
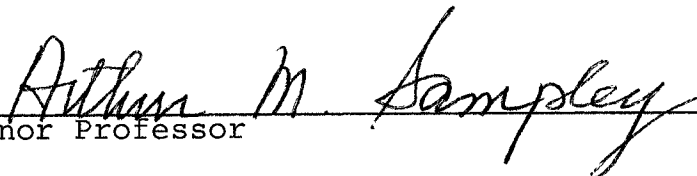


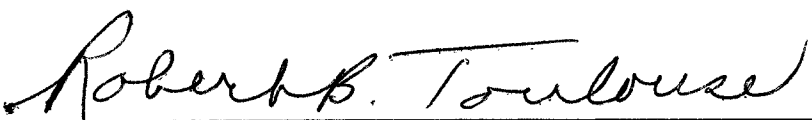
A SURVEY OF THE CITATION OF RESEARCH
IN MODERN PUBLIC SPEAKING TEXTS

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In view of the quantity of research related to communication, the purpose of this study was to see, first, to what extent the results of this research are made available to beginning students of public address through their public speaking textbooks, and second, to seek to determine if, or to what extent, modern public speaking text writers make use of the often-praised inductive method of teaching.

In the "Bibliography of Rhetoric and Public Address," published annually in the Quarterly Journal of Speech from 1947 to 1950, and since then in Speech Monographs, the section titled "Modern Theory" was examined for the years from 1947 to 1968 to obtain a general idea of the quantity and types of research available.

A list of texts designed for use in beginning courses in public speaking published between 1965 and 1970 was compiled. The ten most-used texts in American Colleges and Universities were automatically included as a part of the sample and then a random selection was made from the total group of fifty-four texts to complete a sample of twenty-seven of the texts. These twenty-seven texts were examined thoroughly in order to

determine what type of research was cited, how much was cited, and whether it was discussed in the text of the book.

The thesis was divided into five chapters. Chapter I introduced the study, and explained the procedures and the organization to be followed in the remaining chapters. Chapter II included a consideration of the fourteen texts whose authors did not cite any sources formally or who cited more footnotes referring to speech models than to any type of support. Chapter III included a text-by-text discussion of the texts the authors of which cited more footnotes referring to authorities in support of their assertions than to any other type of support. Chapter IV included a similar discussion of the six texts in the sample in which the authors included more footnoted references to research than to any other type of support for their assertions. A summary of the findings of the study was presented along with the conclusions in the final chapter, Chapter V.

Five conclusions were offered. First, a significant amount of research was published between 1946 and 1968 which has been readily available since that time to authors of textbooks in public speaking. Second, only a small minority of the public speaking texts currently published make extensive use of the available research. Thus, although many authors speak favorably of ancient principles undergirded with modern research, few go beyond presenting the ancient principles. Third, it is likely that a minority of the

students who take beginning public speaking courses become acquainted with modern research available in the field as a result of their contact with a college public speaking text. Fourth, with few exceptions, most texts present all materials deductively, indicating that practice differs somewhat from current theory, which posits that inductive methods are preferable. Finally, two suggestions grew out of this study: (1) that there is a need for a comprehensive index of research applicable to the study of human communication and (2) that there is a need for both text writers and teachers to make fuller use of the research available. Little is known while there is much to know and yet in 1970 less than a third of the most recently published texts make use of the research which contributes to what is known. The textbook is an important resource in many speech classrooms. Much can be done to enrich this resource if modern writers of textbooks will take greater advantage of the relevant research contributed by other disciplines as well as the research within their own ranks.

A SURVEY OF THE CITATION OF RESEARCH
IN MODERN PUBLIC SPEAKING TEXTS

THESIS

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North Texas State University in Partial
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By

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CHAPTER I

INTRODUCTION

The study of rhetoric has an ancient and honored history dating from Egyptian and Grecian civilizations. Then and throughout recorded history whenever men had the opportunity and the reason to persuade other men, the study and development of rhetorical theory flourished. This is certainly true in the twentieth century, which has seen an explosion of ideas in virtually every avenue of thought. The study of rhetoric has in fact developed a multi-disciplinary dimension as psychologists, linguists, and cultural anthropologists, among others, have become interested in the processes of persuasion. Prior to this century a large body of rhetorical theory was developed by orators and teachers of orators who recorded their observations of devices that seemed to be effective as they used them. More recently the scientific method of investigation has been more systematically applied to answer questions such as: Why are men persuaded? How are they persuaded? What barriers to successful communication and/or persuasion seem to exist? When are particular devices successful and when do they seem less successful? Out of this has developed a sizeable body of literature on communication theory available to rhetoricians of the mid-twentieth century.

During this same time, as psychologists have learned more of the human mind and the learning process, educators have profited from this knowledge. One development that can be noted frequently is the increasing emphasis on the value of inductive teaching. In his book On Knowing, Jerome Bruner said,

The immediate occasion of my concern with discovery is the work of the various new curriculum projects that have grown up in America during the last few years. Whether one speaks to mathematicians or physicists or historians, one encounters repeatedly an expression of faith in the powerful effects that come from permitting the student to put things together for himself; to be his own discoverer.¹

Jean Piaget went so far as to define teaching inductively when he said,

Teaching means creating situations where structures can be discovered. It does not mean transmitting structures which may be assimilated at nothing more than a verbal level.²

It is unfortunate that in these times of intellectual ferment the indictment is sometimes made against the speech teaching profession that it is behind the times--that it is slow to respond to these developments in other fields as well as in our own. It is undeniable that much has been published in the last thirty years concerning research in human communications. It is not so clear whether the results of this

¹Jerome S. Bruner, On Knowing (Cambridge, 1963), p. 82.

²Richard E. Ripple and Verne H. Rockcastle, editors, Piaget Rediscovered (Ithaca, 1964), p. 3.

research find their way into the classroom and to the beginning student of public speaking. It is certainly true that a deductive method of teaching by precept and example has historically been preferred by rhetoricians. It is not so clear whether the inductive approach, so praised by modern educators in other fields as well as in our own, is being utilized currently in beginning public speaking classrooms. One measure of the degree to which these developments are being used would be their appearance in the textbooks designed for use in beginning public speaking courses which have been written or re-written during the five year period, 1965 to 1970.

Purpose

The purpose of this study has been to survey a sample of the textbooks published since 1965 for use in a basic public speaking course, in order to discover whether or not a beginning student of public speaking who reads one of these textbooks would come in contact with recent interdisciplinary studies in communication. Specifically, answers have been sought to the following questions:

1. Have recently published texts cited the contributions in research from the areas of communication theory and social psychology?
2. Are recently published texts approaching the presentation of material deductively, by offering

time-honored precepts as conclusions to be accepted, or inductively, by creating experiences designed to lead the student to discover conclusions?

It should be clearly understood that this is not a study of courses in public speaking but rather a study of textbooks, which, it is assumed, are a basic source of information for students enrolled in public speaking courses.

Procedure

In order to fulfill the objectives of this study, an effort was made to determine which books were published since 1965 by examining the Speech Association of America Directory of recent publications in the categories of "Fundamentals," "Public Address," and "Communication Theory," for books that would be likely to be used in a basic course in public speaking. This yielded forty-one texts published between 1965 and 1968. A survey of texts received from publishing companies since 1969 for review by Dr. William R. DeMougeot, Professor of Public Address/Communications at North Texas State University, yielded thirteen more or a total of fifty-four texts published since 1965. One half of this number, or twenty-seven, was selected as a reasonable sample for study. Referring to a recent study by Dr. James W. Gibson and others,³

³James W. Gibson, and others, "The First Course in Speech: A Survey of U.S. Colleges and Universities," The Speech Teacher, XIX (January, 1970), 12-20.

which included a survey of the texts most frequently used in beginning courses in public speaking, those texts cited as most frequently used were included in the sample to add to the validity of the conclusions as to what students were actually encountering in most beginning public speaking classes. The remaining number of texts were randomly selected to make a total sample of the following twenty-seven texts.

1. J. J. Auer and W. N. Brigance, Speech Communication, 1967.
2. A. Craig Baird and Franklin H. Knower, Essentials of General Speech, 1968.
3. Virgil L. Baker and Ralph T. Eubanks, Speech in Personal and Public Affairs, 1965.
4. Harold L. Barrett, Practical Methods in Speech, 1968.
5. Jane Blankenship, Public Speaking: A Rhetorical Perspective, 1966.
6. Waldo W. Braden, Public Speaking: The Essentials, 1966.
7. Donald C. Bryant and Karl R. Wallace, Oral Communication, 1969.
8. E. Christian Buehler and Wil A. Linkugel, Speech Communication; A First Course, 1969.
9. Glenn R. Capp, How to Communicate Orally, 1966.
10. Jon Eisenson and Paul H. Boase, Basic Speech, 1969.
11. Wilbur E. Gilman, Bower Aly, and Hollis L. White, An Introduction to Speaking, 1969.
12. William K. Grasty and Mary T. Newman, Introduction to Basic Speech, 1969.
13. D. A. LaRusso, Basic Skills of Oral Communication, 1967.
14. J. H. McBurney and E. J. Wrage, Guide to Good Speech, 1965.
15. Bernard McCabe and Coleman C. Bender, Speaking is a Practical Matter, 1968.
16. Alan H. Monroe, Principles and Types of Speech, 1967.
17. Elwood Murray, Gerald M. Phillips and J. David Truby, Speech: Science-Art, 1969.
18. Robert T. Oliver, Harold P. Zelko, Paul D. Holtzman, Communicative Speaking and Listening, 1968.

19. David C. Phillips and Jack Hall Lamb, Speech as Communication, 1966.
20. Raymond Ross, Speech Communication: Fundamentals and Practice, 1965.
21. Larry A. Samovar and Jack Mills, Oral Communication, Message and Response, 1968.
22. Alma Johnson Sarett, Lew Sarett and William Trufant Foster, Basic Principles of Speech, 1966
23. Edward Strother and Alan Huckleberry, The Effective Speaker, 1968.
24. Otis M. Walter and Robert L. Scott, Thinking and Speaking, 1968.
25. Gordon Wiseman and Larry Barker, Speech-Interpersonal Communication, 1967.
26. John F. Wilson and Carroll C. Arnold, Public Speaking as a Liberal Art, 1968.
27. Harold P. Zelko and Frank E. X. Dance, Business and Professional Speech Communication, 1965.

To further increase the validity of the conclusions, a brief survey was made of the "Bibliography of Rhetoric and Public Address" published annually in Speech Monographs since 1950 and in the Quarterly Journal of Speech from 1947 until 1950. The bibliography was surveyed for the years between 1947 and 1968 in an effort to see what kinds of research and what quantity of it were readily available to rhetoricians seeking such information. It is recognized that this bibliography may not necessarily be comprehensive for all material published during this period, but it was studied as an indicator of that research most easily available to speech text writers.

It was determined from the survey of this bibliography that research could be roughly categorized as dealing primarily in the areas of the communication process, perception, non-verbal communication, listening, group processes, stage

fright, audience analysis including research such as that in cultural differences, attitude change, and research into the use of message variables such as audience adaptation and organization techniques. Each of the selected texts was then studied carefully for evidence of inclusion of research in any of these areas or any other relevant research, in an effort to determine if the author or authors were citing research findings. In each book the bibliography, index, footnotes, philosophy, and actual text were examined for such evidence. First, the table of contents, index, and bibliographies were checked for indication of such inclusion. Since the vocabulary for referring to such information varied from author to author, it was necessary to look through the entire index or table of contents rather than just under particular headings in order to be sure to locate all such references. Second, each footnote in the book was examined. These two processes were also a safeguard in screening for unusual or unexpected references. Finally, the foreword, preface, and/or introduction were studied and then the text was examined in its treatment of the subject matter for textual references to research. Attention was given to the manner of presentation as well, to determine whether it was primarily deductive (presenting a conclusion to be accepted) or inductive (designed to lead the student to participate in the discovery of the principle being considered).

Organization

There are five chapters in this study, including Chapter I, the Introduction. Those texts which cite in footnotes examples more than any type of support, whether by authorities or research, are considered in Chapter II. Chapter III deals with the use of authority as a major form of support in the sample texts. In this chapter are considered those books which rely largely or in part on the testimony of some authority to support the author's assertions about, or principles of, communication. Chapter IV deals with those books which rely primarily on research findings for their support. Chapter V is a concluding chapter that includes a summary, conclusions, and suggestions for further study in this area.

CHAPTER II

MODEL-BASED TEXTS

The examination of the twenty-seven sample texts reveals that they readily fall into three groups, based upon the author's choices in supporting their assertions about, or principles of, communication. The authors of fourteen of the texts seem to be more concerned with clarifying ideas than with supporting them by offering proof of their validity. In these cases the majority of the formal footnotes refer to the authors of sample speeches or excerpts from speeches which were used to illustrate the communication principles discussed in the text. While most of these fourteen texts do sometimes offer support for advice given (some actually do so quite a lot), the thrust of this group of authors is to subordinate the use of proof to the use of illustration. On the other hand, the remaining thirteen texts, while sometimes skimpy in support, do show a preference for proof over illustration. These texts can be separated into two additional groups based upon the type of support used most--references to authorities in the field or references to research. For the purposes of this study the division was made simply on the basis of the actual count of cited sources without regard to their use of value. For the purpose of quantification an arbitrary distinction was made in references

to authority so that all references to traditional, classical, or modern sources not clearly based upon empirical research were classed as "references to authority" while references which were clearly to such research were classified as "research." For example, a reference to a generalized statement by Carl Hovland which summarized some conclusion based on his research was classed as "research," even though not in reference to specific experiments.

The twenty-seven texts in this sample, then, are divided into three categories using the type of support of assertions most frequently cited as the major discriminating factor. These groups are labeled for the sake of brevity, (1) model-based texts, (2) authority-based texts, and (3) research-based texts. The first group, model-based texts, which includes those citing no sources at all and those which are more illustrated than supported, will be discussed in this chapter. Those which do cite sources in support of assertions more than they illustrate but which rely more on authorities than research will be discussed in Chapter III. Finally those texts whose authors clearly thought in terms of supporting their assertions primarily with modern research are discussed in Chapter IV. It will be evident, on examining these texts, that the criterion adopted for classification (author's most frequent choices for footnotes) leads to some apparent inconsistencies, since some texts which lean toward illustration (those in Chapter II) really have more

citations of research and authorities than texts which lean toward support (those in Chapters III and IV). For this reason, a breakdown by number of support references will be made in the final chapter. In addition, some texts are discussed at least briefly in more than one chapter. This is done in those instances where the text using the type of support most frequently cited as the discriminating factor is in some way an exception in the category where it is placed. The variation in the number of sources used by the authors of each category makes it possible to subdivide each chapter on the basis of the number of formal footnotes. In each chapter those citing the fewest sources are discussed first, followed by those which are more fully supported.

In beginning the consideration of those texts in which support for assertions is subordinated, one additional observation may be of value in general. This study was undertaken with the assumption that it would be possible to determine the sources on which an author had relied simply by checking those cited. This presumption that the authors would cite sources would seem to have face value since they are rhetoricians, many of whom teach that it is wise for a speaker to cite sources. It appears, however, that some writers of modern speech texts operate from different premises. In addition to the three texts which cite no sources at all, nine more footnoted fewer than fifty sources. Four of these texts do not include any bibliography while the

remaining five did suggest references for further reading. Apparently in some cases the authors are simply concerned with other things. This certainly appears to be the case in the instance of The Effective Speaker. Strother and Huckleberry state in their preface, "We believe that the student in an oral communication class can more profitably spend the greater part of his time in message preparation than in lengthy reading of speech theory."¹ It is further apparent that failure to cite sources does not necessarily mean that the book will be either inadequate as a teaching tool, or unpopular, since three of the texts discussed in this chapter which cite few sources (McBurney and Wrage, Auer and Brigance, and Eisensen and Boase) are among the ten most-used texts according to Gibson's survey.² It would seem, in these cases at least, that the authors were justified in relying on their own credibility. On the other hand, it also seems to be at least incongruous to find McCabe and Bender, who do not cite sources either in footnotes, bibliography, or text, saying,

All the listener really asks of a speaker is that he identify the source of his testimony. How can a hearer have respect for a speaker who pretends he originally conceived of all his materials? It is

¹Edward Strother, and Alan Huckleberry, The Effective Speaker (Boston, 1968), p. v.

²James W. Gibson, and others, "The First Course in Speech: A Survey of U. S. Colleges and Universities," The Speech Teacher, XIX (January, 1970), 12-20.

difficult to fool the average listener. Even an authority on a particular subject must turn to other sources for materials. There is generally no problem with an expert because he usually identifies his sources automatically. It is usually the speaker who is not an expert who wishes to present himself as more knowledgeable than he really is. As a result the listener loses respect for the speaker and the effective flow of communication is blocked. Thus it is important to identify all testimony and thereby maintain a favorable rapport with the listener.³

The texts in this chapter, those whose authors primarily cite illustrative material, can be subdivided into two groups of texts: (1) those which literally do not formally cite anything, (2) those texts which use footnotes and bibliographies but the authors cite fewer than fifty sources as support for their assertions.

The first category of texts to be considered, those which do not cite sources, includes three texts (McCabe and Bender's, Samovar and Mills', and Strother and Huckleberry's) which do not cite any sources at all in any formal way and in the text only in very general language, such as "Experimental evidence indicates. . . ."⁴ Samovar and Mills do provide a bibliography of suggested readings although McCabe and Bender, and Strother and Huckleberry do not. But what of the textual references in the three texts in which no sources are formally cited?

³Bernard P. McCabe, Jr., and Coleman C. Bender, Speaking is a Practical Matter (Boston: 1968), p. 146.

⁴Larry A. Samovar, and Jack Mills, Oral Communication, Message and Response (Dubuque, Iowa, 1968), p. 40.

Would a student have an awareness of the existence of relevant research by reading such a text? McCabe and Bender make no references at all to research of any variety, but rather illustrate their instructions with examples or excerpts from speech models. While Samovar and Mills do not footnote, they do include some suggested further readings at the ends of chapters. In some cases they include some reports of research, although the overwhelming majority refer to other modern texts. In the chapter on listening there are two brief specific references to studies. The first stated, "One of the authors of this text conducted a research project which led to the conclusion that we may be spending more than 1/3 of our waking hours listening."⁵ The second referred more generally to Ralph Nichols' research as demonstrating that listening can be enriched. The remaining references in the chapter on listening, the one on delivery and the one on semantics are general references such as "Psychologists tell us. . . ."⁶ The passages dealing with stagefright, organization, holding attention, persuasive communication, and groups make no textual reference to research.

Strother and Huckleberry, authors of the third text in this category, indicate in their preface that they have "made an effort" to provide a text which is "well grounded in principles established by tradition and confirmed by recent

⁵ Ibid., p. 36.

⁶ Ibid., p. 57.

research."⁷ They seem to have chosen to present the principles but not the research. They include one brief textual reference to dialect research⁸ and one general reference to Ralph Nichols' listening research,⁹ but no other references although there are discussions of stage-fright, audience attitudes, group discussion, delivery, organization, influence of the speaker, etc. The only bibliography given is one of three sources in the appendix on phonetics. These three texts, then, cannot be said to clearly cite any sources and certainly do not convey a dependence on modern research.

The largest single group of texts in the sample is the group of model-based texts in which the authors do use footnotes. In these texts the majority of the footnotes refer to model speeches which are used to illustrate the principles discussed. Of the eleven texts in this group, nine relied heavily, in some cases almost exclusively, on illustrations to the extent that the principles were supported primarily by the credibility of the authors of the text. These were the texts that cited fewer than fifty sources (authorities or research) in addition to the illustrations. The remaining two texts used more variety of kinds of support but still the authors chose to footnote more illustrations than actual support. The nine which relied most heavily on models were:

⁷Strother and Huckleberry, op. cit., p. v.

⁸Ibid., p. 69.

⁹Ibid., p. 285.

J. J. Auer and W. N. Brigance, Speech Communication

Harold Barrett, Practical Methods in Speech

Waldo Braden, Public Speaking: The Essentials

D. C. Bryant and K. R. Wallace, Fundamentals of Public Speaking

E. Christian Buehler and Wil A. Linkugel, Speech Communication: A First Course

Glen R. Capp, How to Communicate Orally

Jon Eisensen and Paul Boase, Basic Speech

J. H. McBurney and E. J. Wrage, Guide to Good Speech

Alan H. Monroe, Principles and Types of Speech

The other two using more variety of support were:

Jane Blankenship, Public Speaking: A Rhetorical Perspective

Alma Sarett, Lew Sarett and William Foster, Basic Principles of Speech

These texts share several commonalities. Of the eleven texts, all except Blankenship's and Braden's were revisions of earlier editions, and Braden mentions in his preface that his text stemmed "from a philosophy similar to that expressed in Speech Practices (Harper and Row, 1958),"¹⁰ which is an earlier text of his. Basically the authors rely on their own credibility for principles and footnote many examples. About half (McBurney and Wrage's, Bryant and Wallace's, Auer and Brigance's, Capp's, and Blankenship's) are traditionally oriented; that is, they refer to classical rhetoricians frequently, either for support

¹⁰Waldo W. Braden, Public Speaking: The Essentials (New York: Harper and Row, 1966), p. v.

or illustration. Only two of these texts (Blankenship's, and Sarett, Sarett and Foster's) draw on research from the behavioral sciences in any significant way. Some areas prominent in modern research are never mentioned. The eight most strongly model-based texts do not refer at all to culture as an influence on communication, linguistics (the structure of language), or perception. Finally, each of these texts stresses performance rather than theory. Some, such as Blankenship's, Sarett, Sarett and Foster's, McBurney and Wrage's, include a sizeable amount of theory as a foundation for the performance. Others, such as Auer and Brigance, try to keep the content down to "minimum essentials" on the assumption that the student then spends more time in practice or performance. Either way, these are clearly texts for a performance course in speech.

While these texts do share some characteristics in common, a book-by-book examination reveals that there are a number of individual differences as well.

The latest revision of Guide to Good Speech, one of the more popular texts according to Gibson, contains very few formal references to other authorities, fewer in fact than any other text in this group. McBurney and Wrage state in their preface that "this edition of Guide to Good Speech is designed to present a concise statement of the principles of good speech as a basis for speech improvement."¹¹ They rely

¹¹J. H. McBurney and E. J. Wrage, Guide to Good Speech, Third edition, (New Jersey, 1965), p. 7.

primarily on their own credibility for most of these principles. They include only forty-seven footnotes of any kind and thirty-seven of these refer to models and examples. They cite eight additional authorities and the only research source cited is a survey of the goals of a liberal arts education as expressed by a group of graduating engineers.¹² They do not provide any kind of bibliography and make no attempt, textually or otherwise, to acquaint the student with available research.

Auer and Brigance's Speech Communication bears several similarities to Guide to Good Speech: it is a revision of an earlier text. They, similarly, are primarily concerned with presenting only "the minimum essentials;"¹³ they rely primarily on their own credibility for these principles and, further, are also among the most popular texts according to the Gibson survey.¹⁴

Speech Communication does, however, include more references than Guide to Good Speech. This text includes chapter bibliographies composed of five annotated entries per chapter. In seven of the twelve chapters there are references to "significant research in the field," although the same text or article is occasionally noted in more than one chapter

¹²Ibid., p. 2.

¹³J. J. Auer and W. N. Brigance, Speech Communication, Third edition, (New York, 1967), p. v.

¹⁴Gibson, op. cit.

bibliography. These research citations account for eleven of the sixty citations.

Auer and Brigance do not include many formal footnotes-- only twenty-three in the entire book. While most formal footnotes cite excerpts from model speeches or criticisms of such speeches, other authorities referred to are often well-known speakers who comment on their techniques. Seven of the formal footnotes refer to research sources, two of which are cited twice. These seven references were in the areas of non-verbal communication, listening, source credibility, and audience attitudes. One study dealing with non-verbal communication is used as an illustration in two chapters, and deals with the importance of gestures and manner to good speaking. There is no other reference to experimental work with regard to non-verbal communication. There are two footnoted references to listening studies. One informational footnote regarding the importance of source credibility includes a reference to a psychology text along with the statement that "these concepts have not only morality to recommend them but experimental research validate them."¹⁵ The research is not specified any further. Two other footnotes refer to public opinion studies indicating that audiences are generally uninformed about current issues. In all these instances the research is cited to illustrate a deductively presented principle, as in this instance,

¹⁵Auer and Brigance, op. cit., p. 22.

A significant thing about action is that when you ask the average listener he will say it is not important. Indeed one survey showed that only twenty-seven percent of the people in selected audiences thought "gesture" was essential to good speaking, and only forty-six percent thought "coordinated body movement" was essential.¹⁶

Some informal documentation is done within the text of the book. Most references to classical rhetoric (Aristotle, Cicero, etc.) are noted textually only. Psychologist Overstreet is noted textually as an authority in one instance, and occasional references are made to research such as "experimental studies indicate. . ." ¹⁷ without any specific reference to particular studies. The content is selected along traditional lines. For example the treatment of language is in terms of stylistic advice to the individual artistic speaker, while information on perception, linguistics, or semantics is omitted. While there are chapters on organization and group processes, no reference is made to the sizeable body of research into such problems.

The part of this book which would most give a student a feeling for the experimental material available would probably be the annotated bibliographies following seven of the twelve chapters. The text itself does not emphasize either theory or the sources of supporting information and few sources are documented at all. The "minimum essentials" are presented deductively with little reliance on any authority other than the credibility of the authors of the book.

¹⁶Ibid., p. 59.

¹⁷Ibid., p. 32.

While the latest revision of Alan H. Monroe's Principles and Types of Speech contains almost twice as many footnotes as any other text discussed in this chapter, only twenty-two of them refer to actual support. This text included 169 references to examples, more than any other text studied. While not a heavily traditional book, it relies more on Monroe's credibility as author of the "motivated sequence" than on any other source. Some sources dealing with the psychology of the audience are dated 1931, 1938, though reference is made to Maslow's hierarchy of needs. It is interesting that although Monroe states in his preface, "In presenting these principles and types [this book] draws upon modern research in communication theory, because one of its basic tenets is that effective speech is effective communication," he does not extensively cite such modern research for support.¹⁸ The book deals with the research available mostly in the form of bibliographies of suggested readings, rather than in the text or footnotes. Most chapter bibliographies refer to at least one or two research-oriented sources; the chapter on discussion cites thirteen such sources. On the other hand, only nine research sources are formally footnoted in the entire text. These sources are cited in the chapters dealing with audience analysis (such as chapter eight, "Analyzing the Audience and Occasion," and chapter twelve, "Selecting Basic Appeals"), the chapter on listening; for

¹⁸Alan H. Monroe, Principles and Types of Speech, sixth edition (Glenview, Illinois, 1967), p. v.

example, while Monroe does not discuss research, he does note in the text that there has been some research and suggests further possible sources in footnotes and bibliography.¹⁹ In most cases, however, the sources are only suggested in the bibliographies and are not mentioned in footnotes or text. This is true of the content dealing with groups, non-verbal communication, semantics, source-credibility, stage-fright, and organization. Basically, he gives a deductive presentation of suggested methods and procedures which he illustrates extensively.

Glenn Capp's How to Communicate Orally is also a revision of an earlier text. Though it contains far fewer documented examples than Monroe's text, it does contain twenty-three authoritative references, one more than Monroe's text. In his first chapter Capp makes clear his basic sources:

The principles come primarily from two sources: (1) the rhetoricians--those teachers and writers of oral communication since the classical period who have set forth their findings and practices; and (2) outstanding speakers--those who have used speech effectively throughout history. A brief insight into the contributions of these two groups will assist you in understanding what constitutes good speaking.²⁰

The text is basically a deductive presentation of classical principles along with numerous examples and illustrations. The bulk of the documentation (fifty-three of seventy-two

¹⁹Ibid., p. 16.

²⁰Glenn R. Capp, How to Communicate Orally, second edition (New Jersey, 1966), p. 4.

footnotes) refers to these examples and illustrations. The references to authority are almost exclusively to other twentieth century public speaking texts in the classical tradition. In fact, of the eleven authorities referred to formally one or more times, nine of them are such texts. Of the six research-oriented sources cited, there are only two formally cited references to specific research. Both of these sources, one an unpublished report dated 1958 and the other a journal article dated 1943, applied to stage fright and were briefly discussed in the text.²¹ In two other chapters less specific references were made to some research. In discussing listening, Capp referred to "recent studies" twice but did not document them specifically, and twice footnoted a research-based book. In chapter fourteen, "Solve Problems Through Discussion," he described one study textually but did not document it.²² No other references were made to research. The text relies primarily, as Capp said, on the authority of rhetoricians and great speakers.

Buehler and Linkugel's Speech Communication, while it does contain a few more footnotes than does Capp's text, maintains about the same balance in number and kind of sources, although their approach to content differs. They state in their preface to the second edition of their book that it is intended primarily for a course in "speaker-audience communication" which

²¹Ibid., p. 195.

²²Ibid., p. 302.

attempts, among other things, to give a student "meaningful insight into the communication process," and to provide him with "concrete theoretical principles for speech-making."²³ They note a title change inserting the word "communication" by which they intend to "reflect more accurately the general tone and substance of the book."²⁴ They do not, however, imply in the preface or in the text that they are particularly concerned with recent research. While the majority of the support is in the form of examples and illustrations, there are a few instances in which research is cited or alluded to. They refer to a psychology text in dealing with organizational techniques and to a research-based book as an authority on listening techniques, but make no more specific references to the relevant research. In the opening chapter, discussion of communication, references are made to two research-based sources as illustrations. One undocumented allusion to research is mentioned ("It has been amply demonstrated both by historical example and by experimental investigation. . .")²⁵ with reference to speaker credibility. There are only two direct references to research: one to a study which demonstrated the importance of delivery and one to a survey of studies contributing to theory in interpersonal trust in communication. These examples are referred to briefly, footnoted, but not

²³E. Christian Buehler and Wil A. Linkugel, Speech Communication: A First Course, second edition (New York, 1969, p. vii.

²⁴Ibid., p. viii.

²⁵Ibid., p. 32.

discussed in any detail. ("In one research study, it was found that twenty-four percent of the effectiveness of a persuasive speech was related to content and seventy-six percent to delivery.")²⁶

Since no bibliography is used, these are the only references to research to be noted in this text. In Speech Communication: A First Course, Buehler and Linkugel deductively present principles relying primarily on their own authority, but with occasional references to others, including a few allusions to research. They include many examples which they footnote and which account for most of their documentation.

In the preface to the second edition of Practical Methods in Speech, Harold Barrett wrote, "In this second edition, the underlying purpose of Practical Methods in Speech remains the same: to make past and present scholarship available for current use and appreciation."²⁷ While there are some references to rhetoricians in the classical tradition from Aristotle through Winans, including some lengthy quotations in his Appendix B, "Readings in Speech," there are very few references to "present scholarship." Barrett does not include any form of bibliography and of the seventy-three formal footnotes, thirty-nine refer to models. Of the thirty-four references

²⁶Ibid., p. 82.

²⁷Harold Barrett, Practical Methods in Speech, second edition (New York, 1968), p. vii.

which serve to support his assertions, the twenty-nine references to authorities are almost entirely rhetoricians from the past and often from the ancient past. The text presents a background in classical tradition. Few other authorities are cited directly, although occasional references are made to "authorities" in general. These authorities are not specified, even textually. ("Some authorities consider the inductive plan to be psychologically more effective at times than the deductive.")²⁸ Only three sources are mentioned which refer to research of any type: one, a 1947 journal article on attitudes; one, a 1965 report of some listening studies; and one, a speaker study, which is referred to several times. There is little in this text to acquaint the student reader with "present scholarship available for current use and appreciation,"²⁹ especially if that is taken to include research applicable to the field.

The fourth edition of Bryant and Wallace's Oral Communication reveals in the preface that one of their assumptions is

that the mature student should know what lies behind effective and ready utterance. Ability and skill in speaking are not enough. Sound knowledge of principle and theory should illuminate and undergird practice. So in this edition we maintain the position that the processes involved in systematic communication are encompassed in the arts and sciences of verbal communication. The parent art and science was called rhetoric. Although it was--and is--an autonomous art, some of its materials and certainly its social functions give it political and ethical colorations.³⁰

²⁸Ibid., p. 219.

²⁹Ibid., p. vii.

³⁰Donald C. Bryant and Karl R. Wallace, Fundamentals of Public Speaking, fourth edition, (New York, 1969), p. ix.

The emphasis here on the need for the student to understand the theory and principles, and the emphasis on the parent art and science of rhetoric are reflected in the references to rhetoricians of the past, the inclusion of many examples from great speeches, and efforts to deductively present with relative fullness the principles of that parent art.

Like Monroe, and Auer and Brigance, Bryant and Wallace utilize a fairly large bibliography, the third largest used in any of the model-based texts. Sixty, or almost a third of the one hundred and eighty-six entries in the chapter bibliographies, refer to research reading. Many of these references are not otherwise discussed in the text and some are repeated in the bibliographies for several chapters.

Within each chapter Bryant and Wallace handle their sources in one of three basic ways: some are formally cited in footnotes, some are cited textually, and others are discussed but not documented at all. The formal footnotes sometimes refer to only one source but sometimes several sources are included in one footnote. Ancient sources are usually cited textually but so also are some modern sources as: "Professor Charles Osgood and his students have found that most words show an evaluative feature. . . ."³¹ In two instances content is presented in footnotes. In these two instances the sources are not indicated anywhere.

³¹Ibid., p. 36.

While the seventy-two footnotes in this text refer to more models (thirty-four) than anything else, there are some references to research and authorities. Bryant and Wallace make twenty-two references to authorities, most of which are in the classical tradition, and thirteen references to research-oriented sources. There is some discussion of rhetorical history and the sources for that along with most references to rhetoricians of the past are documented textually. The discussion of delivery is based primarily on classical authorities, although one reference to non-verbal communication research is used as an example, and two experimental studies are referred to textually but are not documented specifically. The discussion of ethos is likewise presented classically with textual references to Aristotle, Quintilian, and Emerson. However, there are also textual references to "modern students of rhetorical methods. . . who have been able to set experimental conditions. . . ." ³² Further, in a footnote the student is referred to the chapter bibliography where four research articles are noted. Stage fright is presented deductively in the text of the chapter on delivery, with no references to specific studies although five such studies are included in the bibliography for that chapter. Within the text one reference is made to "psychologists" but no specific research is documented in the text or in footnotes.

³²Ibid., p. 299.

The references to research which are cited in this text are primarily cited in the chapters "Materials From the Audience" and "Selection of Materials and Strategies." Twelve sources are noted in five footnotes in these two chapters. The discussion of organization in chapter twenty is presented deductively in the text: that is, studies are not discussed but conclusions are presented; then one footnote cites two relevant studies.³³ Attitude research is used by Bryant and Wallace more than any other type of research. It is cited in four footnotes in chapters nineteen and twenty. Each of these footnotes contains two or more references to experimental studies. In one instance a study regarding the perception of length and weights is described but not documented.³⁴ Textually there are numerous references to experimental studies which are not specified any further. The overall presentation was of deductively presented instructions for adapting to the attitude of your audience. As in Auer and Brigrance's, and Monroe's texts, the student's clearest guide to research would have to be the bibliographies rather than the text or footnotes.

In another traditional text, Public Speaking: The Essentials,³⁵ Waldo Braden refers to sources in bibliography, footnotes, and occasionally in the text. The bibliography is

³³Ibid., p. 346.

³⁴Ibid., p. 342.

³⁵Waldo W. Braden, Public Speaking: The Essentials (New York, 1966).

in the form of sections of suggested chapter readings at the end of each chapter, which include from five to twelve references to total one hundred and seven references. Most of these references are to other modern texts in the classical tradition, journal articles, or to a variety of speaker studies. Other than the speaker studies, there is only one reference to a research source in the chapter readings.

Almost half (forty of eighty-eight) of the formal footnotes refer to models; forty more refer to various authorities. Braden often refers formally to speaker studies and to traditional texts. Further, he formally cites references to classical writers, unlike many authors who handle classical references within the text. There are only four references to research in the text. Two of the references deal with stage fright: one, a reference to a 1952 experimental study and in another section of the text, a reference to a psychology textbook, again in relation to stage fright. In addition to these research references there is one reference to a research-oriented book in support of the concept of selective perception. Besides the formal citations, occasional references are made within the text to sources of examples but these are not common.

In this text Braden does not include any discussion of group processes, culture, or language in the sense of linguistics or semantics. Source credibility is discussed in the classical sense of ethos without reference to research; organization and listening are discussed, but without reference to

research. Selective perception is mentioned in connection with audience analysis and is supported with one reference to research, but is not discussed any further. Some of the content of the chapter which deals with ethos and the chapter on delivery relates very closely to the concept of non-verbal communication but is not supported with any reference to research. While the process of communication is not amplified or discussed in detail, the concept of audience-listener interaction and feedback is introduced and further reading is suggested in a research-oriented source.

Public Speaking: The Essentials is fundamentally a traditional text in which basic classical principles are presented with very few references to research to serve to acquaint the student with modern research efforts.

The last of the model-based texts which cite fewer than fifty sources in support of their assertions, Eisensen and Boase's Basic Speech, is also one of the texts Gibson cites as among the most-used texts in beginning courses in public speaking. They indicate in their preface that their objectives for the text include a desire to help the student "become proficient in oral communication," to provide "a body of information about speech as a medium of communication and expression," and to assist the student in becoming "an adequate personality." They attempt to do so by providing a correlation of theory and practice without

sacrificing too much of the traditional content of introductory texts.³⁶

They cite sources in one of three ways: in footnotes, in chapter bibliographies, and in a very few instances, in the text of the book. While forty-four of Eisensen and Boase's eighty-one footnotes refer to examples and while some of the research and authorities cited are actually used as examples rather than as a means of presenting or validating principles, they do also cite twenty authorities and twenty-three research sources in support of their ideas. The bibliographies at the ends of chapters are heavily weighted in favor of authorities, with ninety-six citations of authorities, twenty-one references to research and two to books of model speeches.

The content is, in keeping with their objectives, primarily traditional and presented in a deductive manner. Many authorities noted are other modern, traditionally-oriented texts rather than original classical sources. Research is referred to in some way in five particular areas: language, listening, non-verbal communication, small group research, and research related to the psychology of persuasion. Neither small group research, language, nor listening is treated in much detail. Language is treated as a part of the "components of speech," and in this context two research-oriented texts are

³⁶Jon Eisensen and Paul H. Boase, Basic Speech, second edition (New York, 1964), pp. v-vii.

quoted. Later, as an introduction to the chapter, "Speech, Language, and Meaning," another linguist is quoted, though not in reference to his research, and without mention of it. One semanticist is quoted in this chapter, but again, without reference to any research. Listening is alluded to or discussed at several points in this text, and in each of three cases some reference is made to Ralph Nichols' research. In one instance a series of eight factors Nichols says are conducive to listening are quoted; in the other two instances more general references are made to his research. For example, "Conservative estimates indicate that more than seventy-five percent of our communication experiences occur on the oral level--in speaking or listening."³⁷ The footnote attributes these facts to Nichols. As in this instance the studies are not discussed, nor is there any reference to the research except to footnote the source.

Four sources are cited in the discussion of non-verbal communication. Two of these are studies done in 1935 which are cited in the chapter on "Gesture" and again, in both instances textual reference is made to "research" and then the conclusions are briefly stated. Two research-oriented sources are cited in the discussion of "social conversation" and are similarly presented in the text. Small group research is cited in one instance in the chapter on "Discussion,"

³⁷Ibid., p. 278.

and in this case also the source and conclusions are briefly presented in the text and the footnotes.

The final major type of research cited is presented in the context of "motivation in public speaking," primarily in connection with the discussion of group pressure. The conclusions of three experimental studies are briefly explained and the studies are footnoted. In addition two research-oriented texts are footnoted, one of which is mentioned in the text. The fact that all five of these sources are presented and footnoted on the same page illustrated the brevity of the discussion.

There are a few other miscellaneous references to research including one speaker study on Franklin Roosevelt and some textual reference to "experimental studies" which are not documented specifically. In terms of content, Eisensen and Boase omit discussion of the communication process, culture, linguistics, and perception. The ideas which are discussed are presented in a thoroughly deductive manner.

Since a relatively small proportion of the text even mentions modern research, the student using this text would have a limited opportunity to enlarge his acquaintance with this source of theory for public address.

The remaining two model-based texts, Sarett, Sarett, and Foster's Basic Principles of Speech, Blankenship's Public Speaking: A Rhetorical Perspective, while they footnote models

to illustrate extensively, also cite a substantial amount of support for their assertions.

Jane Blankenship's Public Speaking: A Rhetorical Perspective, like the preceding nine texts, has a solidly traditional perspective, but it also gives more attention to modern research than most other texts studied in this sample, which footnote more models than any other means of support. The tone of the text is indicated in the preface:

My own students have enjoyed hearing about recent experimental studies which related to what they were studying. From time to time we have duplicated an experiment or part of it in this classroom. . . . The rationale and the subject matter of the book reflect the heavy debt to rhetoricians in the past who have conceived and taught a rhetoric in the tradition of the humane studies. The speakers of the past who have so often eloquently pleaded the "cause of human dignity and the rights of free men" have contributed to no less an extent. Whatever part of this book is worthwhile is due to their good counsel.³⁸

This text, then, could be described as a traditional text with the emphasis on established rhetorical principles, amply illustrated primarily with speech excerpts and, in addition, some experimental studies.

Blankenship includes a bibliography of collateral reading for each chapter. Of these noted sources, thirty-seven of eighty-six present modern research or are based upon this research. Most of the footnotes (ninety-three of one hundred

³⁸Jane Blankenship, Public Speaking: A Rhetorical Perspective (New Jersey, 1966), p. vi.

and sixty) refer to examples, but sixty-six refer to sources of the author's information and of that group, twenty-one dealt with research. Although there is no formal study of the history of rhetoric included there are many references to classical sources. In an interesting blend of ancient and modern, Blankenship includes in many chapters references to classical sources, ancient and modern traditional (Aristotle, Whately, Winans) and also includes several references to research studies or modern theorists such as Richards or Korzybski. Although the format of presenting a principle deductively and citing research to support it is generally the same, Blankenship, in contrast to most other authors in this group, frequently discusses, at least briefly, the research she cites. For example:

Although it is difficult to know exactly how ethical proof operates, a large number of experimental studies support the position that the speaker's prestige significantly influences the persuasive outcome of a speech. One study used a single tape-recorded speech and prepared two introductions to it. One version of the introduction employed techniques to build the speaker's prestige and the other did not. The audience hearing the speech with the favorable introduction changed their opinion more than did those who heard either no introduction or a poor one.³⁹

While stage fright is discussed in two paragraphs with no reference to research and there is no treatment at all of listening, group communications, or perception, the text was

³⁹Ibid., p. 55.

exceptional in including treatment of language as structure in the discussion of style along with consideration of the semantic and artistic choices available. No actual studies are cited, but two formal references are made to research-oriented texts. Though most of the discussion of non-verbal communication is in the traditional form of admonitions to use visual aids, vocal variety, and spontaneous gestures, the chapter on delivery does include two experimental studies indicating the importance of delivery in effectiveness and source credibility. In sections explaining organization, Blankenship refers textually to research in general, indicating that there is more available. One experimental study dealing with the ordering of main heads is specifically footnoted. The remainder of the discussion is a strictly deductive presentation of principles with very few sources indicated at all. Source credibility is handled as ethos in this book. Isocrates is quoted and there are seven footnotes dealing with experimental studies which are discussed briefly in the text. She concludes that while research was not clear at this point, there is some connection between ethos and effectiveness.

In describing attitudes, Blankenship quotes two experimental studies as well as quoting a social psychologist's definition and description of attitudes. In discussing supporting material she quotes a research-oriented discussion of

the effect of direct suggestion in modification of attitudes. Finally, it can be noted that the subjects of the influence of culture on communication, small group communication, and listening, are not discussed at all.

Public Speaking: A Rhetorical Perspective, then, is a traditional text which relies on models for by far the greatest part of its support, at the same time referring to a number of ancient and modern sources for proof. The research presented, although not large in amount, is often discussed at least briefly so that the student would at least have some notion that some research had been done.

Alma Sarett's revision of Basic Principles of Speech is more heavily footnoted (one hundred and ninety-five) than any other models-based text except the sixth edition of Principles and Types of Speech. However, it includes a wider variety of types of sources and content than the Monroe text, with slightly over one half of the footnotes (ninety-seven of one hundred and ninety-two) referring to actual sources cited in support of assertions while the remainder refer to good models. The Sarett, Sarett, and Foster text also includes a fairly extensive bibliography of suggested readings at the end of each chapter, which, while it includes significantly more references to authorities (one hundred and twenty-three of one hundred and fifty-one references) also includes twenty-eight references to research. The formal references to authorities are, for the

most part, twentieth century writers. Textually, however, there are numerous references to classical theorists, and a few of these are cited formally in the suggested readings bibliographies.

This text contains over twice as many footnoted references to research as any other text except those discussed in Chapter IV. The research cited formally is sometimes also discussed in the text if only in general terms, though not as fully as in Blankenship's text. This amount of research would make it appear that the text would be more appropriately placed in another category. Two factors make these figures deceptive. While many assertions are supported, the number should be considered in proportion to the size of the text. This is one of the more lengthy texts in the sample. Secondly, the research cited is primarily restricted to three subjects--perception, culture, and attitudes.

In some instances general references are made to research without any specific documentation, and in other instances, such as in the discussions of listening, organization, and source credibility, the sizeable body of research available is not mentioned at all, although in the instance of source-credibility, ethos in the classical sense is discussed. On other subjects only one or two references are made to research. Stage fright is mentioned only very briefly in the context of movement and gesture, and the only source cited there is a 1908 reference to William James.

The communication process is discussed in detail, and one reference is made to a research source. Semantics is not discussed that thoroughly but some semanticists such as Irving J. Lee and S. I. Hayakawa are cited as authorities in a variety of places involving group communication or language, and in this section two appropriate experimental studies are cited formally. While the subject of the influence of linguistics on communication is not discussed directly, two linguistic scientists are cited in footnotes in the context of the use of voice, and in this same section one linguist is cited textually as well.

Non-verbal communication is first discussed as one of the variables in the communication process. However it is treated in a deductive manner and the only source cited is James Winans. It is discussed further in the chapter, "Movement and Gesture," where William James is quoted and one bibliography reference is made to research in non-verbal communication. Although this same source on non-verbal communication is later cited formally in the chapter on oral style, the research is not textually discussed in the context of movement and delivery.

The most fully documented by research of the subjects treated by Sarett, Sarett, and Foster are perception, culture, and attitudes. There are discussions of perception as a communication variable which are supported with research in four separate sections of this text: those dealing with the speaker, the communication of ideas, language, and organization. There are

nine footnoted references although three are to the same source. This research is referred to textually but in a generalized way as "but all research thus far indicates . . ."40

The subjects of culture and attitudes are also treated in several sections of the book. The influence of culture is discussed in three separate sections and each time research is cited in support. In the section dealing with the quality of the able man, in the discussion of the relationship between language and culture and in the discussion of the perception of organization, research is formally cited. In all, five different research sources are cited, one of which is cited four times. Other examples of cultural differences are noted in the text without formal documentation.

Attitude research is cited in three sections of the text. Attitudes are briefly defined in the discussion of the speaker, and at this point six research-oriented sources are listed in a single footnote as examples of available sources. Attitudes are further discussed in relation to their effect on the perception of ideas. Here two sources are cited although one of those is somewhat dated. In the section in which adaptation of ideas to attitudes is discussed, two studies are discussed textually and formally cited. Two psychologists are quoted specifically and in addition thirteen psychologists are listed

⁴⁰Alma Johnson Sarett, Lew Sarett and William Trufant Foster, Basic Principles of Speech, fourth edition (Boston, 1966), p. 52.

in one footnote as representatives of the self actualization "school" of psychology.

In the fourth edition of Basic Principles of Speech, which primarily depends upon the use of authority for support and speech models for illustration, Alma J. Sarett has included at least enough research that the beginning student might be expected to realize that some such research is available at least in the areas of the influence of perception, culture, and attitudes on communication. On the other hand, when it is noted that the research was thus limited to three subjects, and when it is considered in proportion to the length of the text, it becomes more apparent that the thrust of the author's choices was not in the direction of using modern research as a pervasive kind of support.

Taken as a group, the texts in this sample whose footnotes refer more to illustrations than to either authorities or research, while they vary in many ways, in general offer a classical or at least traditional orientation toward rhetorical principles. Characteristically these principles are illustrated very fully with speeches or excerpts from speeches, but the principles are sometimes otherwise unsupported. With the exception of Sarett, Sarett, and Foster's Basic Principles of Speech and Jane Blankenship's Public Speaking: A Rhetorical Perspective, these texts offer very little in text or footnotes to acquaint the beginning student with modern research in communication. Even in these exceptional texts,

the research presented is handled deductively and is far from a positive kind of support, while in the majority the quantity of research varies from none at all to a small proportion of the total sources cited. Monroe's Principles and Types of Speech and Bryant and Wallace's Fundamentals of Public Speaking, while they do not include so much research in the text or footnotes, would offer the student some research sources in the form of suggested readings bibliographies. It is perhaps worth noting again, especially since it is not true to this extent of any other segment of this sample, that nine of the eleven texts in this model-based texts category are revisions of previously published texts, and one of the remaining two is based at least in part on other books written by that author. The only wholly new publication in this group is Jane Blankenship's Public Speaking: A Rhetorical Perspective, one of the two which utilize a substantial amount of research-based support.

CHAPTER III

AUTHORITY-BASED TEXTS

The thrust of the thinking of the authors of the seven texts discussed in this chapter is in the direction of (1) citing sources in support of assertions more often than illustrating those assertions, and (2) choosing more support from authority than support based upon modern research. The seven texts fall into two groups based upon the total number of sources cited, with considerable difference between the two groups. The authors of the first four texts actually cite fewer sources than most of the texts discussed in Chapter I. None of the four texts discussed here cites more than twenty-eight actual sources; however, their choices, when they do footnote formally, are in the direction of authorities. The four texts which cite under fifty sources vary in the total number of footnotes cited from thirty-three down to ten. The texts are:

William K. Grasty and Mary T. Newman, Introduction to Basic Speech

Wilbur E. Gilman, Bower Aly, and Hollis L. White, An Introduction to Speaking

David C. Phillips and Jack Hall Lamb, Speech as Communication

D. A. LaRusso, Basic Skills of Oral Communication

The remaining three texts include well over one hundred footnotes

Otis M. Walter and Robert L. Scott, Thinking and Speaking

Virgil L. Baker and Ralph T. Eubanks, Speech in Personal and Public Affairs

John F. Wilson and Carroll C. Arnold, Public Speaking as a Liberal Art

In general the two groups of texts discussed in this chapter differ in the quantity of theory and amplification offered in the expected direction, with the first group using substantially less than the latter. The four texts which cite fewer than fifty sources can be further sub-divided in terms of those that cite research as well as authorities and those that do not: Gilman, Aly and White, and Grasty and Newman do not cite research, while LaRusso, and Phillips and Lamb do. Book-by-book examination reveals considerable variety within the two main groups in terms of content and emphases.

The text in this group which cites the fewest sources, Grasty and Newman's Introduction to Basic Speech, contains a total of ten footnotes, none of which refers to any type of research. However, if the chapter bibliographies can be taken as an indication of the authors' sources, they are largely reasonably recent texts with a traditional orientation. Of the thirty bibliography citations, the six exceptions to that statement all occurred following the chapter on group discussion, where five reasonably recent journal articles reporting small

group research and one research-based book are included. In terms of content, while it lacks classical overtones reflected in references to classical writers, it certainly does not reflect either communications theory or communications research. There is no discussion of such topics as the communication process, culture, linguistics, listening, perception, or semantics. It does have a thoroughly deductive and traditional presentation of basic principles in keeping with the statement in the preface that "the chapters which follow provide practical ideas about successful speaking which have been accumulated, tested, and proven since the days of the Greek rhetoricians."¹

Similarly, Gilman, Aly, and White do not include any references to research in footnotes, nor do they include any bibliography in their text, Introduction to Speaking, which is essentially a student resource book. Of the twenty-five footnotes, most (fourteen) refer to authorities, although eleven others cite the sources of examples given. Twelve of the fourteen references to authorities refer to another text by the same three authors, and the remaining two refer to the 1932 edition of Sarett and Foster's text or to James Winans' Public Speaking.

In terms of content, no reference is made to listening, culture, perception, semantics, linguistics, or to the

¹William K. Grasty and Mary T. Newman, Introduction to Basic Speech (Beverly Hills, California, 1969), p. x.

communication process. The presentation is entirely deductive, and on theoretical issues the student is frequently referred to The Fundamentals of Public Speaking, also by Wilbur E. Gilman, Bower Aly, and Hollis White. For example, in reference to "plans of motivation," the footnote reads, "For an explanation of these plans, see. . .Fundamentals of Public Speaking. . ."² It appears to be the intention of the authors to present the briefest explanation of the essentials of preparing and presenting various types of speeches, and since most theory is omitted, so also are the references to research or any other type of support for such theory. In any case, the student reader of this text would have no way of knowing anything about relevant modern research as a result of having read this book.

Both of the next two texts, Phillips and Lamb's and LaRusso's, refer to some research although they do so in a different way. Phillips and Lamb's text shows influence of both traditional and communication schools. In the acknowledgments the authors indicate a substantial debt to David K. Berlo and add,

This is not to say that he would agree with what is in this book. We have a feeling that he might not, for most communications people seem to believe that it is not possible to tie together the traditional ideas of speech making and the modern

²Wilbur E. Gilman, Bower Aly, and Hollis L. White, Introduction to Speaking (New York, 1968), p. 85.

conceptions of communications. However, we are indebted to Dr. Berlo for opening our ideas to a new approach.³

Phillips and Lamb cite sources in the text in a casual way as well as formally in footnotes. In addition, while they do not include any formal bibliography, they do include a series of excerpts from the writing of various authorities at the end of each chapter. They quote some rhetoricians of the past as well as those of modern times and a few sources from related fields.

The casual notations in the text are quite casual, infrequent, and are not otherwise documented. In discussing motive appeals, for example, the authors state:

One of the first research studies conducted in the motivational research area did not start out to measure motivations. In the so-called "Hawthorne studies" the amount of light and other factors were varied to determine their effect on worker productivity. It was found that making working conditions either better or worse resulted in an increase in worker productivity. Many social scientists concluded that the reason . . . was that one group was singled out from the other groups.⁴

This is the most specific of the textual references since the others just refer to "research studies." The formally documented references in this text are too few in number to usefully categorize beyond noting that five of the fourteen

³David C. Phillips and Jack Hall Lamb, Speech as Communication (Boston, 1966), p. vii.

⁴Ibid., p. 82-83.

footnotes referred to research or research-oriented sources. One study is noted with reference to the value of visual aids in aiding listeners. One research-based source dealing with listening is noted twice, while a quotation from a research-based source is noted in the context of barriers to communication, and a final one is noted in the context of adaptation to audience attitudes. In each instance, the footnote follows either a quotation or a brief explanation of the findings of a study. These references are presented in a way very similar to the example involving the "Hawthorne studies."

Following the presentation of principles in each chapter is a section called "Material for Thought and Discussion," where relevant excerpts are included in the text. In the entire text there are ten excerpts from various research sources; thirty-two from various authorities, including Aristotle, Quintilian, George Campbell, Richard Whately, and Hugh Blair; and four from sample speeches. The ten research excerpts are distributed among four chapters. One dealing with non-verbal research and one referring to the communication process are included in two separate chapters, while the chapter on group communication includes two research-based excerpts. Finally, three research-based sources are included on the subject of understanding the audience.

The content includes more modern approaches than either the footnotes or bibliography suggests. The communication process, listening, non-verbal communication, perception,

source-credibility are all discussed. The only subjects omitted entirely are culture and linguistics. However, the presentations in all of these areas are entirely deductive, and the student-reader's concept of the relevance of modern research to this text would have to be limited by the small number and generalized nature of the references included.

Like Phillips and Lamb, Dominic LaRusso cites research in his Basic Skills of Oral Communication, and although LaRusso's text is considerably smaller (114 pages compared to 202 in Phillips and Lamb's text), it contains over twice as many footnoted references to other sources in support of assertions.

LaRusso presents his sources in three ways: suggested chapter readings, formal footnotes, and very general textual references. The total of the bibliography entries, while not large, is weighted slightly in favor of research, with seventeen research sources and twelve authorities. These are listed in groups of three to six at the end of each chapter.

In the introductory chapter, LaRusso says of his book that it "strives to define the essential ingredients in successful communication."⁵ He does so concisely and with very little support beyond his explanations of the basic principles. Although he cites dramatically fewer sources

⁵D. A. LaRusso, Basic Skills of Oral Communication (Dubuque, Iowa, 1967), p. viii.

than the next three texts to be discussed, he cites more than any one of the preceding three texts, with a total of thirty-three sources, fourteen of which refer to research, fourteen to authorities, and two to models. The authorities cited are diverse, and especially in view of the small number of each type, useful categorizing is not possible.

The research cited is less varied. There are nine references scattered throughout the text which refer to psychologists such as Mead, Overstreet, and Rogers. With the exception of two direct quotations, these footnotes appear to document an idea in the text but are without textual reference to the source. For example, a footnote referring to Overstreet follows the statement that

In truth the modern citizen's judgments and actions are governed largely by the nature and efficacy of mediators which stand between him and the various phenomena making up his environment. Throughout the history of mankind, certain individuals or groups have seized upon this opportunity and have sought to control others by directing the mediating agents.⁶

The point is that the student-reader's only guide to Overstreet as the source of that idea is the footnote. This is characteristic of much of the documentation in LaRusso's book.

In addition to these more general references, there are some specific experimental studies cited. One experimental study and one research-based book are cited in reference to listening. Two studies deal with retention of ideas and are

⁶Ibid., p. 35.

cited in the chapter on delivery in the context of delivery techniques which enhance retention of ideas. One additional study dealing with order effects is included in the discussion of organization. In each of these instances, as in the reference to various psychologists, there is no textual reference to the research or source; rather, a conclusion is presented in the text, and the footnote indicates a source for that idea.

While the text does not include direct references to sources, there are occasional oblique references which would suggest the existence of relevant research. These references are without formal footnotes. For example, in the chapter on listening, LaRusso writes,

Fortunately, advances both in research and training have brought knowledge necessary to repair and develop the physical as well as the psychological aspects of listening. . . . Most significant; however, new research in dissecting the listening experience has revealed it as a complex, complicated, mercurial but teachable adventure.⁷

For the student of rhetorical theory there are other hints in the text that LaRusso's sources are probably, at least in part, research-based. For example, in the text of his discussion of the analysis of the situation, he observes,

. . .it has been found that Tuesday, Wednesday, or Thursday are better days for the more formal, complex or important communications. So too with the various hours of the day. People tend to be more alert, interested and motivated during the early morning and afternoon hours.⁸

⁷Ibid., pp. 97-98.

⁸Ibid., p. 72.

The summary reminders at the end of that chapter are:

1. People listen more discriminatingly during the morning hours.
2. Talks are less effective if more than forty-five minutes long.
3. Poor lighting and ventilation distract more than ambient noise.
4. Audience seating should be controlled by the speaker.
5. Listener response is affected by the physical site.⁹

However, it would certainly be too much to expect the student in an introductory course in public speaking to recognize research findings here without any other guide than the type of content included.

One last observation about LaRusso's text should involve the content he excludes. While LaRusso discusses attitudes, listening, non-verbal communication, organization, source-credibility, and very briefly (in two short paragraphs) stage fright, no reference is made to the communication process, culture, group communication, linguistics, perception, or semantics.

LaRusso's text, then, while it may very well be thoroughly supported by research findings, does not include very much information that would so inform the beginning student. It is a deductively presented text which includes few references to sources of any kind, in comparison to the next three texts to be considered.

⁹Ibid., p. 76.

The remaining three texts to be considered in this chapter cite significantly more sources than the texts just discussed, (over one hundred each compared to under fifty each). Among the three texts citing the most sources, the difference is primarily in the number of authorities cited. That is, the three texts are quite comparable in terms of the number of research sources and the number of models cited; but where Wilson and Arnold cite ninety-six references to authorities in formal footnotes, Baker and Eubanks cite sixty-eight, and Walter and Scott cite fifty.

Walter and Scott offer a variation of the traditional text which is slightly different in approach from the other two texts in this group. Walter and Scott's text, Thinking and Speaking, as the title implies, emphasizes the interrelationships between thinking processes and rhetorical processes. Referring to their sources, they state in their preface:

We are indebted to the disciplines outside our own: many philosophers, psychologists, and sociologists have been energized by the same problems that produced this book. Especially do we owe a heavy debt to the great rhetoricians of the past 2,500 years whose visions we may have only partly caught. If the book has merit it is traceable to these sources. If it lacks merit, the fault is ours.¹⁰

While the difference is not as great as in the other two texts in this category, more authorities are cited than any other type source, with models a close second. While there are

¹⁰Otis M. Walter and Robert L. Scott, Thinking and Speaking, second edition (New York, 1968), p. viii.

fifty authorities and forty models cited, slightly less than a fifth (twenty-two) of the total sources refer to research. Walter and Scott do not include any type of bibliography but do cite formally in footnotes those sources mentioned in the text. The content differs from both Wilson and Arnold's and Baker and Eubank's texts in that, while the cited authorities are more often than not classical, or at least traditional, rhetoricians, the book itself does not convey the classical emphasis that characterizes especially Wilson and Arnold's text and, to a somewhat lesser degree, the Baker and Eubanks text. Walter and Scott choose to discuss rhetorical history in only one page. Often they do not discuss the author of an idea in the text; instead, they state a principle, then in a footnote, cite the source. Consequently, while many sources are in the classical tradition, the text does not emphasize this. Wilson and Arnold, in contrast, devote Chapter Two of their text to a history of rhetorical principles and rhetoricians, categorize their principles in terms of the classical canons of rhetoric, and frequently discuss in the text the classical view of a given principle along with the varying interpretations through the years since classical times.

The research cited in Thinking and Speaking is heavily concentrated in the chapter "Developing Confidence," where over half of the research (twelve of the twenty-two references)

is cited. This chapter, according to a footnote, is a revision of a journal article written by one of the authors. Nine of the sources cited in that chapter refer to specific studies, and the other three refer to research-based sources. The remaining ten citations are evenly scattered through the book; however, nine of these sources deal with the subject of audience attitudes, and two sources are noted three times each to account for six of these references. The remaining reference is to Ralph Nichols' listening research, which is noted in general, both in the preface and in one footnote to chapter eight, "Listening Analytically," as providing the basis for many of their conclusions about listening. ("Anyone who writes about listening must acknowledge a debt to Professor Nichols' extensive work. The authors have drawn stimulation and many ideas from his research and writing.")¹¹ However, the research is not discussed directly or indirectly in the text, but rather, a series of suggestions is presented for improving listening. The research utilized in this text, then, is primarily stage fright research, research relevant to analysis of audience attitudes, and, in general, listening research.

This text is distinctive, both from the other authority-based texts and from other texts more dependent on modern research, in the kinds of content omitted from the text. Audience adaptation is treated in terms of Kenneth Burke's

¹¹Ibid., p. 135.

"identification." No reference is made to Aristotle's categories of logical, emotional, and ethical appeals. While it is true that they do suggest that the speaker establish common ground with the audience except with individuals and groups the audience already accepts and that a speaker should qualify his sources, it is also true that they do not otherwise discuss the principle of either source credibility, as modern theoreticians discuss it, or ethos in the classical sense. Furthermore, the discussions of adaptation, motivation, use of reasoning, etc., are presented very briefly in the form of how-to suggestions either in the chapter "Adjusting Ideas to the Audience" or in some of the chapters in Part II, "Working with Ideas." (The chapters in Part II involve specific instructions about "thinking and speaking" about problems, causes, solutions, definitions, values, etc.) There is no discussion at all of the communication as a process, or of linguistics, perception, semantics, or cultural influences in communication. While organization and delivery are discussed, there is no reference made to research on either subject.

The text, Thinking and Speaking, by Otis Walter and Robert L. Scott, can be summarized as a fundamentally traditional text with a special emphasis on thinking as related to speaking. Deductively presented rhetorical principles are supported primarily by authorities and illustrated by models, with slightly less than one fifth of the footnotes referring to modern research.

Though their approach and content differ considerably, in Speech in Personal and Public Affairs, Baker and Eubanks use references similar in proportion and kind to Walter and Scott's, although they cite more in number. In addition to the seventy formally footnoted references to authorities, Baker and Eubanks include thirty-five references to research sources and fifty-five references to models. Unlike Walter and Scott, and Wilson and Arnold, they include chapter bibliographies which are heavily weighted in favor of authorities, containing one hundred and nineteen references to authorities and ten to research sources.

Baker and Eubanks describe their text as an "attempt to relate the 'methods and sources' of oral discourse directly to value-theory." They go on to say with reference to their sources that, "In this effort we have drawn heavily on normative value-theory as it has been developed in certain phases of logic, ethics, and aesthetics, and in the behavioral sciences of politics, anthropology and social psychology." They later specifically note their indebtedness to Richard Weaver for rhetoric as a carrier of values and to Harold P. Lasswell for value-theory.¹² Their emphasis in content on value-theory is unique among the texts studied here although their sources appeared to be much like those of other texts. They include numerous references to modern traditional texts,

¹²Virgil L. Baker and Ralph T. Eubanks, Speech in Personal and Public Affairs (New York, 1965), p. vii.

to modern journal articles in the field of rhetoric along with a few references to classical writers such as Aristotle, Quintilian and Cicero, and finally, a few references to speaker studies. In terms of content, they include a brief history of rhetorical theory, though not in any sense as complete as that presented by Wilson and Arnold, who are perhaps the most thorough in this regard.

It is in content rather than in sources cited that the emphasis Baker and Eubanks give their material becomes obvious. For example, while most traditional speaking principles are presented, their emphasis is on the idea that commitment to given values determines the choices made. They suggest, in discussing the quality of a good speech, that it is one that is "well-organized, well delivered, and that serves the common good."¹³ In addition to their treatment of traditional content, their emphasis is also illustrated in the inclusion in Part II, Understanding the Speech, of the chapters, "What a Speech Is," "Speech as a Civilizing Force," and "Speech and the Pursuit of Ideas," each of which more specifically involves value-theory.

While including some unusual emphases, Baker and Eubanks, of course, also choose to omit other ideas. The research-oriented content which they choose to omit entirely includes these subjects: language, in the sense of linguistics or semantics; perception; and communication as a process. Twenty

¹³Ibid., p. 134.

of the research sources they cite are in two sections, the chapter on stage fright and the chapter on listening. Eight experimental stage fright studies are cited along with three other research-oriented sources. Eight experimental listening studies were cited in footnotes, and a total of eight research sources are cited in the bibliographies for these two chapters. Five experimental sources are cited in the discussion of organization, two are cited in the discussion of style, and three in reference to voice production. Five more miscellaneous research-oriented books are cited to document general quotations related to psychology. Textually, this research is presented with varying degrees of fullness. In some instances, general conclusions of "modern research" are presented in the text, and then the footnote contains one or two sample studies. For example, in discussing stage fright in speech practice, a number of studies suggest that a reasonable amount of nervous tension enhances the speaker's effectiveness.¹⁴ This statement is footnoted, and the footnote contains reference to two experimental studies, one dated 1937, and one 1959. In other instances, the author of the research is mentioned directly in the text, as in:

The appropriate time to begin creating that sense of need is in your introduction. The late Carl I. Hovland and associates, after extended experimental research at Yale University, concluded "Presentation of information relevant to the satisfaction of needs after these needs have been

¹⁴Ibid., p. 25.

aroused brings about greater acceptance than an order which presents the information first and the need-arousal second.¹⁵

Baker and Eubanks go on in the text to give examples and apply this conclusion to speech-making, and then they include the complete citation of the source in a footnote. In still other instances, the research is not only mentioned and documented textually but is explained at least briefly, as in:

The evidence of research, as we saw earlier, suggests that the major cause of most stage fright is lack of training and experience. Studies conducted by Kinsley and Dickens confirm Low and Sheets on this point. Kinsley, after interviewing sixty prominent speakers reported that all of them had experienced "great reduction in stage fright since their early speaking careers," and felt that "their stage fright had diminished most within the first year of speaking." Dickens found that 80 percent of a selected group of students showed "marked increase in both poise and confidence" after having taken a course at the college or university level.¹⁶

In this case two footnotes give the complete citations of the research, which was dated 1950 and 1954.

Speech in Personal and Public Affairs, then, is a text which contains a basically traditional presentation of speaking techniques although the overall approach strongly reflects value-theory, as well. The research presented is especially concentrated and most discussed in the chapters on stage fright and listening, although there are other references scattered through the book. In addition, the research is

¹⁵Ibid., p. 186.

¹⁶Ibid., p. 29.

occasionally discussed in some detail, especially in contrast to, say, Walter and Scott's text or Wilson and Arnold's text, which is the next text to be considered.

Of all the authors of the seven authority-based texts, Wilson and Arnold in Public Speaking as a Liberal Art, the only text in this group which is among the ten most used texts, cite most sources. Wilson and Arnold's text is aptly described in their preface:

In revising Public Speaking as a Liberal Art we have weighted again all that was said in the first edition, tried to say it better, introduced new topics where experience showed they were needed and updated evidence from recent research to increase the book's usefulness. . . . The exposition is traditional in that it rests on knowledge and hypotheses developed over many centuries. It is modern in that empirical evidence undergirds much that is said.¹⁷

The fact that they use ninety-six references to other authorities, in proportion to twenty-five references to research, indicated the degree to which their "exposition is traditional." They cite sources in the form of formal footnotes and, like Walter and Scott, do not offer any type of bibliography. The authorities referred to are sometimes classical but more often are modern traditional texts or modern journal articles on classical principles. The presentation is deductive, and while it is illustrated with excerpts from speeches, these are proportionately fewer than in those texts which rely more heavily

¹⁷John F. Wilson and Carroll C. Arnold, Public Speaking as a Liberal Art, second edition (Boston, 1968), pp. v-vi.

on illustration. For example, Wilson and Arnold footnote ninety-six authorities and fifty-one illustrations, while Sarett, Sarett, and Foster, a comparable model-based text, cites, in contrast, almost the exact reverse--ninety-four models and fifty-two authorities.

The research footnoted constitutes a little over 13 percent of the total sources cited and is, for the most part, not discussed in any specific way in the text. In most cases the text contains a general statement, such as "some research suggests that perhaps the speaker's character is the most potent of all the means of persuasion in the short run only. . ."; the footnote then refers to a research source, but the research is not discussed in any further detail.¹⁸ The research is distributed somewhat evenly through the text, rather than focused in particular chapters. In two different chapters there is a total of seven footnotes related to attitude research, three of which cite specific studies. There are two references each on the subjects of organizational effects, vocal pitch, and empathetic responses. The discussions of the subjects of selective perception, listening, group discussion, and source credibility each include one research source cited, while the discussion of oral and written style includes one footnote which cites four experimental studies. In addition to the experimentally oriented research cited, there is one speaker study used as an example.

¹⁸Ibid., p. 162.

The general tone of this book is heavily on the side of a traditional study of rhetoric. Wilson and Arnold include considerably more of an historical nature than any other text in this sample. However, while the presentation of modern research is sketchy, at best, and is presented in a deductive manner, this text does acknowledge some representative examples of modern research in rhetorical theory.

The texts comprising the group of authority-based texts, while they utilize varying emphases, are basically traditional in approach and differ from the model-based texts more in number of authorities than in kinds of authorities. That is to say that both groups rely primarily on some combination of three kinds of authority: the authority of classical sources, traditional texts, or the credibility of the authors of the text. The authors of the model-based texts simply used more examples and fewer of these three kinds of authorities. In some cases it is also true that there is decrease in the amount of theory presented which corresponds with the decrease in sources cited formally. None of the texts which rely primarily on authorities use modern research to any great degree. The three texts (Walter and Scott's, Baker and Eubanks' and Wilson and Arnold's) which utilize research findings to the extent that the student-reader would be aware of such research, do so in a deductive manner, and the difference is, again, more in terms of quantity. All three of

these texts also cite many more sources classed as authorities, as well as more examples, than the other texts in this authority-based group. Research findings still constitute a relatively small proportion of the support offered. Here again, as was true of the model-based texts, some texts do offer as many formally footnoted references to research as some of the research-based texts. Walter and Scott, and Wilson and Arnold, in general, do not discuss the research they cite, but both footnote over twenty research sources. While Baker and Eubanks do discuss some of the thirty-five footnoted research sources textually, the effect is somewhat limited by the fact that most of the research cited is concentrated in two chapters. The thrust of the thinking of the authors of these texts, then, is clearly in the direction of reliance on traditional authorities for support as they deductively present the traditional rhetorical principles, with occasionally varying emphases, and with fewer footnoted examples than are used by the authors of the model-based texts.

CHAPTER IV

RESEARCH-BASED TEXTS

In his foreword to Murray, Phillips, and Truby's text, Speech: Science-Art, Russel Windes observed:

With the acceptance of the belief that complex human behavior can often be best understood through the study of human communication, scholars in the social sciences and humanities during the past decade have turned their attention to new forms of communication and new methods of research. Their studies have produced substantial changes within the discipline. . . .¹

The substantial changes Mr. Windes spoke of are most evident in the six books to be considered in this chapter. While there is considerable variety among these six books in terms of the quantity of research cited, in the methods of presenting the research, and in the content discussed, the thrust of the thinking of the authors of these texts differs significantly from those considered in Chapters II and III.

A few differences are apparent when these texts are compared as a group to the rest of the sample. Seven texts out of the total of twenty-seven in the sample considered cite in excess of ninety actual sources, either research or authorities. Four of the seven were among the six books which rely primarily on research-based sources for support of their

¹Elwood Murray, Gerald M. Phillips, David J. Truby, Speech: Science-Art (Indianapolis, 1969), p. v.

assertions. In addition to citing overall more sources, most of the authors of texts included in this category refer to research on most subjects they discuss at all. The content they choose to include also serves to separate these authors from those previously considered. All of the texts in this category cite research associated with small group communication and theory, while only two of the authority-based texts and two of the model-based texts include this type of research. In contrast to three authority-based texts and three model-based texts, all of these research-based texts cite research in non-verbal communication. While two model-based texts and four authority-based texts cite some of the research in organizational effects, again, all of the research-based texts included this type of research. Where perception is discussed in only two other texts in the entire sample, five of the research-based texts include discussions of it, and four of the discussions are supported with research. Four of the six research-based texts include research-supported treatments of interpersonal relations, while none of the other texts include this emphasis. Five out of six of the research-based texts cite research in attitude-change, listening, source-credibility, and the communication process. In the remaining twenty-one texts of the sample, nine cited attitude research, ten referred to listening research, seven to research related to source credibility, and three cited research in the communication process. On the other hand, none of the research-

based texts include citations of research related to semantics although four of them include discussions on the subject.

While the research-based texts share some commonalities in sources and content, they varied significantly in approach and utilization of these sources, as the book-by-book examination should reveal. This group of texts can be usefully subdivided on the basis of the total number of footnotes included. Three of the six texts in this group included under one hundred and fifty footnotes, and the remaining three included substantially over one hundred and fifty footnotes.

It should be remembered that individual texts considered in Chapters II and III cite significantly more research than the other texts in these chapters and, in fact, numerically more footnotes than the research-based text which cites the fewest footnotes. There are three such model-based texts: Jane Blankenship's Public Speaking: A Rhetorical Perspective, Eisensen and Boase's Basic Speech, and Sarett, Sarett, and Foster's Basic Principles of Speech. Blankenship includes twenty-one research-based sources, Eisensen and Boase cite twenty-three, and Sarett, Sarett, and Foster footnote forty-five research-based sources. There are also three authority-based texts which include twenty or more research-based sources: Walter and Scott's Thinking and Speaking includes twenty-two, Baker and Eubanks' Speech in Personal and Public Affairs includes thirty-five, and Wilson and Arnold's Public

Speaking as a Liberal Art includes twenty-five. Each of these texts differs from the texts to be considered in this chapter on the basis of some combination of the following three factors: (1) Some cite research but do not discuss it in the text in any way. (2) Others cite research on only one or two or three subjects, while the rest of the text does not mention research at all. (3) In proportion to the size of the text and the other support offered, the research does not stand out.

The text in this group including the fewest footnotes was Speech: Science-Art, by Elwood Murray, Gerald M. Phillips, and J. David Truby, which included thirty-nine footnotes, nineteen of which referred to research. The manifest difference in tone, content, and sources between this text and those previously studied is made clear in the preface:

We regard human communication as the end product of the social sciences, the culmination of scientific investigation and the ultimate of artistic expression. The hyphen in the title of this book, Speech: Science-Art, indicates that science and art join in the act of communicating, scientific knowledge and artistic skill are synthesized into one. It also implies that there is a unifying basis for the fragmented communication taught today. This unifying basis is the total human personality in interaction with other personalities. . . . This volume pertains only to an outline of the science-art of communication. It will need continual revision as results are obtained from scientific investigations and artistic endeavors. Much of what is included here comes from general semantics and related methodologies. There are also important contributions from phenomenal and cognition psychologies as well as group dynamics and sociodrama.²

²Ibid., p. viii.

The numerical account of kinds of sources in footnotes and bibliography does not fully reveal the difference in the sources cited in this text. They are, without exception, modern sources, most of which were published since 1950. The authorities cited are also quite different authorities from those most cited in most other texts in this sample. The single footnote referring to a traditional source is one 1915 reference to James Winans. The only traditional bibliography entry is a 1925 journal article on the classical tradition. The remainder are modern authorities outside the classical rhetorical tradition. Many, as is indicated in the portion of the preface quoted, are general semanticists or are drawn from "related methodologies."

The number of footnotes is also deceptive in conveying the degree of dependence on research-based sources, and the extent to which a student might be aware of their reliance on research sources. The authors' sources are presented in bibliography, footnotes, text; and some research is presented in the text but not documented in any way. The bibliography in this text is arranged in groups of three to five suggested readings following each chapter and, in addition, a "selected bibliography" at the back of the book. All seventy-seven entries in the bibliographies were published in this century, most since 1950. Thirty-six of the sources were research-oriented sources, and the remaining fifty were modern authorities, seventeen of whom were semanticists. All the

bibliography entries are briefly annotated. The effect of the footnotes is reinforced by the fact that the sources are usually mentioned in the text if a footnote is used. In addition to the formal references, there are occasional textual references to research, which are undocumented. Some of these textual references actually describe the results of the research, as in this example:

Our retention of a message will also affect our behavior. For instance, one authority has tested message retention and after many years of work in this area concludes that we retain only about five percent of any given message over a period of time. This means that ninety-five percent is not retained and is essentially lost.³

In many other instances there are briefer undocumented references to "researchers" or "psychologists" in the presentation of principles.

The authors make formally footnoted references to research in the areas of small-group communications, non-verbal communication, the communication process, perception, and some physical disorders. These references are fairly evenly distributed through the text. Related to the discussion of small group communication, which is supported by four sources, there is a special emphasis on interpersonal communication, supported by three additional footnotes. There are six research sources cited in support of the communication process: one each in support of the discussions of perception and non-verbal communication, and three related to physical problems. While

³Ibid., p. 36.

there are no formal footnotes cited in support, several other subjects which are usually research-based are discussed in the text. Source credibility is discussed briefly without reference to research, as is attitude change. While semantics is thoroughly discussed, there is no research cited. Culture as an influence on communication is discussed in the text, and there are relevant sources in the bibliography, but no sources are cited in the text or footnotes. Organization is not discussed at all in the traditional sense, and there is no reference to research. Neither are there discussions of listening or linguistics. Stage fright is mentioned only briefly in the text, where there is a textual reference to an experimental source included in the chapter bibliography.

This text, then, is an exception to most of the texts in this sample, in that on one hand it cites few sources, compared even to some authority or model-based texts; but at the same time, the author's choices in the footnotes cited are clearly in the direction of research-based sources, and the tone of the content demonstrates that this is the thrust of the author's thinking. Of all the texts in this sample, this one is most fully committed to modern interdisciplinary sources, virtually to the exclusion of more traditional sources. The presentation of ideas is, nevertheless, thoroughly deductive; and in view of the infrequency of the footnotes, the annotated bibliography and general textual references probably do most

to make the student-reader aware of the existence of modern research in this field.

In contrast to Speech: Science-Art, Wiseman and Barker's text, Speech: Interpersonal Communication, represents, in a limited way, more of an effort to blend the traditional and more modern approaches. In their preface, Wiseman and Barker indicate their desire to create such a blend:

Much of the recent knowledge in the areas of communication and general semantics has brought greater understanding to the students of speech and/or communication. Often this information has not been integrated into contemporary speech textbooks or has not been reduced to the practical level. . . .In this book the traditional rhetorical concepts have been used as a foundation upon which to base newer communication precepts. These communication precepts are placed in perspectives suitable for the beginning speech student. The eclectic approach incorporated in this work is derived primarily from the areas of general semantics, creative problem solving, guidance, and social psychology as well as speech. With these areas in mind the authors have developed specifically for students, a practical approach for communication.⁴

Wiseman and Barker cite sources in both bibliography and footnotes, and in both instances a majority of the sources cited refer to modern research. The bibliography is arranged in the form of from seven to eleven suggested readings at the end of each chapter. Of the ninety-three sources cited in this manner, fifty-seven refer to research-based sources. Among the thirty-six authorities cited, there is a substantial number

⁴Gordon Wiseman and Larry Barker, Speech: Interpersonal Communication (San Francisco, 1967), p. xi.

of semanticists and other modern writers, as well as a few references to traditional authorities.

The text includes fifty-eight footnotes, forty of which refer to research. Even among the fifteen authorities cited, none would be called classical. Some of the footnotes are used to suggest further readings, rather than to document the source of an idea; but, with that exception, footnoted research is usually mentioned in the text. These textual references are not lengthy, however, and do not include explanations of the research, but are restricted to a presentation of the conclusions. This excerpt from the discussion of organizational techniques is representative:

What are the effects of drawing the conclusion for the audience as compared with leaving the conclusion implied? Studies regarding this question have differed in their findings. Cooper and Dinerman found that implicit messages (those which let the audience determine the conclusion) influenced the more intelligent members of a group while the less intelligent members failed to understand the message.⁵

In addition, there are other textual references of a very general nature to research, such as this comment on the subject of stage fright:

This uneasiness is often termed stage fright and a great deal of research and experimentation has been conducted in this area. References to this research may be found at the end of this chapter.⁶

⁵ Ibid., p. 76.

⁶ Ibid., p. 57.

Like Murray, Phillips, and Truby, Wiseman and Barker include research-supported content slightly different from that in texts considered in other chapters. Wiseman and Barker's presentation is exceptional in that they support their presentation with five footnoted references to research.

Wiseman and Barker support most fully with research the topics of the communication process, organizational techniques, non-verbal communication, and group communication. The discussion of the communication process is supported by three references to specific studies and five references to research-oriented sources. The chapter dealing with organizational techniques includes references to seven studies. The discussion of non-verbal communication in the chapter, "Communication Without Words," is supported by four references to research.

The subjects of attitude change and listening, though less fully supported, contained two documented sources each. The section on listening is a series of programmed lessons developed by Wiseman and Barker, validated by their research, to which the footnotes in this section refer.

Several additional subjects are discussed, but without reference to research at all. Stage fright is mentioned in one paragraph in the text, and research is noted in the bibliography; but the discussion is not otherwise supported. Semantics and perception are discussed without any reference to research. There is an indirect reference to culture as an

influence on communication in connection with interpersonal communication, but it is not developed or supported in any way. The authors of this text chose to omit discussions of linguistics or source credibility.

In summary, this text indicated a reliance on modern research in content, footnotes, and bibliography. In the reverse of many texts considered in Chapters I and II, where the authors of this text say they use "traditional rhetorical concepts" as a foundation, they rely heavily on modern sources with few footnote references to traditional sources. The deductive presentation of principles is supported with relatively few sources, compared to the other modern research-based texts.

Baird and Knowler's Essentials of General Speech, one of the most-used texts according to Gibson's survey, while it fits into the category of a text whose authors chose to cite more references to modern research than any other type of support and who cite fewer than one hundred actual sources, it is in content, balance of choices in sources, and in general approach, somewhat divided between the modern and the classical. Theirs is a text firmly rooted in the classical tradition, but they make clear in their preface that they are concerned with updating their text, by saying, "Much of this edition has been updated in its treatment of communication, in its use of examples and in its citation of the literature

in the field."⁷ It certainly cannot be challenged that their citations of literature do reflect much of the most recent research. They footnote more examples (thirty-one) than any other text in this group and also footnote ninety-six actual sources, fifty-six of which refer to modern research. Their bibliographies of suggested readings at the ends of chapters include one hundred and fourteen references to modern research and ninety-six to authorities, many of whom are traditional. The bibliographies in this text contain more references to modern research than the bibliographies of any other text in the sample, and the entries are by far the most up-to-date.

In addition to their very complete bibliographies, Baird and Knower cite sources in their text and in footnotes. They often refer to authorities in the text by name only, especially when citing classical writers. Occasionally research sources are also included in the text, although the research is not discussed in detail, and most such instances involve the presentation of conclusions, as in this excerpt from their discussion of organization:

Gulley and Berle in their investigation of speech structure in relation to attitude change concluded: 'The best advice the rhetorician can give the speaker is that the climactic order seems slightly preferable. Yet this advice must be qualified inasmuch as one cannot "guarantee" more effective results.'⁸

⁷A. Craig Baird and Franklin H. Knower, Essentials of General Speech, third edition (New York, 1968), p. vi.

⁸Ibid., p. 93.

In other instances, the text refers to "research studies," which the footnotes then specify, and in a few cases, unpublished studies are briefly mentioned but not documented beyond the textual references.

Their footnotes are sometimes used to suggest a variety of sources rather than to specifically document the source of an idea. In the chapter on the use of logic in persuasion, they have a footnote following the statement:

It is only when the listener's emotions have been conditioned by logic that the logical appeal results in action. Thus even the use of logic to produce action is dependent ultimately upon the emotions.⁹

The footnote suggests six sources of "points of view about the aims of persuasive speaking by argument and debate."

It is sometimes difficult to determine whether a specific footnote is intended to suggest further reading, as some clearly are, or to indicate the author's source of some information. This is especially true when a general statement is footnoted with no textual reference to the source. In at least one instance, the problem is especially noticeable since there is an actual discrepancy between the text content and the footnoted source. In their discussion of persuasion, Baird and Knower appear to equate conflict with cognitive dissonance:

Effective persuasion succeeds by creating . . . cognitive dissonance in the subject that the acts of escape from his unhappy awareness of the problem. Cognitive

⁹Ibid., p. 223.

dissonance is that type of motivated state which causes the listener to want to act. If he is in this state he is most apt to be ready for the action you suggest. To create this readiness for action by the listener, the speaker should know something of the drives which motivate men.¹⁰

The footnote for this comment refers to Leon Festinger's A Theory of Cognitive Dissonance. However, on page thirty-nine of that book, Festinger says,

The person is in a conflict situation before making a decision. After having made the decision he is no longer in conflict; he has made his choice; he has, so to speak, resolved the conflict; he is no longer being pushed in two or more directions simultaneously. He is now committed to the chosen course of his action. It is only here that dissonance exists and the pressure to reduce this dissonance is not pushing the person in two directions simultaneously.¹¹

The research cited is distributed through the book rather than focused in particular chapters, or on particular topics. The discussion of organization techniques includes references to nine studies in four footnotes and one reference to a research-oriented book, in addition to references to classical and traditional authorities. The chapter on discussion includes four footnoted references to research, two of which are mentioned textually. The discussion of non-verbal communication includes three references to research, one dated 1938 and two dated 1945. Although attitude-change is not discussed in the behavioral sense, the presentation of persuasive

¹⁰Ibid., p. 250.

¹¹Leon Festinger, A Theory of Cognitive Dissonance (Stanford, 1957), p. 39.

techniques is supported with three footnoted references to research. While source credibility is not discussed in any separate section, there is one relevant study cited in the context of persuasion. Two experimental studies in the field of semantics are cited in the chapter on "Developing Confidence" although none of these studies is discussed textually.

The chapter on listening includes one experimental study related to why people do not listen, but no other listening research is cited. While the introductory chapter includes a discussion of the communication process, there is no reference made to research in this regard. The word perception is mentioned in passing in connection with understanding ideas, but as a concept it is not discussed or supported in any way. Baird and Knowler note that anthropologists have done research relevant to communication but culture is not otherwise discussed except for the statement that "language is culture." Similarly they mention that linguists have done research but do not discuss linguistics or even the value of that research.

The content of Baird and Knowler's The Essentials of General Speech is characterized by deductively presented instructions to the speaker in a traditional format, with some textual and some footnoted reference to both traditional and modern sources. The effect of the citations of research sources is somewhat dulled by the frequent lack of clear textual ties between the sources and footnotes. In many instances,

instructions are given, and then the footnote refers to some research. In such cases the student-reader's only guide to a source other than the author would be the footnote number. The student-reader would, however, find a noticeable amount of research cited in the footnotes and bibliographies. While the tone of the text is less in the direction of research-orientation than the other texts discussed in this chapter, it is more so than the texts considered in Chapters II or III.

Each of the last three texts to be considered in this chapter includes significantly more research than Murray, Phillips, and Truby's, Wiseman and Barker's, or Baird and Knower's texts, as well as more than any of the texts considered in Chapters II and III. None of the last three texts cites fewer than eighty-eight research sources, while no other text in the sample cites more than fifty-six research sources. Each of these three texts, in addition, includes more than one hundred and fifty total footnotes.

In Communicative Speaking and Listening, also one of Gibson's most-used texts, while Oliver, Zelko, and Holtzman do not use a bibliography, they do utilize a significant amount of research in support of their assertions. Eighty-nine of the one hundred and eighty-four formal footnotes document research-based sources. This is in keeping with their stated purpose:

We have tried rigorously to exclude not only needless repetition but also materials reflective merely

of common-sense observation. When the results of research (by scholars in speech psychology, social psychology, sociology or any other field) appears to be relevant and helpful, we have sought to base our observations upon the established conclusions. When judgments have to be formed through critical and evaluative interpretations, we have sought to relate what is generally concluded by experts in speech with the conceptions of philosophers, anthropologists and other students of human behavior In our view this revision has been developed within the age-long tradition of rhetoric in accordance with the insights and knowledge from the studies in communication theory, interpreted in terms of generalized educational concepts and aims.¹²

The authors are certainly respectful of classical writers and refer to them periodically. In two places brief discussions of the historical development of rhetoric are included. However, they emphasize the need for testing classical assumptions. They include a balance of kinds of supporting material, referring by footnote eighty-nine times to research, seventy-one to authorities, and twenty times to models or examples. When advice is offered deductively, they stress that it is tested advice: "This book attempts to make available to its readers . . . not just traditional advice, but tested advice whether it is traditional or new."¹³ Quite often the advice is presented deductively in the text along with a phrase such as "research indicates. . ."; then the source is given specifically in the footnote. Thus, the authors say,

¹²Robert T. Oliver, Harold P. Zelko, Paul D. Holtzman, Communicative Speaking and Listening, fourth edition (New York, 1968), p. 18.

¹³Ibid., p. 14.

A linguistic message--from utterance to recognition--is coded, transmitted and decoded. But that is not all. Experimental studies indicate that who is perceived as the source of the message determines, in part what message is received and more importantly, how the listener will respond.¹⁴

Their footnote refers the reader to a survey or research in Ethos published in a speech journal.

Details of specific studies are not discussed in the text. In fact, the authors often seem to assume an acquaintance with principles and terms associated with such research, such as "high need for cognitive clarity," "latitudes of acceptance, rejection and non-commitment," to the extent that they do not offer even theoretical explanations of the research.

In the light of the overall quantity of research cited, it seems unusual that this text, while it recognizes fear as a possibility for beginning speakers and indirectly suggests preparation as a cure, does not cite any sources or in any way acknowledge the body of research dealing with stage fright. This is especially noticeable since stage fright research seems to be among the types of research most frequently cited by other texts.

The tendency of the authors to assume understanding of research is also reflected in their handling of the subjects of perception, culture, and linguistics. While there is no direct discussion in the sections or subsections of the text which deal with these subjects, there are indirect references

¹⁴Ibid., p. 9.

to the subjects, and some sources are cited from each of the fields. There are two references to linguistics, five to research-based sources on perception, and one to cultural research although there were references in connection with non-verbal communication that could also be considered to be related to cultural research. The authors included comments on listening (largely deductive instructions) at various points in the text, primarily in the first section, "Fundamental Considerations," and in the chapters "Factors of Listener Interest" and "Sharing Understanding." There is no actual discussion of research in listening although there are two footnoted references to one research-based source and another reference to a second research-based source. Research on organizational techniques is cited in the chapter "Persuasion Processes." While the research itself is not discussed, the conclusions of research are suggested, and three experimental sources are footnoted in this context. Source credibility is discussed at four points in the text, and in two of these discussions, research is cited in support of the general conclusions. There is a total of ten experimental sources cited, and there is one textual reference to "analysts" who thought Ike's success was due to his image of sincerity but who are not otherwise documented. The chapter "Communication Behavior: Delivery" included thirteen references to research in various phases of non-verbal communication. Whereas much

of the research cited in this text is quite up-to-date research, the research cited in this chapter is somewhat dated, with seven of the thirteen sources dated prior to 1955. The discussions of attitudes, like those applying to source credibility, are at various points in the text in differing contexts. Fifteen research-oriented books are cited along with one experimental study. Here again, the research is not discussed. Some footnotes document particular conclusions, and others suggest further reading. In the latter case, one footnote often includes two or three sources.

The chapter on the communication process similarly includes several footnotes which contain multiple sources for further reading. Much of the total support (two thirds) for this chapter is either specific studies or works based on and including such studies. The research cited here, in contrast to the non-verbal communication research cited, is quite up-to-date with only three of the total twenty-three sources dated prior to 1950 and thirteen of them dated since 1960. The chapter on group processes contains a relatively deductive presentation with less emphasis in the text on research than in some other chapters. While the authors do acknowledge that the research exists and include footnoted suggestions for further reading, there are fewer textual references to the research than, for instance, in the discussions of attitudes. Five of the twelve footnotes refer

to research-based sources. Two additional footnotes contain, respectively, three and five research-based sources. In addition to these, chapter eleven, "Shared Understanding," includes references to three studies in small group processes. The textual references to research in this area are especially abbreviated, to the extent that most students would need previous acquaintance with small group research or some explanation in order to understand them. For example, the total discussion of research relevant to participation in discussion reads,

Recent research on small group processes and phenomena shows that factors such as role, self- and emotional involvement (with subject and with other people) tend to influence a member's behavior and contributions more than do logical factors of thought process. Some of the specific factors are attitude, adaptation, and conciliation, orderliness, brevity, directness and listening.¹⁵

Communicative Speaking and Listening, then, includes a substantial number of references to research and a textual emphasis on tested advice which recognizes the presence and value of modern research in communication. The advice is presented in a deductive manner, suggesting the conclusions of research but usually not discussing the research itself. While the authors include some references to most types of research, except that dealing with stage fright, they use substantially more in their discussions of source credibility, non-verbal

¹⁵Ibid., p. 286.

communication, the communication process, attitudes, and group processes than they use in the other subjects they discuss.

The fifth text to be considered in this chapter, Zelko and Dance's Business and Professional Speech Communication, is somewhat exceptional in several respects. It is the only one of the texts considered which is developed for use in speech courses particularly adapted for business and professional speaking situations. This factor has significantly influenced the amounts and kinds of research included. It is also exceptional in that while numerically there are a few more references to authority, it is included in this section since the overall emphasis is more similar to the other research-based texts than to any of the authority-based texts.

Documentation of sources in a formal sense occurs in footnotes and in the chapter bibliographies of suggested readings. A total of eighty-one bibliography sources are cited, twenty-one of which are research-based sources. The one hundred and eighty-eight footnotes are fairly evenly distributed, with the ninety-two authorities and eighty-eight references to research-based sources but no footnoted examples or speech models. The authorities cited in this book differ from those in many texts in keeping with the special slant of the content toward business although there are a few references to classical rhetorical sources.

The research presented is handled variously. Occasionally, further reading, including some research, is mentioned in the text or footnoted as in this example: "The results of research have been interpreted by many writers in the journals and books with the result that a . . . manager . . . would have to be working in a backwoods environment . . . to have failed to notice the unmistakable conclusions."¹⁶ The footnote for this statement lists a compilation of studies. In other instances the results of research are mentioned in the text with the source appearing only in the footnote. Conclusions of some research are presented very briefly, ("We know that the more sensory pathways utilized, the greater the learning, the more complete the amount, and the longer the time for retention and recall."¹⁷) while in other cases the research is explained more thoroughly, complete with tables of findings. The presentation, however, is basically deductive even when research is utilized: the research validates or illustrates the authors' previously presented conclusions.

The kinds of research included reflect the whole emphasis of this book, which is on speaking situations peculiar to businesses and professions. Especially is there an emphasis on interpersonal and group communications, applicable to businesses. This is the only text in this sample to refer to

¹⁶Harold P. Zelko and Frank E. X. Dance, Business and Professional Speech Communication (New York, 1965), p. 20.

¹⁷Ibid., p. 10.

studies in personnel management communication. While semantics and linguistics are not discussed at all and perception and culture are each mentioned only briefly, supported by one research source, much more emphasis is placed on the communication process, small group communications, and listening. The discussion of the communication process was documented with five research-oriented sources and two experimental studies; the discussion of small group communications includes six references to studies and three to research-oriented sources; and the presentation of information on listening was supported by eleven studies and five research-based sources. Related studies in management communication are cited in eighteen instances, and ten examples of research-oriented work in interpersonal relations were cited. As would be suspected, the bulk of the book deals with the subjects discussed above. The discussion of public speaking is more brief (four of eleven chapters) and less thoroughly supported by research findings although some are cited. Six studies are cited demonstrating the value of studying speech. The subjects of attitudes, source credibility, and organization are supported, respectively, by five, three, and two research-based sources. Non-verbal communication is discussed traditionally with the exception of one general, undocumented reference to pupilmetrics research.

This text reflects the major emphasis upon speech for the businessman or professional, and while a significant amount of

research is utilized, it is more heavily concentrated in the areas of interpersonal relations, group communication, and listening and is presented in a primarily deductive manner.

The text citing the largest number of sources in footnotes is the second edition of Speech Communication: Fundamentals and Practice by Raymond Ross, the third book discussed in this chapter which is among the most-used texts. While Ross does not include a bibliography, he does formally footnote extensively. In fact, this text refers formally to more sources (two hundred and twenty) than any other text in this sample. In addition to formally citing sources, Ross also informally refers to some sources without footnoting. Of the sources cited, a substantial majority (one hundred and seventeen) are research-based, with sixty-nine authorities and twenty-seven models. He indicates his intent for the book in his preface when he says,

This book is an attempt to revitalize the time-tested arts and skills of good public speaking by adding to them a knowledge of modern communication theory. . . . This is primarily a public speaking book containing the best of the old emphasis on skills of language, thought, voice, action and rhetoric. But it also updates and modifies the old with the best of the new theory and research.¹⁸

Ross's handling of his material could be compared to Jane Blankenship's since both deal with classical ideas and writers

¹⁸ Raymond Ross, Speech Communication: Fundamentals and Practice (New Jersey, 1970), p. vii.

and both also use research. However, their emphases are almost reversed. Where Blankenship focuses on the rhetorical tradition and illustrates with some research, Ross uses the traditional rhetoric as a starting point, which he amplifies and extends in a behavioral vein.

The substantial amount of research to which Ross refers is handled in quite a variety of ways. Ross sometimes uses as examples very informal observations which he does not document in any formal way, as in the chapter on "Bodily Action," when he says, "Through observations made in an Effective Supervision course (in which eight to twelve students, typically foremen, formally rate the teachers), the evaluations of the otherwise generally equal instructors were in favor of those who stood while communicating."¹⁹ Occasionally the conclusion of some research is stated in the text but without textual reference to the research. In these cases the only guide is the footnote. In one instance the text reads: "Our memory like our perceptions may become less dependable under severe forms of emotional duress." The footnote cites a study reported in the Journal of Abnormal and Social Psychology, but there is no textual reference to the study.²⁰

The research which is really discussed in the text is handled in one of three ways: (1) It may be discussed but not footnoted. This occurs usually when the research is discussed

¹⁹Ibid., p. 79.

²⁰Ibid., p. 45.

a second time; the first time it is footnoted, but after that, although the same study may be cited again, it is often not footnoted again. (2) The second possibility is that the study and its conclusion may be briefly discussed:

A study of racially offensive words found that at least some of the two hundred and twenty-three Negroes surveyed in 1964 viewed the following words as derogatory in almost any "Negro-non Negro" situation. The words asterisked indicate that the non-Negro sample (two hundred and fifty-one non-Negroes) viewed the words as significantly less derogatory than did the Negro.

The list of words follows.²¹ (3) The final possibility is that the research may be discussed quite fully with both the procedures and the conclusions explained in detail. On pages 164-167 a post World War II study undertaken by the War Department is compared to a study by Janis and Lumisdaine. Both studies, dealing with one-sided versus two-sided presentations, are explained in detail, the results described, and tables of the findings presented. Whereas the previously mentioned study of racially potent words was explained in a brief paragraph, these two studies are discussed in three and a fourth pages.

Ross's treatment of other sources is much the same as his treatment of research-based sources; that is, sometimes he uses examples or refers to a classical source which he does not document further, but most sources are formally footnoted.

²¹Ibid., p. 55.

This is, in general, a text which is supported very specifically rather than relying on deductively presented generalizations. There are enough examples and authorities, especially classical ones, for the student to be aware of the classical contributions to rhetorical theory, and in addition, the combination of the quantity of research-based sources and the varied but often extensive discussions of research produces an impression of definite emphasis on modern communication research.

As might be expected, in view of the quantity of research cited formally, research-based sources are distributed through most of the text, although the chapters "Psychology in Persuasion" and "Emotion and Confidence" are especially replete with this type of support. Viewed from the point of view of the kind of research cited, a good deal of variety is apparent. In discussing the communication process, Ross cites four experimental studies and nine research-based sources. The discussion of listening is included as a subdivision of the chapter "Speech Communication Processes" and is supported by two studies and three research-based sources. The subject of perception is also included in this chapter and is supported by nine research-based sources and seven experimental studies. Six of these sources deal with the perception of non-verbal communication and could thus fit either category. Five additional experimental sources are cited with relation to non-verbal communication in four other chapters: two references

in the chapter "Purpose and Delivery in Speaking" and one each in the chapters "Bodily Action," "Preparing and Organizing the Speech," and "Presenting Information."

Research involving organization procedures is also scattered through the book. None of this research is cited in the chapter dealing with organization, but specific advice involving particular types of speeches is given at the point in the text where that type of speech is treated; and this advice is often supported with research. Six studies and five research-based sources are cited in this context. The attitude research cited is concentrated primarily in the chapter on the "Psychology of Persuasion." Four experimental sources and fourteen research-based sources related to attitudes are cited. Source credibility is discussed briefly in the chapter "Psychology of Persuasion," and two experimental studies are cited there. Chapter Two, "Emotion and Confidence," mentioned earlier as being one of the chapters in which research is particularly noticeable, includes nine stage fright studies and three research-based sources. In the chapter involving group processes, five experimental sources and nine research-based sources are cited. Four miscellaneous studies are cited: one vocal rate study and three studies involving the use of humor. Language-related research is the only category of research considered here which is omitted from this text. Although there is one study of the effect of loaded

language, there are no other references to semantic studies and no studies related to linguistics. Semantics is discussed, however, but is supported with references to authorities or examples.

Ross's text is perhaps the text from this sample which most utilizes research findings. Certainly no other text so thoroughly represents the variety of research available. It is also the one which most inductively presents discussions, although it is not consistently inductive. Ross's discussions of perception and of the psychology of persuasion seem to be handled inductively. Research findings, authorities, and examples are presented leading to conclusions. However, the presentation of advice on delivery and group processes is clearly deductive, in spite of the experimental support. In these instances, admonitions are offered then illustrated with supporting material. In any case, it is apparent that even the most unobservant student-reader of this text would be exposed to some research in modern communication theory.

The research-based texts considered in this chapter not only cite more research than any other type of support but in other ways convey the emphasis on modern research. These texts include textual discussions of research as well as footnoted references to the research. Further, the research is distributed throughout the text rather than concentrated in particular sections or on particular subjects only. All

the texts considered in this chapter cite research in a variety of subjects. Particularly noticeable is the increased attention to the communication process, perception, culture, and an interpersonal-relations emphasis distinct from group discussion. The resulting overall impression of any of these texts is of much more emphasis on modern research than is true of any of the texts discussed in previous chapters.

Three of the texts, Ross's, Baird and Knower's, and Oliver, Holtzman, and Dance's, have noticeable classical emphases underlying their modern approach. The other three do not negate classical values; they just do not mention them noticeably in the text and footnotes.

The authors of research-based texts seem to place an emphasis on footnoting sources more than do the authors of model-based or authority-based texts. Five of the six texts in this chapter use over fifty footnoted references to actual sources. There are only five more texts in the entire sample that include that many actual sources, and seventeen do not. The authors of research-based texts also seem to footnote fewer examples. This is not to say that they illustrate less, but merely that they rarely footnote sources of examples. No author of a research-based text footnoted more than thirty examples.

As was true of the model-based and authority-based texts as well, the presentation of principles in most instances is

deductive. The only difference in the research-based texts is that the deductively presented principles were more often supported by research. Raymond Ross is the only author studied in this sample who presents in an inductive manner even a part of the principles he discusses. The thrust of the thinking of the authors of the research-based texts, then, seems to be in the direction of frequently citing sources in support of mostly deductively derived principles, of including more research sources than any other type in footnotes, and of presenting more research-oriented content than is typical of either the model-based or the authority-based texts.

CHAPTER V

CONCLUSION

This chapter will begin with a review of the results of a survey of the types of research available to text writers. This will be correlated with, first, a final look at each group of texts as a whole; second, an examination of the sample from a different perspective; third, a review of the total sample as a group; and finally, a list of suggested conclusions.

As a preliminary to this study, a brief survey was made of the amounts and types of research included in the "modern theory" section of the bibliographies, published annually, for the general speech field. These bibliographies were first published in 1947 in the Quarterly Journal of Speech; then, after 1950, in Speech Monographs. This survey is limited in several respects. It is a very general survey intended only to give a perspective of what broad types of research were readily available to writers of textbooks. No attempt has been made to quantify exactly, inasmuch as the studies were not examined individually but, rather, classified on the basis of the title. Instead, the focus is on the percentage of the research published in each of the general categories. The survey is also limited in that it examined only the

Quarterly Journal of Speech and Speech Monographs bibliographies and is thus as limited in scope of research considered as they are.

It was found that in the years between 1947 and 1968 the over eight hundred studies and research-based books listed in this bibliography were readily grouped into fourteen categories: stage fright, listening, organization, source credibility, attitudes, group processes, non-verbal communication, the communication process, semantics, linguistics, perception, culture, methods of research, and a miscellaneous category. The only category included that might require some explanation is the one labeled "attitudes." This category included all research relevant to creating attitudes (giving information) or changing attitudes (persuasion). There were some sub-categories which could have been used, such as the use of fear-threat appeals; but none of these smaller categories accounted for as much as 1 percent of the total studies; so additional categories did not seem useful. The result is one category considerably larger than any of the remaining thirteen categories and consequently used more frequently by text authors than most of the other categories.

It should also be noted that while the category termed "methods of research" includes 9 percent of the total entries, it is not really pertinent to these texts since those studies are more relevant to the student of research than to

the beginning speech student interested in the results of research that might aid in his understanding of human communications.

It is perhaps useful to note at this point the proportion of the total research found in each of these categories:

Stage fright	3 %
Listening	4 %
Organization	6 %
Source Credibility	8 %
Attitudes	32 %
Group Processes	6 %
Non-verbal Communication	5 %
Communication Process	4 %
Semantics	5 %
Linguistics	5 %
Perception	4 %
Culture	3 %
Methods of Research	9 %
Miscellaneous	6 %

This information will be especially helpful as a reference point as the variety of research used by the texts in this sample is reviewed.

Having looked at the texts in this sample individually, it should now be of value to re-examine each group more closely as a group, the entire sample as a group, and to seek to draw some conclusions. The reader will recall that these books are grouped using the type of supporting material the author footnotes most frequently as the discriminating factor. The first group, the model-based texts, are those texts which included more footnotes which document illustrations or speech models than anything else. The second group, the authority-based texts, is composed of texts in which the author included more footnotes

referring to authorities than any other type. Finally, the research-based texts are those in which the author footnoted more references to research-oriented sources than to either authorities or models.

The model-based group of texts discussed in Chapter II is revealed more clearly if viewed in two particular ways: (1) in terms of the overall approach to the subject and (2) in terms of the research which was cited. Over one half of the sample is included in this group of texts, and six of the ten texts which are among the most frequently used texts in beginning courses in public speaking are a part of this group.

The overall approach of the authors of the model-based texts discussed in Chapter II is, characteristically, traditional. Some refer directly to classical sources, while others cite traditional but somewhat more recent sources, and still others discuss the principles of public speaking in a traditional manner but with few references to any sources at all. Most indicate that their sources are two-fold: the rhetorical theory of the past and the observation of great speakers. This explains the quantity of examples footnoted in these texts. In all of these texts the emphasis is in the direction of illustrating stated principles rather than validating or proving these assertions or inductively leading to conclusions. In each of these texts more of the footnotes refer to the author of an example than to proof sources, whether authority or research. The authors of all these texts at least discuss the

following subjects on which a significant amount of research has been published, although some of them do so without reference to that research: stage fright, organization, source credibility, attitudes, and delivery. All but two texts refer to listening, and all but three, to group procedures. The emphasis on some of these subjects differs from the emphasis of texts discussed in Chapter IV (the research-based books). To these authors, "attitudes" are discussed mainly in the context of motive appeals, often with general references to psychologists ranging from William James to Abraham Maslow. Source credibility is discussed in most cases as ethos in the classical sense. Delivery is discussed, not in the broad sense of non-verbal communication, but more narrowly, as physical behavior in delivering a speech. Finally, group procedures are in every case discussed in terms of problem-solving group discussions, not in terms of interpersonal relations. Again, the authors' choice of subjects and the treatment of those subjects reflect the overall traditional approach of the writers of the model-based texts.

Most of the texts in this group (72 percent) cite some kind of research. However, only one, Sarett, Sarett, and Foster, cites research on a variety of subjects. While this text cites research on ten of the twelve major kinds of research, it should be remembered that most of it is concentrated on three of the subjects. Blankenship's text cites the next widest variety of research, six types. Looking at

the entire group of model-based texts, some reference is made to research on organizational technique in two texts, or 14 percent of the model-based texts. The same thing is true of research in group communication, linguistics, perception, and culture. Some research related to the communication process is cited in three texts, or 21 percent of the model-based texts. Four texts (28 percent of these texts) include some reference to research in stage fright. Research relevant to the subjects of listening, source credibility, and non-verbal communication is found in five texts or 36 percent of this group. The kind of research most frequently cited is research relevant to attitudes or attitude change. This type of research is found in 50 percent of the texts in this group. In contrast, 86 percent of the texts in this group not only cite no research but make no reference of any kind to the subjects of linguistics, perception, culture, or group communication. The quantity of research cited is clarified further by noting that only three of the texts in this group include as many as twenty references to research. Of these three, one cites twenty-one references, one twenty-three, and one forty-five. The remainder of the texts in this group cite fewer than thirteen research sources. In the entire group of fourteen texts, only two gave any discussion of the research cited.

The significance of these figures may be increased by noting again that six of the ten most-used texts are in this group. They are:

McBurney and Wrage's Guide to Good Speech

Auer and Brigance's Speech Communication

A. H. Monroe's Principles and Types of Speech

Bryant and Wallace's Fundamentals of Public Speaking

Eisensen and Boase's Basic Speech

Blankenship's Public Speaking: A Rhetorical Perspective

Examined as a group, they do not differ greatly from the entire category in overall quantity of research cited although they do differ in the particular kinds of research cited most. The quantity ranged from none to twenty-three sources. Five out of six cite research in attitudes, and three, or half the group, cite research in source credibility and in non-verbal communication. Research in listening, organization, and the communication process is cited in two of the six books. In the group of six books there is one that cites research in stage fright, one that cites research in linguistics, and one text that makes the only references in the group to both semantics and group processes. None of these texts either discusses or cites research in the areas of perception or culture. One of the most-used texts, McBurney and Wrage's, cites no research at all. Blankenship's is the only one which discusses the research cited and the only one which cites research in as

many as six of the twelve subject areas in which the survey of the Speech Monographs bibliography indicates a substantial amount of research is available. The most-used of the model-based texts, then, would not offer much to acquaint the student with modern research relevant to rhetorical theory.

As a group, the authority-based texts cite more sources in footnotes than the group of model-based texts. On the other hand, the authority-based texts average about the same percentage of research sources as the model-based texts and have less variety of kinds of research than do the model-based texts. In this group, also, only one text which cites research discusses it in any detail, and that text, Baker and Eubanks', only cites research in four of the subject areas in which research is readily available. However, five of the seven authority-based texts include some reference to research. They are:

LaRusso's Basic Skills in Oral Communication

Phillips and Lamb's Speech as Communication

Walter and Scott's Thinking and Speaking

Baker and Eubanks' Speech in Personal and Public Affairs

Wilson and Arnold's Public Speaking as a Liberal Art

All seven of these texts recognize classical and traditional sources, occasionally with somewhat unusual emphases, as in Baker and Eubanks' value-theory emphasis. Some authors mention modern theory as one of their major sources, but they appear to actually cite an amount of research comparable to the small

amount cited by the model-based texts. Two cite less than fourteen research sources, and three cite twenty-two, twenty-five, and thirty-five research-based sources. On the other hand, this entire group covers a slightly wider variety of subjects although some authors discuss these subjects without reference to research. Again, those subjects most closely related to traditional emphases of rhetoric fare best. Thus all seven texts include discussions of stage fright, organization, attitudes, and delivery. All but one include discussions of source credibility and group processes. In contrast, the communication process is discussed in only two of the books. This is also true of the subjects of semantics and perception. Linguistics and culture are not mentioned in any of the texts in this group. It cannot be said, however, that these texts are uniformly classical or even traditional in presentation. The consistent points which can be made with reference to the presentation of the material by these authors are: (1) that they vary a great deal and (2) that none of them is strongly oriented toward modern research or the subjects related to communication theory.

The research which is cited is less varied than in the model-based group. In the authority-based group, research is cited in eight of the twelve subjects surveyed. Five of the seven (or seventy-three percent of the texts) cite research sources in attitudes. Four texts include discussions of listening, and all of these four use research sources to support

their discussions. Although all of the texts discuss organization, delivery, and stage fright, only three include research sources in organizational techniques; two cite research in non-verbal communication; and two cite research in stage fright. The text which included the widest variety of research, Wilson and Arnold's Public Speaking as a Liberal Art, is the only text in this group to include research in source credibility, group processes, or perception. This text is, incidentally, the only text in this group which is among the ten most-used texts.

The authority-based group of texts, then, is a smaller group, only half as big as the model-based group; overall it cites more sources in support of assertions than do the model-based texts but cites a comparable amount of research sources and actually less variety of research than is used by the model-based texts. Considering these observations, and since only one of the texts offers any discussion of the research cited, it must be concluded that the authority-based texts offer no more than the model-based texts in terms of acquainting the student-reader with relevant research in communication.

As would be expected, the research-based group differs from the two preceding groups in general approach, the subjects treated, the quantity of research, and the variety of research. The general approach in each of these texts includes in some way a major emphasis on modern sources. Some texts exclude traditional references, while others emphasize

updating or validating the traditional principles; but all six texts include modern sources as major contributors to rhetorical theory.

The research-based texts, unlike the previous two groups, include some references to each of the twelve subjects on which a substantial amount of research has been published. This is not to say that all six texts discuss all twelve subjects, but that some reference is made to each of the twelve subjects by at least one of the six texts. All of the texts did give space to discussions of stage fright, attitudes, group processes, non-verbal communication and the communication process. Occasionally traditionally taught portions of rhetoric are omitted from individual texts in this group; for example, only five of them included discussions of organization and source credibility. In sharp contrast to the authority-based texts, five of the six in this group include discussions of listening and perception, while four of the six include semantics and culture, two subjects which are omitted entirely from all the authority-based texts. The only subject treated by less than a majority of this group of texts is the subject of linguistics, which is treated by a single text. The variety of subjects treated is made more noticeable in that, to some degree, each of these texts refers to modern theory, if not to modern research, in the discussion of these subjects. Where most of the authors of texts considered in the other two groups see rhetorical principles in a classical

or at least traditional light, the authors of these texts look at those same principles, to some degree, through the perspective of modern communications theory.

The six texts classed as research-based also differ from the preceding two groups on the quantity of research cited. Most of these texts cite more sources of all types than is typical of this sample. In fact, three of these texts cite more sources in support of assertions than any of the other texts in the sample. It is noticeable, however, that these texts cite significantly more research than any of the texts in the other three groups. While the median amount of research for the model-based texts is seven research-based sources, and for the authority-based texts is fourteen research-based sources, the median for the research-based text is fifty-six research-based sources. There are exceptions, such as Sarett, Sarett, and Foster's text, which cites forty-five references to research, more than any text not in the research-based category; but the median for the entire sample is fourteen research sources. Notice in contrast that all the texts in the research-based category exceed the median number of research sources for the entire sample since they range in number from nineteen to one hundred and seventeen footnoted references to research-based sources. Not only do these texts cite significantly more research numerically, but they cite more research in proportion to the other types of support as well. Research sources compose from 39 to 69

percent of the footnotes in these texts while they range from none to 35 percent for the model-based texts and from none to 42 percent for the authority-based texts.

A final way in which the research-based group of texts differs is that in each of the other groups it is most common for the research in any single text to be restricted to a few special subjects, while a range of other subjects are not supported with research and often not discussed at all. This is not the case with the research-based texts. Three of the six cite research in ten of the twelve subject areas, and none cites fewer than six types of research, which is the widest variety cited in the authority-based texts. All the texts cite small group research, and four of the six include research in interpersonal relations, which is not discussed by texts in any other group. Discussions of listening, organization, attitude, non-verbal communications, and the communication process are supported by research-based sources in five out of the six texts. Four texts include research in source credibility and perception. Three texts cite intercultural research, and two cite research in stage fright. Semantics-related research is cited in only one text although all the texts discuss semantics. On the other hand, one text includes references to linguistic research but without any direct discussions of the subject. This overall variety of research is certainly enhanced by the fact that in each of these six texts, sources footnoted are also mentioned in the text.

A final point in regard to these research-based texts concerns the fact that three of the six are among the ten most-used texts. They are:

Baird and Knowler's Essentials of General Speech

Oliver, Zelko, and Holtzman's Communicative Speaking and Listening

Ross's Speech Communication, Fundamentals and Practice

These three texts happen to also be the three of the top four in this group in terms of the quantity of research, percentage of research, and overall emphasis on research. They are, then, the most research-based of the research-based texts, and by far the most research-based of the ten most-used texts.

The six research-based texts, then, are distinctive in that they include such a large quantity of sources, especially of research-based sources, that the research constitutes a significant proportion of the total sources footnoted and that the research is varied and textually recognized as well as formally footnoted. Furthermore, these authors, like others in both preceding groups, indicate in prefaces their intent to acquaint the student with modern sources. They differ from the texts previously discussed in that they actually do so.

It is perhaps useful to reorder the texts and examine them from a slightly different perspective. If the texts are reordered in terms of the total number of actual sources footnoted, a somewhat different grouping of texts occurs. The median number of total footnotes in the texts in such a

ranking is thirty-four, with thirteen texts having less than thirty-four and thirteen having more than thirty-four footnotes which refer to actual sources. The upper one half of this group would include the following texts, which are here arranged in the order of the number of real sources footnoted in support of assertions, beginning with the least and proceeding to the text with the greatest number of sources.

Bryant and Wallace's <u>Fundamentals of Public Speaking</u>	(Model)
Braden's <u>Public Speaking: The Essentials</u>	(Model)
Eisensen and Boase's <u>Basic Speech</u>	(Model)
Wiseman and Barker's <u>Speech: Interpersonal Communication</u>	(Research)
Blankenship's <u>Public Speaking: A Rhetorical Perspective</u>	(Authority)
Walter and Scott's <u>Thinking and Speaking</u>	(Authority)
Baird and Knower's <u>Essentials of General Speech</u>	(Research)
Sarett, Sarett, and Foster's <u>Basic Principles of Speech</u>	(Model)
Baker and Eubanks' <u>Speech in Personal and Public Affairs</u>	(Authority)
Wilson and Arnold's <u>Public Speaking as a Liberal Art</u>	(Authority)
Oliver, Zelko, and Holtzman's <u>Communicative Speaking and Listening</u>	(Research)
Zelko and Dance's <u>Business and Professional Speech Communication</u>	(Research)
Ross's <u>Speech Communication: Fundamentals and Practice</u>	(Research)

This group of texts, which cite sources exceeding the median of thirty-four, includes five of the six research-based texts, three of the seven authority-based texts, and five of the fourteen model-based texts. The amount of research presented in this group of texts ranges from four sources (or 5 percent of that text's total footnotes) to one hundred and seventeen references (or 53 percent of that text's total footnotes). A closer examination of the upper seven of these texts, which compose the top one-fourth of the entire sample, discloses four of the original six research-based texts, one model, and two authority-based texts.

There is considerable variety among these texts which share the commonality of citing many sources. They vary in terms of the overall approach, the quantity of research cited, and the variety of research utilized. Three of these texts have a clearly traditional approach, another has a traditional approach with an emphasis on updating and validating those traditional principles, and three more are clearly research-oriented in approach. The quantity of research varies from twenty-five sources (14 percent of that text's footnotes) to one hundred and seventeen, (53 percent of that text's footnotes). There are four texts in this group that cite above fifty research sources. Five of the seven texts make some references to a variety of types of sources, referring at least once to research in eight to ten of the twelve varieties surveyed. The remaining two utilize less variety, referring to

four and six types of research. All but one of these texts discuss at least briefly in the text the research footnoted. The top three of these texts stand out as citing substantially more research than any of the others in this group. They not only include a greater percentage, a larger number, and the widest variety of research presented, but they also discuss it more than the other texts who also cite many sources.

This grouping, then, aids in emphasizing that knowing that a text includes a large number of sources does not alone assure that the text will include a proportionately large amount of research; but the chances do appear to be good that some research would be included in such a text. This is emphasized further in noting that five of the seven texts utilizing the smallest number of sources refer to no research sources at all.

Viewed in terms of references to research, this sample of twenty-seven texts is readily divided into three groups. The group which cites the least sources and the least research contains only a few (fifteen or fewer) isolated references to research sources. Sixty percent of the sample fit this description. Eleven books, or 40 percent of the sample, contain twenty or more references to research. The second of the three groups is composed of five of these eleven books, and these texts refer to from twenty to forty-five research-based sources. The research footnoted by this

group is of limited variety, and there are few instances of textual discussions of the research cited. However, while the student-reader might have to look closely for the research references in the first group, he would certainly have somewhat greater opportunity to be conscious of some research support in the texts of this second group. The remaining six of the upper 40 percent or 22 percent of the total sample form a third distinctly different group. These texts go far beyond the arbitrary minimum standard of twenty references to research and include from fifty-six to one hundred and seventeen references to research. Furthermore, the research is cited in a variety of subjects, and the books include textual discussions of the research. The student-reader of one of these texts could scarcely escape recognizing that the authors of that text rely on research-oriented sources for most of the support for the principles discussed in that text.

The proportion differs only slightly when the ten most-used texts are examined as a group. Authors of six of the ten texts cite over twenty research sources. Authors of three of the ten rely on a larger number of research sources to form the major form of support utilized. Again, viewed as a group, the percentage of texts utilizing each of the twelve types of research, as shown below, makes clear that much of the available research is not used most of the time. This is especially true since these figures indicate only the number of texts

citing research of a given type at least one time and do not reflect the use made of that research.

Stage fright	26 %
Listening	47 %
Organization	37 %
Source credibility	37 %
Attitudes	63 %
Group processes	33 %
Non-verbal	44 %
Communication process	29 %
Semantics	11 %
Linguistics	11 %
Perception	26 %
Culture	18 %

It should be emphasized that in each of these categories a substantial number of studies have been published and are readily available to writers of public speaking textbooks.

The study of these twenty-seven texts, which were published between 1965 and 1970, has led to five conclusions applying to texts designed for use in basic courses in public speaking.

1. Writers of textbooks published during the period from 1965 to 1970 appear to follow one of three basic patterns in choosing sources to support their ideas. The majority of the authors seem to emphasize the observation of great speakers since they include many references to great speeches of the past to use as patterns for forming the speeches of the future. The second group relies primarily on the authority of rhetoricians of the past or on modern rhetoricians in the classical tradition. These authors do not necessarily exclude references to great speeches. On the contrary, most make use of some such references, but the emphasis is on the use of

authorities as a major form of support. The final group might be said to be more oriented to the behavioral sciences. The authors of these texts are quite eclectic in drawing from sources within the field of rhetoric as well as sources from many other related disciplines. Especially, these authors stress the developments in the twentieth century in psychology, sociology, linguistics, anthropology, or any other of the behavioral sciences which have contributed to the study of human communications. Each case is, it must be stressed, a matter of emphasis, since there are texts in each of these groups which also cite other types of sources. A model-based text which is filled with footnoted references to illustrations may also include some references to authority and some references to modern research, but the thrust of the author's choices appears to be in the direction of illustrating his principles with examples from great speeches of the past.

2. A significant amount of research was published between 1946 and 1968 which has been readily available since that time to authors of textbooks in public speaking. It is no doubt true that much of the research which has been done is not included in the bibliography surveyed for this study. Certainly, much more is available in the specialized indexes of other disciplines. This fact would tend to extend the gap between what is and what is being used. In any case, there is a great deal of research already listed in speech journals and readily available to writers interested in any facet of the study of communication.

3. A small minority of the texts currently published makes extensive use of the available research. The median number of references to research in this sample is fourteen references to research-based sources in one text. Although half of the texts studied here include more than that, only four, or 15 percent of the sample, cite over fifty foot-noted references to research. Less than a third of the texts utilize a variety of kinds of research. Although research into the phenomena of stage fright has been available for thirty years, only 26 percent of the texts refer to it even in general. Particularly noticeable is the fact that not only do few texts cite research in communication processes, semantics, linguistics, perception, and culture but also that most of the remainder do not even mention the subjects. This is especially true of linguistics, where there are three texts which include some reference to linguistics research; but only one text of the twenty-seven includes any discussion of the relevance of linguistics to the study of human communication.

In the text-by-text examination of the books in this sample, numerous references are made to statements by the authors of these texts in the preface or in the text of their books, where the idea is expressed that it is time to validate old assumptions more scientifically. Others speak of updating their sources, while still others speak of acquainting students with both ancient theory and modern approaches. The

intent to make use of these newly available resources in teaching public speaking seems to be present, but that intent is far from fulfilled when over 50 percent of the texts still are not acknowledging research in listening, organizational techniques, source credibility, group processes, or non-verbal communication. In some of these areas it is not even necessary for the text author to be fully familiar with most of the published research since enough has been published that surveys compiling the results and interpreting the findings have been published in several areas, such as stage fright, organizational techniques, and source credibility. It is encouraging to note that three of the texts which most make use of research are among the ten most-used texts, but since the remaining seven cite comparatively little research and completely omit several types of research, it is necessary to conclude that it is likely that a minority of students who take beginning courses in public speaking become acquainted with modern research available in the field as a result of their contact with their college public speaking text.

4. Most texts present all materials deductively. While some modern educators extol the values of inductive presentations of principles to be learned, it is apparent from this study that the inductive presentation is not popular with the writers of most textbooks in public speaking. Only one text from this sample, Raymond Ross's Speech Communication: Fundamentals and Practice, could be said to have engaged in

inductive presentations of ideas, and this is only true of selected subjects. It is far more frequently true that the authors follow a deductive pattern of presentation. Most of the time, conclusions are stated, and then, depending on the author's choices, that may be all he does; or he may go on to illustrate the conclusions and/or to offer support of the assertion with testimony from some authority. Even if "inductive presentations" were defined broadly enough to include the discussions of research, no matter how they were used, only nine texts from the sample could be considered as using inductive presentations of ideas even occasionally since only nine texts discussed the research cited. Without question, deductive presentations of rhetorical concepts are most common among beginning public speaking texts.

5. As a result of this study, some needs are apparent. One valuable contribution would be a thorough indexing of research relevant to rhetorical theory. While the bibliography in Speech Monographs is quite helpful, it is not comprehensive. A comprehensive bibliography of research is no doubt a formidable task and might require an interdisciplinary committee to locate the research, but the result would certainly simplify the efforts of writers in the field of speech who would like to make use of research undertaken within other disciplines.

A second need is for a fuller utilization of the research already available by both writers of texts and classroom

teachers. While it is certainly impossible for everyone to read everything relevant to human communication, there is a need to close the gap between our desire to confirm ancient principles and our present knowledge. Wayne Thompson articulated this problem in 1963:

The wisdom of those who created classical rhetoric is one of the marvels of the intellectual history of the world, but to ignore the opportunities which contemporary movements and tools provide for securing new truths and for testing old ones is a folly which warrants the charge of scholarly irresponsibility.¹

So little is known, and there is so much to know; and yet in 1970 less than a third of the most recently published texts made use of the research which contributes to what is known. The textbook is an important resource in many speech classrooms. Much can be done to enrich this resource as modern writers of textbooks take greater advantage of the relevant research contributed by other disciplines as well as the research within our own ranks.

¹Wayne N. Thompson, "A Conservative View of a Progressive Rhetoric," Quarterly Journal of Speech, XLIX (February, 1963), 7.

APPENDIX

TABLE I
TREATMENT OF SUBJECTS IN
MODEL-BASED TEXTS

	McCabe and Bender	Samovar and Mills	Strother and Huckleberry	McBurney and Wrage	Auer and Brigance	Capp	Monroe
Stage Fright	x	x	x	x	x	+	x
Listening	o	x	x	x	+	+	+
Organization	x	x	x	x	x	x	x
Source Credibility	x	x	x	x	+	x	x
Attitudes	x	x	x	x	+	x	+
Group Processes	x	x	x	x	x	x	x
Non-Verbal Communication	x	x	x	x	+	x	x
Communication Process	x	x	o	x	o	o	+
Semantics	o	x	x	x	o	x	x
Linguistics	o	o	o	o	o	o	o
Perception	o	o	o	o	o	o	o
Culture	o	o	o	o	o	o	o
Miscellaneous							

x = Subject treated, but without reference to research

o = Subject not treated

+ = Subject treated, documents at least one research
source

TABLE I --Continued

	Buehler and Linkugel	Barrett	Bryant and Wallace	Braden	Eisensen and Boase	Blankenship	Sarett, Sarett, and Foster
Stage Fright	X	X	+	+	X	X	+
Listening	+	X	O	X	+	O	X
Organization	X	X	+	X	X	+	X
Source Credibility	+	X	+	X	X	+	+
Attitudes	X	+	+	X	+	+	+
Group	O	X	O	O	+	O	+
Non-Verbal Communication	+	X	X	X	+	+	+
Communication Process	X	O	X	O	O	+	+
Semantics	O	X	O	O	+	X	+
Linguistics	O	O	O	O	O	+	+
Perception	O	O	O	+	O	O	+
Culture	+	O	O	O	O	O	+
Miscellaneous							

TABLE II
TREATMENT OF SUBJECTS IN
AUTHORITY-BASED TEXTS

	Grasty and Newman	Gilman, Aly, and White	LaRusso	Phillips and Lamb	Walter and Scott	Baker and Eubanks	Wilson and Arnold
Stage Fright	X	X	X	X	+	+	X
Listening	O	O	O	+	+	+	+
Organization	X	X	+	X	X	+	+
Source Credibility	X	X	X	X	O	X	+
Attitudes	X	X	+	+	+	+	+
Group Processes	X	X	O	X	X	X	+
Non-Verbal Communication	X	X	+	+	X	X	X
Communication Processes	O	O	O	X	O	O	X
Semantics	O	O	O	X	O	O	X
Linguistics	O	O	O	O	O	O	O
Perception	O	O	O	X	O	O	O
Culture	O	O	O	O	O	O	+
Miscellaneous	O	O	O	O	O	O	O

TABLE III
TREATMENT OF SUBJECTS IN
RESEARCH-BASED TEXTS

	Murray, Phillips, and Truby	Wiseman and Barker	Baird and Knowler	Oliver, Zelko, and Holtzman	Zelko and Dance	Ross
Stage Fright	X	X	+	X	X	+
Listening	O O	+	+	+	+	+
Organization	O O	+	+	+	+	+
Source Credibility	X X	O	+	+	+	+
Attitudes	X X	+	+	+	+	+
Group	+	+	+	+	+	+
Non-Verbal Communication	+	+	+	+	X	+
Communication Process	+	+	X	+	+	+
Semantics	X X	X X	+	O	O O	X
Linguistics	O O	O O	O O	+	O O	O
Perception	+	X	O O	+	+	+
Culture	X	O	O	+	+	+
Miscellaneous	+	+				

TABLE IV
 SURVEY OF SOURCES USED IN MODERN
 PUBLIC SPEAKING TEXTS

	Category Based on Type of Support Author Used Most	Total Number of Footnotes	Percent of Research Footnotes	Percent of Authority Footnotes	Percent of Model Footnotes	Included Textual Discussion of Research
Auer and Brigance, <u>Speech Communication</u>	M	23	35	13	48	--
Baird and Knower, <u>Essentials of General Speech</u>	R	*143	39	28	21	X
Baker and Eubanks, <u>Speech in Personal and Public Affairs</u>	A	168	21	42	33	X
Barrett, <u>Practical Methods in Speech</u>	M	73	7	40	53	--
Blankenship's <u>Public Speaking: A Rhetorical Perspective</u>	M	*160	13	28	58	X
Braden, <u>Public Speaking: The Essentials</u>	M	88	4	45	47	--
Bryant and Wallace, <u>Oral Communication</u>	M	*72	18	30	47	--

TABLE IV --Continued

	Category Based on Type of Support Author Used Most	Total Number of Footnotes	Percent of Research Footnotes	Percent of Authority Footnotes	Percent of Model Footnotes	Included Textual Discussion of Research
Buehler and Linkugel, <u>Speech Communication: A First Course</u>	M	81	9	30	59	--
Capp, <u>How to Communicate Orally</u>	M	77	7	22	69	--
Eisensen and Boase, <u>Basic Speech</u>	M	81	25	21	54	--
Gilman, Aly, and White, <u>An Introduction to Speaking</u>	A	25	--	56	44	--
Gerasty and Newman, <u>Introduction to Basic Speech</u>	A	10	--	60	30	--
LaRusso, <u>Basic Skills of Oral Communication</u>	A	33	42	42	6	--
McBurney and Wrage, <u>Guide to Good Speech</u>	M	47	2	17	79	--
McCabe and Bender, <u>Speaking is a Practical Matter</u>	M	--	--	--	--	--

TABLE IV --Continued

	Category Based on Type of Support Author Used Most	Total Number of Footnotes	Percent of Research Footnotes	Percent of Authority Footnotes	Percent of Model Footnotes	Included Textual Discussion of Research
Monroe, <u>Principles and Types of Speech</u>	M	219	4	6	78	--
Murray, Phillips, and Truby, <u>Speech: Science-Art</u>	R	39	49	28	25	X
Oliver, Zelko, and Holtzman, <u>Communicative Speaking and Listening</u>	R	184	48	38	10	X
Phillips and Lamb, <u>Speech as Communication</u>	A	14	35	57	7	--
Ross, <u>Speech Communication: Fundamentals and Practice</u>	R	220	53	31	12	X
Samovar and Mills, <u>Oral Communication, Message and Response</u>	M	--	--	--	--	--
Sarett, Sarett, and Foster, <u>Basic Principles of Speech</u>	M	*197	23	26	48	X
Strother and Huckleberry, <u>The Effective Speaker</u>	M	--	--	--	--	--
Walter and Scott, <u>Thinking and Speaking</u>	A	118	19	42	34	--

TABLE IV --Continued

	Category Based on Type of Support Author Used Most	Total Number of Footnotes	Percent of Research Footnotes	Percent of Authority Footnotes	Percent of Authority Footnotes	Included Textual Dis- cussion of Research
Wiseman and Barker, <u>Speech Interpersonal Communication</u>	R	*58	69	26	5	X
Wilson and Arnold, <u>Public Speaking as a Liberal Art</u>	A	182	14	53	28	--
Zelko and Dance, <u>Busi- ness and Professional Speech Communication</u>	R	188	47	49	--	X

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