

1973

A Survey of Selected Speech-Communication Graduate Curricula in Illinois

Patricia Lynn Richards

Eastern Illinois University

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A SURVEY OF SELECTED SPEECH-COMMUNICATION

GRADUATE CURRICULA IN ILLINOIS

(TITLE)

BY

Patricia Lynn Richards

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Arts

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1973

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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CHAPTER I

INTRODUCTION

Teacher training institutions have long been aware of the task of meeting the needs of those students preparing for the profession of teaching. Colleges and universities anticipating changes in teaching demands continue to examine their programs to improve the quality of the classroom teacher. Although teacher training begins with the undergraduate program, "anyone planning to spend a lifetime in the teaching profession at any level must have at least one graduate degree in order to achieve maximum productivity, security, and appreciation."¹

There are currently twelve schools offering graduate Speech-Communication degrees in the state of Illinois. The purpose of this study is twofold: 1) to examine the graduate curricula of four of these schools and 2) to identify their philosophy of speech education.

Significance of the Study

Students majoring in speech are of course subjected to the various aspects of the Speech-Communication field as

¹Mary Roberts, "Choosing the Time and Place for Graduate Study," The Speech Teacher, XV (January, 1966), 1.

an undergraduate. Current trends in secondary education have caused the Speech Communication Association to recommend that as of September 1, 1972, the following guidelines be effective for the teacher of speech-communication courses in the secondary school. The teacher should:

- a. Have a major in speech, and
- b. Complete a master's degree in speech within the first five years of teaching.
- c. Be certified to teach only those courses in which he² has had academic preparation.²

Admittedly, the Speech Communication Association only suggests policies, but, "School administrators, colleges, accrediting agencies, and state departments of public instruction look to professional association for direction regarding principles and standards for certification of teachers in various subject matter fields."³ The above standards were officially adopted by the Speech Communication Association at its annual convention in Chicago, 1968. Therefore, this study is significant in that the Speech Communication Association proposes that speech teachers

²Unpublished report from Speech Communication Association, "Certification Standards for Secondary School Speech Teachers and Directors of Speech Activities in Secondary Schools," Annual Convention, (December, 1968).

³Evelyn Konigsberg, Rupert L. Cortright, Oliver W. Nelson, Karl F. Robinson, "Principles and Standards for the Certification of Teachers of Speech in Secondary Schools," The Speech Teacher, XII (November, 1963), 336-337.

must complete a master's degree in order to maintain certification.

This study employed the survey method. This research method was adopted in view of Dow's statement:

A chief purpose of the survey is concerned with the gathering of information relating to current conditions, practices, viewpoints, etc. Information reaped from such activities may prove of great practical value to an administrator who desires to base necessary decisions on objective data. In this way the survey has proven to be of great value.⁴

As a result of this study, speech-communication departments may create new courses or change existing courses to meet the needs of the high school speech teacher. Some policies may be reviewed to insure that each particular institution is doing its part in offering courses the speech teacher needs in order to improve the teaching vocation. The study would also give each institution an opportunity to stress the components of their programs relating to speech-communication education. The survey will also indicate whether the institutions are offering the courses they considered important to the teacher on the high school level.

Review of the Literature

Speech journals have focused little attention on the course preparation on the graduate level for prospective teachers at any level who returned to school for graduate

⁴Clyde W. Dow, An Introduction to Graduate Study in Speech and Theatre (East Lansing, Mich: Michigan State University Press, 1961), p. 252.

courses. A review of the literature disclosed that little published research reviews graduate courses geared to teacher improvement.

Sources reviewed included recent issues of the Quarterly Journal of Speech, Speech Monographs, and The Speech Teacher. Copies of The Central States Speech Journal, Southern Speech Journal, Today's Speech and Western Speech Journal were also consulted. Dissertation Abstracts yielded two studies which were consulted: "An investigation of Speech Needs of Classroom Teachers and Speech Training Programs in Washington State Teacher Training Institutions," by Richard W. Clark, University of Washington, in 1963; and "An Evaluation by New Speech Teachers Trained in New York State, of Aspects of The College Preparation for Their Profession," by Linda Rosenberg, Queens College, New York, 1964. Of all the references, only The Speech Teacher dealt with the teacher curriculum on the graduate level in any great detail.

The researcher corresponded with the following Illinois educators: Mr. Earl Davis, Speech-Drama Supervisor, Office of State Superintendent of Public Instruction; Mrs. Wanda B. Mitchell, Teacher Certification Standards Committee, and the offices of Mr. Vito C. Bianco, Assistant Superintendent, Department of Professional relations and Services; and Mr. Leighton Wasem, Assistant Director Research Section, Office of the Superintendent of Public Instruction. Mr. Robert N. Hall, Associate Executive Secretary, Speech Communication Association was also contacted. All of these letters were

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answered and the correspondence also indicated that little information is available on this topic.

From the literature, the researcher determined what many of the critics, professors, and commentators felt were the necessary skills and needs of the high school speech-communication teacher. It was upon this criteria that the study was based.

William Buys, in a study conducted to find the evidence of growth and change in speech education in Illinois high schools from 1919 to 1959, found that the increase was constant though somewhat varied. Buys found that the total number of teacher of speech-communication and schools offering speech courses had increased as had the number of teachers teaching just speech-communication. He also reported that the state of Illinois needed to continue to examine the then present patterns of speech education.⁵

In more recent articles, the writers who published studies on the topic of speech education did not deal with training improvement on the graduate level as this study did. Most articles suggested ideas of what the speech curriculum should include on high school levels, what speech teachers

⁵William Buys, "Some Evidence of Growth and Change in Speech Education in Illinois Public High Schools Since 1919." The Central States Speech Journal, XI (Spring, 1960), 174-178.

need to do in classes concerning activities, and what students expect and need from a speech-communication class. Therefore, from the articles reviewed, an attempt was made to establish a criteria of the most important needs of the speech-communication teacher.

Most critics of the speech-communication field neither gave set patterns for a teacher of speech to follow, nor did they specify the skills a teacher of the discipline should possess. The majority of those publishing viewed speech and the teacher in general terms. For example, the speech-communication field needs, "adequate, qualified, and trained faculty."⁶

Frederick W. Haberman stated that the speech teacher should contribute to the intellectual integrity and methodology of the student. "The teacher helps the student to discover an idea, to shape a central conception, to analyze and synthesize ideas...The ideal teacher should also have profound knowledge of his subject."⁷ Others stressed the belief that students should gain improvement in speaking: "The central concern of speech instruction of high schools is to help students develop their personal skills in speaking."⁸

⁶Mary Kinnane, "Promoting Speech Education," The Speech Teacher, XV (November, 1966), 312.

⁷Frederick Haberman, "Toward the Ideal Teacher of Speech," The Speech Teacher, (January, 1961), 1-9.

⁸Donald Smith, "What are the Contemporary Trends in Teaching Speech?" The Speech Teacher, XV (March, 1966), 89.

Wilkins stated, "We should be aware of the necessity of a thorough program of speech education as a fundamental of education in a democracy."⁹

Ideas interwoven in the literature reviewed, stated that the speech-communication teacher should teach the skills of public speaking; have a well-rounded amount of knowledge in the field itself. The teacher should also be able to instill in the students a pride for speaking, a right to speak, the desire, and the appropriate manner in which to do so.

If professional speech teachers agree that a teacher should be able to teach a student the fundamental course of public speaking, then naturally, the ability to direct the fundamental course is a need of the teacher. The same applies to the other skills mentioned. In summary, if a teacher is expected to use new techniques in class, he or she must be taught those techniques and must be given experience in directing them.

An article entitled, "Certification of Teachers of Speech in Secondary Schools by the Speech Association of America Committee on Curricula and Certification in 1963,"¹⁰ summarized these criteria, needs and or skills the teacher

⁹George T. Wilkins, "Speech Education in the Public Schools of Illinois," The Speech Teacher, IX (September, 1960), 177.

¹⁰Evelyn Konigsberg, Rupert L. Cortright, Oliver W. Nelson, Karl Robinson, "Principles and Standards for the Certification of Teachers of Speech in Secondary Schools," The Speech Teacher, XII (November, 1963), 336-337.

must possess into an organized format. It was their feeling that the competent teacher of speech in the secondary schools should be prepared to teach courses in speech fundamentals, forensics, drama, oral interpretation, major facets of mass communications and mass communication equipment. In addition, a speech teacher needs competency in curriculum planning and community leadership functions where a speech teachers' experiences and knowledge of public speaking training could be vital.

This article, although published in 1963, symbolized in the researcher's mind, the opinions of the current researchers in the field. Mr. William Work, the Executive Secretary of the Speech Communication Association, verified the continued use of the basic requirements recommended by the Speech Communication Association. However, one aspect of the speech field that has recently received increasing emphasis should be included in the criteria. The "communication theory" approach to teaching speech has gained a firm position in current education theory. In a recently published book, Galvin and Book's Speech/Communication, William Buys stated in the introduction:

The great majority of speech educators in schools today are products of a public address orientation. But much change has brought curricular offerings in intra and interpersonal communication. What the objectives and the learning activities should be for the first course in speech communication has been changing dramatically...Entire departments of speech have become renamed departments of communication or departments of speech-communication. These name

changes indicate radically new conceptualizations of the meaning and role of human communication in a democratic culture.¹¹

Allen and Willmington reported in Speech Communication in the Secondary School:

During the past decade, the field of speech communication has experienced great change and redefinition...In addition to challenges which would be absorbed under established labels, other challenges produced new clusters of speech communication concepts. In American colleges and universities new courses bear the unfamiliar labels of "Communication Theory" and "Interpersonal Communication."¹²

Therefore, on the basis of these and other new textbooks, and a changing emphasis in the field of speech education, the communication theory approach to teaching speech will be added to the four points stated by the Speech Communication Association; thus making a five point criteria.

Problem

This study provided an analysis of speech training on the graduate level at Bradley University, Eastern Illinois University, Western Illinois University, and the University of Illinois, Urbana. A survey was conducted to determine the percentage of Master's candidates in Illinois graduate departments, who were planning to remain in high school

¹¹Kathleen Galvin, Cassandra Book, Speech/Communication (Skokie, Illinois: National Textbook Corp., 1972), p. ix.

¹²R.R. Allen, S.C. Willmington, Speech Communication in the Secondary School (Boston: Allyn and Bacon Inc., 1971), p. 9.

teaching. These institutions were chosen because the largest percentage of each institution's graduates in 1971 were Master's graduates of speech-communication education and were intent, at least at that time, to continue high school teaching.

A survey was taken to find the number of undergraduate students graduated in speech in Illinois colleges and universities last year. The survey revealed that sixty-two percent of speech-communication graduates are in the field of education. The researcher does not mean to imply that graduate schools should offer courses geared only to the speech teacher. However, in consideration of the finding that sixty-two percent of speech-communication majors are in high school teaching, the writer suggests that the graduate departments should strive to develop a curriculum which focuses on the needs of the speech-communication teacher.

The thesis answers the question: Do existing graduate programs in the surveyed institutions in Illinois strive for the academic improvement of the secondary teacher of speech-communication? Indirectly, the study determined to what extent the various graduate programs met the problems of the high school speech-communications teacher. The survey revealed the attitudes of faculty members toward graduate speech-communication education courses needed and offered.

Limitations of the Study

The study was somewhat limited in that the opinions expressed in all surveys included, were not necessarily the opinions of every faculty member of each institution, but only the opinions of those surveyed. With respect to mis-evaluation, the author has attempted to report findings in a manner as unbiased as possible.

Organization of the Thesis

The remainder of the thesis is organized into three chapters. Chapter two will outline the procedures and methods used in finding and determining the results of the study. Chapter three will reveal the results of the study, and chapter four will offer conclusions and implication for further research.

CHAPTER II

METHODOLOGY AND PROCEDURE

As previously indicated, the survey method was employed in this study. The specific purposes were: 1) to examine the graduate curricula of Bradley University, Eastern Illinois University, University of Illinois, and Western Illinois University, and 2) to identify each institution's philosophy of speech-communication education. The thesis answers the question: Do existing graduate programs in these four institutions strive for the improvement¹³ of the secondary communication teacher?

The following points of criteria were chosen for several reasons: An extensive review of literature was conducted by the researcher to determine what professors, critics, and students of speech-communication advocate to be the needs of the high school speech-communication teacher. Correspondence was completed with several office holders in the Speech Communication Association and representatives in the field of communication in an attempt

¹³Improvement: As a result of each graduate program offering courses strictly concerned with the focus of training the teacher of speech-communication, the teacher enrolling in the courses will then gain increased knowledge of the field and its teaching methodology. Hopefully the teacher will then be able to increase the amount of learning in his classroom.

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to achieve the above purposes.¹⁴

The conclusions reached from the surveys indicated that 1) little had been done on the topic of speech communication graduate schools and programs, and 2) the needs of the secondary speech-communication teacher as expressed by the disciplines' own critics are more generalized than specific; 3) the needs advocated by the former are varied and there was much disagreement. Or, as cited previously, the majority of those publishing articles, viewed speech-communication and the teacher in general terms.

Thus, the five points of criteria were formulated based on a review of the literature:

Do existing graduate programs in Illinois offer courses for the training of teachers of speech-communication in:

- a. Teaching classes in speech fundamentals, discussion and debate, public speaking, oral reading, dramatic literature, dramatic production and/or speech before microphone or camera.
- b. Directing and/or coordinating co-curricular or extra-curricular activities in debate, discussion, speech contests and festivals, theatre, and radio and television production.
- c. Preparing courses of study, making text-book selections, procuring audio-visual and other teaching materials, and planning extra-curricular programs.
- d. Planning and preparing or assisting others in the preparing of programs for assemblies, community ceremonies, and special occasions.

¹⁴These names are listed on page 4 of the thesis.

Serving as consultant in matters of speech to the entire faculty and to the community.¹⁵

- e. Communication theory approach to teaching speech: intrapersonal and interpersonal communication.

In order to achieve the purpose of this study the following steps were completed: First, an attempt was made to ascertain the number of Illinois students graduating with an undergraduate degree in Speech-Communication in 1971, and to discover how many of those students were certified to teach in the Illinois Public Schools. The survey was accomplished in the following manner: Brief letters of explanation of the study were sent to all colleges and universities offering a degree in speech-communication. Each institution was asked to mark an enclosed self-addressed postcard as to their number of speech-communication graduates intending to remain in the secondary teaching of the discipline. Secondly, letters were sent inquiring as to the number of people certified to teach speech-communication in the state of Illinois. Thirdly, a criteria was established to evaluate the needs of the speech-communication teacher as indicated on the previous pages. This was done by examining literature in the speech journals and other resources having articles relating to the topic.

Fourth, correspondence was completed with the twelve

¹⁵Evelyn Konigsberg, Rupert L. Cortright, Oliver W. Nelson, Karl Robinson, "Principles and Standards for the Certification of Teachers of Speech in Secondary Schools," The Speech Teacher, XII (November, 1963), 336-337.

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Illinois speech-communication graduate schools to discover the number of Master's students graduating in 1971 and the number of those students planning to remain in the high school teaching of speech. The four schools with the greatest percentage of their 1971 Master's graduates remaining in secondary education, were selected to be the focus of this study: Bradley University, Eastern Illinois University, University of Illinois, and Western Illinois University.

At different intervals letters of correspondence and other contacts were made with several officials of the Speech Communication Association and various office holders. It was hoped that through this correspondence, needed information concerning the thesis would be discovered by the researcher.¹⁶

Fifth, a questionnaire based on the five point criteria, was sent to five randomly¹⁷ selected graduate faculty members of each institution to discuss the aspects, courses and programs, they felt important to the speech-communication education programs on the graduate level at their institution. The questionnaire was coded by the use of different return addresses, which enabled the writer to recognize which institution the faculty member returning the questionnaire

¹⁶These names are listed on page 4 of the thesis.

¹⁷The total number and names of each university's graduate faculty members were collected by the author. From each of the four schools, five names were drawn arbitrarily. Thus, the faculty members were chosen for the study in this manner.

represented.¹⁸

Sixth, a review of the graduate catalogues of the four institutions under study was conducted. This survey enabled the researcher to determine what graduate courses each university offered and their explanation of the material covered in the particular course.

Generally, the questions covered in the interview sessions were those asked in the questionnaire. However, the few additional questions asked by the researcher were very vital. Those special questions were especially noted in the summarization of the interview sessions; the results reported in chapter three of the thesis. Because of the inability of the author to contact a sufficient number of professors for interviewing purposes at Bradley University, no conclusions from said interview will be offered in this study, regarding Bradley.

The added questions were as follows:

- 1) Was the main purpose of each institutions' graduate department to better train high school teachers to teach speech?
- 2) What was the philosophy of each institutions' graduate department?
- 3) Did the individual professors agree with the current philosophy of their institution?
- 4) What course offering would be the most beneficial to the high school speech-communication teacher and why?
- 5) What type of program did each professor foresee in terms of speech education at their university?

¹⁸The questionnaire is in the appendix of the thesis.

Or, what were immediate plans for the future of speech education at each university?

There was some problem in locating all of the faculty members as mentioned previously for the purpose of interviewing. This lack of availability was due in part to scheduling conflicts and 1972 summer teaching responsibilities of the faculty. The total number of those interviewed was 1-Bradley University, 4-Eastern Illinois University, 3-University of Illinois, 5-Western Illinois University.

Thus, the catalogue survey allowed the researcher to determine to a certain extent what courses were offered at the different institutions; the questionnaire allowed the researcher to discover what professors felt should be offered and their personal opinion of what the speech-communication philosophy was at their university; and the interview allowed the author to explain questions or to rid misunderstanding perhaps held by the researcher and faculty members. Finally, the findings were analyzed and recommendations were offered as to improvements for the course offerings given on the graduate level of these teacher training institutions in Illinois. The conclusions of the above surveys, questionnaire, and interviews are reported in the following chapter.

CHAPTER III

RESULTS OF SURVEYS

Results of Bradley University Questionnaire and Catalogue Surveys

As mentioned previously, the number of Bradley University professors interviewed was not sufficient enough to report findings. However, the results of the catalogue and questionnaire surveys are reported here.

Bradley University professors chosen for the study generally agreed that graduate courses in public speaking, procuring of materials, aids, etc., community relations, drama, speech fundamentals, debate, oral interpretation, and directing and coordinating extra curricular activities should be offered on the graduate level at Bradley University. As a result of the survey of the Bradley University catalogue survey, the researcher concluded that with the exception of community relations, the content areas were offered at Bradley. The areas were not all offered as separate course offerings, but were covered in several of the graduate courses offered at Bradley University.

There was some agreement that graduate courses in how to teach discussion, community speaking situations, speech consultation, and intrapersonal-interpersonal communication should be attainable at Bradley. Neutrality existed as to whether courses dealing with preparation of courses, procuring texts, discussion training, speech in front of microphone and camera, community affairs, debate, and interpersonal communication should be taught. Only one professor felt that the following courses should not be offered on the graduate level: discussion, speech in front of microphone and camera, community speaking situations, consultant to faculty, and interpersonal communication. Thus, as can be noted, the latter courses encountered much disagreement.

In order to determine the philosophy of the Speech-Communication Department at Bradley University, the researcher could only rely on the above surveys. Apparently, the traditional subject matter was receiving attention. There was also an indication that the new approach of intrapersonal-interpersonal communication should be taught. However, this was not a unanimous suggestion on the part of all faculty members.

In summary, the general philosophy of the department seemed to be one that stressed secondary teacher preparation in speech-communication fundamentals, drama and oral interpretation. In addition, the overall philosophy was to increase knowledge in the areas offered in the more traditional and historical areas of the field of speech-communication.

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Results of Eastern Illinois University
Questionnaire and Catalogue Surveys

The questionnaire results of Eastern Illinois University were closely allied in several categories. One professor expressed difficulty in answering the questionnaire, and as previously indicated, answered most questions in neutral terms. In general, most indicated course offerings in speech fundamentals, directing and coordinating extra-curricular activities, public speaking, should be offered. In courses concerned with preparing teachers to suggest new courses, select texts, visual aids, etc., discussion, debate, consultant training, speaking in front of microphone and camera, neutrality existed. There was disagreement as to whether a course offering in training students to plan and prepare or assist others in community speaking affairs should be offered. Little agreement was attained in reference to courses in oral interpretation, interpersonal, intrapersonal communication theory and drama.

A review of the Eastern Illinois University graduate catalogue showed that in the areas of speech fundamentals, public speaking, selection of teaching aids, drama, oral interpretation, and interpersonal communication theory to teaching speech, there was very little if any consideration given to these aspects of the field. Discussion and debate training and ideas for activities were covered in a directing forensics course. In addition, training techniques may be gained in an advanced argumentation course. These courses

were marked generally as courses that should be offered on the graduate level or were those that received no negative responses.

In general the philosophy of Eastern Illinois University focused to some extent on research in the field and mainly on Rhetoric and Public Address. Thus, the purpose of the program was more specifically geared to furthering knowledge in the more historical and traditional areas of the field of speech-communication.

Results of Eastern Illinois University

Interview

The researcher interviewed four of the professors at Eastern Illinois University. Eastern Illinois, not unlike the other universities also appreciated the need for teacher training. However, it was a general consensus that the focus of Eastern's graduate program was not for the preparing of secondary teachers to better perform in the classroom. One professor insisted however, that in essence, every course works to improve the ability of a teacher to teach. It was his opinion that regardless of the specific purpose of a course, many general characteristics of high quality teaching can be gained in every course; either from the materials covered or from fellow students in the class.

The general opinion of the professors was that the focus of the Eastern graduate program was on rhetoric and public address at that present time. It was the stated opinion of some that they did not fully agree with the present focus and

felt that more teacher training courses should be offered as well as speech theory and communication oriented courses in persuasion, interpersonal and intrapersonal communication theory, and group theory. Another commented that the undergraduate program at Eastern focused on preparing teachers and perhaps that attitude should be carried over at least to a certain extent to the graduate level. It was also suggested that offering speech education graduate courses in all areas concerned in the thesis questionnaire was not the purpose of the graduate school. The focus was to further knowledge in the advanced aspects of the field; those that are not dealt with to a great extent on the undergraduate level. It was their duty also, to keep abreast with the new ideas and to employ courses when necessary and applicable. If these needs appeared in speech education they should be treated justly. The offering of seminars, programs and special workshops would be practical if proven to be desirable.

In reference to whether the subject areas concerned with this study merited separate graduate courses, there was some mixed reaction. Most explained that an advanced course in the basic fundamentals of speech would be profitable and also in the area of drama and oral interpretation. But even at the latter point, there was some strong disagreement. Most indicated that course offerings in all areas would be somewhat encouraged on their part, but probably not practical. Some courses did not have enough substance to merit undergraduate courses in themselves, let alone a separate graduate

course. The implication here was that some teaching techniques can only be learned when a teacher gains experience from actually teaching and living in a certain community.

There was also a reminder that a student may enroll in an independent study course for a maximum of four quarter hours. The student with the proper faculty advisement would be allowed to construct a speech education oriented study.

In reference to the course offering most beneficial to the secondary teacher of speech-communication, Eastern professors indicated that the course would be one including aspects of interpersonal, intrapersonal communication theory, group theory, speech fundamentals, oral interpretation, drama, forensics, and persuasion. The course offering at Eastern which should be taken by secondary teachers on the graduate level was the directing forensics course.

Even though the apparent focus at Eastern was Rhetoric and Public Address, the researcher noted an underlying movement of change. This change in focus suggests aspects not only to improve the high school speech-communication teacher, but to change their emphasis to cope with the changing needs of their graduates. Some of this focus change would seemingly employ courses in communication theory and group oriented activities.

Results of University of Illinois Questionnaire and Catalogue Survey

The results of the questionnaire from the University of Illinois were somewhat diversified. There was major

agreement that a graduate course in community speaking training should not be offered. The questionnaire indicated that courses in speech fundamentals, public speaking training, procuring aids, preparing courses, discussion, debate, and the interpersonal communication theory approach to teaching should be offered at the University of Illinois. Some neutrality was evident in course offerings of speech fundamentals, directing and coordinating forensics, speaking in front of microphone and camera, training of how to be a consultant to faculty members, and oral interpretation. There were also negative responses as to whether courses in directing and coordinating extra-curricular activities, procuring texts, course selections, debate, oral interpretation and drama, warranted graduate study. It was revealed that some professors felt that courses in directing and coordinating extra-curricular activities, discussion, speaking in front of microphone and camera, consultant to faculty, interpersonal communication and drama should definitely not be offered on the graduate level as separate courses.

A review of the University of Illinois graduate catalogue revealed that in those areas of the questionnaire noted by the University's professors as material warranting graduate courses, they do offer such courses. Again, the areas are perhaps not individual offerings, but are included in various courses.

The philosophy of the graduate program at the University of Illinois was one of almost total agreement: 1) an indication that the interpersonal communication theory approach to

teaching speech-communication was being instituted and 2) to afford opportunities for student's to gain information and knowledge in contemporary theories and techniques as they appear. Generally, the philosophy of the departments was to offer advanced theory in speech-communication courses to prepare students who desire the doctorate degree.

Regarding a course that would be the most beneficial to the secondary teacher of speech-communication, most at the University of Illinois felt that the answer lay in the personal need of the student. Or, what one student might desire would not necessarily be the need of another. However, generally it was their suggestion that such a course should encompass directing forensics, the basic concepts of speech-making and communicating. The course should also cover practical aspects of teaching in the high school classroom.

Results of University of Illinois

Interview

Three professors were interviewed at the University of Illinois. Once again, the teacher training program at the University of Illinois was important to those interviewed, but perhaps not to the extent that the emphasis of the University's program was focused on teacher training.

Those interviewed were inclined to believe that courses should be offered in teacher training, but suggested it would be unrealistic to offer courses teaching teachers to better teach in all areas concerned in the questionnaire. The core

courses are taught at least once on the undergraduate level and the faculty stated there was not enough substance in many of them to warrant a graduate class in the same area. However, one professor indicated the University had just recently instituted a new teacher training program; but if the occupational opportunities were to remain at the present rate, the endeavor would possibly be dropped.

There was also indication that the interpersonal-intrapersonal communication approach to teaching speech-communication was a focal point at the University of Illinois. By using the above approach to teaching, the students in the professors' mind would likely become "better" teachers by the mere fact they were involved in such an oriented course, even though the courses themselves may not be directed to the goal of improving teachers. Another indicated the overall philosophy of the department: the university intended to incorporate the intrapersonal-interpersonal communication theory approach and to hopefully stay abreast of the contemporary ideas, as well as teaching rhetoric and public address.

Thus, the professors at the University of Illinois shared the same impressions regarding the philosophy of their graduate department. Mainly, they indicated their purpose on the graduate level was to offer advanced theory in speech-communication courses to prepare students desiring the Ph.D.

There was open agreement that the main focus of the graduate department was not the further training of the secondary teacher, because the occupational market for teachers

at that time was limited. However, they indicated that many of their courses were created so that ideas may be taken and utilized in the high school classroom. Also, it was their contention that in the long run speech-communication in the realm of public education courses will not be slighted at the University of Illinois.

The offering of seminars and special workshops in speech education areas was also their desire, if the interest was illustrated. The researcher found the University of Illinois to be more interested in the latter idea, than in creating new courses as the question implied.

Results of Western Illinois University Catalogue and Questionnaire Surveys

Western Illinois University results were also somewhat diversified. There was however, total agreement that a course in training for community speaking situations should not be offered. In the areas of course training in speech fundamentals, interpersonal-intrapersonal communication, little agreement was achieved with the answers varying greatly. Courses indicated by Western Illinois as those necessary were: public speaking, preparation of courses, procuring texts, etc., discussion, debate, and oral interpretation. Most remained neutral in reference to course offerings in the training of speech in front of microphone and camera, consultant to faculty, and in drama. In regard to a graduate course in oral interpretation, the professors indicated a positive answer.

It was determined from a review of the Western Illinois catalogue that in the areas of speech fundamentals, public speaking, directing forensics, discussion, debate, oral interpretation and interpersonal communication, courses were attainable. As has been suggested from the questionnaire, there was slight disagreement over the importance of some of these courses being offered on the graduate level.

The philosophy of the Western Illinois University graduate department was somewhat varied. It was suggested that the philosophy of the department centered around courses of interpersonal-intrapersonal communication theory, mass communications, preparation of students for Ph.D work, or the allowing of students to select their own focal point. Also they wished to prepare students for jobs other than teaching. However, in the researcher's mind, many of the courses offered at Western also reflect the courses which may assist in the training of the secondary teacher of speech-communication, even though the professors in the interviews did not openly relate this attitude.

Results of Western Illinois University

Interview

Four Western Illinois University professors were interviewed. From the interview sessions, three of the professors definitely felt that there was not enough substance to merit a graduate course offering in each subject area covered in the questionnaire. One instructor however,

implied that there definitely should be course offerings in all areas. The former indicated that all of the aspects of the questionnaire were offered on the undergraduate level and students have had an opportunity to gain the required knowledge of the areas. The latter however, suggested that the theory of a subject division was given at the undergraduate level and therefore, means of application of that subject matter should be taught at the graduate level.

However, Western Illinois University also sensed the need of training the high school speech-communication teacher. It was suggested, rather than offering courses of teacher training on the graduate level, as additional year at the undergraduate level would be much more beneficial. At this point, all students have had the basic training and fundamentals necessary to instruct courses on the secondary level. A fifth year, then could possibly be spent in "methods type" courses. Students might be subjected to "in class" training and be offered the latest techniques in teaching their chosen field.

However, even though the aforementioned basic differences existed, some opinion prevailed in regard to offering classes in the realm of teacher training. As a whole, the professors expressed the opinion they would be willing to offer seminars, programs, special workshops etc., if they were assured there was such a need, rather than merely adding courses that may not be in demand or needed. Apparently the opinion of the

professors was that such a need did not exist at that present time. Some suggested that one or possibly two courses could be added to their curriculum to include more of the areas covered in the questionnaire. Such additions would only be done if substantial demand for such courses was demonstrated.

The professors also indicated the emphasis of their department: At this point there was once again some disagreement. The following answers were received: Our emphasis is:

- 1) Interpersonal communication theory and mass communications.
- 2) Preparing students for Ph.D work and jobs for industry.
- 3) Basically, the students may pick their own focus. We offer certain courses and they are able then, to pick their own area of concentration.
- 4) Preparing students for public relation jobs, business industry; fields other than teaching. The undergraduate program prepares teachers.

An additional comment was that the department was going to individualized units. A student might specialize in any area he chooses.

The professors suggested that a suitable methods course geared to "teaching teachers to teach" would include training in directing forensics and interpersonal-intrapersonal communication theory. It was also suggested that the course should employ methods in group theory, group activity and oral interpretation.

CHAPTER IV

CONCLUSIONS

As indicated earlier, the following conclusions include only Eastern Illinois University, University of Illinois, and Western Illinois University. This again, is due to the fact that an insufficient number of professors was interviewed at Bradley University.

This study is only a beginning. To the researcher, many more studies on graduate departments are needed. Perhaps in depth studies of each institution would prove to be beneficial to students who are attempting to select a graduate school. Some of the professors of this particular study expressed disagreement as to which courses should be offered, and what the philosophy of their own departments should be. Others admitted they did not feel that the purpose of the graduate school was to offer additional courses in the training of high school speech-communication teachers. Still others, implied that perhaps the teacher was being neglected and more emphasis should be placed on secondary teacher training. A study in developing some of the above ideas would definitely prove vital. Perhaps the institutions and others not under consideration in this study

should be encouraged to take a look at their own progress of programs, decide on their purpose or philosophy and become acquainted if necessary, with the future of the teacher of the communication discipline.

To the researcher, the question arises: where does the high school teacher of speech-communication receive courses which will benefit him as a teacher? Apparently, based on the research, a secondary speech-communication teacher would be afforded teacher training opportunities at each of the universities under study. However, the individual universities did not profess to be stressing secondary teacher training, with the exception of special programs, workshops, etc., that were offered from time to time. Therefore, the teacher returning to the graduate schools of Eastern Illinois University, Western Illinois University, and the University of Illinois, with the expectation of gaining courses concerned with teacher improvement, may find himself facing a dilemma. He will find that there are no specific teacher training programs available on the graduate levels of the four universities under study. He perhaps is told that he can take a maximum of two independent study courses in his field of interest and also be informed that a particular university has one and possibly three courses which will prove helpful to him as a teacher. Therefore, the student may be forced to enroll in courses which do not interest him, may not be helpful to him, and may not further his personal professional growth in his area of concern. The student's advanced

degree in many cases might consist of a group of courses unrelated to the student's desires or perhaps it is a degree with no direct focus whatsoever. Basically, as suggested previously, the student will gain knowledge of teacher improvement and advanced training at each of the institutions concerned in this study, but neither Eastern Illinois University, Western Illinois University, nor the University of Illinois offers a specific program for the teacher of speech-communication. Much of their reasoning for this is that this information should be gained from the four years of undergraduate training.

Perhaps part of the situation lies at the undergraduate level. Many teachers discover after one or more years of teaching, their areas of weakness. Perhaps they even regret that they did not enroll in certain courses or did not take advantage of specific offerings on the undergraduate level. They return to graduate school, hoping to gain some of what they lack. Specific areas such as persuasion, discussion, debate, and other areas considered in the questionnaire are offered at the undergraduate level. But usually only one course in those areas are required and perhaps available. It is difficult for a student to grasp all the information after having only been subjected to it for a quarter or semester. Also, several of the courses were possibly taken early in the undergraduate career. Many students were not experienced enough to realize what techniques and ideas were to be vital to them as instructors. Thus, upon returning to

graduate school, teachers realize this need and then discover that, once again, their desire will not be fulfilled in the manner they were seeking. Perhaps if the undergraduate program served the student in more speech education courses, the graduate school might not have such a burden. It is not the purpose of this study to critique the undergraduate departments. Much of the latter ideas were expressed by the professors. Thus, the researcher felt the comments necessary. It is not the suggestion of this researcher that graduate schools stress only the further training of secondary teachers. However, since the undergraduate level does not or cannot in most cases completely prepare the teacher, the graduate department should structure refresher courses and "new technique courses" which reflect the need of the teacher returning to school. In essence, in the mind of this researcher, the programs are not meeting this need of the secondary teacher of speech-communication.

The Speech Communication Association has set certain standards for teachers (those aspects of the questionnaire) which they suggest are vital if a teacher is to be well prepared in his profession. New techniques and training activities are constantly being instituted and proclaimed. The major of speech-communication in many cases will be in the teaching profession at some time, as indicated by a previous survey sighted in this study. If the teacher is to gain new ideas and remain abreast of contemporary viewpoints, he must have an outlet to an educational surrounding

which will allow him to receive the advanced training he desires and needs. If the graduate schools do not reflect this need, what avenue is left open to the secondary teacher of speech-communication?

This researcher recommends that Eastern Illinois University, University of Illinois and Western Illinois University should definitely state the philosophy of their graduate departments. Again, there was some agreement in regard to philosophy, but there was also major disagreement. At any rate, it should be stated so that a prospective student realizes the type of program he will be entering. The researcher also suggests that each institution review the statistics as to the number of their graduates teaching or intending to teach speech-communication on the high school level. A survey of this type may lead them to in some way re-evaluate their emphasis and philosophy. Perhaps they have failed to realize that there is a need for teacher training on the graduate level. The undergraduate level, as some professors maintain, is not enough preparation, in the researcher's mind to fully prepare the teacher. Or, the prospective teacher needs not only theory courses in all areas of the questionnaire, but at least more than one methods course in teaching methods which covers the various areas.

The graduate departments naturally should not exclude the historical and more traditional areas of the discipline from their programs. But, at a time when "meeting the need" is perhaps more important than ever before, it is vital that

the departments re-evaluate their position. It is possible that teacher training belongs at a higher priority than it is being placed. The future of the speech-communication discipline very likely lies in the hands of those who teach it. The popularity of the field's courses and the total enrollments in such courses will depend on the ability of teachers to utilize new and challenging techniques in the classroom. The most accessible outlet for the student to gain experience and new methods is the graduate school. The departments must begin to meet this need.

APPENDIX

SAMPLE QUESTIONNAIRE

1. A graduate program in speech should prepare prospective teachers to teach a course in speech fundamentals.
strongly disagree disagree neutral agree strongly agree
2. It is necessary that a graduate course in the method of directing and/or coordinating co-curricular or extra-curricular activities in debate, discussion, speech contests and festivals, theatre and radio and television production be offered.
strongly disagree disagree neutral agree strongly agree
3. A graduate program in speech should prepare prospective teachers to teach a course in public speaking.
strongly disagree disagree neutral agree strongly agree
4. A graduate course offering in the preparation of courses for high school courses, textbook selections, procuring materials for visual aids, planning extra curricular events is necessary.
strongly disagree disagree neutral agree strongly agree
5. A graduate program in speech should prepare those individuals planning to enter the secondary teaching field, to teach a course in discussion.
strongly disagree disagree neutral agree strongly agree
6. A graduate program in speech should also prepare those individuals planning to enter the secondary teaching field, to teach a course in speaking before a microphone or camera.
strongly disagree disagree neutral agree strongly agree

7. Course offerings in the planning and preparing or assisting others in the preparation of programs for assemblies, community ceremonies and special occasions is necessary on the graduate level.

strongly disagree disagree neutral agree strongly agree

8. A graduate program in speech should prepare those individuals planning to enter the secondary teaching field, to teach a course in debate.

strongly disagree disagree neutral agree strongly agree

9. A course offering on the graduate level in guiding the speech teacher to be a general consultant in matters of speech to the entire faculty and to the community is necessary.

strongly disagree disagree neutral agree strongly agree

10. A graduate program in speech should prepare those individuals planning to enter the secondary teaching field, to teach a course in oral interpretation.

strongly disagree disagree neutral agree strongly agree

11. A speech education course in intra and interpersonal communication is necessary on the graduate level.

strongly disagree disagree neutral agree strongly agree

- 12.. A graduate program in speech should prepare those individuals planning to enter the secondary teaching field, to teach a course in drama.

strongly disagree disagree neutral agree strongly agree

13. What do you feel is the type of course most essential for the preparation of the high school speech teacher?

Questionnaire Results

Table I

Bradley University:

Question	Mean	Sample
1.	5.00	3
2.	5.00	3
3.	5.00	2
4.	4.33	3
5.	3.33	3
6.	4.00	3
7.	3.33	3
8.	4.33	3
9.	3.33	3
10.	4.33	3
11.	3.33	3
12.	4.67	3

Table II

Eastern Illinois University:

Question	Mean	Sample
1.	4.23	4
2.	3.78	4
3.	3.00	3
4.	3.67	4
5.	3.50	2
6.	3.00	3
7.	2.78	4
8.	3.00	3
9.	2.78	4
10.	3.33	3
11.	3.67	3
12.	3.67	3

Table III

University of Illinois:

Question	Mean	Sample
1.	4.00	3
2.	2.00	3
3.	4.67	3
4.	3.67	3
5.	3.33	3
6.	2.00	3
7.	2.00	3
8.	3.67	3
9.	1.67	3
10.	2.67	3
11.	3.33	3
12.	1.67	3

Table IV

Western Illinois University:

Question	Mean	Sample
1.	3.50	4
2.	4.25	4
3.	3.75	4
4.	4.00	4
5.	4.25	4
6.	2.75	4
7.	2.00	4
8.	4.00	4
9.	4.75	4
10.	3.50	4
11.	3.50	4
12.	3.25	4

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