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Steps of Speech Preparation Recommended in "Fundamentals of Speech" Textbooks Correlated with Frequency of Usage by Selected Clergymen

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STEPS OF SPEECH PREPARATION
RECOMMENDED IN "FUNDAMENTALS OF SPEECH" TEXTBOOKS
CORRELATED WITH FREQUENCY OF USAGE
BY SELECTED CLERGYMEN

BY

JAMES WALTER LOHR

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Arts, Major in
Speech, South Dakota
State University

1968

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STEPS OF SPEECH PREPARATION
 RECOMMENDED IN "FUNDAMENTALS OF SPEECH" TEXTBOOKS
 CORRELATED WITH FREQUENCY OF USAGE
 BY SELECTED CLERGYMEN

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Arts, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser ✓

✓ Date ✓

'Head, Speech Department

✓ Date ✓

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CHAPTER I

INTRODUCTION

Origin and Statement of the Problem

In writing textbooks for "Fundamentals of Speech" courses in colleges and universities, most authors recommend identifiable steps in speech preparation. The instructor of the basic speech course may wonder whether or not there is agreement among the authors. In guiding their students' preparation of speeches, he may also wonder whether or not speakers in actual practice do follow the recommended steps. Do authors agree on a theory of steps of speech preparation? Do speakers use a theory of steps of speech preparation in the practice of preparing speeches?

In order to compare theory and practice, an attempt was made to determine, "How closely do the Roman Catholic priests of the Diocese of Sioux Falls follow the steps of speech preparation recommended in 'Fundamentals of Speech' textbooks?"

In attempting to answer the above question, answers to the following sub-questions were sought:

- A. Can a reasonably representative list of steps of speech preparation be formulated from various authorities in the field of public speaking?

- B. If so, what is this recommended list of steps?
- C. How closely do the Roman Catholic priests of the Sioux Falls Diocese follow this recommended sequence of steps in preparing their sermons?

Methodology and Procedure of the Study

A survey was conducted to discover previous studies relating to the sermon preparation techniques of clergymen. The following publications were included:

Auer, J. Jeffery. "Doctoral Dissertations in Speech: Work in Progress," Speech Monographs, annual issues, 1951-1956.

Dow, Clyde W. "Abstracts of Theses in the Field of Speech," Speech Monographs, annual issues, 1957-1965.

Index to American Doctoral Dissertations, Ann Arbor, University of Michigan, 1956-1967.

Knower, Franklin H. "An Index to Graduate Work in Speech," Speech Monographs, annual issues, 1940-1967.

Nelson, Max. "Abstracts of Dissertations in the Field of Speech," Speech Monographs, annual issues, 1966-1967.

Thonssen, Lester E., and Fatherson, Elizabeth. Bibliography of Speech Education -- 1901-1938. New York: H. W. Wilson, 1939.

Thonssen, Lester E., Robb, Mary Margaret and Thonssen, Dorothea. Bibliography of Speech Education -- Supplement -- 1939-1948. New York: H. W. Wilson, 1950.

Trotier, Arnold H., and Harman, Marian (eds.). Doctoral Dissertations Accepted by American Universities. New York: H. W. Wilson, 1940-1955.

As a result of this survey, four studies were discovered which appeared to be particularly relevant to the proposed thesis. They were:

Burgeson, Roger Dale. "Discovering Efficient Methods of Sermon Preparation." Unpublished B. D. Thesis, Northern Baptist Theological Seminary, 1957.

Dent, Mary Grace. "The Relationship of Speech Skills to Pulpit Communication." Unpublished M. A. Thesis, Southern Methodist University, 1952.

Donica, Donald. "Methods of Sermon Preparation and Delivery." Unpublished B. D. Thesis, Andover Newton Theological School, 1957.

Olbricht, Thomas Henry. "Methods of Sermon Preparation and Delivery Employed by Clergymen in Iowa City and Cedar Rapids." Unpublished M. A. Thesis, State University of Iowa, 1953.

These four theses were procured. The purposes and methods employed in these four theses were compared with the proposed purpose and method of the present thesis project.

Burgeson took the view of a prospective preacher by a study of the methods of nine successful preachers. In a chapter entitled, "The Essentials of the Sermon," he discussed primary considerations which he explained to be the "application of divine truth to the human personality (and) . . . Biblical patterns,"¹ variety, expository preaching and preaching without notes. He included historical studies of nine famous preachers with narratives about their effectiveness, methods of preparation, methods of delivery, and quotations from each man explaining his success. In a didactic

chapter he urged careful sermon preparation. Burgeson's study was, thus, historical and didactic with emphasis on the inspiration for preaching. The proposed study is descriptive and evaluative with emphasis on the steps in speech preparation.

Mary Grace Dent defined her thesis problem in the following way:

The elements . . . which are included in this problem for critical survey are: posture, facial expression (movements of head, hands, arms), and voice. The three elements make up the three diverse languages of delivery.²

She sent questionnaires to 225 members of nine Methodist congregations in Northeastern Texas. The members rated their ministers on posture, facial expression and voice. The ministers were also sent questionnaires on their training in speaking, their vocal characteristics and their vocal practices as they knew them. Dent thus offered a study of delivery techniques and her study questionnaires were sent to the members of the congregations as well as to the clergymen. In the proposed study preparation techniques are stressed and only clergymen are included in the survey group.

Donica presented methods of sermon preparation and delivery employed by five outstanding preachers in the Boston area. In this interdenominational study he compared the five ministers' particular methods in order to discover common factors leading to effectiveness in preaching. He used a four-step method in his study: he read sample sermons or listened to sermons given by the preachers, read biographical material about the preachers and whatever they had

published about preaching, drew up questions, and interviewed them to find their methods by direct questions and free conversation.³

Donica based his study on five preachers and he used the interview method. In the current study, a larger population composed of all of the clergymen of one denomination in a diocese (205 priests) are being contacted and the questionnaire method is being used. The current study is not only descriptive but also evaluative.

In completing his thesis plan, Olbricht investigated the following main areas:

1. Long-range and immediate sermon preparation.
2. The choice of sermon topics.
3. Selection of content material.
4. The sermon plan employed.
5. Method of delivery.
6. Evaluation and criticism of the sermon following delivery.⁴

He used four homiletics textbooks and four speech textbooks to prepare interview questions. He then interviewed thirty-seven clergymen representing twenty denominations in Iowa City and Cedar Rapids. His work includes a descriptive catalog of the clergymen's responses to his questions. Olbricht included homiletics and speech textbooks as background for drawing up his questions, but no composite statement appears to have been formulated. His study group was interdenominational, thus involving a variety of preparations in speech training. His study group resided in two cities. His method was the use of interviews. In the proposed study

only speech textbooks are used and a composite statement has been formulated as an evaluative criterion. In the proposed study clergymen of one denomination who have had a more nearly common background in training and who reside in a larger geographical area are being contacted. The method for eliciting information is the questionnaire.

Analyses of Textbooks

Copies of the forty-two textbooks listed in the "Fundamentals of Speech" section of the "Check List of Books and Equipment" in the 1966-1967 Speech Association of America Directory⁵ were procured. These textbooks were analyzed to discover the authors' recommended steps of speech preparation. A single representative statement of recommended steps in speech preparation, as exacting as possible, was formulated from those offered in the forty-two textbooks. These analyses and the formulated statement are recorded in Chapter II.

Survey of Clergymen

The names and current addresses of all of the Roman Catholic priests currently residing in the Diocese of Sioux Falls were procured from the Catholic Chancery (Administrative) Office in Sioux Falls. Questionnaires were formulated based on the representative statement of recommended steps in speech preparation. (See Appendix A, p. 60, for the explanatory letter to the priests;

Appendix B, pp. 61-62, for the form of the questionnaire, and Appendix C, pp. 63-68, for the names and addresses of the clergymen.) Authoritative sources on questionnaire construction were consulted for recommendations concerning the most productive ways of phrasing instructions and items. They were:

Auer, J. Jeffrey. An Introduction to Research in Speech.
New York: Harper and Brothers, 1959.

Payne, Stanley L. The Art of Asking Questions.
Princeton, New Jersey: Princeton University Press,
1951.

It was considered plausible that clergymen might, for personal or ecclesiastical reasons, be hesitant to give accurate answers to questionnaires. Attempts to compensate for this limitation were made in the following ways: (1) The possible limitation was recognized. (2) Attempts were made to follow recommendations prescribed for the formulation of questionnaires. (3) Anonymity was promised to the clergymen. This was done in anticipation that the clergyman might be less hesitant to respond if his name were not linked with the response.

After the questionnaire had been tentatively completed, it was administered in April, 1968, to twenty students in Speech 103, "Fundamentals of Speech." Some weaknesses concerning the clarity of directions were discovered in the questionnaire and the directions were adjusted accordingly. The questionnaire was mailed to the priests on April 28, 1968.

In the questionnaire (see Appendix B, pp. 61-62) clergymen were asked to indicate whether or not they completed each of the

twenty-four steps. The steps were arranged in random order determined by drawing numbers from a hat. The original numbering system (numbers to be drawn) was based on the frequency of mention of each essentially distinct step by the authors of the forty-two textbooks; the step most frequently mentioned was assigned number one. Space was also provided on the form for the listing of additional steps not given on the questionnaire but used by the clergymen.

Tabulation of Results

The frequency of completion of each of the steps by the clergymen was tabulated and a list was made of the steps based on frequency of completion. The frequency of mention (completion) of each step by the clergymen was then correlated with the frequency of mention (recommendation) by the authors of the textbooks. Tabulations of the responses to the various items in the questionnaire and the correlation with the textbooks are reported in Chapter III.

Summary and Conclusions

A summary of the purposes, methods, and results of the study and the conclusions drawn from the study are presented in Chapter IV.

FOOTNOTES

¹Roger D. Burgeson, "Discovering Efficient Methods of Sermon Preparation" (unpublished B. D. thesis, Northern Baptist Theological Seminary, 1957), p. 12.

²Mary G. Dent, "The Relationship of Speech Skills to Pulpit Communication" (unpublished M. A. thesis, Southern Methodist University, 1952), p. 8.

³Donald Donica, "Methods of Sermon Preparation and Delivery" (unpublished B. D. thesis, Andover Newton Theological School, 1957), p. 2.

⁴Thomas H. Olbricht, "Methods of Sermon Preparation and Delivery Employed by Clergymen in Iowa City and Cedar Rapids" (unpublished M. A. thesis, State University of Iowa, 1953), p. 6.

⁵Speech Association of America, 1966-1967 Speech Association of America Directory (New York: Speech Association of America, 1967), pp. 255-256.

CHAPTER II

ANALYSES OF TEXTBOOKS

The forty-two textbooks listed in the "Fundamentals of Speech" section of the "Check List of Books and Equipment" in the 1966-1967 Speech Association of America Directory were procured.¹ These textbooks were analyzed to discover the authors' recommended steps of speech preparation.

Recommended Steps

Authors of some of the texts included specific lists of steps to be followed; others made their recommendations through extended discourse. In the latter cases attempts were made to digest the extended discussion into steps which were actually being advocated, and those advocated were then presented as the recommended steps. Judgments were also required where different language was used to describe what appeared to be the same steps. Consequently, in each case where these differences in terminology occurred, modifications were necessary for uniformity in order that essentially distinct ideas could be treated as distinct steps and that common ideas differently phrased could be treated as the same step. In each case, the list of rephrased minimum essentials is recorded following the authors' own enumerated steps or their cited discussion

of the speech preparation process. The order of presentation of the analysis of textbooks is alphabetical according to the lead authors' surnames.

Abernathy, Fundamentals of Speech.²

Abernathy recommended three steps of speech preparation.

They were:

- A. Choose a subject.
- B. Organize the speech.
- C. Make the final preparation.

A and B were chapter subheadings from Chapter 11, "Preparation of Subject and Outline." C was offered in the following chapter. A careful reading of the chapters revealed several subpoints. Briefly summarized, they were:

- A. Choose a subject.
 1. Consider that the speaker should be an authority or become one.
 2. Consider the audience.
 3. Consider the occasion.
- B. Organize the speech.
 1. Plan the body to include the thesis and problem-solution sequence.
 2. Plan the conclusion to leave the point with the audience.
 3. Plan the introduction to get attention, promote good will, orient the audience.
 4. Plan the transitions.
 5. Outline the speech.
- C. Make the final preparation.
 1. Prepare notes to be used during delivery.
 2. Rehearse the speech orally.
 3. Think about personal grooming.

When these subheadings and their supporting explanations were analyzed, it appeared that the following steps had been recommended.

1. Choose a topic.
2. Analyze the speaker.
3. Gather material.
4. Analyze the audience.
5. Analyze the occasion.
6. Plan the body.
7. Plan the thesis.
8. Plan the conclusion.
9. Plan the introduction.
10. Plan the transitions.
11. Outline the speech.
12. Prepare speaking notes.
13. Rehearse orally.
14. Consider grooming.

Andersch and Staats, Speech for Everyday Use.³

Andersch and Staats gave a specific list of recommended steps. They were:

- A. Choose a suitable subject.
- B. Choose a specific subject from the general subject area.
- C. Prepare a basic outline in the framework of your speech.
- D. Develop a key idea which is the central idea and implies the purpose of your speech.
- E. Outline the body of the speech and arrange the main points in suitable order.
- F. Gather material and fill in the body of the speech.
- G. Devise a conclusion that will reinforce the idea of your speech.
- H. Prepare an attention getting introduction.

Because it appeared that different terms were used to designate several of the same steps given in the

first textbooks, analyses and judgments were made. The essential elements were found to be:

1. Choose a topic.
2. Limit the subject.
3. Outline the speech.
4. Plan the thesis.
5. Plan the purpose.
6. Plan the body.
7. Organize the ideas.
8. Gather material.
9. Plan the support.
10. Plan the conclusion.
11. Plan the introduction.

Baird and Knower, Essentials of General Speech.⁴

Baird and Knower also gave a specific list of recommended steps. They were:

- A. Select and limit your subject.
- B. Adapt to the audience situation. Analyze the audience and adjust your preparation and procedure to your listeners at every step.
- C. Select and frame the purpose of your speech.
- D. Word the specific central idea of your speech.
- E. Gather materials. Take stock of your knowledge and substantiate your information from sources that will strengthen your speech.
- F. Organize the main ideas and subordinate points.
- G. Work out an appropriate introduction and conclusion.
- H. Compose the speech. Develop an oral style which will effectively present your thought.
- I. Practice orally. Assimilate the material but do not memorize it. You should study it in such a way that you can express the ideas extemporaneously with maximum effectiveness.

In their understanding, the essential elements seemed to be:

1. Choose a topic.
2. Limit the subject.
3. Analyze the audience.
4. Adapt to the audience.
5. Plan the purpose.
6. Plan the thesis.
7. Gather materials.
8. Analyze the speaker.
9. Organize the ideas.
10. Plan the support.
11. Plan the introduction.
12. Plan the conclusion.
13. Compose the speech.
14. Rehearse the speech.

Baird and Knower, General Speech: An Introduction.⁵

In this text, Baird and Knower were not quite as concise in listing their recommended steps of preparation as in the previous text. The steps were:

- A. Choose a subject of interest to you and one that will hold the attention of your audience.
- B. Limit your subject to a single specific part of the general topic.
- C. Decide on the purpose of your speech.
- D. Gather materials.
- E. Organize your main ideas under two or three general points.
- F. Support each main point with specific and pertinent details.
- G. Work out an appropriate introduction and conclusion.
- H. Outline and compose your speech.
- I. Practice the speech aloud until the general pattern and details are well in mind.
- J. You should rehearse the speech from five to ten times on your feet with an imaginary audience before you.
- K. Prepare so that you can speak extemporaneously to your audience.

The analysis revealed these essential steps:

1. Choose a topic.
2. Analyze the speaker.
3. Analyze the audience.
4. Adapt to the audience.
5. Limit the subject.
6. Plan the purpose.
7. Gather materials.
8. Organize the ideas.
9. Plan the support.
10. Plan the introduction.
11. Plan the conclusion.
12. Outline the speech.
13. Compose the speech.
14. Rehearse the speech.

Baker and Eubanks, Speech in Personal and Public Affairs.⁶

Baker and Eubanks gave no specific list of preparatory steps. However, a careful analysis allowed the construction of the following enumeration:

- A. Choose a topic that matters to you and to your audience.
- B. Determine the general end of your speech.
- C. Select one aspect of your subject as the focus of your speech.
- D. Phrase your central thought into a subject-purpose sentence.
- E. Partition your subject-purpose sentence.
- F. Gather specific material to actualize each of your main points.
- G. Prepare an outline for extemporaneous delivery.
- H. Give your speech an appealing title.
- I. Rehearse your speech.

The essential steps given by these authors were construed to be the following:

1. Choose a topic.
2. Analyze the speaker.
3. Analyze the audience.
4. Plan the purpose.
5. Limit the subject.

6. Organize the ideas.
7. Gather material.
8. Plan the support.
9. Outline the speech.
10. Choose a title.
11. Rehearse the speech.

Barnes, Speech Handbook.⁷

Barnes did not offer a specific list of steps. His method of preparation was given as sub-headings in Part Three, "The Essential Skills of Speech Making."

They were:

- A. Choose a subject.
- B. Select from your general subject a specific phase of that subject.
- C. Choose material to develop subordinate points, then assimilate, adapt, and interpret your material.
- D. Organize your thought into introduction, central thought, body, and conclusion.
- E. Consider the use of language through thought units, sentences and vocabulary.
- F. Become familiar with your material.

Further analysis of points A and B suggested more steps.

These were:

- A. Choose a subject.
 1. It should be suited to the audience.
 2. It should be suited to the speaker.
- B. Select from your general subject a specific phase of that subject.
 1. Consider the purpose.
 2. Break the central thought into component subordinate points.
 3. Adapt to the audience in terms of the central thought.
 4. Select and state the subordinate points.

When these sub-headings and their supporting material were analyzed for essential steps, these appeared:

1. Choose a topic.
2. Analyze the audience.
3. Analyze the speaker.
4. Limit the subject.
5. Plan the purpose.
6. Gather material.
7. Plan the support.
8. Adapt to the audience.
9. Organize the ideas.
10. Plan the introduction.
11. Plan the thesis.
12. Plan the body.
13. Plan the conclusion.
14. Compose the speech.
15. Rehearse the speech.

Black and Moore, Speech: Code, Meaning, and Communication.⁸

Black and Moore gave no specific list of preparatory guidelines. Chapter sub-headings from Chapter 14, "Public Address," gave the following clues:

- A. Choose the subject.
- B. Shape the abstract.
- C. Make an outline.

A careful reading of the supporting materials for these sub-headings yielded additional explanations relating to specific steps. These were:

- A. Choose the subject.
 1. Suit your audience.
 2. Suit yourself.
- B. Shape the abstract.
 1. Exemplify.
 2. Select materials.
 3. Document materials.
- C. Make an outline.

When differences in terminology were taken into consideration, these essential steps resulted:

1. Choose a topic.
2. Analyze the audience.
3. Adapt to the audience.
4. Analyze the speaker.
5. Plan the support.
6. Gather material.
7. Document material.
8. Outline the speech.

Bosmajian, Readings in Speech.⁹

This is an anthology of selected readings; no particular steps of speech preparation are recommended.

Brandes and Walwik, A Research Manual for the Performance Course in Speech.¹⁰

This text provides resource material for selected speech subject areas; no particular steps of speech preparation are recommended.

Buehler and Linkugel, Speech: A First Course.¹¹

Buehler and Linkugel did give a specific list of recommended steps of speech preparation. They were:

- A. Survey and analyze the occasion and the audience.
- B. Determine the general purpose of your speech.
- C. Select your subject.
- D. Limit your subject to a specific purpose.
- E. Gather materials.
- F. Arrange your materials and construct an outline.
- G. Phrase and word your speech.
- H. Practice your speech.

Upon analysis, the essential steps recommended seemed to be:

1. Analyze the occasion.
2. Analyze the audience.
3. Plan the purpose.
4. Choose a topic.
5. Limit the subject.
6. Plan the thesis.
7. Gather materials.
8. Organize the ideas.
9. Outline the speech.
10. Compose the speech.
11. Rehearse the speech.

Cleveland and Glenn, Practical English.¹²

This text concentrates on grammar and sentence composition. No particular steps of speech preparation are advanced.

Crandell, Phillips, and Wigley, Speech: A Course in Fundamentals.¹³

Crandell, Phillips, and Wigley gave their specific list in sentence form. The sentence was:

Preparation includes (1) selecting a topic, (2) doing research, (3) preparing an outline, (4) working up a set of notes, and (5) practicing to insure mastery of subject matter and delivery.

In this list, even the terms used closely paralleled these distinct steps:

1. Choose a topic.
2. Gather material.
3. Outline the speech.
4. Prepare speaking notes.
5. Rehearse the speech.

Cromwell and Monroe, Working for More Effective Speech.¹⁴

Cromwell's and Monroe's text is actually a work-projects book designed to accompany one of two Monroe texts, Principles and Types of Speech (fifth edition) or Principles of Speech (fifth brief edition). It contains neither a specific list of recommended steps nor explanation of individual steps. What it does contain is exercises designed to give practice in particular abilities. A list of these activities is given in the table of contents. The items applicable to speech preparation were:

- A. Analyzing the occasion and the audience.
- B. Supporting the main points.
- C. Fundamentals of outlining.
- D. Types of speech outlines.
- E. Beginning the speech.
- F. Ending the speech.
- G. Wording the speech.

Analysis of these items showed their likenesses to the essential steps offered by other authors. They could be traced to the following steps:

1. Analyze the occasion.
2. Analyze the audience.
3. Plan the support.
4. Outline the speech.
5. Plan the introduction.
6. Plan the conclusion.
7. Compose the speech.

Dance, The Citizen Speaks.¹⁵

Dance did not offer a specific list of steps, but analysis of the text provided these recommendations:

- A. Find a topic.
- B. Put down on paper everything you know about the topic as a result of your remote preparation.
- C. Search for and find the blank spots in your information.
- D. Fill these blank spots with information.
- E. Decide on a purpose.
- F. Construct an outline.
- G. Select a suitable title.
- H. Rehearse.

The distinct elements offered by Dance seemed to be the following:

1. Choose a topic.
2. Analyze the speaker.
3. Gather materials.
4. Plan the support.
5. Plan the purpose.
6. Outline the speech.
7. Choose a title.
8. Rehearse.

DeLaguna, Speech: Its Function and Development.¹⁶

This text is more closely related to the psychology of speaking than to speech-making; no specific steps of speech preparation are given.

Dickens, Speech: Dynamic Communication.¹⁷

Dickens offered a specific list of steps to be followed in preparing speeches. This list was:

- A. Analyze the audience.
- B. Choose the subject.
- C. Determine the purpose.

- D. Collect the materials.
- E. Build the outline.
- F. Practice the delivery.

The essential steps were easily extracted from Dickens' presentation. They were:

- 1. Analyze the audience.
- 2. Choose a topic.
- 3. Plan the purpose.
- 4. Gather material.
- 5. Outline the speech.
- 6. Rehearse the speech.

Dickens and McBath, Guidebook for Speech Practice.¹⁸

Dickens and McBath offered no actual listing of preparatory steps. Analysis of the text revealed the following suggestions in chapter sub-headings:

- A. Choose a topic.
- B. Gather materials.
- C. Record and file materials.
- D. Outline.
- E. Analyze the audience.

Further analysis of the explanatory material following the sub-headings furnished additional suggestions. These were:

- A. Choose a topic.
- B. Gather materials.
 - 1. Observe.
 - 2. Converse.
 - 3. Read.
- C. Record and file materials.
- D. Outline.
 - 1. State the central idea.
 - 2. Choose the main points.
 - 3. Support each main point.
 - 4. Plan the conclusion.

5. Plan the introduction.
6. Test the transitions.

- E. Analyze the audience.
1. Consider the occasion.
 2. Consider common traits and interests.
 3. Consider attitudes toward the topic.
 4. Consider attitudes toward the speaker.

When these two levels of recommendation-suggestion were considered simultaneously, the following were judged to be the essential steps:

1. Choose the topic.
2. Gather materials.
3. Analyze the speaker.
4. Document materials.
5. Outline the speech.
6. Plan the thesis.
7. Organize the ideas.
8. Plan the support.
9. Plan the conclusion.
10. Plan the introduction.
11. Plan the transitions.
12. Analyze the audience.
13. Analyze the occasion.

Eisenson and Boase, Basic Speech.¹⁹

Eisenson and Boase gave a specific list of areas included in preparation in the text in sentence form:

Preparation includes dress, audience analysis and familiarity with speech material including the sound of the words, the turn of the phrase, and the meaning of every utterance. If the need is felt for written notes, these should be prepared and available.

The distinct elements contained in the description can be enumerated thus:

1. Consider grooming.
2. Analyze the audience.
3. Compose the speech.
4. Rehearse the speech.
5. Prepare speaking notes.

Garner and Beckett, Speech Dynamics.²⁰

Garner and Beckett gave their three steps in a specific list. They were:

- A. The speaker analyzes his audience from the point of view of prejudices and backgrounds.
- B. The speaker organizes his material and prepares his speech.
- C. The speaker practices his delivery.

Explanatory material shed further light on the authors' meaning. Additional steps were discovered:

- A. The speaker analyzes his audience from the point of view of prejudices and backgrounds.
 1. The speaker determines the broad and specific speech purposes.
 2. These are chosen with consideration given to the audience and the speaking situation.
- B. The speaker organizes his material and prepares his speech. In so doing he uses the CASC formula.
 1. Capture
 2. Assert. (Thesis or Central Idea)
 3. Support. (Outline and Point-Support Ideas)
 4. Conclude
- C. The speaker practices his delivery.
 1. Read through the speech.
 2. Practice from a topic outline.

The essential steps advanced in this textbook appeared to be the following:

1. Analyze the audience.
2. Choose a topic.
3. Limit the subject.
4. Plan the purpose.
5. Adapt to the audience.
6. Organize the ideas.
7. Plan the introduction.
8. Plan the thesis.
9. Outline the speech.
10. Plan the body.
11. Plan the support.
12. Plan the conclusion.
13. Rehearse the speech.

Gilman, Aly, and White, The Fundamentals of Speaking.²¹

Gilman, Aly, and White did not give a specific list of preparatory actions. Their chapter headings could be summarized into a series of workable steps. They were:

- A. Choose a speech topic.
- B. Find, analyze, and organize your material.
- C. Decide on a purpose for your speech.
- D. Analyze your audience.
- E. Adapt your speech to the audience.
- F. Work out your style by knowing the word, the object, and the hearer.

This specific list was resolved into the following essential steps:

1. Choose a topic.
2. Gather material.
3. Organize the ideas.
4. Plan the purpose.
5. Analyze the audience.
6. Adapt to the audience.
7. Compose the speech.
8. Rehearse the speech.

Gray and Wise, The Bases of Speech.²²

This text is related to the physical, psychological and sociological bases of speech; no specific steps of speech preparation are offered.

Hayden, Pilgrim, and Haggard, Mastering American English.²³

This text is written for instruction in grammar to adults taking English as a foreign language; no specific steps of speech preparation are given.

Henning, Improving Oral Communication.²⁴

Henning considered four steps to be essential; these were not given in a specific list, but were deduced from the chapter sub-headings from Chapter 7, "Improve Your Use of Thinking." These sub-headings were:

- A. The Analysis Step.
- B. The Organization or Outline Step.
- C. The Adaptation Step.
- D. The Summary Step.

When the text under these sub-headings was scrutinized, additional steps were found. They were:

- A. The Analysis Step.
 - 1. Consider subject selection.
 - 2. Consider the audience.
 - 3. Consider the situation.
 - 4. Consider possible listener response.
- B. The Organization or Outline Step.
 - 1. Identify and state the major reasons for your attitude toward your topic.
 - 2. Support each of the major reasons with materials or sub-points which establish the reason's soundness.
 - 3. Compose an introduction.
 - 4. Compose a conclusion.

- C. The Adaptation Step.
 - 1. Consider the analysis step and the organization step together.
 - 2. In light of these adapt to your audience.
- D. The Summary Step.
 - 1. Plan internal summaries.
 - 2. Plan transitions.

In light of these two levels of recommendations, the following essential steps were enumerated:

- 1. Choose a topic.
- 2. Analyze the audience.
- 3. Analyze the occasion.
- 4. Plan the purpose.
- 5. Analyze the speaker.
- 6. Plan the support.
- 7. Organize the ideas.
- 8. Plan the introduction.
- 9. Plan the conclusion.
- 10. Adapt to the audience.
- 11. Plan the transitions.

Masten and Pflaum, Speech for You.²⁵

Masten and Pflaum gave no specific list of steps.

The list which follows is constructed from chapter headings and sub-headings. The relevant ones were:

- A. Choose a subject.
- B. Gather materials.
- C. Organize.
- D. Plan the introduction, conclusion and the title.
- E. Practice.

Supporting material offered by the authors increased the number of steps mentioned. The additional formulae were:

- A. Choose a subject.
 - 1. Consider possible sources.

2. Consider general interests and the particular audience.
 3. Consider the occasion.
- B. Gather materials.
1. Gather them from yourself, others, periodicals, and books.
 2. Find means of support.
- C. Organize.
1. Decide on the response desired from the audience.
 2. Select your main points.
 3. Arrange the supporting material.
- D. Plan the introduction, conclusion, and title.
- E. Practice.

These were analyzed for their essential steps. The following were selected:

1. Choose a topic.
2. Analyze the audience.
3. Analyze the occasion.
4. Gather materials.
5. Analyze the speaker.
6. Document materials.
7. Plan the support.
8. Plan the purpose.
9. Organize the ideas.
10. Plan the introduction.
11. Plan the conclusion.
12. Select a title.
13. Rehearse the speech.

McBurney and Wrage, The Art of Good Speech.²⁶

McBurney and Wrage gave no particular list of steps.

Those which follow were taken from chapter headings:

- A. Select and formulate a subject.
- B. Test the subject.
- C. Choose and state a general and a specific purpose.

- D. Explore the subject in light of your own knowledge, experience, and other resources.
- E. Support your main points.
- F. Analyze the audience and the occasion.
- G. Organize your speech.
- H. Pay attention to your language and style.

The essential steps in the previous list were construed to be the following:

- 1. Choose a topic.
- 2. Plan the purpose.
- 3. Plan the thesis.
- 4. Analyze the speaker.
- 5. Gather materials.
- 6. Plan the support.
- 7. Analyze the audience.
- 8. Analyze the occasion.
- 9. Organize the ideas.
- 10. Compose the speech.

McBurney and Wrage, Guide to Good Speech.²⁷

McBurney and Wrage did not give a specific list of recommended steps in this text either. The following list was constructed from a careful reading of the book:

- A. Decide on a subject and purpose by formulating a purpose sentence.
- B. Develop your talk based on what you know substantiated by research.
- C. Outline your speech.
- D. Rehearse your speech.

The essential elements offered on preparation in this text appeared also to be fewer than in the previous text. They were:

- 1. Choose a topic.
- 2. Plan the purpose.
- 3. Plan the thesis.
- 4. Analyze the speaker.
- 5. Gather materials.
- 6. Outline the speech.
- 7. Rehearse the speech.

Monroe, Principles and Types of Speech.²⁸

Monroe did offer a specific list of steps which he considered essential to preparation. The steps were:

- A. Determining the purpose of the speech.
- B. Analyzing the audience and occasion.
- C. Selecting and narrowing the subject.
- D. Gathering the material.
- E. Making an outline of the speech.
- F. Wordng the speech.
- G. Practicing aloud.

Differences in terminology between Monroe's list and the list of essential elements of the other authors' lists were slight. Monroe's essential elements were:

1. Plan the purpose.
2. Analyze the audience.
3. Analyze the occasion.
4. Choose a topic.
5. Limit the subject.
6. Gather materials.
7. Outline the speech.
8. Compose the speech.
9. Rehearse the speech.

Monroe and Ehninger, Principles of Speech.²⁹

Monroe and Ehninger also gave a specific list of steps of speech preparation. These were:

- A. Selecting and narrowing the subject.
- B. Determining the purpose.
- C. Analyzing the audience and the occasion.
- D. Gathering material.
- E. Making an outline.
- F. Practicing the speech aloud.

The essential steps were deduced from the authors' listing. They were enumerated as:

1. Choose a topic.
2. Limit the subject.

3. Plan the purpose.
4. Analyze the audience.
5. Analyze the occasion.
6. Gather material.
7. Outline the speech.
8. Rehearse the speech.

Mulgrave, Speech: A Handbook of Voice Training, Diction, and Public Speaking.³⁰

Mulgrave gave four rules of preparation based on the classical canons of rhetoric. These were not written in a specific list, but spread over five pages with supporting material. The four were:

- A. Investigate.
- B. Organize.
- C. Choose the language and style.
- D. Master the content and language.

Her supporting material gave more specific actions to take when preparing a speech. They were:

- A. Investigate.
 1. Choose the topic.
 2. Analyze the audience.
 3. Collect the material.
- B. Organize.
 1. Plan the introduction.
 2. Plan the body.
 3. Plan the conclusion.
- C. Choose the language and style.
- D. Master the content and language including transitions.

When these were converted to essential steps, this listing resulted:

1. Choose the topic.
2. Analyze the audience.

3. Gather material.
4. Organize the ideas.
5. Plan the introduction.
6. Plan the body.
7. Plan the conclusion.
8. Compose the speech.
9. Rehearse the speech.
10. Plan the transitions.

Napiecinski and Ruechelle, Beginning Speech: An Introduction to Intelligent Speaking and Listening.³¹

Napiecinski and Ruechelle gave a specific list of steps of preparation. It was:

- A. Choose the subject area.
- B. Investigate the subject area by gathering materials.
- C. Consider your audience and occasion and the purposes of this assignment in determining the delimitation of your speech.
- D. Determine a specific purpose for your speech in terms of how you want the audience to respond.
- E. Determine the statement that you want to develop and select the materials that will best develop that statement and accomplish your specific purpose.
- F. Plan a brief introduction for the statement so that you gain attention of your listeners and alert them to what you are to say.
- G. Plan the wording of a restatement that can serve as a conclusion.
- H. Familiarize yourself thoroughly with the message you have now composed.
- I. Practice the wording to be used in your extemporaneous delivery.
- J. Continue to rehearse the speech a number of times in order to aid your memory and to gain confidence in your ability to deliver the speech.

Elements in this text judged to be concretely

recommended actions were these:

1. Choose a topic.
2. Gather materials.
3. Analyze the audience.
4. Analyze the occasion.
5. Plan the purpose.
6. Plan the thesis.
7. Plan the introduction.
8. Plan the conclusion.
9. Compose the speech.
10. Rehearse the speech.

Oliver, Zelko, and Holtzman, Communicative Speech.³²

Oliver, Zelko, and Holtzman gave a specific listing of recommended steps. These were:

- A. Choose the topic.
- B. Analyze the audience.
- C. Arrive at the purpose.
- D. Research and gather materials.
- E. Determine the central idea and main ideas.
- F. Make an organizational pattern.
- G. Construct the outline.
- H. Plan the introduction and conclusion.
- I. Develop the ideas.
- J. Consider visual aids.
- K. Consider wording and style.
- L. Practice aloud.

The steps below were construed to be the essential actions listed:

1. Choose a topic.
2. Analyze the audience.
3. Plan the purpose.
4. Gather material.
5. Plan the thesis.
6. Organize the ideas.
7. Outline the speech.
8. Plan the introduction.
9. Plan the conclusion.

10. Plan the support.
11. Consider visual aids.
12. Compose the speech.
13. Rehearse the speech.

Powers, Fundamentals of Speech.³³

Powers also gave a specific list of steps to be used in preparing speeches. The list was:

- A. Decide on a topic.
- B. Determine the purpose.
- C. Study your audience.
- D. Gather material.
- E. Make an outline.

The essential steps of preparation in this text were thus seen as the following:

1. Choose a topic.
2. Plan the purpose.
3. Analyze the audience.
4. Gather material.
5. Outline the speech.

Reager, Crawford and Stevens, You Can Talk Well.³⁴

Reager, Crawford and Stevens gave a specific list, but subordinated some points to the others. The co-ordinated main points were:

- A. Decide on something worth saying.
- B. Organize for a purpose and with a plan.
- C. Practice with the audience and the occasion in mind.

With the subordinated materials included, the following steps were advocated:

- A. Decide on something worth saying.
 1. Use what you know best and feel most.
 2. Start early.

- B. Organize for a purpose and with a plan.
 - 1. Analyze your audience.
 - 2. Link the desired response to your audience.
 - 3. Plan a logical arrangement.

- C. Practice with the audience and the occasion in mind.
 - 1. Fix the plan firmly in mind.
 - 2. Rehearse until you feel prepared.
 - 3. Be ready to adapt.

Thus the essential steps advanced by these authors appeared to be the following:

- 1. Choose a topic.
- 2. Analyze the speaker.
- 3. Plan the purpose.
- 4. Analyze the audience.
- 5. Organize the ideas.
- 6. Analyze the occasion.
- 7. Rehearse the speech.
- 8. Adapt to the audience.

Reid, Speaking Well, 35

Reid did not give a specific list of steps. Careful analysis of the textbook revealed the following main actions:

- A. Choose subject and purpose.
- B. Gather and record material.
- C. Organize.
- D. Adapt to the audience.

Besides the main actions, explanatory material revealed further steps. These were:

- A. Choose the subject and purpose.
 - 1. Take it from your own experience or additional sources.
 - 2. Consider the speaker and listeners.
 - 3. Select a specific purpose.

- B. Gather and record material.
 - 1. Review your own knowledge.
 - 2. Seek out additional materials.
- C. Organize.
 - 1. Plan an introduction.
 - 2. Plan a central idea.
 - 3. Plan a body.
 - 4. Plan a conclusion.
- D. Adapt to the audience.
 - 1. Study the audience and occasion.
 - 2. Study their relationships to the topic and you.

Essential elements in preparing speeches according to

Reid were deemed to be:

- 1. Choose a topic.
- 2. Plan the purpose.
- 3. Analyze the speaker.
- 4. Analyze the audience.
- 5. Gather material.
- 6. Document material.
- 7. Organize the ideas.
- 8. Plan the introduction.
- 9. Plan the thesis.
- 10. Plan the body.
- 11. Plan the conclusion.
- 12. Analyze the occasion.
- 13. Adapt to the audience.

Reid, ed., Introduction to the Field of Speech.³⁶

As the title suggests, Ronald Reid did not limit his material to a particular discipline within the field of speech. In his treatment of public speaking he did suggest two major areas of preparation:

- A. Choose materials.
- B. Organize materials.

The description which he gave in these two areas suggested additional steps:

- A. Choose the speech materials.
 - 1. Make your theme appear consistent with the beliefs and goals of your audience.
 - 2. Consider audience analysis in your choice of materials.
- B. Organize the materials.
 - 1. Realize that people tend to perceive in familiar patterns most readily.
 - 2. Put related ideas together and arrange them in a logical sequence.

After consideration, it was decided that these steps were the essential ones:

- 1. Gather materials.
- 2. Analyze the audience.
- 3. Adapt to the audience.
- 4. Organize the ideas.

St. Onge, Creative Speech,³⁷

St. Onge gave no particular specific list of steps. The following listing was derived from a careful reading of the text:

- A. Analyze the audience-context including the self and the occasion.
- B. Decide on a purpose.
- C. Decide on a subject.
- D. Compose.
- E. Outline, using library research to fill in gaps in your thinking and knowledge.

The distinct steps advocated by St. Onge were construed to be these:

- 1. Analyze the audience.
- 2. Analyze the speaker.

3. Analyze the occasion.
4. Plan the purpose.
5. Choose a topic.
6. Compose the speech.
7. Outline the speech.
8. Gather materials.

Sandford and Yeager, Principles of Effective Speaking.³⁸

Sandford and Yeager did give a specific list of preparatory actions. The list was:

- A. Determination of the general purpose, which may be to inform, to persuade, or to entertain.
- B. Selection of the specific purpose, which must be definite, limited in scope, and appropriate to the general purpose.
- C. The selection and phrasing of the principal ideas, which must support the specific purpose, be interesting, provocative, logical, few in number and adapted to the general purpose.
- D. Support of the principal ideas by the speech details: comparisons, examples, statistics, testimony, and reiteration.
- E. A review of the structural elements with a view to what interest people: want-appeal, the familiar, the unusual, the specific, and variety.
- F. Planning - after the above steps have been taken - an appropriate opening, or introduction, designed to arouse interest and to reveal the specific purpose.
- G. Planning a conclusion, directly or indirectly, repeating the main points and purpose, and perhaps adding an appeal for understanding or action.

The subsequent list of essential steps was drawn from Sandford's and Yeager's list:

1. Plan the purpose.
2. Choose a topic.
3. Limit the subject.
4. Plan the thesis.

5. Organize the ideas.
6. Plan the support.
7. Analyze the audience.
8. Adapt to the audience.
9. Plan the introduction.
10. Plan the conclusion.

Sarett, Sarett, and Foster, Basic Principles of Speech.³⁹

The authors gave no specific list of steps. Those below were derived by a scrutiny of the text:

- A. Choose a subject.
- B. Investigate the subject.
- C. Analyze and integrate materials.
- D. Translate ideas into words.
- E. Organize the ideas through logic into an outline.
- F. Choose a title.
- G. Adapt to your audience.

The essential elements offered in the text by

Sarett, Sarett, and Foster appeared to be:

1. Choose a topic.
2. Gather materials.
3. Compose the speech.
4. Organize the ideas.
5. Outline the speech.
6. Select a title.
7. Analyze the audience.
8. Adapt to the audience.

Sondel, Everyday Speech.⁴⁰

Sondel offered five major steps in preparing a speech. These were:

- A. Choose a topic.
- B. Make an outline.
- C. Learn your outline.
- D. Work out an introduction and a conclusion.
- E. Practice for extemporaneous delivery.

In the supporting material more suggestions were offered:

- A. Choose a topic.
 - 1. You talk about something in your experience.
 - 2. You have to dig up something special that will suit the interests of that particular audience.
- B. Make an outline.
 - 1. Formulate your controlling assertion, in one sentence, as derived from your experience.
 - 2. Indicate the parts of the outline as derived from the controlling assertion.
 - 3. Indicate the nature of the relationship between the parts.
- C. Learn your outline.
- D. Work out an introduction and a conclusion.
- E. Practice for extemporaneous delivery.

Sondel's basic steps seemed to be those below:

- 1. Choose a topic.
- 2. Analyze the speaker.
- 3. Analyze the audience.
- 4. Outline the speech.
- 5. Plan the thesis.
- 6. Organize the ideas.
- 7. Plan the transitions.
- 8. Plan the introduction.
- 9. Plan the conclusion.
- 10. Rehearse the speech.

Thompson and Fessenden, Basic Experiences in Speech.⁴¹

Thompson and Fessenden did not offer a specific listing. Their major suggestions appeared to be these:

- A. Select a topic from personal resources and printed material.
- B. Analyze the audience.
- C. Select a specific purpose.
- D. Organize your material.
- E. Word your ideas well.

Subsequent suggestions were offered in the explanatory paragraphs:

- A. Select a topic from personal resources and printed material.
- B. Analyze the audience.
- C. Select a specific purpose.
 - 1. Decide on the general objective you or your group wishes to attain.
 - 2. Look for additional material.
 - 3. Decide on the arrangement of ideas.
 - 4. Decide what to include and what to omit.
- D. Organize your material.
- E. Word your ideas well.

The following steps were construed to be essential:

- 1. Choose a topic.
- 2. Analyze the speaker.
- 3. Analyze the audience.
- 4. Plan the thesis.
- 5. Plan the purpose.
- 6. Gather material.
- 7. Omit extra items.
- 8. Organize the ideas.
- 9. Compose the speech.

Weaver and Ness, The Fundamentals and Forms of Speech.⁴²

Weaver and Ness did not give a specific list of steps but grouped their suggestions around these proposals:

- A. Choose a subject.
- B. Develop your specific purpose.
- C. Gather material for your speech.
- D. Build your speech.

These suggestions were further explained with the following steps included:

- A. Choose a subject.
 - 1. The subject should fit the speaker.
 - 2. The subject should fit the audience.
 - 3. The subject should fit the occasion and the time limits.
 - 4. The subject should fit the purpose.
- B. Develop your specific purpose.
- C. Gather material for your speech.
- D. Build your speech.
 - 1. Make an outline.
 - 2. Include the introduction.
 - 3. Include the discussion.
 - 4. Include the conclusion.

This group of ideas appeared to involve the steps below:

- 1. Choose a topic.
- 2. Analyze the speaker.
- 3. Analyze the audience.
- 4. Analyze the occasion.
- 5. Plan the purpose.
- 6. Plan the thesis.
- 7. Gather material.
- 8. Outline the speech.
- 9. Plan the introduction.
- 10. Plan the body.
- 11. Plan the conclusion.

White, Practical Speech Fundamentals.⁴³

White gave no specific listing of steps. A survey of chapter headings and sub-headings allowed the following enumeration:

- A. Analyze your potential audience and the occasion.
- B. Determine the subject area for your speech.

- C. Determine the audience reaction desired.
- D. Gather materials.
- E. Organize the body.
- F. Develop the body with support and factors of interest.
- G. Develop the introduction and the conclusion.
- H. Rehearse.

The following essential steps of speech preparation were drawn from this enumeration:

- 1. Analyze the audience.
- 2. Analyze the occasion.
- 3. Choose a topic.
- 4. Plan the purpose.
- 5. Gather materials.
- 6. Organize the ideas.
- 7. Plan the body.
- 8. Plan the support.
- 9. Adapt to the audience.
- 10. Plan the introduction.
- 11. Plan the conclusion.
- 12. Rehearse the speech.

Tabulation of Frequency of Mention

A single, representative statement of recommended steps of speech preparation was formulated from those suggested in the forty-two textbooks. A total of twenty-four distinct steps were discovered.

While common elements in schemes of speech preparation were found in the forty-two texts, the authors were far from unanimous agreement in their recommended steps of speech preparation. This was indicated in that no textbooks included more than fifteen steps and that no textbooks included exactly the same steps.

Table 1 shows the order of frequency of mention for the twenty-four steps from the most frequently mentioned to the least

frequently mentioned and their respective rankings based on frequency of mention.

TABLE 1

STEPS OF SPEECH PREPARATION, ORDER AND RANK BASED
ON FREQUENCY OF MENTION IN 42 TEXTBOOKS

Step	Mentions	Rank
Choose a topic.	33	1
Analyze the audience.	31	2
Gather material.	29	3
Plan the purpose.	26	4
Rehearse the speech.	22	5.5
Organize the ideas.	22	5.5
Outline the speech.	21	7
Analyze the speaker.	20	8
Plan the conclusion.	18	9.5
Plan the introduction.	18	9.5
Plan the thesis.	17	11.5
Plan the support.	17	11.5
Analyze the occasion.	15	13.5
Compose the speech.	15	13.5
Adapt to the audience.	13	15
Limit the subject.	10	16
Plan the body.	8	17
Plan the transitions.	5	18
Select a title.	4	19.5
Document material.	4	19.5
Prepare speaking notes.	3	21
Consider grooming.	2	22
Consider visual aids.	1	23.5
Omit extra items.	1	23.5

Summary

In this chapter the forty-two textbooks listed in the "Fundamentals of Speech" section of the "Check List of Books and Equipment" in the 1966-1967 Speech Association of America Directory were analyzed for the authors' recommended steps of speech preparation. The steps given by each set of authors of a textbook whether in a specific list, in chapter headings and sub-headings, or in general hints and suggestions throughout the text may be found here. Also a listing of steps deemed to be essentially distinct from one another in each textbook was recorded after each text's literal analysis. These essentially distinct steps were then collected into a comprehensive list and ranked in the order of frequency of mention. A total of twenty-four distinct steps was found.

Based on the analyses of textbooks, the following generalizations seem reasonable:

- (1) A reasonably representative list of steps of speech preparation can be formulated from various authorities in the field of public speaking.
- (2) This list contains twenty-four distinct steps.
- (3) While common elements in the authors' recommended steps of speech preparation were found, these authors were far from unanimous agreement in their recommended steps.

FOOTNOTES

¹"Fundamentals of Speech," "Check List of Books and Equipment," 1966-1967 Speech Association of America Directory, (New York: Speech Association of America, 1967), pp. 255-256.

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³Elizabeth G. Andersch and Lorin C. Staats, Speech for Everyday Use, (Revised ed., New York: Holt, Rinehart and Winston, 1961), p. 85.

⁴A. Craig Baird and Franklin H. Knowler, Essentials of General Speech, (2nd ed., New York: McGraw-Hill Book Company, Inc., 1960), p. 23.

⁵A. Craig Baird and Franklin H. Knowler, General Speech: An Introduction, (3rd ed., New York: McGraw-Hill Book Company, Inc., 1963), pp. 26-30.

⁶Virgil L. Baker and Ralph T. Eubanks, Speech in Personal and Public Affairs, (New York: David McKay Company, Inc., 1965), pp. 37-51.

⁷Harry Grinnell Barnes, Speech Handbook, (2nd ed., Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959), pp. 29-49.

⁸John W. Black and Wilbur E. Moore, Speech: Code, Meaning and Communication, (New York: McGraw-Hill Book Company, Inc., 1955), pp. 309-321.

⁹Haig A. Bosmajian, ed., Readings in Speech, (New York: Harper & Row, Publishers, 1965).

¹⁰Paul D. Brandes and Theodore J. Walwick, A Research Manual for the Performance Course in Speech, (New York: Harper & Row, Publishers, 1967).

¹¹E. C. Buehler and Wil A. Linkugel, Speech: A First Course, (New York: Harper & Brothers, Publishers, 1962), pp. 191-192.

¹²Prescott C. Cleveland and William J. Glenn, Practical English, (Minneapolis, Minnesota: Burgess Publishing Company, 1966).

¹³S. Judson Crandell, Gerald M. Phillips, and Joseph A. Wigley, Speech: A Course in Fundamentals, (Chicago: Scott, Foresman and Company, 1963), p. 20.

¹⁴Harvey Cromwell and Alan H. Monroe, Working for More Effective Speech, (Glenview, Illinois: Scott, Foresman and Company, 1964), p. ii.

¹⁵Frank E. X. Dance, The Citizen Speaks, (Belmont, California: Wadsworth Publishing Company, Inc., 1962), pp. 54-64.

¹⁶Grace Andrus De Laguna, Speech: Its Function and Development, (Bloomington, Indiana: Indiana University Press, 1963).

¹⁷Milton Dickens, Speech: Dynamic Communication, (2nd ed., New York: Harcourt, Brace, & World, Inc., 1963), p. 51.

¹⁸Milton Dickens and James McBath, Guidebook for Speech Practice, (New York: Harcourt, Brace, & World, Inc., 1961), pp. 27-116.

¹⁹Jon Eisenson and Paul H. Boase, Basic Speech, (2nd ed., New York: The MacMillan Company, 1964), p. 273.

²⁰Dwight L. Garner and Ralph L. Beckett, Speech Dynamics, (Dubuque, Iowa: Wm. C. Brown Company, Publishers, 1967), pp. 18-19.

²¹Wilbur E. Gilman, Bower Aly, and Hollis L. White, The Fundamentals of Speaking, (2nd ed., New York: The MacMillan Company, 1964), pp. 25-176.

²²Giles Wilkeson Gray and Claude Morton Wise, The Bases of Speech, (3rd ed., New York: Harper & Brothers, Publishers, 1959).

²³Rebecca E. Hayden, Dorothy W. Pilgrim, and Aurora Quiros Haggard, Mastering American English, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956).

²⁴James H. Henning, Improving Oral Communication, (New York: McGraw-Hill Book Company, 1966), pp. 95-106.

²⁵Charles Masten and George R. R. Pflaum, Speech for You, (Revised ed., Evanston, Illinois: Harper & Row, Publishers, 1962), pp. 24-86.

²⁶James H. McBurney and Ernest J. Wrage, The Art of Good Speech, (New York: Prentice-Hall, Inc., 1953), pp. 79-382.

²⁷James H. McBurney and Ernest J. Wrage, Guide to Good Speech, (3rd ed., Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), pp. 12-16.

²⁸Alan H. Monroe, Principles and Types of Speech, (5th ed., Chicago: Scott, Foresman and Company, 1962), pp. 135-136.

²⁹Alan H. Monroe and Douglas Ehninger, Principles of Speech, (5th brief ed., Chicago: Scott, Foresman and Company, 1964), p. 15.

³⁰Dorothy Mulgrave, Speech: A Handbook of Voice Training, Diction and Public Speaking, College Outline Series (New York: Barnes and Noble, Inc., 1954), pp. 26-30.

³¹Thomas H. Napiecinski and Randall C. Ruechelle, Beginning Speech: An Introduction to Intelligent Speaking and Listening, (Boston: Allyn and Bacon, Inc., 1964), pp. 54-55.

³²Robert T. Oliver, Harold P. Zelko, and Paul D. Holtzman, Communicative Speech, (3rd ed., New York: Holt, Rinehart, & Winston, 1962), p. 59.

³³David Guy Powers, Fundamentals of Speech, (1st ed., New York: McGraw-Hill Book Company, Inc., 1951), p. 180.

³⁴Richard C. Reager, Norman P. Crawford, and Edwin L. Stevens, You Can Talk Well, (New Brunswick, N. J.: Rutgers University Press, 1960), pp. 19-20.

³⁵Loren Reid, Speaking Well, (Columbia, Missouri: Artcraft Press, 1962), pp. 22-78.

³⁶Ronald F. Reid, Ed., Introduction to the Field of Speech, (Chicago: Scott, Foresman and Company, 1965), pp. 70-71.

³⁷Kieth R. St. Onge, Creative Speech, (Belmont, California: Wadsworth Publishing Company, Inc., 1964), pp. 85-173.

³⁸William Phillips Sandford and Willard Hayes Yeager, Principles of Effective Speaking, (6th ed., New York: The Ronald Press Company, 1963), pp. 94-95.

³⁹Alma Johnson Sarett, Lew Sarett, and William Trufant Foster, Basic Principles of Speech, (4th ed., Boston: Houghton Mifflin Company, 1966), pp. 161-350.

⁴⁰Bess Sondel, Everyday Speech, Everyday Handbooks (New York: Barnes and Noble, Inc., 1950), pp. 115-129.

⁴¹Wayne N. Thompson and Seth A. Fessenden, Basic Experiences in Speech, (2nd ed., Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958), pp. 12-24.

42 Andrew Thomas Weaver and Ordean Gerhard Ness, The Fundamentals and Forms of Speech, (Revised ed., New York: The Odyssey Press, Inc., 1963), pp. 60-66.

43 Eugene E. White, Practical Speech Fundamentals, (New York: The MacMillan Company, 1960), pp. 211-366.

CHAPTER III

TABULATION OF THE RESPONSES TO THE QUESTIONNAIRE

On May 28, 1968, thirty days after the questionnaires had been mailed, the results were tabulated. This chapter contains a presentation of the results of that tabulation. Questionnaires were sent to two hundred and five priests. (See Appendix B, pp. 61-62, for the form of the questionnaire; see Appendix C, pp. 63-68, for the names and addresses of the priests.) One hundred and four returned the questionnaire for a total return of 50.7%.

Responses to the Questionnaire

Respondents were asked to indicate whether or not they usually completed each of the twenty-four steps of speech preparation. (See Chapter II, p. 10.) They were not told that these steps were recommended by authors of speech textbooks. The steps were also arranged in a random order. Survey participants checked "I Do" (complete this step) to a varied number of the possible steps listed on the questionnaire. In the order of their respective frequencies of completion, from the most frequently mentioned to the least frequently mentioned, the twenty-four steps are listed in Table 2.

TABLE 2
 STEPS RANKED BY FREQUENCY OF MENTION
 IN 104 QUESTIONNAIRES

Step	Mentions	Rank
Choose a topic.	96	1
Organize the ideas.	93	2
Limit the subject.	92	3
Adapt to the congregation.	90	4
Plan the introduction.	89	5
Analyze the congregation.	87	6.5
Plan the purpose.	87	6.5
Plan the body.	86	9
Gather material.	86	9
Analyze the occasion.	86	9
Plan the conclusion.	83	11
Omit extra items.	75	12
Plan the support.	74	13
Prepare speaking notes.	73	14
Outline the sermon.	72	15
Plan the thesis.	69	16
Consider personal grooming.	67	17
Analyze the speaker.	62	18
Plan the transitions.	41	19
Rehearse the sermon.	36	20
Select a title.	32	21
Compose the sermon.	28	22.5
Document materials.	28	22.5
Consider using visual aids.	16	24

Additional space was also provided in which the priests were asked to enter steps they usually completed in preparing a sermon which were not given in the questionnaire. Several respondents did list additional steps. These were, in order of their frequency of mention:

Meditate.	8 ¹
Pray for inspiration.	2
Have a cup of coffee.	1

These three were judged to be outside the limits of normal rhetorical practice and were therefore disregarded in the subsequent correlation.

Correlation: Textbooks and Questionnaires

The clergymen's frequency of use of the twenty-four steps of preparation was then correlated with the steps' frequency of recommendation by the authors of the textbooks. Each step in the list of steps recommended by the authors (See Chapter II, p. 44) was ranked in regard to frequency of mention. Each step in the list of steps completed by the clergymen was also ranked according to frequency of mention. In each case the step most frequently mentioned was assigned number one, the steps next most frequently mentioned were assigned number two, and so forth. Spearman rho formula was then used to find how closely these two lists of twenty-four steps correlated. The formula used was:

$$\rho = 1 - \frac{6 \sum (D^2)}{N(N^2-1)}$$

In the above formula, \sum means "the sum of." D^2 is the squared differences between rankings given a step by the authors and the clergymen. N is the number of steps used, $(24)^2$.

On the following page, Table 3 shows the comparative rankings of the steps by the authors, based on frequency of mention, in column 1. It shows the comparative rankings of the steps by the priests, also based on frequency of mention, in column 2. Column 3 records the difference (D) between columns 1 and 2 for each step. Column 4 shows this difference squared (D^2) in preparation for

TABLE 3

RANKING OF STEPS, BASED ON FREQUENCY OF MENTION
FROM THE MOST FREQUENT TO THE LEAST FREQUENT
IN 42 TEXTBOOKS AND 104 QUESTIONNAIRES

Steps	$\frac{1}{42}$ Texts	$\frac{2}{104}$ Priests	$\frac{3}{D}$ (1-2)	$\frac{4}{D^2}$
Choose a topic.	1	1	0	0
Analyze the audience. ³	2	6.5	4.5	20.25
Gather material.	3	9	6	36
Plan the purpose.	4	6.5	2.5	6.25
Rehearse the speech. ⁴	5.5	20	14.5	210.25
Organize the ideas.	5.5	2	3.5	12.25
Outline the speech.	7	15	8	64
Analyze the speaker.	8	18	10	100
Plan the conclusion.	9.5	11	1.5	2.25
Plan the introduction.	9.5	5	4.5	20.25
Plan the thesis.	11.5	16	4.5	20.25
Plan the support.	11.5	13	1.5	2.25
Analyze the occasion.	13.5	9	4.5	20.25
Compose the speech.	13.5	22.5	9	81
Adapt to the audience.	15	4	11	121
Limit the subject.	16	3	13	169
Plan the body.	17	9	8	64
Plan the transitions.	18	19	1	1
Select a title.	19.5	21	1.5	2.25
Document material.	19.5	22.5	3	9
Prepare speaking notes.	21	14	7	49
Consider grooming.	22	17	5	25
Consider visual aids.	23.5	24	.5	.25
Omit extra items.	23.5	12	11.5	132.25

Spearman rho formula. Using this formula, a $r = .492$ correlation was found in the frequency of mention of the steps. (See Appendix D, p. 69, for the mathematical calculations.) This correlation produced a "t" value of 2.65 with 22 degrees of freedom and was found to be

significant at the .05 level. (See Appendix D, p. 69, for the mathematical calculations.)

Summary

In Chapter III are recorded the results of the questionnaires sent to two hundred and five Roman Catholic priests of the Diocese of Sioux Falls. One hundred and four, or 50.7%, returned the questionnaire. The clergymen were asked to indicate whether or not they usually completed each step of twenty-four possible steps. The frequency of their affirmative responses was tabulated and correlated with the frequency of recommendations by the authors. On the bases of frequency of mention by the authors and frequency of completion by the clergymen, a $+0.492$ correlation was found. This was discovered to be significant at the .05 level.

The relatively low positive correlation ($+0.492$) found between the frequency of mention of recommended steps by the authors of the textbooks and the frequency of completion by the clergymen tends to indicate a lack of unanimity between the theory and practice of speech preparation.

FOOTNOTES

¹Numbers in this column reflect the number of clergymen who indicated they usually completed each step.

²Herbert Arkin and Raymond R. Colton, Statistical Methods, College Outline Series (4th ed. rev., New York: Barnes and Noble, Inc., 1956), pp. 85-87.

³In Tables 2 and 3, "congregation" and "audience" are used synonymously.

⁴In Tables 2 and 3, "sermon" and "speech" are used synonymously.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

This study was undertaken as an attempt to answer the following question:

"How closely do the Roman Catholic priests of the Diocese of Sioux Falls follow the steps of speech preparation recommended in 'Fundamentals of Speech' textbooks?"

In order to determine this, two sub-steps were completed.

The forty-two textbooks listed in the "Fundamentals of Speech" section of the "Check List of Books and Equipment" in the 1966-1967 Speech Association of America Directory were procured and analyzed for the recommended steps of speech preparation. Twenty-four essentially different steps were discovered and organized into a single list. In this list the order of the steps was based on frequency of mention in the textbooks.

Using these twenty-four steps discovered in the textbooks and arranging them in random order, questionnaires were prepared and sent to the two hundred and five Roman Catholic priests of the Diocese of Sioux Falls; one hundred and four (50.7%) of the clergymen responded. Results of the questionnaire were tabulated and

correlated with the results of the analyses of the textbooks. In the questionnaire, the participants were to indicate which of the twenty-four steps listed they usually completed in preparing sermons. Their use of the individual steps (frequency of completion) was correlated with the authors' recommendations of the steps (frequency of mention). A relatively low correlation ($r = .492$) was discovered. This correlation was found to be significant at the .05 level.

Conclusions

- (1) A reasonably representative sequence of steps of speech preparation can be formulated from various authorities in the field of public speaking. This sequence consists of twenty-four steps.
- (2) While there may be some commonality of elements in the theory of speech preparation, certainly no unanimity was found among the authors in their recommended steps of speech preparation. Of the twenty-four steps, judged to be essentially distinct from each other, no textbook included more than fifteen. No two textbooks, even by the same author or authors, listed exactly the same steps.
- (3) A $r = .492$ correlation (which is relatively low) was discovered between the authors and the clergymen; that is, between the theoreticians and the practitioners regarding the recommendation and the use of the steps in speech preparation.

- (4) The lack of strong agreement among the authors regarding the recommended steps in speech preparation and the low correlation between the authors' frequency of mention and the practitioners frequency of completion of these steps raises a serious question as to the merit of adhering to any suggested list of steps in speech preparation.

Implications for Further Study

Combining the results of this study with additional research could result in a broader understanding of steps of speech preparation and of the practices of speakers. If such studies were undertaken they might properly appear in the following forms:

- (1) A similar list of textbooks could be compiled on a different basis for the analysis of the authors' recommended steps of speech preparation. Suggested bases of selection follow:
 - (a) The most popular "Fundamentals of Speech" textbooks nationwide.
 - (b) The "Fundamentals of Speech" textbooks with the longest continuous usage nationwide.
 - (c) The "Fundamentals of Speech" textbooks with the most recent copyright.

- (d) Textbooks listed in the "Fundamentals of Speech" section of the "Checklist of Books and Equipment" in the 1967-1968 Speech Association of America Directory.
- (2) The current study could also be repeated with a different group of speakers to compute a more widespread correlation between the recommended steps of speech preparation and the actual preparation process of speakers.
- (3) A study might be designed to see whether or not the speech preparation process can be described by individual steps.

APPENDIX A

COVER LETTER OF THE QUESTIONNAIRE

SOUTH DAKOTA STATE UNIVERSITY
College of Arts and Sciences
Department of Speech
Brookings, South Dakota 57006

April 24, 1968

Dear Father:

As partial fulfillment of a Master of Arts program in Speech at South Dakota State University, I am writing a thesis on the steps of sermon preparation used by the priests of the diocese of Sioux Falls. This letter contains a questionnaire asking how you prepare your sermons. I would appreciate your cooperation -- filling out and returning the questionnaire. As you may have noticed already, there is no place on the form requesting that you identify yourself. The questionnaire is anonymous.

This project stems from a dual interest in speech and religion. My graduate major is public address: three years of my training in college were at Immaculate Heart of Mary Seminary, Winona, Minnesota and at St. Paul Seminary in St. Paul. As a Catholic layman, I plan to continue to serve the Church within the disciplines of my own profession. I would be happy to send the results of this survey to you at your request.

A stamped, addressed, return envelope is included. Please mail the completed questionnaire to me soon.

Thank you for your cooperation.

Sincerely yours,

/s/ James W. Lohr

APPENDIX B

QUESTIONNAIRE

A. Twenty-four possible steps arranged at random appear below. In the spaces provided at the left side of the page, please check whether you do or do not usually complete these steps in preparing a sermon. If you usually complete other steps in preparing a sermon, please list these after numbers 25 - 28 below.

I Do Do Not

- | | | |
|-----------|-----------|--|
| <u> </u> | <u> </u> | 1. Plan the transitions. |
| <u> </u> | <u> </u> | 2. Consider using visual aids. (Objects, charts or maps used to put across ideas to the congregation.) |
| <u> </u> | <u> </u> | 3. Plan the thesis. (Phrase a single sentence as the central idea of the sermon.) |
| <u> </u> | <u> </u> | 4. Rehearse the sermon. |
| <u> </u> | <u> </u> | 5. Adapt to the congregation. (Choose topics and word the sermons to fit the particular congregation at that particular Mass.) |
| <u> </u> | <u> </u> | 6. Plan the body of the sermon. (Choose particular main ideas and phrase them into sentences.) |
| <u> </u> | <u> </u> | 7. Limit the subject. (Decide what aspect of the topic to speak on.) |
| <u> </u> | <u> </u> | 8. Prepare speaking notes. |
| <u> </u> | <u> </u> | 9. Consider personal grooming. |
| <u> </u> | <u> </u> | 10. Choose a topic. |
| <u> </u> | <u> </u> | 11. Analyze the speaker. (Think what your experiences, knowledge and interests are in relation to the topic.) |
| <u> </u> | <u> </u> | 12. Plan the conclusion. |
| <u> </u> | <u> </u> | 13. Plan the support. (Plan explanations of the main points.) |
| <u> </u> | <u> </u> | 14. Outline the sermon. |
| <u> </u> | <u> </u> | 15. Plan the introduction. |
| <u> </u> | <u> </u> | 16. Compose the sermon. (Write it out.) |
| <u> </u> | <u> </u> | 17. Analyze the congregation. (Explore what needs and attitudes the congregation may have.) |
| <u> </u> | <u> </u> | 18. Document materials. (Write down the sources of the information you have gathered.) |
| <u> </u> | <u> </u> | 19. Select a title. |
| <u> </u> | <u> </u> | 20. Omit extra items. (Discard ideas that do not fit into the central idea of this particular sermon.) |
| <u> </u> | <u> </u> | 21. Gather material. |
| <u> </u> | <u> </u> | 22. Organize the ideas. |

I Do Do Not

- 23. Plan the purpose. (Plan to inform, to persuade, to strengthen, to induce inquiry, or to entertain.)
- 24. Analyze the occasion. (Time of the service, physical conditions of the church, speaking time limits.)
- 25. _____
- 26. _____
- 27. _____
- 28. _____

[Faint, illegible text, likely bleed-through from the reverse side of the page]

APPENDIX C

ROMAN CATHOLIC PRIESTS OF THE DIOCESE
OF SIOUX FALLS, SOUTH DAKOTA

- Adamiec, John, Reverend, O.M.I. Saint Thomas Church, Roscoe.
 Althoff, Gaudentius, Reverend. Saint Augustine Church, Bowdle.
 Anderson, Joseph, Reverend. Saint Mary's Church, Highmore.
 Anderson, Paul, Reverend. Saint Martin Church, Huron.
 Andraschko, James, Reverend. 3100 W. 41st Street, Sioux Falls.
 Armbruster, Boniface, Reverend, O.S.B. Blue Cloud Abbey, Marvin.
 Armbruster, Julius, Reverend, O.S.B. Blue Cloud Abbey, Marvin.
 Bachman, Paul, Very Reverend. Saint Mary Church, Dell Rapids.
 Barber, Harold, Reverend. Saint Mary Church, 2109 S. 5th Avenue,
 Sioux Falls.
 Barnett, Francis J., Reverend. Holy Family Rectory, 321 East 3rd
 Avenue, Mitchell.
 Barron, Thomas, Reverend. Sacred Heart Rectory, Yankton.
 Beck, Robert, Reverend. 504 N. Summit Avenue, Sioux Falls.
 Berndt, Alan, Very Reverend, O.S.B. Blue Cloud Abbey, Marvin.
 Bialoglowski, Albin, Reverend, O.F.M. Saint Joseph's Church,
 Wessington.
 Brady, John M., Very Reverend. Saint Teresa's Church, Beresford.
 Brady, John W., Reverend. P. O. Box 76, Yankton.
 Bream, James I., Reverend. Saint Leo Rectory, Tyndall.
 Brunner, Louis, Reverend. Saint Bernard Providence Hospital,
 Milbank.
 Burian, Edward, Reverend. Saint Mary Church, Dell Rapids.
 Burkhardt, Odilo, Very Reverend, O.S.B. Blue Cloud Abbey, Marvin.
 Burns, Thomas H., Reverend. Saint Thomas' Church, Faulkton.
 Burns, William J., Reverend. Holy Family Church, Mitchell.
 Bushell, Ralph, Reverend, C.P.P.S. Mount Marty College, Yankton.
 Buscher, Gerald, Reverend, O.S.B. Immaculate Conception Mission,
 Stephan.
 Byorth, Paul J., Reverend. Saint Ann Church, Frankfort.
 Caldwell, Austin, Reverend, O.S.B. Blue Cloud Abbey, Marvin.
 Caraher, Edward, Reverend, T.O.R. Geddes.
 Carey, Patrick, Reverend. Christ the King Church, 1501 W. 26th Street,
 Sioux Falls.
 Carroll, Howard, Reverend. O'Gorman High School, 3209 S. Kiwanis
 Avenue, Sioux Falls.
 Carroll, Paul J., Very Reverend. Saint Christina Church, Parker.
 Cashel, Richard, Reverend. Saint Stephen Church, Bridgewater.
 Casper, Paul, Reverend, S.C.J. Saint Joseph Indiana School,
 Chamberlain.
 Connolly, Thomas W., Reverend. Saint Mary's Church, Bryant.

Conway, P. C., Rt. Rev. Msgr. Sacred Heart Rectory, Aberdeen.
 Coyne, Thomas P., Reverend. Humboldt.
 Delahoyde, Louis J., Rt. Rev. Msgr. 423 N. Duluth Avenue, Sioux Falls.
 Demmer, Louis, Reverend, C.S.V. Chaplain, Brady Memorial Home, Mitchell.
 Deragisch, Joseph, Reverend. Saint James Church, Chamberlain.
 Deskiewicz, Joseph, Reverend. Saint Mary Church, Alexandria.
 Dillon, Francis A., Reverend. Holy Name Church, Watertown.
 Dolney, J. H., Rt. Rev. Msgr. Grenville.
 Doyle, James, Reverend. Our Mother of Mercy Church, Centerville.
 Dudek, Ladislaus, Reverend. Saint Ann's Church, Miller.
 Duman, Charles, Reverend. Saint George Church, Scotland.
 Duraczynski, Jerome A., Rt. Rev. Msgr. 1501 West 26th Street, Sioux Falls.
 Duraczynski, Walter, Reverend. Saint Catherine Church, Oldham.
 Dybowski, Alvin, Reverend, O.F.M. Saint Ann's Hospital, Watertown.
 Dzierzek, Zygmunt, Reverend, O.M.I. Veblen.
 Ecker, Gerald, Reverend, O.S.B. Sacred Heart Convent Rectory, Yankton.
 Edele, Augustine, Reverend, O.S.B. Stephan.
 Eggerling, Milton, Reverend. Roncalli High School, 1400 N. Dakota, Aberdeen.
 Farrington, Hugh, Reverend, O.S.B. Chaplain, Sacred Heart Convent, Yankton.
 Flannery, Robert L., Reverend. Catholic Student Center, 320 Cherry Street, Vermillion.
 Fitz Gerald, Vincent, Reverend, O.M.I. Tekakwitha Indian Mission, Tekakwitha Rural Station, Sisseton.
 Foley, Andrew E., Reverend. Sacred Heart Church, Yankton.
 Fox, Leo, Reverend. Saint George Church, Hartford.
 Fox, Leonard, Reverend. Saint Peter Church, Farmer.
 Fox, Robert, Reverend. Saint Joseph Church, Mobridge.
 Giesen, Richard, Reverend. Estelline.
 Garvey, John, Reverend. Saint John de Britto Church, Britton.
 Gogel, Odo, Reverend, O.S.B. Harmony Hill, Watertown.
 Grabowski, Robert, Reverend. Saint George Church, Armour.
 Grace, L. Donald, Very Reverend. Holy Cross Church, Ipswich.
 Gruenheck, F. S., Reverend. Kranzburg.
 Gunnarsson, Johann, Most Reverend. Presentation Heights, Aberdeen.
 Herely, Peter, Reverend, O.P. Pius XII Student Center, Brookings.
 Hermann, Carlton, Reverend. Saint Thomas Church, De Smet.
 Hess, Gilbert, Rt. Reverend, O.S.B. Blue Cloud Abbey, Marvin.
 Hettich, Leo, Reverend, O.S.B. Saint Paul Indian Mission, Marty.
 Hoch, Lambert A., Most Reverend, D.D. 423 N. Duluth Avenue, Sioux Falls.
 Hoerner, Henry, Rt. Rev. Msgr. Saint Mary's Rectory, 215 N. Arch Street, Aberdeen.

- Hojenski, Alphonse, Reverend, O.M.I. Saint John the Baptist Church,
Onaka.
- Holtzman, Jerome, Very Reverend. 3100 W. 41st Street, Sioux Falls.
- Hoorman, John, Reverend, C.P.P.S. Holy Trinity Church, Hosmer.
- Hyland, John J., Very Reverend. Saint John's Church, Wagner.
- Imberi, Anthony, Reverend. Immaculate Conception Church, Watertown.
- Janus, Lawrence, Reverend, T.O.R. Woonsocket.
- Johnson, Lawrence, Reverend. Saint Rose of Lima Church, Garretson.
- Joyce, James M., Reverend. Saint Agatha Church, Howard.
- Kasch, John R., Reverend. Saint Therese Church, 1220 E. 8th Street,
Sioux Falls.
- Kayser, Leonard, Reverend. Saint Michael Church, Herreid.
- Keane, Brendan, Reverend, O.S.B. Blue Cloud Abbey, Marvin.
- Keating, David L., Reverend. Saint Thomas More Church, Brookings.
- Kelley, B. Alton, Reverend. Saint Leo Church, Tyndall.
- Kemper, Anthony, Reverend, O.S.B. Saint Anthony Church, Selby.
- Keohane, William, Reverend, O.M.I. Sisseton.
- Klepac, Adrian, Reverend, O.S.B. Church of the Assumption, Dante.
- Koehn, Donald, Reverend. Saints Peter & Paul Rectory, 304 N. Euclid
Avenue, Pierre.
- Kolbeck, Henry, Rt. Rev. Msgr. Holy Family Church, Mitchell.
- Kot, Casimir, Reverend, O.S.B. Saint Paul Indian Mission, Marty.
- Kraus, Damien, Reverend, O.S.B. Blue Cloud Abbey, Marvin.
- Kreidler, Ildephonse, Reverend, O.S.B. Blue Cloud Abbey, Marvin.
- Krier, Harlan, Reverend. Saint Mary Church, 215 N. Arch Street,
Aberdeen.
- Kroeger, Louis, Reverend, O.P. Pius XII Student Center, Brookings.
- Krzyzopolski, Aloysius, Very Reverend. 3100 West 41st Street,
Sioux Falls.
- Kucin, Kenneth, Reverend. Saint William Church, Ramona.
- Kunkel, Gregory, Reverend, O.S.B. Blue Cloud Abbey, Marvin.
- Laketek, Gilbert, Reverend, O.S.B. Saint Wenceslaus Church, Tabor.
- Lamontagne, Edouard, Reverend, O.M.I. Saint Liborius Church,
Popo, R.F.D., Orient.
- Lavan, Dominic, Reverend, O.S.B. Chaplain, Sacred Heart Hospital,
Yankton.
- Liepold, Donald F., Reverend. Saint Peter Church, Jefferson.
- Lind, Thomas, Reverend, S.C.J. Saint Joseph Indian School,
Chamberlain.
- Lyon, George, Reverend, O.S.B. Saint Paul Indian Mission, Marty.
- Mahowald, Richard J., Reverend. Mount Marty College, Yankton.
- Majusiak, Francis, Reverend. Immaculate Conception Church, Waubay.
- Malone, Michael, Reverend, O.S.B. Stephan Rural Station, Highmore.
- Maras, Norman, Reverend, O.F.M. Saint John's Hospital, Huron.
- Marbach, Lawrence J., Reverend. Sacred Heart Church, Eden.
- Mardian, Joseph P., Very Reverend. Christ the King Church, Webster.
- Mardian, Pius, Reverend. Saint Mary Church, Salem.
- Marohn, Donald, Reverend. Saint Joseph Cathedral, 504 N. Summit
Avenue, Sioux Falls.

- Martin, Myron, Rt. Rev. Msgr. Saints Peter & Paul Church, Pierre.
- Mastrobuono, Peter, Reverend, S.C.J. Saint Joseph Indian School,
Chamberlain.
- Maudlin, Stanislaus, Reverend, O.S.B. Blue Cloud Abbey, Marvin.
- McCabe, Felix, Rt. Rev. Msgr., V.G. Saints Simon & Jude Church,
Flandreau.
- McCormick, James, Reverend. Sacred Heart Church, 409 3rd Avenue S.E.,
Aberdeen.
- McEaney, John J., Rt. Rev. Msgr. Saint Joseph Cathedral,
405 N. Summit Avenue, Sioux Falls.
- McGonigle, Kevin, Reverend, O.S.B. Mother of God Priory, Pierre.
- McGuirk, John, Reverend, T.O.R. Saint Joseph Church, Wessington
Springs.
- McMahon, Marvin, Reverend. Saint Patrick's Church, Wakonda.
- McPhee, Marvin, Reverend. Saint John the Baptist Church, Groton.
- McPhillips, Thomas J., Very Reverend. Holy Spirit Church,
1412 C Avenue, Mitchell.
- Mechtenberg, Thomas, Reverend. Saint Magdalen Church, Lennox.
- Meier, Denis E., Reverend. 3100 W. 41st Street, Sioux Falls.
- Menker, Joseph, Reverend; O.M.I. Tekakwitha Hospital, Sisseton.
- Meyer, Louis, Reverend, O.S.B. Sacred Heart Convent Rectory,
Yankton.
- Miller, Cletus, Reverend, O.S.B. Blue Cloud Abbey, Marvin.
- Minwegen, Peter, Reverend, O.M.I. Saint Joseph Church, Orient.
- Mociun, Casimir, Reverend. Saint Lambert's Rectory, 3700 E. 16th
Street, Sioux Falls.
- Molunby, Donald, Reverend. Saint John Church, Plankinton.
- Morgen, Paul, Reverend. Saint John the Baptist Church, Lesterville.
- Mowry, Raymond G., Reverend. Colman.
- Mulkern, John F., Reverend. Saint Mary Church, Clear Lake.
- Mullaney, Patrick F., Reverend. Sacred Heart Rectory, Parkston.
- Mullett, Robert, Reverend. Saint Henry Church, Henry.
- Mulloy, Columban, Reverend, O.S.B. Saint William Church, Aurora.
- Mulvaney, John, Reverend. Saint Mary Church, Zell.
- Murphy, Joseph, Reverend. Chaplain, Saint Joseph Hospital, Mitchell.
- Murray, John I., Reverend. Saint Martin Church, Huron.
- Nally, Louis D., Reverend. Saint John's Church, Conde.
- Nemmers, Charles, Reverend. Dimock.
- Nemmers, Leonard, Reverend. Saint Anthony Church, Hoven.
- Neuroth, William, Reverend. Saint Joseph Cathedral, 504 N. Summit
Avenue, Sioux Falls.
- Nieborski, John, Reverend. Florence.
- Nieser, Bertrand, Reverend, O.P. Chaplain, Saint Luke Hospital,
Aberdeen.
- Nolt, Gary, Reverend. Our Lady of Perpetual Help Church, Leola.
- O'Connor, P. J., Reverend. Saint Patrick's Church, Montrose.
- Offerman, Paul, Reverend. All Saints' Church, Mellette.
- Ortmeier, Richard, Reverend. Saint Peter the Apostle Church, Platte.
- O'Reilly, Michael, Reverend, O.S.B. P. O. Box 511, Pierre.

- Osborn, William, Reverend. Saint Anthony Church, Hoven.
- Quinn, Paul, Reverend. Sacred Heart Church, Gettysburg.
- Pandolfo, Lawrence, Reverend, O.P. Presentation Heights, Aberdeen.
- Pender, James J., Reverend, O.P. Roncalli High School, 1400 N. Dakota Street, Aberdeen.
- Pohlen, John, Reverend, O.M.I. Sisseton.
- Pospichal, Leo, Reverend. Church of the Holy Epiphany, R.F.D., Canova.
- Pothman, Joseph, Reverend, O.M.I. Oblate Rest Home, Sisseton.
- Power, Noel, Reverend. Saint Bernard Church, Redfield.
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- Powers, Joseph, Reverend. Saint Mary Church, Marion.
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APPENDIX D

STATISTICAL CALCULATIONS

A. Spearman Rho formula for correlation from ranks:

$$\rho = 1 - \frac{6 \sum (D^2)}{N(N^2 - 1)}$$

B. Frequency of mention correlation: 42 textbooks to 104 questionnaires.

$$\rho = 1 - \frac{6(1168)}{24(575)}$$

$$\rho = 1 - \frac{7008}{13800}$$

$$\rho = 1 - .508$$

$$\rho = +.492$$

C. t = formula for finding level of significance.

$$t = \rho \sqrt{\frac{N - 2}{1 - \rho^2}}$$

D. Significance of +.492 correlation.

$$t = .492 \sqrt{\frac{22}{1 - (.492)^2}}$$

$$t = .492 \sqrt{\frac{22}{1 - .242064}}$$

$$t = .492 \sqrt{\frac{.22}{.758}}$$

$$t = .492 \sqrt{29.0}$$

$$t = (.492)(5.39)$$

$$t = 2.65 \text{ (22 degrees of freedom)} \\ \text{(.05 level of significance)}$$

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