This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: a comparison of mother/child and father/child interactions; state anxiety responses in high and low speech anxious subjects; variables that predict listening performance; tactics used in the controversy over the impeachment of President Nixon; persuasive communication elements in the 1974 re-election campaign of Congressman Marvin Lionel Esch; learning strategies used in Toastmasters International; communication skills of socially isolated elementary school pupils; effects of an intercultural communication workshop on cross-cultural attitudes and interaction; functional verbal communication performance of adult aphasics; implications of Susanne Langer's philosophy of mind for speech communication theory; the effect of socioeconomic group composition on small group interactions; organizational communication to and from college and university presidents; third world family planners' views toward women's role in society; the effects of modal differences on the attribution of source credibility; and personality traits of college debaters.

(GW)
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ORGANIZATIONAL COMMUNICATION TO AND FROM THE OFFICE OF THE AMERICAN COLLEGE AND UNIVERSITY PRESIDENT

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Tolhuizen, James Henry
THE EFFECTS OF MODAL
DIFFERENCES ON THE ATTRIBUTION
OF SOURCE CREDIBILITY

Wahlers, Kathy Jane
AN INVESTIGATION OF THE EFFECTS
OF SELECTED INCONSISTENT VERBAL/
NONVERBAL MESSAGES ON CHANNEL
PREFERENCE

Wilson, James Loyd
A PRE-EXPERIMENTAL INVESTIGATION
INTO PERSONALITY TRAITS OF COLLEGE
DEBATERS
KNOWLEDGE OR CERTAINTY? AN INVESTIGATION OF THE SUBJECTIVE STRUCTURE OF SOME COMMUNICATION SCHOLARS

BARCHAK, Leonard John, Ph.D.
The University of Iowa, 1977

Supervisors: Professor William Stephenson
Professor Albert D. Talbott

Historically, there have been countless attempts to fix belief with absolute certainty, and this led us to the modern debate centering around Thomas Kuhn's concept of the paradigm.

Although often "philosophical," the debate apparently pondered whether the production of scientific knowledge proceeds toward knowledge or certainty. Our course was to review the presenting positions of Kuhn, Popper, Toulmin, and others, setting out a broad range of subjective discourse.

Of particular significance seemed to be the general belief that scientists are themselves outside the philosophical nexus of debate, some thinkers feeling that scientists should become better philosophers, some noting that many scientists manage competently without philosophy.

Under these circumstances, an opportunity existed to take a new path, which called for the replacement of the speculative debate over paradigms with a suitable scientific investigation of the subjective structure of particular social scientists.

Investigation was made possible by unifying the developments of Stephenson's Q-method with Peirce's complementary proposal that experimental support be provided for his "law of mind."

Transformation into a scientific investigation was accomplished by the development of a "concourse" of statements from Jacob Bronowski. Editors of The Journal of Communication were invited to consider the statements.

Thirty-one editors eventually provided models of their subjectivity, which were then resolved into four operant factors. Search through the professional writings of the editors enabled and expanded the interpretations of the subjective Q-factors. A summary is given below:

Factor A contains three Eastern Europeans and a Swede and is the only factor supporting the notion that everything is knowable to science. Its relativistic position is in line with the ruling logic of science of the Vienna Circle. Factor A is the most committed advocate of science, believing that the growth of scientific knowledge should be in the purview of science itself.

Factor B displays a scholarly attempt to compile and synthesize all the disparate doctrines of past and present scientists and scholars. Despite this titanic effort, the factor remains skeptical that a coherent paradigm will emerge. Its uncertainty is in regards to modes of knowledge, not error or methodology.

Factor C is closest to Kuhn and Bronowski, who hold a one-world view of science in which subjectivity and objectivity are conjoined and methodological error is axiomatic.

Factor D presents us with a tolerable reproduction of the classical position of Aristotle. Although the factor is apparently all for a scientific method of knowing, it gives science a philosophical twist by suggesting that absolute knowledge is attainable through the Aristotelian methods of analytical classification of objects and concepts and through the clarification of unambiguous questions.

The factors B, C, and D were submitted to higher-order factor analysis, yielding a broader factor than any of the original three. Factor A was omitted from the higher-order analysis because of theoretical-methodological considerations.

"Fallibilism" catches the meaning of the broad schema. It is a postulate that raises method and means to the level of importance hitherto enjoyed only by ends. Other features of the broad schema are a refusal to equate instruments with methodology, a disavowal of individual responsibility for scientific knowledge, and a preference for science over philosophy.

As a whole, it is contended that four individual factors and the single higher-order factor constitute introductory but suitable empirical support for Peirce's "law of mind."

Broad implications for the field of communication were then considered.

RELATIONSHIPS AND DIFFERENCES BETWEEN THE MOTHER-CHILD AND THE FATHER-CHILD INTERACTIONS AND THE CHILD'S INTELLECTUAL AND LANGUAGE FUNCTIONING

BOBROWSKY, Gerrit Miller, Ph.D.
The University of Pittsburgh, 1977

It was the purpose of this study to determine whether mother-child interaction differed from father-child interaction, and if parent-child interaction was influenced by the gender of the parent and child. The relationship between the interaction between the mother and child, father and child, and composite and child, and the child's language and intellectual functioning was also explored.

Significant differences were found between the mother-to-child and father-to-child interaction. Mothers spent more time with their children and used more declarative statements and "noun-phrase inversion" questions than did fathers. Fathers, on the other hand, used more "wh" questions and imperatives. Both mothers and fathers used larger vocabularies to girls than to boys. Parents also engaged in more mutual contacts with girls than with boys. More "raise-intonation" questions and longer sentences in syntax (verbal measures) were used by parents to the same-sex child, while more physical contacts (nonverbal measure) were found between the parents and the opposite-sex child. Also, children who played with the same-sex parent received fewer commands and were closer in proximity to both parents during the entire play sessions. The mother-to-child and father-to-child interactions were similar in sentence length, vocabulary, talking time, talking speed, parental warmth, repetitions, expansions, initiation of physical contacts, "tag," "raise-intonation" and "repeat" questions, and types of statements.

Male and female children's communications to their mothers and fathers did not differ in talking time, length of responses, speed of responses, vocabulary, and types of sentences used. Boys, however, initiated more physical contacts than did girls, and the child's sex was positively related to paternal and composite warmth. The percentage of questions posed by the father and the composite also related positively to the child's IQ, while the percentage of questions asked by the mother related negatively to the child's IQ. The child's language usage related positively to paternal and composite warmth, percentage of declarative sentences, and length of sentences used by the mother, father, and composite. The child's language usage was related negatively to the number of repetitions and elaborations used by the mother and composite, as well as to the physical distance and number of physical contacts between the mother and child and the composite and child. Possible explanations were offered to explain these results, and further studies were suggested. Order No. 77-21,108, 365 pages.

AN INVESTIGATION OF STATE ANXIETY RESPONSE FOR HIGH AND LOW SPEECH ANXIOUS SUBJECTS IN TWO TYPES OF THREAT SITUATIONS

CARLILE, Larry Wallace, Ph.D.
The Florida State University, 1976

Major Professor: Dr. Theodore Clever, Jr.

In this paper, it was suggested that speech anxiety, or state fright, should be consistent with general state-trait anxiety theory. As such, it was anticipated that those individuals high in speech trait anxiety (HSA) would respond differently than
In light of research suggesting a relationship between an individual’s attitudes and retention of prose messages, ego-involvement is selected as a predictor variable for study in an attempt to take the next step of postulating a relationship between involvement and retention of verbal messages. The last predictor variable selected for study is that of cognitive state. Since the management of interpersonal cognitions can produce consonant and dissonant relations within the speaker-listener situation, the motivational aspects postulated in dissonance theory are expected to apply to cognitive state as a predictor of listening performance.

Subjects were 500 volunteer male and female students at Ohio University enrolled in interpersonal communication courses predominately comprised of freshman and sophomore students. Initial source credibility was measured by the McCroskey (1966) Likert scales for the measurement of credibility. Cognitive complexity was measured by counting the total number of different constructs used in written descriptions of two peers. A Thurstone (1929) procedure was utilized for the development of an attitude scale from which ego-involvement was assessed. Two cognitive states were identified as a result of experimental manipulation of subjects’ predictions of speaker agreement or disagreement with the topic statement from which the stimulus message was developed for the present study. As dissonance theory would predict, confirmed predictions were identified as a consonant cognitive state and disconfirmed predictions were identified as a dissonant cognitive state for the subject. A tape-recorded message relevant to the attitude scale was played for the subjects. At the conclusion of the tape, the subjects were given a listening performance test from which a listening performance score was derived based upon the number of correct answers.

A separate hypothesis is posed for each predictor variable. The hypotheses predict the statistical significance of each variable as a predictor of listening performance, with no predictor being as significant as all variables taken collectively. Only the predictor variables of authoritativeness and character reach statistical significance, with these two predictor variables being additive rather than interactive and accounting for minimal variance in the criterion measure.

In conclusion, because of this study additional evidence now exists concerning the nature of listening performance. For example, it is now known that although the influence may be small, prior knowledge of the listener’s involvement with the topic of the verbal message and his perception of the speaker’s authoritativeness regarding that topic is of some importance in predicting listening performance.

Order No. 77-23,459, 103 pages.

TACTICS IN CONFLICT: A STUDY OF TACTIC USAGE IN THE CONTROVERSY OVER THE IMPEACHMENT OF PRESIDENT RICHARD M. NIXON

DESTEPHEN, Daniel Edward, Ph.D., University of Utah, 1977

Chairman: Dennis Alexander

Previous conflict research leads to many conclusions about participant attributes, playing styles, and behavior in conflict situations. These conclusions are, in most instances, either trivial or contradictory. This study attempted to study conflict from an argumentative perspective with a focus on tactic usage in conflict situations. The study views communicative behavior in conflict as essentially reason-giving and views tactics as reasons individuals advance support and opposing various positions. The following questions guided the study: (1) What types of tactics are found in conflict and what are the relative importance of these tactics? (2) Do tactics in support of a particular position change across time and, if so, how? (3) What is the relationship among tactics? Does the use of a particular tactic in support of a position invoke a particular tactic from an alternative position?
The debate over the impeachment of President Richard Nixon served as the conflict situation for this study. A tactic category system was applied to the opening statements and the interaction within the hearing. The communicative behavior of the committee members was studied via an act and interaction analysis.

The results of the study were as follows: (1) In the opening statements the proponents of impeachment emphasized the tactics of negatively evaluating President Nixon's actions, evaluating a past situation, and providing additional evidence to support their claims of the President's guilt. In the opening statements the opponents of impeachment emphasized the tactics of positively evaluating the President's actions, evaluating a present situation, and seeking additional information from the proponents of impeachment. Within the interaction over the proposed articles of impeachment the proponents of impeachment emphasized the supplying of additional information, evaluations of President Nixon's actions, evaluations of a present situation, and attempts to specify the criteria for evaluating the various articles of impeachment. Within the interaction the opponents of impeachment emphasized challenges for additional information, evaluations of a present situation, and attempts to specify the criteria for evaluating the various articles of impeachment. (2) The trends in tactic usage across time indicate there was almost no correlation between an individual's tactic usage in the opening statements and tactic usage within the interaction. The proponents of impeachment exhibited two major trends in tactic usage within the interaction: a switch from the negative evaluation of President Nixon's actions to evaluations of past, present, and future situations and then back to a negative evaluation of the President's actions; and, a consistent reliance on adding evidence to support their claims of the President's guilt. The opponents of impeachment alternated between a passive defense of the President on impeachment articles one and three to an active defense of the President on articles two and four. (3) The study found a definite norm of reciprocity in tactic selection. Evaluations of President Nixon's actions were followed by further evaluations of his actions; evaluations of situations prompted further evaluations of situations; attempts to establish decision criteria lead to further attempts to establish decision criteria; and, challenges for evidence lead to the addition of evidence. (4) Tactic selection within the hearing indicated the existence of a strong presumption of innocence but a relatively low burden of proof for proponents of impeachment. (5) Some support was found for identifying the evaluation of a present situation as a transition tactic, a tactic which functions to end reciprocal patterns of tactic usage.

Order No. 77-20,151 pages.

MARIAN LIONEL ESCH, A REPUBLICAN INCUMBENT AND HIS 1974 CONGRESSIONAL CAMPAIGN: A CASE STUDY IN POLITICAL PERSUASIVE COMMUNICATION

EVANS, Gary Lee, Ph.D.
The University of Michigan, 1977

Chairman: G. William Colburn

This study is a description and analysis of eight persuasive communication elements in the 1974 re-election campaign of Republican Congressman Marvin Lionel Esch. The eight elements studied were source credibility, audience analysis and adaptation, timing, use of evidence, message intent, language and language style, delivery and speaking style, and attention and name identification. Congressman Esch, the holder of a Ph.D. Degree in Speech from The University of Michigan, was knowledgeable regarding the eight communication elements on which this study focused.

The study was done during a unique historical time. The Republican President, Richard M. Nixon, had resigned because of the scandal at Watergate. In addition, the economy was in difficulty. Public opinion polls indicated that Republican candidates would have difficulty in the November elections. Since it was not a Presidential election year, voter disaffection with the Republican Party could only be expressed through votes cast for Senators and Congressmen. Marvin Esch was the Republican incumbent in Michigan's Second Congressional District. Esch had to plan and carry out a re-election campaign under these difficult circumstances.

The campaign was analyzed initially by means of interviews with Congressman Esch in order to determine how he thought each of the eight elements would and should function in his campaign. Since Congressman Esch directed every aspect of his campaign, the information gathered from the interviews was especially significant and important. Members of the Esch campaign were also interviewed to determine how they thought the eight elements would function in the Esch campaign. The campaign with then studied extensively to determine how the eight elements actually functioned and the extent to which the candidate and his staff's communication goals were actually achieved.

Basic resource material for this study came from the interviews, the author's daily observations of and involvement in the campaign, access to campaign materials, collection of written and audio taped copies of most communication output and collection of most mass media references to the campaign. The description and analysis of the actual functioning of the elements in the campaign were dependent upon the skills of the researcher as well as mass media references to the ongoing Esch campaign.

The re-election campaign of Marvin Esch was successful, the Democratic candidate, John Rutherford, was defeated. Esch ran a smooth and effective campaign, methodically striving to achieve his persuasive communication goals. His knowledge of his own communication strengths, his constituency as an audience, and effective persuasive communication strategies contributed to his victory in a difficult year for Republican candidates.

Esch's campaign for Congress was studied because it offered opportunity for analysis of persuasive communication elements in a dynamic and on-going communication campaign. Since Congressman Esch was the chief architect of his re-election campaign it was possible to compare his communication goals with the actual operation of the elements in the campaign. There was a high degree of consistency between how Congressman Esch wanted the eight elements to operate in the campaign and how the elements ultimately came across to voters and to the mass media.

In this study eight persuasive communication elements were stressed. Further research should focus on whether additional communication elements might be of equal or greater importance in analyzing persuasive political communication.

Order No. 77-26,224, 259 pages.

ADULT SPEECH COMMUNICATION EDUCATION: ANALYSIS OF LEARNING STRATEGIES IN TOASTMASTERS INTERNATIONAL

FUCHSCHNITZ, Jacqueline Deck, Ph.D.
University of Denver, 1977

The purpose of this study was to develop, through an examination, description, and evaluation of the Toastmasters International (T.I.) program, a better understanding of how participation in T.I. improves the speech communication competence and performance of its members. Specifically, the educational methodology of T.I. was evaluated in terms of criteria appropriate to adult speech communication education: the history, growth, and contemporary organizational structure of T.I. was described. Toastmasters in the conterminous states were surveyed to determine their perceptions of self-improvement and satisfaction.

Four methods of data collection were used in this descriptive study: documentary research, a membership questionnaire survey, interviews, and participant observation. From documentary research in four areas, liberal adult education, liberal adult speech communication education, the Dance-Larson theory of speech communiation, and the stated phi-
A STUDY OF THE COMMUNICATION SKILLS OF SOCIALLY ISOLATED ELEMENTARY SCHOOL PUPILS

GIBBS, Eugene Sleut, Ed.D.
University of the Pacific, 1971

PROBLEM: Because of the potential detrimental effect of social isolation on the academic achievement and social and personal adjustment of elementary school pupils, there is a need for data describing communication skills of an isolate sample.
The major purpose of this study was to identify and measure some attitude and behavioral changes that take place following an Intercultural Communication Workshop (ICW) at the University of Minnesota. The study was undertaken to examine the interrelations among five variables: participation in an ICW; cross-cultural attitudes; the number of cross-cultural friendships formed; the potential for cross-cultural interaction; and cross-cultural interaction.

Hypotheses

1. Participation in an ICW will have a positive impact on a person's cross-cultural attitude.
2. The number of cross-cultural friendships formed will be affected by cross-cultural attitude and participation in an ICW.
3. The potential for cross-cultural interaction will be affected by the number of cross-cultural friendships and the cross-cultural attitude.
4. The amount and type of cross-cultural interaction will be affected by the potential for cross-cultural interaction and the number of cross-cultural friends.

Procedures

The research was completed using a Nonexperimenter Control Group Design. The experimental group for the study consisted of 31 students who participated in the ICW during fall, winter, and spring quarters, 1975-76. The nonexperimenter control group was a traditional course in intercultural communication fall quarter, 1975. The measure of cross-cultural attitudes utilized was the "Attitude Toward a Defined Group Scale" developed by Grice. This instrument was designed using a Thurstone scaling technique and it examines the "cognitive" component of an attitude. The participants cross-cultural interaction potential was measured by summing their responses to four questions. The number of cross-cultural friends was based on two self-report items on the questionnaire. The "Social Relations Index" developed by Seidman, Christ, Havel, and Cook was used to measure the amount and type of cross-cultural interaction. The four hypothesized interrelationships were tested using multiple regression and path analysis. In addition, a tentative time trend analysis of the four dependent variables at three points in time was completed.

Findings

The data supported three of the four hypothesized relationships and failed to support the fourth. First, the results indicate that participation in an ICW in conjunction with the cross-cultural attitude significantly affects the number of cross-cultural friendships formed. Second, the number of cross-cultural friends and the cross-cultural attitude significantly affect the potential for cross-cultural interaction. Third, the cross-cultural interaction potential and the number of cross-cultural friends significantly affect the nature and type of cross-cultural interaction. Finally, the results of this study failed to support the hypothesized relationship between participation in an ICW and changes in cross-cultural attitudes.

From the results of this study, the researcher concludes that the ICW, at the University of Minnesota, appears to be successful in meeting many of its goals and objectives that it has been assumed to be meeting. However, the influence of the ICW on cross-cultural interaction is not a direct influence as has been previously assumed, but is rather an indirect influence mediated through other variables.

Order No. 77-23,696, 161 pages.

The Relationship between Scores on the Porch Index of Communicative Ability and a Test of Self-reinforcement with Selected Indices of Functional Verbal Communication for Adult Aphasics

Kasprisin, Arlene T., Ph.D.
University of Pittsburgh, 1977

Major Adviser: Dr. D. B. Egolf

Test results, termed "clinical performances," on aphasia batteries are assumed to relate to aphasic patients' functional communication performances. Therefore, test results are used to determine the content of therapy and to measure success in therapy. However, no research information currently exists to substantiate this assumption. Further, clinicians report that many patients do not demonstrate functional performances consistent with their performances in a clinical situation, or do not progress in therapy as much as would be expected on the basis of prognostic indicators. Much of this has been attributed to the "personality characteristics" of the individual patients.

In this study, a method of analyzing the functional verbal communication performance of aphasic patients was devised. Performance of 36 aphasic subjects was compared in a functional communication situation. Communication ability and a personality variable, self-reinforcement (which was operationalized as a score on a test for self-reinforcement) served as the independent variables. The 24 items in the system of analysis for functional verbal communication served as the dependent variables. Subjects' communication ability was determined by the administration of the Porch Index of Communicative Ability (PICA). All subjects were scored on PICA at the 60th percentile on the score. Subjects were classified as high and low communication ability on the basis of their PICA scores and as high and low self-reinforcers on the basis of their scores on a test for self-reinforcement. The major findings of the study were as follows: 1. High PICA subjects did not perform significantly better in the functional communication situation than low PICA subjects. 2. Aphasic patients did demonstrate differential tendencies to self-administer reinforcement. 3. High self-reinforcers performed significantly better than low self-reinforcers in the functional communication situation. 4. There was a significant interaction effect demonstrated between the independent variables of PICA scores and self-reinforcement scores on several functional verbal communication analysis variables. 5. Self-reinforcement scores were much better predictors than PICA scores of how the aphasic patients performed in the functional communication situation in this study. Implications of these findings for the content and conduct of therapy with aphasic patients were discussed.

The method of analysis of functional verbal communication in this study was simplified, and a format for analysis which is clinically practical was suggested.

Order No. 77-23,696, 161 pages.

The Relationship between Verbal Reticence and Verbal Interaction in Triads

Liston, Myron W., Ph.D.
The University of Wisconsin-Madison, 1977

Supervisor: Associate Professor C. David Mortensen

A series of studies were designed to investigate differences in the noncontent speech patterns of individuals who differ in
their propensity to participate verbally in task-oriented discussion situations. After reviewing the literature related to individual differences in verbal participation, the construct of verbal reticence was investigated. The following criterial attributes were characteristic of someone who is verbally reticent: a tendency to avoid social situations which are likely to require verbal participation; a tendency to remain relatively silent in those situations which can not be avoided; a lack of positive affect in attitudes toward one's own oral communication; and a feeling of inadequacy or incompetence when called upon to engage in verbal interaction. These attributes were used to construct items for the Verbal Reticence (V-R) Scale.

The V-R Scale is a paper-and-pencil instrument which was developed and revised four times and was administered to a total of 1595 subjects. The internal reliability was .92 (Hoyt coefficient) and the test-retest reliability was .95 over an eight-week period. An analysis of the items showed adequate content validity. A comparison with other measures of communicative apprehension, self esteem, expressed control, and social isolation, provided strong evidence for construct validity. A preliminary study on verbal behavior and an analysis of students in an introductory communication class provided evidence for criterion-related validity.

The V-R Scale was then used to test whether a functional relationship exists between verbal reticence and verbal behavior for groups. Extending the pioneering work of Jaffe and Feldstein (1970), a study was conducted to investigate the sound-silence patterns of individuals interacting in a three-person group. Traded conversations were recorded with each person's voice on a separate channel of a four-track tape recorder. An analog-to-digital conversion was obtained using a computer to simultaneously sample all three channels every quarter second and note both the person who had the floor and the non-prominent speech act (a sound or a silence) which occurred. Eight separate analyses-of-variance were computed. Significant differences between High Verbal Reticent (HVR) and Low Verbal Reticent (LVR) subjects were obtained. LVRs vocalized more, they talked more frequently, they spent more time on the floor, they were interrupted less, and more silences were attributable to them. There were no differences between LVRs and HVRs in the percentage of floor time spent vocalizing, the number of talk-overs, or the mean utterance duration.

The present work lends support to Chapple's (1939) notion that the timing of interpersonal interactions could provide the data needed for a reliable assessment of individual differences in the patterning of verbal behavior. This information is crucial to the development of a more general theory of communicative interaction.

Order No. 77-19,107, 180 pages.

THE IMPLICATIONS OF SUSANNE LANGER'S PHILOSOPHY OF MIND FOR SPEECH COMMUNICATION THEORY

POWERS, John Henry. Ph.D.
University of Denver, 1977

Susanne Langer is an American philosopher (b. 1895) whose book Philosophy in a New Key (1942) and Feeling and Form (1953) have become important contributions to the field of Speech Communication. The dissertation concludes with six suggestions for future research which would extend the implications developed in this dissertation.

Order No. 77-27,427, 193 pages.

THE EFFECT OF SOCIOECONOMIC GROUP COMPOSITION ON SMALL GROUP INTERACTIONS AND LINGUISTIC ELABORATION IN PROBLEM SOLVING DISCUSSIONS

SABBAN, Yitzhak. Ph.D.
New York University, 1977

The purpose of the present study was to determine the effect of socioeconomic status and group composition in a small group problem-solving discussion on the following variables: 1. The interaction process. 2. The linguistic elaboration. 3. The use of the group ^time. 4. The degree of elaboration of the solutions. The sample consisted of 160 white American-born male eleventh-grade students in New York City. The subjects were classified as working or middle class, and were randomly assigned to 20 homogeneous groups (10 working class and 10 middle class) and 20 heterogeneous groups of four.

Each group was given the "Shooting of the Captain and His Son" Problem to discuss. The group discussions were taped. At a separate session the Lorge-Thorndike Intelligence Test was administered. Tapes of the discussions were transcribed and the subjects of the various groups were scored on the ratio of the categories of the interaction, the linguistic elaboration, the time of session, the average interaction time and the elaboration of the solutions.

Hypothesis 1 stated that controlling for verbal intelligence, the relationships between socioeconomic status and the ratio of the categories of the interaction will be maintained. This hypothesis was supported.

Hypothesis 2 stated that controlling for verbal intelligence, middle class subjects will be higher in "giving information" and "agreeing" and lower in "asking for information" and "agreeing". This hypothesis was supported.

Hypothesis 3 stated that working class subjects in heterogeneous groups working class subjects will be lower in "agreeing" and higher in "giving information" and "disagreeing" and lower in "giving information" and "agreeing". This hypothesis was supported.

Hypothesis 4 stated that controlling for verbal intelligence, middle class subjects will be higher in linguistic elaboration. This hypothesis was found significant for the syntactic but not the lexical aspects of linguistic elaboration. Hypothesis 5 which stated that working class subjects interact differently in homogeneous versus heterogeneous groups was supported. Nevertheless the difference was in the opposite direction to that hypothesized. In heterogeneous compared to homogeneous groups working class subjects were higher in "giving information" and lower in "asking for information". Middle class subjects differed only in the ratio of "disagreeing" in the different group settings.

An additional analysis was carried out to investigate the effect of socioeconomic status on the ratio of the categories of the interactions in heterogeneous groups. Contrary to the results in homogeneous groups, the categories of the interactions were not affected by socioeconomic status.

Hypothesis 2a stated that controlling for verbal intelligence, middle class subjects will be higher in linguistic elaboration. This hypothesis was found significant for the syntactic but not the lexical aspects of linguistic elaboration. Hypothesis 2b which stated that the degree of linguistic elaboration will differ in homogeneous versus heterogeneous groups. This hypothesis was essentially rejected, the only significant difference was found in the proportion of "nonpersonal" pronouns versus nouns for middle class subjects in the different group settings.

Hypothesis 1 which stated that working class subjects interact differently in homogeneous versus heterogeneous groups was supported. Nevertheless, the difference was in the opposite direction to that hypothesized. In heterogeneous compared to homogeneous groups working class subjects were higher in "giving information" and lower in "asking for information". Middle class subjects differed only in the ratio of "disagreeing" in the different group settings.
Hypothesis 3a stated that the mean time of the session would differ for working class versus middle class groups, and for heterogeneous versus middle class groups. The former but not the latter was supported. Hypothesis 3b was partially supported. The average interaction time differed for the working class compared to middle class subjects in homogeneous but not in heterogeneous groups. Hypothesis 4 which stated that the degree of elaboration of the solutions would be affected by socioeconomic status, contrasting for intelligence, was not supported.

Additional analysis revealed that the number of solutions proposed as well as the number of arguments presented was higher for middle class groups.

Order No. 77-20,753, 189 pages.

ORGANIZATIONAL COMMUNICATION TO AND FROM THE OFFICE OF THE AMERICAN COLLEGE AND UNIVERSITY PRESIDENT

SEHAFER, Eugene Fred, Ph.D.
Rensselaer Polytechnic Institute, 1977

Supervisor: George Barnett

The objective of this thesis is a primary research investigation to determine facts on current organizational communication to and from American college/university presidents. Results suggest weekly communication patterns by 17 presidential communication topics, which may be considered a time allocation guide for current, present day presidential communication. Findings may be utilized by incumbent presidents, those seeking a college/university presidency, and to superiors, peers, associates and subordinates, who work closely with the president and wish to improve both presidential and total organizational communication.

Two basic theories are formulated, structural and environmental. Structural theory, the major concept, suggests that organizational communication changes with modifications in such typical organizational structure as public or private control, church affiliation or not, size, community college or larger, leadership, formal channels of communication, appointed authority and basic manager-subordinate patterns evident on organization charts. A secondary concept, environmental theory, suggests that organizational communication changes because of the given situation or emergency at the time: major, "crunching," and significant environmental influences that override other problems and command presidential attention.

The original 50-state sample of 916 presidents yielded 228 usable returns or 33% overall response. Six standard validity checks are employed. Three different tests are applied to various of the 24 hypotheses, a test of confidence interval estimate, the Pearson Correlation Coefficient F-test and an estimate of proportions.

Clearly findings show that busy college/university presidents respond to questionnaires probing their communication patterns and that mailed questionnaires may be successfully employed for additional research. Communication patterns evident from the literature that personal observations of presidents in communication may be made in certain instances, further enhancing the opportunity for continued research in this major area of higher education organizational communication.

Results show and responding American presidents spend more time communicating on faculty and academic affairs than on any other single topic (7.2 hours/week) followed in order by business/financial management communication (5.9), fund raising (5.4), business-related external society (5.1) and student communication (4.4). Presidents spend the least time communicating on athletics, alumni, and admissions matters (less than 1.6 hours/week). In general presidents spend slightly more time on internal (29 hours/week) than external communication (27 hours/week). Presidents work five hours (mean of 60.5 hours/week) and spend the bulk of their time each week communicating on a total of 17 specific communication topics (55.9 hours/week). Two factor analyses revealed the original list of 17 variables might be reduced to 12.

Among interesting demographic analyses, results show presidents of private institutions spend most communication time on fund-raising topics (6.1 hours/week). Presidents of public institutions spend only 2.7 hours/week on fund-raising topics and the most time of all on faculty and academic affairs communication (6.1). The latter topic ranks second among presidents of private institutions (6.4). Other quantitative and qualitative analyses indicate presidents give top priority in communication to matters significant to their specific institution.

A major disappointment in this study is the inability to measure presidential listening/talking modes by communication topics. Another problem is the use of faculty and academic affairs as a single variable rather than as two different variables. Fund-raising aspects of political and civic leader communication also should have been isolated separately. It would have been helpful to have requested information on special on-going campus activities such as fund-raising, alumni, public relations and student activities taking place at the same time the questionnaire arrived on the president's desk, to suggest why certain differences in communication may result.

The null hypothesis of no difference is rejected for 13 of the 24 hypotheses, nine of 10 relating to structural theory and four of eight to environmental theory. Overall findings suggest the structural theory stands up well in this thesis but that there is somewhat less evidence to support the environmental theory.

Order No. 77-23,803, 236 pages.

A STUDY OF THIRD WORLD FAMILY PLANNERS' VIEWS TOWARD WOMEN'S ROLE IN SOCIETY: A COMMUNICATION PERSPECTIVE

SEMLER, Vicki Jane, Ph.D.
Indiana University, 1977

Chairperson: Dr. Alice Javdah

This study assessed the attitudes of Third World family planners regarding the present and projected roles of women in society and their perceptions of family planning goals, means, and message appeals directed toward women. Three questions were posed: Is there a difference between male and female family planners with respect to their attitudes toward women's roles? Do family planners' attitudes toward women's roles have a bearing on their evaluations of program activities and message appeals deemed most appropriate for motivating women to adopt family planning measures? Would the inclusion of women in decision-making alter the nature and direction of family planning programs?

The SPSS computer program was used to obtain frequencies, cross tabulations and chi-square readings. Five indices were created to measure various dimensions of respondents' attitudes toward (1) women and childbearing, (2) women in the home, (3) women and politics, (4) women and leadership, and (5) changing roles and status of women. A sixth index, comprised of the five specific indices, was also generated.

All indices were cross tabulated with sex, age, professional activity, and decision-making level. Sex was the only independent variable which consistently rendered statistically significant relationships. The standard views toward women's roles were held by men, the least traditional views, by women. When the decision-making of the respondent's was taken into account, the most influential family planners were the least likely to favor alterations in women's roles in society.

Findings revealed all respondents relied heavily on message appeals used in the past which portrayed women in traditional sex-stereotyped roles. When presented with message appeals depicting women in non-traditional roles, family planners with traditional attitudes toward women's roles were the least supportive, while respondents with non-traditional views were the most supportive.
THE EFFECTS OF MODAL DIFFERENCES ON THE ATTRACTION OF SOURCE CREDIBILITY

TOLHUIZEN, James Henry, Ph.D.
University of Denver, 1971

This study examined the relationship between mode of message presentation and the attraction of terminal source credibility. The subjects were one hundred forty-two students in introductory level speech communication courses at the University of Denver who were randomly assigned to condition groups in the experimental design. Mode of message presentation was operationalized in the written condition through the presentation of the stimulus message in the form of a written essay. In the spoken condition, the same message was presented in the form of a public speech by two separate public speakers. Each speaker was rehearsed to control for various speaker and presentational variables.

After hearing or reading the appropriate source introduction and having or reading the stimulus message, the subjects responded to 45 Likert-type rating scales. The scales were randomly assigned to condition groups in the experimental design. Mode of message presentation was operationalized in the written condition through the presentation of the stimulus message in the form of a written essay. In the spoken condition, the same message was presented in the form of a public speech by two separate public speakers. Each speaker was rehearsed to control for various speaker and presentational variables. Three levels, low, undetermined, and high, of initial source credibility, the second independent variable, were induced by means of source introductions. The low and high initial source credibility introductions contained information relative to the knowledge and experience of the source in the field represented by the topic of the message while the undetermined initial source credibility introduction contained no such information.

The following research hypotheses were tested:
1. Given an inconsistent communication in which vocal intonation contradicts verbal behavior, the verbal channel will be relied on less often to infer the intended meaning of the communication.
2. Given an inconsistent communication in which facial expression contradicts verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.
3. Given an inconsistent communication in which emblematic gestures contradict verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.
4. Given an inconsistent communication in which illustrative movements contradict verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.
5. Given an inconsistent communication in which illustrative-eye behavior contradicts verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.

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2. Given an inconsistent communication in which facial expression contradicts verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.
3. Given an inconsistent communication in which emblematic gestures contradict verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.
4. Given an inconsistent communication in which illustrative movements contradict verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.
5. Given an inconsistent communication in which illustrative-eye behavior contradicts verbal behavior, the verbal channel will be relied on less often to infer the intended meaning.

To test these hypotheses, chi-square values were obtained for modifications in the roles and status of women. National fertility reduction rates will greatly depend on modifications in the roles and status of women.
A PRE-EXPERIMENTAL INVESTIGATION INTO PERSONALITY TRAITS OF COLLEGE DEBATERS

WILSON, James Loyd, Ph.D.
The Florida State University, 1977

Major Professor: Gregg Phifer

The study summarized the research into the communication skills, cognitive skills, and personality traits resultant from debate training. On the basis of that research, it was hypothesized that debaters would be more competitive, less dogmatic, more achieving, and more expedient than the general student population. It was proposed that novice debaters would exceed the general student population on a measure of verbal ability and that debaters would exceed novices. The hypotheses were operationalized using the 16 PF Questionnaire.

Twelve colleges provided 122 participants for the study. Ex post facto analysis of group differences using the complete linear model approach for regression revealed no support for the hypothesized differences. Specifically: 1. There were no significant differences between students, novices, and debaters on the measure of verbal ability. 2. Debaters varied in the hypothesized direction on three factors related to competitiveness, but the variance was not significant. 3. Ambivalent results gave tenuous support to the proposition that forensic students are less competitive than debaters. 4. Debaters did not differ from students on scales indicative of dogmatism. 5. Debaters tended to be more expedient than non-debaters, but the results were not significant.

The author concluded that the available evidence provided no support for hypothesized personality differences between debaters and non-debaters.

Limitations of non-experimental research were discussed. Intervening variables appeared to mask the effects of group membership, but increased the meaningfulness of the results. Sample size decreased the probability of significant correlations, but also increased meaningfulness.

The need for research into the specific personality correlates of debate training was emphasized. The need for experimental analysis of the effect of debate training on communication and research skills was presented.

The study concluded by noting the absence of empirical support for the theorized values of forensic education.

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