

A PREACHING ANALYSIS OF STUDENT-MINISTERS
AT MANHATTAN BIBLE COLLEGE

by

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INTRODUCTION

This paper is a report and analysis of a survey done in Christian Church congregations for the purpose of securing their opinions, attitudes, and evaluations of the pulpit ability of their present ministers who are also enrolled as students at Manhattan Bible College. It also endeavors to draw some conclusions based on the findings and relate them to some practical and functional applications for the College under study.

STATEMENT OF PROBLEM

Purpose of Study

Many ministers, as well as other public speakers, realize that if they are to improve their speaking ability and persuasive skill in an audience situation, they must search for ways and means of discovering their weak characteristics and learn to see themselves as others see them. The problems which concern them are numerous. Do they understand me?... Am I interesting? Am I communicating my ideas? What effect am I actually having as a result of hours and years of preparation to speak? It is quite apparent that very little has been done to discover any specific or systematic method of measuring the "feed-back" from audience receivers to platform transmitters. It has occurred to some that audience analysis or listener polling may be a partial answer to the honest quest

for measuring speaking effectiveness. It seems to be a rather natural human reaction to what to make some criticisms, to give some advice, and to express ones own opinion. This common tendency is just as prevalent in an audience-speaker situation as it is at a ball game.

The urge to pass critical judgment on a speech one hears and to point out what the speaker "should have done" seems to be as universal as the desire for the spectators to coach the football team from the bleachers or to umpire the baseball game from the grandstand. But, while no one pays much attention to the un-official coaches or umpires, since they cannot change the score, the speaker must take into account the opinions of the "spectators" in his audience because it is their reactions he is trying to influence; the listener is not only the observer and the critic, he is the scorekeeper and the score.¹

Aristotle, who has been considered an authority in the field of speech for many years, gave credit to the individual listener as being a potential judge for a speech and a speaker. He said, "The individual man is as truly a judge or decider as an entire audience; so, in the wider sense, whoever it is you have to persuade is 'judge'."²

Woodward concurs with these men by assuming the value of audience opinion. He calls it an "elusive thing" and refers to his own research, in which he used the survey method, as a ".....persistent and extensive effort to get this elusive

¹A. H. Monroe, H. H. Remmers, and Elizabeth Venemann-Lyle. Measuring the Effectiveness of Public Speech in a Beginning Course. Studies in Higher Education, Bull. of Purdue Univ., 24 (Sept. 1936) p. 5.

²Aristotle. The Rhetoric Of Aristotle. New York: ed. Lane Cooper Appleton-Century-Crafts, Inc., 1932. p. 141.

thing on record and evaluate it."³ The assumption that audience opinions, attitudes, and evaluations of the pulpit ability of their minister is of value to the minister as a partial measurement of pulpit effectiveness on the basic underlying principle upon which this study was based.

Manhattan Bible College has been used as an experimental station for this immediate project and the subjects for the experiment were the 23 presently enrolled students of the school who are preaching in some congregation every Sunday. The specific purpose of this research is perhaps twofold: (1) To assist the administration and teachers of the college in developing as effective and productive a training program as possible, and (2) to help these young men see themselves as their congregations see them. A profile of the typical Manhattan Bible College student minister will be made available as a result of this study and the college leaders anticipate some immediate value in the findings of such a survey. The students themselves have unanimously agreed that they wanted to have themselves analyzed as pulpiteers. Thus, the one focal problem was to construct an instrument, devise a system, and conduct an analysis that would produce a pulpit profile of a student minister, specifically, one receiving training at the stated institution. Conclusions, applications, and recommendations based on the data found are also an

³Howard S. Woodward. "Measurement and Analysis of Audience Opinion." Quarterly Journal Of Speech, 14 (Feb. Nov. 1928) p. 94.

intricate part of the principal problem.

Justification of Study

It has seemed to those who have had preliminary discussions concerning the benefit of such an endeavor for a thesis project that it should be justifiable for several reasons. (1) No study of this kind has ever been done in the history of Manhattan Bible College. The institution has never conducted a membership canvass of its constituent churches to gain a specific or general opinion about its student ministers. (2) Within the public address segment of the speech departments of Liberal Arts Colleges, numerous studies have been done on ministers as individuals but these, according to the topics reported in Speech Monographs, they have been of a rhetorical, historical, and biographical nature. As far as this writer knows there have been no studies done on any minister or groups of ministers on the basis of what people who hear him now, regularly, think of his speaking skill, approach, and preaching habits. (3) For further justification of this research, it appears that no comparable study or experiment has been done on any public speaker in the individual-speaker audience situation, according to the records available.

Definition and Limitations of Problem

The definition of this research problem, as stated in the title, is precisely a preaching analysis of student ministers

presently enrolled at Manhattan Bible College. The scope of the survey included only the 23 churches (one in Nebraska and all others in Kansas) and the 814 people over 11 years of age who were present in these various churches on the morning of February 21, 1960. There was no attempt to plan for a sample because the recipients represented the universe for this particular study on that specific day.

Limitations of this type of an investigation are fairly obvious. As Lydon O. Brown says, "He (the researcher) must bear in mind that a human being, the respondent, is always involved....."⁴ Then, too, some people invariably raise a question about the principle of any opinion polling or audience analysis. They ask how anyone can measure something that the people themselves do not know. The affirmative answer is that we are more concerned with what these people think and feel than we are with what a recognized professional or expert who is never influenced by this particular persuader (the minister) may know to be true. In short, the problem is not limited to securing concrete answers about what the receivers of these pulpit messages may know about the transmitter's style, delivery, or content of speech, it is concerned with abstract attitudes, sentiments, and opinions of these people whom we are assuming to be sincere and honest in their evaluations. There were people who simply came to church

⁴Lydon, O. Brown. Marketing And Distribution Research. New York: Harper & Brothers, 1946. p. 100.

one Sunday morning in February.

Projected Hypotheses

The following hypotheses were considered. It was without guarantee of exactness or certainty that these assumptions were projected: (1) that an instrument can be constructed that will be functional, reasonably valid, and reliable, (2) that a specific, systematic, and scientific feed-back method from audiences to speakers can be devised, (3) that the speaking characteristics and traits of a selected group of ministers can be measured with a degree of accuracy, (4) that specific and obvious weak points and tendencies will be revealed in an analysis of regular listeners, (5) that appropriate conclusions can be drawn which may be applied in a sufficiently specific manner to be of present utility and long range value to the school under observation, (6) that suggestions for special emphases on the part of teacher-student influence and guidance will be shared with the staff at the school, (7) that this system with its instrument can be used advantageously in other similar colleges and also with some benefit to any individual minister who wants a reflection of himself as others see him.

REVIEW OF LITERATURE

Related Studies

Although no studies have been found in which specific characteristics of a public speaker have been evaluated by an

audience, there are some reported experiments that are somewhat related. One example is Fortheringham's study which he calls, "A Technique For Measuring Speech Effectiveness in Public Speaking Classes," and in which he states, ".....in the measurement of speech effectiveness, as elsewhere, we desire a level of measuring that will yield more information more accurately."¹ Howard Woodward's article, "Measurement And Analysis Of Audience Opinion," reports an investigation that has related elements to this particular project. His principal concern was in the field of public discussion and he sought to discover, by experimental devices, something about the behavior of public opinion and its response to discussion.² Also interested in measuring public opinion is James A. Grissinger who has done some descriptive research and the summations of his findings are found in an article called, "Influence Of Opinion Of Panel And Debate." Although his chief concern was also in the field of debate he used the same basic method of research used in this study and his report is quite convincing concerning the validity and reliability of the method.³

Lillywhite and Phelps had a much broader scope in mind

¹Wallace C. Fortheringham. "A Technique For Measuring Speech Effectiveness in Public Speaking Classes." Speech Monographs, 23 (1956), p. 33-34.

²Howard S. Woodward. "Measurement And Analysis Of Audience Opinion." Quarterly Journal Of Speech, 14 (Feb. Nov. 1928) p. 94-111.

³James A. Grissinger. "Influence On Opinion Of Panel and Debate." Speech Monographs, 22 (March 1955), p. 92-101.

that the people just previously mentioned in their study entitled, "The Survey Method In Speech Education." This study was quite relevant and helpful for in it the authors characterize the descriptive method of research as "...fact-finding with adequate interpretation."⁴ F. L. Whitney, William Sumner, Charles Cooley, A. G. Keller, Keith Books, Raymond G. Smith, Thomas Nilsen, and Mildred Parten are some of the other people who have made use of this type of research.

Perhaps the most helpful study that this writer discovered was the one by Leroy Laase, Nebraska University, whose experiment was called, "The Measurement of Instruction In Speech." His proposition was that a method of measuring the effectiveness of a speech teacher could be devised on the basis of student opinion. For support, Remmers is quoted as saying that no research has been published invalidating the use of student opinion as one criterion of teaching effectiveness... and...if 24 or more student ratings are averaged, they have as much reliability as do the better educational and mental tests. The basic purpose of his experiment was to test staff members in the department of speech at the University of Nebraska. The procedure was to conduct a survey which included 1,687 students in 61 different courses over a period of three years. An inspection of the survey results and scores suggest a reliability

⁴Herold Lillywhite, and Waldo Phelps. "The Survey Method In Speech Education." Southern Speech Journal, 17 (May 1952) p. 241-248.

of the test.⁵

Underlying Philosophy of Method

The underlying philosophy of the survey method is discussed quite thoroughly by Lydon O. Brown in his books of which the latest is Market And Distribution Research. A similar philosophy and attitude is expressed by Jeffery J. Auer in his very recent book, An Introduction To Research In Speech. It is apparent that Auer means about the same thing by the title "descriptive method" as Brown does by "survey method."⁶ Brown also uses the term "questionnaire technique" for which he says the essential element is "...the data are furnished by an individual in a conscious effort to answer a question."⁷ Brown classifies the system into "factual", "opinion," and "interpretative" surveys. The philosophy of this kind of a study is that some information is better than none at all and the legendary orientation of the sentry, "shoot first, ask questions afterward"⁸ is contradictory to all scientific habit. It is undoubtedly more proper and mature in educational endeavors to ask the questions first and then "shoot out" new ideas, approaches, methods, and techniques afterward.

There are at least three different emphases embraced by this system. They are: (1) where are we now? (2) where should

⁵Leroy Laase. "The Measurement Of Instruction In Speech." The Speech Teacher, 7 (Jan. 1958 p. 45-53.

⁶Jeffery J. Auer. An Introduction to Research In Speech. New York: Harper, 1959. p. 147.

⁷Brown, Op. Cit. p. 97.

⁸Auer, Op. Cit. p. 147.

we be? It is only with some kind of an objective norm which at least suggests where he is, and what he is, that a public speaker can hope to know which direction or directions to go and how far. It is only with this that he can hope to reach the desired goal that he has set for himself. A college engaged in a program of preparing ministers may think it knows what is being done and what should be done, but without any systematic investigation or analysis there is always a danger of their conclusions and judgments being drawn somewhat on the bases of intuition, old wives tales, or hear-say. Leonard Doob expressed this hazard rather emphatically when he said, "Without analysis the feeling is likely to emerge that men are fatalistically tossed about by an irrational, unintelligible destiny. With analysis there is the beginning of self control and social control."⁹ There is little wonder that it has been said, "During recent years the study of the effectiveness of communication has become a subject of major interest in human relations research."¹⁰

Justification of Method

As one looks for ways and means of applying the survey method to experimental studies in various areas of speech, he soon realizes that there are probably no better resources

⁹ Leonard W. Doob. Public Opinion And Propaganda. New York: Henry Holt Co., 1948. p. 557.

¹⁰ Janis and Kelly Hovland. Communication and Persuasion. New Haven: Yale University Press, 1953. p. 1

available for study than the experiments and procedures in the field of market research. We read and hear of the wide use of opinion polling, audience analysis, and consumer surveying in the commercial and economic affairs of our nation and realize that they are in an all-out effort to secure the reactions, thinking, and opinions of the general public. The general scope and objectives of market researchers have been summarized by Wallace H. Wulfeck.¹¹ In the religious realm of life there is also an increased interest, on the part of church leaders, in the techniques and methods of such types of investigation. They are realizing that if the sale of their product (Christianity) is going to increase, they too should probably search diligently for customer (congregational) reactions. Since the market researcher on the commercial level has already discovered and applied many helpful methods, techniques, and instrumental devices for measuring abstract attitudes and opinions, the Christian leaders see that their objectives and goals are relevant in many respects and are very worthy of examination.

Of course it is only fair to state that there is a difference of opinion as to whether or not the survey method of research is scientific. Brown faces this issue in his book by saying that the extreme difference between scientific and unscientific methods are clear but to find the exact place that

¹¹Brown, op. cit. 43 (quotes Wulfeck's objectives for commercial polling.) (1) Through periodic survey to determine and plot the change in public attitude..... (2) For occasional and trend studies to measure public confidence in business, labor unions.....

one leaves off and the other begins is not always so simple. However, he rather obviously defends the survey method if done the way he suggests.¹² Brown thinks that the motives, ethics, and objectives in the back of the researchers mind have a great bearing on whether his work should or should not be judged as scientific. The scientific mind should be primarily a reasoning mind rather than emotional and freed from all bias. It should be objective rather than subjective and deal with probabilities rather than certainty. The scientific mind is

¹²Brown, *op. cit.* 75.

At the extreme, the differences between scientific and unscientific methods are clear. The solution of a problem by hunch, guesswork, opinion, and isolated example is clearly unscientific. On the other hand, the solution of a problem by laboratory experiments which eliminates or controls all outside variables influencing the results, which employ exact measurements, and which reduce human error and bias to a minimum is clearly scientific...As one passes from the physical sciences to the so-called social sciences, he finds that it becomes more and more difficult to maintain scientific procedures..Although it is impossible to make an exact definition of scientific method, and although there is no one specific method of solving problems which may be described as the scientific method, there are several standards by which one may judge whether or not a given study has been conducted in a scientific method.

1. The point of view of the person who conducts the study.
 2. The procedure used in a specific study....the degree to which the procedure employed is adapted to obtaining a sound, verifiable answer to the problem at hand may be regarded as one criterion of the use of scientific method.
 3. The use of generally recognized techniques....there are many generally accepted scientific techniques developed in fields such as statistics....the existence of which indicates that a given operation has employed scientific method.
-too many persons regard scientific method as being primarily a mechanical operation. The trappings of the scientific laboratory and tools of the statistician should not be interpreted as signifying that scientific method is at the root of a mechanical process... Scientists themselves are often in doubt as to what constitutes procedure.

constantly challenging, weighing, and explaining and the thrill of discovery is the true scientist's reward.¹³ These characteristics are undoubtedly tremendously important for any type of investigation, whether it be commercial, academic, religious or whatever.

On the other side of Brown, Auer, and others who defend the survey method, Stuart A. Rice is probably somewhat representative of the men who have a lot of questions about this type of research. When Rice evaluated the work of William Sumner he said, "...as regards his technical procedure, there was, so far as I can see, nothing original or distinctive...he simply collected a great mass of relevant material and made what he could of it."¹⁴

Leonard Doob is another writer who expresses himself about the place and value of the principle of polling the general public and he takes a position that is very similar to Brown. In fact, he deals with this matter quite specifically in the preface of his book, Public Opinion And Propaganda, where he says:

This book seeks to analyze public opinion...instead of calling public opinion wise or foolish, it makes an effort to identify and explain the segment of human behavior known as public opinion, and to describe how people react in social situations and to assay the importance of public opinion in the modern world....A valid analysis of any subject can alleviate somewhat

¹³Ibid. 76

¹⁴Stuart A. Rice. Methods In Social Science. Chicago: Univ. of Chicago Press, 1931. p. 4.

the problems confronting mankind...the analysis of public opinion is worthy of attention...Public opinion represents a significant segment of behavior.....Analysis is a tool which aids men in their recurrent effort to improve their values and themselves. At all times the task of increasing wisdom carries with it the obligation to make wiser decisions, and decisions are wiser when they follow analyses.¹⁵

It is the judgment of such men as Doob, Auer, and Brown that gives encouragement and a feeling of justification to attempt to find out more about pulpit effectiveness by congregational opinion. If Remmer is correct in saying that when 24 or more student ratings (of their speech teachers) are averaged, they have as much reliability as do the better educational and mental tests, it would seem that the average opinion of the Sunday church participant is of some value to the minister and to the college which is helping mold his skills and habits. Another point of justification of both method and purpose is that if this system is not acceptable, where does one go for an alternative in striving to measure effectiveness and ability? Thus, with so many people having used the method being discussed in the area of social science, humanities, and business; it appears that one should be justified in using it as a means of attempting to explore a new frontier and widen another horizon in the field of public speaking.

In summary of the chapter on survey and review of literature it may be stated that the enthusiasm and optimism of many well-known men in the subject of audience analysis, opinion

¹⁵Doob, Op. cit., 111; p. 557.

polling, and descriptive research has given considerable support to the writer in arriving at the judgment that it is an acceptable system of research. Secondly, the philosophy beneath the theory of the descriptive method seems reasonable, consistent and intriguing. Thirdly, there are no indications that this is a repetitious study within the field of speech.

DESCRIPTION OF WHAT WAS DONE

In addition to a preliminary survey of available, relevant literature the process included such functional tasks as constructing a questionnaire, conducting a pilot study, securing the acceptance and cooperation of the college used in the experiment, collecting, tabulating, classifying, averaging, and reporting.

Construction of Instrument

"It is a truism accepted by all market researchers that no research can be better than the original data on which it is based,"¹ and with this thought constantly in the back of the mind one should work diligently and cautiously, as well as thoroughly, at the task of formulating an instrument for questioning. Some of the physical features of the questionnaire that were considered in construction were: (1) allowing of adequate space for the questionnaire but keeping it to a minimum size; (2) providing for convenience in handling; (3) employing of good quality material and reproduction. Upon inspecting

¹Brown, op. cit. p. 206.

a sample questionnaire in the appendix one may observe that the two pages of questionnaire material were put on both sides of one sheet. An exceptionally small-type typewriter was used to make possible a convenient and presentable margin at the bottom of the second page. A direction to "please turn page and answer questions on the other side" was printed in capitals at the bottom of the first page. Results appear to have verified the plan that was used. Further, high quality, number 24 pound, paper was used and the quality of printing was high.

Thirty-five questions were put in 10 sections under categorical headings. The questions were renumbered each time under each new heading which allowed no question to be numbered higher than five. Only three or four questions were given under each section with one exception and it had five. This was done deliberately to help eliminate a tendency for some recipients to count the entire group and become discouraged about filling out all the answers. The categorical headings also contributed somewhat to the clarification of the experimenter's intent, and a further benefit was that it gave immediate indication of organization and system to the instrument.

Answering the questions was done by checking only one of three possible answers. "Usually", "part of the time", and "almost never," were the most common options. However, in a few cases other evaluating terms were given such as "very thorough," "about average," and "very poor," or "too fast," "at about right rate of speed," and "too slow." In one section "frequently" was used in place of "usually."

A criterion for question making included such considerations as: simplicity, comprehensibility of vocabulary, completeness, and preciseness. It is very important not to ask a question which could be taken two ways or that might suggest two different answers. Care was taken to avoid this as much as possible. The questions were asked in such a way as to eliminate subjectivity in answering. Brown's general rules for constructing a questionnaire were appropriate and given consideration:

1. Factual questions should be limited to obtaining data which can be clearly remembered by respondents.
2. The data obtained should not involve generalizations.
3. The meaning of every question should be obvious to the less intelligent persons included in the survey.
4. Leading questions should be omitted.
5. Questions which are too intimate or which raise personal prejudice should be omitted.
6. The questionnaire should be limited to obtaining facts or opinions as much as possible.
7. The questions should be as easy to answer as possible.
8. Questions containing more than one element should be omitted.
9. All questions should provide for conditional answers.
10. The questions should be arranged in a proper sequence.²

Auer likewise suggests that each question must be completely self explanatory and he also emphasizes the importance of justifying the purpose of the investigation. He reminds that the respondent's time as well as mental exercise is being solicited and the subject should therefore feel that a worthy

² Ibid. p. 216; 232.

cause is behind the endeavor.³ A deliberate effort was made to sell the subjects on the importance of the total project. It was encouraging to note that very few potential repliers did not answer. A large majority of them answered all questions and did it in approximately 15 minutes. This was the time suggested to the student-ministers which would be needed to accomplish the initial administering and answering of questionnaire. An observation of the raw questionnaires show that the majority of respondents did not put down unthoughtful answers nor did they show indication of fatigue or resentment of any kind. Such a statement constitutes a value judgment but it appeared that a large majority of these church people were quite enthusiastic about rendering their services in this way. Many interesting side comments were made on the original questionnaire but no attempt was made to record these informal and unrequested judgments.

³Auer, *op. cit.*, Auer says specifically:

1. The general subject of the questionnaire should be significant enough to justify asking for the recipients' time.
2. The specific information sought in the questionnaire should not be available elsewhere.
3. The most successful questionnaires are usually those asking for specific and factual information; not those seeking impressions or asking how-do-you-feel about so and so questions.
4. Any question should be as concise as the topic under investigation will permit. Short questionnaires are usually filled out promptly; long ones may wind up in the wastebasket.
5. Care must be taken in phrasing the questionnaire so that the meaning of each item cannot be misunderstood. In general, the most easily comprehensible questions elicit the most thoughtful replies. The overall structure of the questionnaire can also assist the respondent, particularly if its arrangement of specific items has a topical, chronological or other logical order.

The questionnaire that was finally used had been written, re-written, and revised many times. To obtain a criteria for an effective and capable minister, it was necessary to consult many homiletic, public speaking, and oral communication books. For a classification of the points finally covered and suggestion of actual questions to ask, Ernest H. Henrickson was very helpful. He has done an analysis of the characteristics of some good and poor speakers and his report of this experiment was followed more for this process than any other one study or book.⁴ After the first draft of the instrument it was evaluated and criticized by speech teachers and speech majors at Kansas State University, W. F. Lown, president of the Bible College, and Professor Wallace May, speech teacher at the Bible College. Dr. Forest Whan, head of the Speech Department at Kansas State University and a specialist in the field of audience analysis for many years, made numerous suggestions and revisions to the earlier drafts. A college graduate class, "Audience Analysis," taught by Dr. Whan, spent a class period discussing, criticizing, and testing the effectiveness, clarity, and form of the instrument. Although imperfect, the questionnaire seemed to serve the purpose for which it was devised very well in the pilot study and in the major study.

A glance at Tables 34 and 35 on pages 70 and 73 will show

⁴Ernest H. Henrickson. "An Analysis Of the Characteristics Of Some 'Good' and 'Poor' Speakers." Speech Monographs, 23 (1956), p. 31-37.

one test of the questionnaire that was applied. These particular tables demonstrate the percentage of respondents given top possible ratings to student ministers by individual questions and by categories covered. In both tables a special column shows the order in which the questions were asked on the original questionnaire. The lack of uniformity and irregularity of this order in relationship to the positiveness or negativeness of answers suggests an absence of any tendency on the part of the respondent to lack initiative and interest in answering or a temptation to follow some unthinking mechanical pattern. This small comparison tends to suggest a continued interest and a consistency in answering the desired questions.

A Pilot Study

A highly recommended and frequently used method of discovering possible weaknesses, testing the instrument, and acquainting oneself with the system in general is the pilot study. It is advised that many needless wrinkles can be ironed out by a test-run. More specific purposes of the pilot study are:

1. To develop and verify the final forms to be employed in collecting data.
2. To discover the various mechanical problems which arise in connection with the field work, and provide a basis for proper supervision and handling of the field force.
3. To provide an opportunity for trial editing and tabulation so that procedures for the latter processing of field data may be developed in advance.
4. To gear up the entire organization for the handling of the major project.⁵

⁵Brown, op. cit., p. 291.

For subjects in the pilot study 151 college students were used as a random sample. Their own minister, some minister they had heard preach, or (if neither one of these conditions was possible) their personal image of ministers in general were the men who were analyzed. Hence, a profile was received by averaging approximately 150 ministers from many different denominations and backgrounds whose names were never known. This pilot study was done under the auspices of a class in Persuasion. A correlation was made on the basis of a section on the questionnaire about ethical, logical, and pathetic proof. The majority of these respondents scored their ministers as being strongest in ethical proof and weakest in pathetic. A further study of top rated characteristics and poorest rated characteristics suggested an interesting correlation. The same type of correlation was desired and planned for in the major study but the respondents did not respond as predicted; therefore the attempt to correlate was dropped. It may be noticed that the section on types of persuasion on the final questionnaire was discontinued after the first tabulation and the reason for doing this was that because of the abstractness of the subject and questions it was of little actual value unless it could have been used for the suggested correlation.

Two changes were made on the final questionnaire following the pilot study. Under the last heading which read, "Now for some personal information so that we can compare replies from different types of people," the male-female distinction was retained but new classifications were added. After the male

and female break-down the questionnaire now reads: I am (46 years old or older....) (21-45 years old....) (12-20 years old....); I have attended (grade school....) (high school....) (college....); I attend church (3 times a month or more....) (once or twice a month....) (less often than once a month....) These changes were not employed because of any pilot study problem but because of the change in the nature of the study and information actually wanted. Another revision, and one prompted by the pilot study, was made in question four under category VI.⁶ This question was originally carried over to the next page by itself and as a result of being rather dislocated it was completely missed many times. This was a definitely revealed weakness on the original instrument and was corrected before the major study.

Cooperation of Bible College

The acceptance by and cooperation of the college chosen for the experiment was solicited and secured. The first contact was made with the president and he subsequently presented the idea to his faculty which included the speech professor, academic dean and dean of students. This group endorsed the plan and agreed on a proposed cover-letter to be used in administering the questionnaire in the churches. The cover-letter was entitled, "This is a survey to measure strong and weak characteristics of

⁶A copy of the questionnaire may be seen in the Appendix.

Manhattan Bible College student-ministers" and the letter was written in such a way as to secure as much cooperation as possible from the church folk being interviewed. The letter endeavored to justify their time and trouble in filling out the form. For an example, it began "Manhattan Bible College is anxious to serve this church in the best possible way. Since it is our task to help educate and prepare Christian ministers we think it will be HIGHLY BENEFICIAL to have an evaluation by CONGREGATIONS of student ministers now in the pulpit."⁷

Questionnaires were distributed to the same young men who would be tested the following Sunday at a mid-week chapel service. After a sermon by one of the faculty members, the authorized cover-letter was read, necessary explanations were made, and the attendants were asked to fill in their questionnaire with the evening speaker in mind. This was done for the sole purpose of acquainting the student-ministers with the instrument and system that they were to present to their respective congregations. Following this experience the subjects for the major survey were all called together and their reaction to being tested was requested. They all with one accord agreed to take enough questionnaires to analyze their particular congregation and allow time from the regular worship service to conduct the survey. These students also expressed unanimously their desire to have their own individual evaluations sorted later,

⁷A copy of the cover-letter may be seen in the Appendix.

tabulated, and tabled for their personal profiles.

Administering the Survey

The appeal that was made to the churches for answers and full cooperation was made in the name of an educational and ministerial training institution which most of these churches help to support, rather than in the name of and benefit to some candidate for a masters degree. It was thought that this added dignity and some degree of validity to the total project. In order to avoid as much as possible any tendency for the church members to be hesitant in having their young ministers find out what they actually put down, two things were done. First, the recipients were asked not to sign their names. Secondly, the students who administered the poll did not touch the completed forms. A board member was previously appointed to collect all questionnaires, put them in a large envelope that was furnished, and mail them back directly to the college. The one who did the tabulating collected them at the college. It should probably be mentioned at this point that there was a very small proportion of "no answers" and "no returns" for this type of a survey. The "no answers" were, of course, tabulated and accounted for in every stage of computation. It is felt by some that a minimum of blanks is an implication at least of the quality of the instrument itself and of the sincerity and interest of the respondents.

Tabulation

Tabulation and computation is always a slow and tedious task but a tremendously important one. It is primarily a process of interpretation. The system as a whole must include a vivid and efficient way of translating cold raw facts and figures into revealing and comprehensible tables and charts. Auer begins his chapter on tabulation by saying:

The problem of finding adequate techniques for translating qualitative reactions, such as judgments, opinions, and attitudes, into quantitative data amenable to analysis and interpretation, is common in all behavioral sciences and ever present in the field of speech.⁸

The process of tabulation also involves the use of statistics. While Allen Edward's principle interest is statistics in the book, Statistical Method For the Behavioral Science, he also makes a very relevant and significant general statement about the importance of evaluating the data:

Statistical methods play a very important part in the planning of experiments as well as in the evaluation of the results of experiments. Setting up an experiment so that the most advantageous analysis of the result as possible is called a problem in experimental design.⁹

The first step of the tabulation operation was to divide the 814 questionnaires into 20 separate piles. The system of classifying various types of people has already been discussed but it was necessary to combine two particular types of people.

⁸ Auer, op. cit., p. 164.

⁹ Allen Edwards. Statistical Method For the Behavioral Science. p. 1.

In the classification of various attendance habits it was made possible for the respondents to check "attend church 3 times a month or more," "once or twice a month," or "less often than once a month." This last option had no more than half a dozen checks so they were put in the pile with the "once or twice a month people" and then the joint group was designated in the future as the "less often than three times a month group" or the non-regular respondents. By sorting and stacking the questionnaires in their respective groups at the very beginning and then transferring their scores to a specially prepared tabulation sheet which identified the people in each particular pile, the scores from each questionnaire needed to be tallied only once. Without the preliminary sorting according to the type of people who filled out each questionnaire, a given questionnaire would have to be tabulated many times which, of course, would necessitate many more hours of work.

The numerical break down according to the classes of people were: 340 males, 455 females, 379 adults over 45 years of age, 249 adults 21 to 45 years of age, 167 youth 12 to 20 years of age, 101 who had attended college, 435 who had attended high school but not college, 249 who had attended grade school only, 712 who attend church three times or more per month, and 83 who attend church less often than three times per month. The total number of answers for each possible option for each question ("usually," "part of the time," or "almost never,") were recorded on a second tabulation sheet. There were 10 of

these tabulation sheets because there was one for each type of people. One of them was identified as male, one female, one older adults etc. All of these 10 were added to give the complete data for the "total" sheet. The "total" sheet gave the information based on "all answers."¹⁰ The last mathematical process was to convert the totals for all 11 (10 types of people and one for "all answers") tabulation sheets into percentages. The percentages are the numbers that appear on the tables in the next chapter. The last stage of collecting, tabulating, classifying, and averaging was to construct tables which portray the actual findings and compare them as simply and clearly as possible.

A constant check for mathematical errors was available. There were always three figures for each question because there were three possible answers and the total of these figures always had to equal the total number in that pile or classification. In the addition process there was always a way of adding both horizontally and vertically to check answers. The exception to this was "no answers" but they were recorded and accounted for in each checking process. The division which was done to determine percentages was checked in each question because the total of the three percentages always had to equal 100. Thus the problem of finding an adequate technique for translating qualitative reactions, judgments, opinions, and

¹⁰ The reason for the break downs of people totaling 795 and the total number of respondents being 814 is because 19 of them didn't give the personal information requested.

attitudes into quantitative data amenable to analysis and interpretation was accomplished with some measure of satisfaction and accuracy.

FINDINGS, ANALYSIS, AND INTERPRETATION OF DATA

The following tables were formulated to help visualize the findings and interpret them for the reader. They appear in the order in which the questions were asked and a written analysis accompanies each table. It is not the intent of this chapter to draw any specific conclusions; rather it is to make a few assumptions and to locate possible reasons for certain unexpected findings. The function of this chapter is primarily to portray, analyze, vivify, and explain the actual factual information that was found in this survey of congregations to secure their opinions and attitudes about Manhattan Bible College student-ministers.

The minister's general appearance in the pulpit was the first category under which questions appeared on the original questionnaire. The first specific question given in the section was, "Your minister is pleasant and cheerful." The most commonly used options for answers available were "Usually" "Part of the time," or "Almost never." The respondents were very complimentary it seems in this respect. Ninety-eight percent of all questioned said "usually."

There is a tendency, not a fixed pattern, throughout the following tables for the females to be slightly more complimentary than their opposite sex, older adults to be less critical

than younger adults and younger adults to be much less critical than those who did not go beyond high school and for those who went to high school to be slightly more critical than the respondents who attended grade school only, and for the more regular attenders at church service to be slightly more positive in attitude than the less regular attenders. In this first table it will be seen that there is an exception to this tendency in the attendance habits section because the less-regular attenders find their minister's pleasantness and cheerfulness a little more satisfactory than the other church members. In Table

Table 1. Congregation's opinion on student-minister's pleasantness and cheerfulness

Types of respondents	: Number of : respondents:	Per cent replying		
		: Usually :	: Part of : : Almost	: the time: never
All questioned	814	98%	2%	0%
All male	340	98	2	0
All female	455	98	2	0
Over 45 yrs. of age	379	98	2	0
21 - 45 yrs. old	249	98	2	0
12 - 20 yrs. old	167	96	4	0
Attended college	101	97	2	1
Attended H.S., not Col.	435	98	2	0
Attended Gr. school only	249	98	2	0
Attend church regularly	712	98	2	0
Attend less often than 3 times a month	83	99	1	0

35 which is found in the next chapter on page 73 and deals with percentages of respondents giving student-minister top possible ratings on questions asked, this first question was rated second from the top. The youth and college attendants are a little under

the average in positiveness which will be considered a kind of a norm for this particular survey and analysis.

Men are apparently more easily satisfied than ladies regarding their minister's dress and neatness, as indicated in the following table which reveals the answers to the question, "Your minister is neat and attractive in dress." The youth are considerably more critical than adults and people who attended college are evidently more particular about this characteristic than are those who have not attended college at all. Regularity of church attendance does not seem to affect the answers to this question very much. It may be further observed that this dress and neatness quality tied with three other questions for fourth place from the top on Table 35.

Table 2. Congregation's opinion on student-minister's neatness and attractiveness in dress

Types of respondents	: Number of : respondents:	Per cent replying		
		: Usually	: Part of	: Almost
		: the time	: never	
All questioned	814	96%	4%	0%
All male	340	98	2	0
All female	455	95	5	0
Over 45 yrs. of age	379	99	1	0
21 - 45 yrs. old	249	95	5	0
12 - 20 yrs. old	167	92	8	0
Attended College	101	92	8	0
Attended H.S., not Col.	435	97	3	0
Attended Gr. school, only	249	97	3	0
Attend church regularly	712	96	4	0
Attend less often than 3 times a month	83	95	4	1

"Your minister has a good, confident posture" was the final question asked in connection with his general appearance. His posture in the pulpit is questioned considerably more than the other two characteristics in this general category. The male subjects were more critical than the females and the youth noted a deficiency in this quality much more than their elders. To emphasize the increased dissatisfaction in this habit as compared to the other appearance factors one may consult Table 35 where it is seen that this question is rated eighth from the top. For ninety-three percent of all answers to be "usually" is probably not an alarming reaction but the noticeable decrease in this same category could lead one to think that a weakness that should be easy to correct has been implied.

Table 3. Congregation's opinion on student-minister's posture in pulpit

Types of respondents	: Number of respondents :	Per cent replying		
		: Usually :	: Part of : Almost	: the time: never
All questioned	814	93%	7%	0%
All males	340	90	10	0
All females	455	94	6	0
Over 45 yrs. of age	379	94	6	0
21 - 45 yrs. old	249	95	5	0
12 - 20 yrs. old	167	86	14	0
Attended College	101	94	6	0
Attended H.S., not Col.	435	91	9	0
Attended Gr. school, only	249	94	6	0
Attend church regularly	712	93	7	0
Attend less often than 3 times a month	83	94	6	0

A slight deviation from the general tendency in these answers may be noted in the attendance habits and school background sections. For some reason unknown, the people who have been to high school but not college are less complimentary than even the college attendants. As will be seen only once in awhile, the less regular attenders are a little more easily pleased concerning posture in the pulpit.

The next category of questions was "Your minister's general attitude toward his audience" and the beginning question was stated "your minister is inclined to be NEGATIVE and ANTAGONISTIC." It is obvious that the participants in this survey consider the tendency to be negative and antagonistic quite prevalent among their Manhattan Bible College student-ministers. Twenty-nine percent of the respondents have some degree of criticism on this very important point. Although this percentage may not seem seriously large, it is indicated on Table 35 that this negativeness is rated next to the weakest of all 32 characteristics that were tested.

A comparison of various types of people show that more men than women consider that there is a need for some correction in this attitude. The adults between 21 and 45 are less captious than either the oldest or youngest age group. The people who have attended grade-school-only give a less favorable judgment on this quality than those with higher education. In fact, it is of interest to observe that on this question the college attenders are the most commendatory in the education comparison. Both the age and education comparisons are quite contrary to the general

expectation for answers. Another observation which is completely unexpected is that the non-regular attenders are more complimentary than those who attend more frequently. This question not only received a relatively negative total response but the types of people comparison is quite different from the general trend in this survey. The male respondents, however, fit their general tendency to be a little more disappointed in their ministers than the women are.

Table 4. Congregation's opinion on student-minister's tendency to be negative and antagonistic in attitude

Types of respondents	: Number of respondents :	Per cent replying		
		: Usually :	: Part of : the time :	: Almost never :
All questioned	814	18%	11%	71%
All males	340	20	16	64
All females	455	16	12	72
Over 45 yrs. of age	379	20	7	73
21 - 45 yrs. old	249	14	16	70
12 - 20 yrs. old	167	18	22	60
Attended College	101	8	14	78
Attended H.S., not Col.	435	15	15	70
Attended Gr. school, only	249	29	12	59
Attend church regularly	712	18	13	69
Attend less often than 3 times a month	83	11	15	74

The question about egotism and over self-confidence is also rated appreciably lower than most of the other questions on Table 35. When compared to the other questions this item is listed eighth from the bottom. The question was worded in the following manner: "Your minister is EGOTISTIC and over sure of himself." It is another switch to observe that male opinions

are slightly more complimentary than the opinion of the opposite sex on this matter. The adults who are over 46 give less favorable replies than the younger adults and younger adults are slightly more severe than the youth. The "grade school only" church people are apparently more critical than the others and those who attend church less often than three times a month have a more negative opinion than do the regular attenders. It causes one to wonder why the younger people and college people are less disturbed about the general attitude of their speaker than contrasting groups. Perhaps it could be

Table 5. Congregation's opinion on student-minister's egotism and over-self confidence

Types of respondents	: Number of respondents :	: Per cent replying		
		: Usually :	: Part of :	: Almost
		:	the time:	never
All questioned	814	9%	16%	75%
All males	340	8	20	72
All females	455	10	14	76
Over 45 yrs. of age	379	11	14	75
21 - 45 yrs. old	249	8	15	77
12 - 20 yrs. old	167	7	24	69
Attended College	101	8	14	78
Attended H.S., not Col.	435	7	16	77
Attended Gr. school, only	249	15	18	67
Attend church regularly	712	9	16	75
Attend less often than 3 times a month	83	12	17	71

assumed that the younger and better educated are more conscious of the mechanics of the speaking skill than the apparent feeling of the speaker. Maybe the older and less educated (which include

a large number of the same people) are more sensitive about any possible indication of this kind.

"Your minister is poised, calm, and has himself under control" was a question that was rated in the upper 10 on Table 35. The comparison of replies from different types of people shows little significant difference. The most noticeable variation is the educational break down and, as indicated on the succeeding table, the college group are less sure of the minister's poise, calmness, and apparent self control. The youth as a group give a less favorable reply and those with less than regular attendance habit are more critical than the faithful attenders. The male and female distinction shows little

Table 6. Congregation's opinion on student-minister's poise, calmness, and self-control

Types of respondents	: Number of respondents	: Per cent replying		
		: Usually:	: Part of : Almost	: the time: never
All questioned	814	90%	8%	2%
All males	340	90	10	0
All females	455	90	8	2
Over 45 yrs. of age	379	96	2	2
21 - 45 yrs. old	249	89	10	1
12 - 20 yrs. old	167	86	14	0
Attended College	101	81	16	3
Attended H.S., not Col.	435	91	8	1
Attended Gr. school, only	249	91	6	3
Attend church regularly	712	92	7	1
Attend less often than 3 times a month	83	86	14	0

differences. With 90 percent of all respondents thinking that their ministerial student-preacher meets this suggested criterion

"usually," one might presume that this problem is not a great one. Readers might be especially impressed by the response to this question when they recall that those being tested are young students.

With respect to the dullness and monotony of their minister's voice, it will be observed that the men and women are almost in complete agreement. The regular attenders and less than regulars also indicate a close consensus, but a small difference in evaluation is evident in the age distinction. The adults are more complimentary than the youth. Although there is not a wide divergence within the adults themselves we do find them yielding a higher rating than the "under 21 group." The college respondents are slightly more captious than the people with less formal education. On Table 35 this particular

Table 7. Congregation's opinion on student-minister's dullness and monotony of voice

Types of respondents	: Number of : respondents :	Per cent replying		
		: Usually :	: Part of : the time :	: Almost : never :
All questioned	814	6%	11%	83%
All males	340	6	10	84
All females	455	7	11	82
Over 45 yrs. of age	379	11	3	86
21 - 45 yrs. old	249	2	15	83
12 - 20 yrs. old	167	4	18	78
Attended College	101	8	16	76
Attended H.S., not Col.	435	5	12	83
Attended Gr. school, only	243	9	8	83
Attend church regularly	712	7	10	83
Attend less often than 3 times a month	83	5	12	83

attribute is listed twelfth from the bottom. With 17 percent of the total answers manifesting some degree of dissatisfaction and the relative comparison to all the other questions being as it is, one is apt to judge this as a weak point. This question under discussion is the first one under the topical heading, "Voice, As Used In the Pulpit," and the question was stated as: "Your minister's voice is rather dull and monotonous."

Making one's words easily heard and understood by clear pronunciation is an ability that was rated eleventh from the top on Table 35. Men listeners feel that they have trouble in this matter more than do the ladies. The most noticeable

Table 8. Congregation's opinion on student-minister's clarity of pronunciation in his preaching

Types of respondents	:Number of :respondents :	: Per cent replying :		
		:Usually :	:Part of :	:Almost :
		:respondents :	:the time :	:never :
All questioned	814	89%	9%	2%
All males	340	86	10	4
All females	455	91	8	1
Over 45 yrs. of age	379	92	4	4
21 - 45 yrs. old	249	91	8	1
12 - 20 yrs. old	167	80	20	0
Attended College	101	87	9	4
Attended H.S., not Col.	435	17	12	1
Attended Gr. school, only	249	92	5	3
Attend church regularly	712	89	9	2
Attend less often than 3 times a month	83	93	7	0

difference in answers is seen in the age grouping comparison where only 80 percent of the youth give a top possible rating

as compared to 92 percent of the older adults. The question on the survey was stated in this fashion: "Your minister's words are clearly pronounced and easy to hear." To have the younger set expressing more complaint on this point than the older people is not what one would normally expect.

"Your minister's voice is "too loud," "about right in loudness," or "weak, hard to hear," was the last question asked the congregations about their student-minister's voice. The findings reveal that vocal volume is rated as fourth from the top of all questions answered. (See Table 35). It will be noted that 96 percent of all questioned checked "about right," It is of some interest and probable benefit to the students being tested to note that the number of people complaining about the voice being too loud is approximately the same as the number of people who think it is too weak and hard to hear. This discovery may tell the college that this is a trait of speaking that will be difficult to improve, at least on the basis of this particular congregational survey. Even the older adults checked "too loud" as often as they did "too weak." Those who have been to college criticized the "weakness" of voice if they criticized at all. None in this group thought their minister was too loud but those who had been to "high school only" scored a little more heavily against the "too much loudness" than against the "too much quietness." The less than average in regularity of church attendance were in agreement with the high school group in that they also expressed more dissatisfaction with the "high-volume" problem

than with the "low volume" one.

Table 9. Congregation's opinion on student-minister's loudness and weakness of voice in the pulpit

Types of respondents	: Number of : respondents	: Per cent replying		
		: Too : loud	: About right : in loudness :	: Weak :
All questioned	814	2%	96%	2%
All males	340	1	97	2
All females	455	2	96	2
Over 45 yrs. of age	379	2	96	2
21 - 45 yrs. old	249	2	96	2
12 - 20 yrs. old	167	2	97	1
Attended College	101	0	95	5
Attended H.S., not Col.	435	3	95	2
Attended Gr. school, only	249	1	98	1
Attend church regularly	712	2	96	2
Attend less often than 3 times a month	83	3	96	1

The delivery in the pulpit was discussed in a section by itself and the opening question under that portion of questions was: "Your minister's delivery is...forceful, about average, or not forceful at all." The forcefulness of the delivery of these student-ministers seems quite acceptable according to the judgment of their congregations as expressed in this poll. All but three percent of the respondents rated them as having a delivery that is either about average or very forceful. It was arbitrarily decided that either of these answers, should be considered as satisfactory answers and with that judgment in mind this particular quality was placed in the third from the top position on Table 35. More college-attending subjects

judged them "not forceful" than any other group but only six percent of them actually expressed any negative opinion. It is the opinion of the experimenter now that the answer-options for this particular question could have been better worded.

Table 10. Congregation's opinion on student-minister's force in delivery

Types of respondents	: Number of respondents	Per cent replying		
		: Very forceful	: About average	: Not forceful
All questioned	814	26%	71%	3%
All males	340	27	70	3
All females	455	25	72	3
Over 45 yrs. of age	379	26	71	3
21 - 45 yrs. old	249	23	74	3
12 - 20 yrs. old	167	28	69	1
Attended College	101	25	69	6
Attended H.S., not Col.	435	24	72	4
Attended Gr. school, only	249	30	69	1
Attend church regularly	712	26	71	3
Attend less often than 3 times a month	83	26	74	0

The trend or norm for this survey is that the women recipients are a little more optimistic in their evaluation than the men in the majority of cases, the regular attenders are more complimentary than the less than "three-times-a-month" people, youth are less flattering than adults, and college are more critical than those with less education. All this is presented in the following table for "rate of speed" in delivery. The original question read, "Your minister talks...too fast, at about right speed, or too slow." For all answers just about

as many thought they were too slow as too fast. This kind of answering offers very little suggestion to the college for improvement. It may be noted that this trait is listed ninth from the top in the comparison on Table 35. It appears that if a speech teacher were determined to strengthen this ability he would not know from this survey which way to go. In this area of speech criticism the teacher will still have to guide the student on an individual basis. Of some interest and concern, is the fact that the findings show people who have been to college leaning toward the opinion of "too slow" while those who did not go to college are leaning toward the opinion of "too fast."

Table 11. Congregation's opinion on student-minister's rate of speech in their delivery

Type of respondents	: Number of : respondents	: Per cent replying		
		: Too : fast:	: At about : right speed	: Too : slow
All questioned	814	5%	91%	4%
All males	340	5	90	5
All females	455	5	92	3
Over 45 yrs. of age	379	0	94	6
21 - 45 yrs. old	249	5	90	5
12 - 20 yrs. old	167	7	91	2
Attended College	101	5	88	7
Attended H.S., not Col.	435	7	89	4
Attended Gr. school, only	249	2	95	3
Attend church regularly	712	4	92	4
Attend less often than 3 times a month	83	8	89	3

"Your minister in the pulpit...moves around too much, is about right, or is stiff, never gestures," was the third question

asked in the area of delivery. We observe once again that those who have attended college are more critical. Six percent of them think their preacher is stiff and never gestures and two percent of them think he moves around too much. The less than regular attenders are more negative than the others also. Perhaps a more significant discovery in the analysis is that men are slightly more easily pleased than women concerning bodily movement in the pulpit. It is probably of some benefit to note also that of those who expressed some dissatisfaction in the "all questioned" line, three percent thought there was not enough movement while only one percent thought there was too much. As a whole this evidently is not a vital problem because it is rated as fourth from the top on Table 35.

Table 12. Congregation's opinion on student-minister's bodily movement in the pulpit

Types of respondents	: Number of respondents	Per cent replying		
		: Moves too much	: About right	: Is stiff
All questioned	814	1%	96%	3%
All males	340	2	97	1
All females	455	1	96	3
Over 45 yrs. of age	379	2	97	1
21 - 45 yrs. old	249	2	95	3
12 - 20 yrs. old	167	1	96	3
Attend College	101	2	92	6
Attended H.S., not Col.	435	1	96	3
Attended Gr. school, only	249	2	98	0
Attend church regularly	712	0	99	1
Attend less often than 3 times a month	83	3	92	5

When eye contact, as a part of the public speaking art, is compared to all the other qualities on Table 35 it is rated as sixteenth from the bottom and seventeenth from the top. We observe in the following table that 86 percent of all the respondents judge that their minister usually looks directly and personally at his listeners and 14 percent of them have some question about it at least part of the time. On Table 35 this habit is listed seventeenth from the top and fifteenth from the bottom. The ordinary differences between the various types of people are presented in this table but they are not appreciable.

Table 13. Congregation's opinion on student-minister's ability to look directly and personally at his listeners

Types of respondents	: Number of : respondents :	Per cent replying		
		: Usually :	: Part of :	: Almost :
		:	: the time :	: never :
All questioned	814	86%	12%	2%
All males	340	87	12	1
All females	455	86	11	3
Over 45 yrs. of age	379	86	11	3
21 - 45 yrs. old	249	89	9	2
12 - 20 yrs. old	167	82	16	2
Attended College	101	85	14	1
Attended H.S., not Col.	435	85	12	3
Attended Gr. school, only	249	88	11	1
Attend church regularly	712	87	11	2
Attend less often than 3 times a month	83	82	18	0

The rather common problem of a public speaker watching his speech notes, outline, or manuscript too much is the most severely criticized habit on this entire survey. Forty-six percent of those questioned think their minister resorts to the

"crutch" too much at least part of the time. This percentage is 17 points lower than any other characteristic on Table 35. In studying the reactions of different classes of church attenders we are surprised to notice that the teenagers are not so aware of note-watching as are their elders. It may be noticed that 60 percent of the youth said their minister almost never watches his notes too much but only 51 percent of the respondents over 45 years of age checked "almost never." Likewise unexpected is the fact that these findings show less regular attenders at worship services much less disturbed by this tendency than the ones who claimed attendance records of "three times a month" or more. The comparison in the following table shows 51 percent of the regulars saying "almost never" while 75 percent of the others said "almost never." This

Table 14. Congregation's opinion on student-minister's tendency to watch his notes too much

Types of respondents	: Number of respondents :	Per cent replying		
		: Usually :	: Part of the time :	: Almost never :
All questioned	814	5%	41%	54%
All males	340	5	42	53
All females	455	6	39	55
Over 45 yrs. of age	379	5	44	51
21 - 45 yrs. old	249	5	37	58
12 - 20 yrs. old	167	8	32	60
Attended College	101	8	45	47
Attended H.S., not Col.	435	5	40	55
Attended Gr. school, only	249	7	40	53
Attend church regularly	712	6	43	51
Attend church less often than 3 times a month	83	5	20	75

question was worded on the questionnaire in this way: "Your minister has to watch or read his notes too much."

In a category entitled "Your minister's choice of sermon subjects and content" those who were surveyed were asked, "Does your minister talk about practical everyday problems in life?" It has been arbitrarily considered that both "usually" and "part of the time" answers are satisfactory because in this question they do not necessarily imply any criticism or dissatisfaction. Probably some of the respondents who checked "part of the time" considered this as being the way it should be. Hence for the sake of this analysis it is considered that the "almost nevers" are the only negative answers. On this basis this question ranked twelfth from the top on Table 35 and therefore is evidently not a tremendous problem. The succeeding table reveals that "grade school only" subjects are a lot more dissatisfied than the college group about this matter of content. There is probably some reason for only eight percent of the college respondents answering "almost never" while 18 percent of the "grade school only" people marked "almost never" regarding the daily practicality of their minister's preaching. One might surmise that the people who have been to college are more apt to make their own applications and therefore do not feel as slighted in this area as those with less formal education.

Little contrast in category comparisons is perceptible concerning the minister's use of illustrative materials, such as stories and personal incidents. However the criticisms are

Table 15. Congregation's opinion on student-minister's selection of practical subjects

Types of respondents	: Number of : respondents :	Per cent replying		
		: Usually :	: Part of :	: Almost :
			the time:	never
All questioned	814	37%	50%	13%
All males	340	31	53	16
All females	455	42	47	11
Over 45 yrs. of age	379	39	47	14
21 - 45 yrs. old	249	38	50	12
12 - 20 yrs. old	167	31	52	17
Attended College	101	50	42	8
Attended H.S., not Col.	435	34	54	12
Attended Gr. school, only	249	38	44	18
Attend church regularly	712	37	50	13
Attend less often than 3 times a month	83	32	54	14

comparatively numerous regarding this habit. Table 35 indicates the over-use of illustrative material as being tied for second from the bottom of the list. It is realized that any opinion about this matter is a personal rather than a scientific judgment, a value judgment rather than specific or objective, but if the college and its ministers are concerned with what the congregations think about this somewhat ambiguous problem confronting all ministers, this survey gives a certain feed-back and reaction.

A further feeler set forth in the form of a question in this area of subjects and content was: "Your minister has a wide variety of subjects and fresh, new approaches." It is indicated that these young men who are evaluated were charged by a significant percent of listeners with a lack of variety in

Table 16. Congregation's opinion on student-minister's use of illustrative materials

Types of respondents	: Number of : respondents :	Per cent replying		
		: Usually :	: Part of : the time :	: Almost : never :
All questioned	814	5%	24%	71%
All males	340	4	24	72
All females	455	6	23	70
Over 45 yrs. of age	379	4	22	74
21 - 45 yrs. old	249	4	25	71
12 - 20 yrs. old	167	5	27	68
Attended College	101	6	21	73
Attended H.S., not Col.	435	3	25	72
Attended Gr. school, only	249	7	23	70
Attend church regularly	712	5	23	72
Attend church less often than 3 times a month	83	4	27	69

sermonic material and approaches. The various classes of people responded in a way very normal to this particular study but the rating by all questioned is found to be relatively low. On Table 35 this characteristic of variety is ranked as third from the bottom score. This observation might point to a conclusion that these Manhattan Bible College-supplied churches are somewhat disappointed in this matter. Whether the ministers are weak in this regard or whether the people expect too much is a question that cannot be answered; but the point remains that the congregations are not overly pleased about it.

The question, "Your minister's ideas and themes are clear and easy to follow," has considerable ambiguity. However, the reaction to it may provide some indication of the preacher's ability and success in making himself comprehensible. The men

Table 17. Congregation's opinion on student-minister's ability to discover new subjects and fresh approaches

Types of respondents	: Number of : respondents :	: Per cent replying :		
		: Usually :	: Part of : the time :	: Almost never :
All questioned	814	73 %	24%	3%
All males	340	70	27	3
All females	455	76	21	3
Over 45 yrs. of age	379	77	21	2
21 - 45 yrs. old	249	74	23	3
12 - 20 yrs. old	167	66	30	4
Attended College	101	66	31	3
Attended H.S., not Col.	435	73	24	3
Attended Gr. school only	249	75	22	3
Attend church regularly	712	73	24	3
Attend less often than 3 times a month	83	70	25	5

under study were criticized by the teenagers quite severely on this point. Thirty-one of the "under 21 group" feel that there is some weakness in getting the point across. We observe that out of all questioned 87 percent think the minister usually does make his ideas clear while 13 percent feel that there is some lack of ability in that area. The comparison on Table 35 portrays this quality as being thirteenth from the top score which means it is in the upper half. Perhaps the college under study would do well to consider possible ways of developing in student ministers greater clarity of communication and skill in converting ideas into words which can readily be converted back into the same ideas within the listener's mind.

Table 18. Congregation's opinion on student-minister's ability to communicate ideas and themes successfully.

Types of respondents	: Number of : respondents:	Per cent replying		
		: Usually:	: Part of : the time:	: Almost never
All questioned	814	87%	11%	2%
All males	340	86	11	3
All females	455	87	11	2
Over 45 yrs. of age	379	92	7	1
21 - 45 yrs. old	249	87	12	1
12 - 20 yrs. old	167	69	27	4
Attended College	101	82	16	2
Attended H.S., not Col.	435	84	14	2
Attended Gr. school, only	249	91	8	1
Attend church regularly	712	87	10	3
Attend less often than 3 times a month	83	87	13	0

Contrary to what some people would ordinarily expect, the older adults are apparently more satisfied with the amount of Scripture used in the sermons by these particular ministers than are the teenagers. Quite a significant difference is indicated on the succeeding table. For analysis purposes one could only speculate as to why this unexpected contrast is seen. Although 91 percent of the people over 45 are satisfied on this issue, the average percent of negatively colored responses is 85, and 74 percent of the youth checked "usually." One might think that young people would be less conscious of need for Scriptural support but of course the general trend in this survey is for the youth to be somewhat more negative. The comparison on this particular question could offer support to the claim that young people are more apt to cushion their

evaluations and perhaps subconsciously shade them toward the positive. On Table 35 this question about sufficiency of Scriptural support is listed nineteenth from the top and thirteenth from the bottom.

Table 19. Congregation's opinion on student-minister's use of Scriptural support in drawing conclusions

Types of respondents	: Number of respondents :	Per cent replying		
		: Usually :	: Part of :	: Almost :
			the time	never
All questioned	814	87%	11%	2%
All males	340	86	11	3
All females	455	87	11	2
Over 45 yrs. of age	379	92	7	1
21 - 45 yrs. old	249	87	12	1
12 - 20 yrs. old	167	69	27	4
Attended College	101	82	16	2
Attended H.S., not Col.	435	84	14	2
Attended Gr. school, only	249	91	8	1
Attend church regularly	712	87	10	3
Attend less often than 3 times a month	83	87	13	0

The next question under the subject of use of the Bible in church is actually about the same as the previous one but is stated in the negative and the response to it is very comparable to the related question. The question read: "Your minister preaches opinions more than he does the Bible." Fewer checked it in the affirmative as compared to the sufficiency of Scripture question but the difference is only 3 points in top possible rating. Once again the youth are more suspicious of a weakness than the adults. It is possible that the emphasis on the word

"opinion" in this question would stimulate teenagers to a more negative response. This question is ranked eleventh from the bottom in Table 35. Eighty-two percent of all questioned said that their minister was almost never guilty of preaching his own opinion.

Table 20. Congregation's opinion on student-minister's tendency to preach their own opinions

Types of respondents	:Number of :respondents :	Per cent replying		
		:Usually :	:Part of :	:Almost :
		:respondents :	:the time :	:never :
All questioned	814	4%	14%	82%
All males	340	4	13	83
All females	455	4	15	81
Over 45 yrs. of age	379	4	11	85
21 - 45 yrs. old	249	2	14	84
12 - 20 yrs. old	167	7	21	72
Attend College	101	4	14	82
Attended H.S., not Col.	435	3	13	83
Attended Gr. school, only	249	8	13	79
Attend church regularly	712	4	13	83
Attend less often than 3 times a month	83	9	26	65

Another worthy notation in the preceding table is that the "less than regular attenders" score their minister very much lower than the others on this opinion question. This is an interesting observation because in all probability the average of this group would not be as well informed as to what really is Bible support as the average person who goes every Sunday. On the other hand this class of people may be well acquainted with good reasoning, proper creditations, and logical proof.

Effective oral interpretation of Scripture reading in the pulpit is another skill that is measured to some degree in this experiment. We are surprised again to observe that the "less than three times a month" group answer more affirmatively than do the every-Sunday ones. The comparison on Table 35 places Scripture reading as twelfth from the top. One might be inclined to think that more than 13 percent of those questioned should have been critical about this quality. The comparative answers from different types of people show about the usual variations.

Table 21. Congregation's opinion on student-minister's ability to read the Scriptures meaningfully and effectively

Types of respondents	: Number of respondents :	: Per cent replying		
		: Usually :	: Part of :	: Almost
			: the time :	: never
All questioned	814	87%	10%	3%
All males	340	87	10	3
All females	455	88	9	3
Over 45 yrs. of age	379	90	7	3
21 - 45 yrs. old	249	88	10	2
12 - 20 yrs. old	167	78	18	4
Attended College	101	84	13	3
Attended H.S., not Col.	435	85	12	3
Attended Gr. school, only	249	88	9	3
Attend church regularly	712	86	11	3
Attend less often than 3 times a month	83	92	7	1

To be surpassed by no other quality in this survey is the minister's knowledge of the Bible. The question was put in a little different form from most of them were. "Your minister's

knowledge of the Bible seems to be...very thorough, about average, or very poor" is the way the question was worded. As in two other cases it was decided that either "very thorough" or "about average" constituted a positive answer. If this is allowed as being reasonable, the students under evaluation should be rated as 100 percent in the Biblical knowledge matter. In other words, as can be observed, there were no "very poor" answers. Two deviations from the norm in group comparisons are manifested in the succeeding table. The teenagers yielded more answers of "very thorough" than do the older recipients. Also different, although not completely unexpected, is the attendance

Table 22. Congregation's opinion on student-minister's knowledge of the Bible

Types of respondents	:Number of :respondents :	Per cent replying		
		:Usually :	Part of :	Almost
		:respondents :	:the time :	:never
All questioned	814	47%	53%	0%
All males	340	46	54	0
All females	455	52	48	0
Over 45 yrs. of age	379	43	57	0
21 - 45 yrs. old	249	47	53	0
12 - 20 yrs. old	167	55	45	0
Attended College	101	42	57	0
Attended H.S., not Col.	435	52	48	0
Attended Gr. school only	249	55	45	0
Attend church regularly	712	47	53	0
Attend less often than 3 times a month	83	51	49	0

habit comparison which shows the "less than three times a month" group checking more answers "very thorough" than the other people in the survey.

In Table 34 on page 73 where a comparison of top possible ratings by categories of questions is made, the category on "sermon organization" is fourth from the bottom with nine categories compared. The specific question, "Your minister gets to the main point quickly and sticks to it" is rated eighth from the bottom in the 32 questions on Table 35. The most noticeable differences are found in the age grouping and in the attendance habit comparison. With 80 percent of all answers being "usually" the 68 percent figure under "usually" for the youth suggests a decided difference in attitude and response. Seventy-five percent of the people from 20 to 45 marked "usually" but in contrast it is observed that 87 percent of the elder adults checked this top possible answer. The variation in the sex and education

Table 23. Congregation's opinion on student-minister's ability to get the main point and stick to it

Type of respondents	:Number of :respondents :	Per cent replying		
		:Usually :	:Part of :the time :	:Almost :never :
All questioned	814	80%	19%	1%
All males	340	78	21	1
All females	455	81	18	1
Over 45 yrs. of age	379	87	13	0
21 - 45 yrs. old	249	75	24	1
12 - 20 yrs. old	167	68	28	4
Attended College	101	72	27	1
Attended H.S., not Col.	435	78	21	1
Attended Gr. school, only	249	83	15	2
Attend church regularly	712	81	18	1
Attend less often than 3 times a month	83	63	37	0

distinctions is very small but there is an 18 point margin between the "regular" and "less than regular" attenders. Although the margin is larger than usual the direction of difference fits the general norm.

A very similar question that was asked under the "sermon organization" section is, "Your minister's main points and ideas are clearly outlined and easy to follow." The answers are likewise comparable. Eighty-two percent marked "usually" for this question while 80 percent of them marked it for the preceding question. Although the total answers were about the same, the contrast between the "three times or more a month" people and the less faithful is much less than before. The distinction in

Table 24. Congregation's opinion on student-minister's ability to clearly outline their sermons

Type of respondents	: Number of : respondents :	Per cent replying		
		: Usually :	: Part of : the time :	: Almost : never :
All questioned	814	82%	17%	1%
All males	340	82	17	1
All females	455	82	17	1
Over 45 yrs. of age	379	86	14	0
21 - 45 yrs. old	249	84	14	2
12 - 20 yrs. old	167	71	28	1
Attended College	101	76	21	3
Attended H.S., not Col.	435	78	21	1
Attend Gr. school, only	249	84	14	0
Attend church regularly	712	83	17	0
Attend less often than 3 times a month	83	72	24	4

attitude of the youth and adults is not as sharp as for the question about sticking to the main point. It is rather uncommon in this survey to find the male and female respondents in as complete an agreement as they are in this table.

The last question under the heading of organization is: "Your minister's sermons seem poorly prepared." Although this question involves many factors beside organization it was decided that it belonged in this case of questions more than in any other class. These ministers' sermons seem more poorly prepared to the male, youth and non-regular attenders than to the other respondents. It is a switch from the general trend to see the college people being less critical than those with less formal education. The gap between the different educational groups is small however. Another interesting observation is that

Table 25. Congregation's opinion on student-minister's sermon preparation

Type of respondents	: Number of respondents :	: Per cent replying		
		: Usually :	: Part of :	: Almost
			the time	never
All questioned	814	7%	11%	82%
All males	340	8	11	81
All females	455	5	12	83
Over 45 yrs. of age	379	8	9	83
21 - 45 yrs. old	249	2	14	84
12 - 20 yrs. old	167	9	15	76
Attended College	101	4	17	79
Attended H.S., not Col.	435	5	12	83
Attended Gr. school, only	249	11	8	81
Attend church regularly	712	7	11	82
Attend less often than 3 times a month	83	5	16	79

the younger adults (21 to 45) are more complimentary than the people above 45. Eighty-four percent of the younger adults said "almost never" while 83 percent of the older adults checked the same answer. The greatest spread between these two groups is revealed under "usually" where eight percent of the older people said the sermons usually seem poorly prepared as compared to only two percent of the younger adults. This particular question is itemized thirteenth from the bottom and twentieth from the top on Table 35.

The grammar and vocabulary section was rated third from the bottom in Table 34. (Where top possible ratings are compared according to categories of questions asked.) The specific question that begins this section is: "Your minister makes many errors in grammar." It is contrary to what some would expect to see that the college group is only slightly more critical than the others about this habit. It was thought by some that the college respondents would be much less positive in answering this particular question. Sixty-nine percent of the college respondents answered "almost never" as compared to 74 percent of "high school attenders" and 73 percent of "grade school only people." Only four percent of the college attenders marked "frequently" and the same was marked by nine percent of the high school and grade school church members. The twelve to twenty age section is extremely more negative again. We see that 55 percent of these youth said "almost never" as contrasted to 72 percent of the younger adults and 82 percent of the adults who

are over 45 years of age. This question about grammar errors ranks fourth from the bottom on Table 35.

Table 26. Congregation's opinion on student-minister's errors in grammar

Types of respondents	: Number of respondents	: Per cent replying		
		: Fre- quently	: Part of the time	: Almost never
All questioned	814	9%	18%	73%
All males	340	6	22	72
All females	455	11	15	74
Over 45 yrs. of age	379	6	12	82
21 - 45 yrs. old	249	11	17	74
12 - 20 yrs. old	167	13	32	55
Attended College	101	4	22	69
Attended H.S., not Col.	435	9	17	74
Attended Gr. school, only	249	9	18	73
Attend church regularly	712	9	18	73
Attend less often than 3 times a month	83	6	14	80

Comparisons of the different types of people on the following table show the male and female recipients exactly the same. This question was worded: "Your minister mis-pronounces many of his words." The college subjects are much more conscious of weakness in this area than they indicated on the grammar question. The youth are conspicuous as usual by the most negative rating of any group. A change from the general pattern of things is indicated in the attendance habit comparison where the "less than regular" church people are a little less critical than the others. Eighty-two percent of them checked "almost never" while eighty-one of the regular attenders marked the same option.

Seven percent of the regulars said that their minister mispronounced words frequently but only four percent of the "less than regular" people marked frequently. The general consensus of opinion in this study is that the students under criticism are more highly skilled in pronunciation than in the strictly grammar aspect; however a marked deficiency is implied according to Table 35 where this question is ranked ninth from the bottom of the list.

Table 27. Congregation's opinion on student-minister's pronunciation of words

Type of respondents	:Number of respondents	: Per cent replying		
		:Fre- :quently	:Part of :the time	:Almost :never
All questioned	814	7%	12%	81%
All males	340	7	12	81
All females	455	7	12	81
Over 45 yrs. of age	379	6	6	88
21 - 45 yrs. old	249	7	14	79
12 - 20 yrs. old	167	8	23	69
Attended College	101	8	17	75
Attended H.S., not Col.	435	6	12	82
Attended Gr. school, only	249	7	10	83
Attend church regularly	712	7	12	81
Attend less often than 3 times a month	83	4	14	82

With respect to the judgment and ability to choose a vocabulary that is comprehensible to an average listener, the Manhattan Bible College constituency considers it a smaller problem than the other grammar and vocabulary traits. The answers from all who were questioned place it fourteenth from

the top on Table 35. The question was stated: "Your minister uses words that an average listener does not understand" and two rather unexpected results appear in the "types of people" comparison. The people with less than the average attendance habit measure this problem only a shade lower than the others do. This is unexpected because one would perhaps expect a much greater margin there. The less regular attenders will generally be less familiar with ministerial terminology and vocabulary. A second observation is that the college respondents rated this as being a greater problem than did the ones who have been to high school only. However, as was anticipated, the "grade only" subjects find it a little harder to understand their minister's vocabulary.

Table 28. Congregation's opinion on student-minister's use of words that listeners can understand

Type of respondents	: Number of respondents	Per cent replying		
		: Frequently	: Part of the time	: Almost never
All questioned	814	3%	10%	87%
All males	340	4	12	84
All females	455	2	7	91
Over 45 yrs. of age	379	2	5	93
21 - 45 yrs. old	249	2	10	88
12 - 20 yrs. old	167	4	19	77
Attended College	101	3	9	88
Attended H.S., not Col.	435	2	8	90
Attended Gr. school, only	249	5	12	83
Attended church regularly	712	4	9	87
Attend less often than 3 times per month	83	4	10	86

The section called "effect on his audience" in the questionnaire seemed harder to cover precisely than the other sections. It seemed that the questions over-lapped some into the "attitude," "delivery," and "organization" categories but it was felt that these questions needed to be dealt with in some way. The first specific question under this category was: "your minister's sermons are too long." Answers indicate that men, youth, and "less than three times a month" church attenders have greater anxiety about the length of the speech than the other types of people. There is a slight tendency on the part of the college respondents to be dissatisfied, however, 82 per cent of them thought that the sermon length was usually all

Table 29. Congregation's opinion on student-minister's length of sermons

Type of respondent	: Number of : respondents :	Per cent replying		
		: Usually :	: Part of :	: Almost
			the time	never
All questioned	814	3%	13%	84%
All males	340	4	16	80
All females	455	3	11	86
Over 45 yrs. of age	379	1	9	90
21 - 45 yrs. old	249	4	14	82
12 - 20 yrs. old	167	8	22	70
Attended College	101	6	12	82
Attended H.S., not Col.	435	3	16	81
Attended Gr. school only	249	3	10	87
Attend church regularly	712	3	13	84
Attend less often than 3 times per month	83	7	23	70

right. Table 35 reveals this trait as being thirteenth from the bottom in the 32-question comparison. Sixteen percent of all who

were questioned expressed some dissatisfaction about this habit.

The question that read "your minister holds the attention and interest of the audience" is very closely related to the previous question about sermon length but is stated in the affirmative. Answers to the two questions were very comparable. We do notice a smaller difference between the "sex" and "attendance habit" grouping than was indicated on the preceding table. The greatest contrast in both of these questions is found in the "age" distinction and there are 20 points difference in both cases between the youth and older adults. This question about audience interest and attention in what the minister has to say is rated on Table 35 as sixteenth from the bottom and seventeenth from the top.

Table 30. Congregation's opinion on student-minister's ability to hold the attention and interest of the audience

Type of respondent	: Number of respondents :	: Per cent replying		
		: Usually :	: Part of the time :	: Almost never :
All questioned	814	85%	13%	2%
All males	340	84	12	2
All females	455	85	12	1
Over 45 yrs. of age	379	92	7	1
21 - 45 yrs. old	249	84	15	1
12 - 20 yrs. old	167	72	24	4
Attended College	101	81	16	3
Attended H.S., not Col.	435	83	16	1
Attended Gr. school only	249	90	9	1
Attend church regularly	712	85	13	2
Attend less often than 3 times per month	83	85	15	0

"Your minister tries to force his ideas on other people" was the thirty-first question asked on this survey. It may be recalled that earlier in the questionnaire a section was classified as "general attitude toward his audience." Within this category two of the questions dealt with the minister's tendency to be negative, antagonistic, and egotistic and an interesting correlation is seen between the average answer in that "attitude category" and the answers to this specific question about "forcing" his ideas. Although this current question appeared in an altogether different place on the questionnaire and under a different heading, it still received about the same response from the subjects as the similar questions under an earlier category. The "attitude category" is shown on Table 34, page

Table 31. Congregation's opinion on student-minister's attempt to force ideas on other people

Type of respondents	:Number of :respondents :	Per cent replying		
		:Usually :	:Part of :the time :	:Almost :never :
All questioned	814	6%	15%	79%
All males	340	8	18	74
All females	455	5	15	80
Over 45 yrs. of age	379	0	5	95
21 - 45 yrs. old	249	6	16	78
12 - 20 yrs. old	167	9	23	68
Attended College	101	6	14	80
Attended H.S., not Col.	435	5	18	77
Attended Gr. school only	249	9	13	78
Attend church regularly	712	6	15	79
Attend less often than 3 times per month	83	7	22	73

73 , as being the lowest rated category with 21 and three-tenths percent of the people giving some degree of negativity in their answer. The "force" question as shown in the previous table received some degree of negativity from 21 percent of all questioned. This apparent attitude problem appears to be relatively large problem for the school being tested. If the student-ministers do not actually feel negative, at least, they have not discovered how to keep from appearing that way to a significant segment of the congregations. Once again the reaction of the youth stands out in sharp contrast to the answers from all questioned. Thirty-two percent of the youth are evidently of the opinion that their minister is attempting to "force his message upon them part of the time or usually.

This last question was a feeler with respect to one phase of ethical proof and the congregations seemed fairly well satisfied with their minister's sincerity. The question was stated: "I think my minister sincerely believes and practices what he preaches." It may be noted that 96 percent of all questioned gave the top possible rating and not one answered with an "almost never." In Table 35 this question has a fourth from the top rating. The noticeably low scoring is once again from the teenagers. Twelve percent of them question their minister's sincerity and willingness to practice what he preaches. This is such an important asset for a minister one may be a little disturbed at the young people's response to this question. It is a slight change to see the high school attenders being a

little more commendatory than the people who went only to grade school.

Table 32. Congregation's opinion on student-minister's sincerity

Type of respondents	: Number of respondents :	: Per cent replying		
		: Usually :	: Part of the time :	: Almost never :
All questioned	814	96%	4%	0%
All males	340	96	4	0
All females	455	96	4	0
Over 45 yrs. of age	379	99	1	0
21 - 45 yrs. old	249	97	3	0
12 - 20 yrs. old	167	88	12	0
Attend College	101	95	5	0
Attended H.S., not Col.	435	97	3	0
Attended Gr. school only	249	95	5	0
Attend church regularly	712	96	4	0
Attend less often than- 3 times per month	83	95	5	0

CONCLUSIONS

On the basis of the data, findings, and information collected by this survey, the following observations are discussed and submitted.

With Respect to the Instrument and System

An instrument has been constructed and adapted that is functional, and which makes it possible to secure a specific, systematic, and scientific feed-back from audience to speakers. In the course of the study it was concluded that relatively weak points exist. It is believed that these weaknesses stand a better

chance of being corrected when they are objectified in this way.

With Respect to the Data Provided by the Instrument

In this study the following questions were asked and their answers are indicated. These questions are: What can be learned by studying the types of people in a congregation? What can be learned by studying the types of questions asked? What can be learned by studying high rating specific characteristics? What can be learned by studying low rating specific characteristics?

Studying the types of people in the congregation. The greatest variation in types of people is found between youth from 12 to 20 and the adults who are over 45 years of age. The teenagers are highly critical in comparison to other age groups and the general attitude of the adults who are between 21 and 45 is indicated as being inbetween the extremely younger and oldet groups. A table is presented that will help vivify and support this statement. The comparisons indicated on this table were based on the number of times throughout the 32 questions that one particular type of people rated their minister higher than did the opposite group or groups. For example: the female respondents gave the top possible rating more times than the men did on 16 of the questions. The men gave the top possible rating more times than the women did on 10 of these questions. Since this totals only 26 and there were 32 questions,

we know that the men and women were the same on six of the questions. In like manner the older adults gave more top possible ratings, when compared to younger adults and to the youth, on 22 of the questions. In contrast the youth group was the most complimentary age-group only two times. Respondents who never went farther than grade school with their formal education were much more flattering than those who went as far as college. As was expected, the people who go to church less often than three times per month were a little more critical than those who attend three times or more per month, but this difference is not very significant.

In attempting to account for these most noticeable differences one might assume that because college people, on an average, have had more training in communication courses, grammar, vocabulary, and other related areas and because they have had more opportunities to hear and study outstanding speakers, they are more aware of mistakes and weaknesses in the art and skill of oral communication. It may be that the college subjects had no intention of being more critical than others but just naturally have a higher standard of how a speaker should or could do. It could be assumed that the college respondents' evaluation will be a little more helpful to the Bible college and its ministers because of the respondents own extended opportunities to study the skills of speaking.

To attempt to suggest possible reasons for the reaction of the youth in comparison to older adults is difficult. The

following considerations might be given: Are they this much better qualified to observe weaknesses? Are they so much closer to educational emphases on these various characteristics that it makes this difference? Are they just being more candid and realistic in their evaluations? It has been suggested that maybe the adults are more apt to cushion their criticisms and subconsciously slant their evaluations in the direction of the positive while the youth reveal more exactly how they really feel about it. The writer thinks that several of these factors could be contributory. It is felt that the differences between the male and female subjects and the church attendance habit distinction are such a small degree as to not necessitate a speculation about possible reasons.

Table 33. A general comparison of the positiveness of answers from different types of people

Types of people	:	In answering various questions:
	:	More complimentary
All females		16 times
All males		10 times
Over 45 yrs. of age		22 times
21 - 45 yrs. old		7 times
12 - 20 yrs. old		2 times
Attended grade school only		19 times
Attended high school, not college		10 times
Attended college		5 times
Attend church 3 times or more per month		17 times
Attend less often than 3 times per month		14 times

Studying Types of Questions Asked. Another table is presented in which a comparison is made of the percentages of all respondents who gave the top possible ratings to the student-ministers, according to the type or category of questions covered. To arrive at these comparative numbers the percentages of top possible answers in each particular category were added together and averaged. This gave a picture of how the various types of questions were answered. The following observations are submitted on the basis of this table and this comparison. (1) Their general appearance in the

Table 34. Percentages of respondents giving top possible rating to student-ministers, by type of category covered

Order in which : categories : appeared on : questionnaires :	Percentages :	Categories on questionnaire
1	95.7%	General appearance in the pulpit
3	89.3%	Minister's voice, as used in the pulpit
6	88.5	Use of the Bible in church
9	86.0	Effect your minister has on his audience
4	84.6	Delivery in the pulpit
7	81.3	Sermon organization
8	80.3	Grammar and vocabulary used in the pulpit
5	79.5	Choice of sermon subjects and content
2	78.7	Minister's general attitude toward his audience

pulpit is the most satisfactory category of characteristics covered in this survey. (2) The use of their voice as one physical quality and the use of the Bible stand close together

for second place in receiving high ratings from the congregations. (3) The presumed attitude that these ministers have toward their audiences and their choices of sermon subjects and content are the two weakest general areas included in this survey.

Studying High Ratings of Specific Characteristics. In studying the next table (number 35) which compares the percentages of all respondents giving student-ministers top possible ratings, on questions asked, some relatively high percentages will be seen. With this table and its comparisons as a basis of support the following observations are submitted: (1) These students' knowledge of the Bible is considered to be a very strong attribute. (2) The general appearance of these student-ministers in the pulpit is considered relatively good. (3) Sincerity and willingness to practice what they preach is a virtue that seems to be accepted by the majority of the subjects. (4) Several of the "delivery traits" are considered to be relatively strong.

These possible conclusions are based on the top seven characteristics in the succeeding table. The number in the left column which states the order in which the questions were asked will be used to identify the specific characteristics. Pleasantness and cheerfulness (question 1) and attractiveness in dress (question 2) are combined to support conclusion two. In a similar manner, forcefulness of delivery (question 10), loudness of voice (question 9), and movement in the pulpit

(question 12) are combined to support conclusion four. Conclusions one and three are based on the answers to questions 22 and 32 respectively.

Studying Low Rating Specific Characteristics. In the same way that specific stronger characteristics were distinguished, obviously weaker points and tendencies are objectified. The seven specific traits that are ranked lowest in the following table are used as the basis for the following observations. (1) These student-ministers may be leaning to heavily on their sermon notes and outlines. (2) They are evidently leaving the impression of an attitude that is negative, antagonistic, and egotistic with a large segment of the congregations. Appearing to force their ideas on their listeners is very closely related to the same tendency. (3) The over-use of illustrative material, lack of variety in subject material, and lack of fresh new sermonic approaches are habits that may need improved. These characteristics are related to each other and may be due somewhat to the same basic causes.

The seven lowest rated characteristics were reduced to the four preceding conclusions. Using the order in which the questions were asked to identify them, questions four, five, and 31 are combined to support conclusion two. Questions 16 and 17 are combined to suggest conclusion number three. Questions 14 and 26 lend support to conclusions one and four respectively.

Table 35. Percentages of respondents giving student-ministers top possible rating, on questions asked

Order in which questions were asked	:	:	:	Percentages	:	Questions
22				*100%		Knowledge of the Bible
1				98		Is pleasant and cheerful
10				* 97		Forcefulness of delivery
9				96		Loudness of voice
12				96		Movement in the pulpit
2				96		Is neat and attractive in dress
32				96		Sincerely believes and practices what he preaches
3				93		Has a good confident posture
11				91		Rate of speed minister talks
6				90		Is poised, calm, and has self under control
8				89		Words are clearly pronounced and easy to hear
15				*87		Talks about practical every-day problems in life
18				87		Ideas and themes are clear and easy to understand
21				87		Reads the Scriptures meaningfully and effectively
28				87		Uses words that average listener does not understand
13				86		Looks directly and personally at the listeners
30				85		Holds attention and interest of audience
19				85		Uses sufficient Scripture to support conclusions
25				84		Seems poorly prepared
29				84		Sermons are too long
7				83		Voice is rather dull and monotonous
20				82		Preaches opinions more than he does the Bible
24				82		Main points are clearly outlined and easy to follow
27				81		Mis-pronounces many of his words
23				80		Gets to the main point quickly and sticks to it
31				79		Trys to force his ideas on other people
5				75		Is egotistic and over-sure of himself
17				73		Has a wide variety of subjects and new approaches

Table 35 (concl.)

Order	:	:	
in which	:	:	
questions	:	:	
were asked	:	Percentages	Questions
26		73	Makes many errors in grammar
16		71	Uses too many stores, illustrations, and personal incidents
4		71	Inclined to be negative and antagonistic
14		54	Has to watch or read his notes too much

*These three were exceptional cases because of different types of answers or different kinds of questions. In each case, as explained under their analyses, two of the answers were considered as top-rating answers and only one of the answers was treated as a negative judgment.

In short, the weakest areas may be boiled down to: over-use of notes or outline; a tendency to be negative; a lack of variety in content and approach; and poor grammar habits. If the tendency to over-use sermon notes needs some correction as implied by this survey, stricter discipline in practice preaching with respect to notes, more precise outlining, and more time spent in individual sermon preparation are suggestions for possible help in improvement.

Leaving the impression of some negativeness in attitude could be the result of several intricate factors such as: insufficient study in applied psychology; lack of experience, self confidence, and self composure due to youth; or an over-exaggerated opinion of one's own ability, prestige, and position. (It should be kept in mind that many of these students are scarcely beyond high school age and are in their first or second year of actual preaching experience.)

The weakness that is indicated in the area of variety of sermon subjects and material, and over-use of illustrative matter, may be traced to some extent at least to inadequate reading and insufficient sermon preparation.

The habit of making grammar errors can probably be improved some by a stronger personal desire to do so, by a request for assistance from qualified friends or companions, and by a frequent review of elementary grammar principles and rules.

General Summary

The all-over results seem to suggest that these young student-ministers are highly respected by their parishioners and their speaking ability is regarded highly. The fact that the lowest rated characteristic in the entire survey received the top possible answer from over one-half of the respondents might lend some support to this claim. Another factor to be considered is that they are inexperienced, not fully trained students, rather than experienced, seasoned, and well-matured clergymen.

The real value of this study comes from the comparison of answers as set forth in the tables in this chapter. The points considered weak are so considered because of a comparison with other answers to other questions. Rather than judging these extreme characteristics as strong and weak or good and bad, they should be considered as stronger or weaker, and better or poorer, in the light of contrast.

For some very general recommendations to the college which is under study, it may be suggested that on the basis of these findings, guiding the students in learning to communicate their ideas more effectively and efficiently, to make use of all available ethical means of persuasion and to sell oneself as well as the message, are very important. These emphases may be about as important for a preacher as learning the correct Bible truths, historical data, and basic Christian principles. In other words, a successful pulpiteer not only knows what to say

but how to say it. Some well-informed, highly intelligent, Biblically and religiously sound ministers have not succeeded in preaching because they have not been capable of converting ideas into useable and practical symbols and signals for communicating their thoughts to the minds of other people.

Considering the suggested weakness in "attitude" it may seem contradictory but nevertheless appropriate to say that the warm genuine feeling of brotherly love and sincere concern for people in general which would be a deep seated and inherent trait within the individual speaker is important. These abstract feelings are probably reflected some in each sermon and may be even more important than the skills, abilities, and knowledge that have been discussed. Most people seem to agree that human beings are lead, not pushed, and that inner compulsion is more influential than outer coercion.

Suggested possibilities for further
use of this system of analysis

(1) It may be used by another seminary or ministerial training institution for a similar evaluation; (2) by an individual minister to evaluate himself periodically; (3) by any public speaker to use if the instrument were adapted and geared to his specific needs, objectives, and audiences; and (4) by speech teachers to utilize the class members in evaluating and criticizing each other.

As is the case many times, time only will tell of the real value and lasting contribution of a study of this kind. Whether

this method and particular analysis prove to be highly beneficial or not, the principle of measuring effectiveness by audience analysis is surely a reasonable one. In any speaker-audience situation "...it is their (the audience) reactions he (the speaker) is trying to influence; the listener is not only the observer and the critic, he is the scorekeeper and the score."¹

¹ Monroe, Remmers, and Lyle. Op. cit., p. 5.

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Equally appreciative am I of my graduate committee at Kansas State University. I choose to give special credit and recognition to Dr. Norma Bunton, major advisor, and Dr. Forest L. Whan, chairman of the Speech Department for their immeasurable assistance and untiring and ever-willing help from the beginning to the end of this thesis.

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APPENDICES

Please check the descriptive word or phrase after EACH question, which MOST CORRECTLY answers that question in accordance with YOUR judgment. CHECK ONLY ONE FOR EACH question -- but please check every question:

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I. YOUR MINISTER'S GENERAL APPEARANCE IN THE PULPIT:

1. Your minister is pleasant and cheerful:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
2. Your minister is neat and attractive in dress:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
3. Your minister has a good, confident posture:
(Usually . . .) (Part of the time . . .) (Almost never . . .)

II. YOUR MINISTER'S GENERAL ATTITUDE TOWARD HIS AUDIENCE:

1. Your minister is inclined to be NEGATIVE and ANTAGONISTIC:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
2. Your minister is EGOTISTIC and over sure of himself:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
3. Your minister is poised, calm, and has himself under control:
(Usually . . .) (Part of the time . . .) (Almost never . . .)

III. YOUR MINISTER'S VOICE, AS USED IN THE PULPIT:

1. Your minister's voice is rather dull and monotonous:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
2. Your minister's words are clearly pronounced and easy to hear:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
3. Your minister's voice is:
(Too loud . . .) (About right in loudness . . .) (Weak, hard to hear . . .)

IV. YOUR MINISTER'S DELIVERY IN THE PULPIT:

1. Your minister's delivery is:
(Very forceful . . .) (About average . . .) (Not forceful at all . . .)
2. Your minister talks:
(Too fast . . .) (At about right speed . . .) (Too slow . . .)
3. Your minister in the pulpit:
(Moves around too much . . .) (Is about right . . .) (Is stiff, never gestures . . .)
4. Your minister looks directly and personally at the listeners:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
5. Your minister has to watch or read his notes too much:
(Usually . . .) (Part of the time . . .) (Almost never . . .)

V. YOUR MINISTER'S CHOICE OF SERMON SUBJECTS AND CONTENT:

1. Your minister talks about practical everyday problems in life:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
2. Your minister uses TOO MANY stories, illustrations and personal incidents:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
3. Your minister has a WIDE VARIETY of subjects and fresh, new approaches:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
4. Your minister's IDEAS and THEMES are clear and easy to understand:
(Usually . . .) (Part of the time . . .) (Almost never . . .)

VI. YOUR MINISTER AND HIS USE OF THE BIBLE IN CHURCH:

1. Your minister quotes sufficient Scriptures to support his conclusions:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
2. Your minister preaches opinions more than he does the Bible:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
3. Your minister reads the Scriptures meaningfully and effectively:
(Usually . . .) (Part of the time . . .) (Almost never . . .)
4. Your minister's knowledge of the Bible seems to be:
(Very thorough . . .) (About average . . .) (Very poor . . .)

The cover letter

TO BE READ AFTER THE QUESTIONNAIRES ARE DISTRIBUTED, to all people 12 years of age and above. Be sure pencils are available.

THIS IS A SURVEY TO MEASURE STRONG AND WEAK PREACHING CHARACTERISTICS OF MANHATTAN BIBLE COLLEGE MINISTERS

Manhattan Bible College is anxious to serve this Church in the best possible way. Since our task is to help educate and prepare Christian ministers, we think it HIGHLY BENEFICIAL to have an evaluation by CONGREGATIONS of our student ministers now in the pulpit.

The questionnaire (or evaluation sheet) which you hold in your hand will tell us what YOU think are the strong and weak characteristics of our student, who now ministers to your church. All of our student ministers are being evaluated by their congregations. The combined reports will help Manhattan Bible College to find weak and strong points in its training program. Your present minister--or your congregation--will not be identified in the final analysis, because all reports from the congregations will be combined and averaged.

Please give us YOUR OWN, personal, opinion. Don't talk with your neighbor about the questions until all sheets have been turned back in. Fold the questionnaire as soon as you are finished--please.

Manhattan Bible College wants to thank you for your honest and unbiased evaluation. But we do ask one thing. Please answer EVERY question to the best of your ability. Don't leave

any blank. Just give us your best guess in case you aren't
CERTAIN about some answer. Thank you very much.

Signed:

W. F. Lown, President

A PREACHING ANALYSIS OF STUDENT-MINISTERS
AT MANHATTAN BIBLE COLLEGE

by

DONALD VERNON EVANS

B. A., Manhattan Bible College, 1952

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Speech

KANSAS STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE

1960

The objective of this study was to survey some church congregations for the purpose of securing their opinions, attitudes, and evaluations of the pulpit ability of their present ministers who are also enrolled at Manhattan Bible College, Manhattan, Kansas. The thesis also endeavors to draw some conclusions based on the findings and relate them to some practical and functional applications for the college under study. The purpose of the study is perhaps two-fold: (1) to assist the administration and teachers of the college in developing as effective and productive a training program as possible, and (2) to help these young ministers see themselves as their congregations see them. A profile of the typical Manhattan Bible College student-minister is made available. It was further hypothesized that this system with its instrument could be used advantageously in other similar colleges and also with some benefit to any individual minister who wanted a reflection of himself as others see him.

The "descriptive method" of research was used. The procedure was to administer the prepared questionnaires in 23 church congregations to the 814 members who happened to be present on a particular Sunday morning. The survey was made under the auspices of the college which is being studied and the 23 students who were being tested acted as interviewers in behalf of their college. A form cover-letter which had been endorsed by the college was read to appeal for full cooperation of the respondents and to assure them of the importance of such

an investigation. The completed questionnaires were mailed back to the Bible college by a church-member, tabulated, classified, averaged, and the results were put into tables.

On the basis of the data, findings, and information collected by this survey, the following observations are discussed and submitted. With respect to the instrument and system: an instrument has been constructed and adapted that is functional, and which makes it possible to secure a specific, systematic, and scientific feed-back from audiences to speakers. With respect to the data provided by the instrument used in this study the following questions were asked and their answers are indicated. These questions are: "What can be learned by studying the types of people in a congregation? What can be learned by studying the types of questions asked? What can be learned by studying high rating specific characteristics? What can be learned by studying low rating specific characteristics?"

It was discovered that younger people (12 to 20), people who have attended college, those who attend church less often than three times a month, and men are more critical of their minister than other types of people. When comparing the different categories of questions that were asked it was seen that "the minister's general attitude toward his congregation" received the least number of top rating answers. His "general appearance in the pulpit" received the highest number of top rating answers. The lowest rating specific characteristics were: (1) over-use of sermon notes, (2) a tendency to be negative,

(3) a lack of variety in content and sermonic approaches, and (4) grammar habits. The highest rating specific characteristics were: (1) knowledge of the Bible, (2) appearance in the pulpit, (3) some delivery traits (loudness of voice, movement in the pulpit and forcefulness of delivery), and (4) sincerity.