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Content and form in public address : an analysis of the relative influences of the major components of speech upon the listener

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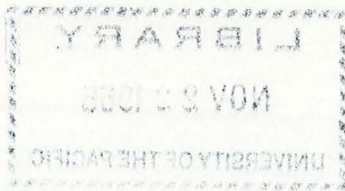


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**CONTENT AND FORM IN PUBLIC ADDRESS:
AN ANALYSIS OF THE RELATIVE
INFLUENCE OF THE MAJOR COMPONENTS OF
SPEECH UPON THE LISTENER**

**A Dissertation
Presented to
the Faculty of the Graduate School
The University of the Pacific**

**In partial Fulfillment
of the Requirements for the Degree
Master of Arts**

**by
Karen Beatie Olson
June, 1965**

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Dated May 18, 1965

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CHAPTER ONE

INTRODUCTION

A speech, whether prepared or impromptu, ought to be a communicative process. For a speech when defined as "discourse delivered to an audience,"¹ is a communicative process by which information may be given and received. Inherent in the phrase "given and received" is the assumption that the speaker anticipates that his listener will understand and respond, and that the speech will be understood as it was intended.

The difficulty present in this "intent - response" theory is the problem of insuring that the listener will understand enough to respond to what the speaker has said. In an effort to insure response, a speaker may make use of various factors of speech which help to enhance understanding. What these factors are and how they are observed and responded to by the listener are essential questions to be considered in this study.

¹Webster's New World Diction of American Language, College Edition, (The World Publishing Company, Cleveland and New York, 1957,) p. 1400.

CONTENT AND FORM: COMPONENTS

Definitions and Functions

The factors which help to enhance understanding and response in the communicative process fall into two general categories: content and form. While, for the purposes of this study, content and form shall be considered separately, to say that they can exist totally apart from one another would be a distortion of the speech process. For example, in a speech, ideas and the manner of expressing them may serve to enhance a single appeal and it is difficult to determine where content ends and form begins. However, in light of the definitions and functions of each and in light of the characteristics each possesses, it is possible to observe content and form separately for the purposes of research.

In this study the terms content and form represent the "subject matter" and "structure" of a speech. Content, as defined in Webster's Dictionary is "the main substance or meaning" of a speech,² while form is the "structure" or orderly arrangement of a speech.³ Similar to the definition of content as subject matter is the concept which the ancient rhetoricians called "Inventio." "Inventio" was

²Ibid., p. 318.

³Ibid., p. 568.

⁴

Lester Thonssen and A. Craig Baird, Speech Criticism: The Development of Standards for Rhetorical Appraisal, (Ronald Press, New York, 1948,) pp. 78-79.

the first of the five canons into which all rhetoric was divided and was considered to be "an investigative undertaking, embracing a survey and forecast of the subject and a search for the arguments suitable to the given rhetorical effort."⁵

The second of the five canons, "dispositio" is similar in concept to the conventional definition of form as the structure of a speech.

Believing that good organization is essential in a speech, the classical rhetoricians designated it the second part of rhetoric. They called it dispositio, and in a broad sense it dealt with the selection, orderly arrangement, and proportion of the parts of an address.

For the purposes of this study, then form will include the outline and arrangement of the speech and the expression of the speech represented by the style, language and delivery, while content shall be limited primarily to evidence and reasoning. For example, content encompasses all evidence presented in a speech such as examples, authorities or sources, statistics, facts, illustrations and their artistic use in reasoning. Delivery, as an element of form serves primarily as an instrument to give expression to the style and language of a speech.

While in definition, content and form can be separated

⁵ Ibid.

⁶ Ibid., p. 392.

it must still be determined from the characteristics of each whether or not the listener can observe and distinguish between them. Therefore the components of form and content will be presented in test speeches and will be used as instruments to encourage the observation and response of listeners.

The Study: Its Purposes and Justification

The determination of the definitions of content and form and their components has been necessary in order to establish the criteria upon which observations by listeners can be made. For it is the purpose of this study to determine 1. whether or not a listener, upon hearing a speech, observes the differences between content and form, and 2. if listeners do observe differences for which factor do they express a more favorable preference on the basis of their evaluations.

Inherent in the purposes of this study are many practical considerations. For in determining the responses of listeners to the factors of content and form, one must also consider why such responses are selected for study. As has been mentioned, rhetoric serves as a basis for the giving and receiving of ideas. George Kennedy in The Art

of Persuasion in Greece⁷ suggests that today, as was the case in ancient Greece, society relies heavily upon oral discourse.⁸ The political, judicial, business, and social affairs of the Greeks were negotiated orally just as ours are.⁹ Therefore, the dealings between men in society often depends upon the uses of speech and the purposes it serves.

The importance of these practical considerations was eloquently expressed by Isocrates.

By speech we refute the wicked and praise the good. By speech we educate the ignorant and inform the wise. We regard the ability to speak properly as the best sign of the intelligence, and truthful, legal and just speech is the reflection of a good and trustworthy soul . . . speech is the ¹⁰marshall of all actions and of thoughts
. . . .

Speech serves as a means of communication and persuasion in all facets of life. Therefore, it is to the speaker's advantage to know how best to approach his listener: to know what kinds of reasoning or expression will be received favorably. Do listeners respond more to the way in which ideas are expressed or to the ideas themselves? Will the listener be persuaded by a glib advocate

⁷George Kennedy, The Art of Persuasion in Greece, (Princeton University Press, Princeton, New Jersey, 1963.) pp. 1-20.

⁸Ibid.

⁹Ibid.

¹⁰Ibid. p. 9.

or will he require evidence, reasoning, or both? Does the listener respond more to an orderly, systematic address, or does he prefer to hear an accurate but disorderly account of events. These are some of the practical considerations to be examined in this study.

A Review of Contemporary Studies

Related to the Topic

The purpose of this study is to test the listeners' observations of the differences between content and form. It is therefore interesting to survey studies that have previously examined this general problem area. In an article on the separation of the components of speech, Samuel Becker is concerned with testing the assumption that the expression of ideas is an emotional appeal rather than a rational one. Based upon the results of his research, Becker found that such differentiation cannot be made or defended; that to attempt to differentiate between these two factors would be to denounce the idea of the speech as a whole entity. Therefore, Becker concludes that ". . . few if any results have come from research depending on such a distinction."¹¹

¹¹ Samuel Becker, "Research on Emotional and Logical Proofs," Southern Speech Journal, XXVIII, Spring, 1963, pp. 198-207.

In support of Becker's conclusions, Randall C. Ruechelle, in a study of Audience reaction to emotional and intellectual appeals, found that, ". . . persuasive materials presented in the tests could not be dichomotized by observers as emotional or intellectual appeals in content."¹²

The difficulty inherent in both of these studies seems to lie in an attempt to separate the emotional appeal from both form and content in an effort to determine whether or not it is recognizable as an individual entity. In an effort to overcome this difficulty and avoid the emotional element of speech, some writers such as Gary Lynn Cronkhite¹³ in his recent article in The Quarterly Journal of Speech, suggest new terms for the factors of content and form. Cronkhite selected the terms "cognition" and "activation."

Cronkhite's definition of activation includes two processes: "generalized activation" and "specific channeling of behavior," both of which refer to the speaker's attempt to induce action in his audience.¹⁴ Cognition relates

¹²Randall C. Ruechelle, "An Experimental Study of Audience Recognition of Emotional and Intellectual Appeals in Persuasion," Speech Monographs, 25, March, 1958, pp. 49-58.

¹³Gary Lynn Cronkhite, "Logic, Emotion, and The Paradigm of Persuasion," Quarterly Journal of Speech, Vol. L, Feb. 1964, pp. 13-18.

¹⁴Ibid. p. 14.

to the speaker's "plan of action" or the "objective concept," and his plan for moving his audience of the "motivational concept."¹⁵

In a similar type of testing situation as the one used in this study, Cronkhite attempted to estimate, "the probability of and the probable strength of the relationship between the object concept and the motivational concept."¹⁶ These concepts were demonstrated in a speech before an audience. Cronkhite found that while audiences seem to recognize a relationship between the two concepts, they often confuse the two. For example, he says:

This is particularly true when dealing with language; we can assume detachment and point out that there is no relationship between the object concept and the language used in the speech, but the relationship remains in the minds of the audience and to ignore it will only decrease the validity of our system.¹⁷

In justifying his study, Cronkhite expresses an attitude similar to the one underlying this study.

We must emphasize that these two concepts as they stand cannot be used to evaluate the total effectiveness of a speech; that is, they cannot be considered a total system of rhetorical criticism.¹⁸

¹⁵ Ibid., p. 15.

¹⁶ Ibid., p. 16.

¹⁷ Ibid., p. 18.

¹⁸ Ibid., p. 17.

The direction of this research, therefore, seems to be to study the responses of listeners to the components of content and form. If Cronkhite is correct these responses ought to be affected by variations in the manner of speech construction.

Studies in Methods of Research

If it is possible to separate content and form it is important that a workable system of testing listeners' observations of these two factors be established. It must be determined how to encourage the listener to respond, and what method of presentation would best encourage such response.

William Millson and William Utterback have made significant findings in the area of listener response. Utterback, in his article on the Psychology of Audience Response, discusses the process of inducing attention.

An idea may be called to the surface of consciousness by an external stimulus, i.e., by the perception of an object in the physical environment or by spoken or written speech. This last condition, the perception of the spoken or written word, is the only one over which the rhetorician can exercise control. . . .¹⁹

Utterback goes on to explain that attention may be induced

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William E. Utterback, "A Psychological View of Argumentation," Studies in Rhetoric and Public Speaking in Honor of James Albert Winans, Ed. by A.M. Drummond, (The Century Co., New York, 1925,) pp. 286-287.

in basically two ways: 1. by calling an idea into the conscious mind of the hearer and 2. by supporting ideas with emotional intensity. Attention can only be held so long as ideas possess emotional intensity or desirability, and so long as there is factual support for those ideas.²⁰

While Utterback's article concerns the inducement of attention, Millson suggests various research methods of testing observation after the listeners' attention has been assured. Since, as Millson points out ". . .the aim of the reaction research has been to test experimentally accepted basic speech principles which have been handed out to us without scientific investigation . . ." there must be instruments to test such principles.²¹ Paraphrased here are two of his suggestions which are applicable to this study. 1. Use printed, unvarying form, constant for each audience. This is necessary for use in an experiment made under controlled conditions. 2. Select categories of testing which permit objective recording of opinions by members of an audience. We do not want to record thoughts about opinion. Further, Millson suggests that a ballot such as the one used in this study is most effective

²⁰Ibid., p. 289.

²¹William A.D. Millson, "A Review of Research in Audience Reaction," Part. I, Quarterly Journal of Speech, Vol. 24, Oct., 1938, #3 p. 466.

in measuring audience observation of speeches.²²

In addition to his concern in testing observation, Millson observes that the background of an audience can have a significant effect upon the results of any study. "Probably an untrained audience can directly record more strong belief. . . ." ²³ Since the listeners in this study were trained, such training may have some effect upon the nature of their responses apart from the conditions described by Millson in his tests on untrained audiences.

Both Millson and Utterback stress the importance of the research instrument. In this study the research instrument is a series of four speeches presented to an audience in debate form. While one might think that a debate would tend to draw listeners to one particular side and thereby destroy the intent of the study, quite the contrary is true. B.J. Biggs in his article on persuasion and ethics points out that "where a sound decision is called for, one ordinarily needs to consider the pros and cons. . . ." ²⁴ Therefore, concludes Utterback, "When two or more conflicting ideas compete for exclusive possession of the field of attention . . . we deliberate." ²⁵

²² Ibid., p. 478.

²³ Ibid., p. 468.

²⁴ B.J. Diggs, "Persuasion and Ethics," Quarterly Journal of Speech, Vol. 1., December, 1964. No. 4, p. 359.

²⁵ Utterback, loc. cit.

Thus, the debate, when used as a research instrument, encourages the listener to observe and weigh all the facets of an argument and to base his opinions upon the ideas and the expression of the ideas which he has heard. And if, as is the case in this study, the listener is presented with an argument upon a topic in which he is interested he is more apt to record his initial reactions rather than his thoughts upon his opinions as Millson points out.

There remains only the problem of the primacy-recency factor characteristic of debate and the difference in the communicators or speaker who represent a respective side. According to Hovland,²⁶ however, in his studies on the order of presentation in argumentation, the primacy-recency factor has little to do with the effectiveness of communication and response. In addition Hovland states that ". . .there is no realization that the difference in communicators in such studies might have been biasing factors."²⁷

Organization of the Remainder of the Thesis

The following chapters are concerned with a general

²⁶ Carl I. Hovland (Ed.) "The Order of Presentation in Persuasion," (Vol.I) Yale Studies in Attitude and Communication, (New Haven; Yale University Press, 1957).

²⁷ Ibid.

description, the findings, and the conclusions of this study. Chapter Two deals with the preparation and presentation of the research materials used in the study. Chapter Three presents the results, an analysis, and a comparison of the faculty and student information polls. In Chapter Four the conclusions based upon the research findings and the possible application of the findings are presented.

CHAPTER II

THE PREPARATION AND PRESENTATION OF RESEARCH MATERIAL

I. The Preparation of Research Material

In the beginning of a research venture such as this, it is necessary to determine what steps should be taken in order to arrive at sound and valid conclusions. Since the conclusions of this study are to be based primarily on student judgment, the materials to be described here were designed to prove the acceptability and capability of the student subjects, as well as to gather information necessary to determine the effects and influences of content and form in the area of public speaking.

Four basic pieces of material were selected to meet the needs of this study: a faculty information sheet, a student information sheet, eight experimental speeches, and an evaluation sheet. In discussing these materials no conclusions will be drawn as to their ultimate value to this study. Rather, they will be presented in the light of what they were originally designed to do.

The faculty information sheet was presented to the four professors involved in this study. This sheet was designed to determine the following general factors:

1. The background and professional training of the professors.

2. The influence of the professors on the opinions of their students.
3. The degree of similarity between the opinions and practices of the professors and the opinions and practices of their students.
4. The degree of similarity between speech evaluations made by the professors and the students.

The student information sheet was designed to determine similar factors involving the students who were to participate in the study:

1. The background and training of the students.
2. The reliability of the students as a testing group based upon their general knowledge of the field.
3. The basis for a comparison of difference in evaluation made by the students and the professors.

In devising both the faculty and student information sheets several assumptions were made: 1. that each class of students concerned was similar in ability and experience, 2. that the professors were similar with regard to their approach to the study of form and content, and 3. that situational factors, such as the hour of class and classroom facilities, were similar. These assumptions were necessary in order to determine what the nature of the questions should be. Whether these assumptions were valid or not will be seen in the conclusion of the study.

Although the information sheets might prove to be valuable in determining certain attitudes and opinions of the faculty and students, material was needed to test those opinions and attitudes in a speaking situation. Therefore, eight test speeches and an evaluation sheet were included in the research material. The eight experimental speeches were designed to determine the following factors:

1. Student awareness of the presence of absence of form and/or content.
2. Student awareness of support and organization.
3. Student awareness of the influence of the speaker.

Similarly, the evaluation sheets were designed to determine the following factors:

1. The value of content and form to the overall effectiveness of the speech.
2. The influence of voice, delivery and notes on the overall effectiveness of the speech.
3. The correlation between the absence of presence of form and/or content and the overall effectiveness of the speech.
4. The degree of importance placed upon form and/or content by the students.
5. The influence and value of the speaker to the overall effectiveness of the speech.

ILLUSTRATION # I

FACULTY INFORMATION SHEET

GENERAL INFORMATION: Please fill in the following blanks with the information called for.

Full Name: _____ Profession: _____

Department: _____ Date of Survey: 1/9/64

Your position in the department is: _____

Any other campus positions you may hold: _____

Degree(s) held: _____

University(s) at which you did your graduate work: _____

Your specific area of emphasis in speech is (correction, rhetoric, etc.): _____

Your minor field (if you teach anything other than speech: _____

Hour(s) at which your beginning speech class(es) meets: _____

SPECIFIC INFORMATION

____ 1. In your beginning speech class, do you spend more time on:

- a. Organization
- b. Content
- c. Delivery
- d. Style

____ 2. In assigning a speech which do you most often require,

a speech from:

- a. Manuscript

- b. Outline
- c. Brief Notes
- d. No Notes

___ 3. Which, in your opinion, is more important in a speech:

- a. Good Arrangement
- b. Good Ideas
- c. Both Equal
- d. Neither

___ 4. Which, in your opinion, deserves more time in the preparation of a speech:

- a. Research
- b. Writing
- c. Both Equal
- d. Neither

___ 5. Which would you prefer to hear?

- a. An adequate speaker who presents pertinent facts
- b. A well organized speaker who depends on generalizations
- c. Both Equal
- d. Neither

___ 6. Examine this statement:

Regardless of perfection in style and organization, a speaker will fail if he distorts the truth.

Do you:

- a. Agree
- b. Disagree

____ 7. Examine this statement:

Even though the speaker presents the truth, his speech will be ineffective if it lacks style and organization.

Do you:

- a. Agree
- b. Disagree

____ 8. In grading a speech do you give a grade for:

- a. Outline and organization
- b. Content and presentation
- c. The whole speech without special regard to form and content
- d. None of these

____ 9. In grading do you:

- a. Give equal weight to form and content
- b. Give one grade for both form and content
- c. Give more consideration to form
- d. Give more consideration to content

ILLUSTRATION # II

STUDENT INFORMATION TEST

General Information: Please fill in the following blanks with the information called for.

Full Name: _____ Date: _____

Age: _____ Speech Instructor: _____

Sex: M F Hour Speech Class Meets: _____

Year in School: _____ G.P.A.: _____

Major: _____ Minor: _____

Past Experience in Speech: Circle the correct answer.

1. In highschool did you participate in any of the following:

Debate	yes	no
Oratory	yes	no
Drama	yes	no
Speech class	yes	no

2. If you have answered yes to any of the above indicate the number of years you spent in the activity.

One
Two
Three
Four

3. In college have you participated in any of the following:

Debate	yes	no
Public Speaking	yes	no
Oral interpretation	yes	no
Drama	yes	no
Forensics	yes	no

4. If you have answered yes to any of the above indicate the number of years you have participated in this activity at the college level.

One
Two
Three
Four

Illustration # II Continued

5. In your opinion, does the speech professor which you now have spend more time on:

- Organization
- Content
- Delivery
- Style

Specific Information: Answer the following questions by placing the letter which you feel is most appropriate in the blank at the left.

- _____ 1. Which do you feel is more important in speech?
- a. good arrangement
 - b. good ideas
 - c. equal
 - d. neither
- _____ 2. Which deserves more time in the preparation of a speech.
- a. research
 - b. arrangement of materials
 - c. equal
 - d. neither
- _____ 3. Which do you think is the more important element of a speech?
- a. the general effect (how the speech sounds)
 - b. the quality (material incorporated into the speech)
 - c. equal
 - d. neither
- _____ 4. In preparing a speech do you:
- a. outline the material following a strict form
 - b. write the material out in prose form
 - c. both
 - d. neither
- _____ 5. Which do you think is more important in a speech?
- a. what is said
 - b. how it is said
 - c. equal
 - d. neither

Illustration # II Continued

- _____ 6. Which would you prefer to hear?
- a. an adequate speaker with pertinent facts
 - b. a fluent, well organized speaker backed by generalizations
 - c. both
 - d. neither
- _____ 7. Do you think it is better to speak from:
- a. an outline
 - b. a complete manuscript
 - c. equal
 - d. both
- _____ 8. Which would you prefer to hear?
- a. a speech to entertain
 - b. a speech to inform
 - c. equal
 - d. neither
- _____ 9. Examine this statement:
- Regardless of perfection in style and organization, a speaker will fail if he distorts the truth.
Do you:
- a. agree
 - b. disagree
 - c. equal
 - d. neither
- _____ 10. Examine this statement:
- Even though the speaker presents the truth, his speech will be ineffective if it lacks style and organization.
Do you:
- a. agree
 - b. disagree
 - c. equal
 - d. neither

Illustration # II Continued

_____ 11. Which do you think is the more important element in a speech?

- a. emotion
- b. reason
- c. equal
- d. neither

_____ 12. If you were making introductions which form would you use?

- a. This is Mrs. Smith the wife of our speaker, who is Dr. Smith, a psychologist, and his two children, Tom and Jane.
- b. I would like to introduce Dr. Smith, our speaker, his wife and children.
- c. equal
- d. neither

_____ 13. Which passage do you feel is best?

- a. Yesterday I saw a parade. First came the cowboys and Indians. Next came the animals and finally the band. The parade certainly set the mood for the circus to follow.
- b. There was a magnificent parade of cowboys and Indians all dressed in colorful costumes riding beautiful horses and animals in colored cages with a huge band. This bright parade put us in a jolly mood.
- c. equal
- d. neither

DEBATE EVALUATION SHEET

Ratings: Superior-1 Excellent-2 Good-3 Fair-4 Poor-5

Instructions: Rate each speech as it is given by placing one of the above numbers in the boxes to the right of each category. At the close of the debate, place the name of the debater who in your opinion did the better job, in the blank provided. Sign your name, the hour and date, and your instructor's name below.

First Speech	Second Speech	Third Speech	Fourth Speech
-----------------	------------------	-----------------	------------------

Evidence and Logic _____

Organization _____

Language
(word choice, etc.) _____

Audience Rapport
(poise, etc.) _____

Voice _____

Delivery _____

Use of notes* _____

In my opinion, the better job of debating was done
by _____

Signed _____
(name)

(date)

(hour)

(instructor)

* The use of notes is permissible.

Because conclusions regarding the above-mentioned factors are to be based on the students' evaluations, the evaluation sheets were designed to allow judgment by degree of seven general categories related to speaking effectiveness, as they were discussed in Chapter I: Evidence, Organization, Language, Audience Rapport, Voice, Delivery, and Use of Notes.

Having determined what materials were to be used, the selection of student participants was made. Eight classes of students, one hundred and thirty-seven in all, studying under four different professors, were chosen. Each professor teaching two or more classes of beginning speech was asked to select two of his classes for the study. Although it would be impossible to find classes of equal size, the average number of students in each class was about sixteen: the largest class having twenty-one members, and the smallest having thirteen. The small classes in some were the result of illness or absence and only those students present during the evaluating sessions are included in the study.

The students used in the study were enrolled in their first beginning college speech class. These students had studied for almost a full semester under one professor. Generally, these students had been subjected to a regular first semester curriculum in speech education. This means

that each class used the same study manual, heard the same weekly group lecture, and followed a similar lesson plan of study in their smaller class groups.

The results of the information test given the students further determined that the majority were college freshmen who had had no formal speech training before college. The majority were not taking nor planning to take speech as a major field. Thus, the similarity of the students' background and experience would seem to make them acceptable subjects for a research study. It is significant to the value of the study that each student had almost completed a full semester of speech training, thus having a current awareness and knowledge of the subjects dealt with here.

In addition to selecting student participants, speakers to deliver the experimental speeches had to be chosen. After careful consideration, two male students of speech were selected upon the basis of excellence in speaking ability and upon faculty recommendation. The selection of the two men was also based upon their potential equivalent speaking ability. Both speakers had received national honors in forensics and public speaking. Their ratings at tournaments, both locally and nationally, were consistently excellent. Both speakers were upper classmen with outstanding academic records and both were student leaders who

were generally known and admired by fellow students.

With the selection of the students and speakers made, there remained only the construction of the experimental speeches. After consideration of the goals of the study, the nature of the student audience, and the ability of the speakers, four types of speeches were selected:

1. Content and Form: (C-F) designed to exhibit equally both content and form.
2. No Content and No Form: (NC-NF) designed to exhibit the lack of both content and form.
3. Content less Form: (C-NF) designed to exhibit more content and less form.
4. Form less Content: (F-NC) designed to exhibit more form and less content.

Two sets of each type of speech were written in debate form. One set of speeches was affirmative and one set was negative. Thus, there were eight speeches presented and evaluated by the students.

The topic selected for the speeches, the honor code, was of current interest on the university campus. Facts on the topic were gathered for the speeches from advocates as well as those who objected to the honor code. These facts were used in both the affirmative and negative speeches, and as nearly as was possible, were presented with equal weight on both sides.

As will be seen, attempts were made to account for student bias and speaker influence. The speeches were

presented in debate form to test the judgment of the students on the qualities of each speech as it was presented. Students were not asked to decide which side presented the better arguments, or in fact, who had won the debate. These speeches were thus prepared and approved by a faculty advisor.

II. The Presentation of Research Material

With the preparation of the materials completed, the next step was to present the material in a manner which would insure that the results of the study would be valid. If this could be achieved, the variables present could be accounted for more easily in the final analysis.

The faculty information sheet was mailed to each professor with a letter explaining the nature of the study and asking the cooperation of the professor. No previous contact had been made with the faculty prior to the sending of the information sheet and letter, dated December 11, 1963.

The student information sheet was distributed by the professors to the eight selected classes two weeks prior to the evaluation sessions. The professors were asked to give out the sheets with the explanation that the information obtained would be confidential, and that the material was for the research project of an unnamed graduate student. As far as can be ascertained this procedure

was followed by each professor. After being filled in, the sheets were returned to the professor. No contact with the students was made by the student conducting the study.

The speeches and the speakers were introduced to the students as is outlined in the letter dated January 7, 1963. In addition to the information given in the letter, the speakers entered the classroom only after the evaluation sheets had been distributed and the instructions given. The speakers then proceeded to give the speeches as they are presented on the following pages. The speakers were advised to follow the exact text of the speeches as closely as possible. A time limit for the presentation of four speeches was set at fifteen minutes or three and one half minutes per speech, due to the limitations of class time. The students were advised that the use of the printed manuscript by the speakers was permissible.

As has been previously mentioned, the evaluation sheets were distributed to the students at the beginning of each session. The students were asked to follow the printed instructions in rating each speech by the numbers one through five, or from Superior to Poor, in the seven different categories. It was requested that the students make their ratings as each speech was given. The point was not necessarily to compare one speech to another, but

rather to judge each speech according to its own merits. The students were also advised not to compare or discuss their ratings before handing them in. The evaluation sheets were then returned to the instructors at the conclusion of each session.

The order of speech presentation, the speaking order, and other information on the evaluation sessions is presented on the chart which follows. Some explanation about this chart is necessary. As can be seen on the chart, speaking rotation was set up to allow each speaker to present each of the four speeches on both sides of the question. If, therefore, any bias toward one speaker or the other was present, such bias would become evident as the scores were tallied. The chart also shows the method of speech rotation used so that both the affirmative and negative sets of speeches could be presented an equal number of times. Affirmative and negative cases were also rotated so that each case appeared first or last an equal number of times. No speech was given in the same position more than twice.

For example:

Session I: Class I (C1)

The first speech (1), content less form (C-NF), was given by speaker X on the negative side.

The second speech (2), content and form (C-F), was given by speaker Y on the affirmative side.

The third speech (3), less form and less content (NF-NC), was given by speaker X on the negative side.

The fourth speech (4), form less content (F-NC), was given by speaker Y on the affirmative side.

In the second session, class two, however, the speakers have switched sides as have the speeches. Going on to the third session, the speakers remain on the same side of the question as in the second session, but the speaking order has changed.

Thus, of the eight sessions held, the negative and affirmative cases were each presented first or last four times. Speakers X and Y both spoke first or last four times in the manner of a formal debate, and each speaker represented each side of the question four times. No speaker gave the same speech in the same order more than twice.

ILLUSTRATION VII
 SPEECH AND SPEAKING
 ROTATION CHART

AFFIRMATIVE

NEGATIVE

Session I (C1)

C-F (2) Y

C-NF (1) X

F-NC (4) Y

NF-NC (3) X

Session II (C2)

C-NF (1) X

F-NC (2) Y

NC-NF (3) X

C-F (4) Y

Session III (C3)

C-F (2) X

C-NF (1) Y

F-NC (4) X

NC-NF (3) Y

Session IV (C4)

C-F (1) Y

C-NF (2) X

F-NC (3) Y

NC-NF (4) X

Session V (C5)

C-F (1) X

NC-NF (2) Y

F-NC (3) X

C-NF (4) Y

ILLUSTRATION VII (Continued)

AFFIRMATIVE

NEGATIVE

Session VI (C6)

NC-NF (2) Y

C-F (1) X

C-NF (4) Y

F-NC (3) X

Session VII (C7)

C-NF (1) Y

F-NC (2) X

NC-NF (3) Y

C-F (4) X

Session VIII (C8)

NC-NF (2) X

C-F (1) Y

C-NF (4) X

F-NC (3) Y

ILLUSTRATION IV

December 11, 1963

Dear :

I am writing to ask your cooperation in an experimental study which I am performing in the area of public speaking. I have hopes that this study will become the basis for my master's thesis and that it will shed some light on the importance of form and content in public speaking.

My study will include both a student and faculty information sheet, an evaluation of eight experimental speeches by the faculty and students, a chart of the results, a research unit, and a final conclusion on the effect and influence of form and content, respectively, in the area of public speaking.

The faculty information sheet which you find enclosed serves several purposes in my study. First, it will establish your background and professional training. Second, it will give some indication as to your influence on the opinions of your speech students. Third, it will help to establish a correlation between the opinions and practices of the faculty and the opinions and knowledge of the students. And fourth, this test will establish a basis for a professor and student evaluation of the eight experimental speeches.

If you are willing to participate in this experimental study, I would appreciate your filling out the enclosed form and returning it to me at your earliest convenience. I would also like you to enclose a schedule of your beginning speech classes indicating whether or not you will have a free period in each class to devote to the study before the close of the semester. I realize that this study may cause you some inconvenience as it is so late in the semester. However, it is very important that the students have had instruction for a full semester so that I may test what they have learned as far as is possible. If you have more than two beginning classes, please enclose only the schedules of two.

If you feel that you will be unable to participate in this venture, please contact me immediately so that I may make other arrangements. Thank you very much for your consideration and help.

Sincerely,

CC. Speech Staff Faculty

Karen L. Beatie

ILLUSTRATION V

Dear _____ :

January 7, 1964

On _____ and _____, Mr. X and Mr. Y will be coming to your beginning speech classes (as previously arranged), in order to present for evaluation eight speeches set up in debate form. The topic of these speeches will be the Honor Code.

In order to make all class situations as standardized as possible, I would appreciate it if you would follow these instructions:

1. Introduce the speakers to your class by name: Example - "We have with us today Mr. X and Mr. Y."
2. Briefly explain the nature of their talks, but do not mention this experiment: Example - ". . . who are going to present a debate on the issues of the honor code." (No rebuttals will be presented.)
3. Then ask your class to evaluate each speech on the form provided. Have them read the instructions on the form before the debate begins.
4. No further comments will be necessary.
5. When the debate has been concluded thank the speakers and allow them to leave. No comments should be made after the speakers have gone on any part of the debates either by the professors or the students.
6. Give your students enough time to complete the evaluation forms; then collect them.
7. All evaluation sheets should be returned to me by Wednesday, January 15.

In addition to these instructions, I am also enclosing a special evaluation sheet which I would like you to complete during the debate. This is merely a way of getting a professional view of the speeches which are to be presented. If there are any questions concerning any part of this experiment please do not hesitate to call me at 463-7154.

I would like to take this opportunity to thank you for your help, time and cooperation.

Sincerely,

CC. Faculty Staff

Karen L. Beatie.

ILLUSTRATION VI

EXPERIMENTAL SPEECHES

NOTE: On the following pages, eight experimental speeches appear as they were presented during the testing sessions. Specific names have been removed and the order in which the speeches are presented here, is not necessarily the order in which they were presented to the speech students. Each speech is presented under a title: for example the first speech which follows is an affirmative speech in favor of the honor code. This speech exhibits factors of both content and form.

AFFIRMATIVE: CONTENT AND FORM

As the affirmative speaker before you today, I would first like to emphasize my support of the honor code. I believe it to be highly effective at our university, and I believe it should be preserved. As I will show, both the faculty and the students, as well as the administrators of our institution, have now recognized the need for and the value of the honor code. Therefore, I would like to place before you, four important points, which I believe, prove without question the value of the honor code.

The first point is perhaps the most important: the honor code deters cheating. According to the members of the honor code and academic standards committees, cheating has been cut by at least sixty-three per cent in the last four years due to the presence of the code. As a matter of fact, honor code committee chairman, Miss S., reports that fewer cases have been brought before the committee in the last

three months than in any one month of the two previous years. In addition to this, faculty members report that there have been markedly fewer cases of cheating in the majority of upper division classes. For example, one professor told me that after having given his first two tests for the semester, and having found no cheating on either of them, he is convinced of the value of the honor code. Many students whom I have interviewed also said that under the present system they feel less like cheating. They gave two reasons for this:

1. They realize that their peers will be judging them, and
2. They realize that they would only be cheating themselves.

The administration has found, in concurrence with these opinions, less difficulty in coping with discipline problems related to cheating. Thus, we can see that our honor code, by its mere presence is helping to deter cheating.

The second point in favor of the honor code, is that the code encourages honesty and responsibility among the students. Students are given the responsibility for their own actions as well as for the enforcement of their code. One student made the value of this point quite clear to me when he said, "When I go into a test, I need to feel that I'm really on my own; that I am trusted as well as taught." Another student said, "In judging others I find I become more aware and critical of myself." Some students will admittedly abuse the system. There are, however, enough students, who,

ILLUSTRATION VI (Continued)

given the chance, will take the responsibility necessary to make the honor code work.

The third point in favor of the honor code is its workability. Primary evidence comes from situations at other schools. Surveys show that every six out of ten institutions using a code similar to ours are realizing success. Many of these college and universities have set an example which I think we must follow.

The fourth and final point in my argument to preserve the honor code, is that the code has helped to improve relations between the faculty and the students. Under the auspices of the code, professors need no longer be watchdogs, but may spend more time on papers, grading and remarks. Likewise, the student may work in a more relaxed atmosphere thus enabling him to produce a higher quality of work.

Therefore, because the honor code deters cheating, because it encourages honesty and responsibility, because it has been found to be successful at many other universities, and because it encourages better relations between the faculty and students, we can see that the honor code is of much value and thus must be maintained.

NEGATIVE: CONTENT AND FORM

As I am to speak negatively on the value of the honor code at this university, I, unlike my opponent, must say that I do not believe that the honor code has been or is effective. For the last few years we have wasted valuable time testing a system which has become a campus joke. Some will tell us of the many successes of the code here and elsewhere. I will show, however, that such assertions are without foundation.

What are these false assertions? First, we are told by many that an honor code deters cheating. We have been told that cheating at our university has been cut by a large percentage in recent years, that teachers report fewer cases of cheating, and that, in fact, fewer cases have been brought before the responsible committees than ever before. Although these assertions on the surface may seem logical, it is my belief that they can be made only because students have not been caught or reported and thus have not appeared before committees. According to one professor whom I interviewed, he could have reported from five to six cases of cheating per test. Instead he has decided to support the effort in an attempt to let campus leaders resolve the problems of the system. But the cheating continues. In addition to this, fewer cases are brought to the committees because students fail to report cheating when they see it. For example, one student said to me, "I see it happen, but just never get around to doing

ILLUSTRATION VI (continued)

anything about it."

We are told that not only does the code deter cheating, but that it encourages honesty and responsibility. Unfortunately, however, no system makes honest or responsible people. This year alone four major term tests have been stolen from the offices of professors. Students who have taken make-up tests early sell answers to their friends. One group of students has a system much like morse code for sending messages across the room. And none of the students involved in these methods of cheating has to this date been reported to the committee for cheating.

Another argument often put forward in favor of the code is the idea that if the system works for other schools it will work equally well for us. However, I would remind you that every school is different and that what is good for one school may not be good for another. It seems obvious to me that the code is not working here, simply in light of the examples I have discussed today. Possibly if we were to check the circumstances of many other schools we would find, as we have here, that the system appears to be successful only because it is not being used correctly. Furthermore, no statistics can be presented which would prove the assertion that our academic standing has been improved because the code exists.

Finally, many would argue that student-teacher

relationships are improved if the teacher is freed of his watchdog responsibilities. We do not, however, find the promoters of the code advocating the abandonment of our police force. One can imagine the chaos which would evolve in having every citizen enforce the law. This same type of chaos is now taking place under the student enforced honor code.

Therefore, I suggest to you that the time is not right for an honor code of this type. I say to you, that cheating is not deterred but is encouraged, that no system can make man honest, that we cannot judge our own university by the standards or practices of others, and that we cannot place apple polishing ahead of improved learning. It is for these reasons that I urge the abandonment of an already lost honor code system.

AFFIRMATIVE: CONTENT LESS FORM

Our Academic Vice President is very much in favor of the honor code system. He believes in giving students as much academic freedom and responsibility as is possible. Recently he said, "As educators, we must also be concerned with the integrity of our students: for in cheating themselves, they cheat the future." According to one coed, students feel more at ease under our honor code system. She said, "When I go into a test I need to feel that I'm really

on my own; that I am trusted as well as taught."

At our university, cheating has been cut by at least sixty-three per cent according to members of the honor code and academic standards committees. This system started here about four years ago and in those years teachers have reported fewer cases of cheating. Many students whom I interviewed said that they felt less like cheating when they knew they could if they wanted to. Group pressure has something to do with the success of the system. One professor told me that after having given his first three tests for the semester without incidents of cheating, he felt convinced of the value of the code. Many more like him have given the code their full support.

Honor code committees chairman, Miss S., says that fewer cases have been brought before her committee in the last three months than in any one month of the two previous years. It was hoped when the system was first adopted, that the students would not only accept the responsibility of studying under such a code, but that they would also take the responsibility for seeing that it functioned properly.

Surveys show that six out of every ten institutions of higher education using the honor code system have found it has worked exceptionally well. Students and professors have expressed their great satisfaction and administrators find less difficulty in coping with discipline problems related

to cheating. Since this system is used in many major colleges and universities, it should be successful here. The honor code reflects a definite academic trend at this university.

College students are able to take the responsibility for their own actions. Most students say that they prefer to be punished by their peers rather than an adult committee. Students also say that they hesitate to cheat if they know that one of their peers may be judging them. The philosophy behind the honor code encourages better relations between students and faculty. If the professors don't have to spend time playing watchdog, they may have more time to work on papers, remarks, and grading.

The honor code should be maintained. It is a democratic process in which all must cooperate equally to make it work. Our students and faculty have proven that the code can work and that it has some value for us. All are satisfied with the results of the last four years. Keep this little thought as a reminder of the object and goal of the honor code: the only kind of test you can cheat on is a test of yourself. Cheating is fast becoming obsolete on our campus.

NEGATIVE: CONTENT LESS FORM

The honor code has no value for the students of our university. The professors and administrators have constantly been plagued by the inadequacies of the system. As one history professor pointed out, "Despite what is said of the success of the honor code, I could have reported from five to ten cases of cheating per test this year." The honor code has had four years to prove itself and it has lost the battle. The students, as well as the system have failed the test.

We are told that other schools find the honor code system to be a valuable one. However, at our university we find that cheating has been encouraged rather than deterred. Unfortunately, there are many people who can never be honest or responsible. I would remind everyone that what is good for one school may not be good for another.

Shocking as it may seem, in this year alone, four major term tests have been stolen from the desks of professors. The teacher has thus become a watchdog because of the lack of student honesty and responsibility. Students who have taken make-up tests early have sold answers to their friends. Under the honor code a teacher can never be sure whether he is reading the work of a particular student or that of another person. One group of students has a system like morse code for sending

ILLUSTRATION VI (continued)

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answers across the room.

Probably if we were to check the circumstances of other schools, we would find, as we have here, that the system appears to work because it is not being used correctly. Cheating seems to have been cut by sixty-three per cent as reported by the code committee only because many incidents of cheating have never been reported.

Finally I would ask: is it more important to have improved relations with the faculty, or improved learning? One student remarked recently, "I see it happen but just never get around to doing anything about it." We would release the teacher from his watchdog responsibility, yet we would not advocate the abandonment of our police force. The students have not been able to take the responsibility of carrying out the enforcement of the honor code. We cannot judge our success by that of others.

The testing of this system has become a campus joke. The honor code does not deter cheating but rather encourages it. Fewer cases are brought to the proper committees because students fail to report what they see. The honor code certainly has had no effect on our academic standing.

Chaos is the only possible outcome of this student enforced system. The administration does not appear to be happy with the progress that has been made. Students who are known for their acts of cheating have escaped the authority of the existing student committees. As we can see, the situation is a hopeless one.

ILLUSTRATION VI (continued)

AFFIRMATIVE: FORM LESS CONTENT

I stand before you to speak in favor of the honor code. Unfortunately, there are those who still prefer to turn their backs on a good thing, despite the overpowering evidence which stands on its side. Now, let us see what the main points of the honor code system are.

First, cheating is being deterred by the presence of the honor code. The statistics which negative arguments are based on are indeed very interesting in light of what is truly the case. As a matter of fact, I find the negative statistics on this issue very hard to believe, particularly on the important point of cheating. Thus we can see that cheating has definitely been deterred through the use of the honor code.

Second, we find that students are more honest and responsible under such a system. But negative arguments insist that students are not. I certainly resent statements such as this and as students you must too. In addition to this, we will be told that students are not caught when they do cheat. Obviously, as I have pointed out, this statement is a distortion of the true facts. There are of course, hundreds of examples of the students' honesty and responsibility.

Next, we are often told that an honor code cannot work at our university. This statement is in complete disagreement with my evidence, and I would question any evidence presented negatively on this point. The system obviously works as you and I see it from personal experience. And we are also very much aware of the statistics available from other schools across the country.

Finally, the value of student-teacher relationships is sometimes questioned by those who oppose the honor code system. However, I feel that the relationship between the teacher and the student is very valuable and important to the success of the honor code. The code definitely makes for better relations on both sides. This point should much enhance the desirability of the honor code as far as all of those connected with our university are concerned.

Therefore, it would seem to me that any negative argument which might be presented despite the affirmative evidence would hold no water at all in the minds of intelligent men. I have shown the indisputable value of the honor code. I have told you that the honor code deters cheating, encourages honesty and responsibility, and that it makes for better student-teacher relationships. In addition to this, it works very well elsewhere. For these reasons I would hope that you would agree with me that the honor code is of great value and should be maintained.

ILLUSTRATION VI (continued)

NEGATIVE: FORM LESS CONTENT

As I stand before you I am vehemently against the system known as the honor code. Unfortunately, we have up to the present wasted valuable time on something that has become a campus joke. Now, let us see what the main objections to the points of the system are.

First, we are usually told that cheating is deterred. However, all available statistics prove this statement to be false. There are ample statistics to show that in fact the honor code encourages cheating because of the lax enforcement provided by the system. I find affirmative statistics on this point to be highly questionable. Thus, we can see that cheating has not been deterred on our campus.

Second, we are told that the honor code makes students honest and responsible. Unfortunately, this simply is not the case. No code can make honest people. This is entirely an individual thing. Even students who cheat are not caught or punished under the honor code system. And these indeed are the facts as they were presented to me by various upstanding members of our campus community. Of course, I could cite many additional examples to prove that no code determines the standards of an individual.

Next, we are told that the honor code will work here because it works elsewhere. This is ridiculous. This

ILLUSTRATION VI (continued)

statement is in complete disagreement with figures which I have on hand and I would question any evidence presented affirmatively on this point. From personal experience you can obviously see that the system has not been successful at our university.

Finally we are told that the honor code enhances the value of student-teacher relationships. This, again, is ridiculous. Will an honor code make a teacher a better teacher or a student a better student? Certainly not. Therefore, it is my opinion, that the honor code, especially as it stands now, has no bearing whatsoever on the relationships between faculty members and students. Therefore, I consider this last point of the system of no value.

It would therefore seem to me that any affirmative argument which might be presented would hold no water in the minds of intelligent men. I have shown the indisputable worthlessness of the honor code. I have shown that the honor code not only does not deter cheating but encourages it, that no code makes students honest or responsible, and that the honor code has nothing to do with the student-teacher relationships on this campus. In addition to this, the honor code cannot be successful here just because it has been successful elsewhere.

For these reasons I would hope that you would agree with me that the honor code is of little value and thus should be disbanded.

ILLUSTRATION VI (continued)

AFFIRMATIVE: LESS FORM LESS CONTENT

Cheating is without question deterred by the honor code. There are many examples to substantiate this point. Cheating, although it is an individual thing, can be influenced by systems such as the honor code. Eventually all those who cheat, whether it be on a midterm exam or in another facet of life, are caught.

The honor code has and is preserving at our university the ultimate in human dignity and decency. It is indeed serving a worthwhile purpose. All available statistics prove this point. Cheating has decreased notably at our university. The honor code not only enhances honesty but it also rewards responsibility.

The honor code can definitely work here as it has at other institutions. Students who cheat are caught and punished accordingly. The honor code can work if we will only take the time and effort required to make it work. From our own personal experience you and I know that it can work.

The honor code, by its mere presence helps to make us all better students. We now have the kind of system we want. We are able, now, to look back and judge our progress wisely. All can be proud of what has been accomplished.

We must, therefore, continue the honor code's policies. All existing evidence bears this out. The system is workable,

ILLUSTRATION VI (continued)

encourages improved relations on our campus between the faculty and students, encourages honesty and responsibility, and is indeed effective.

Students no longer take advantage of professors through the use of make-up tests. Students do not dare to sell openly the questions to be given on term tests. Thus the academic standard of our university is rising.

It seems to me that the experiment has proved its worth. It is time for students and professors alike to recognize its value. So now is the time to stop experimenting and adopt the code as a permanent way of life. Let us think about the facts, consider the evidence, and then decide what the future of the honor code will be. In my mind there can be no question.

NEGATIVE: LESS FORM LESS CONTENT

We are told that cheating has been deterred by the presence of an honor code at our university. Unfortunately, however, cheating is entirely an individual thing. By the mere fact that those who cheat are not caught we can see that the system is ineffective. Consequently the honor code has become a joke.

We are wasting valuable time and effort in proceeding with a program whose goals are doubtful. It is undeniably

ILLUSTRATION VI (continued)

true that cheating has increased. No code can make people honest.

It is extremely ridiculous to think that the honor code can work here. The time is simply not right. Such a system cannot work for our university because it works on some other campus. From personal experience, you and I know that the effort is futile.

An honor code cannot make a student a better student, or a teacher a better teacher. An honor code cannot stop a ring of cheating masterminds. For an honor code can be no better than those who make it and those who enforce it. We obviously do not have the kind of system that we would wish to become a permanent way of life for our university.

Thus, we should no longer continue with the honor code as a campus policy. The system is not workable, encourages dishonesty, causes strained relations between the faculty and students, and is, in fact, totally ineffective.

For, despite the honor code, cheating has increased. Students are taking advantage of a poor situation and using it to meet their own individual ends. The academic standing of our university is therefore backsliding. I mean no personal malice in disputing the honesty of the students, but if, as the old saying goes, we give an inch, many will take that mile.

ILLUSTRATION VI (continued)

It seems to me the experiment has gone far enough. It is time for faculty and students alike to recognize the failings of the code. Many faculty members and student leaders were against the plan from the beginning. In my mind, at least, they were right. The wasted time is of course unfortunate, but perhaps in another era something of this nature will be possible. It is up to you. Think about the issues and then decide.

CHAPTER III

FACULTY AND STUDENT INFORMATION

EVALUATION SHEETS

I. A Comparison of the Faculty and Student Information Sheets

A comparison of the faculty and student information sheets may prove to be very significant in determining the final conclusions of this study. As was mentioned in Chapter Two, both the faculty and student information sheets were administered with the purpose of determining the opinions and knowledge of the students and the opinions of the four professors. If it can be shown that there is a significant correlation between the opinions of the professors and the opinions and knowledge of the students, then one might assume that this correlation could be reflected in the evaluations made by the students of the eight experimental speeches.

As the purpose of this study is to determine the relative importance of content and form in public speaking, based on the evaluation of the students, the information tests, though they may not prove to be particularly significant in their own right, may well serve as indicators of the outcome of the evaluation of the speeches.

On the following pages, five charts are presented upon which are recorded the students' answers to five of the questions listed under the Specific Information section of the student information sheet. The answers of each class appear with the answers of the respective professors under whom they studied. In referring back to the original information sheets presented in Chapter Two, it will be noted that the five questions appearing on these charts were similar in nature and wording on both the faculty and student information sheets. Therefore, they have been inverted in order that they appear side by side for a better comparison. The remainder of the questions appear on chart six in their original order under their original numbers.

Of the five questions which appeared in similar form on both sheets, a significant correlation between the faculty and student answers is evident. The other questions which follow on the sixth chart also show a strong correlation between the answers of the students and faculty. In addition to this correlation between the students and their professors, there also appears to be general agreement on most of the issues presented both among the faculty and the students as distinctive groups.

Expressed Opinion on Speech Preparation

Question 1. Which in your opinion deserves more time in the preparation of a speech?

a.research b.writing the speech c.equal d.neither

Class I	12	3	2
Class II	13	2	3
Professor	x		
Class III	10	9	2
Class IV	8	9	4
Professor	x		
Class V	9	4	3
Class vi	8	3	6
Professor			x
Class VII	6	5	3
ClassVIII	7	6	2
Professor	$\frac{x}{73}$	$\frac{41}{41}$	$\frac{25}{25}$

The above chart indicates that the majority of the students believed researching to be more deserving of time than the writing of the speech itself. In the terms of this study this may indicate that the students believed what went into a speech would be more important than how the material was organized and presented. Moreover, the professors indicated the same preference, only one indicating a belief that

the two are equal. With the exception of classes five and six, the answers of the students correlated very closely with those of their respective professors.

CHART II

Expressed Opinion on Speech Preference

Question 2. Which would you prefer to hear?

a. an adequate speaker with pertinent facts b. a well organized speaker backed by generalizations c. both d. neither

Class I	3	8	6	
Class II	5	9	4	
Professor	x			
Class III	8	12		1
Class IV	5	9	4	3
Professor	x			
Class V	8	6	2	
Class VI	8	9		
Professor	x			
Class VII	10	1		2
Class VIII	8	6		1
Professor	x			
	<u>55</u>	<u>60</u>	<u>16</u>	<u>7</u>

On the above chart the correlation is not nearly so close as on chart one. While classes five through eight tend to support the position of their professors, classes one through four do not. The students as a whole indicated a slight trend to appreciate organization over the facts presented.

CHART III

Expressed Opinion on Methods of Preparation

Question 3. In preparing (assigning) a speech, which do you prefer (do you require)?

	a. outline material	b. write full manuscript	c. both (brief notes)	d. neither (none)
Class I	10	2	1	4
Class II	9	4	3	2
Professor			X	
Class III	4	10		7
Class IV	3	8	3	7
Professor				X
Class V	13	3		
Class VI	11	6		
Professor				X
Class VII	9	2	2	
Class VIII	10	3	2	
Professor			X	
	<u>69</u>	<u>38</u>	<u>11</u>	<u>20</u>

Chart Three indicates that the students preferred to outline their speeches while the professors required only brief notes or none at all. The discrepancy between the students and faculty answers may be the result of the slightly different phrasing of the question as it was presented to

CHART III (continued)

the two groups and some misunderstanding of the question due to the terms in which it was presented. (See the information sheets in Chapter Two). Thus, the answers to this particular question possibly reflect the students wishes more than the requirements of their professors.

CHART IV

Expressed Opinion on Necessity of Truth

Question 4. Examine this statement:
Regardless of perfection in style and organization, a speaker will fail if he distorts the truth.

	a. agree	b. disagree	c. equal	d. neither
Class I	8	6	4	
Class II	7	5	2	3
Professor	X			
Class III	13-	5	3	1
Class IV	12	3	3	3
Professor	X			
Class V	9	2		5
Class VI	11	3		3
Professor	X			
Class VII	8	5		
Class VIII	7	8		
Professor		X		
	<u>75</u>	<u>37</u>	<u>12</u>	<u>15</u>

As chart four shows, the majority of the students and professors agreed with the statement presented, reflecting the belief that truth is more important than the manner in which it is presented. In the terms of this study then, one might assume that on the basis of this chart alone content could be assumed to be of more importance than form.

CHART V

Expressed Opinion on Necessity of Style and Organization

Question 5. Examine this statement:
Even though the speaker presents the truth, his speech will be ineffective if it lacks style and organization.

	a. agree	b. disagree	c. equal	d. neither
Class I	3	12		2
Class II	4	10		4
Professor		X		
Class III	10	6	2	3
Class IV	9	7		5
Professor	X			
Class V	8	8		
Class VI	7	10		
Professor	X			
Class VII	6	7		
Class VIII	11	4		
Professor	X			
	<u>58</u>	<u>64</u>	<u>2</u>	<u>14</u>

In comparing charts four and five it should be noted that although the majority of students believed the speaker would fail if the truth were distorted, they did not agree that the lack of style and organization would be a factor in the speaker's failure. Here, again, however, the close scores shown above would imply that the decision is not a

CHART V (continued)

clear cut one. When coupled with the outcome shown on chart four, however, one might conclude that students and professors generally considered truth to be the more important factor in a speech.

In reviewing charts one through five, the indication is that, while students and professors in general believed truth and/or fact to be important, many also believed that the manner of presentation was of nearly equal importance. This is reflected in the answers and scores presented on Chart II. Chart V is also indicative of this in light of the close scores. The stronger majority shown on Chart IV, however, would indicate that, on the basis of the first five questions, the students preferred content over form when determining the respective importance of each to the overall success or failure of a speech.

The remainder of the questions presented on Chart VI substantiate, for the most part, the answers of the students and professors on the first five questions, add some weight to the content side of the scale. In general, students and professors indicated that they: Question 1 - consider good arrangement and good ideas to be of equal importance in a speech; Question 3 - believe quality to be more important than general effect; Question 5 -

believe that what is said is of more importance than how it is said; Question 7 - believe an outline is more helpful in the delivery of a speech than a complete manuscript; Question 8 - prefer to hear speeches of a persuasive nature rather than an informative one; Question 12 - prefer a more direct and organized statement of introduction rather than a descriptive one, and; Question 13 - prefer a more colorful and descriptive passage rather than one dependent upon order.

CHART VI

GENERAL STUDENT OPINION POLL

Question 1. Which do you feel is more important in a speech?

a. good arrangement b. good ideas c. equal d. neither

Class I	4	5	8	
Class II	3	7	8	0
Class III	6	2	11	2
Class IV	6	5	10	
Class V	2	1	13	
Class VI	4	2	11	
Class VII	3	3	7	
Class VIII	<u>3</u>	<u>1</u>	<u>8</u>	<u>2</u>
	31	26	76	2

Question 3. Which do you think is the more important element of a speech.

a. general effect b. the quality c. both d. neither

Class I	4	2	11
Class II	5	4	9
Class III	14	4	3
Class IV	7	11	3
Class V	4	10	2
Class VI	2	11	4
Class VII	6	5	4
Class VIII	<u>1</u>	<u>4</u>	<u>10</u>
	43	51	46

CHART VI (continued)

Question 5. Which do you think is more important in a speech?

a. what is said b. how it is said c. equal d. neither

Class	a.	b.	c.	d.
Class I	9	3	5	
Class II	10	2	6	
Class III	6	5	10	
Class IV	3	5	13	
Class V	10	1	5	
Class VI	9	4	4	
Class VII	3	2	8	
Class VIII	<u>5</u>	<u>4</u>	<u>6</u>	
	55	26	57	

Question 7. Do you think it is better to speak from:

a. an outline b.

a. an outline b. complete manuscript c. equal d. neither

Class	a.	b.	c.	d.
Class I	5	7	4	1
Class II	5	9	4	
Class III	9	8		5
Class IV	7	7	4	3
Class V	8	3	5	
Class VI	6	2	9	
Class VII	4	6	3	
Class VIII	<u>6</u>	<u>5</u>	<u>4</u>	
	50	47	33	9

CHART VI (continued)

Question 8. Which would you prefer to hear?

		a. a speech to persuade	b. a speech to inform	c. equal	d. neither
Class	I	12	3	2	
Class	II	11	4	3	
Class	III	11	5	5	
Class	IV	10	6	5	
Class	V	13	3		
Class	VI	8	9		
Class	VII	9	4		
Class	VIII	8	7		
		<u>82</u>	<u>41</u>	<u>15</u>	

Question 11. Which do you think is the more important element in a speech?

		a. emotion	b. reason	c. equal	d. neither
Class	I	3	9	5	
Class	II	4	8	6	
Class	III	6	6	9	
Class	IV	7	3	11	
Class	V	10		6	
Class	VI	13		4	
Class	VII	3	4	6	
Class	VIII	3	7	5	
		<u>48</u>	<u>37</u>	<u>51</u>	

CHART VI (continued)

Question 12. If you were making introductions which form would you use: a. This is Mrs. Smith, the wife of our speaker tonight, who is Dr. Smith, a psychologist, and their two children, Tom and Jane; or b. I would like to introduce Dr. Smith, our speaker, his wife and children?

a. example A b. example B c. equal d. neither

Class I	8	10	
Class II	3	13	
Class III	5	15	2
Class IV	3	14	4
Class V	16		
Class VI	12	5	
Class VII	2	11	
Class VIII	2	10	3
	<u>51</u>	<u>78</u>	<u>9</u>

Question 13. Which passage do you feel is best?

a. Yesterday I saw a parade. First came the cowboys and Indians. Next came the animals and finally the band. The parade certainly set the mood for the circus to follow.

b. There was a parade of cowboys and Indians all dressed up, riding magnificent horses and animals in colored cages with a huge band. This colorful parade put us in a jolly mood.

a. example A b. example B c. equal d. neither

Class I	8	10	
Class II	3	14	
Class III	5	17	
Class IV	10	11	
Class V	12	2	3
Class VI	7	9	1
Class VII	3	10	
Class VIII	5	10	
	<u>53</u>	<u>83</u>	<u>4</u>

CHART VII

GENERAL FACULTY INFORMATION POLL

Question 1. In the beginning speech class, do you spend more time on:

a. organization b. content c. delivery d. style

Professor I		X		
Professor II				X
Professor III		X		
Professor IV		X		

Question 3. Which in your opinion, is more important in a speech?

a. good arrangement b. good ideas c. equal d. neither

Professor I				XX
Professor II				X
Professor III				X
Professor IV				X

Question 8. In grading a speech do you give a grade for:

a. outline and organization b. content and presentation c. whole

Professor I				X
Professor II				X
Professor III				X
Professor IV	X and /		X	

Question 9. In grading do you:

a. give form and content equal grades b. one for both

Professor I		X		
Professor II				X
Professor III				X
Professor IV				X

c. give more consideration to form c. more to content

II. AN ANALYSIS OF THE STUDENT EVALUATIONS

In evaluating the test speeches, the students rated seven categories representing the factors of content and form. The seven categories of evidence, organization, language, audience rapport, voice, delivery, and use of notes, were selected to guide the students in their observations in rating the speeches, as each speech had been devised to contain numerous elements of the two factors. The students gave rating of "superior" (1), "excellent" (2), "good" (3), "fair" (4), and "poor" (5), by placing one number in each box on the evaluation sheet.

On the following tables the totals of the student evaluations of each category and speech appear by class. Since a high rating is represented by a low number and a low rating represented by a high number, the lowest total represents the most favorable rating. In addition to the total rating and ranking of the speeches, the average score (i.e. five through one) will be shown so that the total figures will have more representative meaning. A brief explanation of the totals and ranks will follow each table.

Several additional tables will follow the ones presenting the actual ratings. These tables will include figures suggested for comparisons of various factors brought to light in the original tables.

1. RESULTS OF THE STUDENTS' EVALUATION OF
EVIDENCE AND REASONING

SPEECHES	CONTENT LESS FORM	RANK	FORM LESS CONTENT	RANK	NEITHER	RANK	BOTH	RANK
Class I	56	3.5	36	2	31	1	56	3.5
Class II	31	1	78	4	51	3	38	2
Class III	56	2	58	3	63	4	38	1
Class IV	51	4	38	1	49	3	48	2
Class V	37	1	42	3	54	4	38	2
Class VI	34	1	41	3	63	4	37	2
Class VII	28	2	38	4	37	3	24	1
Class VIII	26	2	27	3	43	4	23	1
TOTAL	319	16.5	357	23	391	26	316	14.5
AVERAGE	2.32		2.68		2.86		2.31	
RANK	2		3		4		1	

This table represents the results of the evaluation by the students of the evidence and reasoning present in each speech. The speech illustrating both form and content ranks highest, while the speech illustrating content less form ranks second. This chart indicates that, in general, the students recognized speeches with reasoning and evidence "balanced" (represented by "both" on the chart above) and further, evaluated them as superior.

Between each major column is a special ranking to illustrate any pattern in class ratings which may occur. This rank

will appear in all of the following charts in order to determine the consistency of the scoring among the classes. In this table, it should be noted that the scoring trend is constant and that there are no serious reversals in scoring among any of the classes. This would indicate that the students recognized the differences in kinds of speeches.

2. RESULTS OF THE STUDENTS' EVALUATION OF
ORGANIZATION

SPEECHES	CONTENT LESS FORM	RANK	FORM LESS CONTENT	RANK	NEITHER	RANK	BOTH	RANK
Class I	45	3	33	1	36	2	48	4
Class II	42	2	51	4	45	3	31	1
Class III	50	4	39	2	45	3	35	1
Class IV	37	3	31	1	33	2	41	4
Class V	38	3	35	2	46	4	34	1
Class VI	38	3	25	1	44	4	29	2
Class VII	21	1	24	2.5	29	4	24	2.5
Class VIII	22	2	23	3	36	4	20	1
TOTAL	292	21	261	15	314	26	262	17
AVERAGE	2.13		1.91		2.29		1.93	
RANK	3		1		4		2	

This table reflects the student's observations and ranking of the speeches in the area of form and organization. As can be seen from the averages and ranks, the students rated the speech containing more form than content first and the speech containing both second. There is a significant drop in the ratings of the two remaining speeches. It would appear then that the students were able to determine the presence of organization and gave their favorable ratings accordingly.

There is also, however, some indication that there was more difficulty in recognizing the examples of organization present in the various speeches, than in recognizing those of content. This is indicated by the many reversals which can

be seen above. While the form less content speech was rated highest, the numerical differences in the ratings of the other three speeches is minimal.

3. RESULTS OF THE STUDENTS' EVALUATION OF
LANGUAGE AND WORD CHOICE

SPEECHES		CONTENT LESS FORM	RANK	FORM LESS CONTENT	RANK	NEITHER	RANK	BOTH	RANK
CLASS	I	37	2	40	3	33	1	42	4
Class	II	34	1	50	4	37	2.5	37	2.5
Class	III	43	4	42	2.5	37	1	42	2.5
Class	IV	37	4	33	1	34	2	36	3
Class	V	37	3.5	34	1.5	37	3.5	34	1.5
Class	VI	33	1	34	2	37	3.5	37	3.5
Class	VII	27	2	27	2	28	4	27	2
Class	VIII	23	2.5	22	1	26	4	23	2.5
TOTAL		271	20	281	17	269	21.5	279	21.5
AVERAGE		1.97		2.02		1.96		2.02	

The experimental speeches were designed to represent varying degrees of language and word choice. As defined earlier, language and word choice are basically components of form. While the speeches containing both content and form and form less content were intended to represent a good section of language elements, the speech with neither content nor form was not.

Therefore, the results shown on this table are somewhat disturbing in light of the fact that the students rated the speech with neither highest. There are several possible explanations for this occurrence: 1. The instrument used to measure language and word choice (i.e. speeches themselves) may have been lacking in enough differential style for the

to observe any change in language from one speech to another.

2. In light of the difficulty presented to the speaker in having to deliver an almost senseless speech, the speaker may have made an additional effort, either in delivery or word choice, to overcome the difficulty and appeal to and reach his audience.

It is interesting to note the results of the inter-column rankings. While the form less content speech received consistently higher place ranking, the total number of rating points placed this speech last on the basis of average and rank. There are also a great number of reversals which would indicate that there was much difficulty in recognizing the components of language and word choice. The spread of a mere twelve points between the totals of two hundred and sixty-nine and two hundred and eighty-one is another indication of this difficulty. It would also appear, that while the first two classes rated more critically, the last two classes rated more accurately, thus destroying any possibility of a constant pattern in scoring.

In the final analysis, it would appear that the ranking score is a more reliable indicator of preference than is rating, since it is not subject to fluctuations in the severity of criticism.

4. RESULTS OF THE STUDENTS' EVALUATION OF
AUDIENCE RAPPORT

SPEECH	CONTENT LESS FORM	RANK	FORM LESS CONTENT	RANK	NEITHER	RANK	BOTH	RANK
Class I	34	1	35	2	36	3	41	4
Class II	31	2	24	4	31	2	31	2
Class III	39	2	42	3	32	1	45	4
Class IV	42	2.5	38	1	42	2.5	43	4
Class V	37	4	35	1.5	36	3	35	1.5
Class VI	35	1.5	35	1.5	41	3	43	4
Class VII	34	4	22	2	30	3	21	1
Class VIII	25	4	23	1	24	2.5	24	2.5
TOTAL	277	21	264	16	272	20	283	23
AVERAGE	2.02		1.92		1.98		2.06	
RANK	3		1		2		4	

Audience rapport is usually considered to be the extent to which the speaker can relate interpersonally with his audience. It is evident from the results above that the speakers did an excellent job. Although the form less content speech is rated more favorably, which would reflect the students' observations of the factors of form present in the speech, the differences in the ratings are very minimal. The high numerical ratings could reflect approval of such factors as dress, posture, vocal tone, and general state appearance rather than approval of any one speech as an instrument of rapport. In reviewing the speaking schedule in Chapter Two it is also evident that the speakers as individuals did not

have any significant influence on the speech evaluations. More important is the fact that these results indicate that both speakers were consistent and similar in their ability to hold the attention of their audience.

5. RESULTS OF THE STUDENTS' EVALUATION OF

VOICE

SPEECHES	CONTENT LESS FORM	RANK	FORM LESS CONTENT	RANK	NEITHER	RANK	BOTH	RANK
Class I	40	2	31	1	54	4	50	3
Class II	30	1	41	4	38	3	31	2
Class III	37	2	52	3	31	1	54	4
Class IV	45	4	36	2	31	1	40	3
Class V	41	3.5	40	2	41	3.5	35	1
Class VI	34	1.5	34	1.5	40	3	45	4
Class VII	33	4	30	2	28	1	32	3
Class VIII	22	3	33	4	20	1	21	2
TOTAL	282	21	297	19.5	283	17.5	308	22
AVERAGE	2.05		2.18		2.05		2.97	
RANK	1		3		2		4	

While voice has previously been categorized as a component of form, the above results indicate that the speakers probably had more influence upon the ratings than the speeches themselves. This would seem to be particularly true in light of the above figures which show that the students did not recognize voice as a component of form. In addition the scoring pattern suggests that the students did not observe any changes in vocal pattern which may have occurred in the various speeches. In many cases, the students undoubtedly considered the category of voice as a part of delivery and judged according to the speaker's vocal attributes.

6. RESULTS OF THE STUDENTS' EVALUATION OF

DELIVERY

SPEECH	CONTENT LESS FORM	RANK	FORM LESS CONTENT	RANK	NEITHER	RANK	BOTH	RANK
Class I	20	1	31	2	41	3	52	4
Class II	50	4	28	1	38	3	31	2
Class III	39	2	41	3	31	1	45	4
Class IV	45	3	30	1	50	4	33	2
Class V	30	3	29	2	31	4	28	1
Class VI	41	3	39	2	42	4	38	1
Class VII	34	4	27	1	29	3	26	2
Class VIII	15	1	22	2	25	3	36	4
TOTAL	274	21	247	14	287	25	299	20
AVERAGE	2.00		1.81		2.08		2.18	
RANK	2		1		3		4	

The chart above indicates the students' evaluation of delivery. The close ratings probably indicate the favorable manner in which the audience reacted to the speakers. For while each speech had various clues present in them which could be described as catalysts to better delivery, it is more reasonable to assume that the speakers' personal attributes in stage presence and delivery had more influence upon the ratings than did the speeches themselves. Nevertheless, the scoring pattern is fairly constant which would also indicate a substantial degree of recognition by the students of the better delivery present in the form speech.

The interrelationship which exists between the effect of speaking skill and the effect of the speech itself upon the student evaluation of the speaker is indicated by the consistency of the differences in the table.

7. THE RESULTS OF THE STUDENT' EVALUATION OF
THE USE OF NOTES

SPEECHES	CONTENT LESS FORM	RANK	EGRM LESS CONTENT	RANK	NEITHER	RANK	BOTH	RANK
Class I	53	4	50	2	44	1	52	3
Class II	58	4	53	2	56	3	49	1
Class III	75	4	64	2.5	58	1	64	2.5
Class IV	62	3	55	2	54	1	66	4
Class V	44	1.5	50	3	44	1.5	51	4
Class VI	53	1	55	2	57	3	62	4
Class VII	49	4	41	2	42	3	40	1
Class VIII	34	2	36	3	30	1	39	4
TOTAL	428	23.5	404	18.5	385	14.5	423	23.5
AVERAGE	3.12		2.94		2.81		3.08	
RANK	4		2		1		3	

Since the students were advised that the use of notes was permissible, the results of this table reflect, perhaps, more of the students' backgrounds than observations. The ratings are unusually low, the average being about three or "good." This would indicate that while the students felt the speakers made effective use of their notes, they would have preferred to hear the speeches given without them.

These results also reflect the stated opinions of the students presented earlier in this chapter; most preferring to use notes in their own speaking while at the same time

realizing that speeches given without notes could be more effective. The fact that there is no particular scoring pattern also indicates that the use of notes did not have any significant effect upon the speeches as a whole.

A comparison of the combined totals of each type of speech including each category is presented below:

Form Less Content	- 2142
Content Less Form	- 2143
Neither	- 2149
Both	- 2201

These figures, however, do not adequately represent or reflect the observations of the students in a consideration of the effects of the factors of content and form. If anything, these totals reflect a general trend to recognize the constituents of each factor separately, rather than to recognize them when they are equally apparent in a speech such as the ones illustrating both.

A more accurate interpretation of the results could be made through the consideration of the results of the first two tables in addition to a comparison of the tables with the stated opinions of the students. Below appears the combined totals of each type of speech in the categories of evidence and reasoning, and organization.

Both	-- 578
Content Less Form	-- 611
Form Less Content	-- 618
Neither	-- 705

A breakdown of these totals is even more revealing:

Both

Evidence and Logic - 262

Organization - 316

Content Less Form

Evidence and Logic - 319

Organization - 292

Form Less Content

Evidence and Logic - 357

Organization - 261

Neither

Evidence and Logic - 319

Organization - 314

It should be noted that while the speech designed to represent both content and form is rated highest, it is apparent from the breakdown of the scores that organization, with the exception of the speech designed for both, is rated more favorably than content in every other speech. To further support this finding a total of the accumulated ranking shows that the form less content speech received more rankings of first than any other speech.

Form Less Content: 3, 1, 4, 1, 1, 2 = 12

Neither: 4, 4, 1, 2, 3, 1 = 15

Content less Form: 2, 3, 2, 3, 2, 4 = 16

Both: 1, 2, 3, 4, 4, 2 = 17

In addition to the figures presented above, a comparison of the opinion scores presented earlier and the performance of the students in evaluating the speeches can be made. While this comparison will not be made statistically due to the use of different measures used in each case, a general comparison based upon the results of both the opinion poll and ratings is presented below, indicating what the students said was the more important factor and which they in fact rated as the more important factor.

The following chart indicates and reflects the trend that while the ideal speech situation should be dependent on a balance between content and form, organization is attributed with a more favorable rating than content when the two are observed separately. These results are based upon the combined scores of the categories of evidence and reasoning and organization since these two categories reflect most accurately the trend of the total study.

A COMPARISON OF THE STUDENTS'
OPINIONS AND ACTUAL OBSERVATIONS

CLASS	FAVORED	CONTENT	FORM	BOTH	FAVORED
1	Content	101	99	104	Form
2	Content	73	127	69	Both
3	Both	106	97	87	Both
4	Both	88	69	89	Form
5	Content	65	78	72	Content
6	Content	74	66	66	Form and Both
7	Both	49	62	48	Both
8	Both	48	50	43	Both

CONCLUSIONS; BASED UPON THE RESEARCH FINDINGS
AND THE POSSIBLE IMPLICATION OF THESE FINDINGS
TO THE COMMUNICATIVE PROCESS

RESEARCH AND CONCLUSIONS

The Observation of Differences
Between Content and Form

One of the two major purposes of this study has been to determine whether or not listeners observe differences between content and form.

The information polls give a first indication that through formal training and experience, most of the listeners were aware of the differences between content and form and their specific functions in speech. Therefore, the results of the listeners' evaluations of the four kinds of speeches, in which content and form were introduced in varying degrees, was important in determining whether or not, in an actual speech situation, the listeners were still able to recognize these differences.

On the basis of the listeners' observations as they were reflected in the evaluations, the following conclusions may be made.

1. The listeners recognized the presence of evidence and reasoning as components of content in the two speeches designed to illustrate them.

¹Chapter Three, Section II., 1. Evidence and Reasoning, p. 71.

2. The listeners recognized the presence of organization as a component of form in the two speeches designed to illustrate it.²
3. The listeners did not recognize the presence of language and word choice as elements of form.³
4. The listeners recognized the differences in the quality of delivery among the various speeches and identified it as a component of form.⁴

Therefore, it is evident that under the conditions of this study it was possible for the listeners to observe and recognize the differences between content and form.

The Expressed Preference of the Listeners for Content and Form

Since it has been shown that the listeners were able to recognize the differences between content and form, it is now feasible to consider the second major purpose of this study. That is to determine whether or not it is possible that the listeners may have expressed a preference for one factor over the other.

In the information poll the listeners were asked to indicate a preference in their answers between the factors

² Ibid., 2. Organization, p. 73.

³ Ibid., 3. Language and Word Choice, p. 75.

⁴ Ibid., 5. Delivery, p. 80.

concerning content and form. The results of the information poll indicated the following conclusions.

1. When asked to rate research in a comparison with writing, the listeners rated the time devoted to the researching of material more favorably than the actual writing of the speech.⁵
2. When asked to rate "truth" (or the integrity of the speaker and his use or misuse of factual data) and organization, the listeners rated truth more favorably than the manner in which truth is presented.⁶
3. When asked to rate organization and the ideas presented in a speech, the listeners rated organization and arrangement more favorably than the presented ideas.⁷

With the exception of the third conclusion given above, the general trend in the information poll indicated a preference for content over form. The conflict of opinions represented by the third conclusion was probably due to the rephrasing of similar questions and some confusion on the listener's parts as to the intended meaning of such terms as

⁵Chapter Three, Section 1, Charts I and VII, pp. 56, 69.

⁶Ibid., Charts III and IV, pp. 59, 61.

⁷Ibid., Charts II and VI, pp. 58, 65.

"quality" and "truth." Despite this particular difficulty, the actual observations made by the listeners were quite different from their expressed opinions.

The data presented following the charts in Chapter three indicates that form was preferred over content by the listeners. While there was only a one point difference in the overall scores of the speeches with more content and less form and less content and more form, a breakdown of those totals shows that first, the speeches emphasizing form rather than content received consistently higher ratings, and second, that the speeches emphasizing form rather than content received more ranking of first than any other speech type.

The table comparing the expressed opinions of the listeners and their actual observations of the four types of speeches furnishes several additional observations.

1. While four of the classes maintained their opinions in their observations, four of them shifted position.
2. Of the four classes that shifted, three shifted from opinions favoring speeches emphasizing content to speeches emphasizing form.
3. While one class attributed more preference for the factors of content, three attributed more preference for the factors of form.

4. The remaining four classes attributed equal importance to speeches in which both content and form were emphasized.

On the basis of these conclusions, it is evident that while both content and form are important to the total effectiveness of a speech, when the factors of form and content are considered separately as was the case in this study, the uses of form were preferred over the uses of content. While this conclusion conflicts with the expressed opinions of the listeners that content was the preferable factor, it should be remembered that this study was primarily concerned with the actual responses of the listeners in a speech situation.

Response Accuracy

One of the major difficulties in a study such as this was insuring that the listeners would respond to the speeches meaningfully. The results have shown, however, that a listener will respond in a meaningful pattern if he is given enough clues by the speaker as to the intent of the speech and if the speaking situation and topic are of interest to him.

With the exception of the category of language and word choice the listeners did respond appropriately for the purposes of this study. This conclusion can be made in light of the fact that the listeners did recognize the presence or

absence of the elements of content and form in the speeches which were designed to illustrate them. Credit, of course, is due the speakers who fulfilled the responsibility of gaining and holding the attention of the listeners without injecting personality factors that could have distorted the results.

The Correlation Between the Students' Opinions and those of their Professors

Although it was not originally the purpose of this study to determine whether or not there was a significant correlation between the opinions of the students and those of their professors, the information poll used in this study and the results presented serve as an excellent indication of a particular trend.

On the charts which appear in Chapter Three, Section I, are the printed responses of the students and their professors on five questions particularly significant to this study. It can be seen that in almost every case the majority of the students' opinions reflected those of their professors. This trend indicates that more research would be appropriate to determine the validity of such a relationship and why and in what manner it occurs.

The Implications of These Findings
For the Communicative Process

Since many of the functions of our society depend upon the communicative process for the giving and receiving of information, the conclusions of this study may be helpful in enabling the speaker to determine how best to approach his audience.

It has been shown that variations in the aspects of speech such as the ones tested here under the labels of "content" and "form" will affect the way in which listeners respond. It has been shown that the absence or presence of such factors may influence the listener to react favorably or unfavorably. It is also evident from the results shown in Chapter Three that listeners respond most favorably in speech situations where content and form are used to compliment each other and where the speaker gives both factors balanced treatment.

While this study indicates that content is important to the overall effectiveness of a speech, it also indicates that a sound framework upon which to build the facts, statistics, and examples of a case into a meaningful and effective speech is essential to insure favorable audience response.

The balanced treatment of content and form is an ideal

situation which the speaker should use as a guide in planning and delivering speeches. This balance of content and form in a speech coupled with the speaker's own "personality" represents the total effort which can be made in approaching and gaining the attention of an audience.

The speaker's main objective must always be to use all of the faculties available to him in the writing and delivering of a speech. He must consider the background and experience of his audience and adapt his message, its content and form, in a way which will encourage favorable response from his listeners. It should be the speaker's responsibility to determine where more facts than descriptive words are necessary, and where an emphasis on form may have more effect than the presentation of complicated statistics.

This study was designed to give an indication of some of the factors which the speaker may make use of and to illustrate the varied reactions that a select audience has made to such factors. Since there are an infinite number of approaches which can be made by speakers using these same factors to influence and persuade audiences, the results recorded here should be of value to the speaker in determining how best to approach his audience.

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