hours rose from eighty-three in 1940 to one-hundred-ninety-eight in 1950 and declined to one-hundred-eighty-nine in 1960.

The growth of Class I, Theater and Oral Interpretation, from 1940 to 1950 came primarily as the result of the addition of courses extending those already in the curriculum. The decline from 1950 to 1960 appears to be caused by the consolidation of courses.

Class II, Speech Pathology and Audiology, owes its growth from 1940 to 1950 primarily to new courses being introduced in advanced pathology and audiology. New courses in phonetics were also initiated during this period. There was little change in this area from 1950 to 1960.

The area of Rhetoric and Public Address, Class III, owes its growth from 1940 to 1950 to the addition to the curriculum of courses in group discussion and to courses in the history and criticism of public address. As in Class II, little change occurred from 1950 to 1960 in this area.

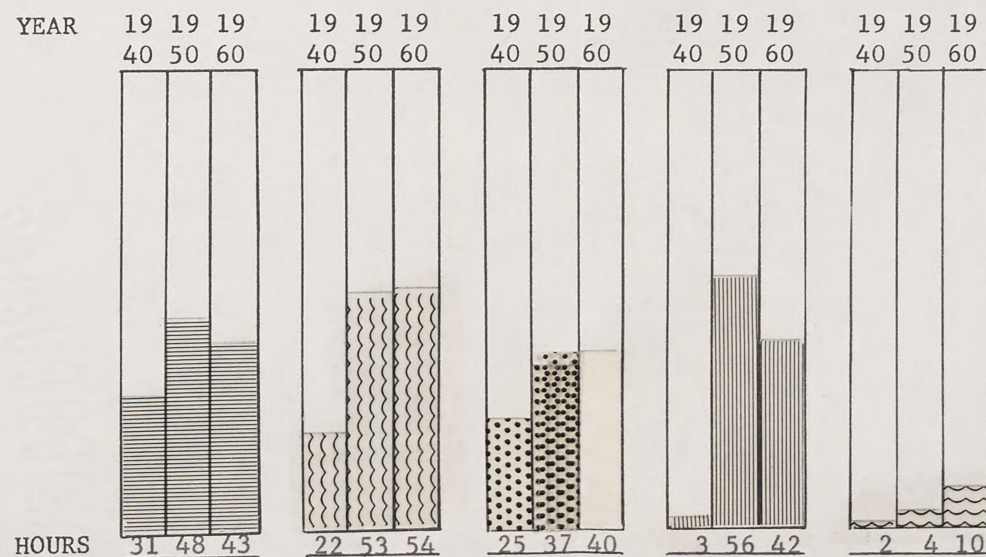
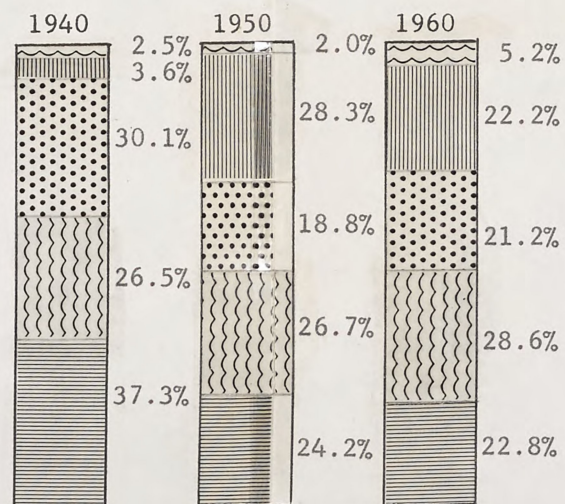
Class IV, Radio-Television-Film, grew from one course in 1940 offering three semester hours credit to twenty-four courses with fifty-six hours credit in 1950. This growth was caused by the introduction of new courses in Radio. From 1950 to 1960 many of the Radio courses were eliminated and courses in Television were set into the curriculum.

TABLE 8

TITLES OF COURSES OFFERED: 1940, 1950, 1960
OHIO STATE UNIVERSITY

| | | | |
|--|----|-----|-----|
| Television Production and Directing | | | x |
| Advanced Television Production and Directing | | | x |
| Application of Photographic Processes to Television | | | x |
| Radio and Television in Education | | | x |
| Motion Picture Photography | | | x |
| Semester Hours Class IV | 3 | 56 | 42 |
| <u>Class V</u> | | | |
| Introduction to Speech | | | x |
| The Speech Situation | | | x |
| Voice and Diction | | x | x |
| Personal Speech Effectiveness | | | x |
| Speech for International Students | | | x |
| Speech Functions and Responsibilities of the Teacher | | x | x |
| Standard American Speech: Grammar | x | | |
| Standard American Speech: Idiomatic Usage | x | | |
| Standard American Speech: Pronunciation | x | | |
| Semester Hours Class V | 2 | 4 | 10 |
| TOTAL SEMESTER HOURS | 83 | 198 | 189 |

Illustration 8, for Ohio State University, shows the greatest increase in percentage of the total courses offered to be in the area of Radio-Television-Film, Class IV. The greatest reduction over the twenty-year period was in Class I, Theater and Oral Interpretation. This area went from 37.3% of all courses offered to 22.8% in 1960.








 Theater and Oral Interpretation
  Speech Pathology and Audiology
  Rhetoric and Public Address
  Radio-Television-Film
  Other

Table 9 is the listing of courses for Purdue University. The greatest growth in number of semester hours offered at this university took place during the 1950 to 1960 period.

Class I, Theater and Oral Interpretation, grew with the introduction of courses in advanced work in theater and oral interpretation.

Class II, Speech Pathology and Audiology, also grew over the twenty years as the result of the introduction of advanced courses in both pathology and audiology.

Class III, Rhetoric and Public Address, changed very little during the period 1940 to 1950. From 1950 to 1960 courses were initiated in new areas of this segment of Speech.

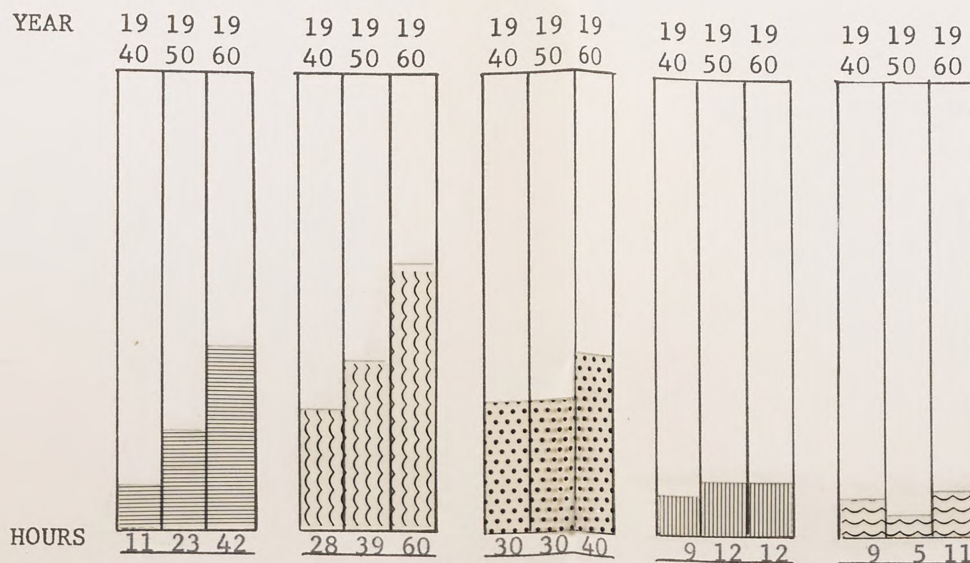
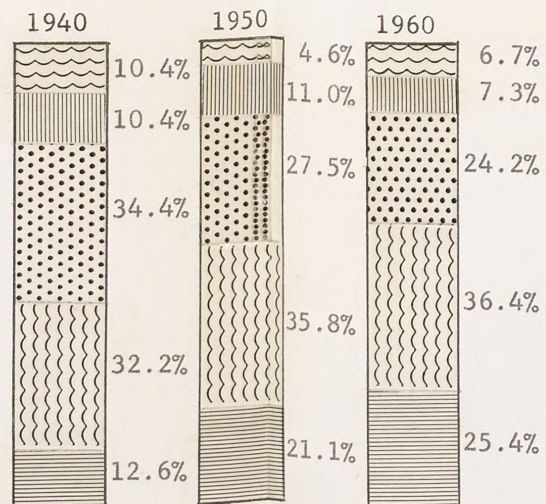
There was little change in Class IV, Radio-Television-Film, during the entire twenty years being studied. It should be noted that no courses in television were offered by this department.






TABLE 9

TITLES OF COURSES OFFERED: 1940, 1950, 1960
PURDUE UNIVERSITY

| <u>Class I</u> | <u>1940</u> | <u>1950</u> | <u>1960</u> |
|---------------------------------|-------------|-------------|-------------|
| Introduction to the Theatre | | x | x |
| Appreciation of the Theatre (a) | | | x |
| Appreciation of the Theatre (b) | | | x |
| Acting and Characterization | | x | x |
| Theatrical Costume and Make-up | | | x |

Illustration 9 for Purdue University shows the greatest relative increase in percentage of the total to be in the area of Theater and Oral Interpretation, Class I. Class III, Rhetoric and Public Address, represents the greatest decline of any area in relative percentage.



 Theater and Oral Interpretation
  Speech Pathology and Audiology
  Rhetoric and Public Address
  Radio-Television-Film
  Other

The listing of courses in the undergraduate speech program of the University of Wisconsin is found in Table 10. There was growth in all areas from 1940 to 1950 and from 1950 to 1960.

Class I's, Theater and Oral Interpretation, greatest growth took place between 1940 and 1950. During this period courses were introduced in the historical aspects of theater. There were also some courses added in advanced work in this area.

Class II, Speech Pathology and Audiology, changed very little from 1940 to 1950. It grew more than two-and-one-half times from 1950 to 1960.

Class III, Rhetoric and Public Address, had its growth from 1940 to 1950. This change came about with the introduction of courses in the history of public address and courses in group discussion.

Class IV, Radio-Television-Film, had its major growth from 1950 to 1960 with the introduction of courses in Television.

| | | | |
|---|--|---|---|
| History of Ancient Public Address | | x | |
| History of Public Address, 200 A.D. to 1700 A.D. | | x | |
| History of British Public Address | | x | x |
| History of American Public Address | | x | x |
| Theory and Practice of Group Discussion | | x | x |
| Directing High-School Forensics | | | x |

| | | | |
|--------------------------|----|----|----|
| Semester Hours Class III | 20 | 37 | 38 |
|--------------------------|----|----|----|

Class IV

| | | | |
|---|---|---|---|
| Elements of Broadcasting | | x | |
| Elements of Radio Broadcasting | | | x |
| Radio Speaking | x | | |
| Radio Workshop | | x | |
| Radio Workshop: Programming and Production | | | x |
| Radio Dramatic Production | | | x |
| Writing for Radio | | | x |
| Radio and Society | | x | |
| Radio, Television, and Society | | | x |
| Introduction to Television Broad- casting | | | x |
| Television Production and Direction | | | x |
| Writing for Television | | | x |

| | | | |
|-------------------------|---|---|----|
| Semester Hours Class IV | 2 | 8 | 24 |
|-------------------------|---|---|----|

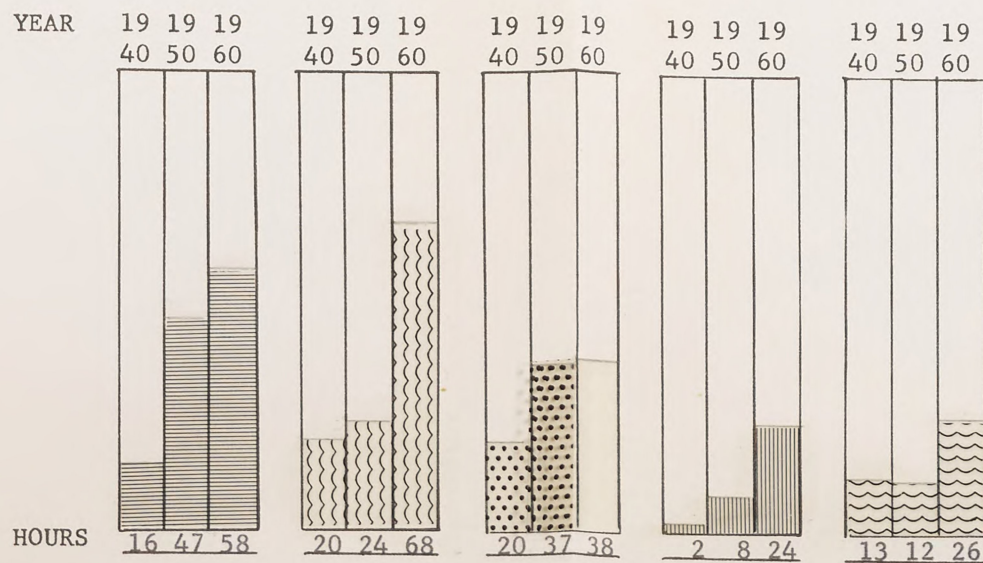
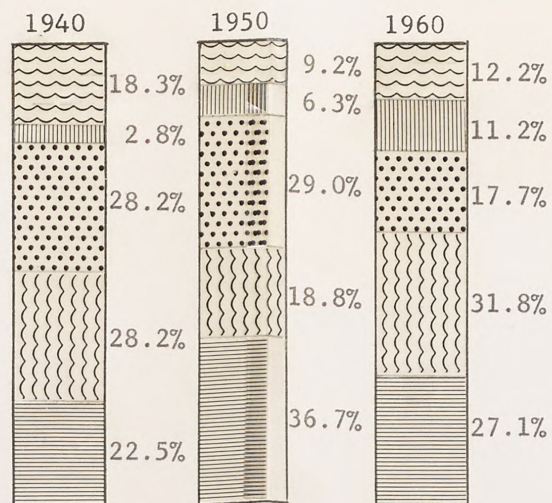
Class V

| | | | |
|---|---|---|---|
| Fundamentals of Speech (a) | x | x | x |
| Fundamentals of Speech (b) | x | x | |
| Application of Speech Fundamentals | | | x |
| Voice Training (a) | x | x | x |
| Voice Training (b) | x | | |
| Psychology of Speech | x | x | |
| The Psychology of Speech and Hearing | | | x |
| Professional Speaking for School Personnel | | | x |
| The Teaching of Speech | | | x |
| Speaking and Listening in the High School | | | x |
| Speech in the Elementary School | | | x |

| | | | |
|------------------------|----|----|----|
| Semester Hours Class V | 13 | 12 | 26 |
|------------------------|----|----|----|

| | | | |
|----------------------|----|-----|-----|
| TOTAL SEMESTER HOURS | 71 | 128 | 214 |
|----------------------|----|-----|-----|

Illustration 10, for the University of Wisconsin, shows the largest increase in relative percentage between 1940 and 1960 to have been in the area of Class IV, Radio-Television-Film. The greatest decline during this same period was in Class III, Rhetoric and Public Address.








 Theater and Oral Interpretation
  Speech Pathology and Audiology
  Rhetoric and Public Address
  Radio-Television-Film
  Other

Illustration 11, as is true of Illustrations 12 and 13, is a consolidation of the percentage diagrams at the top of Illustrations 1 through 10.

Illustration 11 is the representation of percentages of the total course offerings for the year 1940.

The addition to this illustration is to be found in the first diagram which represents the composite average of the entire ten universities.

The average for Class I, Theater and Oral Interpretation, for 1940 was 40.4% of all courses in the curriculum of the "Big Ten" schools' undergraduate Speech departments. The school coming the closest to this average was Michigan State University with 40.8%. The school with Class I as the farthest from this average was Purdue University with 12.6% of all courses in this area.

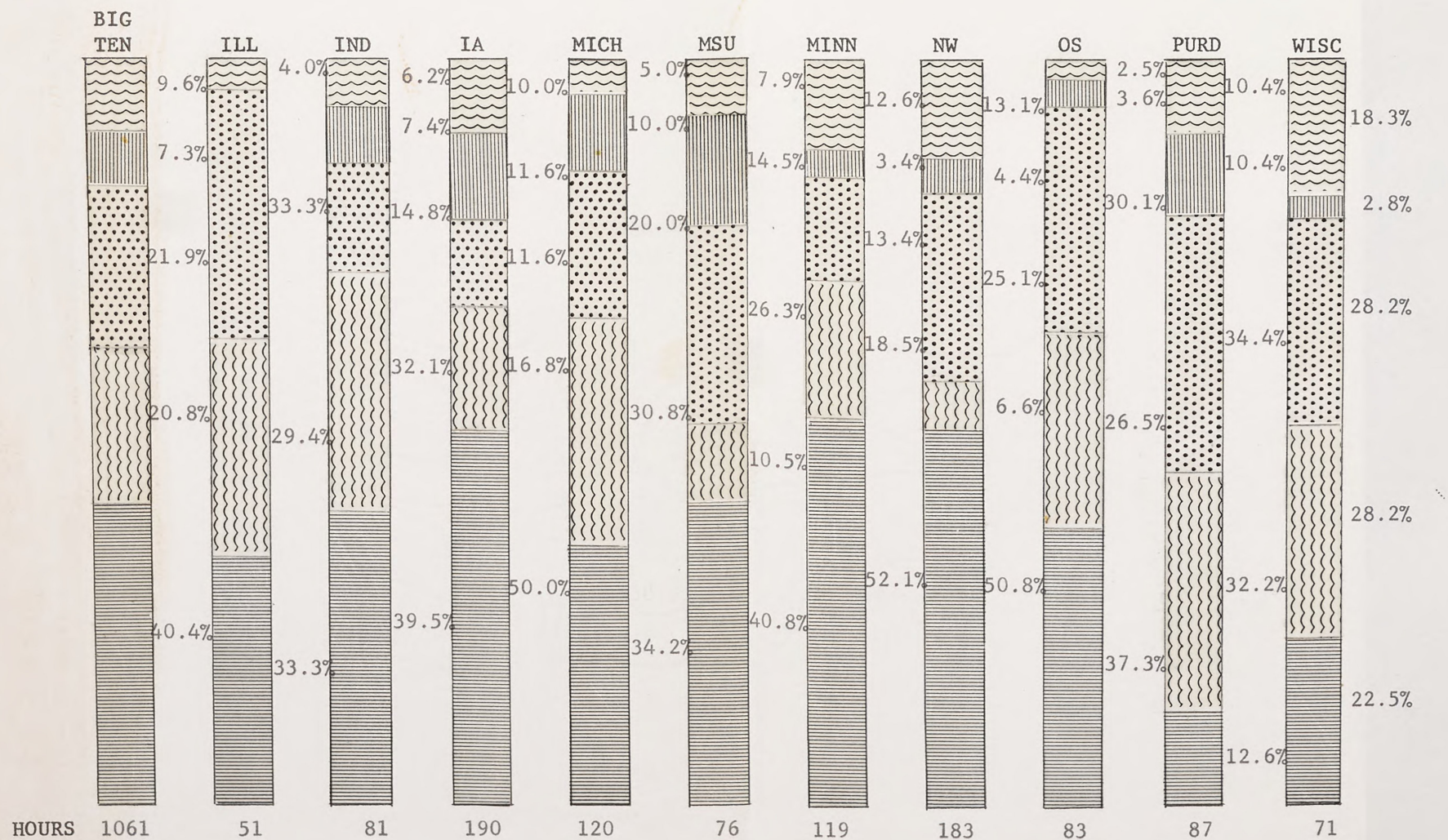
Class II, Speech Pathology and Audiology, held an average of 20.8% of the total courses. The University of Minnesota with 18.5% came the closest to this average. Northwestern University with 6.6% in this area was the farthest away from the average.

The University of Michigan with 20.0% of the total courses offered at the school in Class III, Rhetoric and Public Address, comes the closest to the average of 21.9%. Purdue University with 34.4% of its courses in Rhetoric and Public Address, comes the farthest from the average of the entire "Big Ten."

The composite of all the schools for Class IV, Radio-

Television-Film, was 7.3%. Indiana University comes the closest to this with 7.4% of its courses in this area. The University of Illinois with no courses in this area and Michigan State University with 14.5% of its courses in this area, are the farthest from the average.

The State University of Iowa offered the greatest number of semester hours in 1940 with one-hundred-ninety. The University of Illinois with fifty-one hours offered the smallest number of credits.








 Theater and Oral Interpretation
  Speech Pathology and Audiology
  Rhetoric and Public Address
  Radio-Television-Film
  Other

Illustration 12 is the composite for 1950 of the percentages of the total offerings by areas.

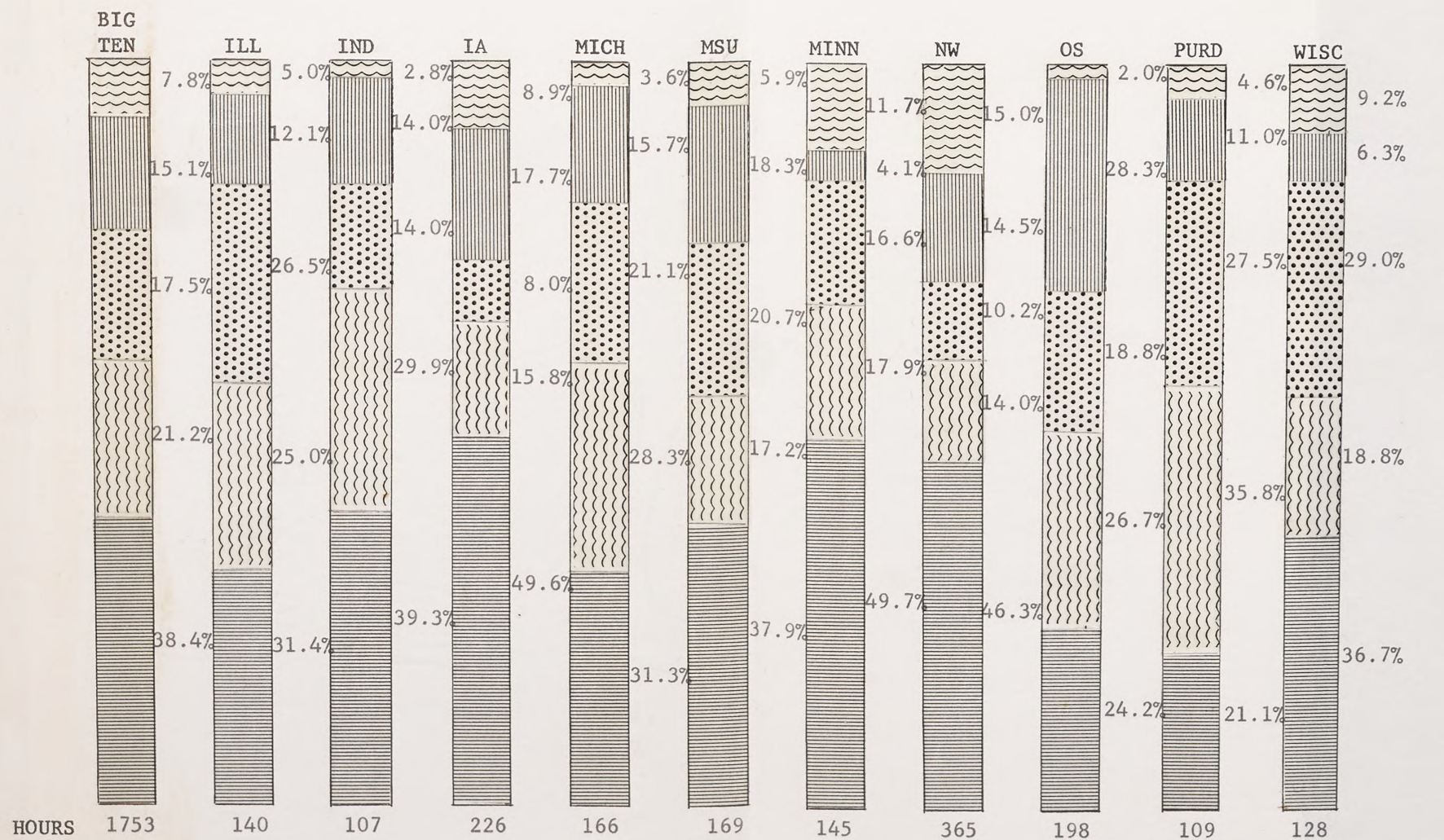
Class I, Theater and Oral Interpretation, has an over-all average of 38.4%. Michigan State University with a percentage of 37.9 in this area comes the nearest to the average. Purdue University with a percentage of 21.1 is the farthest from the average.

The average percentage for Class II, Speech Pathology and Audiology, is 21.2. The University of Wisconsin with a percentage of 18.8 comes the closest to the over-all percentage. Purdue University with 35.8% of its courses in Class II is the farthest from the average.

Class III, Rhetoric and Public Address, has an average for all of the schools of 17.5%. The University of Minnesota comes the closest to this average with a percentage in this area of 16.6. The University of Wisconsin with a percentage of 29.0 is the farthest from the average.

The University of Michigan is the closest to the average for Class IV, Radio-Television-Film. The over-all average is 15.1% and Michigan's percentage is 15.7. Ohio State University with the percentage of its courses in this area at 28.3 is the farthest from the average.

Northwestern University offered the greatest number of hours in 1950 with three-hundred-sixty-five. Indiana University had the least number of hours offered in 1950 with one-hundred-seven.








 Theater and Oral Interpretation
  Speech Pathology and Audiology
  Rhetoric and Public Address
  Radio-Television-Film
  Other

Illustration 13 represents the "Big Ten" percentages for the year 1960.

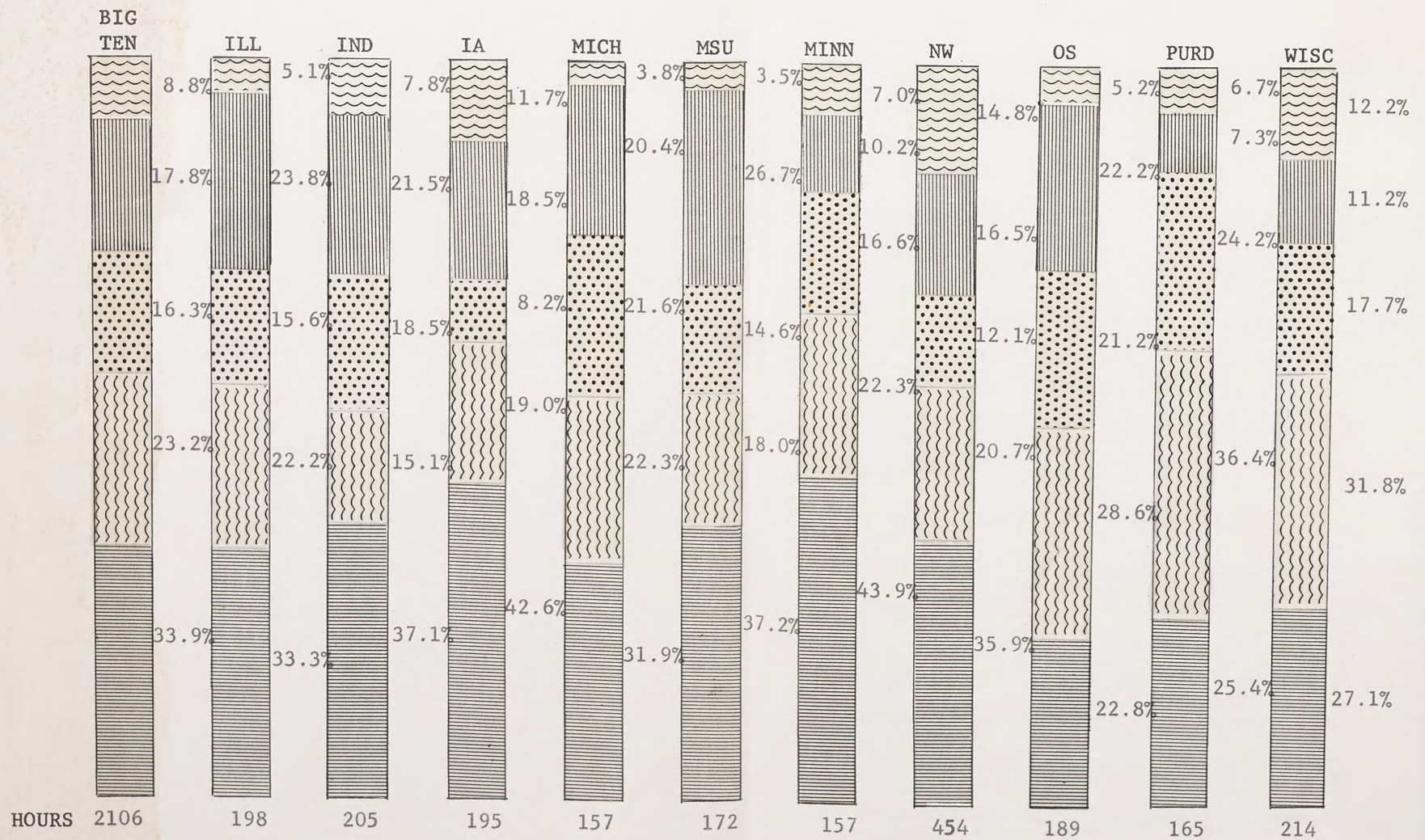
The composite average for Class I, Theater and Oral Interpretation, is 33.9%. The University of Illinois with a percentage of 33.3 comes the nearest to the average. Ohio State University with a percentage of 22.8 is the farthest from the over-all average of all the schools.


Class II, Speech Pathology and Audiology, has a composite average of 23.2% for 1960. The University of Michigan and the University of Minnesota with percentages of 22.3 come the nearest to matching this average. Purdue University with its percentage in this area of 36.4 is the farthest from the average.


The area of Rhetoric and Public Address, Class III, has an over-all average of 16.3%. The University of Minnesota with 16.6% comes the closest to the average in this area. The State University of Iowa with a percentage of 8.2 in this area is the farthest from the average.


Class IV, Radio-Television-Film, has an average for the entire ten schools of 17.8%. The State University of Iowa with a percentage in this area of 18.5 comes the nearest to the average. Purdue University with 7.3% of its course in this area is the farthest from the average.


Northwestern University with a total of four-hundred-fifty-four semester hours in 1960 is first in terms of the number of hours offered. The University of Michigan and the University of Minnesota are both at one-hundred-fifty-seven hours. These two universities offered the smallest number of hours in 1960.



 Theater and Oral Interpretation

 Speech Pathology and Audiology

 Rhetoric and Public Address

 Radio-Television-Film


 Other

Table 11 represents the position of each university according to semester hours in each area.

In Class I, Theater and Oral Interpretation, the State University of Iowa has the greatest number of semester hours for 1940. Purdue University offers the least number of hours in this area. In 1950, Northwestern University offered the greatest number of hours in Class I, and Purdue University the least number of hours. For the year 1960, Northwestern was again highest and Purdue again lowest.

In Class II, Speech Pathology and Audiology, the University of Michigan offers the greatest number of hours for the year 1940. Michigan State University offers the smallest number of hours for that year. For the year 1950, Northwestern University was first in the number of hours offered. The University of Wisconsin was tenth. In 1960, Northwestern was again first, with Indiana University and Michigan State University both offering the same number of hours for last.

In Class III, Rhetoric and Public Address, Northwestern University offers the greatest number of hours for all three years, 1940, 1950, and 1960. Indiana University offers the least number of hours for 1940 and 1950. In 1960, the State University of Iowa offers the least number of semester hours in Class III.

In Class IV, Radio-Television-Film, the State University of Iowa offers the greatest number of hours for 1940. The University of Illinois offers the least number of hours for this year. In the year 1950, Ohio State University offers the most hours in Class IV. In this same year, the University of Minnesota

offers the least number of hours. In 1960, Northwestern University offers the most hours and Purdue University offers the least number of hours in Class IV.

| | <u>Illinois</u> | | | <u>Indiana</u> | | | <u>Iowa</u> | | | <u>Michigan</u> | | |
|-----------|-----------------|-------------|-------------|----------------|-------------|-------------|-------------|-------------|-------------|-----------------|-------------|-------------|
| | <u>1940</u> | <u>1950</u> | <u>1960</u> | <u>1940</u> | <u>1950</u> | <u>1960</u> | <u>1940</u> | <u>1950</u> | <u>1960</u> | <u>1940</u> | <u>1950</u> | <u>1960</u> |
| Class I | 8 | 8 | 5 | 5 | 9 | 3 | 1 | 2 | 2 | 4 | 6 | 8 |
| Class II | 8 | 5 | 5 | 4 | 6 | 9 | 2 | 7 | 6 | 1 | 3 | 7 |
| Class III | 9 | 3 | 7 | 10 | 10 | 5 | 7 | 9 | 10 | 6 | 6 | 6 |
| Class IV | 10 | 6 | 2 | 6 | 7 | 4 | 1 | 3 | 6 | 2 | 5 | 7 |
| Class V | 9 | 4 | 6 | 7 | 10 | 4 | 2 | 2 | 2 | 5 | 5 | 8 |

| | <u>Michigan State</u> | | | <u>Minnesota</u> | | | <u>Northwestern</u> | | | <u>Ohio State</u> | | |
|-----------|-----------------------|-------------|-------------|------------------|-------------|-------------|---------------------|-------------|-------------|-------------------|-------------|-------------|
| | <u>1940</u> | <u>1950</u> | <u>1960</u> | <u>1940</u> | <u>1950</u> | <u>1960</u> | <u>1940</u> | <u>1950</u> | <u>1960</u> | <u>1940</u> | <u>1950</u> | <u>1960</u> |
| Class I | 6 | 4 | 6 | 3 | 3 | 4 | 2 | 1 | 1 | 6 | 7 | 9 |
| Class II | 10 | 7 | 9 | 5 | 9 | 7 | 9 | 1 | 1 | 6 | 1 | 4 |
| Class III | 8 | 6 | 9 | 3 | 3 | 7 | 1 | 1 | 1 | 5 | 3 | 3 |
| Class IV | 3 | 4 | 3 | 7 | 10 | 9 | 5 | 2 | 1 | 8 | 1 | 5 |
| Class V | 5 | 3 | 8 | 9 | 9 | 8 | 1 | 1 | 1 | 8 | 5 | 7 |

| | <u>Purdue</u> | | | <u>Wisconsin</u> | | |
|-----------|---------------|-------------|-------------|------------------|-------------|-------------|
| | <u>1940</u> | <u>1950</u> | <u>1960</u> | <u>1940</u> | <u>1950</u> | <u>1960</u> |
| Class I | 10 | 10 | 10 | 9 | 5 | 7 |
| Class II | 3 | 4 | 3 | 6 | 10 | 2 |
| Class III | 2 | 8 | 4 | 4 | 2 | 2 |
| Class IV | 4 | 8 | 10 | 9 | 9 | 8 |
| Class V | 3 | 8 | 5 | 4 | 5 | 3 |

This chapter has shown curricular changes from 1940 to 1960 in the undergraduate Speech programs of the "Big Ten" universities. These changes have been shown by presenting tables listing all undergraduate courses offered in Speech during this twenty-year period. They have also been shown by presenting illustrative charts of each university displaying graphically the percentage of the total courses available in each area of Speech. These charts also consider the semester hours offered in each area for the years 1940, 1950, and 1960.

Similarities and dissimilarities have also been identified in these curricular offerings by the presentation of composite illustrations which show on one page the percentages of the total number of course hours represented by each area of Speech in all departments of the entire "Big Ten." Also included on these composite illustrations is an average percentage breakdown by area for the ten schools being studied.

CHAPTER III

STRUCTURE AND REQUIREMENT ANALYSIS

It is the purpose of this chapter to show some of the changes, other than curricular, that have taken place from 1940 to 1960, in the undergraduate speech departments of the "Big Ten".

Chapter II presented an examination of curricular changes which have taken place over the twenty-year period under study. This chapter will examine changes which have arisen in the following:

1. Name of the organizational structure. Some departments are called Department of Speech and some have other names assigned to them.
2. Areas for emphasis. Some of the "Big Ten" schools differ in the areas offered in which an undergraduate student may take an emphasis in speech.
3. Faculty. The majority of the catalogs for the ten schools under study offer a list of the names and ranking of its faculty. In the cases where the information was listed in the catalogs, the number of faculty in each rank is shown in this chapter.
4. Number of undergraduate courses in speech available. The number of undergraduate courses in speech offered at each institution for 1940, 1950, and 1960 is included in this chapter.

5. Requirements for all speech majors. Some of the schools included in this study have certain core requirements for all speech majors, regardless of the area of emphasis engaged in by the student.

6. Courses required in each area. Some of the universities in the "Big Ten" list certain requirements for students emphasizing one area or another. In the cases where the statements in the catalogs specified certain "area" requirements, these are included in this chapter.

7. Total hours in speech required for majors. If a catalog contained a statement of the requirement of a certain number of hours in speech for a major, the number stated is included in this chapter.

For the purpose of reporting the above changes in a manner which would be meaningful and usable to the reader, the seven points of changes have been included on one spread sheet. There is one sheet for each of the schools. This spread sheet includes information concerning these seven points to be examined for the years 1940, 1950, and 1960. Each department may thereby be analyzed for changes during this twenty-year period, or any one department may be compared with any other or all of the departments.

TABLE 12

STRUCTURE AND REQUIREMENTS: 1940, 1950, 1960
UNIVERSITY OF ILLINOIS

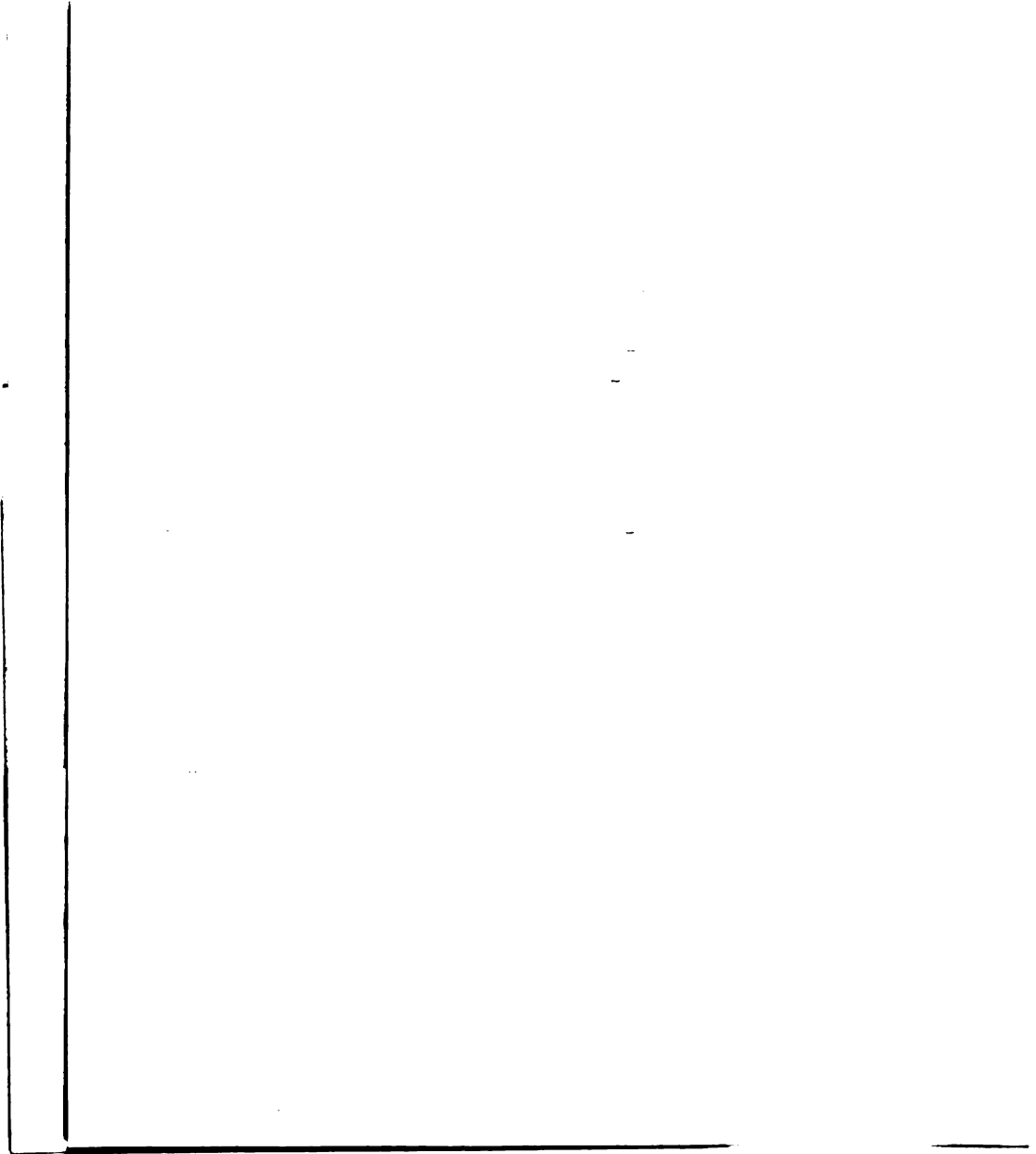


TABLE 13

STRUCTURE AND REQUIREMENTS: 1940, 1950, 1960
INDIANA UNIVERSITY

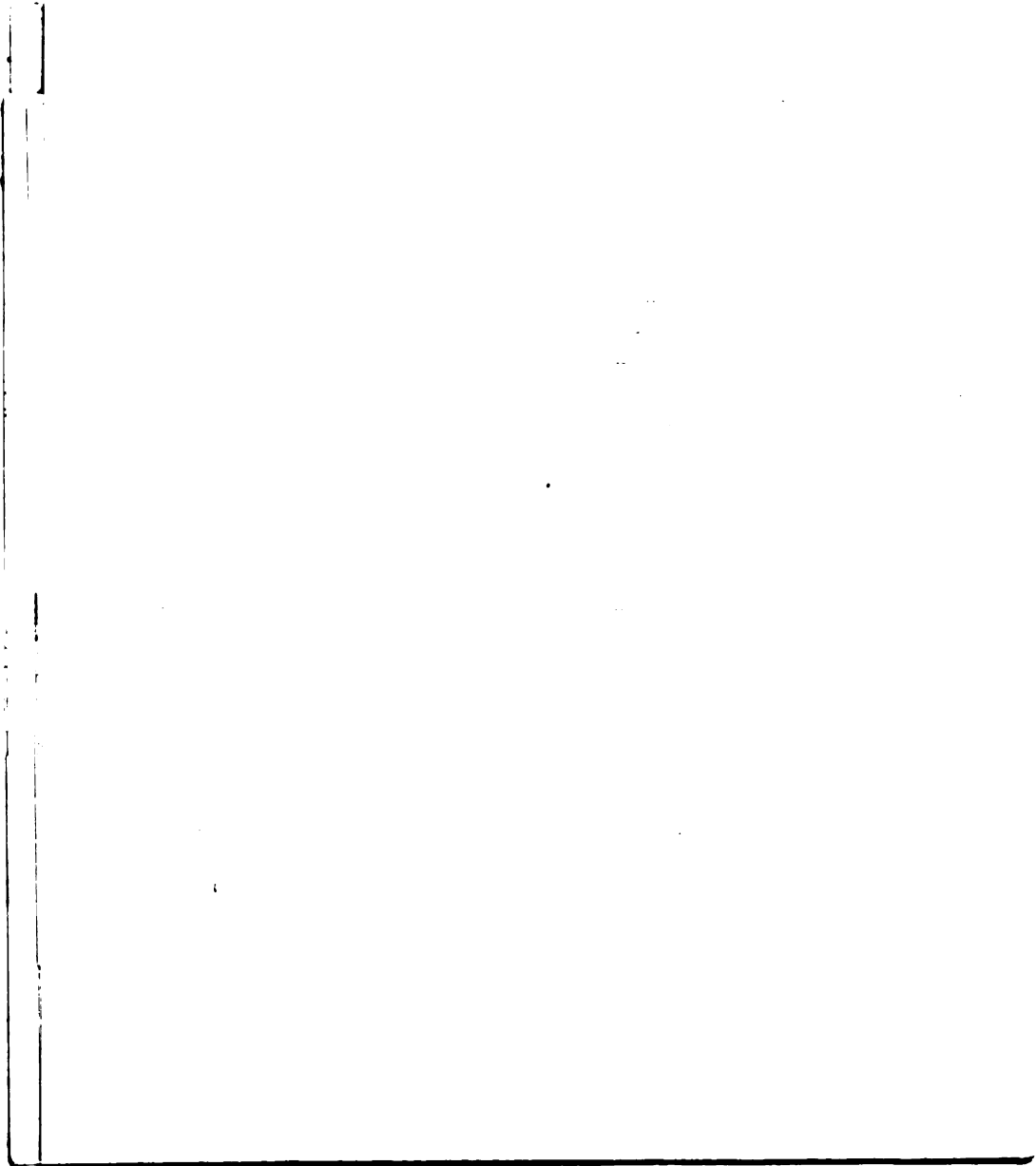


TABLE 14

STRUCTURE AND REQUIREMENTS: 1940, 1950, 1960
STATE UNIVERSITY OF IOWA




TABLE 15

STRUCTURE AND REQUIREMENTS: 1940, 1950, 1960
UNIVERSITY OF MICHIGAN

TABLE 16

STRUCTURE AND REQUIREMENTS: 1940, 1950, 1960
MICHIGAN STATE UNIVERSITY

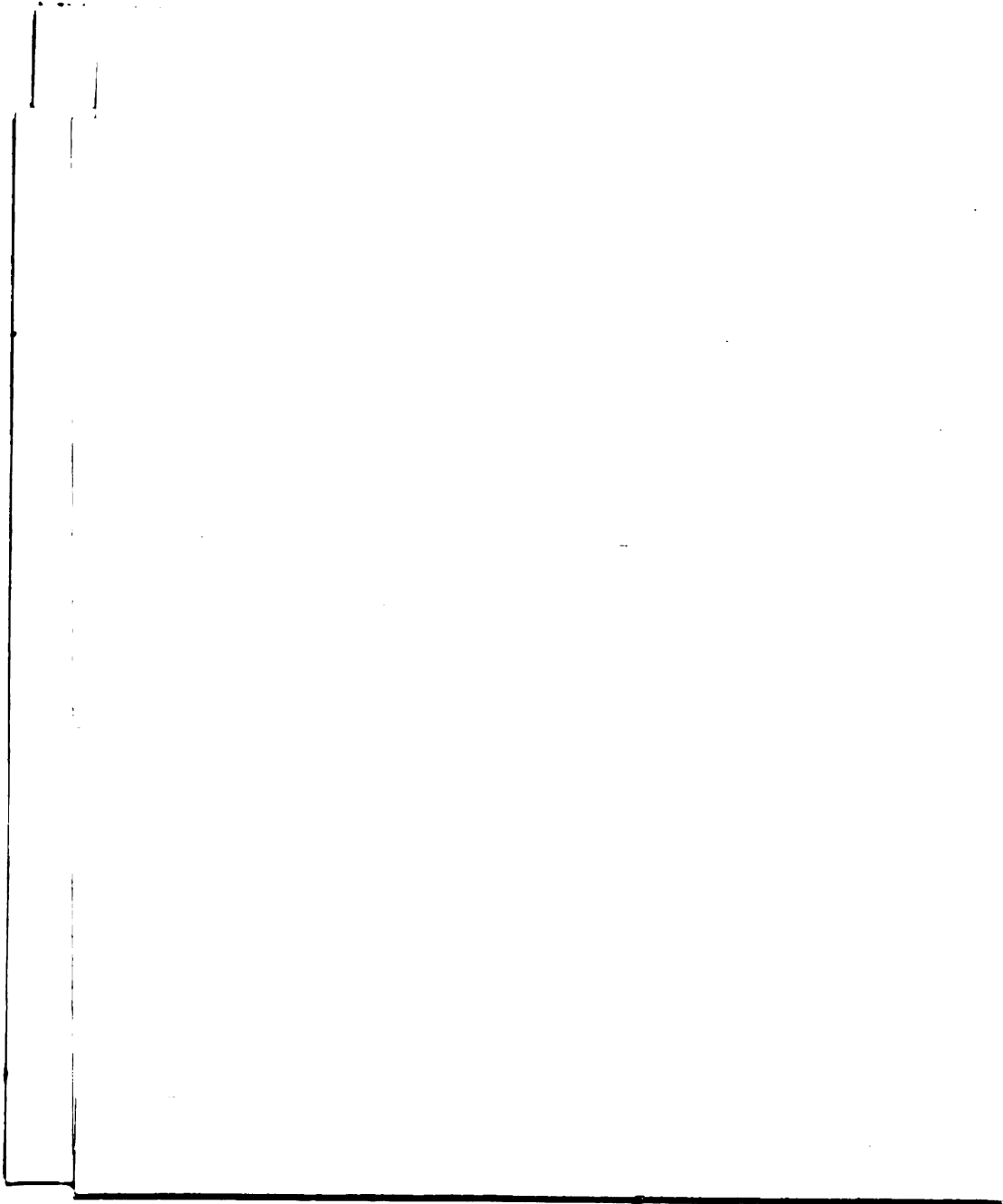


TABLE 17

STRUCTURE AND REQUIREMENTS: 1940, 1950, 1960
UNIVERSITY OF MINNESOTA

TABLE 18

STRUCTURE AND REQUIREMENTS: 1940, 1950, 1960
NORTHWESTERN UNIVERSITY

TABLE 19

STRUCTURE AND REQUIREMENTS: 1940, 1950, 1960
OHIO STATE UNIVERSITY

TABLE 20

STRUCTURE AND REQUIREMENTS: 1940, 1950, 1960
PURDUE UNIVERSITY

TABLE 21

STRUCTURE AND REQUIREMENTS: 1940, 1950, 1960
UNIVERSITY OF WISCONSIN

This chapter has shown changes that have taken place during the period of 1940 to 1960 in the undergraduate speech departments of the "Big Ten" universities. The changes which have been shown lie outside of the course offerings, and involve such elements as the name of the organizational structure, areas in which the student may take an emphasis, the number and rank of the faculty, number of undergraduate courses offered, requirements for all speech majors, courses required in each area, and total hours required in speech for a major in speech.

CHAPTER IV

SUMMARY OF FINDINGS AND GENERAL CONCLUSIONS

One of the purposes of this study is to show the changing profile from 1940 to 1960 of each of the universities studied, and the changing profile of the entire "Big Ten" as a unit. An attempt has been made to accomplish this by presenting certain graphic representations and written descriptions of course offerings, departmental requirements, and departmental structures in Chapters II and III. It is the purpose of this chapter to present a summary of the findings in Chapters II and III, and draw some general conclusions from these findings.

1. From 1940 to 1950 the undergraduate speech programs of the entire "Big Ten" increased in the number of semester hours offered. The average increase was 65.2% over the ten-year period. From 1950 to 1960 there was an increase in all but three (State University of Iowa, University of Michigan, and Ohio State University) of the ten schools studied. The average increase during this time was 20.1%.

2. Class I, Theater and Oral Interpretation, grew in the number of semester hours offered at all schools from 1940 to 1950 with an increase of 56.9%. From 1950 to 1960 this area grew in semester hours offered at four universities (University of Illinois, Indiana University, Purdue University, and University

of Wisconsin), remained the same at Michigan State University, declined slightly at three schools (University of Michigan, University of Minnesota, Northwestern University), and declined rather sharply at the State University of Iowa. There was an over-all increase in this area from 1950 to 1960 of forty-one hours or 6.1%. The greatest increase in this area took place at the University of Illinois with the addition of thirty-four hours. The greatest reduction took place at the State University of Iowa with twenty-nine hours less being offered in 1960 than in 1950.

The place held by Theater and Oral Interpretation in the percentage of all hours offered was reduced both from 1940 to 1950 and from 1950 to 1960. The percentage changed from 40.4 in 1940 to 38.4 in 1950, and to 33.9 in 1960. The percentage of Class I of the total courses offered grew at two schools (Purdue University, University of Wisconsin) from 1940 to 1950, and grew at three schools (University of Illinois, University of Michigan, Purdue University) from 1950 to 1960.

3. Class II, Speech Pathology and Audiology, grew from two-hundred-twenty-two semester hours in 1940 to three-hundred-seventy-two hours in 1950, and four-hundred-eighty-nine hours in 1960. The percentage increase in the number of hours from 1940 to 1950 was 67.6, and the increase from 1950 to 1960 was 31.5%. Growth in the number of semester hours from 1940 to 1950 was present in all schools. From 1950 to 1960 Speech Pathology and Audiology grew in semester hours at all but two schools (Indiana University, University of Michigan). The greatest reduction

in the number of hours offered in this area from 1950 to 1960 took place at the University of Michigan with the elimination of twelve hours. Notable increases in this area took place at Northwestern University, forty-three hours; Purdue University, twenty-one hours; and the University of Wisconsin, forty-four hours.

Speech Pathology and Audiology represented 20.8% of all courses offered in 1940. By 1950, the average had changed to 21.2%, and by 1960, it had grown to 23.2%. The percentage represented by Class II of the total courses offered grew in four schools (Michigan State University, Northwestern University, Ohio State University, Purdue University) from 1940 to 1950, and grew in all except three schools (University of Illinois, Indiana University, University of Michigan) from 1950 to 1960.

4. Class III, Rhetoric and Public Address, grew in the number of semester hours from 1940 to 1950 by seventy-four hours or 31.9%. Growth from 1940 to 1950 in this area took place at all but three schools. Two of these schools which did not show growth (State University of Iowa, Northwestern University) had reductions in this area, while the same number of hours was offered by Purdue University. From 1950 to 1960 the growth in semester hours offered by the "Big Ten" was thirty-seven hours or 12.1%. Growth in the number of hours offered in this area occurred at all but four schools (University of Illinois, State University of Iowa, University of Michigan, Michigan State University). The greatest increase from 1940 to 1950 in the number of hours offered in Rhetoric and Public Address took place at the University of Illinois where twenty hours were added to the

curriculum. The greatest reduction during this period was eight hours at Northwestern University. From 1950 to 1960 the greatest increase in semester hours offered in Class III took place at Indiana University where twenty-three hours were added to the program. The greatest reduction in hours in this area was at Michigan State University with a decrease of ten semester hours.

The percentage of the total course offering represented by Rhetoric and Public Address in 1940 was 21.9. This average was reduced to 17.5% in 1950 and further reduced to 16.3% by 1960. The percentage of Class III from 1940 to 1950 was increased at three schools (University of Michigan, University of Minnesota, University of Wisconsin). During the period of 1950 to 1960, the percentage was increased at five universities (Indiana University, State University of Iowa, University of Michigan, Northwestern University, Ohio State University).

5. The number of semester hours offered in Class IV, Television-Radio-Film, increased from 1940 to 1950 by one-hundred-eighty-seven hours or 242.9%. The number of semester hours increased during this period at all ten universities. From 1950 to 1960 the percentage of increase in the number of semester hours was 41.7 with an increase taking place at all but three schools (State University of Iowa, Ohio State University, Purdue University). The greatest increase in this area from 1940 to 1950 took place at Ohio State University with the addition of fifty-three hours to the curriculum. The greatest increase from 1950 to 1960 took place at the University of Illinois with the addition of thirty semester hours. The greatest reduction from 1950 to 1960

took place at Ohio State University with the removal of fourteen hours from the program.

The area of Television-Radio-Film represented 7.3% of all courses in 1940. By 1950 this figure had increased to 15.1%. This area continued to grow on a percentage basis until by 1960 17.8% of all courses offered in the "Big Ten" undergraduate speech programs were in Television-Radio-Film. From 1940 to 1950 this area increased in percentage at all ten universities. From 1950 to 1960 there was percentage growth in the programs of all but two schools (Ohio State University, Purdue University).

6. The organizational structure which contained the courses offered in speech has had varied names over the twenty-year period under study. In all, the different names listed in the 1940, 1950, and 1960 general catalogs and registers were seven in number. "Department of Speech" is the name most often assigned by the schools. In 1940, courses in speech were being offered in the department of English at the Universities of Illinois and Indiana. By 1950, all schools in this study had separate departments in which speech courses were offered.

7. In 1940, five schools (State University of Iowa, University of Michigan, University of Minnesota, Northwestern University, University of Wisconsin) listed areas for emphasis in speech. The areas most often listed at that time were those that would fall into the categories of Theater and Oral Interpretation, Speech Pathology and Audiology, and Rhetoric and Public Address. By 1950, all but two of the universities (State University of Iowa, Purdue University) listed areas in which a major or emphasis could

be taken. The areas most often listed in the 1950 general catalogs or registers fall into the categories of Theater and Oral Interpretation, Speech Pathology and Audiology, and Rhetoric and Public Address. In 1960, all ten schools had included in their respective catalogs certain areas for emphasis in speech. All of the schools but the University of Minnesota included as areas for emphasis all of the categories included in this study. At this university, Speech Pathology and Audiology was not given as an area for emphasis. It should be noted that in giving consideration to the above, the areas of Television-Radio-Film and Speech Pathology and Audiology which fall outside of the departments of speech were included.

8. The speech faculty from 1940 to 1960 varied from six members at the University of Illinois in 1940 to forty-three at both the University of Illinois and Northwestern University in 1960. In 1940, the average number of faculty was 10.7. By 1950, this figure has risen to 20.9, and by 1960, the average was 34.9. Twenty-two was the least number of faculty members in any one speech department (University of Wisconsin) in 1960.

9. The number of courses available to undergraduate students in speech rose from a minimum of seventeen at the University of Illinois in 1940 to a maximum number of one-hundred-seventy-nine at Northwestern University in 1960. The average number of courses was 40.9 in 1940, 69 in 1950, and 81.3 in 1960.

10. There were courses required of all majors in speech at five schools (University of Illinois, University of Michigan, Michigan State University, Northwestern University, University of

Wisconsin) in 1940. By 1950, there were course requirements at all but four (State University of Iowa, University of Minnesota, Ohio State University, Purdue University) universities, and by 1960, all but one (Indiana University) of the "Big Ten" schools had certain courses required for all speech majors regardless of the area of emphasis. Below is a list, by years, of the courses required in the order of frequency of mention: (If the courses in the separate catalogs or registers were similarly described, the course title most often used was assigned for the purpose of this list.)

1940:

| | |
|-----------------------------------|---|
| Oral Interpretation of Literature | 3 |
| Voice Training | 3 |
| Fundamentals of Speech | 2 |
| Introduction to the Theater | 2 |
| Essentials of Public Speaking | 2 |
| Methods and Materials of Public | |
| Discussion | 1 |
| Fundamentals of Acting | 1 |
| Fundamentals of Theatre Practice | 1 |
| Argumentation | 1 |
| Advanced Public Speaking | 1 |
| Conversational Speaking | 1 |
| Diction | 1 |
| Voice and Its Production | 1 |
| Psychology of Speech | 1 |

1950:

| | |
|-----------------------------------|---|
| Oral Interpretation of Literature | 4 |
| Fundamentals of Speech | 3 |
| Voice and Diction | 3 |
| Public Speaking | 2 |
| Principles of Effective Speaking | 1 |
| Argumentation | 1 |
| Introduction to the Theater | 1 |
| Introduction to Dramatic Inter- | |
| pretation | 1 |
| Introduction to Phonetics | 1 |
| Introduction to the Scientific | |
| Study of Speech | 1 |

| | |
|-----------------------|---|
| Psychology of Speech | 1 |
| Introduction to Radio | 1 |

1960:

| | |
|---|---|
| Fundamentals of Speech | 5 |
| Voice and Diction | 4 |
| Oral Interpretation of Literature | 2 |
| Principles of Effective Speaking | 2 |
| Types of Public Speaking | 1 |
| Introduction to Speech Science | 1 |
| Introduction to Phonetics | 1 |
| Voice and Phonetics | 1 |
| Voice Science | 1 |
| The Speech Situation | 1 |
| Bases of Speech Production | 1 |
| The Psychology of Speech and Hearing | 1 |

11. Only the University of Minnesota in 1940 is shown as listing course requirements for an area emphasis in speech. In 1950, five universities (Indiana University, Michigan State University, University of Minnesota, Northwestern University, Ohio State University) list course requirements for certain areas. By 1960, all but three schools (University of Illinois, State University of Iowa, University of Michigan) list requirements in separate areas of emphasis in speech.

12. In 1940, five schools (University of Illinois, Indiana University, University of Michigan, Northwestern University, University of Wisconsin) list the number of semester hours in speech that a major in speech must take. They range in this year from twenty to sixty. In 1950, four schools, (University of Illinois, Indiana University, University of Michigan, University of Wisconsin) listed the number of hours in speech required for majors. These ranged from twenty-five to thirty hours. In 1960, five schools (University of Illinois, Indiana University,

State University of Iowa, University of Michigan, University of Wisconsin) required a minimum number of hours. These hours extended from twenty-four hours to thirty hours.

Based upon the averages established in this study, the typical undergraduate speech program of the "Big Ten" universities can be defined in the following manner:

In 1940 the "Big Ten" "Department of Speech" offered to undergraduate students forty-one courses carrying one-hundred-six semester hours credit. These courses were taught by eleven faculty members. The student could select his area of emphasis from Theater and Oral Interpretation, Speech Pathology and Audiology, or Rhetoric and Public Address. He would be required to take three of the following five "core" subjects: Oral Interpretation of Literature, Voice Training, Fundamentals of Speech, Introduction to the Theater, and Essentials of Public Speaking. His specialized program would include a minimum of twenty-six semester hours in speech and would be worked out with an adviser.

In 1950, the "Department of Speech" offered to undergraduate students sixty-nine courses carrying one-hundred-seventy-five semester hours of credit. These courses were taught by twenty-one faculty members. The student could select his area of emphasis from Theater and Oral Interpretation, Speech Pathology and Audiology, or Rhetoric and Public Address. He would be required to take three of the following four courses: Oral Interpretation of Literature, Fundamentals of Speech, Voice and Diction, and Public Speaking. His specialized program would include a minimum of twenty-nine hours in speech and would be guided by

certain requirements as listed in the general catalog.

In 1960, the "Department of Speech" offered to undergraduate students eighty-one courses carrying two-hundred-eleven semester hours of credit. These courses were taught by thirty-five faculty members. The student could select his area of emphasis from Theater and Oral Interpretation, Speech Pathology and Audiology, Rhetoric and Public Address, and Television-Radio-Film. He would be required to take Fundamentals of Speech and two of the three following courses: Voice and Diction, Oral Interpretation of Literature, and Principles of Effective Speaking. His specialized program would include a minimum of twenty-eight semester hours in speech and would be guided by certain requirements as listed in the general catalog.

The following conclusions appear to be justified as a result of this study:

1. There was a much greater over-all growth in the undergraduate speech programs from 1940 to 1950 than from 1950 to 1960.

2. Theater and Oral Interpretation had practically no growth from 1950 to 1960. In terms of the percentage of the total courses offered, this area declined from 1940 to 1960.

3. Speech Pathology and Audiology continued to grow from 1950 to 1960, but at a lesser rate of increase than it did from 1940 to 1950. The percentage of this area of the total courses offered grew from 1940 to 1950 and from 1950 to 1960.

4. From 1940 to 1950 Rhetoric and Public Address had the least growth of any of the four areas considered in this

study. The percentage of the total representation of courses held by this area declined from 1940 to 1960.

5. Television-Radio-Film had the greatest growth of any area considered in this study. It grew by nearly three hundred per cent from 1940 to 1960. The percentage of this area to the total courses also grew from 1940 to 1960.

6. There is a tendency toward less "core" requirements for all speech majors and more requirements within each area of specialization.

7. There is a lack of uniformity and standardization of courses. The number of course titles for basically the same course gives evidence of this.]

8. There is a growing emphasis upon specialization in the speech department of the "Big Ten".

One of the major concerns of the person engaged in research is that the product of his labors will be useful to the field in which his study is conducted. Some values do appear to be inherent in this study:

1. An individual who is engaged in the establishing of a new department of speech could very well use this study as a guide. He could view the different programs represented herein, see the changes that experience has brought about, and set up his program according to that of any one of the "Big Ten" schools or he could base his construct on the average of the "Big Ten". Even if such "copying" did not seem desirable (and copying exactly would undoubtedly be inadvisable), it would be helpful to have a compilation of the sort this study represents to serve as a

reference. A person engaged in revising a department of speech could use the same approach.

2. This study will enable administrators of the speech departments of the "Big Ten" universities to see their own departmental programs in comparison with the programs of other departments in the "Big Ten". These administrators can see changes that have occurred, interpret trends that are taking place, and perhaps this study can serve as a point of reference as they analyze their own separate departments for the purpose of curricular and requirement changes.

One of the major problems encountered by the person engaged in research is that of limitation. As the researcher delves more deeply into his subject, he finds new, and oftentimes inviting, avenues into which he would like to traverse. Time and effort provide barriers to many of these byways and they go unchallenged. This study and this researcher are no exception to this phenomenon. There were several developments which presented themselves that could have been profitably undertaken and would certainly have added value to this study. As a result of this research, certain recommendations for further study have emerged:

1. As was mentioned in an earlier part of this study, an historical analysis of the departments of speech could be made showing the dates of organization, the personnel involved in establishing the department, publications that have come from the faculty, and other historical and biographical matters. A study of this type would certainly enlarge a reader's compre-

hension of the separate departments.

2. An analysis could be made of the speech programs of other groups of schools such as the "Big Eight" or the "Pacific Coast League". These speech programs could then be compared with the findings of this study.

3. A study could be made of the syllabi or course outlines for the introductory courses in each of the areas covered by this study: Theater and Oral Interpretation, Speech Pathology and Audiology, Rhetoric and Public Address, and Television-Radio-Film. One would certainly be better qualified to evaluate the separate departments if he could determine objectives and teaching methods utilized by each of these schools. A study utilizing the techniques of content analysis would be helpful in analyzing these syllabi or course outlines.

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Relevant Catalogs and Registers Encompassing the Years:
1940, 1950, 1960, from The University of Illinois,
Indiana University, The State University of Iowa,
The University of Michigan, Michigan State University,
The University of Minnesota, Northwestern University,
Ohio State University, Purdue University, and The
University of Wisconsin.

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