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# A Descriptive Analysis of Selected Textbooks in Public Speaking Revealing the Principles of Effective Informative Speaking

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Author

A DESCRIPTIVE ANALYSIS OF SELECTED TEXTBOOKS  
IN PUBLIC SPEAKING REVEALING THE PRINCIPLES  
OF EFFECTIVE INFORMATIVE SPEAKING  
(TITLE)

BY

DANIEL GARY BRUNEAU  
=

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Master of Arts

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1972

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
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## CHAPTER I

### THE NATURE AND GENESIS OF THE PROBLEM

This study was initiated to assist the instructor in teaching his beginning students in the basic public speaking course at Joliet Township High School - West Campus. To better understand and to isolate the problem, let us examine the course, the students enrolled and the particular assignment involved.

The basic public speaking course (English 3S) is a required, one-semester course given at the sophomore level. The school administration requires that the instructor teach the following aspects of speech: speech preparation, research for a speech, delivery, and parliamentary procedure. It is also required that at least the following speech assignments be given: speech to introduce, speech to inform, and the speech to convince. The course outline and classroom procedure are left to the discretion of the instructor. In general, the students are sophomores. They are mixed in terms of race and creed, and the majority are from upper-middle-class families. The attitude of the students toward the course as determined by teacher observation, student comment, and a growing enrollment has been favorable, perhaps because it is new in their curriculum.

The informative speech assignment is made during the sixth week of the semester. The general end is to inform. The specific purpose is to help the listeners understand information known by the speaker and of likely use to the audience members. The time limit is no less than five minutes and no more than seven minutes. Five speakers are scheduled for each class period. The speaking order is determined by lottery. An oral critique is offered by the instructor following each speech. The purpose of the critique is to offer the student speaker an evaluation of his work and suggestions for improvement.

The problem in this thesis was to determine the principles which should be taught in a unit on informative speaking according to contempo-

rary public speaking texts. "Contemporary" as the term was used in this study covers books published between 1968 and 1972. "Taught" as defined here includes the principles to be stressed both in the teaching of the unit and during the critiques of the individual speeches. It should be noted that the present study concentrates on the principles to be taught within the unit; it is not intended to be the complete unit.

#### THE FOCUS AND SCOPE OF RELATED LITERATURE AND PREVIOUS STUDIES

The person working on a master's thesis, just as the person preparing a doctoral dissertation, hopes he is making an original study so that he may add, however slightly, to the body of knowledge in his field. While it is impossible to be absolutely sure on this point, a careful examination of standard sources of information should yield reasonably reliable information about the originality of a research project. Interviews with colleagues and administration at Joliet Township High School reveal that they recall no such study by previous speech teachers employed there. The question to be answered then becomes "Has a comparable study been made to improve the teaching of informative speaking in any secondary school?" "If so, what help can be gained from it?"

The following sources were consulted:<sup>1</sup>

- a. Standard comprehensive bibliographies, such as Lester Thonssen, et al., Bibliography of Speech Education: and specialized bibliographies for specific areas such as Frederick W. Haberman's (1948-1956) and James W. Cleary's (1957 to date) annual "Bibliography of Rhetoric and Public Address," in Speech Monographs.
- b. Journal indexes, such as Giles Wilkenson Gray, Index to the Quarterly Journal of Speech, Volumes I to XL, 1915-1954; and Franklin Knowler, Table of Contents of the Quarterly Journal of Speech, 1915-1960; Speech Monographs, 1934-1960, and The Speech Teacher, 1952-1960, with a Revised Index compiled through 1960; and Ronald Matlon, Table of Contents and Index of speech journals, 1953-1969.
- c. Title lists, such as Franklin H. Knowers annual master list, "Graduate .

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<sup>1</sup>See J. Jeffery Auer, An Introduction to Research In Speech (New York: Harper and Brothers, 1959), 64-65.

Theses--An Index of Graduate Work in Speech," in Speech Monographs, and the annual volume covering all academic fields, Arnold H. Trotier and Marion Harmon, Doctoral Dissertations Accepted by American Universities.

- d. Abstracts of unpublished dissertations, such as Clyde W. Dow's annual, "Abstracts of Theses in the Field of Speech," in Speech Monographs; and the bi-monthly and annual Dissertation Abstracts: A Collection of Abstracts of Doctoral Dissertations in Complete Form on Microfilm.
- e. Reports of Dissertations in Progress such as J. Jeffery Auer's annual master list, "Doctoral Dissertations in Speech: Work in Progress," in Speech Monographs.

Since several of these guides do not cover publications between 1960 and 1972, it was necessary to consult the final number of each volume which includes an index for that volume.

The search through these recommended sources revealed that several studies which appeared to be related had been completed and published. In chronological order these were Franklin Haiman's, "An Experiment In Informative Speaking," Quarterly Journal of Speech (October, 1948), 355-360. The purpose of the Haiman study was to determine whether a significant difference in speaking skill and personality will influence the effectiveness of informative speaking to "already-motivated audiences" as shown by a difference or lack of difference in listening comprehension scores. Haiman came to the conclusion that there can be a slightly greater degree of comprehension. Dr. Haiman's work contributed nothing to this thesis. A second related study was Dale D. Drum, "What Is Information?" Speech - Teacher (September, 1956), 174-178. Dr. Drum analyzed the Information Theories presented by Norbert Weiner, Cybernetics (New York: John Wiley and Sons, Inc., 1948) as well as Claude Shannon and Warren Weaver, The - Mathematical Theory of Communication (Urbana, Illinois: The University of Illinois Press, 1949) in order to find anything in their theories which might be useful in direct person-to-person communication. He abstracted six principles which were related to this thesis: 1) "the mere transmission of words does not insure that the message will contain information, for such transmission will depend upon the background of the listeners;" 2) "the amount of information in a message is dependent upon the degree to which an audience is unable to predict what is coming;" 3) "as the



amount of information increases in a message, so does at least the possibility of learning;" 4)"the amount of information in a message will depend upon the prior learning of the receiver;" 5)"it is easy to overload a channel of communication so that the receiver learns little, if anything;" and 6) "a more intelligent person can receive more information faster than a less intelligent one."

Dr. Thomas M. Sawyer Jr., "In Defense of Explanatory Speeches," Speech Teacher (September, 1957), 196-199, was concerned with improving the informative speaking unit in the basic speech course in order to offset the criticism by colleagues in other subject matter fields and to improve the learning experience for the students. He presents two generalizations which were incorporated into the suggestions for improvement which appear in this thesis: 1) "It is advantageous to start an expository speech with a simplified statement of the principles or functions of the device," and 2) "the various details or complications of the principles should be discussed in logical sequence with an abundance of simple analogies."

The purpose of the Hildebrant-Stevens experiment - Herbert W. Hildebrant and Walter W. Stevens, "Manuscript and Extemporaneous Delivery in Communicating Information," Speech Monographs (November, 1963), 369-372 - was to check the common assumption that extemporaneous delivery is superior to the use of a manuscript in presenting information to an audience. These experimenters discovered two principles worth inclusion in this thesis: 1) "delivery is important in determining the amount of information which listeners retain;" and 2) "It is not the method of presentation per se which determines the effectiveness of a speech, as measured by the amount learned; instead it is the ability of the individual speaker in using a particular method."

Another study which held promise was Charles O. Tucker, "An Application of Programmed Learning to Informative Speech," Speech Monographs (June, 1964), 142-152. Dr. Tucker investigated the possibility of applying the principles and techniques of programmed learning to the theory and practice of informative speaking. Two of Tucker's six conclusions were of use in this thesis: 1) "Using repetition of materials to be tested increased comprehension," and 2) "When a speaker calls for overt audience response comprehension is increased."

The preceding studies were published as articles in professional

journals. Two additional studies which were likely sources of help have been published in paper-back or hard-back editions. They are William Buys, editor, Communication In The High School Curriculum: Speaking and - Listening, 1961 and George L. Lewis, Teaching Speech (Merrill, 1969). These studies are similar to the one done by the author in that they deal with informative speaking but differ in that no attempt was made to prepare an outline of principles to be taught and suggestions for improvement.

The preceding studies have been published. Additional completed but unpublished works were also examined. In chronological order these were: William F. Nelson, A Course Outline for the Introductory Course at - Shawnee Mission East High School (M.S. thesis, Kansas State Teachers College, Emporia, 1965); Richard Barnes, The Treatment of Attention and Interest in Selected Twentieth-Century College Textbooks in Public Speaking (M.S. thesis, Kansas State Teachers College, Emporia, 1967); DeAnn Dawes, The Development of the Philosophy and Use of Supporting Materials As Found in Selected Writings on Speech and Rhetoric from Ancient Greece to Twentieth-Century America (M.A. thesis, University of Utah, 1967); and Vida M. Warner, The Treatment of Outlining in College Public Speaking Textbooks of the Twentieth-Century (M.S. thesis, Kansas State Teachers College, Emporia, 1967).

Each of these theses dealt with materials appropriate to informative speaking but were less comprehensive than this study in that they concerned principles restricted to the sub-areas of "Attention," "Supporting Materials," and "Outlining."

Since one would logically expect to find the principles in textbooks, a bibliography of appropriate books was compiled. Two criteria were used for this compilation. The book must offer principles of effective informative speaking and the book must bear a publication date of 1968 or later. The latter limitation was based on Dr. Sattler's explanation that "relative recency is the direction most surveys take."<sup>2</sup> Since the authors of secondary level speech textbooks typically draw their materials from college level texts, no high school speech texts were included in the survey.

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<sup>2</sup>William M. Sattler, "The Library Survey," in An Introduction to Graduate Study in Speech and Theatre, ed. by Clyde Dow (East Lansing: Michigan State University Press, 1961), p.31.

The bibliography was based primarily on the card catalog in Booth Library, Eastern Illinois University; the bibliography of each book discovered there; and the Check List of books in speech which appears in the Directory, Speech Communication Association, 1971-1972, pp. 326-328.

Twenty-seven available books met the established criteria. These are listed in alphabetical order: Elizabeth G. Andersch, Lorin C. Staats, and Robert N. Bostrom, Communication In Everyday Use (Coste Maders, California: Rinehart Press, 1969); Thoburn Barker, The Speech (Cincinnati: American Book Co., 1968); George A. Borden, Richard B. Gregg and Theodore Grove, Speech Behavior and Human Interaction (Prentice-Hall, 1969); Donald C. Bryant and Karl R. Wallace, Fundamentals of Public Speaking (New York:Appleton-Century-Crofts, 1969); Donald Ecroyd, Speech In The Classroom, 2nd ed. (Prentice-Hall, 1969); Charles Gruner, Calvin Logue, Dwight Freshley, and Richard Huseman, Speech Communication - In Society (Boston: Allyn and Bacon, 1972); Kenneth Hance, David Ralph, and Milton Wiksell, Principles of Speaking, 2nd ed. (Wadsworth Publishing Co., 1969); J.Vernon Jensen, Perspectives On Oral Communication (Holbrook Press, Inc., 1970); Robert C. Jeffrey and Owen Peterson, Speech: A Text - With Adapted Readings (Harper and Row, 1971); Orvin Larson, When It's Your Turn To Speak (Harper and Row, 1971); Wil A. Linkugel and David M. Berg, A Time To Speak (Wadsworth Publishing Co., 1970); James C. McCrosky, An Introduction To Rhetorical Communication (Prentice-Hall, Inc., 1971); Arthur B. Miller, Modes of Public Speaking (Wadsworth Publishing Co., Inc., 1971); Alan H. Monroe and Douglas Ehninger, Principles and Types of Speech, 6th Brief ed. (Scott, Foresman, 1969); Charles Mudd and Malcolm Sillars, Speech Content and Communication (Chandler Publishing Co., 1969); Raymond Nadeau, A Basic Rhetoric of Speech Communication (Addison-Wesley Publishing Co., 1969); Thomas H. Olbricht, Informative Speaking (Scott, Foresman and Co., 1968); Robert T. Oliver, Making Your Meaning Effective (Holbrook Press, Inc., 1971); Robert T. Oliver and Rupert L. Cortright, Effective Speech (Rinehart Press, 1970); Robert T. Oliver, Harold P. Zelko and Paul Holtzman, Communicative Speaking (Holt, Rinehart and Wilson, 1968); Raymond Ross, Speech Communication, 2nd ed. (Prentice-Hall, Inc., 1970); Wayne A. Shrope, Speaking and Listening (Harcourt, Brace and World, Inc., 1970); Raymond G. Smith, Speech Communication (Harper and Brothers, Inc., 1970); William Stedman, A Guide to Public Speaking (Prentice-Hall,

Inc., 1971); Rudolph F. Verderber, The Challenge of Effective Speaking (Wadsworth Publishing Co., Inc., 1970); and John F. Wilson and Carroll Arnold, Public Speaking As A Liberal Art (Allyn and Bacon, Inc., 1968.

### Sampling Procedure

To make the task of determining the currently recommended principles of effective informative speaking more manageable a sample of available authoritative opinion was taken. The basic assumption for such procedure is that when it is not expedient to assess each individual member of a population (any group with at least one specified characteristic in common) an assessment of each member of a sample (any group smaller than the total number from which it is drawn), will yield acceptable results. This assumption rests, in turn, upon another one: that a method of sampling can be devised to insure that the sample chosen will be truly representative of the total population under study. Ordinarily this method will be random or restricted.<sup>3</sup>

The sample used in this study was restricted in that only books published in 1968 or later, and only those listed in the 1971-1972 Directory of the Speech Communication Association and/or catalogued by the Eastern Illinois University Library were placed on the study bibliography. The list was further restricted by recognizing that the total number of books available on the campus was limited and that a fifty percent sampling should produce reliability.<sup>4</sup> One-half of the books in the bibliography were selected at random and the principles abstracted from them. The books were arranged in alphabetical order and given a number, 1 through 27, the numbers were placed in a box and shaken. Fourteen numbers were drawn by chance and these were analyzed.

### THE WORKING HYPOTHESIS

All descriptive studies are fact-finding; many also express judg-

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<sup>3</sup>Auer, p. 157.

<sup>4</sup>Auer, p. 159.

ments about facts. Conceivably fact-finding can be undertaken, according to Auer, without a stated hypothesis, though one is usually implied; but a working hypothesis is an essential part of the research process if judgments are to be made about the facts discovered, for judgments are expressed in terms of basic questions or tentative answers.<sup>5</sup> It was the hypothesis of this study that a search of contemporary textbooks in public speaking would reveal a set of principles of effective informative speaking and a general pattern for categorizing these principles.

#### RESEARCH METHODOLOGY AND DESIGN

Since the basic purpose of this study was to discover what principles of informative speaking are being recommended by the authors of contemporary public speaking texts, the descriptive method of research appeared to be the appropriate one to use. Auer defined this method as the study of existing conditions, situations or relationships, in order to establish norms or standards.<sup>6</sup> He suggests as appropriate questions, "Where are we?" "What is?" In terms of our needs at Joliet-West the question was re-phrased to become, "What principles are currently recommended?"

Among the four general types of research studied employing the descriptive method: (a) studies of behavior: fact and opinion; (b) studies of status and development; (c) analytical and critical studies; and (d) methodological studies, this was a survey, a sub-type of Studies of Behavior.<sup>7</sup>

Dr. William Sattler, University of Michigan, also recommends this method for the person seeking at a particular time to ascertain the status of knowledge concerning principles.<sup>8</sup> Dr. Sattler also observes that "relative recency" is the direction most surveys take. It was this suggestion which led us to limit our sampling of texts to those published during the last five years, 1968-1972.

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<sup>5</sup>Auer, p. 74.

<sup>6</sup>Auer, p. 147.

<sup>7</sup>Auer, pp. 147-148.

<sup>8</sup>Sattler, p. 31.

The basic pattern of this research method as described by Dr. Sattler consists of: 1) Selecting a problem that is limited in scope, 2) Reviewing previous studies, 3) Explaining why this survey should be taken, 4) Formulating one or more questions to be answered, and 5) Establishing categories to be used in classifying materials.<sup>9</sup>

The statement and limitation of the problem, the review of previous studies, the need to conduct the survey in order to strengthen the teaching unit at Joliet-West, and the basic question to be answered, "What principles of informative speaking should be taught?" have been presented in this chapter. The principles to be taught and the categories into which the principles may be arranged are reported in the next chapter.

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<sup>9</sup>Sattler, pp. 37-38.

## CHAPTER II

### PRINCIPLES OF EFFECTIVE INFORMATIVE SPEAKING PHRASED AS SUGGESTIONS FOR IMPROVEMENT

Our survey of the fourteen college level textbooks on public speaking resulted in a large collection of principles each on a "3 X 5" card and a collection of categories into which these principles could be grouped. One would expect much duplication of both the principles and the categories. This proved to be the case. Careful analysis and evaluation enabled us to filter out nineteen useful categories which are identified with capital letters in the outline which makes up the bulk of Chapter II. By the same process, forty-eight principles were abstracted. These are identified with arabic numbers in the following outline and appear in their appropriate categories. A further step was to phrase each principle so that it became a suggestion for improvement.

The teacher can use this outline of principles as a check list to insure that he includes them as he teaches the unit on informative speaking. He will also find them useful as a guide from which to select the suggestions for improvement appropriate to the needs of each student as he completes his informative speech.

If the teacher chooses to do so, he may place a check-mark next to the appropriate suggestions for a given student. The student can see what he needs to do in order to improve. Included also are references to additional readings on each item which the student can consult for additional enlightenment.

## SUGGESTIONS FOR IMPROVEMENT

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Topic \_\_\_\_\_ Grade \_\_\_\_\_

It is suggested that the instructor place a check-mark on the line to the left of the suggestion for improvement which applies to the student's weaknesses.

## I. Speech Preparation

## A. Selecting a Subject

- \_\_\_ 1. Select a subject about which you already know something and can find out more. B&W 63; H,R&W 20; J&P 118-120; C 25-26; N 66<sup>10</sup>
- \_\_\_ 2. Select a subject that is interesting to you. B&W 63; H,R&W 20; J&P 118-120; C 25-26
- \_\_\_ 3. Select a subject that is of interest to the audience.  
 a. Because it vitally concerns their affairs.  
 b. Because it concerns the solution of a definite problem.  
 c. Because it is new and timely.  
 d. Because there is conflict of opinion on it. B&W 65; H,R&W 19; J&P 118-122; C 26-27
- \_\_\_ 4. Select a subject that is neither above nor below the intellectual capacity of the audience. B&W 65; J&P 121-122; O 26
- \_\_\_ 5. Select a subject that you can discuss adequately in the time you have at your disposal. B&W 59; J&P 124-125

## B. General End - To Inform

- \_\_\_ 1. Your speech should aim to achieve one and only one primary objective. H,R&W 141-142; J&P 49-50; C 56; M&S 26

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<sup>10</sup>The student is urged to consult these sources and pages for additional help. The legend which clarifies these abbreviations appears at the end of the set of suggestions.



- \_\_\_ 2. The main purpose of the speech to inform is to secure a clear understanding of the ideas presented. B&W 85; H,R&W 296; J&P 49-50; M 212; C 56; M&S 26

### C. Specific Purpose

- \_\_\_ 1. The exact thing that you want your audience to understand should be phrased in a simple declarative sentence. B&W 172; H,R&W 142; J&P 52-57; M&E 53; R 106-107
- \_\_\_ 2. The specific purpose must be appropriate to:
- a. The authority and capacity of the audience.
  - b. The existing attitude of the audience.
  - c. The spirit of the occasion.
  - d. The time limit.
- B&W 59-63; H,R&W 62; J&P 52-57; M&E 60-62
- \_\_\_ 3. Whether the purpose of your speech is revealed to your audience or not, it should remain in the focus of your thoughts while you prepare and present your speech. H,R&W 181; M&E 53

### D. Adaptation to the Occasion

- \_\_\_ 1. The speaker must adapt to:
- a. The purpose of the gathering.
  - b. The prevailing rules and customs.
  - c. Whatever precedes and follows your speech.
  - d. The physical conditions of the occasion.
- B&W 373-389; H,R&W 61-64; J&P 122-125; M&E 66-67; R 107-108

### E. Adaptation to the Audience

- \_\_\_ 1. The speaker must adapt to:
- a. The size of the audience.
  - b. The age, sex, occupations, and education of the audience.
  - c. Their membership in social, professional, and religious groups.
  - d. The audience's knowledge of the subject.
  - e. Their primary interests and desires.
  - f. Their fixed attitudes and beliefs.
  - g. Their attitudes toward the speaker, the subject, and the speaker's specific purpose. B&W 313-316; H,R&W 50-76; J&P 78-90; M&E 56-67; R 109-110; S 243-244; M 131-134; M&S 72-75

### F. Basic Appeal

- \_\_\_ 1. The speaker must stimulate the appropriate universal action tendencies within the listeners. H,R&W 114-120

### G. The Extemporaneous Method

- \_\_\_ 1. When using the extemporaneous method, the speech should be

very carefully planned and outlined in detail. B&W 263; H,R&W 210; J&P 347-349; R 72

- \_\_\_ 2. Wording is never specifically committed to memory with the extemporaneous method. B&W 224; H,R&W 29; J&P 347-349; R 72

#### H. The Gathering of Information

- \_\_\_ 1. Begin by drawing together what you already know about the subject. B&W 71; H,R&W 148-149; J&P 134-135
- \_\_\_ 2. The materials you seek are specific examples, illustrations (factual and hypothetical), statistics, testimonials, and explanations. B&W 86-113; H,R&W 150-160; O 71-88; M&E 128-155; C 88-108; M&S 86-98
- \_\_\_ 3. The purpose of the supporting material is to clarify and amplify the main ideas. B&W 111-113; H,R&W 91-98

#### I. Phrasing Main Points

- \_\_\_ 1. Good speakers take particular pains to phrase their main points in a way that the meaning will be clear and easily remembered by their listeners. B&W 191-224; H,R&W 218
- \_\_\_ 2. The main points of the speech should be stated so that they are: concise, vivid, motivated, and parallel. B&W 175-176; B&W 191-224; H,R&W 219-226; J&P 267-274

#### J. Organization of the Speech

- \_\_\_ 1. Introduction
- a. The speaker must gain attention, and hopefully favorable attention.  
S 143; B&W 163-174; H,R&W 195-198; J&P 166-170; R 121; M&E 229-232; M&S 308-309
- \_\_\_ b. The introduction should lead into the topic for consideration.  
B&W 163-174; H,R&W 195-198; J&P 166-170
- \_\_\_ c. Speeches to inform require a need step in which the audience must be made to feel the limited scope of their own knowledge on the subject to be discussed and to realize how important information on that subject is to them.  
B&W 170-171; H,R&W 195-198; J&P 170-171; M&E 264-265; N 80-81
- \_\_\_ 2. Body of the Speech
- \_\_\_ a. The greatest part of the body of the speech will be the satisfaction step in which all the information that the need step pointed out to be necessary will be considered. The development of this step involves:
- 1) initial summary - a preview of the information
  - 2) detailed information - the main points are handled

- 3) final summary - recapitulation  
B&W 86-113

- \_\_\_\_\_ b. By using materials containing factors of attention, you can make it easier for your audience to listen to you and to focus attention on what you have to say.  
B&W 164-171
- \_\_\_\_\_ c. In an informative speech, the characteristics of good content are:  
1) clear organization  
2) concrete data  
3) use figures of speech and humor to avoid dullness  
4) connect the unknown with the known  
B&W 168-170

### 3. Conclusion

- \_\_\_\_\_ a. Focus the thought of the audience on the main idea that was developed in the speech. B&W 173-174; H,R&W 191
- \_\_\_\_\_ b. Some of the methods most frequently used by speakers to end their speeches are:  
1) challenge or appeal  
2) summary  
3) quotation  
4) illustration  
5) inducement  
6) personal intention  
B&W 173-174; H,R&W 192-194; J&P 180-183; M&E 214-219; C 124-128; N 80-81

## II. Language Skills

### A. Style

- \_\_\_\_\_ 1. Suit your language to the spirit and tone of the occasion.  
B&W 201-202; H,R&W 225-226; J&P 480-481; M&E 190-191
- \_\_\_\_\_ 2. The major ideas of the speech should always be stated clearly and emphatically. B&W 195-196; H,R&W 219-222; J&P 458;  
C 147-149
- \_\_\_\_\_ 3. The speaker should choose words which express the exact shade of meaning he intends to convey. B&W 193-196;  
H,R&W 220; J&P 470-471
- \_\_\_\_\_ 4. Use short words; use simple words; use words that are specific; use words whose meaning is obvious at once.  
B&W 197-201; H,R&W 220; O 69; M&E 188-189

## III. Delivery

### A. Eye Contact

- \_\_\_\_\_ 1. The speaker (through the application of eye contact) should make the audience feel that he is talking to them directly.  
B&W 234-235; H,R&W 270; J&P 358; M&E 78; M 253-254

## B. Movement

- \_\_\_ 1. Move briskly and purposefully to the speaker's stand, once there, pause before you start speaking.  
B&W 574-575; H,R&W 260; J&P 356; M&E 71-88; G,F,L&H 142-143
- \_\_\_ 2. As you speak, it is good to change position when motivated by changes of thought. B&W 574-575; H,R&W 260
- \_\_\_ 3. At the close of your talk, pause a moment, then turn and resume your seat. B&W 574-575; H,R&W 260

## C. Gestures

- \_\_\_ 1. Gestures should arise naturally from a stirred-up state, from enthusiasm, excitement and emotion. B&W 27-28; H,R&W 260-261; J&P 356-357; R 81-82; N 85-86
- \_\_\_ 2. Any action is correct if it serves its purpose, if it helps communicate. B&W 27-28; H,R&W 260-261; J&P 356-357; M&E 79-81; R 81-82; M 257-258; N 85-86

## D. Practice

- \_\_\_ 1. For extemporaneous speeches, most speakers find it best to take their outlines and, in the privacy of a room, to talk their speeches through aloud. H,R&W 24-25; G,F,L&H 52

## E. Oral Skills

- \_\_\_ 1. Words should be pronounced correctly and acceptably.  
B&W 257-258; H,R&W 262-264; J&P 390-392; M&E 104-106; R 101; S 261
- \_\_\_ 2. The speaker should avoid annoying habits, i.e., throat-clearing, "er," "ah," and "oh." B&W 256-257; H,R&W 266-267
- \_\_\_ 3. The speaker should adjust his volume level to adapt to the size of the audience and the noise in the room. B&W 252-253; H,R&W 264-265; J&P 379-380; M&E 106-111; R 92-93; M 254; C 175-177

## F. Rate of Speaking

- \_\_\_ 1. When delivering an informative speech, talk slowly enough to be understood and rapidly enough to hold interest.  
B&W 231; H,R&W 267-268; J&P 386-387; M 255; C 168-171

## IV. Visual Aids

- \_\_\_ A. Choose visual aids that are relevant. B&W 223-224; H,R&W 232-233; J&P 361-362; M&E 144-145
- \_\_\_ B. Prepare the displays before giving the speech. B&W 223-224; J&P 361-362; O 89-92

- \_\_\_ C. Keep charts, graphs, diagrams, etc. simple and clear. B&W 115-123; H,R&W 234-253; J&P 359-360; N 113; O 89-92; M 219
- \_\_\_ D. Place the material where it can be seen easily. B&W 123-124; H,R&W 234-253; J&P 361-362; R 154
- \_\_\_ E. Have the display visible only when it is needed. B&W 123-124; H,R&W 234-253; J&P 361-362; R 154; M 219

Comments:

Key to Letters and numbers:

- A. The numbers represent page numbers in the textbooks indicated in this set of suggestions.
- B. The letters represent the first letters in the last names of the authors of twelve contemporary speech textbooks.
  1. B&W = Donald C. Bryant and Karl R. Wallace, Fundamentals of Public Speaking 4th ed.
  2. C = Herbert L. Carson, Steps in Successful Speaking
  3. G,L,F&H = Charles R. Gruner, Cal M. Logue, Dwight L. Freshley and Richard C. Huseman, Speech Communication in Society
  4. H,R&W = Kenneth G. Hance, David C. Ralph and Milton J. Wiksell, Principles of Speaking 2nd ed.
  5. J&P = Robert C. Jeffrey and Owen Peterson, Speech: A Text with Adapted Readings
  6. M = James C. McCroskey, An Introduction to Rhetorical Communication 2nd ed.
  7. M&E = Alan H. Monroe and Douglas Ehninger, Principles of Speech Communication 6th brief ed.
  8. M&S = Charles S. Mudd and Malcolm O. Sillars, Speech: Content and Communication 2nd ed.
  9. N = Ray E. Nadeau, A Basic Rhetoric of Speech-Communication
  10. O = Thomas H. Olbricht, Informative Speaking
  11. R = Raymond S. Ross, Speech Communication: Fundamentals and Practice 2nd ed.
  12. S = Wayne Austin Shrope, Speaking & Listening: A Contemporary Approach

## CHAPTER III

### SUMMARY, CONCLUSIONS, SUGGESTED RESEARCH

This study grew out of the need to revise and improve the unit on informative speaking being taught at Joliet Township High School - West Campus. To better grasp the nature of the problem to be solved an analysis was made of the students enrolled in the basic public speaking course and the specific unit of study involved.

In order to determine whether or not this particular study or similar studies had been done, the related literature was discovered and surveyed. Appropriate guidelines to related studies presented by Dr. J. Jeffery Auer in his An Introduction to Research In Speech were followed. The studies which appeared to be similar and which held promise of revealing useful data were located, studied, and summarized. It was determined that the present study was not a duplication of previous investigation. Principles useful to the revision of the informative unit were also abstracted from fourteen of the twenty-seven textbooks on public speaking which constituted the major resource and bibliography of this thesis. The method of selecting the fourteen as a sampling of the twenty-seven has been reported in Auer, pages 157-159 and in Chapter II above.

It was the hypothesis of this study that a search of contemporary textbooks in public speaking would reveal a set of principles of effective informative speaking and a general pattern for categorizing these principles. We submit that this hypothesis has been confirmed.

The descriptive method as described by Auer and by Sattler, "The Library Survey," in An Introduction to Graduate Study in Speech and Theatre, appeared to be and proved to be the appropriate investigative methodology.

The basic design of this research project was selected on the basis of Dr. Sattler's recommendation. It consisted of: 1) Selecting a problem limited in scope, 2) Reviewing the appropriate related studies, 3) Explaining why this survey should be taken, 4) Formulating the basic

question to be answered-"What principles of effective informative speaking are recommended by the authors of contemporary public speaking texts?"- and 5) Establishing categories to be used in classifying materials. The principles to be taught and the categorization of them were presented in Chapter II of this report.

The teacher or prospective teacher who is seeking a research project which could result in another effective teaching experience might well consider a comparable survey to determine the recommended principles of persuasive speaking.

The results of this thesis will be utilized during the fall semester of 1972, and thereafter, at Joliet (Illinois) Township High School - West Campus.

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