

AN EVALUATION OF MINISTERIAL SPEECH TRAINING IN MEETING
THE SPEECH NEEDS OF MINISTERS IN
THE FORT WORTH - DALLAS AREA

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THE FORT WORTH - DALLAS AREA**

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CHAPTER I

INTRODUCTION

Nature of the Problem

As a minister performs his duties, the effects produced by his speech are felt in all walks of life. The clergyman preaches, counsels, marries, buries, dedicates the new-born, encourages citizens, advises youth, speaks for special occasions, presides at meetings, reads and interprets manuscripts, prepares and delivers radio and television addresses, and serves the people according to their requests. The preacher finds that:

Invitations are numerous to speak before groups of men and women, to appear at the school and the college, to join the lodge or club, to be a trustee of a library or hospital, or a member of some civic committee. Some men in the ministry have held high political office. Where the minister cannot go personally, his words must speak for him as they appear in books, magazines, and papers. ¹

A large part of the minister's time is spent in the preparation and delivery of some type of speech or sermon. ²

¹ Robert Elwood Keighton, The Man Who Would Presch (New York, 1956), p. 23.

² John Edward Lantz, Speaking In The Church (New York, 1954), p. vii.

The primary duty of a minister is to speak of a "living God to living men, and speaking urgently, speak directly."³ It is through his speaking that a minister expresses or communicates his thoughts or feelings by spoken words, vocal sounds, and gestures, and completes his primary duty of preaching the sermon.

Ministerial students need to be sufficiently prepared in speech training to meet the demands that will be made of them in the ministry, whether that demand is delivering a sermon, speaking for a civic group, or presiding at a church business meeting. It seems that changes suggested by active ministers for ministerial speech training, and designed to emphasize material that meets the current speech needs of ministers, can assist in assuring the adequate speech preparation of ministerial students. It is written concerning the speech education of ministers that

It is a great pity that the speech training has been the Cinderella of the curriculum both in schools and colleges. It is assumed - dangerous assumption! - that though we study theology hard, and work for hours preparing our sermons, the delivery of the sermon will look after itself. Since it pleased God by the foolishness of preaching to save them that believe!, then surely it is our duty to prepare ourselves to that end. Our preparation lacks much that is important if it does not include the very means by which the message is to be made known.⁴

³Roy Pearson, The Ministry of Preaching (New York, 1959), p. 84.

⁴P.E. Sangster, Speech In The Pulpit (New York, 1958), p. 1.

After the ministerial student's "final sermon in the chapel of the theological seminary his manner of speaking becomes his own problem." ⁵ It is usually after a few years in the actual work of the ministry that he places new value upon his speech training. ⁶ Then he realizes that for the man called of God "to transmit to others the message of salvation, nothing short of perfection in his speech is adequate." ⁷ The preacher becomes aware that:

The spoken sermon is the index to the man who delivers it. What a man has to give by way of intellect, training, human understanding, moral integrity, and spiritual awareness is centered in the pulpit at the creative moment of delivery. From within its own dynamics, the spoken sermon becomes a crucial concern for the minister and the church. To these urgent reasons for paying heed to how we speak, the world itself now adds another: the challenge of the mass communication media. In this voice-conscious age radio and television have made us that way. It seems inevitable that undisciplined ministerial voices will ultimately grate on peoples' ears. The ministers of the new generation will simply have to live up to a higher standard. ⁸

The minister must recognize the role that may be played by the pulpit. The English displayed there will impress the masses who infrequently read and those who

⁵William C. Craig, M.A., and Ralph R. Sokolowsky, M.D., The Preacher's Voice (Ohio, 1945), p. 10.

⁶Ibid., p. 12.

⁷Charles R. Brown, The Making of a Minister (New York, 1927), p. 7.

⁸Dwight E. Stevenson and Charles F. Diehl, Reaching People From the Pulpit: A Guide to Effective Sermon Delivery (New York, 1958), pp. 1 and 2.

possess a limited number of books. Therefore, the spoken sermon "is, or may be, a most powerful instrument, because it speaks from the heart of the preacher to the heart of his hearers." ⁹ The clergyman is compelled to observe that "Because of what he is, he gets a hearing for what he says, and what he says carries the added weight of what he has become." ¹⁰ According to his speech, the minister may be classified in the minds of his audiences as one of three kinds of preachers: "the preacher that you can't listen to; the preacher that you can listen to; or the preacher that you can't help listening to." ¹¹ His sermon may be carefully planned and quite admirable, "but if there are serious deficiencies in delivery, its effectiveness may be wholly lost." ¹² From these facts comes the basic problem of this study, which is to ascertain the sufficiencies, opportunities, and inadequacies of Protestant ministerial speech preparation and offer any recommendations, if necessary, for its improvement.

⁹Clement F. Rogers, M.A., The Parson Preaching (London, 1947), p. 85.

¹⁰Pearson, op. cit., p. 95.

¹¹David Alexander MacLennan, Pastoral Preaching (Philadelphia, 1955), p. 133.

¹²Arthur H. Smith, D.D., Preachers and Preaching (Philadelphia, 1925), p. 97.

Purposes of This Study

This study attempts to determine whether available ministerial speech training meets the current speech needs of active Protestant ministers by asking:

1. In the opinions of ministers, how comprehensive was their speech training?
2. In active ministers' opinions, what are the current speech needs of ministers?
3. According to the information obtained from school catalogs and the speech departments of the schools from which the ministers graduated, what speech training is available at these institutions?
4. According to a comparison of the speech needs (given by ministers) with the available speech training (indicated by the schools):
 - A. Does the available speech training meet the current speech needs?
 - B. If not, what recommendations are needed?

The purpose of the recommendations, if there are any, will be to help any Protestant school assure its ministerial students adequate speech preparation.

Methods of Procedure

To accomplish the foregoing purposes, the following methods of procedure were followed in this study:

1. A review of articles about the speech training of ministers was completed.
2. A questionnaire completed by active ministers (who had speech training) from the Fort Worth - Dallas area, indicated (1) the amount of speech training each minister received, (2) material studied, and (3) current speech needs of ministers.

The ministers were chosen in consultation with the office of the director of each denomination in the areas. The number of ministers representing each denomination was determined in proportion to the ministerial enrollment, in this area, of each denomination. Approximately ten per cent of the ministers from each Protestant denomination were chosen according to the principle of random sampling and alphabetical order. Of the four hundred questionnaires sent to ministers of the Fort Worth - Dallas area, one hundred and fourteen questionnaires were returned. Appendix A contains (1) a list

of the denominations and ministers included and (2) a copy of the questionnaire.

3. An examination of the catalogs from schools where the ministers received speech training revealed the offered and required speech courses. Questionnaires completed by the Speech Department Chairmen of the same schools indicated the material covered and not covered in these courses, the speech activities of ministerial students, and any required speech-related studies. Appendix B contains (1) a list of the schools included and (2) a copy of the questionnaire.

Chapter II contains the evaluation and analysis of the questionnaire responses.

Chapter III contains recommendations for improving ministerial speech training, the summary, and conclusions.

Limitations and Terminology

This study was continued with the following limitations and terminology:

1. Only Protestant schools, denominations, and ministers are included.
2. The choice of ministers is limited to those of the Fort Worth - Dallas area who are active ministers. Whether a minister had speech training and the date of his training

are of minor importance because this study concerns the examination of speech training that is now available at the schools where the ministers received their training, if any.

3. The terms "college, seminary, and Bible school" are used synonymously to indicate institutions whose speech training helped prepare those who are now clergymen for the ministry. Appendix B contains a list of the schools.
4. The number of Protestant denominations included is limited to those which serve a substantial segment of the population in the Fort Worth - Dallas areas.
5. The evaluation of ministerial speech training and the recommendations for its improvement were determined by opinions of the ministers, the school catalog information, and the questionnaire responses.

Previous Research

Speech Monographs, the official publication of the Speech Association of America, lists the graduate studies completed in the field of speech since 1934. It reveals several studies about college and seminary course offerings for ministerial students, but none are directly

concerned with the purposes of this study.

A student at Baylor University wrote a Master's thesis entitled "An Evaluation of the Contributions of College Speech Programs to the Education of the Ministers."¹³ This survey was intended to determine (1) which courses the authorities considered valuable to a minister's work, (2) which college speech courses are valuable in the training of an undergraduate ministerial student as indicated by the opinions of chairmen of college speech departments and the chairmen of seminary homiletic departments, (3) a minimum speech program for undergraduate ministerial students, (4) a desired speech program for undergraduate ministerial students, and (5) the value of the contributions of the college speech program to the ministers. The study being here attempted differs from the Baylor University study because it tries to determine (1) which speech courses the active ministers consider valuable to their work, as well as the opinions of Speech Department Chairmen, (2) the adequacy of ministerial speech training in meeting the current speech needs of ministers, and (3) what recommendations, if any, are needed to assure more adequate speech training - instead of offering a minimum and a desired speech program for ministerial students.

¹³Billy Ray Berry, "An Evaluation of the Contributions of College Speech Programs to the Education of the Minister," unpublished master's thesis, Department of Speech, Baylor University, Waco, Texas, 1959.

A thesis entitled "A Survey and Analysis of Speech Training in Southern Baptist Colleges and Universities" is a survey of twenty-two four year colleges and eighteen junior colleges which were members of the Southern Baptist Convention.¹⁴ The survey found (1) which courses in speech were available at these schools and (2) what special speech courses were offered for the ministerial students. The present study differs from the aforementioned thesis because (1) it is not limited to Southern Baptist schools, but includes schools of all Protestant denominations attended by ministers of the Fort Worth - Dallas area, and (2) it concerns the required speech courses and available speech related activities of ministerial students, as well as the offered speech courses.

"Speech Training for Ministers in the Area of the Northern Baptist Convention" is a thesis written by Leonard D. Wilson at the University of South Dakota.¹⁵ A questionnaire was sent to a representative group of ministers to determine the needs of the ministers of the Northern Baptist Convention. A survey and analysis of the information from the catalogs of the colleges and seminaries

¹⁴Joe A. Gayle, "A Survey and Analysis of Speech Training in the Southern Baptist Colleges and Universities," unpublished master's thesis, Department of Speech, Baylor University, Waco, Texas, 1954.

¹⁵Leonard D. Wilson, "Speech Training for Ministers in the Area of the Northern Baptist Convention," unpublished master's thesis, Department of Speech, University of South Dakota, Vermillion, South Dakota, 1948.

related to the Northern Baptist Convention were made. Two deficiencies were found in the speech curricula of the institutions considered: (1) an insufficient number of courses in radio speaking were available, and (2) the total number of hours available in speech training were found to be inadequate in meeting the needs of the ministers. Although a similarity exists between Leonard D. Wilson's study and this one, the following differences are evident: (1) This study is not limited to the Northern Baptist Convention, but includes all Protestant denominations and schools concerned with the Fort Worth - Dallas area, as well as the needs of all the ministers in this area regardless of Protestant denomination, and (2) A questionnaire sent to the schools attended by these ministers (in addition to an examination of the school catalogs) was the basis of determining the adequacy of available speech training in meeting the speech needs of ministers.

A thesis entitled "An Analysis of Speech Education of Protestant Ministers in Four Selected Denominations in Twelve Southern States" was written at the University of Alabama.¹⁶ It is a survey of the college and seminary speech training in Baptist, Methodist, Presbyterian, and

¹⁶Cecil D. Etheredge, "An Analysis of Speech Education of Protestant Ministers in Four Selected Denominations in Twelve Southern States," unpublished master's thesis, Department of Speech, University of Alabama, University, Alabama, 1952.

Episcopal schools in an area comprising twelve Southern states. A questionnaire and catalog analysis of the selected institutions showed that the Baptist schools offered more specific speech training than the other denominations, with the Methodist, Presbyterian, and Episcopal institutions ranked in order as listed. Courses in drama were offered frequently. The Baptist institutions made more public speaking courses available than did the schools of the other three denominations. The present study is different because (1) it is not limited to four Protestant denominations, but includes all Protestant denominations in the Fort Worth - Dallas area which serve a substantial segment of the population, and (2) it concerns whether the speech training available now meets ministers' current needs.

Thus, the exact objectives of the study being here attempted have not been executed by previous research. Furthermore, the most recent related study was completed in 1959. Dates of the other theses are 1954, 1948, and 1952, respectively. Therefore, it seems likely that in very recent years changes may have occurred (in the speech needs of ministers and in ministerial speech training) which necessitate and justify the present study and increase its significance over earlier investigations. Also, the conclusions based upon this study, which concerns only the Fort Worth - Dallas area, could be equally true of any other area composed of like denominations and ministers.

Review of Articles in Professional Journals

The professional journals in the field of speech contain several articles concerning homiletics or sermon delivery and speech education, but none deal with the specific topic of this study.

An article in The Southern Speech Journal entitled "Preparing Men to Speak for God" is a foreword to Charles A. McGlon's study in educational research.¹⁷ It summarizes the reason for the study, its nature, sources, procedures, and terminology. The Speech Teacher contains an article by Charles A. McGlon concerning the completed study which was a survey designed to determine the contributions of Baptist speech education in eleven theological seminaries and divinity schools of the United States.¹⁸ Unlike the present study, it was limited to early speech education in Baptist seminaries and schools only.

The Quarterly Journal of Speech Education reveals an article written by E. L. Hunt, entitled "The Teaching of Public Speaking in Schools of Theology."¹⁹ The article,

¹⁷Charles A. McGlon, "Preparing Men to Speak for God," The Southern Speech Journal, XIX (May, 1954), 261-276.

¹⁸Charles A. McGlon, "Early Speech Education in Baptist Seminaries," The Speech Teacher, X (1961), 125-132.

¹⁹E. L. Hunt, "The Teaching of Public Speaking in Schools of Theology," Quarterly Journal of Speech Education, X (November, 1924), 369 ff.

which is directed toward homiletics rather than public speaking, shows the origin of speech training for the ministry, but does not involve the speech needs of ministers as does the study being here attempted.

"College Speech Training and the Ministry" written by John L. Casteel and recorded in the Quarterly Journal of Speech is an article built around four primary deficiencies noted by the author in the speech program of Union Theological Seminary.²⁰ The deficiencies listed are (1) voice production, (2) enunciation, (3) use and control of the body, and (4) the ability to read aloud. In contrast to the present study, this article concerns only one seminary, and does not include numerous schools of various Protestant denominations or the opinions of active ministers.

Summary

The tasks which confront a minister in his work are many, but his major responsibility is that of speaking. Preparing speeches or sermons and delivering them occupy a large part of the minister's time and effort. Adequate speech training is a most vital part of a clergyman's education. The aims of this study are to find the existing speech needs of ministers, the adequacies and inadequacies of college, seminary, and Bible school speech

²⁰John L. Casteel, "College Speech Training and the Ministry," Quarterly Journal of Speech, XXXI (February, 1945), 73 ff.

training in meeting these needs, and offer recommendations, if any are needed, for the improvement of ministerial speech training. The methods of procedure employed include a review of previous research related to this field; an evaluation of current speech training determined by questionnaire responses and school catalog information; an analysis of the information given by ministers who completed the questionnaires; and recommendations for improving ministerial speech training.

CHAPTER II

EVALUATION AND ANALYSIS

The following evaluations and analyses of ministerial speech education concern only Protestant ministers of the Fort Worth - Dallas area. Denominations or religious groups are considered in order according to the size of the portion of the population they serve, and the number of churches belonging to each group. The number of churches per group is the number listed in the city telephone directories of 1963-1964 as shown in Table III.

Observations concerning school speech courses and activities were obtained from questionnaire responses and catalog information. Appendix B contains a copy of the questionnaire sent to each of the schools listed, their response, and the number of ministers who attended each school.

The evaluations and analyses of the speech training of ministers, their speech needs, and their suggestions for improving ministerial speech training were obtained from the ministers' questionnaire responses. Appendix A contains a copy of the questionnaire which was sent to more than four hundred ministers in the Fort Worth - Dallas area.

Every effort has been made to impartially and accurately collect, evaluate, analyze, and report information about the

speech education of Fort Worth - Dallas Protestant ministers so that this study will be beneficial to any interested educational institution, minister, or layman.

Baptist

The Baptist denomination, with 516 churches, including the Southern and Fundamental Baptist, served the largest segment of the population in the Fort Worth - Dallas area. Of the 51 Baptist ministers and 29 schools attended by them, represented in this study, the following evaluation and analysis of speech education of Baptist ministers of the Fort Worth - Dallas area is made.

Offerings of Schools

Educational institutions attended by the Baptist ministers offered a variety of speech courses. The twenty nine schools offered an average of forty four semester hours of speech. Approximately six hours was the average speech requirement for ministerial students. These six hours usually concerned homiletics and emphasized sermon delivery, sermon preparation, and sermon organization instead of speech fundamentals or forms of public address. A few of the schools required ministerial students to take a basic course in the fundamentals of speech. Many of the schools did not require any speech training for ministerial students, but suggested that certain speech courses be taken.

The seminaries required more speech training than did colleges for ministerial students. The services of the college speech departments were available to ministerial students, although special speech programs for these students were not planned or required. Courses in drama, theatre, and acting were plentiful. Most of the schools required of all students an introductory psychology course which ministerial students could find beneficial.

The speech material most infrequently covered in the schools attended by the Baptist ministers was listed as: (1) explanation of ideas, (2) use of notes, (3) holding audience attention, (4) speech adaptation to the audience, (5) lectures, (6) convention speeches, (7) speeches for certain age groups, (8) speeches for social clubs, (9) guidance and counseling for ministers, and (10) public relations for ministers.

Speech related activities and organizations now available to ministerial students in the schools attended by the Baptist ministers are: (1) debate, (2) dramatics, (3) oratorical contests, (4) Bible reading, and (5) practice preaching. Seminaries were the schools which emphasized practice preaching and courses in which the students' sermons or speeches were analyzed or criticized. Many of the Liberal Arts schools attended made debate, dramatics, and oratorical contests available to ministerial students and encouraged their participation, but did not require it.

Observations of Ministers

Baptist ministers of the Fort Worth - Dallas area completed an average of twelve semester hours of speech training in preparation for the ministry. The majority of the ministers attended both a college and a seminary. Most of their speech training was obtained at a college, as Table II indicates. One minister attended only a seminary, and one attended only a college. Two of the Baptist ministers who responded had not taken any speech training.

The speech material studied was listed in this order of importance by the Baptist ministers: (1) sermon structure and preparation, (2) voice, diction, pronunciation, (3) bodily activity and speech delivery, (4) speech adaptation to the audience, (5) methods of persuasion, (6) oral interpretation, (7) argumentation and debate, (8) use of microphones as in radio, television, and films, (9) discussion, (10) parliamentary procedure, and (11) special occasion speeches.

Speaking experiences for which most Baptist ministers felt that their speech training had not adequately equipped them were: (1) special occasion speeches, especially after dinner speeches, luncheon speeches, commencement addresses, weddings, and funerals, (2) speeches for social clubs, (3) manuscript reading, (4) speaking situations requiring parliamentary procedure, (5) the use of microphones as in

radio, television, (6) using the principles of argumentation and debate, and (7) speech adaptation to audiences.

Baptist ministers made the following suggestions for improving ministerial speech training: (1) emphasize the development and illustration of ideas from Bible passages, (2) give more training in voice intonation, use, and culture, (3) provide more radio and television experience, (4) the number of class speeches followed by teacher-pupil evaluation and criticism should be increased, (5) emphasize speech organization and preparation, (6) more training in holding audience attention and speech adaptation to the audience is needed, (7) methods of persuasion should be studied, (8) use of correct grammar should be emphasized, and (9) more speech courses should be required for the ministerial students.

Methodist

The Methodists, with 157 churches, served the second largest segment of the population in the Fort Worth - Dallas area. Of the 16 Methodist ministers and the 5 schools they attended, represented in this study, the following evaluation of their speech training is offered.

Offerings of Schools

Schools attended by Methodist ministers of the Fort Worth - Dallas area offered numerous speech courses. An

average of forty semester hours of speech training was offered by the five schools attended. Approximately seven hours of speech was the average requirement for the ministerial students. The seven hours concerned primarily homiletics, manuscript reading, and practice preaching. Students were encouraged to take at least one course in the fundamentals of speech.

Speech material most infrequently covered was:

- (1) argumentation and debate,
- (2) lectures,
- (3) convention speeches,
- (4) speeches for certain age groups,
- (5) parliamentary procedure,
- (6) social club speeches,
- (7) guidance and counseling, and
- (8) public relations for ministers.

The required speech courses included the study of:

- (1) sermon organization, preparation, and delivery,
- (2) explanation of ideas,
- (3) gesture and bodily activity,
- (4) voice, pronunciation, and diction, and
- (5) classes wherein students' speeches and sermons were analyzed or criticized.

The speech activities available to ministerial students were dramatics and practice preaching. Psychology courses were offered, but not required of those preparing for the ministry. The services of the speech therapy departments were available to all of the ministerial students when needed.

Observations of Ministers

Methodist ministers of the Fort Worth - Dallas area completed an average of eighteen semester hours of speech training in preparation for the ministry. The majority of the ministers attended both a college and a seminary. Most of their speech training was obtained at a seminary as indicated in Table II. Two ministers attended a seminary only. None of the ministers who returned the questionnaires attended only a college or had not taken any speech training.

The speech material studied was listed in this order of importance by the Methodist ministers: (1) sermon preparation, (2) oral interpretation, (3) voice training, (4) methods of persuasion, (5) discussion, (6) parliamentary procedure, (7) use of microphones as in radio, television, and films, (8) bodily activity and speech delivery, (9) argumentation and debate, (10) special occasion speeches, and (11) speech adaptation to audiences.

Speaking experiences for which most Methodist ministers felt that their speech training had not adequately equipped them were speaking outside the church such as devotionals, speaking at businesses and factories, special occasions and installation services, and luncheon speeches.

Methodist ministers of the Fort Worth - Dallas area made the following suggestions for improving ministerial

speech training: (1) emphasize persuasion and the dynamics of public speaking, (2) special occasion speeches should be emphasized, (3) more voice training, (4) more speech training by those teachers who have been speakers, (5) encourage the proper use of language, (6) speech adaptation to the audiences, (7) require parliamentary procedure, and (8) provide more experience with radio and television and learning to adjust public address systems to the speaker's own voice.

Church of Christ

The Church of Christ groups, with 139 churches, served the third largest segment of the population in the Fort Worth - Dallas area. Of the 13 Church of Christ ministers and 5 schools attended by them represented in this study, the following observations are made.

Offerings of Schools

The five schools attended by Church of Christ ministers who responded seemed to require an average of six semester hours of speech training for ministerial students. The schools offered an average of fifty three semester hours of speech training.

Material taught in required speech courses included:

- (1) sermon organization, preparation, and delivery,
- (2) explanation of ideas, (3) use of gesture and bodily activity, (4) voice, pronunciation, and diction, (5) use

of notes, (6) argumentation and debate, (7) methods of persuasion, (8) holding audience attention, and (9) speech adaptation to the audience.

Areas of speech in which training was offered, but not required were: (1) use of microphones as in radio, television, films, (2) guidance and counseling for ministers, (3) public relations, (4) manuscript reading, (5) lectures, (6) convention speeches, (7) speeches for certain age groups, (8) parliamentary procedure, and (9) speeches for social clubs.

The school attended by most Church of Christ ministers who responded was Abilene Christian College whose questionnaire indicated that all areas of speech material listed were either required or offered. The other schools attended by the ministers did not cover these divisions of speech material: (1) use of notes, (2) persuasion, (3) argumentation and debate, (4) lectures, (5) convention speeches, (6) speeches for certain age groups, (7) parliamentary procedure, and (8) discussion.

Observations of Ministers

Church of Christ ministers of the Fort Worth - Dallas area completed an average of fourteen semester hours of speech training according to their responses. The majority of the ministers attended a church-related college only since the Church of Christ group does not have seminaries.

Two of the ministers, however, did attend a seminary. Two of the ministers had not taken any speech training.

The speech material studied was listed by the Church of Christ ministers as having the following importance:

- (1) sermon preparation,
- (2) speech adaptation to the audience,
- (3) methods of persuasion,
- (4) voice training,
- (5) discussion,
- (6) oral interpretation,
- (7) bodily activity and speech delivery,
- (8) parliamentary procedure,
- (9) special occasion speeches,
- (10) argumentation and debate, and
- (11) use of the microphone.

Speaking experiences for which most Church of Christ ministers indicated that their speech training had not adequately equipped them were: (1) special occasions such as after-dinner speaking, ladies' club speeches, and at old folks' homes, and (2) radio, television, and film work.

Church of Christ ministers made these suggestions for improving ministerial speech training: (1) encourage a general American rather than a sectional type of speech, (2) have more speech making with constructive criticism, and less dramatics, (3) emphasize speech adaptation to the audience, and (4) more study of preparation of speeches and sermons is necessary.

Assembly of God

The fourth largest denomination serving the Fort Worth - Dallas area was the Assemblies of God, with 86 churches.

Of the 5 ministers responding and the 4 schools they attended, the following evaluation and analysis of their speech education is made.

Offerings of Schools

The four schools attended by Assembly of God ministers offered an average of thirty two semester hours of speech training for ministerial students. An average of nine semester hours of speech training was required which usually concerned speech fundamentals and homiletics.

The speech material most infrequently covered in the available training was: (1) explanation of ideas, (2) methods of persuasion, (3) argumentation and debate, (4) speech adaptation to audiences, (5) lectures, (6) convention speeches, (7) speeches for certain age groups, (8) guidance and counseling for ministers, (9) public relations for ministers, and (10) speeches for social clubs.

Speech material covered, but not required was: (1) use of voice, (2) pronunciation and diction, (3) use of notes, (4) holding audience attention, (5) manuscript reading, (6) parliamentary procedure, (7) discussion, and (8) using microphones as in radio, television, and films.

The speech related activities available to all ministerial students were: (1) Bible reading, (2) oratorical contests, (3) practice preaching, and (4) debate.

Observations of Ministers

Based upon the responses received, the Assembly of God ministers completed an average of nine semester hours of speech training in preparation for the ministry. Many of those ministers who did not return the questionnaire indicated in conversation that they had either received their speech education too many years ago to satisfactorily complete the questionnaire or they lacked speech training. Some ministers rely on experience only. Several Assembly ministers held degrees in fields that had not required or especially suggested speech training.

The Assembly of God ministers gave the speech material studied the following importance: (1) methods of persuasion, (2) speech adaptation to audiences, (3) parliamentary procedure, (4) sermon preparation, (5) bodily activity and speech delivery, (6) special occasion speeches, (7) discussion, (8) argumentation and debate, (9) use of microphones as in radio and television, (10) oral interpretation, and (11) voice.

The only speaking experience for which the Assembly ministers felt that their speech training had not adequately equipped them was special occasion speeches such as luncheon speeches.

Assembly ministers made two suggestions for improving ministerial speech training: (1) help students be prepared

to say something worthwhile, and (2) present material with sincerity in an acceptable and intelligent manner.

Presbyterian

Two religious groups served the fifth largest segment of the Fort Worth - Dallas population. One of these is the Presbyterian, with 60 churches. The following observations concerning the speech education of ministers are based upon responses from the 7 Presbyterian ministers and 10 schools attended by them.

Offerings of Schools

Educational institutions attended by Presbyterian ministers offered an average of forty two semester hours of speech and required an average of ten semester hours of speech in ministerial speech training. The required courses usually concerned homiletics and the fundamentals of speech. The facilities and services of the speech departments at the colleges and universities attended were available to ministerial students, although special programs for them were not offered.

Speech material included in the required courses included: (1) sermon organization, preparation, and delivery, (2) explanation of ideas, (3) gesture and bodily activity, (4) voice, pronunciation, and diction, (5) use of notes, (6) methods of persuasion, (7) holding audience attention,

(8) speech adaptation to audiences, (9) manuscript reading, (10) lectures, and (11) using microphones as in radio, television, and films.

Offered speech courses covered: (1) argumentation and debate, (2) discussion, (3) convention speeches, (4) speeches for certain age groups, (5) parliamentary procedure, and (6) speeches for social clubs.

The speech activities made available to ministerial students at the pre-seminary level included all areas of forensics and theatre.

Observations of Ministers

Presbyterian ministers of the Fort Worth - Dallas area completed an average of twenty six hours of speech training according to the questionnaires returned. Most of the ministers attended both a college and a seminary. Two of the Presbyterian ministers attended only a seminary. None attended only a college or were without any speech training.

Speech material was given the following importance by Presbyterian ministers: (1) sermon preparation, organization, and delivery, (2) speech adaptation to audiences, (3) oral interpretation, (4) use of the microphone, (5) voice training, (6) bodily activity and speech delivery, (7) argumentation and debate, (8) discussion, (9) parliamentary procedure, (10) methods of persuasion, and (11) special occasion speeches.

Speaking experiences for which most Presbyterian ministers felt that their speech training had not adequately equipped them were: (1) special occasion speeches, (2) radio and television participation, such as panels, devotionals, installation programs, and (3) telephone recordings.

These suggestions were made by Presbyterian ministers for improving ministerial speech training: (1) more radio and television training, (2) more practice speaking, and (3) emphasis on voice culture.

Some dramatic and forensic activities were included in the ministers' pre-seminary training.

Christian

The second group which served the fifth largest segment of the Fort Worth - Dallas population was the Christian, with 57 churches. Responses from the 6 Christian ministers and the 3 schools they attended are the basis of the following observations.

Offerings of Schools

The schools attended by the Christian ministers who responded offered an average of thirty two semester hours of speech training and required an average of twelve semester hours of speech education. The required speech courses were directed toward the teaching of homiletics and the fundamentals of speech.

Other offered courses in speech included training in these areas: (1) voice, pronunciation, and diction, (2) speech adaptation to audiences, (3) discussion, (4) oral interpretation, (5) argumentation and debate, (6) methods of persuasion, (7) use of microphones as in radio, television, and films, (8) parliamentary procedure, (9) gesture and bodily activity, and (10) some special occasion speeches. If needed, the services of the speech therapy departments at the institutions attended were available to ministerial students.

The speech material frequently not covered was: (1) lectures, (2) convention speeches, (3) speeches for certain age groups, (4) speeches for social clubs, (5) guidance and counseling for ministers, and (6) public relations for ministers.

Drama, theatre, and forensic activities were available to ministerial students, but not required.

Observations of Ministers

Christian ministers of the Fort Worth - Dallas area completed an average of nineteen hours of speech training according to their questionnaire responses. Most of the ministers attended both a college and a seminary. Two Christian ministers attended a seminary only, but none of the responding ministers lacked speech training.

Speech material was given the following importance by Christian ministers: (1) voice training, (2) speech adaptation to audiences, (3) sermon organization, preparation, and delivery, (4) discussion, (5) oral interpretation, (6) argumentation and debate, (7) methods of persuasion, (8) use of microphones as in radio, television, and films, (9) parliamentary procedure, (10) special occasion speeches, and (11) bodily activity and speech delivery.

Christian ministers felt somewhat unequipped in their speech training for: (1) radio, television, and film participation, (2) addresses to scientific groups, and (3) speaking situations outside the pulpit requiring much humor.

These suggestions were offered by the ministers for improving ministerial speech training: (1) require at least six hours of speech training for ministerial students with emphasis on more speech training in undergraduate preparation, (2) emphasize speech preparation and using notes correctly, (3) require a general course in speech that would help ministerial students avoid preacher tones, faulty diction, and unsightly gestures, and (4) more strong, kind, criticism of students' speeches by carefully selected ministers.

Episcopal

Two groups serve the sixth largest portion of the Fort Worth - Dallas population. One of these is the Episcopal with fifty-one churches. Responses from the five Episcopal ministers and eight schools attended by them are the basis for the following observations.

Offerings of Schools

The schools attended by the Episcopal ministers offer an average of about fifty semester hours of speech training and require an average of twelve semester hours of speech in ministerial speech training. The required training concerned homiletics and speech fundamentals.

Speech material infrequently covered in available training was: (1) explanation of ideas, (2) use of gesture and bodily activity, (3) use of notes, (4) lectures, (5) convention speeches, (6) speeches for certain age groups, (7) parliamentary procedure, and (8) speeches for social clubs.

The offered speech training included: (1) voice, pronunciation, and diction, (2) argumentation and debate, (3) speech adaptation to audiences, (4) manuscript reading, (5) discussion, (6) use of microphones, (7) theatre and drama, and (9) phonetics.

Dramatic and forensic activities, as well as private speech lessons, were available to ministerial students.

Observations of Ministers

Episcopal ministers of the Fort Worth - Dallas area completed an average of thirteen semester hours of speech training according to their questionnaire responses. All of the Episcopal ministers who responded attended both a college and a seminary. Most of their speech training was received at a seminary.

Speech material studied was given the following importance by Episcopal ministers: (1) sermon organization, preparation and delivery, (2) special occasion speeches, (3) speech adaptation to audiences, (4) use of microphones, (5) oral interpretation, (6) parliamentary procedure, (7) methods of persuasion, (8) argumentation and debate, (9) bodily activity and speech delivery, (10) discussion, and (11) voice training.

Speaking experiences for which the Episcopal ministers felt least equipped in speech training were special occasions such as after-dinner speeches, Parent-Teacher Association speeches, and speeches to service clubs.

Episcopal ministers offered these suggestions for improving ministerial speech training: (1) emphasize voice training and usage as on radio, television, and films when using microphones, (2) emphasize proper diction, and (3) more homiletical training in developing and preparing sermons is necessary.

Lutheran

The second group which served the sixth largest portion of the Fort Worth - Dallas population was the Lutheran with fifty-one churches. Responses from the five Lutheran ministers and seven schools they attended are the basis of the following evaluations.

Offerings of Schools

Schools attended by Lutheran ministers offered an average of twenty five semester hours of speech training and required an average of seven semester hours for the ministerial students. The required courses included: (1) homiletics, (2) explanation of ideas, (3) gesture and bodily activity, (4) voice, pronunciation, and diction, (5) methods of persuasion, (6) argumentation and debate, and (7) holding audience attention.

The speech material that was offered, but not required, included: (1) convention speeches, (2) parliamentary procedure, (3) speeches for social clubs, and (4) use of notes.

Speech activities for ministerial students included practice preaching, some oratorical contests, and a required non-credit speech course for ministerial students which emphasized speech using liturgical materials, conduct of the service, and reading lessons.

Observations of Ministers

Lutheran ministers of the Fort Worth - Dallas area completed an average of twenty-two semester hours of speech training according to the questionnaire responses. Most of their speech training was received at a seminary, although the majority of ministers attended both a college and a seminary. One Lutheran minister attended a Bible school. Two Lutheran ministers attended a seminary only. Lutheran ministers of the Fort Worth - Dallas area were very prompt and cooperative with their questionnaire responses for this study.

Speech material studied was given the following importance by Lutheran ministers: (1) sermon organization, preparation, and delivery, (2) speech adaptation to audiences, (3) voice training, (4) bodily activity and speech delivery, (5) oral interpretation, (6) methods of persuasion, (7) discussion, (8) argumentation and debate, (9) special occasions, (10) use of microphones as in radio, television, and films, and (11) parliamentary procedure.

Lutheran ministers indicated that they felt least equipped by their speech training for informal civic type speeches, convention speeches, and luncheon speeches.

Three suggestions for improving ministerial speech training were given by the ministers: (1) more practice

preaching, (2) emphasize good eye contact while speaking, and (3) encourage the proper use of gesture and bodily activity.

Nazarene

The largest of the four religious groups which served the seventh largest segment of the Fort Worth - Dallas population was the Nazarene with twenty-four churches. The following observations are based upon the two responses from Nazarene ministers and information concerning the speech curricula from the three schools they attended.

Offerings of Schools

Schools attended by Nazarene ministers offered an average of forty semester hours of speech and required an average of twelve semester hours. The required courses included: (1) homiletics, (2) speech fundamentals, (3) explanation of ideas, (4) use of gesture and bodily activity, and (5) manuscript reading.

The material covered in the speech training that was offered, but not required, was: (1) voice, pronunciation, and diction, (2) methods of persuasion, (3) argumentation and debate, (4) holding audience attention, (5) speech adaptation to audiences, (6) parliamentary procedure, and discussion.

Speech material which was not covered included:

(1) use of notes, (2) lectures, (3) convention speeches, (4) speeches for certain age groups, (5) using micro-phones as in radio, television, and films, and (6) speeches for social clubs.

Speech activities available to ministerial students included: (1) debate, (2) individual contest speaking, (3) drama, (4) radio, (5) oral interpretation activities, and (6) parliamentary procedure.

Observations of Ministers

According to the two questionnaire responses needed for this study, Nazarene ministers of the Fort Worth - Dallas area completed an average of sixteen semester hours of speech training. It was found, however, in discussion with other ministers, that several of them lacked speech training. Therefore, the actual average number of hours of speech training completed by the ministers may be somewhat less than sixteen. The Nazarene ministers attended colleges only. Most of the colleges attended were church-related schools.

Speech material was given the following importance by Nazarene ministers: (1) sermon organization, preparation, and delivery, (2) speech adaptation to audiences, (3) special occasion speeches, (4) bodily activity and speech delivery, (5) discussion, (6) parliamentary procedure, (7) oral interpretation, (8) methods of

persuasion, (9) argumentation and debate, (10) voice training, and (11) use of microphones.

The speaking experience for which most Nazarene ministers felt that their speech training had not adequately equipped them was funeral speeches.

These suggestions for improving ministerial speech training were offered by Nazarene ministers: (1) give more classroom and chapel speaking experience, (2) use mass communication media often, (3) improve students' use of diction, and (4) place more emphasis on oral interpretation.

Non-denominational and Pentecostal

The second and third groups which served the seventh largest segment of the Fort Worth - Dallas population were the Non-denominational, with nineteen churches, and the Pentecostal, with fifteen churches.

All of the ministers of these two groups were contacted either by phone or questionnaire. No questionnaire responses were returned. Those contacted by phone had not received any speech training. These ministers did not seem to be opposed to speech education, nor had they felt any need for such training. This study involves a random sampling of ministers which indicates a lack of speech training for those contacted. However, it is possible that a lack

of speech training is not actually typical of the Non-denominational and Pentecostal ministers in all areas.

Seventh Day Adventist

The fourth of the religious groups which served the seventh largest segment of the population in the Fort Worth - Dallas area was the Seventh Day Adventist with thirteen churches. The following evaluations are based upon the two responses from Adventist ministers and information from the three schools they attended.

Offerings of Schools

Schools attended by Adventist ministers offered an average of thirty nine semester hours of speech training and required an average of four semester hours.

The required courses included: (1) the fundamentals of speech, (2) homiletics, (3) oral interpretation, (4) using microphones as in radio, television, and films, (5) voice, pronunciation, enunciation, and diction, and (6) methods of persuasion.

Material covered in the offered, but not required, speech courses was: (1) use of gesture and bodily activity, (2) argumentation and debate, and (3) speech adaptation to audiences and holding audience attention.

The areas of speech most infrequently covered were: (1) explanation of ideas, (2) use of notes, (3) lectures, (4) convention speeches, (5) speeches for age groups,

(6) parliamentary procedure, and (7) speeches for social clubs.

Speech activities available to ministerial students at the schools attended by Adventist ministers were:

(1) debate, (2) Bible reading contests, and (3) radio.

Observations of Ministers

Responses from the Adventist ministers indicated that they completed an average of seven semester hours of speech training. The ministers attended a college or university only.

Speech material studied was given this importance:

(1) sermon and speech organization, preparation, and delivery, (2) voice training, (3) bodily activity and gesture, (4) speech adaptation to audiences, (5) oral interpretation, (6) special occasion speeches, (7) parliamentary procedure, (8) use of microphones as in radio, television, and films, (9) methods of persuasion, (10) discussion, and (11) argumentation and debate.

Adventist ministers felt least equipped by their speech training for special occasion speeches such as graduation and commencement addresses.

The ministers made these suggestions for improving ministerial speech training: (1) give more practical experience in ministerial preparation, and (2) require more hours of speech studies for ministerial students.

CHAPTER III

SUMMARY AND CONCLUSIONS

Summary

Speech is very important in the training of ministers for effective service. This fact was revealed by the one hundred and fourteen ministers of the Fort Worth - Dallas area who returned questionnaires. In order to make an evaluation of ministerial speech training in meeting the speech needs of Protestant ministers in the Fort Worth - Dallas area, these procedures were followed. The choice of ministers to whom the questionnaires were sent was determined by a random sampling and in consultation with the office of the director of each denomination. If such an office could not be located, the ministers were chosen alphabetically according to the church listings of the city telephone directories.

More than four hundred questionnaires were sent to ten per cent of the ministers of each Protestant denomination which served a substantial portion of the population of the Fort Worth - Dallas area. Although each minister did not return the questionnaire, those who did showed an awareness of the importance of speech training in preaching the Gospel and a sincere interest in their profession and ministerial speech education. Some

responding ministers did not answer the questionnaire completely, and a very small number of ministers courteously returned the questionnaire without answering it because they lacked speech training. In all, one hundred and fourteen questionnaires were used for this study. Some ministers who did not return the questionnaire were contacted by telephone. Most ministers were cooperative.

The purpose of the ministers' questionnaires was to determine: (1) the amount of speech training each minister received, (2) speech material studied, (3) speech activities that were a part of speech training, (4) the importance of the speech material studied, (5) current speech needs of ministers, and (6) ministers' suggestions for improving ministerial speech training.

The speech curricula now available at schools attended by the ministers was determined by (1) an examination of the current school catalogs to determine the required and offered speech courses, and (2) a school questionnaire, completed by the speech department of the school, designed to indicate speech material covered and not covered, speech activities, and any speech related studies. Questionnaires were sent to each of the seventy-seven colleges, seminaries, and Bible schools attended by responding ministers. Catalogs from these schools were also used to obtain information.

Conclusions

Speech Training of Protestant Ministers
of the Fort Worth - Dallas Area

Ministers from eight of the twelve religious groups included in this study received speech training in both a college and a seminary. Four of the fourteen ministers who attended a college only were ministers whose religious group did not have seminaries or Bible schools. Since there were not any questionnaire responses to represent the Non-denominational and Pentecostal groups in this study, the remaining conclusions will refer to the ten Protestant groups represented herein by responses. Of the one hundred and fourteen ministers who returned the questionnaires, the following observations concerning the type of institutions where they received speech training was made.

TABLE I

NUMBER OF MINISTERS WHO ATTENDED AND
TYPE OF INSTITUTION ATTENDED

Institution Attended	Number of Ministers
College, Seminary, and Bible School	8
College and Seminary	75
College and Bible School	2
College only.	14
Seminary only	13
Seminary and Bible School or Bible School only	0

Three of the one hundred and fourteen ministers who responded did not attend any school where they had speech training.

Protestant ministers of the Fort Worth - Dallas area completed an average of seventeen semester hours of speech training in preparation for the ministry. Table IV shows the total number of hours completed by ministers of each denomination as well as the average number of hours completed. Although the colleges attended provided ministers with most of their speech training, seminaries also provided a relatively large amount of speech education. Since Bible schools were attended by only a few of the total number of responding ministers (and none of the ministers attended a Bible school only), less speech training was received at Bible schools by Fort Worth - Dallas ministers than was received at the colleges and seminaries. Of the total 1904 semester hours of speech training completed by all ministers who returned questionnaires, this observation seems valid:

TABLE II

TYPE OF SCHOOL ATTENDED AND HOURS OF SPEECH
TRAINING COMPLETED BY ALL RESPONDING
MINISTERS OF PROTESTANT DENOMINATIONS

Total Hours Completed	Hours Completed at			Average Hours Completed by all Responding Ministers
	College	Seminary	Bible School	
1904	975	884	45	about 17

Total number of responses = 114.

Of the 114 responding ministers 75 attended both a college and a seminary. Of the 1904 hours of speech training completed by the ministers, 1859 hours were received at a college and a seminary. Therefore, the speech education available at colleges and seminaries is important in assuring ministers adequate speech preparation.

The speech material covered in the training of Fort Worth - Dallas ministers, beginning with that most frequently covered and ending with that least covered, was:

1. Speech fundamentals, sermon preparation, organization, and delivery
2. Voice, pronunciation, enunciation, and diction
3. Holding audience attention and speech adaptation to audiences
4. Use of gesture and bodily activity
5. Use of notes
6. Methods of persuasion
7. Manuscript reading
8. Argumentation and debate
9. Parliamentary procedure
10. Explanation of ideas
11. Wedding and funeral speeches
12. Use of microphones
13. Discussion
14. Speeches for certain age groups
15. Lectures

16. After-dinner speeches
17. Convention speeches, and
18. Speeches for social clubs.

The importance given speech material by ministers of the individual denominations is recorded in Table V. The total number of ministers who responded gave the following importance to the speech material they studied:

1. Sermon structure and preparation
2. Speech adaptation to audiences and holding audience attention
3. Oral interpretation, manuscript reading, and the use of notes
4. Methods of persuasion
5. Voice, diction, pronunciation, and enunciation
6. Bodily activity and speech delivery
7. Discussion
8. Parliamentary procedure
9. Special occasion speeches
10. Argumentation and debate, and
11. The use of microphones and public address equipment as in radio, television, and films.

The same material most frequently covered in speech training (speech fundamentals, sermon preparation, organization, and delivery), was rated most important by ministers. Also closely correlated were holding audience attention and speech adaptation to audiences, which were

third in coverage and second in importance. In general, these areas seem fairly closely related in coverage and in importance: persuasion; argumentation and debate; oral interpretation, manuscript reading, and the use of notes; parliamentary procedure; and, the use of microphones. Further correlation of the preceding lists reveals some inconsistencies. A significant difference exists between the coverage of voice and diction (second) and the importance given it by ministers (fifth). However, they may consider voice training more important than this indicates, because it is listed first in their suggestions on page fifty. It seems, therefore, that the speech training offered is very similar to what ministers consider important, the only notable exceptions being special occasion speeches which are considered more important by ministers than are argumentation and the use of microphones. However, the use of microphones and argumentation were more frequently covered than was special occasion speeches.

Speech Needs

The speaking experience for which ministers of each of the ten denominations represented felt unequipped by their speech training was special occasion speeches, especially at luncheons and funerals. Other special occasions listed by ministers are indicated in Table VI. Additional experiences for which ministers felt unequipped were: (1) radio, television, and film participation,

(2) manuscript reading, (3) situations requiring the use of parliamentary procedure, and (4) argumentation and debate. Ministers seemed to feel that these four speech needs, which were part of the material infrequently covered in available speech training, are of increasing importance in the work of modern clergymen.

Most ministers were satisfied with the amount of speech training they had received, but felt that for those now preparing for the ministry and ministers of the future additional training in some areas would be necessary. Many of the currently active ministers felt a need for additional speech training in order to adequately meet the various oral demands of the ministry. Those who had experienced very little speech education realized its importance and advocated more training for ministerial students. Therefore, it seems that speech training is recognized by most ministers as a necessary and important part of adequate preparation for the ministry. Those who experienced speech training were aware of its value and importance as a source of effectiveness in public speaking, as well as its influence upon their ministry. Most of the ministers who lacked speech training felt a need for it.

Ministers of the Fort Worth - Dallas area offered these suggestions, in this order, for improving ministerial speech training: Emphasize

1. Voice training
2. Evaluation of student speeches and sermons by teachers and classmates
3. Speech and sermon organization and preparation
4. Holding audience attention and speech adaptation to audiences
5. Correct use of language
6. Radio, television, and film participation
7. Explanation of ideas
8. Methods of persuasion, and
9. Special occasion speeches and parliamentary procedure.

Several ministers indicated that more speech training should be required for ministerial students. The fact that ministers of ten denominations felt unequipped for special occasion speeches (Table VI) and yet ministers of only the Baptist denomination (Table VII) suggested that special occasion speeches be emphasized in ministerial speech training may be due to the larger number of responses needed from the Baptists who serve the largest segment of the Fort Worth - Dallas population and therefore may be concerned with special occasions more frequently than the smaller groups.

Although ministers of the Fort Worth - Dallas area had little preparation in some areas of speech, they seem to have been rather well-prepared for many of the oral communication demands of the ministry. Some of the

preachers who responded indicated that ministerial students should realize that much of the responsibility for adequate speech preparation is their own. Although colleges make the services of the speech departments available to all students, they do not develop special programs for ministerial students. According to the responses of the ministers, the ministerial student who attends a college (whose primary function is not that of preparing students for the ministry), should make sure that his undergraduate or pre-seminary education includes an adequate amount of speech training and that he participates in as many speech activities as possible. Thus, the responsibility for sufficient ministerial speech preparation is both the student's and the educational institution's concern.

Training Currently Available In Schools Attended

The schools attended by the Fort Worth - Dallas ministers who responded seem to offer an adequate amount of speech training for ministerial students. Some seminaries consider speech education a pre-seminary requirement. However, a specific amount of speech education was not listed in this requirement. It was felt that a student entering these seminaries should be able to write and speak English clearly and effectively.

These seminaries or Bible schools which did not consider speech training as a pre-seminary study, offered some speech courses for ministerial students. These courses included speech fundamentals and homiletics. The colleges offer a wider variety of speech courses and speech activities including both forensics and drama. These are often elective courses and participation in speech activities is usually optional. The speech activities available at seminaries and Bible schools primarily concern practice preaching, Bible reading contests, and missionary and associate-pastor work. The elective courses and the optional activities seemed to frequently include the study or use of those areas of speech for which most ministers felt somewhat unequipped as listed on page forty-eight. Since these speech activities were not compulsory, it seems possible that a lack of ministerial student participation therein, could be part of the reason why ministers felt somewhat unequipped in those areas. In view of the fact most ministers received their speech training at both a college and a seminary, the course offerings and speech activities of these institutions are most important in assuring ministerial students adequate speech preparation.

A combination of the speech courses available at all of the seventy seven-schools attended by the Fort Worth -

Dallas ministers indicate that these institutions offer an average of thirty semester hours and require an average of six semester hours of speech training. The colleges do not have special speech programs for ministerial students, but the services of the speech departments are available to all students and those planning to enter a seminary are encouraged to take speech. All areas of speech training listed on the questionnaire are covered in available speech training as a whole, but little emphasis is given speech training by those seminaries which consider it a pre-seminary part of education. Appendix B contains a list of the seventy-seven schools attended by the Fort Worth - Dallas ministers.

The school questionnaire responses and catalog information indicate that these areas of speech training are usually included in the required speech courses:

1. Speech adaptation to audiences and holding audience attention
2. Use of gesture and bodily activity
3. Voice instruction, pronunciation, enunciation, and diction
4. Speech and sermon organization, preparation, and delivery,
5. Explanation of ideas
6. Methods of persuasion, and
7. Use of notes.

Thus, much of the material covered in required speech courses is similar to the material which ministers felt should receive additional emphasis in ministerial speech training, as listed on page forty-nine.

According to the speech curricula information obtained the speech material most infrequently covered was:

1. Lectures (Since it has previously been stated that speech fundamentals and sermon preparation were frequently offered, it is apparent that ministers' references to lectures mean speeches other than sermons.)
2. Parliamentary procedure
3. Speeches for social clubs
4. Convention speeches
5. Speeches for certain age groups
6. Argumentation and debate
7. Discussion
8. The use of microphones as in radio, television, and film participation, as well as other public address equipment, and
9. Special occasion speeches.

It is noticeable that the material less frequently covered in available speech training is very similar to those areas of speech for which ministers felt least equipped, as listed on page forty-eight.

Recommendations

It seems that the educational institutions attended by Fort Worth - Dallas ministers who responded for this study currently provide an excellent opportunity for ministerial students to receive adequate speech training both in speech courses and participation in the speech activities. All speech material listed on the questionnaire is covered to some extent in the speech education that is available at these schools, especially at the colleges and seminaries which were attended by most of the responding ministers. In view of the importance given speech education by most ministers, the speech needs listed by the ministers, and the speech curricula information obtained, it seems that some areas of speech need additional emphasis in order to more adequately prepare ministerial students for the oral demands that are made of the modern minister.

Therefore, these recommendations are offered for the improvement of ministerial speech education. In addition to the large amount of speech training now available, more emphasis should be placed upon:

1. Special occasion speeches such as those listed in Table VI
2. The use of microphones and public address equipment as used in radio, television,

and film participation

3. Techniques and principles of argumentation, debate, and discussion, and
4. Situations involving the use of parliamentary procedure.

In conclusion, it seems that the speaking duties of today's clergymen are many and varied in nature. To meet these demands a minister must have something worthwhile to say, be well-prepared to speak, speak correctly, and know how to use speaking equipment to his own advantage. Consequently, it seems that ministerial speech education should include those areas of study which enable a minister to effectively communicate his thoughts and feelings as he makes a speech or delivers a sermon. Although the speech education currently available to ministerial students seems to offer adequate training, the responsibility for meeting the speech needs of ministers therein does not rest upon the schools alone. Since speech training is often an elective subject and speech activities are optional, it is equally the obligation of each student who plans to enter the ministry to avail himself of as much speech training and participation in speech activities as his time and capability will allow.

TABLES

TABLE III

DENOMINATIONS, CHURCHES, AND NUMBER
OF MINISTERS RESPONDING

Denomination	Number of Churches in the Fort Worth-Dallas Area	Number of Responses	
		Needed	Received
1. Baptist	516	51	51
2. Methodist	157	16	16
3. Church of Christ	139	13	13
4. Assembly of God	86	9	5
5. Presbyterian	70	7	7
6. Christian	57	6	6
7. Episcopal	51	5	5
8. Lutheran	51	5	5
9. Nazarene	24	2	2
10. Non-denominational	19	2	1
11. Pentecostal	15	2	1
12. Adventist	13	2	2
Totals	1198	120	114

TABLE IV
KIND OF SCHOOLS ATTENDED, AND TOTAL HOURS
OF SPEECH TRAINING RECEIVED
BY ALL RESPONDING MINISTERS

Denomination	College	Seminary	Bible School	Average Number of Hours Completed By Ministers
Baptist	496	400	9	12
Methodist	96	125	-	18
Church of Christ	88	3	-	14
Assembly of God	26	3	6	9
Presbyterian	85	132	-	26
Christian	42	72	18	19
Episcopal	20	47	-	13
Lutheran	76	102	12	22
Nazarene	33	-	-	17
Non-denominational	-	-	-	-
Pentecostal	-	-	-	-
Adventist	13	-	-	6
Totals	975	884	45	156

Total hours of speech completed at all schools = 1904.

Average number of hours completed by all ministers = 17.

TABLE V
IMPORTANCE GIVEN SPEECH MATERIAL BY MINISTERS

Speech Material	Ratings Given by Ministers of Individual Denominations										Importance of Each Item for the Ministers as a Group	
	B	M	CC	AG	P	C	E	L	N	A		
Sermon structure and preparation	1	1	1	4	1	3	1	1	1	1	1	1
Bodily activity and speech delivery	3	8	7	5	6	11	9	4	4	3	6	6
Methods of persuasion	5	4	3	1	10	7	7	6	8	8	4	4
Argumentation and debate	7	9	10	8	7	6	8	8	9	11	11	11
Speech												
Adaptation to audiences and holding audience attention	4	11	2	2	2	2	3	2	2	4	2	2
Oral interpretation, manuscript reading, and use of notes	6	2	6	10	3	5	5	5	7	2	3	3
Special occasion speeches	11	10	9	6	11	10	2	9	3	10	10	10
Voice, diction, pronunciation	2	3	4	11	5	1	11	3	10	9	5	5
Parliamentary procedure	10	6	8	3	9	9	6	11	6	5	8	8
Using microphones	8	7	11	9	4	8	4	10	11	6	9	9
Discussion	9	5	5	7	8	4	10	7	5	7	7	7

In this table and those following religious groups which responded are designated as follows:

B = Baptist	P = Presbyterian	L = Lutheran
M = Methodist	C = Christian	N = Nazarene
CC = Church of Christ	E = Episcopal	A = Seventh Day Adventist
AG = Assembly of God		

TABLE VI

SPEAKING EXPERIENCES FOR WHICH MINISTERS FELT
THAT THEIR SPEECH TRAINING HAD NOT
ADEQUATELY EQUIPPED THEM

Experiences	B	M	CC	AG	P	C	E	L	N	A
Special occasions	x	x	x	x	x	x	x	x	x	x
Manuscript reading	x									
Parliamentary procedure	x									
Radio, television, and films	x		x		x					
Argumentation and debate	x									

Included in the ministers' definitions of special occasion speeches were:

- | | |
|---|---|
| 1. After-dinner speeches | 9. Installation services |
| *2. Luncheons | 10. Ladies' clubs |
| 3. Commencement addresses | 11. Old folks' homes |
| 4. Weddings | 12. Panels |
| *5. Funerals | 13. Speaking to scientific groups |
| 6. Social clubs | 14. Parent-Teacher Association speeches |
| 7. Devotionals | 15. Informal civic speeches |
| 8. Speaking at businesses and factories | |

* Listed by nearly all of the ministers.

APPENDIX A

SPEECH QUESTIONNAIRE

1. What is the total number of semester hours of speech, including homiletics, which you had in training for the ministry?

(Please include both college and seminary courses.)

2. How many semester hours of this training was obtained at a college? ___ A seminary? ___ A Bible school? ___
3. At which schools was this speech training completed?

College _____

Seminary _____

Bible School _____

4. Please put a check mark on the line preceding the title of the material studied in the courses designated above.

- | | |
|--|--|
| <input type="checkbox"/> Speech organization | <input type="checkbox"/> Lectures |
| <input type="checkbox"/> Sermon preparation | <input type="checkbox"/> Convention speeches |
| <input type="checkbox"/> Sermon delivery | <input type="checkbox"/> Speeches for certain age groups |
| <input type="checkbox"/> Explanation of ideas | <input type="checkbox"/> Parliamentary procedure |
| <input type="checkbox"/> Use of gesture and bodily activity | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Use of voice | <input type="checkbox"/> Using microphones (radio, television) |
| <input type="checkbox"/> Pronunciation and diction | <input type="checkbox"/> Speeches for social clubs |
| <input type="checkbox"/> Use of notes | <input type="checkbox"/> After-dinner speeches |
| <input type="checkbox"/> Methods of persuasion | <input type="checkbox"/> Speeches for weddings, funerals, etc. |
| <input type="checkbox"/> Argumentation and debate | |
| <input type="checkbox"/> Holding audience attention and speech adaptation to audiences | |
| <input type="checkbox"/> Reading from manuscripts | |

Please briefly describe any additional material that was covered in your speech training.

5. Please indicate your estimate of the importance of the speech material studied by giving each of the following a number value. Let 1 = most important, 2 = less important, etc. using numbers 1 through 11.

- | | |
|---|--|
| <input type="checkbox"/> Sermon structure and preparation | <input type="checkbox"/> Speeches for special occasions |
| <input type="checkbox"/> Gesture and bodily activity | <input type="checkbox"/> Voice, diction, pronunciation, enunciation, and correct breathing |
| <input type="checkbox"/> Methods of persuasion | |
| <input type="checkbox"/> Argumentation and debate | |

- ___ Speech adaptation to audiences and holding audience attention
- ___ Oral interpretation, reading from manuscripts, and use of notes

- ___ Parliamentary procedure
- ___ Using the microphone (radio, films, television)
- ___ Discussion

6. What speaking experiences have you encountered for which you felt that your speech training had not adequately equipped you? (This means situations such as luncheon speeches, funerals, special occasions, etc.)

7. What additions or changes do you think should be made in the speech training of ministers in order to give them more adequate speech training?

Thank you for your cooperation in this study.

Your Signature

Denomination

DENOMINATIONS INCLUDED:

1. Seventh Day Adventist
2. Assembly of God
3. Baptist
4. Christian
5. Church of Christ
6. Episcopal
7. Lutheran
8. Methodist
9. Nazarene
10. Non-denominational
11. Pentecostal
12. Presbyterian

APPENDIX B

SPEECH QUESTIONNAIRE

1. Please indicate with an "X" whether the speech material listed is offered, required, or not covered in ministerial speech training at your school.

<u>Material</u>	<u>Required</u>	<u>Offered</u>	<u>Not Covered</u>
Sermon organization	---	---	---
Sermon preparation	---	---	---
Sermon delivery	---	---	---
Explanation of ideas	---	---	---
Use of gesture and bodily activity	---	---	---
Use of voice	---	---	---
Pronunciation and diction	---	---	---
Use of notes	---	---	---
Methods of persuasion	---	---	---
Argumentation and debate	---	---	---
Holding audience attention	---	---	---
Speech adaptation to the audience	---	---	---
Reading from manuscripts	---	---	---
Lectures	---	---	---
Convention speeches	---	---	---
Speeches for certain age groups	---	---	---
Parliamentary procedure	---	---	---
Discussion	---	---	---
Using the microphone (radio, television, films)	---	---	---
Speeches for social clubs	---	---	---
Guidance and counseling	---	---	---
Public relations for ministers	---	---	---

2. Please list any speech related activities or organizations in which the ministerial students participate (such as debate, oratorical contests, etc.)

3. Is there a course in which the students' sermons or speeches are analyzed or criticized? ___ Which course?

4. Are any speech related psychology courses required? ___
 If so, how many semester hours are required? ___
 Which psychology courses meet this requirement? ___

5. Please make any additional comments concerning the speech training given ministerial students at your institution.

Thank you.

Your Signature

Name of School

SCHOOLS INCLUDED, DENOMINATION AND NUMBER
OF MINISTERS WHO ATTENDED,
SOURCES OF SPEECH INFORMATION

<u>Baptist</u>	<u>Number of Ministers Who Attended</u>	<u>Sources of Speech Information: Questionnaire Returned</u>	<u>Catalog Checked</u>
Baptist Bible Seminary	1	x	x
Baylor University	7	x	x
Bishop College	1		x
Butler University	1		x
Bob Jones University	1	x	x
Central College -			
Eastern Michigan University	1	x	x
Central Missouri State Teachers College	1		x
Central Baptist Seminary	1		x
Dallas Bible Institute	1	x	x
Dallas Theological Seminary	3	x	x
East Texas Baptist College	4		x
Furman University	1		*
Gordon College	1	x	x
Hardin Simmons University	3	x	x
Howard Payne College	2	x	x
Louisiana College	1		x
Mississippi State University	1	x	x
Moody Bible Institute	1	x	x
North Texas State University	1	x	x
Oklahoma Baptist University	4		x
Ottawa University	1		x
Ouachita Baptist College	2	x	*
Phillips University	1		x
Phoenix College	1	x	x
Southwestern Baptist Theological Seminary (Fort Worth, Texas)	37	x	x
Southwestern Baptist Theological Seminary (Louisville, Kentucky)	2		x
Texas Christian University	3	x	x
Union University	2		x
University of Corpus Christi	2		x
University of Southern California	1	x	x
William Jewell College	1	x	x

* A school catalog was not available.

<u>Methodist</u>	<u>Ministers</u>	<u>Questionnaire returned</u>	<u>Catalog checked</u>
Candler School of Theology - Emory University	1		X
Howard University	1		X
North Texas State University	2	X	X
Perkins Theological Seminary	9	X	X
Texas Christian University	1	X	X
Texas Wesleyan College	2		X
Wiley College	1	X	X
 <u>Church of Christ</u>			
Abilene Christian College	6	X	X
Dallas Christian College	1		X
Harding College	1	X	X
Perkins Theological Seminary	1	X	X
Southwestern Baptist Theological Seminary (Fort Worth, Texas)	1	X	X
 <u>Assembly of God</u>			
Central Bible Institute	1	X	X
Southwestern Baptist Theological Seminary (Fort Worth, Texas)	1	X	X
Southwestern Junior College and Seminary	3		X
Texas Christian University	1	X	X
 <u>Presbyterian</u>			
Austin College	2		X
Austin Presbyterian Theological Seminary	1		X
Bethel College	1	X	X
Columbia Seminary	1	X	X
Cumberland Presbyterian Theological Seminary	1		X
McCormick Seminary	2	X	X
Oklahoma City University	1	X	X
Princeton Theological Seminary	2	X	X
Scarritt College	1		X
Trinity University	1	X	X
University of Nebraska	1	X	X

<u>Christian</u>	<u>Ministers</u>	<u>Questionnaire returned</u>	<u>Catalog checked</u>
Brite Divinity School	1	x	x
Butler University	1		x
Fairmont College	1		*
Friends University	1		x
Henderson State Teachers College	1	x	x
Kansas State College	1		*
Manhattan Bible College	1		*
Phillips University	2		x
Yale Divinity School	1		x
 <u>Episcopal</u>			
Berkeley Divinity School	1		*
Columbia University	1		x
General Theological Seminary	2		x
Philadelphia Divinity School	1	x	x
University of Dallas	1	x	x
University of Maine	1	x	x
University of the South	1		*
University of Virginia	1	x	x
 <u>Lutheran</u>			
Capital University	2	x	x
Chicago Lutheran Theological Seminary	1	x	x
Concordia Seminary (Springfield, Illinois)	1	x	*
Concordia Seminary (St. Louis, Missouri)	1	x	x
Luther College	1	x	*
Lutheran Theological Seminary	3		*
Pacific Lutheran College	1		*
 <u>Nazarene</u>			
Bethany Nazarene College	1		*
Clark College	1		x
Northwest Nazarene College	1	x	x
 <u>Adventist</u>			
Bucknell University	1		x
Columbia Union College	1		x
Atlantic Union College	1		x

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 Bucknell University
 Butler University
 Candler School of Theology (Emory University)
 Capital University
 Central Bible Institute and Seminary
 Central College (Eastern Michigan University)
 Central Missouri State Teachers College
 Clark College

Chicago Lutheran Theological Seminary
Columbia Seminary
Columbia University
Concordia Seminary (Springfield, Illinois)
Concordia Seminary (St. Louis, Missouri)
Cumberland Presbyterian Theological Seminary
Dallas Bible Institute
Dallas Theological Seminary
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