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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: the rhetorical effectiveness of Senator Edmund S. Muskie's 1972 Presidential primary election campaign; persuasive speaking techniques of black college and university presidents involved in fund-raising efforts; the function of communication in consensus-building in two rural Wisconsin communities; effects of self-disclosure and attitude similarity on the reduction of interpersonal conflict; nonverbal communication in marital interaction; persuasive communication and accounting; criteria for effective oral argument before a court of appeals; a category system for analyzing superior/subordinate communication behavior; the relationship between teachers' attitudes and their perceptions of students' communication behaviors; the effect of expected ethnocentricity and racial and attitudinal similarity on communicator effectiveness; paralinguistics and the college teacher; verbal obscenity; children's social interactions; teacher/pupil communications in nursery schools; and an analysis of the advocacy of Tom Hayden as a radical intellectual activist in the New Left social movement. (GW)

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AN ANALYSIS OF THE RHETORICAL EFFECTIVENESS OF THE 1972 PRESIDENTIAL PRIMARY ELECTION CAMPAIGN OF SENATOR EDMUND S. MUSKIE

BARNETT, William Lee, Ph.D.
University of Pittsburgh, 1976

Chairman: Robert P. Newman

Presidential primary elections have become increasingly important in the selection of major party nominees for President of the United States. The rhetorician has a special interest in the aspects of persuasive communication which contribute to the success or failure of candidates who attempt to win their party's nomination for the Presidency via the primary route. In recent years the most striking case of a candidate's unsuccessful bid for his party's presidential nomination was the 1972 primary election campaign of Senator Edmund S. Muskie.

When the presidential primary campaign "officially" got underway in January, 1972 Senator Muskie was the odds-on favorite to win the Democratic nomination. But, instead of securing the nomination for him, the primaries proved to be his undoing. By April, having failed to win necessary support in the first six crucial primaries, Muskie's candidacy was relegated to long-shot status and he withdrew from further contention in the remaining seventeen primaries.

The purpose of this study was to answer the question, "To what extent can the reasons for Muskie's failure to become the candidate of the Democratic Party for the Presidency be found in the rhetoric of his campaign?" The operative perspective in this analysis was a macro-rhetorical one. That is, Muskie's campaign strategies and tactics were treated as a gestalt. The investigator examined the campaign's overall conception and execution as a series of rhetorical acts. Specific, individual rhetorical acts were viewed in the context of the larger rhetorical program and were evaluated in light of extant social and political phenomena.

As background, the thesis provides an analytical history of Muskie's personal life and political career and an overview of prevailing social and political conditions during the 1972 primary campaign.

In its rhetorical analysis the dissertation examines two umbrella strategies which constituted the overall plan of action of Muskie's primary campaign (bandwagon politics and centrism) and two categories of rhetorical tactics which are crucial to evaluation of the guiding strategies.

The general conclusions of the study are that Muskie's campaign strategies were unsuccessful and that certain campaign tactics--specific suasive events--contributed to the failure of those strategies. Among the specific findings of the dissertation are the following: 1) That the bandwagon strategy was unsuccessful largely because of over-reliance on endorsements, inadequate campaign planning and execution, and failure to

interpret correctly the implications of Democratic Party reforms. 2) That the centrist strategy failed because it portrayed Muskie as a no-issue candidate, because it over-relied on the vague campaign theme of trust, and because it failed to take into account prevailing social and political attitudes. 3) That specific rhetorical tactics and acts, e.g., Muskie's candidness and his confrontation with the Manchester Union-Leader, were counter-productive in that they shattered the candidate's statesmanlike image, upon which the umbrella campaign strategies were predicated.

Finally, the study suggests areas of further study which may be of interest to students of political rhetoric. Among them are: 1) The relationship between campaign factors which are likely to result in success in primary elections and those which are predictive of effectiveness in office. 2) The relative significance of images and issues in election campaigns. 3) The circumstances under which a campaign based on bandwagon strategy is likely to be successful. 4) The impact of front-runner and under-dog statuses on bandwagon campaigns. 5) The roles of polls and the media in influencing primary election results.

Order No. 77-15,153, 293 pages.

A STUDY OF THE PERSUASIVE SPEAKING TECHNIQUES OF PRIVATE BLACK COLLEGE AND UNIVERSITY PRESIDENTS IN THEIR FUND-RAISING EFFORTS FOR SURVIVAL

BELL, Joyce Montgomery, Ed.D.
North Texas State University, 1977

The problem of this investigation was to identify the persuasive speaking techniques of private Black college and university presidents in their fund-raising efforts to support the educational programs of Negro colleges and universities. This study did not seek to defend nor justify the arguments for the existence nor nonexistence of these institutions. It focused on techniques of speaking whereby men attempted to alter reality by adjusting ideas to people and people to ideas.

Three speeches each from sixteen private Black college and university presidents were analyzed according to the rhetorical-historical method. The specific criteria for the analysis of the speeches were the principles of invention, disposition, style, and overall effectiveness. Because of the lack of available data, delivery was not considered as a part of the investigation for this study.

The procedure for the analysis of the speeches entailed (1) description--the presentation of what occurred in the speeches, (2) analysis--the inquiry into the speakers' choices and alternatives, (3) interpretation--the assessment of the effectiveness or ineffectiveness of the rhetorical choices for the audiences and the occasions, and (4) overall effectiveness--the formulation of a judgment on the probable effect on the audiences and an assessment of the probable worth of the speeches to society.

Six sources provided the data for the study: (1) questionnaires which were completed and returned by the presidents,

(2) interviews, (3) survey of the literature of the times in which the speeches were delivered, (4) curriculum vitae of the presidents, (5) texts of the speeches, and (6) the attendance and observation of three strategy fund-raising conferences (two at the national level and one at the state level).

The study is presented in eight chapters. Chapter I, Introduction; Chapter II, The Procedure and Collection of the Data; Chapter III, Background information for the Speeches; Chapters IV through VII comprise the presentation and analysis of the data for invention, disposition, style, and the evaluation of the speeches; and Chapter VIII contains the summary of the findings, conclusions, and recommendations.

The evidence tended to support the conclusion that there is some relationship between speaking and fund-raising. The speeches probably produced some effect on the audiences. They (1) provided a voice to make the appeals for funds, (2) defended the posture of private Black colleges and universities, (3) provided a primary source of information about these institutions, (4) reinforced common beliefs, and (5) provided impetus for the like-minded to persevere.

Although there were other factors operative in fund-raising, persuasive speaking will continue to be a significant force as a technique in the survival of private Black colleges and universities. The speaking may be performed by persons other than the presidents, provided that these persons have the training, interest, and commitment. However, until educational statesmen emerge, the speeches made by the presidents will continue to provide the motivation for the financial support of these institutions.

Order No. 77-19,659, 275 pages.

ANALYSIS OF POLITICAL INTERACTION THROUGH COMMUNICATION THEORY

BETH, Richard Sprague, Ph.D.
Yale University, 1976

Whatever else politics is, it is, at least, a form of social interaction. However, no existing approach to politics deals with the events of which political interaction is made up in terms of a systematic theory; there is no general theory of political events. Political interactions may be viewed as acts of communication. It is therefore plausible that the organizing concepts of communication theory could serve as a basis for the systematic analysis of political interaction.

A political event may be viewed, as a communication event, in terms of the signal transmitted, its sender and receiver, and the channel of communication; that is, of what act is enacted, who enacts it and whom it is directed toward, and the relation between actor and recipient. Human beings, in communication terms, are terminals with the capacity not only to receive and transmit signals, but to recognize and respond to the complex patterns making up communication events, even when they are also participants in those events. An attitude structure, which defines the way in which one perceives and responds, is like the coding of a terminal; "internal" responses which condition subsequent overt responses, or behavior, are like states of a terminal.

A social group is defined by a stable pattern of relations among identifiable individuals. These stable patterns may be established by normative attitudes shared among members of the group, or otherwise. Since people are capable of recognizing such patterns, they are capable of trying to act so as to affect them; such action defines politics.

Data about political events can be expressed in statements. The referent of such a statement will be either events themselves, identified by their channels; terminals of events, identified by their codings; or the substance of events, identified by the signals transmitted. Political events can be systematically described by classifying them along each of these dimensions; statements about political events can be classified by that classification of their referents.

The signal transmitted in a political event may also be considered as, and attitudes and states of mind in political situations be formulated as, statements, and classified in the same way. Any such statement will refer to its referent in one of several modes of reference, defined by the kind of judgment the speaker makes of the referent. Two of these modes are description and evaluation. Another is intention to enact the referent. A fourth judges events in terms of the correctness of the logical relations among signals, states, or other elements. A fifth judges them in terms of conformity to socially expected patterns; this is a normative mode. The definition of the first three modes follows Robert Bales; of the first four, Charles Morris; the formulation of the normative is innovative.

Statements in, and about, political events may thus be classified by their referents (terminals, channels, signals: respectively, actors, events, and policy content) and their modes of reference (descriptive, evaluative, prescriptive, formative, normative). The last chapter illustrates the application of this theoretical scheme. It reformulates definitions and hypotheses

of Richard Fenno about Congressional committees in terms of what aspects of events and what kinds of judgments they refer to. One hypothesis is that committee members interested in floor success will pursue nonpartisanship in committee, and those interested in promoting policy preferences will pursue partisanship. The testing of this hypothesis in terms of the theoretical scheme advanced is demonstrated with interview data from field research on the U.S. House of Judiciary Committee, classified in the way proposed.

Order No. 77-14,023, 353 pages.

COMMUNITY CONSENSUS-BUILDING: A COMMUNICATION EXPERIMENT IN TWO RURAL WISCONSIN COMMUNITIES

BROOM, Glen Martin, Ph.D.
The University of Wisconsin-Madison, 1977

Supervisor: Associate Professor John H. Fett

This research dealt with the function of communication in the process of community consensus-building on development priorities. Communication was viewed as the dependent process variable; while awareness of community problems, agreement on problem importance ratings, and perceptions of agreement were the major dependent consensus status variables.

The experimental design called for interviews before and after administration of a treatment in one community and comparable interviews in a control community. The independent treatment variable consisted of direct mail and newspaper reports on how community leaders, elected officials, and a sample of citizens rated 10 community problem categories in the before-treatment interviews. These reports also compared each group's problem ratings with how the members of the other two groups expected them to rate the problems. No mention was made of specific situations or concerns listed for the problem categories.

Hypotheses predicting the impact of such feedback on the dependent process and status variables were derived from general and social systems theory, in which information sharing--communication--is viewed as one of the major adjustment processes for changing or maintaining system states. Community consensus, consisting of both actual and perceived agreement on problem priorities, was viewed as the system state being maintained; feedback on the discrepancies between actual and perceived agreement was hypothesized as stress-producing system input; and interpersonal discussion within the community was the process which the theory predicted would be activated in response to the feedback treatment.

As hypothesized, the feedback treatment led to increases in awareness of community problems, increases in problem importance ratings, increases in within-group agreement, and greater similarity in how groups defined community problems. Predicted greater agreement on problem ratings occurred only between elected officials and community leaders. Agreement decreased between citizens and elected officials, and did not change between citizens and community leaders. Information sharing, the communication process variable, increased only for community leaders. The evidence shows that citizens and elected officials did not discuss community problems with more people as a result of the treatment feedback. Anecdotal reports of more frequent problem-related discussions, however, indicate the need in future research to also measure frequencies of discussions with each person named.

While the findings did not support all the hypotheses, systems theory was useful for conceptualizing the community consensus-building process and for deriving hypotheses for testing. Since information sharing (operationalized as the number of persons with whom community problems were discussed) and agreement did not increase in all cases, the evidence suggests that the feedback treatment did not constitute a system stress powerful enough to involve more people in community problem discussions and to bring about greater agreement. Additional research employing other feedback treatments is needed before questioning the systems theoretic approach to consensus-building.

For community developers and other planners, the findings show that the survey-feedback intervention did lead to increased awareness of community problems, to greater shared understanding of those problems, and to increased problem importance. Follow-up studies should test the propositions that these increases are requisites of the continuing consensus-building process and that they lead to more meaningful local participation in the community development process.

Order No. 77-14,320, 230 pages.

HUMAN COMMUNICATION CONCEPTS AND CONSTRUCTS: TOOLS FOR CHANGE AS APPLIED IN SOCIAL WORK PRACTICE THEORY

DAVIS, Lucy Jeannette, D.S.W.
University of Southern California, 1976

Chairperson: Professor Northen

Purpose. This exploratory-descriptive study identified, analyzed, and interrelated 16 theoretical components of human

communication as explicated by 15 communication theorists and as presented in social work literature between 1949 and 1974. One question of the study was whether there existed one model of communication which would be applicable to social work practice. Another question focused on which communication components had been absorbed into social work practice and how much agreement existed between the communication theorists' formulations and the social workers' application of these components. It was expected that this study would generate more questions than it would resolve.

Method. A sample of 15 communication theorists was drawn and their models analyzed, using an instrument constructed by the researcher. Out of the data collected from this sample, a second instrument was constructed, which was applied to a sample of social work literature, consisting of 86 articles, 33 books, and 18 dissertations. The final step in the study involved assessing the interrelationships between these two bodies of theory.

Findings. No one model of communication was found in the communication field, although a set of theoretical constructs basic to the conceptualizations of communication theory were identified. These were sender, receiver, channel, noise, message, coding, and feedback. Certain components were well-explicated and others were not. All underwent considerable revision since their initial formulation. There was overlapping in the conceptualizations of verbal, nonverbal, and meta-communications. Intrapersonal, interpersonal, and group communication were formulated as separate, but interrelated, processes. The influence of communication theory upon social work practice was not apparent in the literature until the late 1960s and early 1970s, when there was an increased usage of communication terms and an expansion in the referential bases. Communication theorists most often referred to were Watzlawick and Ruesch. It was found that the theoretical formulations of the communication theorists were consistent with each other, despite their different emphases, and with other behavioral science concepts utilized by social workers, particularly ego psychology and small group theory. The level of agreement between the two fields was high. Areas which were well-developed in social work literature were messages, interpersonal, group, and verbal communications. Those which were not were (1) communication with specialized groups, such as children and ethnic minorities, and (2) the interrelationships of sender, receiver, and message within a social work interview. Difficulties seemed to lie in how to apply the communication components adequately. How communication was to be implemented within a client-system to bring about change also was not clear, although a list of ideal behaviors by the direct services worker was compiled, some of which were contradictory. Current research in communication theory may provide new directions for social workers.

Implications. The findings of this study suggest that the importance of communication processes within social work practice was identified early, but that the complexities inherent in these processes have been investigated only recently. Communication is considered to be a basic tool of change in a client-system. Communication processes, as skills rather than as inherent artistic aspects of an individual's personality, indicate that they can be developed by training. The task which remains for social work practice theory is translating these dynamic, proactive, interactive, and contextual processes into a viable interventive model. Although many of the social work writers focused on the direct services worker, communication is a more universal process, and, therefore, has greater applicability than was reflected in the social work literature.

THE EFFECTS OF SELF-DISCLOSING COMMUNICATION AND ATTITUDE SIMILARITY ON THE REDUCTION OF INTERPERSONAL CONFLICT

FAHS, Michael Lee, Ph.D.
University of Southern California, 1976

Chairman: Professor Edward M. Bodaken

Social conflict occupies a substantial portion of daily communicative transactions. Despite the frequent assumption that the best strategy is to eliminate conflict from the system, current thinking and research suggest that it is more desirable to maintain a controlled level of conflict for growth and vitality of the system. To date, little research has been conducted assessing communication strategies designed to control conflict. The purpose of this study was to conceptualize and empirically test the effects of one specific form of communication (self-disclosure) and one relational characteristic (attitude similarity) on the reduction of interpersonal conflict. The dependent variable was the amount of conflict-reducing behavior, operationalized through Steinfatt's Creative Alternative Game—a modification of the Prisoner's Dilemma Game. Hypotheses predicted that self-disclosure and attitude similarity would elicit greater amounts of conflict-reducing behavior than non-disclosure or attitude dissimilarity, respectively. It was also hypothesized that self-disclosure would interact with attitude similarity to effect greater amounts of conflict-reducing behavior than any other combination of treatments.

Subjects were 60 male and female students enrolled in undergraduate communication courses. Attitude similarity was operationalized following a method developed by Berscheid utilizing a confederate to control the inductions of similarity and dissimilarity. To operationalize self-disclosure, a message was developed and validated by a different sample from the same parent population. The confederate communicated this message to the subject prior to the 10 experimental C-A game trials. Manipulation checks were performed for both the attitude similarity and self-disclosure inductions.

Analysis of variance supported the hypotheses. Subsequent Omega-squared tests revealed that self-disclosure accounted for 54 percent of the variance, while attitude similarity accounted for 7 percent of the variance. Analysis of variance failed to support the interaction prediction.

The results support Gibb's (1965) contention that self-disclosure may induce perceptions of a supportive communication climate—in this case the crucial conceptual linkage between communication and successful conflict resolution. Results also support prior research demonstrating that attitude similarity functions to increase interpersonal attraction.

THE INTERPERSONAL CONVERSATION: NONVERBAL COMMUNICATION AND MARITAL INTERACTION

FOY, Janet O'Neill, Ed.D.
The University of Rochester, 1977

Nonverbal behavioral cues exchanged between partners in the marital dyad provided data for this study. The dissertation was primarily exploratory and descriptive, seeking to generate hypotheses that could inform further study of this heavily used communication channel.

Videotaped records were made of twenty-four married couples engaging in two experimental tasks. The tasks were described to the subjects as "decision-making tasks", but were structured to produce cooperative and conflictual interactions. Two five minute segments from each couple were then scored by trained judges, who recorded the frequencies of thirteen nonverbal behaviors such as eye observation, shoulder orientation, arm position asymmetry, speech volume and head nods.

The dissertation combined two established theories of social behavior to describe the nonverbal components of social interactions. The FIRO (Fundamental Interpersonal Orientation) theory categories of Inclusion, Control and Affection (William Schutz) were matched with Albert Mehrabian's nonverbal behavioral categories of Responsiveness, Relaxation and Affiliation, to explore a total communication expression.

Subject couples were classified as "compatible" or "incompatible" according to their FIRO-B score; as older or younger based on the length of their marriage in years; and as high or low in expressed Inclusion, Control and Affection according to scores on individual FIRO-B scales.

The data was analyzed statistically and descriptively. Individual and couple nonverbal behaviors were reported in tables and frequency distributions, to establish some base-line data for nonverbal behavioral usage. Differences between compatible and incompatible and between older and younger couples were measured. Couples who scored high in the expressed Inclusion behavioral need dimension were tested for high Responsiveness nonverbal behavioral usage. Similarly high expressed Control couples were tested for high Relaxation behaviors, and high Affection couples for high Affiliation behaviors. A 3x3 correlational matrix tested possible relationships among all of the variables. Finally, case studies of four subject couples were presented, using preliminary interview material, verbal interactions and nonverbal behavior frequencies in an integrated approach to the data.

The results showed that all subjects combined differed significantly in five of the nonverbal behaviors measured, between the cooperative and conflict task (in total vocal expression, speech volume, eye observation, body lean, and arm and leg asymmetry). The compatible couples used more hand and arm gestures while cooperating, and more eye observation in the conflict interaction. Incompatible couples used more speech volume in the conflict segment. Given the number of tests attempted, these few results were not regarded as substantial ones. Older and younger couples were not shown to differ significantly in any of the thirteen nonverbal variables.

In matching individual FIRO-B scale scores with related groupings of nonverbal behavior, subjects scoring high on expressed Inclusion used more Responsiveness nonverbal behaviors. High expressed Affection couples used more Affiliation nonverbal behaviors than either a middle scoring group or a low group. While none of the results in this matching were significant statistically, the expected directions were observed.

The correlation matrix did not produce any significant relationships among variables.

The study was seen to contribute to the development of a more refined methodology for measuring subtle nonverbal behaviors. Using a real, nonclinic, subject group, fifty percent of whom were married more than fifteen years, and an interaction design, contributed a needed balance to previous research efforts, in which self-reports of nonverbal behavior usage, or artificial couples were used.

The value of using case study material, incorporating interview material and test scores with nonverbal behavior observations, was discussed, suggesting that descriptive data contributes to an understanding of individual and couple patterns of nonverbal communication. It was concluded that the variability in these individual patterns constitutes a crucial dimension in nonverbal behavior usage, along with frequencies of usage, and the "total display" resulting from the simultaneous expression of several nonverbal behaviors.

Order No. 77-20,139, 149 pages.

PERSUASIVE COMMUNICATION AND ACCOUNTING

GIBBINS, Michael, Ph.D.
Cornell University, 1976

Accounting is a way of communicating information to people. This dissertation is concerned with the operation of the accounting communication process. The approach of the "persuasive communication" literature, particularly of the writings of W. J. McGuire, provides the structure for this study of the impact of the believability, credibility, of accountants and the information they prepare on people presented with the information. The emphasis is on the communication recipient's conception of reality: on his or her view of accounting credibility, on the effects that view has on other beliefs or opinions the recipient may hold, and on the degree to which the recipient absorbs and uses the contents of the accounting communication.

The dissertation begins with the development of a basic research model having two principal components: (1) the accountant's expertise and objectivity (lack of self-interest in the communication's outcome) are proposed as two aspects of his credibility and (2) two stages in the recipient's processing of the accounting information are of central interest: degree of reception (comprehension, absorption) of the information and degree of yielding to (making a decision on) the matter to which the communication relates.

Results are reported of three experiments in which student subjects were presented with financial statements purportedly

prepared by accountants having different degrees of expertise and objectivity. Subjects' reception was measured; their yielding was inferred from their measured degree of agreement with the matter at issue, adjusted for their reception. Subjects tended to view the experiments' accounting context as being persuasion-oriented. As a result, the effects of credibility on their willingness to agree with conclusions based on the accounting information generally were strong. However, the effects of credibility on subjects' reception of the accounting information were not clearly established, and the effects of reception generally were not strong. Consequently, the role of reception in subjects' processing of accounting information and its relationship, if any, to yielding were not clearly explicated by this research. The results of the three experiments support the view that accounting information is not entirely factual and that characteristics of accountants related to their credibility will be perceived by recipients to have had some effect on that information.

Subjects generally perceived the accountant's credibility as being related to his expertise, but not to his objectivity. The subject's approach to his or her task, particularly the extent to which that approach was analytical, was related to both reception of the information and agreement with the matter at issue. However, this research was not designed to ascertain the causal role of this approach in the subject's processing of accounting information.

The dissertation concludes with an examination of the implications of the research for accounting and for McGuire's persuasive communication theory and a discussion of some limitations and possible extensions of the research.

Order No. 77-18,163, 269 pages.

SELF-DISCLOSURE BETWEEN ROOMMATES: AN INTERACTION ANALYSIS

HANCOCK, Brenda Robinson, Ph.D.
University of Utah, 1977

Chairperson: B. Aubrey Fisher

This study investigated patterns of self-disclosing communication between college roommates. The research questions were as follows: 1. What are the differences in breadth and depth of self-disclosure early and later in roommate interaction? 2. Do males and females differ in breadth and depth of self-disclosure early and later in their relationship? 3. Do roommates differ in matching breadth and depth of disclosure in interact sequences early, and later in their relationship?

Subjects were four male roommate pairs (eight subjects) and four female roommate pairs (eight subjects). Subjects were randomly selected from dormitory residents, and consented to be tape-recorded in their dormitory rooms when they had known each other for four weeks and for a second time when they had known each other for three months.

Tape-recorded conversations were transferred to transcripts and coded for topic and intimacy.

A coding system for interaction analysis was developed. Thirteen topical categories were developed from previous social penetration research: Religion, Marriage, Sex/Dating, Family, Body, Money, Politics, Emotions, Hobbies, People, Values, Biography, a miscellaneous category, Other, and two nonself-disclosure categories, Question and Statement were also used. Five levels of intimacy were coded.

Analysis of variance indicated little increase in breadth (number of categories) or breadth frequency (number of comments within each category) in this three month period. Subjects decreased depth (intimacy) of disclosure.

Information theory measures analyzed communication patterns. Interact matrices with each category or intimacy level as antecedent and subsequent act revealed predictable communication patterns.

With few exceptions, the most probable comment following a self-disclosure on a given topic was a matching self-disclosure on the same topic by the other roommate. This reciprocity appeared to decrease with time.

Subjects reciprocated low levels of intimacy, but reciprocity became less predictable with higher levels of intimacy.

Few significant differences between male and female patterns of disclosure emerged. Females focused more on relationships with other people. Males made more use of the miscellaneous category and showed less commitment to the task.

Order No. 77-16,053, 141 pages.

ESTABLISHING CRITERIA FOR EFFECTIVE ORAL ARGUMENT BEFORE A COURT OF APPEALS

HARLEY, Joan Estelle, Ph.D.
Case Western Reserve University, 1976

In 1973, the Court of Appeals in Cuyahoga County, Ohio terminated 958 cases. In Ohio, over four thousand appellate cases were terminated. Less than five percent of these cases were appealed to a state supreme court. Involved in this appellate process is a thirty-minute oral argument presented by each side to a panel of three judges. This research focused on the factors that make the appellate oral argument effective.

The first step in discovering the factors for effective oral argument was a survey of the literature, both in the general Case Western Reserve Library and in the Case Western Reserve Law School Library. All available legal literature in the state of Ohio was surveyed because the observations of actual trials and the survey of attorneys took place in Ohio. All of the strategies and factors determined by the literature are compiled.

The second step was to interview all six practicing appellate judges practicing in Cuyahoga County. The interviews reflected their analysis of the content of oral argument they found persuasive, and the factors in the delivery and preparation of the oral argument which impressed the judges. Since the judges are the final decision makers, their opinions on what makes oral argument effective and memorable are an important source for information.

A third step was to survey ten percent of all the attorneys in Cuyahoga County to determine their preparation for oral appellate argument and the methods they used to learn this specialized phase of legal practice. It was learned that less than fifty percent had any preparation for oral argument, and the majority of them learned this necessary skill by observing other attorneys or "by doing" it themselves. The conclusion reached is that a part of the attorney's learning process is his actual practice with clients.

The results establish that law schools have to either demand that the student entering their schools have the verbal and written skills needed, or they must add to their curriculum new courses to improve the writing and oral skills and must establish remedial courses for those students needing more than a basic course, and the law schools must seek out experts from other departments in the university. The results establish that practicing lawyers need workshops and courses in

continuing education from specialists in speech communication and writing skills to aid them in gaining the needed skills to practice oral appellate argument more effectively.

Suggestions for course content for a pre-law curriculum in speech communication departments are: assignments co-authored by speech and legal specialists, more experience in legal situations in Persuasion and Argumentation classes, and the use of video tapes to allow students to see and hear their skills. These skills must be obtained by the lawyer in the educational environment and interdisciplinary courses and assignments are the answer. Order No. 77-11,911, 205 pages.

AN EXPERIMENTAL INVESTIGATION OF THE IMPACT OF PERCEIVED DECEPTIVE COMMUNICATION ON RATINGS OF SAME-SEX FRIENDSHIP

HASENAUER, James Edward, Ph.D.
University of Southern California, 1976

Chairman: Professor Kenneth K. Sereno

This study was an exploratory investigation of the impact of perceived deceptive communication on same-sex friendships. An important, frequent communicative behavior, deception was defined as the purposive misrepresentation of belief. Friendship was defined as an interpersonal relationship between persons who perceived each other as unique, special individuals and who maintain the relationship through their voluntary interaction. The Acquaintance Description Form (developed by Paul H. Wright, University of North Dakota, 1969) was used to score several measures of the relationship: Person Qua Person (PQP), the extent to which a person perceives another as a unique individual rather than a mere role occupant; Voluntary Interdependence (VID), the extent to which another's plans, activities, and commitments are taken into consideration in determining one's own; Total Friendship (TF), the sum of PQP and VID scores; General Favorability (GF), a measure of attraction or affection; and Difficult to Maintain (DTM), the extent to which one feels that preserving the relationship demands special effort and consideration.

It was predicted that subjects in the Control conditions would report higher PQP, VID, TF, and GF scores and lower DTM scores than subjects in the Deception conditions. Only the prediction for Voluntary Interdependence was supported.

It was predicted that subjects in the Best Friend conditions would report higher PQP, VID and TF scores than subjects in the Casual Friend conditions. All three hypotheses were supported.

The relationship between Motive for Deception and friendship was considered in a subsidiary investigation. It was predicted that subjects in the Altruistic Motive conditions would report higher PQP, VID, TF, and GF scores and lower DTM scores than subjects in the Motive Unknown conditions. None of these hypotheses were supported. In the subsidiary investigation it was also predicted that subjects in the Best Friend conditions would report higher PQP, VID and TF scores than subjects in the Casual Friend conditions. All three of these hypotheses were supported.

The study employed a simulated pretest-posttest design. All hypotheses were tested by 2 X 2 factorial analyses of variance.

It was concluded that perceived deception loosens the bonds but does not destroy friendship and that the Acquaintance Description Form validly discriminates between levels of friendship. Limitations of the study and suggestions for further research were discussed.

THE DEVELOPMENT OF A CATEGORY SYSTEM FOR ANALYZING SUPERIOR-SUBORDINATE COMMUNICATION BEHAVIOR

HATFIELD, John David, Ph.D.
Purdue University, 1976

Major Professor: W. Charles Redding

One important problem confronting researchers in organizational communication is the identification of concrete communication behaviors with which salient organizational variables may be empirically correlated. An appropriate technique for identifying these behaviors, furthermore, is interaction analysis. As a form of direct observation, interaction analysis provides a critical, direct methodological link between behavior and construct.

The overriding purpose of this study, therefore, was to generate systems of categories for use in recording and analyzing the oral message content of superior-subordinate interactions. Subjects for this research were ten middle-line managers and their immediate subordinates in two work organizations. A tape recorder was placed visibly but unobtrusively in each subject supervisor's office for a randomly selected 15-hour time block. All interactions between supervisors and individuals entering their offices during that time were tape recorded. Each superior-subordinate interaction was then transcribed from those tapes and served as the data base for category construction.

The products of this research were two interaction category sets: the Superior-Subordinate Interaction Analysis System--Form A (SSIAS-A) and the Superior-Subordinate Interaction Analysis System--Form B (SSIAS-B). The SSIAS-A is a system of 46 molecular interaction categories subsumed beneath five topical dimensions (Direction, Rationale, Information, Opinion, and Expression). Because of its large number of categories and the complexity of its decision rules for coding units into categories, the SSIAS-A is appropriate for analyzing only transcripts of superior-subordinate interactions. The SSIAS-B is a set of 16 molar categories derived largely from combining, evaluating, and then recombining categories in the SSIAS-A. Its use is warranted in situations where the researcher must code only "live" interactions or tape recordings of those interactions.

Both the SSIAS-A and SSIAS-B are exhaustive in the sense that they are presumed to circumscribe the universe of oral communication behaviors which might occur in a superior-subordinate dyad. There are non-exclusive in that the researcher may, using multiple coding, assign a particular unit of interaction behavior to more than one category in the set. Finally, interrater and intrarater reliability assessments performed on each system demonstrated fairly conclusively that both the SSIAS-A and SSIAS-B lend themselves to consistency between coders and within coders over time, although the SSIAS-B requires substantial coder training.

Together, the SSIAS-A and SSIAS-B are intended to constitute two broad, but sufficiently inclusive, interaction analysis systems, so that the investigation of relationships between

communication behavior in superior-subordinate dyads and a number of other organizational variables may be facilitated.

Order No. 77-15,414, 206 pages.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDES AND TEACHERS' PERCEPTIONS OF STUDENTS' COMMUNICATION BEHAVIORS

HUNEYCUTT, Mary Elizabeth, Ph.D.
Case Western Reserve University, 1976

A field study is proposed to determine whether or not specific verbal and nonverbal communication behaviors are perceived as characteristic of students toward whom teachers express a particular attitude. Forty-nine elementary classroom teachers, representing two schools, of a predominantly Black urban school district respond through one of two procedures to each of two questionnaires.

One questionnaire requires the nomination of specific students to each of four attitude groups and the other requires the teacher to indicate any of six communication behaviors which they consider to be characteristic of each of the children in their classrooms. The design of the study requires the analysis of information regarding each of the attitude group nominees.

Comparisons are made regarding the frequencies with which teachers perceive the nonverbal and verbal communication behaviors: the employment of facial expressions of happiness, the employment of direct eye contact, the employment of nonverbal active listening, the employment of verbal active listening, the employment of irrelevant responses, and the employment of pseudo-relevant responses as characteristic of nominees for Attachment, Indifference, Concern and Rejection groups (Silberman's Attitude Categories).

Additional comparisons are made regarding the effects of school, procedure and sex of the nominees and the frequencies with which each communication behavior is perceived as characteristic of the nominees.

The results indicate that the communication behaviors facial expressions of happiness, direct eye contact and pseudo-relevant responses are most frequently associated with Attachment students. The behavior irrelevant responses is most frequently associated with Rejection students. The behaviors nonverbal and verbal active listening are not associated with any of the attitude groups. The behaviors appear to be associated with the nomination of males across the attitude groups to a higher degree than behaviors are associated with female nominations. None of the behaviors appear to be sex-related.

Order No. 77-11,954, 123 pages.

THE EFFECT OF EXPECTED ETHNOCENTRICITY AND RACIAL AND ATTITUDINAL SIMILARITY ON COMMUNICATOR EFFECTIVENESS

KROHN, Franklin Bernard, Ph.D.
State University of New York at Buffalo, 1977

The study reported here investigated the relative importance of perceived attitude/value similarity-dissimilarity, ethnic group similarity-dissimilarity, and expectation of ethnocentricity upon interpersonal choice and communicator effectiveness.

Communication scholars generally agree that communication effectiveness is influenced by recipient attitudes toward the communicator, including perceived attractiveness and similarity. Rokeach and his associates have argued that judgments of interpersonal attraction and choice are based primarily upon perceived attitude/value similarity; Triandis and his associates have argued that similarity in ethnic group is more important, particularly for persons high in racial prejudice and in situations requiring close interpersonal contact. Evidence supporting the rival hypotheses has not been consistent, perhaps because it is difficult to obtain valid measures of racial attitudes.

A test of the expectation of ethnocentricity in others (KREEP Test) was developed to obtain a measure of racial attitudes uncontaminated by social desirability effects and two experiments were designed to test the general hypothesis that persons who expect others to be ethnocentric (high KREEPS) will make interpersonal judgments on the basis of racial similarity and expect members of other ethnic groups to do similarly; persons with lower expectations about the ethnocentricity of others (low KREEPS) will make interpersonal judgments on the basis of attitudinal similarity and expect members of other ethnic groups to do similarly.

In Experiment I, 24 white female undergraduates who scored high on the KREEP test and 24 white female undergraduates who scored low on the KREEP test read attitude questionnaires purportedly completed by "four other students" who differed on race and attitudes and (1) chose from among them a roommate and work partner and (2) predicted the roommate and work partner choices of one of the "other students." High KREEPS did not differ from low KREEPS in their choices of roommates or work partners or in their predictions of how others would choose roommates or work partners. Both groups made their choices on the basis of attitudinal similarity. Racial similarity and racial attitudes had negligible effects on interpersonal choices.

Experiment II investigated the extent to which expected ethnocentric attitudes interact with racial and attitudinal similarity in affecting perceptions of ethos, interpersonal attraction, and communicator effectiveness. Eighty white female subjects listened to tape recorded appeals from two female speakers. Each subject was assigned to an experimental condition in which two similar messages were presented by two different speakers, one identified as white and one identified as black, and in various pairings of attitudinal similarity-dissimilarity. Each subject rated the speakers on ethos and attractiveness, and chose the most effective speaker in the dyad. No statistically significant relationships were observed between the criterion measures (attitudinal similarity-dissimilarity, racial similarity-dissimilarity, and KREEP scores) and the dependent measures (ratings of speaker ethos, attractiveness, and effectiveness).

The results of this study appeared to offer some support to Rokeach's hypothesis that interpersonal judgments are made primarily on the basis of attitudinal rather than racial similarities. No support was obtained for the assumption that racial similarities or racial attitudes (as measured by the KREEP test) influence significantly interpersonal judgments.

Order No. 77-19,455, 177 pages.

PARALINGUISTICS AND THE COLLEGE TEACHER: A STUDY TO DETERMINE IF THE VOCAL BEHAVIOR OF THE COLLEGE TEACHER AFFECTS THE ATTITUDES AND PERCEPTIONS OF HIS STUDENTS TOWARD HIM

MacPHERSON, Bernadette Marie, Ph.D.,
Boston College, 1977

Director: Dr. Evan Collins

The movement to improve the quality of college teaching has been growing steadily over the past five years. Where once the professor needed only to be an expert in his discipline, he is now expected to be skilled in communicating that knowledge to his students.

Financial problems and student demands have been the motivating forces behind this movement. The shrinking job market and the decline of funds for research also underlie the professors' turn toward faculty development programs as a means of refining their teaching skills.

This study was instituted to provide input into the growing field of instructional reform. Recent research in the field of nonverbal phenomena has yielded data to support the thesis that one's nonverbal skills are an important component of one's effectiveness as a communicator. If, through the inservice faculty development program, the college professor is made aware of those nonverbal skills having a significant impact on how his message is received, then the first step toward refining those skills has been accomplished.

One of the assumptions of this study has been that communication skills and teaching skills go hand-in-hand; that whatever makes a speaker more effective, if adapted to the college

classroom, will make the teacher more effective. Communication skills have always been emphasized in teacher training institutions and inservice programs aimed at upgrading classroom teaching, but the focus most often has been on the teacher's verbal competencies. This study focused on what has been proven by research to be a very important aspect of communication: the nonverbal system or, more specifically, paralinguistics. Recent studies have shown that vocal cues affect the perception of a speaker by listeners. This study was undertaken to determine if certain vocal cues demonstrated by the college teacher had an appreciable effect on how the teacher was perceived by the students.

The present study was concerned with the effects of three specific vocal cues: pitch, tempo and quality. A taped lecture was presented to each of four college English classes. The content was identical on each tape but in each a different vocal cue was modified. On one, the pitch was raised; on another the quality became strident; the third modification of the lecture was rapid pace; the fourth had no modifications but was given in normal voice. Immediately after the ten-minute tape was played, Gough and Heilbrun's Adjective Check List was distributed to all of the students in each of the four groups. The students were instructed that they could select as many or as few of the three hundred adjectives as they felt would best describe the college teacher whose voice they just heard. Of the twenty scales obtainable from the A. C. L., eight were selected as having particular significance for the assessment of the college teacher: Self-Confidence, Self-Control, Personal Adjustment, Achievement, Dominance, Order and Aggression.

Data were analyzed to determine if there were significant differences between and among groups. The significance of the difference of "within-groups" variance and "between-groups" variance was completed using the F test. All the data were treated at one time and the general hypothesis of non-significant difference among the means was tested.

Specifically, the study asked the following questions: 1. Is it possible to obtain a reliable personality profile on the basis of vocal cues alone? 2. Is there a significant degree of agreement between groups of college students with regard to their perceptions of instructors based on vocal cues alone? 3. Can the manipulation of three independent variables trigger a significantly uniform student response?

Since all groups judged the taped lecture on eight scales, a multiple analysis of variance was used to analyze the data. The MANOVA program was used because it accommodates unequal cell sizes and yields univariate R ratios. The .05 level of significance was adopted for rejection of the null hypothesis.

The results of the statistical analysis indicated no significant differences on the eight scales of the A. C. L. between and among the four groups. No significant interaction effects were found for any of the eight scales. The null hypotheses were therefore accepted since there were no significant differences in the scores of the subjects who listened to the taped lectures in which the three vocal cues were modified, and the scores of the subjects who heard the tape in which there were no vocal modifications.

The findings of no significant difference is opposite to other investigations in which strong relationships were found between vocal cues used and personality perceptions. In this study, the vocal cues of a college teacher were manipulated. It is possible that college students are a unique kind of audience and are not influenced by paralinguistic features in their instructors' voices.

A significant amount of research does support the original thesis of this study; therefore it is recommended that further research along the same lines of inquiry be conducted. It is felt that such investigations might yield significant data which, in turn, would provide valuable input in the field of inservice programs for college and university teachers.

Order No. 77-18,627, 85 pages.

COMMUNICATION AND RELATIONAL CHANGE PROCESSES: CONCEPTUALIZATION AND FINDINGS

PARKS, Malcolm Ross, Ph.D.
Michigan State University, 1977

This research investigated the role of communication in relational change processes. A central problem has been the ambiguity with which the concepts of "relationship" and "relational change" have been used. The study began by offering a general perspective on these concepts. This perspective made the initial assumption that persons entered into, maintained and terminated contacts with others for the purpose of goal-achievement. Exchange theory was then utilized as a basis for conceptualizing the interface of individuals' goal-seeking activities. From this orientation relational change was conceptualized in terms of changes in the variety (breadth), subjective value (depth) and frequency of exchanges. Relational change was also conceptualized in terms of informational and negotiative requirements of exchange management. These factors were referred to as a "communication contract." Components of communication contracts selected for investigation were: 1) uncertainty; 2) perceived understanding; 3) the frequency of metacommunication; and 4) perceived uniqueness.

The main focus of the study was on the relationship of exchange and contract variables to two general indicators of relational development. These were: 1) the level of perceived closeness; and 2) the level of friendship. A secondary interest was in relational decay processes. It focused on an attempt to categorize subject explanations for decay in terms of the exchange and communication contract variables.

The data for this study were obtained from 105 undergraduates enrolled in communication courses. Each subject completed items pertaining to the exchange and contract factors for three relationships: 1) an acquaintance; 2) a friend; and 3) an intimate friend. These three levels of friendship were selected on the basis of a pilot study. This procedure yielded a total of 315 relationships for analysis. Of these 68 were identified as exhibiting some form of decay. These 68 were analyzed independently. This left 247 non-decay relationships for the analysis of relational development patterns.

Each subject completed three questionnaires. Multiple waves were used so that items could be repeated to obtain reliability estimates. Reliability estimates were also obtained from a sample of 42 relationships in which both participants had completed a questionnaire.

Analysis of relational development patterns was of three types: 1) an examination of the correlations between perceived closeness and the several exchange and contract variables; 2) an examination of the behavior of the exchange and contract variables across the three levels of friendship; and 3) a series of factor analytic attempts to explore the relationships among the exchange and contract variables. Although a comprehensive analysis was not possible, the behavior of these variables was also examined in terms of the sex of the subject and the sexual composition of the relationship.

Brief written explanations of the causes of decay were obtained for 58 of the 68 decay relationships. Explanations were coded in terms of categories defined by the exchange and contract factors. The exploratory analysis of these data involved an examination of the distribution of the 34 consistently coded responses.

When perceived closeness was used as an indicator of relational development, it was found that increases in perceived

closeness were associated with increases in perceived uniqueness, the breadth of communication, the average and maximum depth of communication, the frequency of metacommunication and the level of perceived understanding in a statistically significant fashion. Perceived closeness and uncertainty were strongly and negatively associated. When the level of friendship was used as an indicator of relational development, it was found that increases in the level of friendship were accom-

panied by increases in the level of perceived uniqueness, perceived understanding, the average depth of communication and the frequency of metacommunication. Level of friendship was found to be negatively related to the level of uncertainty. The frequency of communication was found to be unrelated to either indicator.

Factor analytic attempts to isolate statistically independent sets of component variables met with failure. In general exchange and contract variables represent a highly interrelated set.

The analysis of data for decay relationships revealed that the most frequent explanation for relational decay was mobility or physical distance coupled with the development of alternative relationships.

An examination of sex differences revealed that males and females differed in terms of the average depth of communication, the breadth of communication, the frequency of metacommunication and the level of uncertainty experienced in the relationship. Several of these variables also differed as a function of whether the relationship was composed of same- or opposite-sex persons. It was concluded that these differences may be reflective of actual differences in developmental patterns.

The last several sections of the report evaluated the study in an attempt to outline methodological and theoretic priorities for future research. Four general methodological suggestions for future research were offered: 1) replications involving samples of friendship relations; 2) replications involving samples of relationships with a variety of other social designations--such as dating, marriage and business associations; 3) the development of more precise operationalizations of variables; and 4) the greater utilization of longitudinal designs. At a theoretic level an attempt to further refine the conceptualization of relational change processes was made. It was suggested that the original conceptualization was too broad and ambiguous to be maximally useful in theory construction. In an effort to rectify this difficulty the conceptualization of relational change was restricted to focus only on changes in the breadth or depth of exchange. Frequency of exchange was dropped as a factor because it appeared to be at a lower level of abstraction than the other variables. Several of the variables that had been viewed as communication contract factors were then classified as antecedents or consequents of relational change. This modified conceptualization was believed to better allow specification of relationships among variables important in the process of relational change.

Order No. 77-18,529, 238 pages.

A METHOD OF VALIDATING SELECTED NONVERBAL BEHAVIORS IN SMALL GROUPS

RAMSEY, Sheila J., Ph.D.
University of Pittsburgh, 1976

Research in this dissertation was directed toward validation of the affective meaning of nonverbal behavior. As time has passed, the issue of validity has become fully recognized as one which must be both theoretically and practically attended to in any attempts to establish meaning and thus place nonverbal behaviors within the total communication process.

The research setting for this dissertation was the small group. Due to the limited number of participants and the nature of the interpersonal interaction, this arena was especially appropriate for controlled detailed observation of nonverbal behaviors. The chosen schema was the linguistic themes of consonance and dissonance. Not only is the nonverbal channel understood as the channel chiefly responsible for the communication of affect, but the verbal themes of consonance and dissonance are ever present in small group interactions. The method used to establish validity was that of co-occurrence. This method was based on the assumption that there existed an inter-relationship between verbal and nonverbal channels of communication such that certain nonverbal behaviors would systematically co-vary with particular verbal themes.

Still photographs were the source of data about nonverbal behavior. Six nonverbal variables assessing individual behaviors and six nonverbal variables assessing group behavior were used to examine the behavioral content of photographs. All twelve nonverbal variables were rated on ordinal scales. All verbal output was scored according to an analytic instrument based on a theory of consonance and dissonance. All variables were intercorrelated using Pearson Product Moment correlations. With significant co-occurrence, nonverbal behaviors took on specific meaning. Establishment of such co-occurrence was made possible through the use of audio and visual recording which allowed detailed and repetitive analysis.

Certain nonverbal behaviors co-occurred with verbal themes of dissonance. Accepting co-occurrence as an indicator of meaning, it can be stated specifically that a) the verbal theme of dissonance is a component of the affective meaning of nonverbal behavior, b) the nonverbal behavior of contraction among small group members means dissonance; this is a unidirectional relationship. During verbal dissonance a subject may nonverbally contract or extend. However, nonverbal contraction occurs only during dissonance. c) increased movement of body axis and arms means dissonance, and d) no nonverbal behavior was found to mean consonance.

The extent to which these conclusions can be generalized to additional contexts is dependent upon several factors. The statistical results of this dissertation research indicated that nonverbal behaviors of contraction meant dissonance. It was also the case that nonverbal displays co-occurring during verbal dissonance varied according to the focus and intensity of such dissonance. These qualities must be taken into consideration in any assessment of nonverbal behaviors in small groups. In addition, though the subjects in this research represented subcultural differences within a western population, the relationship between contraction and dissonance or that of movement variability and dissonance cannot be assumed to hold true for nonwestern populations.

The behavioral components arising from the Critical Incident questionnaire validated the results of statistical analysis. This lends strength to the claim that the relationship between nonverbal contraction and dissonance is applicable to small group experience in general. In addition, research which has explored the association between personal space and body lean and states of dislike or discomfort between interactants also supports the relationship established in this dissertation between nonverbal contraction and verbal dissonance.

Nonverbal contraction means dissonance. Accepting both the aforementioned qualifications and support lent by concurrent research, this is a relationship which may be used to further the understanding of interpersonal communication in small groups.

Order No. 77-15,169, 179 pages.

VERBAL OBSCENTY: CONSTRUCTING AND TESTING A THEORETICAL MODEL

ROTHWELL, John Daniel, Ph.D.
University of Oregon, 1977

Adviser: William R. Elliott

Verbal obscenity is virtually a universal phenomenon. It has ancient origins. English-speaking peoples have devoted great energy to suppression of certain words viewed as obscene. Recently, presidents, protesters, and the highest courts in America have become involved in the controversy that rages over taboo language.

Despite its significance as a communication phenomenon, little empirical investigation has been conducted on this subject. What has been completed suffers two major drawbacks. First, attention has been concentrated on nonvariables that are time and culture bound categories rather than general variables that are culture-free and timeless continua.

Second, most research on verbal obscenity provides either theoretical definitions of major constructs or operational definitions but not both. The result has been confusion and contradiction.

The primary purpose of this dissertation was to construct a theoretical model of verbal obscenity. Thirty-five general variables were discovered from an extensive literature review of both theoretical and judicial approaches to verbal obscenity. A final list of eight variables was developed. Both theoretical and operational definitions for each variable were supplied.

Utilizing the method of combining continuous statements, propositions phrased in the form, as X increases, Y increases, seven major propositions and 16 derived corollaries were developed. From this group of 23 propositions, seven were selected for the theoretical model. The seven propositions were: 1. As attitudinal rejection increases, offensiveness increases and vice versa. 2. As attitudinal rejection increases, behavioral rejection increases and vice versa. 3. As visibility of deviance increases, attitudinal rejection increases. 4. As status increases, visibility of deviance increases. 5. As visibility of deviance increases, behavioral rejection increases and vice versa. 6. As congruency decreases, attitudinal rejection increases. 7. As congruency decreases, visibility of deviance increases.

Two approaches were used to gather original data on the model. First, a content analysis of newspapers' handling of Richard Nixon's statement, "I don't give a shit what happens. I want you all to stonewall it . . .," revealed in its verbatim form by the House Judiciary Committee, was undertaken. Twenty-one newspapers were selected principally on the basis of availability. While not necessarily a truly representative sample, these papers included the major and several smaller newspapers in the country. The East and West were heavily represented.

Second, a follow-up questionnaire soliciting newspaper policy on printing obscenities and requesting information on how they handled the Nixon quotation was sent to the same 21 newspapers. Nineteen returned the survey.

Results indicated unanimous agreement that printing verbal obscenities is generally inappropriate. Nevertheless, 14 of the 19 newspapers did in fact print the Nixon quotation verbatim. Six newspapers, however, were mistaken about how they actually dealt with the quotation. Four papers claimed they deleted the quote when actually they printed it verbatim. One paper thought it used an expurgated form (e.g., s**t) but printed it verbatim, and another claimed it used the quotation verbatim but actually used the expurgated form for the obscenity.

While the analysis of newspaper reactions to Nixon's statement does not prove or disprove the theoretical model, some support was provided for propositions one, two, and three generally, and minimal support was provided for propositions four, five, six, and seven. For the first three propositions, however, the data seemed contradictory. The Nixon incident was a relatively unique phenomenon and probably accounted for the apparent weakening of the model.

Research on verbal obscenity is sparse and not well formulated. More attention needs to be centered on general variables. Greater testing and elaboration of the model proposed in this dissertation should provide insights into this significant communication phenomenon.

Order No. 77-19,354, 238 pages.

FORMAL GROUP CONTINGENCIES AND GAMES AS THE OCCASION FOR SOCIAL INTERACTIONS BETWEEN CHILDREN (Now Where Could They Have Learned That?)

SAPON-SHEVIN, Mara Ellen, Ed.D.
The University of Rochester, 1977

Schools are generally acknowledged to be places in which two broad categories of behaviors are established: academic behaviors and social behaviors. This study focused on those social behaviors which involve the interaction of more than one child, including teasing, hitting, sharing, and physical contact.

The study examined two types of classroom group management which involve group contingencies, that is, situations in which a single outcome for the entire group is dependent on the behavior of one or more members of the group. By describing the relationships between specific settings and the behaviors for which these settings provided the occasion, the author's goal was to develop a set of criteria for predicting the effects of various management procedures and determining their desirability for classroom use.

An analytical strategy was developed which permitted the examination of relationships between specific group management procedures and social interactions between children. The methodology used was derived from the Descriptive Analysis of Behavior and details: (1) the environment in which a given set of movements are displayed (the SETTING), (2) the topography of the MOVEMENTS, and (3) the changes in the environment following the display of these movements (the SUBSEQUENCES).

Two types of group contingencies were described and analyzed with regard to the social behaviors for which they provided the occasion: formal, research-type group contingencies, and recreational and instructional games.

The study examined methodological, pedagogical and ethical issues which arise in group contingencies. A system for classifying group contingencies according to type of target behavior, contingency, and criterion was developed and studies reported

in the literature were described in terms of the above categories.

The amount and detail of description of children's social interaction found in these studies was very small. Although most group contingency studies acknowledged that their mechanism of action was peer-pressure or peer-management, more than half of the studies reviewed made no mention of the social interactions between children. This author's research showed that the lack of documentation of description was related to the data collection and methodological approaches used. It was shown that the relationship between the procedures used and the ensuing social interactions could, in many cases, be predicted from the precise nature of the contingency itself.

Games were explored in terms of the various procedures used for picking teams, taking turns and keeping score. Each of the alternative procedures described in the game literature was explored in terms of its behavioral ramifications and potential for social interaction. Specific behavioral components of games such as teasing, name-calling and physical force were explored in terms of their compatibility with over-all classroom objectives. Different game structures (relays, contests, team games, and "IT" games) were discussed with regard to social interactions.

Instructional games were analyzed in terms of their potential for establishing desirable behaviors, and the author concluded that most instructional games represent public testing rather than teaching.

The study concluded with suggestions for modifying current games to provide the occasion for desirable social interactions between children and focused on the possibilities for establishing cooperative rather than competitive game structures.

This study attempted to explore group contingencies and games in terms of their hidden curriculum. The author concluded that teachers have an ethical and pedagogical responsibility to specify the behavioral outcomes of their instructional and management programs and to use a methodology that allows access to issues of social interaction.

Order No. 77-20,144, 468 pages.

TEACHER-PUPIL COMMUNICATIONS IN SELECTED NURSERY SCHOOLS

SHAW, Jean Mueller, Ed.D.

Columbia University Teachers College, 1977

Sponsor: Professor Arno A. Bellack

The purposes of the study were to develop a reliable instrument for describing the verbal and nonverbal communications of nursery school children and teachers, and to use this instrument to examine the interactions of three- and four-year-olds as they worked with their teachers in small and large group situations.

The Bellack System was chosen as the observation instrument for the study. The system dealt with the purpose or function of language. The unit of analysis was the pedagogical move. Each move was classified as one of four basic types: structuring, soliciting, responding or reacting. Classroom language was dichotomized into substantive categories (treatment of subject matter) or instructional categories (classroom management). Revisions and additions were made to the system in an attempt to build an instrument that would provide a valid and comprehensive description of teacher-pupil communications in nursery schools. Categories of the resulting observation instrument included source of pedagogical move, type of move, educational emphasis, substantive or instructional meaning, and logical or extralogical meaning. Results are reported in terms of rules implicitly followed in classroom communications.

Observations were made in nursery schools in the New York City urban area. Nine classes serving children from a variety of socioeconomic levels, and committed to varied educational philosophies and practices were included in the study. In each class tape recordings were made in three observation sessions in large group settings, and three observation sessions in small group situations. Transcripts of the observation sessions were coded using the analysis system.

In the selected nursery schools the communications were generally fast-paced and short. Teachers and pupils made almost equal numbers of moves. Proportions of moves for teachers, pupils, and other sources were remarkably similar from class to class, and among observation sessions in each class. Pupils spoke and acted slightly more frequently in small group sessions than in large group sessions. Verbal moves were about eight times as numerous as non-verbal moves.

Solicitations accounted for about 35 percent of all moves, and were made by teachers about three times as often as by pupils. Responses, about 29 percent of all moves, were made by pupils about seven times as frequently as by teachers. Reacting moves, about 24 percent of all moves, were made by teachers slightly more frequently than by pupils. Structuring

moves, about 12 percent of all moves, were made in almost equal numbers by teachers and pupils.

Moves with intellectual/language and social emphasis were made more frequently than were moves of physical, personal-emotional, and aesthetic emphasis. Slightly less than half of all moves involved substantive meanings. All of the traditional primary school subjects were taught in the selected nursery schools. A wide variety of instructional meanings occurred in slightly more than half of all moves. Almost 60 percent of all substantive moves and 35 percent of all instructional moves were made on the factual level. Moves involving analytic meaning (principally definitions) and extralogical moves (mainly actions) were also made frequently by the nursery school teachers and pupils. Almost all solicitations and responses were congruent or of the same logical level. Rating moves, made mostly by teachers, were positive about four and one-half times as often as they were negative. Teaching cycles in the selected nursery schools most often involved solicitation-response, solicitation, and solicitation-response-reaction patterns.

The observation instrument developed and used in the study yields objective information about classroom communications. It may be of further use to educators in teacher training or for self-evaluation by teachers. It could be used by teachers of young children to investigate patterns of classroom communications, or by researchers to examine, compare, contrast, or evaluate various teaching techniques and practices in educational settings.

Order No. 77-14,756, 220 pages.

**"FUNCTION-IDENTITY" IN MESSAGE EVALUATION:
EXPERIMENTAL TESTS OF A PROPOSED THEORY**

SMITH, Val Ray, Ph.D.
Purdue University, 1976

Major Professor: W. Charles Redding

A theory of message evaluation was posited which maintained that a message is valued when it facilitates either the receiver's manipulation of his environment or maximization of his reinforcers. Crucial to the theory was the distinction between three types of messages: (1) nonpropositional, (2) functional, and (3) identity. Nonpropositional messages are defined as any message (usually a sentence) which makes a declaration about an event at a specific point in time, but which asserts nothing about that type of event in the future. Functional messages are analogous to the logic statement "if S then P." Functional messages communicate, to the receiver, the message that a specific stimulus is a function either of another stimulus or of a response within the message receiver's repertoire of behavior. Identity messages are analogous to the logic statement "S is P." Identity messages communicate to the receiver the message that a set-subset relationship exists between two stimuli. Typically in an identity message, some predicate quality is ascribed to the subject. The components and properties of the three types of messages were described in chapter I.

The proposed theory was organized into five axioms. The first axiom maintained that receivers value functional messages when they facilitate either manipulation of the environment or maximization of rewards by the receiver. The second axiom postulated that although identity messages may have a strong persuasive impact upon receivers, they are primarily valued when they link an incomprehensible term to a more comprehensible term. The third axiom contended that if a receiver is aware of two functional messages having a common antecedent but different consequents with oppositely signed affect, then a conflict arises such that the receiver values a third message resolving the conflict. The forms which a third message might take in resolving the conflict were listed. The fourth axiom held that the affect which a receiver attaches to one term in a propositional message will later become attached to the other term in the message. The fifth axiom listed the potential consequences of message evaluation: attention, retention, and usage of messages, as well as attraction toward stimuli surrounding the messages.

The proposed theory was applied to two separate problems in an attempt to (1) test derivations of the theory, and (2) demonstrate the broad scope of the theory. Study I addressed the problem: how do students evaluate specific course content? It was hypothesized that the two variables of comprehensibility and message type (functional/identity) interact such that under conditions of incomprehensibility, students place a low value upon functional messages but a high value upon identity messages; and under conditions of comprehensibility subjects will place a high value upon functional message but a low value upon identity messages. Two of the three studies, using 97 upper-division technology students and 74 freshmen and sophomore students, respectively, found support for the hypothesized interaction ($p < .05$).

Study II addressed the problem: how can the terms of cognitive dissonance theory be better defined? Dissonance was defined as being virtually the same as conflict (axiom No. 3) with the added constraint that the receiver must be committed to one message or the other. In line with this interpretation Study II hypothesized that subjects both value and believe consonant messages more than dissonant messages. Results obtained from 137 freshman and sophomore students indicated support for both hypotheses. Results from both studies I and II were interpreted as supporting the proposed theory.

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**A THEMATIC ANALYSIS OF THE ADVOCACY OF
THOMAS EMMET HAYDEN AS A RADICAL INTEL-
LECTUAL ACTIVIST IN THE NEW LEFT SOCIAL
MOVEMENT**

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This study is an analysis of the advocacy of Tom Hayden as a radical intellectual activist in the new left social movement during the period 1960-1972. Two broad questions are pursued. The first asks: does an analysis of Hayden's advocacy reveal themes that correspond to the themes of the advocacy of other radical intellectual activists? The second asks: what were the responses and adaptations of Hayden's advocacy to the demands generated by the interactions between the new left movement and society? In pursuing the first question, literature concerning radical intellectual activists is reviewed. This

review shows that scholars studying radical intellectual activists found three themes dominant in their advocacy. The three themes are--a need for commitment to a value-oriented ideology, a low tolerance for inconsistency, and a need for identification with the oppressed. This analysis of the advocacy of Tom Hayden identified themes which correspond to the three themes of the advocacy of other radical intellectual activists. These themes are identified in Hayden's statements concerning a variety of issues. The identification of the ideology theme include his discussion of how liberals had become so pragmatic that they were able to rationalize the oppressive conditions of American society; his discussion of how the American university system encouraged students to be jingoistic patriots rather than people who questioned the values of society; his discussion of how political action should be based on class-oriented issues rather than racial issues; his discussion of how ideological commitment should generate political activity as well as political theory; and his discussion of how the lack of a coherent ideology had limited the effectiveness of the new left movement, particularly with regard to the demonstrations at the Democratic National Convention in 1968. The identifications of the low tolerance for inconsistency theme include his descriptions of the compartmentalized lives led by most students and most Americans; his description of the undemocratic organizational forms of groups led by representatives of the traditional (old) left; and his description of the violence of the American government in its responses to militant dissent. The identifications of the theme of identity with the oppressed include his descriptions of black activists as exemplars in the struggle against American oppression; his early support for the feminist movement; and his advocacy of a position vis-à-vis the Indochina War which was pro-Vietnamese rather than simply anti-war or anti-American involvement in the war.

In pursuing the second question, a five stage movement model is adapted from the writings of Armand Mauss and Marie Rosenwasser. The model gives particular emphasis to the ability of the society to exert both co-optive and repressive pressures against the members of the movement and specified the demands which are generated by the societal responses to movement activity. In analyzing Hayden's responses and adaptations to the demands generated by the interaction between the new left movement and society, the themes of his advocacy as discussed pursuant to the first question are applied to the movement model. The evidence gathered in this analysis suggests that Tom Hayden was neither repressed nor co-opted by the social forces which affected the new left movement. Instead, he adhered to his principles as expressed in the three themes, and applied his principles to the demand situations which affected him as a member of the new left social movement.

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