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A STUDY OF THE CURRENT SPEECH
PROGRAMS OF ELEVEN MICHIGAN
JUNIOR COLLEGES

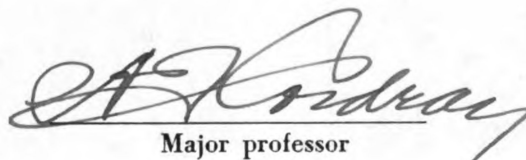
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A STUDY OF THE CURRENT SPEECH PROGRAMS
OF ELEVEN MICHIGAN JUNIOR COLLEGES

By

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A THESIS

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1949

THESE

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CHAPTER I

INTRODUCTION

Thirteen junior colleges are now in active operation in the State of Michigan. They range in age from three years to 114 years. They are variously engaged in preministerial, business, semi-professional, pre-professional, college preparatory, and teacher training. As a group, they are well described in the following statement by C. S. Marsh in his introduction to the volume "American Universities and Colleges."

"The junior college movement is a significant and in many respects a unique development in American higher education. Junior colleges, offering two years of education in advance of the regular secondary school course, are products almost entirely of the twentieth century...and are of a wide variety of types, both publicly and privately supported and controlled. Historically some have developed as upward extensions of the public high school or of the private academy or seminary; others have resulted from the amputation of the junior and senior years of small four-year colleges...

"The fully organized junior college aims to meet the higher educational needs of the community in which it is located, including preparation for a university, general education for those not going to a university or equivalent institution, specialized preparation for particular occupations, and appropriate courses of college grade for adults in the community...The junior college is not designed to supplant but to supplement the traditional American college and university."¹

¹C. S. Marsh, "American Universities and Colleges," Washington, D. C.: American Council on Education, 1940. pp 47-49.

The purposes of this study are to describe the present curricula of junior colleges in Michigan, to report the curricular trends suggested by comparison of their present and past offerings, and to determine the expectations for future speech curricula as expressed by junior college personnel.

Procedure: The first step in carrying out the project was writing to the junior colleges in Michigan for catalogs for the years 1938-39, 1945-46, 1948-49. Of the catalogs used many were unavailable from these sources and were located mainly at Michigan State College. The speech curricula listed in the catalogs was charted for later analysis.

A questionnaire was developed for use in interviews with administrators and teachers of speech representing these institutions.

Copies of the questionnaire were mailed to the schools in the upper peninsula since it was unfeasible to visit these colleges; however they were not included in the study because the questionnaires were not received in time.

Upon the completion of the interviews, the materials were separated for the purpose of analysis and recording under four headings: 1. Speech curriculum, 2. Description of existing speech courses, 3. Extracurricular speech activities (as participated in by the school and by its students), and 4. Teachers (presenting the background training of staff members now teaching speech courses.) The information regarding these areas will be presented in the following chapters.

CHAPTER II

SPEECH CURRICULUM

This chapter presents a comparison of catalog offerings of ten Michigan junior colleges for the years 1938-39 and 1948-49, with additional references to the catalog offerings of eight of these schools for the year 1945-46, and to those of the eleventh junior college studied in 1948-49. The purpose of this comparison is to distinguish in a general way the courses that have been offered for ten years or more from those of more recent adoption. A comparison is also made of the catalog announcements for 1948-49 with the actual course offerings of that year.

The courses were classified into seven groups, and titles were assigned to these groups. Table I presents the number of junior colleges offering these types of courses in the academic years 1938-39, 1945-46 and 1948-49.

In the study of the number of speech courses of each of the seven types announced by the junior colleges of lower Michigan it was observed that fundamentals and public speaking, special speech courses for engineers, argumentation and debate, dramatics and business speech have been offered for ten years or more. Radio courses appeared in 1948-49.

In the 1948-49 announcements it was noted that courses in fundamentals, public speaking, elementary speech for

TABLE I
 NUMBER OF SPEECH COURSES OF EACH OF
 SEVEN TYPES ANNOUNCED BY THE
 JUNIOR COLLEGES OF LOWER MICHIGAN

Types of Courses	1938-39 10 Schools	1945-46 8 Schools	1948-49 11 Schools
Fundamentals	7	5	8
Public Speaking	2	2	5
Elementary Speech for Engineers	6	5	7
Public Speaking for Engineers	5	4	5
Argumentation and Debate	3	2	2
Dramatics	1	0	2
Radio	0	0	3
Business Speech	1	2	2

engineers, dramatics and business speech gained in number, while argumentation and debate lost in number.

Over the ten-year period there have been few significant changes in the curricula studied except for the recent introduction of radio courses, and the increase in public speaking offerings.

COURSES ANNOUNCED

Table II presents courses announced in 1948-49 catalogs.

Only fundamentals, public speaking and speech for engineers (the courses less specialized in their appeal and presumably attracting larger numbers) were taught as consistently as announced.

Argumentation and debate, business speaking, dramatics and radio (courses quite specialized in their appeal) showed inconsistency between announcements and actual offerings. The greatest inconsistency was in argumentation and debate and dramatics; i.e., argumentation and debate: three courses announced, one taught; dramatics: four courses announced, two taught.

The total number of courses offered by the eleven schools was forty-five, distributed among seven different areas of speech instruction.

TABLE II
COURSES ANNOUNCED AND TAUGHT
(BY ELEVEN MICHIGAN JUNIOR COLLEGES
IN THE YEAR 1948-49)

Courses	Announced in Catalogs	Actually Taught
Fundamentals	14	14
Public Speaking	9	9
Oral Exposition for Engineers	7	7
Public Speaking for Engineers	5	5
Argumentation and Debate	3	1
Dramatics	4	2
Radio	5	4
Business Speaking	2	1

PREREQUISITES

It was of significance that sophomore standing was required for fundamentals and public speaking, while freshman standing was sufficient for engineering speech courses. The latter courses were limited to those students enrolled in an engineering curriculum.

It was interesting that one radio course required a course in high school or college speech as a prerequisite, while argumentation and debate and dramatics, which are courses that demand a previous knowledge of and skill in speech performance for effective accomplishment, require no prerequisites.

Certain educational levels of attainment are required for nineteen courses (freshman or sophomore standing.)

For courses that are given on the semester basis, the first semester's work is prerequisite to the second. (Fundamentals, public speaking and speech courses for engineers). These prerequisites apply to eleven courses of the above types.

One course in radio required a beginning course in radio and permission of the instructor. Special qualifications or enrollment in professional curriculum were prerequisite to nine courses.

COURSES ADDED SINCE 1938 AND PLANNED
COURSE ADDITIONS

With the exception of courses in radio which appeared in 1948-49, most courses had been included in the curricula for more than ten years. Additions were planned by seven schools. Argumentation and debate, dramatics, and radio were planned by two schools each. Four schools planned to offer business speech or oral English. One school planned a fundamentals course for terminal education.

COURSES DISCONTINUED SINCE 1938,
ALSO PLANNED FUTURE DISCONTINUANCE

Argumentation and debate, and dramatics were the courses discontinued. Of the two schools discontinuing courses, one dropped argumentation and debate, and one discontinued dramatics as a course for which credit is given and later offered it as extracurricular study. In general, however, few courses have been removed from the catalogs. There has been temporary suspension of some subjects due to conditions not stated by administrators. No plans to drop present courses were reported.

SPEECH ENROLLMENT

In 1938-39 the general enrollment in all the junior colleges studied was 1,997 while the total speech enrollment

was 266. In 1945-46 the total general enrollment was 1,819 and the speech enrollment was 418. In 1948-49, general enrollment increased to 7,678, while the enrollment for speech was 2,000. It may be noted that while general enrollment increased four times, speech enrollment increased ten times in the ten-year span.

Analysis of the percentage of the total enrollment taking speech showed 11.2+% of students enrolled in speech in 1938-39, and 26% in 1948-49, a 14.8% increase in ten years.

It was noted in computing the difference between the percentage of total enrollment taking speech in 1938-39 and 1948-49 that six schools had an increase in speech enrollment, and two had a loss. Of the remaining three schools, two did not come into existence until 1946-47, and one made no complete return of data regarding enrollment.

The percentage of gain in speech enrollment ranged from .5% to 19.5+% (three schools had gains above 13.3%.) The percentage of loss ranged from 13.5+% to 20.9+%.

CHAPTER III

DESCRIPTION OF EXISTING SPEECH COURSES

This chapter will present a description of the speech courses being taught in the eleven junior colleges of Michigan during the year 1948-49.

Reference has been made in Chapter II to the grouping of these courses into seven classifications. A description of each group of courses was prepared according to this plan:

Justification of the title assigned to the group of courses.

Titles of existing courses of this type.

Representative catalog descriptions of courses of this type.

Agreement and variations among courses as described.

Credit hours allowed for courses of this type.

FUNDAMENTALS COURSES

Courses of this type offer training in the fundamental skills of oral expression. The writer believes the title "Fundamentals of Speech" to be currently accepted as designating such introductory training, in which various forms of speech experience may be included.

These courses were described in the catalogs as follows:

School B.

1. Elements of Speech. In the first semester each member of the class will deliver a minimum of fifteen prepared talks besides participating in extemporaneous exercises, interviews, and reading drills. Attention will be given to voice improvement, stage appearance, and bodily action. Recordings will be made of speeches, and these will be played to the class in order to substantiate the need for certain improvements in expression and voice. First semester. 3 credit hours.

2. Public Speaking. During the course much attention will be given to the careful preparation of speeches. A broad reading program of current periodicals and book references which cover interesting controversial subjects will be a required part of the assignments. Group activities including informal conversation, interpretive reading of dialogue, and various kinds of forum discussions will be practiced. One long, well-prepared special occasion speech will be required. Second semester. 3 credit hours.

School C.

109 Speech. This course is required of all College, and Theological students. It deals with the fundamentals of speech composition, fundamentals of interpretation, platform speaking and reading, dramatics, and Parliamentary Law. --Three hours.

110 Speech. This course is a continuation of Speech 109.--Three hours.

205 Speech. This course is required of all students qualifying for the Ministerial Diploma, and for the degree of Bachelor of Theology. Subjects treated: vocal interpretation of secular literature; vocal interpretation of sacred literature; discussion groups; voice recording and radio. Prerequisites: Speech 109 and 110.--Three hours.

School F.

Speech 31. The Elements of Speech. A basic course designed to promote knowledge of, and proficiency in speech. A consideration of the elementary principles applicable to such activities as private speaking, group discussion, public speaking, oral reading, and debating,

with practice and criticism in various types of speech. Students planning to attend the University of Michigan should not take this course until the second year. Three hours' credit.

Speech 32. Continuation of Course 31, which is prerequisite. Application of principles learned in Course 31, in special situations. Includes also a study of parliamentary law. Three hours' credit.

School G.

Speech 1. This is a basic course designed to promote knowledge of the elementary principles of speech and to encourage efficiency in the speech habits of those students who elect the course. Assignments cover work in voice improvement, bodily action, group discussions, and short talks. Emphasis is laid on effective communication.

Open to sophomores and to freshmen in engineering and physical education courses. Credit: 3 hours.

School H.

31. Fundamentals of Speech. Three hours credit. A basic course designed to promote knowledge of and proficiency in speech. Nature, function, and patterns of speech, purposes of speech, preparation and delivery, use of body and voice, articulation, enunciation, pronunciation, interest, style, listening, speech personality, delivery of platform speeches. No prerequisites.

32. Fundamentals of Speech. Three hours credit. Conversation, informal discussion, informal forum, panel-forum, symposium-forum, dialogue-forum, lecture-forum, symposium-forum, persuasive speech, application interview, speeches for special occasions. Prerequisite: Course 31.

School I.

Speech I. The Elements of Speech. First Semester. Three semester hours credit. Not open to Freshmen. This is a basic course designed to give proficiency in speech. It covers such activities in speech as private speaking, oral reading, acting, public speaking, and debating. (Parallels Speech 31, Fundamentals of Speech, University of Michigan.)

Speech II. The Elements of Speech. Second Semester. Speech I is prerequisite. Three semester hours credit. This course continues the phases of work begun in Speech I with increased emphasis on the practice and application of the principles learned. (Parallels Speech 32, Elements of Speech, University of Michigan).

School J.

Speech I. Fundamentals of Speech. This course encourages the student to construct a carefully organized speech and to present it effectively. Both the extemporaneous and the prepared speech are analyzed and a ground-work in the theory and practice of speech psychology is established. The material of the course includes the principles of speech, interpretative reading, and the practice speech. Open only to sophomores. Three hours.

School K.

Speech I. A course designed to promote knowledge of and proficiency in speech. A consideration of the principles of entertaining, expository, and persuasive speaking. Practice in speaking, oral reading, debating, parliamentary procedure, and corrective criticism. Five periods a week. Semester I--1/2 unit.

In general all of the courses aimed to develop in the student the ability to get up and talk. However they differ in a wide variety of speech experiences. For example: private speaking, group discussion, public speaking, debating, speech composition, interpretation, dramatics and parliamentary law. There are relatively few references to the importance of bodily control, voice or articulation.

PUBLIC SPEAKING

These courses were described in the catalogs as follows:

School A.

21. **Fundamentals of Speech.** A beginning course in the practical problems of speaking before an audience. This course is designed to provide (1) an introductory course in public speaking for those who expect to concentrate in the field of speech, and (2) a course for those who decide to develop proficiency in platform speaking. The work in the course will consist of study, criticism and practice in the fundamental forms of speaking. Open to all students except freshmen. Three hours credit. First Semester.

22. **Public Speaking.** Prerequisite: Speech 21. A course in platform theory and practice, designed to provide instruction in the essentials of effective public speaking. Speech materials will be studied and various types of short speeches will be prepared and delivered. Three hours credit. Second Semester.

School C.

206 **Speech.** This course is a continuation of Speech 205. Subjects treated: delivery of speeches; speech composition; review of Parliamentary Law. Three hours.

School D.

3. **Elementary Speech.** A beginning course designed to develop poise and confidence in speaking. The effective preparation and oral presentation of ideas stressed. Two hours credit.

31. **Fundamentals of Speaking.** A course involving the study of the practical problems of composition and delivery of effective speech. Emphasis laid on presentation of speeches and opportunities given for self-analysis and self-criticism. Three hours credit. Prerequisite: Sophomore standing.

School E.

I. **Fundamentals of Speech.** This course is designed to provide an introductory course in public speaking for those who expect to concentrate in the field of speech, and a course for those who desire to develop proficiency in platform speaking. This course is prerequisite to Speech II. Credit may be earned in Speech I with or without Speech II. Open to sophomores. Three hours credit. Both semesters.

II. Public Speaking. A course in platform theory and practice, designed to provide instruction in the essentials of effective public speaking. Speech materials will be studied, and various types of short speeches will be prepared and delivered. Prerequisite, Speech I. Three hours credit. Second semester.

School G.

Speech 2. In this course emphasis is laid on the composition of speeches. A number of short talks of various types is required. In addition, one longer speech is assigned at the end of the semester. Credit: 3 hours.

School J.

Speech 2. Elements of Speech. In this course the student becomes familiar with the various types of formal speeches, and the use of the public address system. Basic instruction in the field of radio speaking is also offered. Open only to sophomores. Three hours.

The emphasis of these appears to be on the composition and/or delivery of speeches. The types of speeches vary. Most courses are intended for basic platform work; however, one is designed for advanced training in speaking (ministerial training.) These courses earn three credit hours per semester.

SPEECH FOR ENGINEERS

This group of courses is so titled to cover the special courses announced in the catalogs for students training to become engineers, their enrollment usually being restricted to these students. These courses comprise a beginning and an advanced public speaking course. They will be titled as Elementary Speech for Engineers and Public Speaking for Engineers.

Elementary Speech for Engineers

This group of courses was so titled to cover the beginning courses in public speaking which stress practice in speaking as applied to the problems of an engineer.

These courses were described in the catalogs as follows:

School A.

1. Oral Exposition. A practice course in public speaking which must be taken with English 1. Written outlines, extempore and impromptu speaking, informal debates, and other exercises. Each student presents about ten five-minute speeches during the semester. Two hours of classwork. One hour credit. First Semester.

School D.

4. Elementary Speech for Engineers. A beginning course designed to develop poise and confidence in speaking. Special emphasis on preparation and delivery of reports for engineering projects. Two hours credit.

School E.

I-E. Oral Expression. A course in the study of the problems of organization, illustration and effective presentation in speaking, frequent opportunity for practice and class criticism. Required of freshman engineers. Two hours class work. One hour credit. First semester.

School F.

2. Oral Exposition. Practice course in public speaking, which must be taken at the same time as course 1. Two hours of class work. One hour's credit. Each semester.

School H.

1E. Oral English for Engineers. First semester. One hour credit. An elementary course designed to improve the English and speaking of the engineer.

Characteristics of the successful speaker, purposes of speech, preparation, delivery, articulation and enunciation, pronunciation, use of voice and body, delivery of expository speeches. No prerequisite.

School I.

English IE and IIE. Written and Spoken English. Four hours credit each semester. A course identical in nature with English I and II with an added hour in speech training each week. Primarily for students of Engineering and those who plan to transfer to Michigan State College.

School J.

Speech 1e. Oral Exposition. This is a practice course in public speaking which pre-engineering students must elect concurrently with English 1. Written outlines, extempore and impromptu speaking, informal debates, and other oral exercises comprise the work of the course. The class meets one hour per week. One hour.

Most courses emphasized practice to develop poise in speaking situations while one had special emphasis on preparation as well as delivery. The hours of credit range from one to four.

Public Speaking for Engineers

This group of courses was titled "Public Speaking for Engineers" to cover the courses that continue the work begun in the elementary speech courses, and which deal with problems of organization, illustration and effective presentation in public address.

These courses were described in the catalogs as follows:

School A.

2. Public Speaking for Engineers. A study of the problems of organization, illustration, and effective presentation in public address, affording frequent opportunity for practice and class criticism. This course is to be taken with English 2E. Two hours credit. Second Semester.

School E.

II-E. Oral Expression. A continuation of Speech I-E with greater emphasis on the organization of material and the means of effective presentation. One hour credit. Second semester.

School F.

4. Public Speaking for Engineers. A study of problems of organization, illustrations, and effective presentation in public address affording frequent opportunities for practice and class criticism. Two hours' credit. Second semester.

School H.

31E. Public Speaking. Two hours credit. A study of the problems of organization, illustration, and effective presentation of public address, interview, conference, discussion, explanation, demonstration, persuasion.

School I.

English IE and IIE. Written and Spoken English. Four hours credit each semester. A course identical in nature with English I and II with an added hour in speech training each week. Primarily for students of Engineering and those who plan to transfer to Michigan State College.

All courses in general had the same aims, however one school includes several special forms of speech.

BUSINESS SPEECH

The one course of this type was titled "Practical Speech." Since its purpose is to offer training for the practical speaking of business and professional men, the more descriptive title "Business Speech" has been employed.

This course is described in the catalog as follows:

School A.

25. Practical Speech. Parliamentary law, business speaking, luncheon club talks, radio speeches, etc. Three hours credit. Second Semester.

This seems to be a sort of Dale Carnegie course.

The instructor refers to this study as his "Course in Babbitt Speeches."

DEBATE

The one course in this type is aptly titled "Debate."

This course is described in the catalog as follows:

A. Debate. A course in speech and debate. The squad chosen from this group represents the college in the Michigan Junior College Debate League. Two hours per week from October to March. One hour credit per year.

This course provides training and preparation for participation in inter-school forensic competition and is offered by the only school in the study which allows credit for participation in debate. One hour credit is allowed per year.

DRAMATICS

This group of courses was titled "Dramatics" to cover a general course in play production as well as a more specialized course in stagecraft.

These courses were described in the catalog as follows:

Play Production. This is a basic course to promote knowledge of the elementary principles of play production. Assignments cover make-up studies, techniques of acting, history of the theater, and a study of the elements of successful theater operation. Short scenes are presented in class periods, and one-act plays are produced for convocations. Theater parties are a part of the study procedures of contemporary theater. Open to freshmen and sophomores. Credit: 1 hour.

Stagecraft. In this class are designed and executed all of the sets for the Follies; other plays, and musicals that appear in the auditorium throughout the year. It offers a chance for experimentation in scenic design, props, costuming, and lighting. Students with some training as artists, carpenters, or electricians are particularly welcome. Compatibility and the ability to take directions are prerequisites for both experienced and inexperienced help. Credit: 1 hour.

Both courses were taught in the same school, which is the only one in the study to offer credit for dramatics. The emphasis in these courses appears to be placed upon the actual production of plays, and the courses are accompanied by an extensive extracurricular program in dramatics. One semester hour of credit is allowed for each course.

RADIO

This group of courses is titled "Radio" to cover general courses in radio taught under various course titles.

These courses are described in the catalogs as follows:

School D.

5. Introduction to Radio Techniques. Microphone practice and analysis of the principles of radio speaking and radio drama. Laboratory work in presentation of radio speaking and radio dramas, with possibilities of actual broadcasting over a local station. Three hours credit. Prerequisite: A course in high school or college speech.

7. Radio Speech Workshop. Advanced work in announcing and participation in actual radio programs presented by the junior college. Two hours credit. Prerequisite: Speech 5 and consent of instructor.

School H.

Radio 1, 2. Two hours credit each semester. A laboratory course which trains students in techniques of radio production and broadcasting. Weekly production of scripts over the local station... No prerequisite.

Of three schools offering radio as a formal course, only two have actual radio classes. Both produce scripts over local stations; however, only one offers training in announcing and participation in actual programs presented by the school. Two or three semester hours of credit is granted in these courses.

CHAPTER IV

EXTRACURRICULAR SPEECH ACTIVITIES

(AS PARTICIPATED IN BY THE TEN MICHIGAN JUNIOR
COLLEGES AND THEIR STUDENTS)

The purpose of this chapter is to describe the extracurricular speech activities of the Michigan junior colleges of the lower peninsula and the approximate number of schools and students participating.

ACTIVITIES

The activities participated in may be classified as: forensic (discussion groups, declamation and oratory); interpretative (reading programs for clubs and civic groups); radio (programs over local stations); dramatic (drama clubs and societies, long, short and special plays); and miscellaneous projects. The latter included Christmas pageants, variety shows, Speakers' Bureau, entertainment between halves at basketball games, short musicals and skits, church and assembly programs.

PARTICIPATION BY SCHOOLS

Catalog announcements for 1938-39, 1945-46, and 1948-49 indicate that the number of schools participating in dramatics have doubled (from four to eight schools.) The number of

schools engaging in forensics has remained the same. Interpretative activities have a diminishing record (from two to one school.) Radio does not appear until 1948-49. In general there has been an increase of schools participating in extracurricular activities in the past ten years.

Table III shows the activities in which these schools participate.

Dramatic activities are sponsored by the greatest number of schools (ten); radio appears to be next in popularity (six), with forensics next and miscellaneous activities (four) and interpretative reading least frequently engaged in.

It was noted that ten schools participated in extra-classroom activity. One school had no program.

It is of interest that the extracurricular activities are following the trend of the past ten years.

STUDENT PARTICIPATION

Table IV presents an imperfect picture of student participation because of insufficient data resulting from incomplete responses of persons interviewed.

Drama, which is well established and popular, had the most student participants. (215)

Of the other well-established activities, interpretation had the lowest reported participation (15). Forensics had a moderate student participation (67).

TABLE III

EXTRACURRICULAR ACTIVITIES ENGAGED IN
BY THE JUNIOR COLLEGES OF LOWER MICHIGAN

School	Forensics	Interpre- tation	Radio	Drama	Other Activities	Total
A	X		X	X		3
B			X	X	X	3
C		X	X	X	X	4
D	X		X	X	X	4
E			X	X		2
F				X		1
G	X			X	X	3
H	X			X		2
I				X		1
J			X	X		2
K						0
Total	4	1	6	10	4	25

TABLE IV

REPORTED STUDENT PARTICIPATION
IN THE EXTRACURRICULAR ACTIVITIES
OF ELEVEN MICHIGAN JUNIOR COLLEGES

School	Total Enrollment	Number of Students Participating					Total
		Foren- sics	Interpre- tative	Radio	Drama	Others	
A	739	30					30
B	177			17	15		32
C	215				20		20
D	531						0
E	1,029				60		60
F	1,612				10		10
G	1,829	27	15		40	25	107
H	609	10			20		30
I	397				50		50
J	404						0
K	144						0
Total	7,686	67	15	17	215	25	339

Radio which is new and, in many colleges, popular, had a reported student participation of 17. Other activities had a reported participation of 25.

It was noted that the highest and lowest student participation was reported by the schools having the largest general enrollment.

It was interesting that the school with the smallest general enrollment had more students engaging in dramatic activities than a school whose general enrollment was eight times greater.

DRAMA

The study of the schools and students who share the extraclassroom activities indicated that drama has the highest percentage of participation.

Without any attempt to critically inspect and evaluate the drama program, it was noted that nine of the eleven Michigan junior colleges participated in drama. Four schools sponsored long plays, short plays, and special projects. Two schools sponsored a long and short play per year; one, long play and special project; one, short play and special project; one, special project; two schools had none.

Three schools produced one long play each and four gave two each. Two schools produced one short play each, five did two each and one offered three short plays yearly.

In special projects the pattern had no variation. Of the eleven schools seven had one project each. These varied from Christmas pageants to skits for assembly programs.

It was interesting to note the variety of plays. Some of the productions reported were:

Short Plays

Challenge of the Cross
The Valiant
Suppressed Desires

Long Plays

Seamless Robe
Pride and Prejudice
Smiling Through
Kiss and Tell
Papa Is All
Barretts of Wimpole Street

George Washington Slept Here
You Can't Take It With You
Our Town
Cat and Canary
Guest In The House

Special Projects

Christmas pageants
Variety show
College follies

Skits
Short musicals
Drama club

Reported were eleven long shows, thirteen one-act plays, and seven special projects, making a total of thirty-two productions.

The plays "Challenge of the Cross" and "The Seamless Robe" were produced by a school which emphasizes ministerial training. The plays have a religious theme. "The Seamless Robe" was the longest play produced in all the junior colleges and was student directed. These plays, because of the

religious theme, would not generally be found in productions for everyday entertainment.

"The Barretts of Wimpole Street" and "Guest in the House" are on the civic theater level. This production level may have resulted from the influence of a fine, active community dramatic program. (The junior college director is actively engaged in the community program.)

The titles of the remainder suggest production of the high school level. This may result from the fact that many junior colleges share the high school auditorium, that in some instances high school teachers are directors, and are not influenced by a drama-conscious community. These plays may follow a traditional pattern for productions in the school.

Approximately one-half of the schools have their own auditoriums with seating capacities ranging from 55 to 300. The rest used public or privately-owned facilities, usually high school auditoriums; one makes use of a church assembly room.

CHAPTER V

TEACHERS

BACKGROUND TRAINING OF STAFF MEMBERS

NOW TEACHING SPEECH COURSES

Since the effectiveness of a speech program reflects the training of the faculty, it is important to consider the experience and training of the staff members who are teaching speech in the junior colleges of the lower peninsula of Michigan.

FORMAL TRAINING

Table V shows the undergraduate and graduate preparation of these teachers.

It may be noted that in no case is there evidence of formal training beyond the Master's Degree. Twelve teachers have studied speech as a major and/or minor in both graduate and undergraduate levels. Presumably these teachers are working in an area of their own choice and are well prepared to do so. This group will be referred to hereafter as Group A.

Two teachers studied speech as a major subject, either in graduate or undergraduate work. While not as thoroughly prepared as members of the first group, these teachers have been introduced to the entire field of speech and have shown direct interest in the subject. They will be referred to hereafter as Group B.

TABLE V
TRAINING OF TEACHERS OF SPEECH

Bachelor's Degree	Master's Degree						Total
	Speech Major	Speech Minor	Eng- lish Major	Eng- lish Minor	Unre- lated Major	No gradu- ate Degree	
Speech Major	5	0	0	0	0	1	6
Speech Minor	1	6	0	0	1	1	9
English Major	0	1	3	0	0	0	4
English Minor	1	0	0	0	1	0	2
Unrelated Major	0	1	1	0	0	0	2
Total	7	8	4	0	2	2	23

Group A Group B Group C

To four of the remaining staff members, speech was no more than a minor element of their training, and the other five had not studied speech even as a minor subject. They will be referred to as Group C in this chapter.

It was noted that seven staff members majored in speech at the graduate level and only five as undergraduates. This shift in training to speech by part of the staff members would indicate increasing desire to become better speech teachers. Moreover, two teachers are minoring in speech during graduate work who minored in other fields at the undergraduate level.

This change to speech as a minor in graduate training by these staff members might be the result of increased student interest in speech, better job opportunities or an increasing desire to become better teachers.

Table VI will show the number of years of experience in teaching speech, either as an entire or partial load, out of the total years teaching experience.

Fifteen of the twenty-three teachers have taught speech throughout their entire teaching careers, their periods of service ranging from one to thirty years. Their experience tends to fall within the extreme categories of less than six and more than twenty years.

The concentration of experience lies between from eleven to over twenty years of general experience and from

TABLE VI

YEARS OF TEACHING EXPERIENCE (GENERAL AND SPEECH)
HELD BY THE TWENTY-THREE STAFF MEMBERS TEACHING
SPEECH IN ELEVEN MICHIGAN JUNIOR COLLEGES

No. of Years of General Experience	Number of Years of Speech Experience					Total
	0 - 5	6 - 10	11 - 15	16 - 20	Over 20	
0 - 5	6					6
6 - 10	1	1				2
11 - 15	0	1	2			3
16 - 20	0	2	1	0		3
Over 20	0	1	2	0	6	9
Total	7	5	5	0	6	23

six to fifteen years of speech experience, the median of experience being 15.8 years of general experience and 9.5 years of speech experience.

It is interesting that of the eight staff members whose general teaching experience exceeds their speech experience, the majority have between six and ten years of speech experience.

COURSES TAUGHT BY TWENTY-THREE MICHIGAN
JUNIOR COLLEGE STAFF MEMBERS TEACHING SPEECH IN 1948-49

Seven staff members taught only speech; (four on full-time and three part-time duty*); speech and English were taught by ten teachers, speech and non-related subjects by three, while speech, English and non-related subjects were taught by the remaining three instructors.

Of the teaching personnel in Group A, five (three on full-time and two part-time duty) taught only speech; five, speech and English, and two gave instruction in speech and non-related subjects.

The Group B personnel (one on full-time and one on part-time duty) taught only speech in junior college.

*Part-time: these teachers divide their time between high school and junior college instruction.

Of the teachers grouped in Classification C, five instructed in speech and English; one taught speech and non-related subjects; while speech, English, and non-related subjects were all taught by three teachers.

It is of interest that 30% of the teachers teach all speech while 70% of the staff members teach combinations.

NUMBER OF SPEECH COURSES TAUGHT

Of the personnel teaching speech, 34% gave instruction in one course of speech, while 8% taught five speech courses.

Table VII presents a comparison of the number of courses taught by the twenty-three staff members. Following this comparison a study of the sectional load will be presented by Table VIII.

It appeared that eleven staff members were assigned course loads proportional to their training. It may also be noted that four instructors who possessed advanced training in speech taught only two speech courses each, while two staff members whose training lay in other fields taught four each.

It was significant that of the 54 speech courses taught, 32 were taught by Group A, four were taught by Group B and eighteen courses were taught by Group C.

TABLE VII

NUMBER OF SPEECH COURSES TAUGHT IN 1948-49
 BY THE TWENTY-THREE MICHIGAN JUNIOR
 COLLEGE STAFF MEMBERS NOW TEACHING SPEECH

Speech Courses	Training in Speech			Total
	Group A	Group B	Group C	
1	3		5	8
2	4	2	1	7
3	1		1	2
4	2		2	4
5	2			2
Total	12	2	9	23

TABLE VIII

NUMBER OF SECTIONS OF SPEECH PER YEAR
OF TWO SEMESTERS ASSIGNED TO TWENTY-THREE
MICHIGAN JUNIOR COLLEGE STAFF MEMBERS

Sectional Load Assigned	Group A	Group B	Group C	Total
1	2		3	5
2	2	1	1	4
3	2		1	3
4	2		3	5
5	2			2
6		1	1	2
9	1			1
12	1			1
Total	12	2	9	23

NUMBER OF SECTIONS ASSIGNED PER YEAR (TWO SEMESTERS)

In Table VIII it was noted that the teaching assignments ranged from one to twelve sections. Five teachers were assigned one section each; four, two sections; and three, three sections each. Of the assignments given to the remaining eleven personnel, four sections apiece were assigned to five staff members; two, five; and two, nine and twelve, respectively.

It was also noted that members of Group A were assigned 51 sections of the total 85 sections of speech assigned. Group B was assigned eight and Group C was assigned 26 sections.

SPEECH ACTIVITIES DIRECTED

Thirteen of the twenty-three junior college teachers guided some form of activity. Table IX shows that the largest number of activities directed by one person was four.

Of the thirty-three activities directed, Group A directed twelve; Group B led one, and Group C directed ten activities.

It was of interest that four members of Group A directed no activities.

TABLE IX

THE SPEECH ACTIVITIES DIRECTED BY THE
 TWENTY-THREE STAFF MEMBERS OF MICHIGAN
 JUNIOR COLLEGES NOW TEACHING SPEECH

No. of activi- ties (ex-curr.)	Group A	Group B	Group C	Total
0	4	1	5	10
1	5	1	1	7
2	2		1	3
3	1		1	2
4			1	1
Total	12	2	9	23

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Before presenting a summary of the observations recorded in detail in the preceding chapters, a general comment will be made upon the conditions under which the Michigan junior colleges operate.

For purpose of description, the eleven junior colleges may be classified in three groups. The first are those schools that are publicly owned and under the general supervision of the superintendent of the city system. These colleges are an integral part of the system with the junior and senior high schools and in general are identified as a division of the city system. They share housing, facilities, and equipment with the high school. These colleges are found in industrial areas having a population of 25,000 and over, which are predominately urban. Five schools fall into this classification.

The schools of the second group also are parts of public school systems, and in general are under the control of school boards and superintendents of public education. However, the schools of this group differ from the above in that each has its own campus, and is housed in former high school buildings or buildings that were constructed for private use. These are identified as entities in themselves,

and though, on occasion, they share equipment with high schools, in general they own and maintain separate facilities and equipment. The locations for these schools again are found in predominantly industrial communities. Six schools belong to this group.

The schools of group three, unlike those of groups one and two, are privately owned and operated by religious denominations. Though this group offers liberal arts programs similar to those of the publicly-owned colleges, its members aim to serve a specific clientele rather than the public at large. The primary objective of these colleges is ministerial training. The campuses, buildings and equipment of the two schools of this group are separate in location and operation from the secondary schools of their communities.

One of these schools is old in years and tradition, having served three denominations in the 143 years of its existence. It is located in a small southern Michigan community, and has a spacious and beautiful campus, with an active building program in progress.

The other school is not so old in tradition and years, yet it has many features in common with the above school. It is located in a thriving city of approximately 15,000 in east central Michigan. Though it does not have as beautiful a campus, it also has an active program of building and expansion.

FACILITIES. The facilities for instruction among the eleven schools may be summarized as follows:

All schools had at least adequate classroom facilities, with a wide variation in quantity and type. Six schools reported visual aids in limited quantity, including charts, mirrors, and still and motion picture projection equipment. Ten schools used recording equipment, including wire, tape, and disc recorders.

The only rooms observed which were specially adapted for speech teaching were studios for radio classes. One school had 2 beautifully equipped, modern studios; another had a studio (not directly observed); while the majority had no equipment for radio instruction more elaborate than public address systems.

Auditoriums and theatrical equipment varied. All schools have the use of auditoriums; however, size and ownership of these vary. Approximately one-half of the schools own their own auditoriums, the seating capacities ranging from 55 to 330. The remaining colleges use public school auditoriums or privately-owned facilities. Stage equipment is limited in most schools, and costume collections are practically nonexistent.

SPEECH CURRICULUM. An item of interest was the general similarity of some course announcements. It appeared

that some schools were influenced in choice and description of courses by the practices of the Michigan universities.

PREREQUISITES. It was interesting that in six schools, sophomore standing was required for fundamentals (a policy distinctly characteristic of the University of Michigan), while freshman standing was sufficient for engineering speech courses.

As a rule, the junior colleges require no prerequisites for argumentation and debate and dramatics courses that demand previous knowledge of and skill in speech performance for effective accomplishment.

It was noteworthy that a high degree of flexibility in prerequisites also existed. In the 46 courses announced, 26 could be taken by either freshmen or sophomores. This might be tentatively explained by a comment that one administrator made that "the student's need is the paramount prerequisite."

COURSE ADDITIONS. The data indicated eleven courses are under consideration, designed primarily for terminal training. While many administrators felt the need of offering more terminal courses, all did not feel that terminal courses satisfied the entire demand. An illustration of this is that five administrators and one teacher indicated courses would be added for terminal purposes, yet two of these five administrators also felt a need to offer courses

for adult classes. A sixth administrator wished to enrich his speech courses because "there is a need for raising the freshman level."

SPEECH ENROLLMENT. The data has indicated in general that among junior college students, interest in speech has grown. While no speech training is required of all students, 26% of the 1948-49 total enrollment were taking speech.

COURSE DESCRIPTION. It was noted that such courses as voice and diction and oral interpretation were not announced, nor were courses in the art and technique of persuasion. The author wondered at the absence of these courses.

EXTRACURRICULAR ACTIVITIES. These activities apparently have not returned to their pre-war status in the eleven junior colleges. No evidence was found that indicated the resumption of intercollegiate debate (formerly sponsored by the Michigan junior college debate league) or other intercollegiate forensic activity.

The activities that apparently occupied the most interest were those that were concerned with the entertainment of the student body or local community: drama clubs, skits, and programs for assemblies and local organizations.

TEACHERS. The enthusiasm of most of the speech teachers interviewed was very evident and contagious. A notable example was that of a staff member who had taken speech

training in the universities of London and Aberystwyth, Wales, and Oxford, and later had added work in speech correction to his training.

Another teacher is doing extensive graduate work in dramatics, personally acting in summer productions. One young teacher has become so enthusiastic about radio that she has changed to speech as a major for her graduate training.

Another staff member, though her training and major years of experience lie in other fields of education, since becoming a speech teacher guides a summer course in speech that is open, not only to junior college students, but adults.

Three teachers direct and one assists in the direction of community player groups in addition to junior college productions. Five produce radio shows as a means of extending the influence of their schools in their communities.

RECOMMENDATIONS FOR STUDY

During the process of analysis, evaluation and compilation of data secured through the survey, many questions arose that the study of data did not answer.

Feeling that answers to these questions would be of value, the author suggests these questions for future consideration:

What is the general educational pattern that speech staff members follow in obtaining their Master of Arts degree?

Why do some instructors change from other fields at the Bachelor of Arts level to speech at the Master of Arts level? Does such change indicate a significant trend?

What combinations of training with other than related subjects are favorable to speech teaching? Does experience in relevant fields qualify a staff member for the position to teach speech?

The study indicated a limited degree of direction and guidance in extraclassroom activity. The author suggests a study to determine the cause of this limitation. Relevant to this would be a study of student participation in extracurricular activities and investigation into special projects.

Finally, one may ask whether the junior college speech programs are aptly and fully adapted to the needs of the communities they serve.

The junior colleges have established themselves, not as substitutes for other institutions, but as "People's Colleges" serving their communities through purposefully developed programs in terminal and adult education, as well as through the preparation of students for senior college training. In all of these services their departments of speech have important functions, and the essential service the junior colleges may render will depend to a significant extent upon the accuracy and effectiveness with which their speech programs meet community needs.

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