AN ANALYSIS AND AN EVALUATION OF
SELECTED BARRIERS TO EFFECTIVE
COMMUNICATION

DISSERTATION

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By

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THE ORIGINS AND NATURE OF THE STUDY

This study is an attempt to further some of the work previously reported in the area of language and social convention. Questions have been raised directly by Knower and indirectly by Henrikson.


Knower states:

"... it was observed that /students/ frequently objected to the attempts to get them to develop a more positive speech attitude by citing some convention ... It appeared possible that one of the reasons for a negative speech attitude might be the acceptance of negative speech conventions." (4)


Henrikson believes:

"All attempts to find the distinctive qualities of good speaking begin with the assumption that excellence in
speech is to be determined functionally, that is, by considering the purpose of the speaker, the circumstances, and especially the effect of the speech on the hearers." (5)

Murray says:

"... to deflect the attention of the speaker from words and from himself is one of the chief problems to which personality therapies may make a most direct and effective contribution and upon which a chief focus should be made in the training of speakers." (6)

The special concern of this study is with the negative speech convention. The negative speech convention is considered to be a more, custom, manner, or convention which serves to inhibit the development of those characteristics of speech otherwise demonstrated to be helpful in communication.

The literature of manners and customs is examined to find statements of negative speech conventions which may influence speech behavior. Post is typical of the materials written about manners in general literature. For example, Miss Post says, "Try not to repeat yourself."


Champion develops a more detailed listing of national cultural


conventions. Two statements which treat of the tongue are, "Hurry
with your legs, not with your tongue," and "Push on with your legs and
not with your tongue."


The development of a Speech Convention Scale is reported in
this study. An evaluation of the Speech Convention Scale as an
instrument to measure the existence, extent, and acceptance of nega­
tive speech conventions is carried out. An evaluation of the Speech
Convention Scale in the prediction of speaking success is also
reported.

Review of the Literature

Sumner in 1906 stated "Language is a case of mores." He was


one of the first of the social scientists to systematically describe
the mores of society and to indicate the culturally determined
patterns of language behavior. Chapter XI of *Folkways*, "The Social
Codes," anticipates later studies and develops the speech convention
(Sumner labels the negative speech convention a "tabu") as a form of
language usage. An example of this type of convention would be
"Use the right hand for gesture," and "Foreign accents indicate inferiority." America had its rules or conventions from an early time, for as Schlesinger records George Washington wrote in 1747, "In Speaking to men of Quality do not lean nor Look them full in the Face." One of the most recent publications which reported the conventions of social behavior was by Hertz in 1950. The materials were written especially for high school students. One chapter is entitled "Getting Along at School."

In 1921 Sapir presented from the point of view of the linguist and the anthropologist the relationships of language and culture. Sapir holds that the processes of socialization, cultural accumulation and transmission are special functions of language. Expressions of speech attitudes and speech conventions arise from
these special functions of language behavior. Sapir further provided the essential link between the work of the anthropologist and the psychologist in the area of language study; hence Sapir may be said to have had an important role in twentieth century psycholinguistics.

Cason's study in 1930 of "Common Annoyances" tabulated

expression of culture determined attitudes of annoyance toward a variety of activities including patterns of speech behavior. Cason reports in his examination of the many facets of societal action that "annoyance" is a learned concept and results in the formation of attitudes which may condition overt communication behavior. To the extent that our culture has conditioned people to object to or avoid particular communication behavior, this conditioning acts as negative speech conventions. Cason also indicates that the student of social behavior must "go into the market place" to examine attitudes and conventions. His respondents evaluate and report upon the existence of diverse places and patterns of cultural acceptability.

Knowler's comprehensive examination of speech attitudes and

speech conventions with scales for their measurement was published in 1938. The Knowler "SC Scale" (Speech Convention) pioneered the effort to use attitude scaling in the measurement of this phenomena. The
scale was not as comprehensive in the selection of items dealing with speech conventions as might be desired. The "SC Scale" represented some of the forms of negative speech conventions. The Knowler "Speech Attitude Scale" measured essentially positive speech attitudes for the purpose of predicting speech performance. The author of the "SC Scale," points out that the reliability was less than desirable. There are several possible interpretations for the moderate reliabilities reported. The present Speech Convention Scale reported in this study has been constructed in an attempt to develop as extensive a list of negative speech conventions as possible and to secure further data on some of the questions raised by the earlier data with a more comprehensive test.


developed in 1941 annoyance materials in the area of the platform speaker and reader. Toussaint's study, although limited to the platform situation and not directly related to annoyances arising from conventions, does present a technique for the measurement of speech attitudes. Toussaint also considers the effect of speech attitudes on classroom speech instruction.

Freshley states in a 1954 review of the literature, "Negative speech conventions seem to be the rule rather than the exception in
our society." The work of the authors cited provides the point of departure for the present study; the recognition of negative speech conventions has been made. There remains, however, a need for the exploration in depth of such conventions in the various modes of speech with relationship to speaking success or failure.

Purpose of the Study

The purpose of this study is to find, develop, and evaluate expressions of convention in our culture toward and about speech which are potentially of negative character. These items are formulated in a Speech Convention Scale. This scale was developed to determine what relationships, if any, exist between the frequency with which persons hold such conventions and their speaking success. The Speech Convention Scale is considered a descriptive and socially diagnostic instrument to be used in speech instruction.
THE PROPOSED METHOD OF STUDY

The development of and the use of scales and other devices to measure attitudes and/or conventions has been widely explored since the work of Thurstone and Likert was reported. Remmers gives in 1954 an overview of the techniques of measurement and the areas of behavior which have been subject to measurement in the twenty-five year period from the publication of Thurstone's work.

Remmers discusses the single question device which is widely used by Gallup and others for the measurement and prediction of national elections. He also presents as measurement devices the summed questionnaire and the projective instrument. An illustration

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5. Ibid., p. 162.
of the summated questionnaire is the Kuder Preference Record. Examples of the projective instrument are the Rorschach and the Thematic Apperception Test (TAT). Remmers states in the discussion of the application of measures of attitude that some measurement if used with discretion is better than no measurement even though the obtained accuracy of measurement may not be high.

Green reviews and evaluates several scaling devices including the Thurstone and the Likert techniques. The implications of the review are that among the "forest of methods" there is little information upon which to base a choice of technique. The important consideration Green believes is to "select a set of carefully worded, insightful items." The final form of the items presented in the Speech Convention Scale of this study are thought to be carefully worded and insightful.

The Thurstone scale may be described as one which uses
"equal appearing intervals." The scale is constructed by collecting a number of statements about the attitude to be studied. The statements are submitted to a panel of judges (at least fifty in number), and the judges are asked to rank each of the statements on an eleven point scale. Statements which appear to be ambiguous or irrelevant on the basis of the rankings are rejected. The statements which survive are grouped on the basis of the judges classifications and constitute an "equal appearing interval" scale.

The measurement technique selected for this study is that of Likert. Likert's scale may be described as an "equal-opposite"

device in as much as the items for the instrument are selected with deliberate intent to present the respondent with a choice of "poles." The "pole" design is clearly seen when the response mechanism of the Likert scale is noted, "Strongly Approve," "Approve," "Undecided," "Disapprove," and "Strongly Disapprove."

Items are culled from multiple sources for the construction of the Likert-type scale. The sources examined for the present study were student reported conventions, studies related to the problem, "behavior books," and colleagues suggestions. The reports (Appendix A) of student conventions yielded such items as, "Silence is Golden." The Toussaint study yielded such items as, "I don't
trust speakers who will not look you in the eye." Hadida produced such items as, "Don't interrupt." The suggestion of a colleague produced the item, "Always observe established order when talking to persons in an organization."

The next step of Likert scale construction is to assign values of from 1 to 5 for the five possible responses. In the present study the "disagree" response was assigned a value of "1", and the "agree" response was assigned a value of "5". The items are grouped on a scale and the respondents are to indicate their acceptance or rejection of each item. The process of item development and administration is continued until items with high discriminating power are developed. Discriminating power may be measured by correlating item scores and total scores. Item test correlation is one measure of evaluation used in the development of the final forms of the Speech Convention Scale.

The review of social attitude scaling by Campbell indicates clearly that attitudes or "response consistencies" can be determined with the use of structured, indirect tests (disguised, structured). The limitations of such tests or scales should not be minimized, for
direct measures yield higher validity correlations; however indirect measures have value in terms of time and for diagnostic purposes. In the area of speech instruction the classroom teacher may properly use an indirect measure to predict speech behavior if it may be shown that the measure had valid and reliable relationships to speech success or failure. The need for such measures of speech behavior may be increased as the high school, college, and adult speech teacher contemplates the anticipated growth in the decade ahead (1960 - 1970) of the classroom population.

The test was validated by use of the techniques of internal consistency through the analysis of the items against the total scores and the correlation of the scores with an outside criterion.

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THE DEVELOPMENT OF THE SCALE

Base Source

The base source for the expressions of convention which are presented in the Speech Convention Scale was certain Ohio State University Speech 401 and 402 sections in the summer of 1955. A response sheet with sample and discussion items designated "R" (Appendix A) was completed by 101 respondents which when tabulated yielded a gross total of 662 items. The gross items were reduced to 136 by the process of inspection and the elimination of apparent repetitions and approximations. All items retained from the speech sections collection were designated "S." The 136 "S" items are recorded in Appendix B. A preliminary form of the Speech Convention Scale, Form A (Appendix C), was created from 65 of the "S" items. 53 of the items were retained after a trial administration of the form during the Spring of 1956.

The base source of items was supplemented by the examination of three additional sources of potential expressions of negative speech conventions.

Written Studies

Studies and collections of materials related to the problem
included those of Cason, Champion, Henrikson, Knower, Sumner, and Toussaint.


The analysis of Henrikson was pertinent for the attitudes of poor speakers which are discussed may be re-phrased as speech conventions, for example (of an attitude), "I prefer to make a speech sitting down." The expression of the idea in the form of a negative speech convention would be, "Stand at attention when you speak."

8 The Champion collection is extensive but two representative


items are, "Deeds are males, but words are females," "Repentance for silence is better than repentance for speaking."
The studies and collections of material related to the problem of speech and social convention provided an opportunity to compare and add to the base source. The studies also added depth in that the wording of certain base items could be clarified and focused more directly upon the intent of this study, the evaluation of negative speech conventions.

Behavior Books

The material of the "behavior books" presented similar problems of analysis and identification of the items of speech convention as did the base source. The reader finds a pattern of duplication with each book that he examines; however the first and the last book may each contribute a significant item. Special note is made of three books, Post, Goodman, and Eichler.

11 L. Eichler, The Customs of Mankind (Garden City, N.Y.: Garden City, 1924).

Post's Etiquette is thought to be the most widely cited behavior manual in the folk literature and in conversation; this recognition may be related to the widely distributed newspaper column written by Post. Post is the source of the convention, "For each

Goodman's reader reproduced the Benjamin Franklin sayings, *Maxims from Poor Richard.* Among them are, "A good example is the best sermon;" "None preaches better than the ant, and she says nothing;" and "Approve not of him who commends all you say."

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Eichler is an early (1924) pseudo-scientific study of behavior which does include the concept of age versus youth which may be expressed as, "Follow the conversational lead of your elders."

The area of manners as expressed in "behavior books" was examined in Eichler, Goodman, Hadida, Hertz, Post, and

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Schlesinger.
The area of manners was thought to be important as a source of items, for expressed in such writings were patterns of speech behavior which were assumed to be direct statements of speech conventions. The books present "don'ts" which if accepted would silence all speech. For example, "You should not speak unless spoken to," and "The other person should speak first." What happens to speech if the "other person" is never spoken to? The "behavior books" served to supplement the base source.

Colleagues Contributions

The final source for scale items was the suggestions of interested colleagues and associates; they also freely considered previously recorded items from other sources. The suggestions were the source for the inclusion of items dealing with business and adult speech conventions, "Never take your troubles to the boss."

The supplemental sources cited were scanned with reference to the base source and obvious repetitions and approximations were not recorded. The studies and "behavior books" yielded a total of 71 items which were designated "T" and recorded in Appendix D. A second form, Form B (Appendix E), of the Speech Convention Scale was created by combining 53 base source and sample items with 64 items from the written studies and "behavior books." The resulting 117 items were reduced to 100 items, Form C (Appendix F), by the process of eliminating ambiguous statements and duplications.
26 items from Form C were rejected after consultation with associates. 46 additional items designated "U" and recorded in Appendix G were presented by associates. The 46 "U" items were combined with the 74 items retained from Form C. The total of 120 items deemed worthy of analysis was subjected to intensive grammatical and semantic study. The results of this examination with subsequent modification in terms of scale position (related items are separated by at least five item units) and with the rewording of some items are presented in Form D. The 120 item Form D is reproduced in its entirety below. Form D was used for administration and analysis. The subject groups for administration are reported in Chapter IV. The analysis is reported in Chapter V.

Form D Speech Convention Scale

INSTRUCTIONS: Your response to the items below will be used in a study of speech conventions. There are no "right" or "wrong" answers. Please indicate your response to each item on the answer sheet provided. If you disagree with the statement of convention blacken space 1 opposite the item number; if you moderately disagree blacken space 2; if you don't know blacken space 3; if you moderately agree blacken space 4; if you agree blacken space 5.

All items refer to a speech situation.

PLEASE DO NOT MARK THIS ITEM SHEET!

1. You should not talk about yourself.
2. Children should be seen but not heard.
3. Speakers are born not made.
4. Those who talk the most have the least to say.
5. It's better to keep your ears open and your mouth closed.

6. A speaker increases his acceptability to younger people by using the latest slang.

7. For every word there is only one correct pronunciation.

8. A speaker should never try to make a talk sitting down.

9. In beginning a speech a speaker should use such an opening as "ladies and gentlemen" or "friends."

10. A speaker should thank his audience for listening to him.

11. Actions speak louder than words.

12. If you don't keep the conversation going you are a dullard.

13. The use of bright sayings and famous quotations makes for lively speech.

14. A pun is the lowest form of humor.

15. Fancy words are as objectionable as fancy clothes.

16. A speaker should use only words which have an exact meaning.

17. It's the responsibility of the listener to detect any weakness in an argument or an appeal.

18. A speaker who insists on putting other persons on the defensive has no love for people.

19. A speaker who doesn't tell the whole truth is dishonest.

20. Cooperative discussion is the most democratic way of solving problems.

21. You should speak only when spoken to.

22. Words never hurt anyone.

23. Facts speak for themselves.

24. If you can't say something nice about a person, don't say anything at all.

25. If an idea isn't logical it isn't true.

26. Never share your troubles with the boss.
27. The dictionary is the best guide to pronunciation and meaning.

28. A speaker who cultivates another to get help from him is putting on an act.

29. To ask questions may reveal a speaker's ignorance.

30. You should not talk about others.

31. You should never argue about politics or religion.

32. Courtesy demands that you let the other person speak first.

33. Do not make yourself conspicuous in public situations.

34. It is inconsiderate to imitate another person.

35. Do not make another person the butt of a joke.

36. An understatement is more apt to be accepted than an overstatement.

37. It isn't always necessary to tell the whole truth.

38. Most people can't be trusted with confidences.

39. The way a person talks is his own business.

40. Big words don't make good speeches.

41. You can't depend on what a speaker says who won't look you in the eye.

42. Only foreigners use the hands a great deal when they talk.

43. Figures of speech are marks of affectation.

44. Don't toot your own horn.

45. Don't use your hands when you talk.

46. People who talk a great deal are not any better informed.

47. Listening to speakers is a passive activity.

48. A real leader does not ask others for advice.

49. A certain amount of complaining indicates a healthy state in any organization.

50. A speaker should never belittle others.
51. Don't repeat yourself.
52. Women should let men do the talking.
53. Speakers on serious subjects should never use funny stories.
54. A fast talker can't be trusted.
55. A speaker who hesitates may be coloring the truth.
56. A speaker who ignores another is rude.
57. Listeners who are finicky about pronunciation are snobs.
58. You shouldn't talk to people until you've been introduced.
59. A speaker who stares at another is immodest.
60. Concede minor points to gain a major advantage.
61. Words are feminine; deeds are masculine.
62. Only important things should be made the subject of general conversation.
63. Don't show your emotions when you talk.
64. A speaker who dominates a conversation is irritating to others.
65. Always speak respectfully of your superiors.
66. A speaker should not show his nervousness when speaking.
67. A family should not air its dirty linen in public.
68. Don't give undeserved compliments.
69. Anyone who criticizes his friends and relatives is disloyal.
70. A speaker should always apologize for making a mistake.
71. The written word remains; the spoken word perishes.
72. It isn't nice to mention in company such subjects as sex.
73. Correct grammatical usage is essential for effective speech.
74. To question your associates about beliefs and ideas is an invasion of privacy.
75. The best conversations usually deal with small matters.
76. Only a smartaleck will make wisecracks about a serious subject.
77. A good speaker doesn't try to get in the last word.
78. Never try to bluff your way.
79. A speaker who lets himself be lured into an argument is foolish.
80. Trying to outtalk another is a sign of egotism.
81. Do not inform on others.
82. You should not bring up ideas that may cause an argument.
83. A cultivated voice indicates good breeding.
84. Personal remarks are in bad form.
85. A speaker who asks questions at a forum does so to call attention to himself.
86. A speaker who tells a joke at his own expense destroys our confidence in him.
87. Never tell a lie.
88. A speaker who puts on an act to make his point is a ham.
89. Only speakers who extemporize are really sincere.
90. The use of slang in speech is a mark of poor taste.
91. The use of first names should be avoided in formal conversation.
92. Private conversations should not be held in public places.
93. Avoid unpleasant subjects in conversation.
94. It is in poor taste to raise your voice when speaking to others.
95. One shouldn't interrupt important people when they are busy.
96. You can't believe everything people say in love, war, and business.
97. Never use profanity when you talk.
98. You should not fish for compliments.
100. Speak softly but show that you have the power to carry out your wishes.
101. Observe established order when talking to persons in an organization.

102. It is rude to ask questions.

103. Teach your child to hold his tongue when angry.

104. To criticize others is folly.

105. Dialects and foreign accents indicate inferiority in speech.

106. Good manners are important in speech.

107. It isn't necessary to defend yourself against the unfair criticism of others.

108. Do not appeal for the sympathy of others.

109. Appeal to the high rather than the base motives of others.

110. Don't question the good motives or good will of another.

111. The appearance and dress of the speaker make a difference in his effectiveness.

112. Always let your hostess lead the conversation.

113. A gentleman waits for the lady to speak first.

114. It is rude to pry into the affairs of others.

115. Don't interrupt.

116. Speak as your superiors speak.

117. Stand at attention when you speak.

118. Sarcasm in a speaker is a sign of weakness.

119. Never question the honesty of another person.

120. It's affected to try and improve your speech.
THE ADMINISTRATION OF THE SCALE

Subject Groups

Form D of the Speech Convention Scale was administered to three subject groups, high school, college, and adult, for the purposes of comparison and analysis. Form D of the scale was also administered to a fourth group of subjects, an available adult speech class, for the purpose of further evaluating the validity of the scale.

The 120 items of Form D were administered to a high school sample of junior students enrolled in English and Drama classes of the Lima, Ohio Senior High School. The total sample recorded in the fall of 1956 comprised 83 respondents. 75 answer sheets were available for scoring and tabulation; 8 sheets were rejected for incomplete response.

Form D was also administered to certain Speech 401 sections during the summer quarter of 1956 at The Ohio State University. The students enrolled in Speech 401, a "first" speech course, were considered to be a representative sample of lower level college students. The scale was given to a total of 173 respondents which yielded 171 complete answer sheets for scoring purposes; two sheets were rejected for incomplete response.
An adult sample of 97 respondents to Form D was secured from the Lima, Ohio Rotary Club. The exigencies of the time period devoted to a regular Rotary speaking program demanded that the response of each individual be limited to a portion of the total scale. Adult Response Sheets (Appendix I) as contrasted to the IBM sheets used for the other samples were prepared which called for responses 1-40, 41-80, and 81-120. These were partial test responses yet the total provides responses to the 120 items. 30 complete response sheets for 1-40 were secured; five were rejected for incomplete response. 30 complete response sheets for 41-80 were secured; one was rejected for incomplete response. 31 complete response sheets for 81-120 were secured; one was rejected for incomplete response. A response sheet at the mid-point of the 81-120 response was rejected in order that an equal number of responses would be available for scoring, tabulation, and analysis. The totals from lowest to highest for each of the 90 sheets were considered to be a complete response to the 120 item Form D. The sample was secured in the winter of 1957.

Form D was administered to the fourth subject group during the course of the 11th Annual CIO Summer School held in 1956. The scale was given to a total of 73 respondents who were enrolled in the "Effective Speaking" class. 61 sheets were available for scoring; 12 sheets were rejected for incomplete response. The "Effective Speaking" class was considered to be an adult, short term, "first" course in speech; hence the sample was thought to be representative of adult speech classes.
The instructions for the administration of the Speech Convention Scale to the college and adult speech class groups included a request (Appendix I) for an estimate of the student's "speaking ability." The request was made on a "Form D Administration Instruction Sheet" (Appendix I) given to each classroom teacher who agreed to participate in the administration of the scale. The statement of the request was:

One item of key importance to the study is requested from you. Would you please record your estimate of the student's "speaking ability" on space 1 of the IBM sheet below the student's name. The estimate of the student's ability should be indicated by the traditional five steps of the letter grades A, B, C, D, F.

The instruction sheet included the notation, "please be assured that your cooperation is deeply appreciated."

Tabulation and Scoring

The step prior to analysis was one of tabulation and scoring. The IBM and adult answer sheets were scanned for duplicate item response. The totals for each of the five possible responses for each item were tabulated. All response "1" marks were weighted one; all response "2" marks were weighted two; all response "3" marks were weighted three; all response "4" marks were weighted four; and all responses "5" marks were weighted five. A total score after weighting was then computed for each complete response sheet.

The 75 high school response sheets were placed in order from lowest to highest score, 238 to 454 with a possible range of 120 to
600. The upper 27½, 20 sheets, and the lower 27½, 20 sheets, were separated from the total sample. The individual responses to each item were noted and the totals were tabulated and recorded upon an item analysis form (Appendix J) for the upper and lower groups. The proportion of the upper and the proportion of the lower group which selected response "1" — disagree — was computed.

The 171 college response sheets were placed in order from lowest to highest score, 228 to 448. The upper 27½, 46 sheets, and the lower 27½, 46 sheets, were separated from the total sample. The individual responses to each item were tabulated, recorded, and computed upon the item analysis form.

The 30 totaled adult response sheets were placed in order from lowest to highest score, 257 to 493. The upper 27½, 8 sheets, and the lower 27½, 8 sheets, were separated from the total sample. The individual responses to each item were tabulated, recorded, and computed upon the item analysis form.

An item-test correlation was "read" from Flanagan's 27½ Table for the total of 120 items for each of the three subject

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1 J. C. Flanagan, "A Table of the Value of the Product Moment Coefficient of Correlation in a Normal Bivariate Population Corresponding to Given Proportions of Successes," 1936.

samples. Odd proportions were "read" to the nearest even number, for example 31 to 30 and 33 to 32. Zero proportions were "read" to 01.

A difficulty score which reflects the proportion of the respondents who marked "1" disagree, was computed for the total of 120 items for each of the three subject samples. Since "disagree" is a considered a rejection of the speech convention and therefore a correct response, the percentages of rejection are similar to percentages of difficulty. A high score is in reality an index of little difficulty or an ease score and only a low score is a difficulty score.

Correlation and Difficulty Notations

The item test correlation and the difficulty score for the 120 items of Form D for each of the three subject samples with the item number and the item statement are reported below. The high school response is recorded as HS, the college response as CO, the adult response as AD.

Item 1
YOU SHOULD NOT TALK ABOUT YOURSELF

<table>
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<tr>
<th>r/it</th>
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<td></td>
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<td>38%</td>
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Item 2
CHILDREN SHOULD BE SEEN BUT NOT HEARD

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<tr>
<td></td>
<td>36%</td>
<td>49%</td>
<td>66%</td>
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</table>
Item 3
SPEAKERS ARE BORN NOT MADE

r/it  HS .06  CO .26  AD .39
diff  HS 66%  CO 67%  AD 60%

Item 4
THOSE WHO TALK THE MOST HAVE THE LEAST TO SAY

r/it  HS .66  CO .55  AD .00
diff  HS 18%  CO 23%  AD 28%

Item 5
IT'S BETTER TO KEEP YOUR EARS OPEN AND YOUR MOUTH CLOSED

r/it  HS .45  CO .28  AD -.46
diff  HS 20%  CO 23%  AD 6%

Item 6
A SPEAKER INCREASES HIS ACCEPTABILITY TO YOUNGER PEOPLE BY USING THE LATEST SLANG

r/it  HS .39  CO .00  AD .63
diff  HS 40%  CO 44%  AD 60%

Item 7
FOR EVERY WORD THERE IS ONLY ONE CORRECT PRONUNCIATION

r/it  HS .27  CO .19  AD .15
diff  HS 56%  CO 60%  AD 60%

Item 8
YOU SHOULD NEVER TRY TO MAKE A TALK SITTING DOWN

r/it  HS .11  CO .32  AD -.18
diff  HS .8%  CO 24%  AD 20%

Item 9
IN BEGINNING A SPEECH A SPEAKER SHOULD USE SUCH AN OPENING AS "LADIES AND GENTLEMEN" OR "FRIENDS"

r/it  HS .23  CO .16  AD .14
diff  HS 10%  CO 38%  AD 34%
<table>
<thead>
<tr>
<th>Item</th>
<th>Statement</th>
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<th>diff</th>
<th>diff %</th>
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<tbody>
<tr>
<td>10</td>
<td>A SPEAKER SHOULD THANK HIS AUDIENCE FOR LISTENING TO HIM</td>
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<tr>
<td></td>
<td>r/it HS .40</td>
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<td>AD .26</td>
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<td></td>
<td>diff HS 18%</td>
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<td></td>
<td>AD 40%</td>
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<tr>
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<td>ACTIONS SPEAK LOUDER THAN WORDS</td>
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<tr>
<td></td>
<td>r/it HS .59</td>
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<td>AD .12</td>
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<td>diff HS 14%</td>
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<td>AD 20%</td>
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<tr>
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<td>IF YOU DON'T KEEP THE CONVERSATION GOING YOU ARE A DULLARD</td>
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<td></td>
<td>r/it HS .45</td>
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<td>AD .42</td>
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<td>diff HS 30%</td>
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<td>AD 32%</td>
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<tr>
<td>13</td>
<td>THE USE OF BRIGHT SAYINGS AND FAMOUS QUOTATIONS MAKES FOR LIVELY SPEECH</td>
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<tr>
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<td>r/it HS .48</td>
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<td></td>
<td>diff HS 24%</td>
<td></td>
<td></td>
<td>AD 20%</td>
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<tr>
<td>14</td>
<td>A PUN IS THE LOWEST FORM OF HUMOR</td>
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<td></td>
<td>r/it HS .47</td>
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<td>AD .72</td>
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<td>diff HS 20%</td>
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<td>AD 26%</td>
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<tr>
<td>15</td>
<td>FANCY WORDS ARE AS OBJECTIONABLE AS FANCY CLOTHES</td>
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<tr>
<td></td>
<td>r/it HS .29</td>
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<td>AD -.18</td>
</tr>
<tr>
<td></td>
<td>diff HS 12%</td>
<td></td>
<td></td>
<td>AD 20%</td>
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<tr>
<td>16</td>
<td>A SPEAKER SHOULD ONLY USE WORDS WHICH HAVE EXACT MEANING</td>
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<td></td>
<td>r/it HS .13</td>
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<td>AD -.18</td>
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<tr>
<td></td>
<td>diff HS 26%</td>
<td></td>
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<td>AD 20%</td>
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</table>
Item 17
IT'S THE RESPONSIBILITY OF THE LISTENER TO DETECT ANY WEAKNESS IN AN ARGUMENT OR AN APPEAL

r/it   HS .26  CO .11  AD .00
diff   HS .20% CO .9%  AD .18%

Item 18
A SPEAKER WHO INSISTS ON PUTTING OTHER PERSONS ON THE DEFENSIVE HAS NO LOVE OF PEOPLE

r/it   HS .48  CO .35  AD .59
diff   HS .32% CO .41% AD .14%

Item 19
A SPEAKER WHO DOESN'T TELL THE WHOLE TRUTH IS DISHONEST

r/it   HS .26  CO .47  AD .18
diff   HS .40% CO .31% AD .20%

Item 20
COOPERATIVE DISCUSSION IS THE MOST DEMOCRATIC WAY OF SOLVING PROBLEMS

r/it   HS .00  CO .30  AD .59
diff   HS .4%  CO 13% AD 14%

Item 21
YOU SHOULD SPEAK ONLY WHEN SPOKEN TO

r/it   HS .50  CO .31  AD .87
diff   HS 68%  CO 56% AD 60%

Item 22
WORDS NEVER HURT ANYONE

r/it   HS .33  CO .02  AD .53
diff   HS 78%  CO 65% AD 40%

Item 23
FACTS SPEAK FOR THEMSELVES

r/it   HS .29  CO .18  AD .78
diff   HS 12%  CO 21% AD 34%
Item 24
IF YOU CAN'T SAY SOMETHING NICE ABOUT A PERSON, DON'T SAY ANYTHING AT ALL

r/it   HS .40   CO .55   AD .46
diff   HS 6%   CO 10%   AD 6%

Item 25
IF AN IDEA ISN'T LOGICAL IT ISN'T TRUE

r/it   HS .04   CO .42   AD .28
diff   HS 62%   CO 55%   AD 66%

Item 26
NEVER SHARE YOUR TROUBLES WITH THE BOSS

r/it   HS .21   CO .39   AD .78
diff   HS 42%   CO 38%   AD 74%

Item 27
THE DICTIONARY IS THE BEST GUIDE TO PRONUNCIATION AND MEANING

r/it   HS .00   CO .23   AD .00
diff   HS 4%   CO 10%   AD 0%

Item 28
A SPEAKER WHO CULTIVATES ANOTHER TO GET HELP FROM HIM IS PUTTING ON AN ACT

r/it   HS .35   CO .36   AD .39
diff   HS 32%   CO 39%   AD 48%

Item 29
TO ASK QUESTIONS MAY REVEAL A SPEAKER'S IGNORANCE

r/it   HS .27   CO .02   AD .14
diff   HS 56%   CO 51%   AD 74%

Item 30
YOU SHOULD NOT TALK ABOUT OTHERS

r/it   HS .11   CO .46   AD .62
diff   HS 8%   CO 51%   AD 74%
Item 31
YOU SHOULD NEVER ARGUE ABOUT POLITICS OR RELIGION

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<tr>
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<td>.27</td>
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Item 32
COURTESY DEMANDS THAT YOU LET THE OTHER PERSON SPEAK FIRST

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Item 33
DO NOT MAKE YOURSELF CONSPICUOUS IN PUBLIC SITUATIONS

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Item 34
IT IS INCONSIDERATE TO IMITATE ANOTHER PERSON

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Item 35
DO NOT MAKE ANOTHER PERSON THE BUTT OF A JOKE

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Item 36
AN UNDERSTATEMENT IS MORE APT TO BE ACCEPTED THAN AN OVERSTATEMENT

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Item 37
IT ISN'T ALWAYS NECESSARY TO TELL THE WHOLE TRUTH

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<tr>
<td>36</td>
<td>MOST PEOPLE CAN'T BE TRUSTED WITH CONVIDENCES</td>
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<td>diff</td>
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<td>39</td>
<td>THE WAY A PERSON TALKS IS HIS OWN BUSINESS</td>
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<td>r/it</td>
<td>HS .26</td>
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<td>BIG WORDS DON'T MAKE GOOD SPEECHES</td>
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<td>YOU CAN'T DEPEND ON WHAT A SPEAKER SAYS WHO WON'T LOOK YOU IN THE EYE</td>
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<td>ONLY FOREIGNERS USE THE HANDS A GREAT DEAL WHEN THEY TALK</td>
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<td>FIGURES OF SPEECH ARE MARKS OF AFFECTATION</td>
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<td>DON'T TOOT YOUR OWN HORN</td>
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<tr>
<td>45</td>
<td>Don't use your hands when you talk</td>
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<td>.30</td>
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<tr>
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<td>Diff</td>
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<td>.50%</td>
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<tr>
<td>46</td>
<td>People who talk a great deal are not any better informed</td>
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<td>.32</td>
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<td>.24%</td>
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<td>47</td>
<td>Listening to speakers is a passive activity</td>
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<td>.25</td>
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<td>.33%</td>
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<tr>
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<td>A real leader does not ask others for advice</td>
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<td>.21</td>
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<td>.81%</td>
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<td>A certain amount of complaining indicates a healthy state in any organization</td>
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<td>.08</td>
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<td>A speaker should never belittle others</td>
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<td>.51</td>
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<td>Diff</td>
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<td>Don't repeat yourself</td>
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<td>.33</td>
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<td>Diff</td>
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<td>.59%</td>
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Item 52
WOMEN SHOULD LET MEN DO THE TALKING

r/it HS .27 CO .19 AD .45
diff HS 80% CO 60% AD 72%

Item 53
SPEAKERS ON SERIOUS SUBJECTS SHOULD NEVER USE FUNNY STORIES

r/it HS .47 CO .37 AD .27
diff HS 40% CO 42% AD 54%

Item 54
A FAST TALKER CAN'T BE TRUSTED

r/it HS .50 CO .45 AD .72
diff HS 54% CO 48% AD 80%

Item 55
A SPEAKER WHO HESITATES MAY BE COLORING THE TRUTH

r/it HS .46 CO .36 AD .54
diff HS 56% CO 39% AD 66%

Item 56
A SPEAKER WHO IGNORES ANOTHER IS RUDE

r/it HS .29 CO .43 AD .59
diff HS 12% CO 13% AD 14%

Item 57
LISTENERS WHO ARE FINICKY ABOUT PRONUNCIATION ARE SNOBS

r/it HS .45 CO .31 AD .39
diff HS 30% CO 41% AD 48%

Item 58
YOU SHOULDN'T TALK TO PEOPLE UNTIL YOU'VE BEEN INTRODUCED

r/it HS .50 CO .52 AD .63
diff HS 54% CO 73% AD 60%
Item 59
A SPEAKER WHO STARES AT ANOTHER IS IMMODEST

r/it  HS .30  CO .43  AD .53
diff  HS 22%  CO 42%  AD 40%

Item 60
CONCEDE MINOR POINTS TO GAIN A MAJOR ADVANTAGE

r/it  HS .23  CO .46  AD .59
diff  HS 10%  CO 18%  AD 14%

Item 61
WORDS ARE FEMININE, DEEDS ARE MASCULINE

r/it  HS .39  CO .42  AD .54
diff  HS 34%  CO 53%  AD 66%

Item 62
ONLY IMPORTANT THINGS SHOULD BE MADE THE SUBJECT OF GENERAL CONVERSATION

r/it  HS .37  CO .08  AD .53
diff  HS 50%  CO 57%  AD 40%

Item 63
DON'T SHOW YOUR EMOTIONS WHEN YOU TALK

r/it  HS .51  CO .34  AD .72
diff  HS 48%  CO 63%  AD 26%

Item 64
A SPEAKER WHO DOMINATES A CONVERSATION IS IRRITATING TO OTHERS

r/it  HS .00  CO .37  AD .00
diff  HS 12%  CO 15%  AD 0%

Item 65
ALWAYS SPEAK RESPECTFULLY OF YOUR SUPERIORS

r/it  HS .00  CO .36  AD .00
diff  HS 0%  CO 19%  AD 12%
Item 66
A SPEAKER SHOULD NOT SHOW HIS NERVOUSNESS WHEN SPEAKING

r/it    HS .49    CO .00    AD .59
diff    HS 8%     CO 10%    AD 14%

Item 67
A FAMILY SHOULD NOT AIR ITS DIRTY LINEN IN PUBLIC

r/it    HS .00    CO .30    AD .46
diff    HS 0%     CO 13%    AD 6%

Item 68
DON'T GIVE UNDESERVED COMPLIMENTS

r/it    HS .23    CO .58    AD .00
diff    HS 10%    CO 24%    AD 0%

Item 69
ANYONE WHO CRITICIZES HIS FRIENDS AND RELATIVES IS DISLOYAL

r/it    HS .32    CO .49    AD .72
diff    HS 44%    CO 50%    AD 26%

Item 70
A SPEAKER SHOULD ALWAYS APOLOGIZE FOR MAKING A MISTAKE

r/it    HS .26    CO .16    AD .13
diff    HS 20%    CO 30%    AD 46%

Item 71
THE WRITTEN WORD REMAINS: THE SPOKEN WORD PERISHES

r/it    HS .37    CO .47    AD .83
diff    HS 50%    CO 47%    AD 40%

Item 72
IT ISN'T NICE TO MENTION IN COMPANY SUCH SUBJECTS AS SEX

r/it    HS .52    CO .37    AD .31
diff    HS 42%    CO 66%    AD 25%
Item 73
CORRECT GRAMMATICAL USAGE IS ESSENTIAL FOR EFFECTIVE SPEECH

r/it  HS .53  CO .35  AD .78

diff  HS 10%  CO 11%  AD 34%

Item 74
TO QUESTION YOUR ASSOCIATES ABOUT BELIEFS AND IDEAS IS AN INVASION OF PRIVACY

r/it  HS .26  CO .39  AD .87

diff  HS 40%  CO 56%  AD 60%

Item 75
THE BEST CONVERSATIONS USUALLY DEAL WITH SMALL MATTERS

r/it  HS .39  CO .33  AD .78

diff  HS 34%  CO 35%  AD 34%

Item 76
ONLY A SMARTALECK WILL MAKE WISECRACKS ABOUT A SERIOUS SUBJECT

r/it  HS .56  CO .54  AD .31

diff  HS 28%  CO 28%  AD 26%

Item 77
A GOOD SPEAKER DOESN'T TRY TO GET IN THE LAST WORD

r/it  HS .53  CO .13  AD .72

diff  HS 10%  CO 22%  AD 26%

Item 78
NEVER TRY TO BLUFF YOUR WAY

r/it  HS .40  CO .51  AD .00

diff  HS 15%  CO 21%  AD 12%

Item 79
A SPEAKER WHO LETS HIMSELF BE LURED INTO AN ARGUMENT IS FOOLISH

r/it  HS .45  CO .35  AD .53

diff  HS 20%  CO 25%  AD 40%
<table>
<thead>
<tr>
<th>Item 80</th>
<th>TRYING TO OUTTALK ANOTHER IS A SIGN OF EGOTISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>r/it</td>
<td>HS .49</td>
</tr>
<tr>
<td>diff</td>
<td>HS 8%</td>
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<tr>
<td></td>
<td>AD 14%</td>
</tr>
<tr>
<td>diff</td>
<td>HS 8%</td>
</tr>
<tr>
<td></td>
<td>AD 14%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 81</th>
<th>DO NOT INFORM ON OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>r/it</td>
<td>HS .29</td>
</tr>
<tr>
<td>diff</td>
<td>HS 12%</td>
</tr>
<tr>
<td></td>
<td>AD 20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 82</th>
<th>YOU SHOULD NOT BRING UP IDEAS THAT MAY CAUSE AN ARGUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>r/it</td>
<td>HS .23</td>
</tr>
<tr>
<td>diff</td>
<td>HS 10%</td>
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<td></td>
<td>AD 46%</td>
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<thead>
<tr>
<th>Item 83</th>
<th>A CULTIVATED VOICE INDICATES GOOD BREEDING</th>
</tr>
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<tbody>
<tr>
<td>r/it</td>
<td>HS .32</td>
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<tr>
<td>diff</td>
<td>HS 44%</td>
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<td>AD 34%</td>
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<table>
<thead>
<tr>
<th>Item 84</th>
<th>PERSONAL REMARKS ARE IN BAD FORM</th>
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<tr>
<td>r/it</td>
<td>HS .68</td>
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<td>diff</td>
<td>HS 22%</td>
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<td></td>
<td>AD 34%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 85</th>
<th>A SPEAKER WHO ASKS QUESTIONS AT A FORUM DOES SO TO CALL ATTENTION TO HIMSELF</th>
</tr>
</thead>
<tbody>
<tr>
<td>r/it</td>
<td>HS .57</td>
</tr>
<tr>
<td>diff</td>
<td>HS 62%</td>
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<tr>
<td></td>
<td>AD 46%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Item 86</th>
<th>A SPEAKER WHO TELLS A JOKE AT HIS OWN EXPENSE DESTROYS OUR CONFIDENCE IN HIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>r/it</td>
<td>HS .21</td>
</tr>
<tr>
<td>diff</td>
<td>HS 42%</td>
</tr>
<tr>
<td></td>
<td>AD 74%</td>
</tr>
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</table>
Item 87
NEVER TELL A LIE

r/it  HS  .29  CO  .46  AD  .67

diff  HS  12%  CO  19%  AD  20%

Item 88
A SPEAKER WHO PUTS ON AN ACT TO MAKE HIS POINT IS A HAM

r/it  HS  .24  CO  .40  AD  .62

diff  HS  32%  CO  43%  AD  46%

Item 89
ONLY SPEAKERS WHO EXTTEMPORIZE ARE REALLY SINCERE

r/it  HS  .62  CO  .38  AD  .57

diff  HS  16%  CO  53%  AD  94%

Item 90
THE USE OF SLANG IN SPEECH IS A MARK OF POOR TASTE

r/it  HS  .26  CO  .30  AD  .39

diff  HS  20%  CO  28%  AD  48%

Item 91
THE USE OF FIRST NAMES SHOULD BE AVOIDED IN FORMAL CONVERSATION

r/it  HS  .30  CO  .30  AD  .78

diff  HS  30%  CO  33%  AD  34%

Item 92
PRIVATE CONVERSATIONS SHOULD NOT BE HELD IN PUBLIC PLACES

r/it  HS  .59  CO  .38  AD  .46

diff  HS  14%  CO  29%  AD  6%

Item 93
AVOID UNPLEASANT SUBJECTS IN CONVERSATION

r/it  HS  .40  CO  .72  AD  .67

diff  HS  6%  CO  29%  AD  20%
<table>
<thead>
<tr>
<th>Item</th>
<th>Statement</th>
<th>r/it HS</th>
<th>CO</th>
<th>AD</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td>IT IS IN POOR TASTE TO RAISE YOUR VOICE WHEN SPEAKING TO OTHERS</td>
<td>0.62</td>
<td>0.19</td>
<td>0.42</td>
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<td></td>
<td>diff</td>
<td>16%</td>
<td>35%</td>
<td>32%</td>
</tr>
<tr>
<td>95</td>
<td>ONE shouldn't interrupt important people when they are busy</td>
<td>0.59</td>
<td>0.63</td>
<td>0.78</td>
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<tr>
<td></td>
<td>diff</td>
<td>14%</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>96</td>
<td>YOU CAN'T BELIEVE EVERYTHING PEOPLE SAY IN LOVE, WAR, AND BUSINESS</td>
<td>0.26</td>
<td>0.19</td>
<td>0.57</td>
</tr>
<tr>
<td></td>
<td>diff</td>
<td>20%</td>
<td>14%</td>
<td>20%</td>
</tr>
<tr>
<td>97</td>
<td>NEVER USE PROFANITY WHEN YOU TALK</td>
<td>-0.30</td>
<td>0.37</td>
<td>0.46</td>
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<td>15%</td>
<td>6%</td>
</tr>
<tr>
<td>98</td>
<td>YOU SHOULD NOT FISH FOR COMPLIMENTS</td>
<td>0.30</td>
<td>0.23</td>
<td>0.00</td>
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<td>diff</td>
<td>2%</td>
<td>10%</td>
<td>0%</td>
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<tr>
<td>99</td>
<td>BEWARE OF EXAGGERATION IN YOUR SPEECH</td>
<td>0.23</td>
<td>0.40</td>
<td>0.46</td>
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<tr>
<td></td>
<td>diff</td>
<td>10%</td>
<td>12%</td>
<td>6%</td>
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<tr>
<td>100</td>
<td>SPEAK SOFTLY BUT SHOW THAT YOU HAVE THE POWER TO CARRY OUT YOUR WISHES</td>
<td>0.11</td>
<td>0.26</td>
<td>0.67</td>
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<tr>
<td></td>
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<td>8%</td>
<td>16%</td>
<td>20%</td>
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<tr>
<td>Item 101</td>
<td>OBSERVE ESTABLISHED ORDER WHEN TALKING TO PERSONS IN AN ORGANIZATION</td>
<td></td>
<td></td>
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<tr>
<td>---------</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>r/it</td>
<td>HS .40</td>
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<td></td>
<td>CO .23</td>
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<tr>
<td></td>
<td>AD .00</td>
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<table>
<thead>
<tr>
<th>Item 102</th>
<th>IT IS RUD E TO ASK QUESTIONS</th>
</tr>
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<tbody>
<tr>
<td>r/it</td>
<td>HS .10</td>
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<tr>
<td>diff</td>
<td>HS 88%</td>
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<tr>
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<td>CO 86%</td>
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<td>AD 60%</td>
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<table>
<thead>
<tr>
<th>Item 103</th>
<th>TEACH YOUR CHILD TO HOLD HIS TONGUE WHEN ANGRY</th>
</tr>
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<tbody>
<tr>
<td>r/it</td>
<td>HS .36</td>
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<tr>
<td>diff</td>
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<tr>
<td></td>
<td>CO 19%</td>
</tr>
<tr>
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<td>AD 14%</td>
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</table>

<table>
<thead>
<tr>
<th>Item 104</th>
<th>TO CRITICIZE OTHERS IS FOLLY</th>
</tr>
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<tbody>
<tr>
<td>r/it</td>
<td>HS .45</td>
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<tr>
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<td>CO 42%</td>
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<td>AD 34%</td>
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<table>
<thead>
<tr>
<th>Item 105</th>
<th>DIALECTS AND FOREIGN ACCENTS INDICATE INFERIORITY IN SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>r/it</td>
<td>HS .7</td>
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<tr>
<td>diff</td>
<td>HS 60%</td>
</tr>
<tr>
<td></td>
<td>CO 25%</td>
</tr>
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<td></td>
<td>AD 32%</td>
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<table>
<thead>
<tr>
<th>Item 106</th>
<th>GOOD MANNERS ARE IMPORTANT IN SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>r/it</td>
<td>HS 30%</td>
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<td>HS 2%</td>
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<tr>
<td></td>
<td>CO 13%</td>
</tr>
<tr>
<td></td>
<td>AD 6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 107</th>
<th>IT ISN'T NECESSARY TO DEFEND YOURSELF AGAINST THE UNFAIR CRITICISM OF OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>r/it</td>
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<td></td>
<td>CO .19</td>
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Item 102
**DO NOT APPEAL FOR THE SYMPATHY OF OTHERS**

<table>
<thead>
<tr>
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<th>CO .42</th>
<th>AD .67</th>
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<tr>
<td>diff</td>
<td>HS 4%</td>
<td>CO 22%</td>
<td>AD 20%</td>
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</table>

Item 105
**APPEAL TO THE HIGH RATHER THAN THE BASE MOTIVES OF OTHERS**

<table>
<thead>
<tr>
<th>r/it</th>
<th>HS .53</th>
<th>CO .43</th>
<th>AD .67</th>
</tr>
</thead>
<tbody>
<tr>
<td>diff</td>
<td>HS 10%</td>
<td>CO 32%</td>
<td>AD 20%</td>
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</tbody>
</table>

Item 110
**DON'T QUESTION THE GOOD MOTIVES OR THE GOOD WILL OF ANOTHER**

<table>
<thead>
<tr>
<th>r/it</th>
<th>HS .12</th>
<th>CO .49</th>
<th>AD .59</th>
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</thead>
<tbody>
<tr>
<td>diff</td>
<td>HS 14%</td>
<td>CO 25%</td>
<td>AD 14%</td>
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</table>

Item 111
**THE APPEARANCE AND DRESS OF THE SPEAKER MAKE A DIFFERENCE IN HIS EFFECTIVENESS**

<table>
<thead>
<tr>
<th>r/it</th>
<th>HS .00</th>
<th>CO .25</th>
<th>AD .00</th>
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<tbody>
<tr>
<td>diff</td>
<td>HS 16%</td>
<td>CO 12%</td>
<td>AD 12%</td>
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</table>

Item 112
**ALWAYS LET YOUR HOSTESS LEAD THE CONVERSATION**

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<thead>
<tr>
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<th>CO .21</th>
<th>AD .78</th>
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<tbody>
<tr>
<td>diff</td>
<td>HS 24%</td>
<td>CO 22%</td>
<td>AD 34%</td>
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</tbody>
</table>

Item 113
**A GENTLEMAN WAITS FOR THE LADY TO SPEAK FIRST**

<table>
<thead>
<tr>
<th>r/it</th>
<th>HS .08</th>
<th>CO .43</th>
<th>AD .72</th>
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</thead>
<tbody>
<tr>
<td>diff</td>
<td>HS 24%</td>
<td>CO 32%</td>
<td>AD 26%</td>
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</table>

Item 114
**IT IS RUDE TO PRY INTO THE AFFAIRS OF OTHERS**

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<thead>
<tr>
<th>r/it</th>
<th>HS .49</th>
<th>CO .26</th>
<th>AD .46</th>
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</thead>
<tbody>
<tr>
<td>diff</td>
<td>HS 8%</td>
<td>CO 16%</td>
<td>AD 6%</td>
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Item 115
DON'T INTERRUPT

<table>
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<th>CO</th>
<th>AD</th>
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<tbody>
<tr>
<td>r/it</td>
<td>.59</td>
<td>.57</td>
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<tr>
<td>diff</td>
<td>14%</td>
<td>20%</td>
<td>14%</td>
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Item 116
SPEAK AS YOUR SUPERIORS SPEAK

<table>
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<tr>
<th></th>
<th>HS</th>
<th>CO</th>
<th>AD</th>
</tr>
</thead>
<tbody>
<tr>
<td>r/it</td>
<td>.33</td>
<td>.13</td>
<td>.72</td>
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<tr>
<td>diff</td>
<td>36%</td>
<td>39%</td>
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Item 117
STAND AT ATTENTION WHEN YOU SPEAK

<table>
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<tr>
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<th>CO</th>
<th>AD</th>
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<tbody>
<tr>
<td>r/it</td>
<td>.31</td>
<td>.27</td>
<td>.93</td>
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<td>60%</td>
<td>54%</td>
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Item 118
SARCASM IN A SPEAKER IS A SIGN OF WEAKNESS

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<th>CO</th>
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<tbody>
<tr>
<td>r/it</td>
<td>.26</td>
<td>.60</td>
<td>.72</td>
</tr>
<tr>
<td>diff</td>
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<td>32%</td>
<td>26%</td>
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Item 119
NEVER QUESTION THE HONESTY OF ANOTHER PERSON

<table>
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<th></th>
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<th>CO</th>
<th>AD</th>
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<tbody>
<tr>
<td>r/it</td>
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<td>.62</td>
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<tr>
<td>diff</td>
<td>20%</td>
<td>41%</td>
<td>46%</td>
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</table>

Item 120
IT'S AFECTED TO TRY AND IMPROVE YOUR SPEECH

<table>
<thead>
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<th>CO</th>
<th>AD</th>
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<tbody>
<tr>
<td>r/it</td>
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<td>.02</td>
<td>.00</td>
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<tr>
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<td>33%</td>
<td>52%</td>
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Adult Speaking Class Sample Scoring

The adult speaking class sample from the Ohio CIO summer school was scored and tabulated in the same manner as the high
school, college, and adult subject group responses; however the total score was based only upon the 50 items of the college sample with item-test correlations of .33 or better. The scores recorded were from 63 to 192 with a possible range of 50 to 250.
THE ANALYSIS OF RESULTS

Reliability Measures

The reliability of the total test was determined by computing an odd-even correlation. The computations were made using 100 cases. 70 papers were selected from the college sample (N 171), 24 papers from the high school sample (N 75), and 6 papers from the adult sample (N 30). The reliability of the total test after correction by the Spearman-Brown prophecy formula was .88.

Validity Measures

An examination of the item-test correlations and the difficulty scores for the subject groups reported in Chapter IV revealed that for each subject sample 30 or more items yielded item-test correlations of .30 or better and difficulty scores in excess of 20% and less than 80%. The demands of time in the testing situation in relationship to the use of the Speech Convention Scale suggested that the intent of the measure could be achieved with less than the
total 120 item Form D Scale without the sacrifice of validity; hence the 30 "best" items for each of the subject samples are grouped below and presented as selected forms of the Speech Convention Scale. The forms are designated for the high school, Form HS; college, Form CO; adult, Form AD. The complete Form HS, Form CO, Form AD ranked from highest to lowest correlation along with original form number is presented.

The 120 item Form D high school sample produced 40 items with correlations of .30 or better and difficulty scores in excess of 20% and less than 80%. The 30 "best" items whose item-test correlations range from .37 to .71 with difficulty scores from 20% to 68% are presented as Form HS. The original form number is presented in the parenthesis.

Form HS Speech Convention Scale

1. (112) Always let your hostess lead the conversation.
2. (84) Personal remarks are in bad form.
3. (85) A speaker who asks questions at a forum does so to call attention to himself.
4. (76) Only a smartaleck will make wisecracks about a serious subject.
5. (72) It isn’t nice to mention in company such subjects as sex.
6. (63) Don’t show your emotions when you talk.
7. (54) A fast talker can’t be trusted.
8. (58) You shouldn’t talk to other people until you’ve been introduced.
9. (21) You should speak only when spoken to.

10. (18) A speaker who insists on putting other persons on the
defensive has no love of people.

11. (13) The use of bright sayings and famous quotations makes
for lively speech.

12. (53) Speakers on serious subjects should never use funny stories.

13. (14) A pun is the lowest form of humor.

14. (55) A speaker who hesitates may be coloring the truth.

15. (41) You can't depend on what a speaker says who won't look
you in the eye.

16. (57) Listeners who are finicky about pronunciation are snobs.

17. (12) If you don't keep the conversation going you are a
dullard.

18. (104) To criticize others is folly.

19. (119) Never question the honesty of another person.

20. (5) It's better to keep your ears open and your mouth closed.

21. (1) You should not talk about yourself.

22. (46) People who talk a great deal are not any better informed.

23. (79) A speaker who lets himself be lured into an argument is
foolish.

24. (2) Children should be seen but not heard.

25. (6) A speaker increases his acceptability to younger people
by using the latest slang.

26. (38) Most people can't be trusted with confidences.

27. (61) Words are feminine; deeds are masculine.

28. (75) The best conversations usually deal with small matters.

29. (62) Only important things should be made the subject of
general conversation.

30. (71) The written word remains; the spoken word perishes.
The 120 item Form D college sample produced 59 items with correlations of .30 or better and difficulty scores in excess of 20% and less than 80%. The 30 best items whose item-test correlations range from .39 to .72 with difficulty scores from 20% to 73% are presented as Form CO. The original form number is presented in the parenthesis.

Form CO Speech Convention Scale

1. (93) Avoid unpleasant subjects in conversation.
2. (95) One shouldn't interrupt important people when they are busy.
3. (118) Sarcasm in a speaker is a sign of weakness.
4. (68) Don't give undeserved compliments.
5. (115) Don't interrupt.
6. (4) Those who talk the most have the least to say.
7. (76) Only a smartaleck will make wisecracks about a serious subject.
8. (58) You shouldn't talk to people until you've been introduced.
9. (78) Never try to bluff your way.
10. (80) Trying to outtalk another is a sign of egotism.
11. (44) Don't toot your own horn.
12. (32)Courtesy demands that you let the other person speak first.
13. (69) Anyone who criticizes his friends and relatives is disloyal.
14. (110) Don't question the good will or the good motives of others.
15. (32) You should not bring up ideas that may cause an argument.
16. (71) The written word remains; the spoken word perishes.
17. (19) A speaker who doesn't tell the whole truth is dishonest.
18. (30) You should not talk about others.
19. (14) A pun is the lowest form of humor.
20. (54) A fast talker can't be trusted.
21. (59) A speaker who stares at another is immodest.
22. (104) To criticize others is folly.
23. (113) A gentleman waits for the lady to speak first.
24. (25) If an idea isn't logical it isn't true.
25. (61) Words are feminine; deeds are masculine.
26. (109) Appeal to the high rather than the base motives of others.
27. (108) Do not appeal for the sympathy of others.
28. (88) A speaker who puts on an act to make his point is a ham.
29. (74) To question your associates about beliefs and ideas is an invasion of privacy.
30. (119) Never question the honesty of another person.

The 120 item Form D adult sample produced 56 items with correlations of .30 or better and difficulty scores in excess of 20% and less than 80%. The 30 "best" items whose item-test correlations range from .42 to .93 with difficulty scores from 32% to 66% are presented as Form AD. The original form number is presented in the parenthesis.

Form AD Speech Convention Scale

1. (117) Stand at attention when you speak.
2. (85) A speaker who asks questions at a forum does so to call attention to himself.
3. (21) You should speak only when spoken to.
4. (74) To question your associates about beliefs and ideas is an invasion of privacy.
5. (71) The written word remains; the spoken word perishes.
6. (23) Facts speak for themselves.
7. (73) Correct grammatical usage is essential for effective speech.
8. (75) The best conversations usually deal with small matters.
9. (23) A cultivated voice indicates good breeding.
10. (84) Personal remarks are in bad form.
11. (91) The use of first names should be avoided in formal conversation.
12. (95) One shouldn't interrupt important people when they are busy.
13. (104) To criticize others is folly.
14. (112) Always let your hostess lead the conversation.
15. (116) Speak as your superiors speak.
16. (6) A speaker increases his acceptability to younger people by using the latest slang.
17. (58) You shouldn't talk to people until you've been introduced.
18. (30) You should not talk about others.
19. (82) You should not bring up ideas that may cause an argument.
20. (88) A speaker who puts on an act to make his point is a ham.
21. (119) Never question the honesty of another person.
22. (55) A speaker who hesitates may be coloring the truth.
23. (61) Words are feminine; deeds are masculine.
24. (22) Words never hurt anyone.
25. (59) A speaker who stares at others is immodest.
26. (62) Only important things should be made the subject of general conversation.
27. (107) It isn't necessary to defend yourself against the unfair criticism of others.
28. (12) If you don't keep the conversation going you are a dullard.
29. (41) You can't depend on what a speaker says who won't look you in the eye.
30. (54) It is in poor taste to raise your voice when speaking to others.

Percentile norms were established for the responses of the three subject groups to the selected forms of the scale. The total responses were scored in terms of the 30 "best" items for each group. For 30 items the minimum score would be 30 and the maximum score would be 150. For these norms the low numerical value is the most acceptable score, for the low score indicates rejection of the negative speech conventions.

The norms for the high school sample 30 "best" items selected Form HS are:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>1.00</td>
</tr>
<tr>
<td>57</td>
<td>.90</td>
</tr>
<tr>
<td>63</td>
<td>.80</td>
</tr>
<tr>
<td>65</td>
<td>.75</td>
</tr>
<tr>
<td>67</td>
<td>.70</td>
</tr>
<tr>
<td>70</td>
<td>.60</td>
</tr>
<tr>
<td>74</td>
<td>.50</td>
</tr>
<tr>
<td>79</td>
<td>.40</td>
</tr>
<tr>
<td>84</td>
<td>.30</td>
</tr>
<tr>
<td>88</td>
<td>.25</td>
</tr>
<tr>
<td>91</td>
<td>.20</td>
</tr>
<tr>
<td>96</td>
<td>.10</td>
</tr>
<tr>
<td>115</td>
<td>.01</td>
</tr>
</tbody>
</table>

The norms for the college sample 30 "best" items selected Form CO are:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>1.00</td>
</tr>
<tr>
<td>58</td>
<td>.90</td>
</tr>
</tbody>
</table>
The norms for the adult sample 30 "best" items selected

Form AD are:

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>.80</td>
</tr>
<tr>
<td>60</td>
<td>.75</td>
</tr>
<tr>
<td>70</td>
<td>.70</td>
</tr>
<tr>
<td>80</td>
<td>.60</td>
</tr>
<tr>
<td>90</td>
<td>.50</td>
</tr>
<tr>
<td>100</td>
<td>.50</td>
</tr>
<tr>
<td>110</td>
<td>.40</td>
</tr>
<tr>
<td>120</td>
<td>.30</td>
</tr>
<tr>
<td>130</td>
<td>.20</td>
</tr>
<tr>
<td>140</td>
<td>.10</td>
</tr>
</tbody>
</table>

The means for the high school, college, and adult response to the 120 item Form D were computed. A standard deviation for each of the three samples was computed. The means and the standard deviations are reported below.

TABLE I

Means, Standard Deviations

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>75</td>
<td>362</td>
<td>40</td>
</tr>
<tr>
<td>College</td>
<td>171</td>
<td>341</td>
<td>41</td>
</tr>
<tr>
<td>Adult</td>
<td>30</td>
<td>363</td>
<td>56</td>
</tr>
</tbody>
</table>

The total college sample was reassembled and cast in a scattergram using the instructor estimate of speaking success which was recorded on the answer sheets for one axis and the total score for the second axis. The intervals were limited to five. An outside criterion-test correlation was computed. The outside criterion-test correlation was .34. A correction formula reported by Guilford was considered and used, for Guilford states:

When the number of intervals in either X or Y is less than 10 it is good practice to apply this correction procedure; certainly when the number of intervals is 8 or below. (5)


Ibid., p. 361.
The application of the correction formula produced a corrected outside criterion-test correlation of .39.

The adult speaking class sample was cast in a scattergram in the manner prescribed. An outside criterion-test correlation was computed. The outside criterion-test correlation for the adult speaking class sample was .52. The correction formula for the small interval size was applied to the obtained outside criterion-test correlation. The corrected outside criterion-test correlation was .59.

The obtained and the corrected outside criterion-test correlations for the college and adult speaking class samples are reported in Table II.

**TABLE II**

Outside Criterion-Test Correlations

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>o</th>
<th>oc</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>171</td>
<td>.34</td>
<td>.39</td>
</tr>
<tr>
<td>Adult Class</td>
<td>61</td>
<td>.52</td>
<td>.59</td>
</tr>
</tbody>
</table>

An investigation was conducted to determine the recognition potential of speech convention versus speech attitude statements.
statements of speech attitudes were taken from the Knower "Speech Attitude Scale" and interspersed with 120 statements of speech.


conventions from the Form D Speech Convention Scale. The interspersed convention and attitude statements are recorded in Appendix L. A sample of college speech instructors was asked to identify the statements as convention or non-convention statements. The identification response ranged from 0% to 100%, for each of the two categories, with an average of 44.4% of the respondents identifying correctly the non-convention statements; whereas 74.8% of the respondents identified correctly the convention statements.

Collative Measures

A frequency analysis of three comprehensive subject areas for the 30 "best" items in each alternate form of the Speech Convention Scale, Form HS, Form CO, and Form AD, is reported in Table III. The three comprehensive areas are personal, group, and general speech practice. The HS designates high school; the CO designates college; and the AD designates adult.
<table>
<thead>
<tr>
<th>Area</th>
<th>HS</th>
<th>CO</th>
<th>AD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>6</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Group</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>General</td>
<td>7</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>
VI

AN ANALYSIS OF SELECTED ITEMS

An examination of the selected forms of the Speech Convention Scale for the high school, college, and adult populations reveals that 22 items appear on at least two of the three scales. The items are discussed below and certain implications for speech instruction are drawn on the basis of the recorded responses. The term "discriminate" used in the discussion indicates that the students in the upper 27% of each sample and the students in the lower 27% of each sample respond in a different and consistent fashion to the statements of the individual items. The students of the upper 27% tend to reject the item; the students of the lower 27% tend to accept the item. The term "acceptability index" is used in the discussion to indicate the degree to which a given sample population tends to accept the statements of the individual items.

Item 6, "A speaker increases his acceptability to younger people by using the latest slang," discriminates between the upper and lower respondents for the high school and the adult sample but not for the college sample. An explanation of this behavior may be that the college student is exposed to new and conflicting modes of speech. The college student may like and use slang; hence he tends to accept the item. The role of slang in speech is an appropriate topic for consideration in the college classroom.
Item 12, "If you don’t keep the conversation going you are a dullard," does discriminate for all samples; although the college group does have a higher acceptability index than the high school or adult groups. The response appears to indicate that the better speaker in all populations is sensitive to the give and take of conversation. This convention could be considered as a part of the general instruction in the techniques and practices of listening.

Item 21, "You should speak only when spoken to," is rejected (.30 or better) by the more effective speaker in each sample. The less effective speaker who tends to accept this convention may hold the belief as a shield for his own seeming inadequacies in speech. The person who holds this convention may be identified by his response to the item on the Speech Convention Scale. The classroom teacher could then assist the individual to reject the convention.

Item 30, "You should not talk about others," discriminates between the upper and lower respondents for the college and adult samples but not for the high school sample. This behavior may result from an immature degree of social sensitivity; however the concept of and the place of criticism could well be included in the high school speech program as well as elsewhere.

Item 41, "You can’t depend on what a speaker says who won’t look you in the eye," is rejected (.30 or better) for all samples. The better speakers appear to recognize that there are factors in dependability other than eye contact. The question may be raised,
should the classroom teacher insist upon eye contact? One answer may be that society apparently demands, at least in the informal situation, a degree of direct eye contact.

The related items 54 and 55, "A fast talker can't be trusted," and "A speaker who hesitates may be coloring the truth," clearly discriminate for all samples. The classroom teacher may consider the behavior expressed in the response to these items as a part of his general introduction to the nature of speech, rhythm, pitch, etc. The less effective speaker who tends to accept these conventions may modify his acceptance when he learns of the variations of normal rates of speech.

Item 58, "You shouldn't talk to people until you've been introduced," discriminates between the upper and lower respondents for all samples. The lower respondents or weaker students who tend to accept this convention may be identified by their response to this item on the Speech Convention Scale. The individuals who accept this item may need to be introduced to speech activities which will enable them to participate more freely in group and two-person speech situations.

Item 59, "A speaker who stares at another is immodest," is the converse of item 41, "You can't depend on what a speaker says who won't look you in the eye." Item 59 is rejected (.50 or better) by all populations. Items 59 and 41 are illustrative of the problem characteristic of the weaker student. He gratefully accepts the
the convention expressed in item 59 (he does not wish to be immodest); yet he fails in his attempt to communicate (he does not look at his auditors), for he also accepts the convention expressed in item 41, "You can't depend on what a speaker says who won't look you in the eye." The less effective speaker may need to develop a better understanding of the concept of "eye contact" inside and outside of the classroom.

Item 61, "Words are feminine; deeds are masculine," sets apart the effective speaker and the less effective speaker in terms of the response to this item. The classroom teacher may be able to recognize by the response to this item the weak student who finds an excuse to account for his speech failure in the thought, "words are for woman; I'm a man of action." The weak student may be assisted to reject this convention if he is exposed to and understands the role of communication in society.

Item 62, "Only important things should be made the subject of general conversation," discriminates effectively between the upper and lower student for the high school and the adult sample but not for the college sample. The fact that college students have a higher acceptability index for this convention may indicate that further consideration needs to be given in the college classroom to the place of conversation in social behavior.

Item 71, "The written word remains; the spoken word perishes," is clearly rejected (.37 or better) by the more effective speakers.
in all samples. The weaker student may tend to accept this convention as a support for his belief that "after all speech isn't important." This convention could be a consideration of the classroom within the framework of a general discussion of the nature of oral language in all elements of society.

Item 75, "The best conversations usually deal with small matters," is the converse of item 62, "Only important things should be made the subject of general conversation." Item 75 is rejected (.33 or better) by the more effective speakers in all the samples. This convention may be expressed by the weak student who hesitates to expose his ideas to his associates, for he fears that they may be challenged. The relationships of critical thinking to speech may be a consideration for speech instruction with stress upon evaluation and modification of ideas.

Item 76, "Only a smartaleck will make wisecracks about a serious subject," discriminates between the upper and lower respondents for all samples. The implications for the behavior expressed in this convention may be that consideration could be given to the place of humor in speech when speech serves as a formal and as a social instrument for communication. The classroom teacher may also consider the use of humor in speech to minimize in a positive sense the effects of adversity in relation to mental well being.

Item 79, "A speaker who lets himself be lured into an argument is foolish," is clearly rejected (.35 or better) by the more effective
speakers in all the samples. The better speaker apparently realizes that only as ideas are exposed to argument may they be refined. This concept may be worthy of further consideration in the course of general speech instruction.

Item 82, "You should not bring up ideas that may cause an argument," is an analogue of item 79 (immediately above); however item 82 discriminates more effectively for college and adult groups than for the high school group. The higher acceptability index for the high school population may reflect the presence of an immature concept of social behavior, for example "nice people don't talk about politics or religion." The high school speech teacher could give consideration to the use of topic areas built around the major faiths and built around political parties for classroom speeches as one device to assist the students to reject the convention.

Item 84, "Personal remarks are in bad form," is clearly rejected (>.36 or better) by the more effective speakers in all samples. The higher acceptability index of the less effective speaker may indicate that continued consideration could be given to the role of the self in effective speech.

Item 85, "A speaker who asks questions at a forum does so to call attention to himself," is rejected (>.57 or better) by the high school and adult sample. The college sample appears to reject the convention less decisively (.25). The college response may indicate that the higher acceptability index on the college campus
Reflects a general dislike of the weak student who attempts to ingratiate himself with the instructor by continually asking questions which are unrelated to the discussion. The college classroom teacher may wish to give further consideration to the role of discussion in a democratic society to minimize the acceptance of this convention.

Item 88, "A speaker who puts on an act to make his point is a ham," is rejected (.40 or better) by the more effective speakers from the college and adult samples. The high school better speakers reject (.24) this convention to a lesser degree. The implications for this response may be that the high school classroom teacher may wish to give further consideration to the part controlled exhibitionism may play in effective speaking; a discussion of this concept would possibly minimize the supposed natural reticence of the high school student.

Item 104, "To criticize others is folly," is rejected decisively (.42 or better) by the more effective speakers in all samples. The implications of the higher acceptability index for the weak students may be that they need to better understand the role of group criticism in the speech classroom; also they may need to develop a better understanding of the place of self and group criticism in the evaluation of ideas.

Item 112, "Always let your hostess lead the conversation," was rejected by the better high school and adult speakers (.71 or
better). The college sample rejection for the better speakers was (.21). The basis for the higher acceptability index of college students may lie in the case of conflicting social patterns which some college students adopt. The general speech curriculum could give further consideration to the nature and structure of listening behavior as a function of social conversation to assist the college student to reject this convention.

Item 119, "Never question the honesty of another person," is rejected (.39 or better) by the more effective speakers in all the samples. The better speaker apparently has a greater tendency to challenge intellectual as well as material dishonesty. The weaker speaker who holds this convention may be identified by his response to the item on the Speech Convention Scale. The classroom teacher could then assist the individual to reject the convention by developing the individual's speech effectiveness so that he may have a more positive adjustment to the place of speech in social and commercial intercourse.
SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to find, develop, and evaluate expressions of convention in our culture toward and about speech which are potentially of negative character. The items selected were presented in a Speech Convention Scale. An investigation is reported which determined the relationships between the degree to which persons are found to hold such conventions and speaking success.

The literature in the area of social and speech conventions was examined. The methodology of scale construction was studied, and a 120 item Speech Convention Scale was developed from speech attitude investigations, "behavior book" concepts, and the suggestions of interested associates.

The Speech Convention Scale was administered to certain high school, college, and adult subject groups. An analysis of the results of the administration and scoring revealed that the high school sample produced 40 items, the college sample 56 items, and the adult sample 59 items with item-test correlations of .33 or better. The 30 items with the highest item-test correlations and acceptable difficulty scores for each of the samples were grouped and considered as
selected forms of the Speech Convention Scale. The high school 30 item group was designated Form HS, the college Form CO, the adult Form AD.

Norms for the purpose of evaluating specific scores were computed for the high school Form HS, the college Form CO, and the adult Form AD.

The composite scores for the Speech Convention Scale were put into distribution tables and the mean scores and the standard deviations for each of the subject samples were computed. The mean scores for the samples were high school, 362; college, 341; adult, 363. The standard deviations were high school, 40; college, 41; adult, 56. These means and deviations suggest a normal distribution of the acceptance of convention as measured by this scale.

The Speech Convention Scale was evaluated against an outside criterion of speaking success using the college and adult speaking class samples. The college sample yielded an outside criterion-test correlation of .39. The adult speaking class sample yielded an outside criterion-test correlation of .59. The freedom from acceptance of negative speech conventions is seen as a marked correlate of speaking success.

The items of the high school Form HS, the college Form CO, and the adult Form AD were examined for the determination of a related selection of items for each of the groups. The areas of relationship considered were personal speech practice, group speech
practice, and general speech practice.

The reliability of the Speech Convention Scale was evaluated with an odd-even correlation. A reliability correlation of .88 was discovered after correction by the application of the Spearman-Brown prophecy formula.

An analysis of selected items was undertaken to consider the implications for speech education of the high school, college, and adult rejection or acceptance of the conventions of the Speech Convention Scale.

Conclusions

1. The 30 items for each of the subject samples with the highest item-test correlations and acceptable difficulty scores are presented as selected forms of the Speech Convention Scale. The selected forms HS (high school), CO (college), AD (adult) are recorded in Chapter V. The selected forms of the scale for descriptive and diagnostic purposes are considered desirable, for they permit more economical examination of related yet varied attitude conventions for each sample population.

2. The Speech Convention Scale is internally consistent with a reliability index of .88.

3. The Speech Convention Scale produced relatively valid indices of speech effectiveness. The correlation coefficients
computed for the college and adult speaking class samples, .39 and .59, indicate that the acceptance of negative speech conventions acts as a deterrent to speech achievement.

4. The response of the subject groups to the conventions of the Speech Convention Scale consistently discriminates between the more effective and the less effective speaker with item-test correlations of .37 or better for the selected forms of the scale.

5. An examination of the conventions recorded in the selected forms of the Speech Convention Scale shows that the sample groups are similar in identification of the comprehensive areas of personal speech practice, group speech practice, and general speech practice.

6. The examination of the means and the standard deviations of the groups indicates that the scores exhibit properties of normal distribution of the acceptance of negative speech conventions. The subject groups do not exhibit gross differences in their acceptance or rejection of the conventions presented in the Speech Convention Scale; although the adult sample tends to accept conventions more frequently than the high school or college samples.

Suggestions for Further Study

1. The Speech Convention Scale should be administered in the selected forms to additional samples so as to permit the construction of more comprehensive norms for the purpose of evaluating specific scores.
2. The work reported in this study should be continued so any items of negative speech convention here not considered could be examined and evaluated.

3. The possibility of using the Speech Convention Scale as a diagnostic instrument outside the area of the "first" course in speech should be explored. An examination of the responses of the speech defective, especially the stutterer, should be undertaken.
APPENDIX A

Item Resource Instruction Sheet

PLEASE LIST BELOW ANY AND ALL STATEMENTS AND ILLUSTRATIONS OF FOLK SAYINGS, COMMON SENSE RULES OF SPEAKING, WHICH MAY HAVE AFFECTED YOUR SPEECH OR THE SPEECH OF PERSONS YOU KNOW.

EXAMPLES:

A loudmouth doesn't have much to say.

It's not what you say; it's how you say it.

A glib, "flashy" speaker is not sincere.

You should not talk about yourself.

(continue on other side)

R-1 A man is as good as his word.

R-2 It's not what you say; it's how you say it.

R-3 A loudmouth doesn't have much to say.

R-4 A glib, "flashy" speaker is not sincere.

R-5 You should not talk about yourself.

R-6 An empty barrel makes the most sound.

R-7 Stand up to be recognized; speak up to be heard; shut up to be appreciated.
APPENDIX 2

Speech 401, 402 Item List

S-1 Talk is cheap.
S-2 Children should be seen and not heard.
S-3 When your argument is weak shout.
S-4 There is nothing so persuasive as the facts.
S-5 He's a born speaker.
S-6 Open your mouth and prove your a fool.
S-7 Children should be seen but not heard.
S-8 If it's not worth saying, don't say it.
S-9 Think it before you say it.
S-10 Don't say anything you can't back up.
S-11 Silence is often a virtue.
S-12 Know how to say what when.
S-13 Audience interest is based on the speaker's sincerity.
S-14 Speak the language of those listening.
S-15 A man is what he says.
S-16 Speak for yourself, John.
S-17 Profanity is no sign of intelligence.
S-18 If you don't know your facts pound on the desk. The less you know, the harder your pound.
S-19 A soft answer turneth away wrath.
S-20 Heap big smoke no fire.
S-21 Say what you believe and believe what you say.
S-22 It's what you say, not how you say it, that counts.
3-23 If a person can look you in the eye, then he's telling the truth.

3-24 A voice low in pitch is the easiest to hear and the most pleasant to listen to.

3-25 Swearing is the mark on a deficient vocabulary.

3-26 Never repeat yourself.

3-27 Repetition is essential for understanding.

3-28 It's smart to pretend ignorance because a know it all is always unpopular.

3-29 Many true words are spoken in jest.

3-30 Say what you mean and mean what you say.

3-31 Don't speak unless spoken to.

3-32 If you have something to say, say it and "shut up."

3-33 A person who talks all the time usually has nothing to say.

3-34 If you have something to say, say it, if not then keep quiet.

3-35 Never say anything you can't prove.

3-36 A picture is worth a thousand words.

3-37 Don't talk about yourself.

3-38 You must have a lot of experience in order to give a speech.

3-39 Say what you have to say and sit down.

3-40 Think of the audience as cabbage heads and don't be frightened.

3-41 Speak loudly and distinctly.

3-42 Speakers are born not made.

3-43 Speakers are born with a silver tongue.

3-44 Watch the man in the last row when you speak.

3-45 Don't think about the audience.

3-46 A good beginning and a good ending is all you need in a speech; that's all people remember anyway.
S-47 Start brain before engaging mouth.
S-48 Speak softly.
S-49 Talk loudly so that everyone can hear.
S-50 An empty wagon makes the most noise.
S-51 A good speaker can talk the buttons off a wooden Indian.
S-52 Look over the heads of the audience.
S-53 Don't be a "blabber" mouth.
S-54 People who say too much say nothing.
S-55 Silence is golden.
S-56 If you can't say something nice about a person don't say anything at all.
S-57 Loud conversation is in bad taste.
S-58 Don't use your hands when you talk.
S-59 If you use "I" too much you are conceited.
S-60 If it isn't worth saying, don't say it.
S-61 Those who talk the most have the least to say.
S-62 Speak of others as you would have them speak of you.
S-63 Practice what you preach.
S-64-A It's better to keep your mouth closed and your ears open.
S-64-B Some people can talk for hours and say nothing.
S-65 Some things are better left unsaid.
S-66 Men are better speakers than women.
S-67 A speaker should always have a funny story.
S-68 You should remain perfectly still while speaking so not to detract the audience's attention from your words.
S-69 A person who talks only about himself is thought by the audience to be egotistical.
3-70 Actions speak louder than words.

3-71 Better to remain quiet and be thought a fool than to open your mouth and remove all doubt.

3-72 The steam that blows the whistle doesn't turn the engine.

3-73 Talk is cheap.

3-74 Speakers who talk all day say nothing.

3-75 Some people are like fish -- all mouth and no brains.

3-76 A large mouth means a small brain.

3-77 Use your mind instead of your mouth.

3-78 Speakers who don't look you in the eye are not sincere.

3-79 Turn on your mind before putting your mouth in gear.

3-80 Think twice before speaking once -- then say little.

3-81 Fancy words are as bad as fancy clothes.

3-82 If the speaker does not look you in the eye, he is telling a lie.

3-83 The bark is worse than the bite.

3-84 A smart man doesn't say all he knows.

3-85 The noisy wheel gets the grease.

3-86 Hear no evil; see no evil; speak no evil.

3-87 It is generally better to deal by speech than by letter.

3-88 Let thy speech be better than silence or be silent.

3-89 Silence is one great art of conversation.

3-90 If you can't explain it, you don't know it.

3-91 Haste in speaking makes waste in words.

3-92 Don't step on any toes.

3-93 Do as I say not as I do.

3-94 What he is talks so loud I can't hear what he is saying.
S-95 He talks like a man with a hole in his head.
S-96 Speak only when spoken to.
S-97 Sticks and stones may break my bones, but words can never hurt me.
S-98 He's only as good as his word.
S-99 A sincere person is a sincere speaker.
S-100 He toots his own horn too much.
S-101 Practice makes perfect.
S-102 It is easier to say than to do.
S-103 Silence is the way of wise men.
S-104 Facts speak for themselves.
S-105 You should not talk about others.
S-106 A fool says what he thinks; a wise man thinks what he says.
S-107 A word to the wise is sufficient.
S-108 An empty head is like an empty wagon; they both make more noise when there is nothing in them.
S-109 Silence can not be contradicted.
S-110 He has a gift of gab that would charm a snake.
S-111 A deed done is worth a hundred words about doing it.
S-112 Gossip is like a piece of gum; you put it in your mouth and chew it.
S-113 He always talks with his hands.
S-114 You can't believe a fast talker.
S-115 A speaker who is brief knows what he is saying.
S-116 You should never argue about politics or religion.
S-117 A speaker who hesitates is usually not telling the truth.
S-118 Tie his hands together and he would be speechless.
3-119 Open your mouth and get your foot stuck.

3-120 He who is quiet is better blessed that he who says too much.

3-121 A slow talker hasn't much to say.

3-122 A speaker who uses notes does not know his subject.

3-123 A speaker who tells jokes is probably not sincere.

3-124 An empty bucket sounds the loudest.

3-125 Diarrhea of the mouth indicates constipation of the brain.

3-126 Let the other person speak, he may know what he is talking about.

3-127 A dog has many friends because he wags his tail instead of his tongue.

3-128 The best speakers are the best listeners.

3-129 A large vocabulary doesn't indicate knowledge.

3-130 Be modest in speech but excel in action.

3-131 Nothing but good should be spoken about the dead.

3-132 Think all you speak but speak not all you think.

3-133 Don't interrupt.

3-134 A nervous person is not a good speaker.

3-135 It is better to be all ears than all mouth.

3-136 The more you speak of yourself; the more you are likely to lie.
APPENDIX C

FORM A

SPEECH CONVENTION SCALE

INSTRUCTIONS: Your response to the items below will be used in a study of speech conventions. There are no "right" or "wrong" answers. Please indicate your response to each item on the sheet provided. If you agree with the item, please circle the A on the answer sheet opposite the number of the item; if you don't know, circle the question mark (?); if you disagree, circle the D.

All items refer to a speaking situation.

PLEASE DO NOT MARK THIS ITEM SHEET!

1. Talk is cheap.
2. You should not talk about yourself.
3. Open your mouth and prove you're a fool.
4. Children should be seen but not heard.
5. Silence is often a virtue
6. A man is what he says.
7. It's smart to pretend ignorance because a "know it all" is unpopular.
8. A picture is worth a thousand words.
9. Speakers are born not made.
10. Start brain before engaging mouth.
11. An empty wagon makes the most noise.
12. Silence is golden.
13. Those who talk the most have the least to say.
14. It's better to keep your ears open and your mouth closed.
15. Actions speak louder than words.
16. Better to remain quiet and be thought a fool than to open your mouth and remove all doubt.
17. The steam that blows the whistle doesn't turn the engine.
18. Some people are like fish — all mouth and no brain.
19. Use your mind instead of your mouth.
20. Think twice before speaking once — then say little.
21. Fancy words are as bad as fancy clothes.
22. A smart man doesn't say all he knows.
23. Hear no evil; see no evil; speak no evil.
24. Let thy speech be better than silence or be silent.
25. If you can't explain it, you don't know it.
26. Speak only when you are spoken to.
27. Sticks and stones may break my bones, but words can never hurt me.
28. Silence is the way of wise men.
29. A fool says what he thinks; a wise man thinks what he says.
30. It is easier to say than to do.
31. Facts speak for themselves.
32. A deed done is worth a hundred words about doing it.
33. Diarrhea of the mouth indicates constipation of the brain.
34. Let the other person speak, he may know what he is talking about.
35. A dog has many friends because he wags his tail instead of his tongue.
36. Be modest in speech but excel in action.
37. Think all you speak but speak not all you think.
38. It is better to be all ears than all mouth.
39. If you can't say something "nice" about a person, don't say anything at all.
40. Speak of others as you would have them speak of you.
41. You should not talk about others.
42. You should never argue about politics or religion.
43. Nothing but good should be spoken about the dead.
44. Think of your audience as cabbage heads and don't be frightened.
45. Watch the man in the last row when you speak.
46. Don't think about the audience.
47. Look over the heads of the audience when you speak.
48. Don't use your hands when you talk.
49. You should remain perfectly still while speaking so as not to distract the audience's attention.
50. If a speaker does not look you in the eye, he is telling a lie.
51. A speaker who uses notes does not know his subject.
52. A soft answer turneth away wrath.
53. It's not what you say — it's how you say it.
54. Swearing is the mark of a deficient vocabulary.
55. Never repeat yourself.
56. A good beginning and a good ending is all you need in a speech; that's all people remember anyway.
57. Men are better speakers than women.
58. A speaker should always have a funny story.
59. You can't believe a fast talker.
60. A speaker who is brief knows what he is saying.
61. A speaker who hesitates is usually not telling the truth.
62. A slow talker hasn't much to say.
63. A speaker who tells jokes is probably not sincere.
64. Don't say anything you can't back up.
65. When your argument is weak shout.
SPEECH CONVENTION SCALE

**ANSWER SHEET**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>CLASS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCA:</td>
<td>RANK:</td>
</tr>
</tbody>
</table>

1. A ? D  
2. A ? D  
3. A ? D  
4. A ? D  
5. A ? D  
6. A ? D  
7. A ? D  
8. A ? D  
9. A ? D  
10. A ? D 
11. A ? D 
12. A ? D 
13. A ? D 
14. A ? D 
15. A ? D 
16. A ? D 
17. A ? D 
18. A ? D 
19. A ? D 
20. A ? D 
21. A ? D 
22. A ? D 
23. A ? D 
25. A ? D 
26. A ? D 
27. A ? D 
28. A ? D 
29. A ? D 
30. A ? D 
31. A ? D 
32. A ? D 
33. A ? D 
34. A ? D 
35. A ? D 
36. A ? D 
37. A ? D 
38. A ? D 
39. A ? D 
40. A ? D 
41. A ? D 
42. A ? D 
43. A ? D 
44. A ? D 
45. A ? D 
46. A ? D 
47. A ? D 
48. A ? D 
49. A ? D 
50. A ? D 
51. A ? D 
52. A ? D 
53. A ? D 
54. A ? D 
55. A ? D 
56. A ? D 
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59. A ? D 
60. A ? D 
61. A ? D 
62. A ? D 
63. A ? D 
64. A ? D 
65. A ? D 
66. A ? D 
67. A ? D 
68. A ? D 
69. A ? D 
70. A ? D 
71. A ? D 
72. A ? D 
73. A ? D 
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76. A ? D 
77. A ? D 
78. A ? D 
79. A ? D 
80. A ? D 
81. A ? D 
82. A ? D 
83. A ? D 
84. A ? D 
85. A ? D 
86. A ? D 
87. A ? D 
88. A ? D 
89. A ? D 
90. A ? D 
91. A ? D 
92. A ? D 
93. A ? D 
94. A ? D 
95. A ? D 
96. A ? D 
97. A ? D 
98. A ? D 
99. A ? D 
100. A ? D
APPENDIX D

Written Studies and Behavior Book Item List

T-1 Use only the right hand for gesture.
T-2 Proper pronunciation is the key to speaking success.
T-3 Speak as your superiors speak.
T-4 To say is not to do.
T-5 A gentleman waits until a lady speaks.
T-6 Always let your hostess lead the conversation.
T-7 "Juniors" should follow "superiors" conversational leads.
T-8 The appearance, dress, of the speaker is more important than the speech itself.
T-9 The subject of the conversation should be determined by the elder men and women.
T-10 How you speak is more important than what you speak.
T-11 Dialects and foreign accents should be avoided in speech.
T-12 A speech must have good organization to be effective.
T-13 Fair haired people are better speakers than dark haired people.
T-14 A speaker's tone of voice is more important than his words.
T-15 Audiences are only interested in short speeches.
T-16 Speakers with foreign accents are not effective.
T-17 Speakers who make an audience laugh are not to be trusted.
T-18 To criticize others is folly.
T-19 A fool cannot conceal his wisdom.
T-20 Tart words make no friends.
T-21 Approve not of the man who commends all you say.
T-22 Teach your child to hold his tongue.
It is better to slip with the foot than with the tongue.

Man's tongue is soft and bone doth lack; yet with a stroke it may break a man's back.

In speaking to your superiors do not look them full in the face.

It is rude to ask questions.

Personal remarks are invariable tactless and embarrassing.

Let me hear you speak and I'll tell you what you are.

Personal affairs should be taboo in conversation.

It is in poor taste to raise your voice when speaking to others.

Conversations should not be held on the sidewalk.

Positive answers to questions are always better than negative answers.

The use of first names should be avoided in conversation.

The use of localisms and slang in your speech are marks of poor taste.

Personal remarks are always in bad form.

You should say excuse me, not pardon me.

The speakers voice should be cultivated so as to reflect good breeding.

"Ma'am" should never be used as a form of address.

Avoid all unpleasant subjects in conversation.

You should not discuss ideas that may cause an argument.

Anecdotes or stories are not effective speech materials.

Tattle tale tit your tongue will split.

To question the ideas and beliefs of your associates is in poor taste.

Correct grammatical usage is essential for effective speech.

The taboo subjects, such as sex, of your group should be avoided in conversation and speech.
T-46 Speak always in good spirit about others.
T-47 A speaker should always give the impression of being right.
T-48 Repentance for silence is better than silence for speaking.
T-49 The written letter remains; the spoken word perishes.
T-50 Thunder without rain is like words without deeds.
T-51 Doubt even your eyes, still less trust other people's words.
T-52 The tongue has no bones yet breaks its own skull.
T-53 The ills of man come to him from his tongue.
T-54 Let not your tongue cut your throat.
T-55 Words don't season soup.
T-56 Those who know do not speak; those who speak do not know.
T-57 Words are mere bubbles of water, but deeds are drops of gold.
T-58 Speak little with others much with yourself.
T-59 Only important things should be made the subject of general conversation.
T-60 Words are feminine; deeds are masculine.
T-61 He who can talk well can also lie well.
T-62 A true word is not beautiful and a beautiful word is not true.
T-63 Talking loses what silence has gained.
T-64 The best word is the one that remains to be spoken.
T-65 A drum does not make as much noise as a mouth.
T-66 It is easier to speak than to say something.
T-67 The reward of silence is sure.
T-68 A speaker who smiles can not be trusted.
T-69 You must be tall to be a good speaker.
T-70 A speaker should never be sarcastic.
T-71 An effortless, easy speaker is a shallow thinker.
APPENDIX 2

FORM B.

SPEECH CONVENTION SCALE

INSTRUCTIONS: ( )

NOTE: For FORM B items items 1 through 43 are similar in wording and number to those recorded in Form A (Appendix C, page75); the exception is item 25 "If you can't explain it, you don't know it."

42. Don't use your hands when you talk.
43. If the speaker does not look you in the eye, he is telling a lie.
44. It's not what you say — it's how you say it.
45. Swearing is the mark of a deficient vocabulary.
46. Never repeat yourself.
47. A good beginning and a good ending is all you need in a speech, that's all people remember anyway.
48. Men are better speakers than women.
49. A speaker should always have a funny story.
50. You can't believe a fast talker.
51. A speaker who is brief knows what he is saying.
52. A speaker who hesitates is usually not telling the truth.
53. A slow talker hasn't much to say.
54. It is easier to speak than to say something.
55. A drum does not make as much noise as a mouth.
56. The best word is the one that remains to be spoken.
57. Talking loses what silence has gained.
58. A true word is not beautiful and a beautiful word is not true.
59. He who can talk well can also lie well.

60. Words are feminine; deeds are masculine.

61. Only important things should be made the subject of general conversation.

62. Speak little with others much with yourself.

63. Words are mere bubbles of water, but deeds are drops of gold.

64. Those who know do not speak; those who speak do not know.

65. Words don't season soup.

66. Let not your tongue cut your throat.

67. The ills of man come to him from his tongue.

68. The tongue has no bones yet breaks its own skull.

69. Doubt even your eyes, still less trust other people's words.

70. Thunder without rain is like words without deeds.

71. The written letter remains; the spoken word perishes.

72. Repentance for silence is better than repentance for speaking.

73. A speaker should always give the impression of being 'right'.

74. Speak always in good spirit about others.

75. The taboo subjects, such as sex, of your group should be avoided in conversation and speech.

76. Correct grammatical usage is essential for effective speech.

77. To question the ideas and beliefs of your associates is in poor taste.

78. Tattle tale tit your tongue will split.

79. Anecdotes or stories are not effective speech materials.

80. You should not discuss ideas that may cause an argument.

81. Avoid all unpleasant subjects in conversation.

82. The speaker's voice should be cultivated so as to reflect good breeding.
83. You should say excuse me, not pardon me.
84. Personal remarks are always in bad form.
85. The use of localisms and slang in speech are marks of poor taste.
86. The use of first names should be avoided in conversation.
87. Positive answers to questions are always better than negative answers.
88. Conversations should not be held on the sidewalk.
89. It is in poor taste to raise your voice when speaking to others.
90. Personal affairs should be taboo in conversation.
91. Let me hear you speak and I'll tell you what you are.
92. Personal remarks are invariable tactless and embarrassing.
93. It is rude to ask questions.
94. In speaking to your superiors do not look them full in the face.
95. Man's tongue is soft and bone doth lack; yet a stroke therewith may break a man's back.
96. It is better to slip with the foot than with the tongue.
97. Teach your child to hold his tongue.
98. Approve not of the man who commends all you say.
99. Tart words make no friends.
100. A fool cannot conceal his wisdom.
101. To criticize others is folly.
102. Speakers who make an audience laugh are not to be trusted.
103. Speakers with foreign accents are not effective.
104. Audiences are only interested in short speeches.
105. A speaker's tone of voice is more important than his words.
106. Fair haired people are better speakers than dark haired people.
107. Dialects and foreign accents should be avoided in speech.
109. How you speak is more important than what you say.

110. The subject of conversation should be determined by the elder men and women.

111. The appearance, dress, of the speaker is as important as the speech.

111. Always let your hostess lead the conversation.

112. A gentleman waits until a lady speaks.

113. To say is not to do.

114. Speak as your superiors speak.

115. Proper pronunciation is the key to speaking success.

116. Use only the right hand for gesture.

117. Speak the language of those listening.
APPENDIX F

FORM C

SPEECH CONVENTION SCALE

INSTRUCTIONS: Your response to the items below will be used in a study of speech attitudes. There are no "right" or "wrong" answers. Please indicate your response to each item on the answer sheet provided. All items refer to a speaking situation.

PLEASE DO NOT WRITE ON THIS ITEM SHEET!

1. Talk is cheap.

2. You should not talk about yourself.

3. Open your mouth and prove you're a fool.

4. Children should be seen but not heard.

5. Silence is often a virtue.

6. It's smart to pretend ignorance because a "know it all" is unpopular.

7. A picture is worth a thousand words.

8. Speakers are born not made.


10. An empty wagon makes the most noise.

11. Silence is golden.

12. Those who talk the most have the least to say.

13. It's better to keep your ears open and your mouth closed.

14. Actions speak louder than words.

15. The steam that blows the whistle doesn't turn the engine.

16. Some people are like fish -- all mouth and no brain.

17. Use your mind instead of your mouth.
18. Think twice before speaking once -- then say little.
19. Fancy words are as bad as fancy clothes.
20. Hear no evil; see no evil; speak no evil.
21. Let thy speech be better than silence or be silent.
22. Speak only when spoken to.
23. Sticks and stones may break my bones, but words can never hurt me.
24. Silence is the way of wise men.
25. A fool says what he thinks; a wise man thinks what he says.
26. It is easier to say than to do.
27. Facts speak for themselves.
28. A deed done is worth a hundred words about doing it.
29. Diarrhea of the mouth indicates constipation of the brain.
30. Let the other person speak, he may know what he is talking about.
31. A dog has many friends because he wags his tail instead of his tongue.
32. Be modest in speech but excel in action.
33. Think all you speak but speak not all you think.
34. If you can't say something "nice" about a person, don't say anything at all.
35. You should not talk about others.
36. You should never argue about politics or religion.
37. Nothing but good should be spoken about the dead.
38. Don't use your hands when you talk.
39. If the speaker does not look you in the eye, he is telling a lie.
40. It's not what you say -- it's how you say it.
41. Swearing is the mark of a deficient vocabulary.
42. Never repeat yourself.
43. Men are better speakers than women.
44. A speaker should always have a funny story.
45. You can't believe a fast talker.
46. A speaker who is brief knows what he is saying.
47. A speaker who hesitates is usually not telling the truth.
48. A slow talker hasn't much to say.
49. It is easier to speak than to say something.
50. The best word is the one that remains to be spoken.
51. Talking loses what silence has gained.
52. He who can talk well can also lie well.
53. Words are feminine; deeds are masculine.
54. Only important things should be made the subject of general conversation.
55. Speak little with others much with yourself.
56. The ills of man come to him from his tongue.
57. Those who know do not speak; those who speak do not know.
58. Words don't season soup.
59. Let not your tongue cut your throat.
60. Doubt even your eyes, still less trust other people's words.
61. Thunder without rain is like words without deeds.
62. The tongue has no bones yet breaks its own skull.
63. The written letter remains; the spoken word perishes.
64. Repentance for silence is better than repentance for speaking.
65. The taboo subjects, such as sex, of your group should be avoided in conversation and speech.
66. Correct grammatical usage is essential for effective speech.

67. To question the ideas and beliefs of your associates is in poor taste.

68. Tattle tale tit your tongue will split.

69. You should not discuss ideas that may cause an argument.

70. Avoid all unpleasant subjects in conversation.

71. The speaker's voice should be cultivated so as to reflect good breeding.

72. Personal remarks are always in bad form.

73. The use of localisms and slang in speech are marks of poor taste.

74. The use of first names should be avoided in conversation.

75. Positive answers to questions are always better than negative answers.

76. The use of first names should be avoided in conversation.

77. Positive answers to questions are always better than negative answers.

78. Conversations should not be held on the sidewalk.

79. It is in poor taste to raise your voice when speaking to others.

80. Personal affairs should be taboo in conversation.

81. Let me hear you speak and I'll tell you what you are.

82. It is better to slip with the foot than with the tongue.

83. It is rude to ask questions.

84. Man's tongue is soft and bone doth lack; yet a stroke therewith may break a man's back.

85. Tart words make no friends.

86. A fool can not conceal his wisdom.

87. Teach your child to hold his tongue.

88. To criticize others is folly.
88. Speakers who make an audience laugh are not to be trusted.
89. Audiences are only interested in short speeches.
90. A speaker's tone of voice is more important than his words.
91. Fair haired people are better speakers than dark haired people.
92. Dialects and foreign accents should be avoided in speech.
93. The subject of conversation should be determined by the older men and women.
94. The appearance, dress, of the speaker is as important as the speech.
95. Always let your hostess lead the conversation.
96. A gentleman waits until a lady speaks.
97. To say is not to do.
98. Speak as your superiors speak.
99. Proper pronunciation is the key to speaking success.
100. Use only the right hand for gesture.
Colleagues Contributions Item List

U-1 All's fair in love and war.
U-2 Only persons who extemporize from the heart are really sincere.
U-3 Anyone who puts on an act to make his point is hamming.
U-4 Never tell a lie.
U-5 Persons who tell jokes at their own expense destroy our confidence in them.
U-6 Most persons who ask questions in a forum do so to call attention to themselves.
U-7 Only an egotist tries to outtalk another.
U-8 Anyone who lets himself be lured into an argument is foolish.
U-9 Never try to bluff your way.
U-10 Persons who won't try to get in the last word are quitters.
U-11 Only a smartaleck will make wisecracks about a serious subject.
U-12 Anyone who criticizes his friends or relatives is disloyal.
U-13 One should always apologize for making a mistake.
U-14 Only a hypocrite will give a compliment which he doesn't believe.
U-15 A family should not air its dirty linen in public.
U-16 Only a mouse is afraid to squeak in public.
U-17 Concede minor points to gain a major advantage.
U-18 One should not engage a stranger in conversation unless he has been introduced.
U-19 Anyone who is finicky about pronunciations is a snob.
U-20 A speaker who stares at others is immodest.
U-21 A person who ignores another is usually trying to snub him.
U-22 One should never talk to spite another.
A certain amount of griping indicates a healthy state in most organizations.

A leader does not stoop to consulting others.

A person who does not listen to the remarks of another is bored.

If you can't express an idea you don't know it.

There is a correct grammatical form which should not be violated.

The way a person talks is his own business.

Most people can't be trusted with confidences.

What people don't know won't hurt them.

An understatement is more apt to be accepted than an overstatement.

To ask questions reveals one's ignorance.

Anyone who cultivates another to get help from him is putting on an act.

The dictionary is the best guide to pronunciation and meaning.

Never share your troubles with the boss.

If an idea isn't logical it's untrue.

Cooperative discussion is the only democratic way of solving problems.

Anyone who doesn't tell the whole truth is dishonest.

In this competitive world it's every man for himself.

It's the responsibility of the listener to detect any weakness in an argument or an appeal.

One should only use words which have precise meaning.

A speaker should thank his audience for listening to him.

In beginning a speech a speaker should use such an opening as "ladies and gentlemen" or "friends."
U-44 One should never try to make a talk sitting down.

U-45 There is a correct way to pronounce words.

U-46 One increases his acceptability to the younger set by using the latest slang.
APPENDIX II

FORM D

SPEECH CONVERSION SCALE

ADULT RESPONSE FORM

INSTRUCTIONS: Circle 1 if you disagree; 2 if you moderately disagree; 3 if you don't know; 4 if you moderately agree; 5 if you agree.

1 - 40

1. 1 2 3 4 5 21. 1 2 3 4 5
20. 1 2 3 4 5 40. 1 2 3 4 5

41 - 80

41. 1 2 3 4 5 61. 1 2 3 4 5
60. 1 2 3 4 5 80. 1 2 3 4 5

81 - 120

81. 1 2 3 4 5 101. 1 2 3 4 5
100. 1 2 3 4 5 120. 1 2 3 4 5
APPENDIX I

Form D Administration Instruction Sheet

Re: FORM D SPEECH CONVENTION SCALE

Information for Speech 4IC Course Instructors

First, please be assured that your cooperation is deeply appreciated.

Administration

1. Distribute IBM Sheets

   Request that the student's name, also the instructor's name, appear on the IBM answer sheet.

2. Distribute scale sheets

   Read aloud the instruction paragraph. Start test.

Note: There are no time limits for the administration of the scale, and the time taken from your class period will probably not exceed thirty minutes. Adult groups as opposed to day college students may require more time.

Scoring

One item of key importance to the study is requested from you. Would you please record your estimate of the student's "speaking ability" on space 1 of the IBM sheet below the student's name. The estimate of the student's ability should be indicated by the traditional five steps of the letter grades, A, B, C, D, F. Again, please be assured that your cooperation is deeply appreciated.
APPENDIX J

Item Analysis Form

III:

Proportion

UPPER: \( \frac{\text{Response (1) \times 100}}{\text{Number}} = \text{ } \times 100 = U \) ______

Proportion

LOWER: \( \frac{\text{Response (1) \times 100}}{\text{Number}} = \text{ } \times 100 = L \) ______

It (Flanagan's "Chart"): U (Horizontal) / L (Vertical) = . ______
APPENDIX K

SPEECH CONVENTION AND SPEECH ATTITUDE STUDY

1. You should not talk about yourself.
2. Children should be seen but not heard.
3. Speakers are born not made.
4. Those who talk the most have the least to say.
5. I dislike to take an active part in the ritual of a club or a fraternity.
6. It's better to keep your ears open and your mouth closed.
7. A speaker increases his acceptability to younger people by using the latest slang.
8. A speaker should never try to make a talk sitting down.
9. In beginning a speech a speaker should use such an opening as "ladies and gentleman" or "friends."
10. I enjoy making a speech in a large auditorium.
11. A speaker should thank his audience for listening to him.
12. Actions speak louder than words.
13. If you don't keep a conversation going you are a dullard.
14. The use of bright sayings and famous quotations makes for lively speech.
15. I hesitate to protest even though I feel that I have been treated unfairly.
16. A pun is the lowest form of humor.
17. Fancy words are as objectionable as fancy clothes.
18. A speaker should only use words which have exact meaning.
19. It's the responsibility of the listener to detect any weakness in
an argument or an appeal.

20. I avoid making formal speeches.

21. A speaker who insists on putting other persons on the defensive has
no love of people.

22. A speaker who doesn't tell the whole-truth is dishonest.

23. Cooperative discussion is the most democratic way of solving prob-
lems.

24. You should speak only when spoken to.

25. I like to use my hands in making gestures when I talk.


27. Facts speak for themselves.

28. If you can't say something nice about a person, don't say any-
thing at all.

29. If an idea isn't logical it isn't true.

30. I enjoy introducing a guest to a group of friends.

31. Never share your troubles with the boss.

32. The dictionary is the best guide to pronunciation and meaning.

33. A speaker who cultivates another to get help from him is putting
on an act.

34. To ask questions may reveal a speaker's ignorance.

35. I dislike to try to make an impromptu speech.

36. You should not talk about others.

37. You should never argue about politics or religion.

38. Courtesy demands that you let the other person speak first.

39. Do not make yourself conspicuous in public situations.

40. I dislike making a speech to an audience from behind footlights.

41. It is inconsiderate to imitate another person.
42. Do not make another person the butt of a joke.
43. An understatement is more apt to be accepted than an overstatement.
44. It isn't always necessary to tell the whole truth.
45. I enjoy discussing philosophical questions.
46. Most people can't be trusted with confidences.
47. The way a person talks is his own business.
48. Big words don't make good speeches.
49. You can't depend on what a speaker says who won't look you in the eye.
50. I enjoy trying to make an inspirational speech to a small group.
51. Only foreigners use the hands a great deal when they talk.
52. Figures of speech are marks of affectation.
53. Don't toot your own horn.
54. Don't use your hands when you talk.
55. I like to start off the discussion in a forum or discussion group.
56. People who talk a great deal are not any better informed.
57. Listening to speakers is a passive activity.
58. A real leader does not ask others for advice.
59. A certain amount of complaining indicates a healthy state in any organization.
60. I am bored by discussions of politics.
61. A speaker should never belittle others.
62. Don't repeat yourself.
63. Women should let men do the talking.
64. Speakers on serious subjects should never use funny stories.
65. When I speak I worry about becoming so confused that I shall be unable to continue.

66. A fast talker can't be trusted.

67. A speaker who hesitates may be coloring the truth.

68. A speaker who ignores another is rude.

69. Listeners who are finicky about pronunciation are snobs.

70. I dislike to talk to other people with whom I have difficulty in making myself understood.

71. You shouldn't talk to people until you've been introduced.

72. A speaker who stares at another is immodest.

73. Concede minor points to gain a major advantage.

74. Words are feminine; deeds are masculine.

75. I enjoy reciting verses I have memorized.

76. Only important things should be made the subject of general conversation.

77. Don't show your emotions when you talk.

78. A speaker who dominates a conversation is irritating to others.

79. Always speak respectfully of your superiors.

80. I enjoy speaking in competitive speech activities.

81. A speaker should not show his nervousness when speaking.

82. A family should not air its dirty linen in public.

83. Don't give undeserved compliments.

84. Anyone who criticizes his friends and relatives is disloyal.

85. I hesitate to be forward in conversation for fear I will appear conceited.

86. A speaker should always apologize for making a mistake.

87. The written word remains; the spoken word perishes.
88. It isn't nice to mention in company such subjects as sex.
89. Correct grammatical usage is essential for effective speech.
90. I dislike to talk with strangers.
91. To question your associates about beliefs and ideas is an invasion of privacy.
92. The best conversations usually deal with small matters.
93. Only a "smartaleck" will make wisecracks about a serious subject.
94. A good speaker doesn't try to get in the last word.
95. I like to question people to get them to talk.
96. Never try to bluff your way.
97. A speaker who lets himself be lured into an argument is foolish.
98. Trying to outtalk another is a sign of egotism.
99. Do not inform on others.
100. I like to point out mistakes in other people's reasoning.
101. You should not bring up ideas that may cause an argument.
102. A cultivated voice indicates good breeding.
103. Personal remarks are in bad form.
104. A speaker who asks questions at a forum does so to call attention to himself.
105. I enjoy serving as a judge in public events.
106. A speaker who tells a joke at his own expense destroys our confidences in him.
107. Never tell a lie.
108. A speaker who puts on an act to make his point is a ham.
109. Only speakers who extemporize are really sincere.
110. I hesitate to request tradespeople to look again when they first report that they cannot supply an article.
111. The use of slang in speech is a mark of poor taste.
112. The use of first names should be avoided in formal conversation.
113. Private conversations should not be held in public places.
114. Avoid unpleasant subjects in conversation.
115. I am free from worry about appearing unnatural when I make a
   public speech.
116. It is in poor taste to raise your voice when speaking to others.
117. One shouldn't interrupt important people when they are busy.
118. You can't believe everything people say in love, war, and
   business.
119. Never use profanity when you talk.
120. I am embarrassed by the necessity of talking to an audience con-
   taining close friends.
121. You should not fish for compliments.
122. Beware of exaggeration in your speech.
123. Speak softly but show that you have the power to carry out
   your wishes.
124. Observe established order when talking to persons in an
   organization.
125. I like to talk about my hobbies.
126. It is rude to ask questions.
127. Teach your child to hold his tongue when angry.
128. To criticize others is folly.
129. Dialects and foreign accents indicate inferiority in speech.
130. When I have been embarrassed by something I have done, I find it
difficult to speak in such a way that I can cover up my embarrass-
ment.
131. Good manners are important in speech.
132. It isn't necessary to defend yourself against the unfair criticism of others.

133. Do not appeal for the sympathy of others.

134. Appeal to the high rather than the base motives of others.

135. I hesitate to try to argue myself into a position when I feel that more competent persons are also seeking it.

136. Don't question the good motives or good will of another.

137. The appearance and dress of the speaker make a difference in his effectiveness.

138. Always let your hostess lead the conversation.

139. A gentleman waits for the lady to speak first.

140. I have difficulty in deciding what to say to a stranger to open a conversation.

141. It is rude to pry into the affairs of others.

142. Don't interrupt.

143. Speak as your superiors speak.

144. Stand at attention when you speak.

145. If I can sit down as I speak, I feel less nervous than if I must stand up to speak.

146. Stand at attention when you speak.

147. Sarcasm in a speaker is a sign of weakness.

148. Never question the honesty of another person.

149. It's affected to try and improve your speech.

150. I find it easy to keep control of my voice when speaking.
BIBLIOGRAPHY


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I, J. Buckminster Hanney was born in Brattleboro, Vermont, December 26, 1919. I received my secondary school education at the Peekskill Military Academy in Peekskill, New York. My undergraduate training at the University of Vermont and New York University (BS) was interrupted in 1941 for a period of four years military service. I returned to New York University in 1945, and in the school year 1945 - 1946 I completed the requirements for the A. B. (BS) and the A. M. (Ed) degree. The A. B. was awarded in 1946; the A. M. was awarded in 1947. I taught in the freshman English program at Syracuse University for the academic years 1946 - 1947 and 1947 - 1948. I have taught speech at Ohio Northern University from 1948 to the present time. The teaching at Ohio Northern University was interrupted during the summers and for a sabbatical leave in 1954 - 1955 for study toward the doctorate at The Ohio State University.