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**REPORT OF PROGRESS TOWARD THE EXPERIMENTAL DEVELOPMENT
OF AN ELEMENTARY EVALUATIVE LISTENING TEST**

By

Dorothy Ardythe West A.R.

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**A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science in Language Skills
at South Dakota State College of
Agriculture and Mechanic Arts**

December, 1938

**REPORT OF PROGRESS TOWARD THE EXPERIMENTAL DEVELOPMENT
OF AN ELEMENTARY EVALUATIVE LISTENING TEST**

This thesis is approved as a, creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

ACKNOWLEDGMENTS

The writer wishes to extend her most sincere appreciation to Dr. Carl L. Wilson for his advice and guidance throughout the writer's graduate work and for his help in the organization of this study; to the members of the English, Journalism and Speech Departments who met with her to discuss portions of this study; to Mrs. Mariya Saeima who typed the study; and to her parents who helped in so many ways.

DAW

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CHAPTER I

INTRODUCTION

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.¹

What is involved in this well known statement? Who are the governed and what enlightenment have they received to enable them to give their consent?

Our democratic system of government is based upon representation, and representation is based upon communication between the candidate and the voter. This process causes the quality of our government to depend ultimately upon the evaluation of communication.² If an uncritical audience accepts everything a skillful politician advocates, the government could easily be filled with poor and deceiving leaders. However, if the voters could evaluate the politician's message, if they could tell when they were being imposed upon, when the speaker was saying one thing and meaning another, then they could exercise their responsibility to make valid decisions. Our system of education must teach its students to recognize persuasion for what it is worth, to distinguish shades of meaning, to identify the hypocrisy of the demagogue and the

¹ Thomas Jefferson, The Declaration of Independence.

² Richard D. Altick, Preface to Critical Reading (New York: Henry Holt and Company, 1946), p. xiv.

flattery of the bootlicker. Unless these evaluative skills are taught, the purpose of education is not being fulfilled.³ Only then can the "governed" justly give their consent to the government instituted to secure "Life, Liberty and the Pursuit of Happiness."

Because communication is so important in a representative government, some consideration should be given to the four overt communication skills: listening, speaking, reading, and writing. Dr. Paul Rankin of Ohio State University discovered, after a lengthy study, that on the average in America 70 per cent of the adult waking day is spent in verbal communication. Of this time, 45 per cent is devoted to listening, 30 per cent to speaking, 16 per cent to reading, and 9 per cent to writing.⁴ Listening, the most frequently used communication skill, is the most neglected in our educational system. Until very recent years, practically no emphasis has been placed upon the skill of listening in the school room.⁵ The writer hypothesizes that a test of evaluative listening skills could be used as a helpful training device to teach students to evaluate oral messages and thus to better prepare them for their roles in society.

STATEMENT OF THE PROBLEM

The purpose of this study was to develop a test that would measure some of the skills of evaluative listening.

³ Edward A. Tenney and Ralph M. Wardle, A Primer for Readers (New York: F. S. Crofts and Company, 1946), preface.

⁴ Ralph G. Nichols and Thomas R. Lewis, Listening and Speaking (Dubuque, Iowa: Wm. C. Brown Company, 1954) p. vii.

⁵ Ibid., p. viii.

PROCEDURES FOR SOLVING THE PROBLEM

First, it was established that there was a need for an evaluative listening test. A bibliography of materials pertaining to evaluative listening skills was gathered. The skills suggested by authors were compiled and compared with skills already tested in existing listening tests and tests in the fields of reading and thinking, which appear to be related. Finding no existing test, among those studied, which specifically measured the skills of evaluative listening, the writer decided to develop an elementary evaluative listening test.⁶

Second, the test was constructed. Authoritative sources were consulted to verify that the minimum criteria for a good examination were validity, reliability, administrability and scorability. Based on these criteria and the skills suggested by authors in the field of listening, a test was constructed to measure an individual's ability to identify the theme of an oral message, to select from several choices the suggested or implied action of the message, and to evaluate the evidence and reasoning presented in the following way:

1. Selecting relevant statements either supporting or contradicting the theme,
2. Selecting statements that support the theme, and
3. Indicating weak points in the message by selecting statements that were inadequately supported.⁷

In an attempt to establish the correct answers for the test a group of experts⁸ met to discuss it. They discovered that there was a

⁶ See Appendix I.

⁷ See Appendix II.

⁸ The process of establishing the correct answers by a group of qualified experts will be discussed in Chapter IV.

considerable amount of subjectivity that could be eliminated. The test was revised to measure an individual's ability to:

1. Identify the theme of an oral message,
2. To select from several possibilities the correct suggested or implied action of the message,
3. To determine whether or not certain ideas were expressed in the message, and of those ideas,
4. To determine which ones actually supported the theme.

Next, the messages for the test were recorded on tape and it was administered to twenty-nine students taking Speech 20, a course in Oral Communication which included some training in evaluative listening. Student answers revealed that the directions had to be made more specific.

The experts met to determine the correct answers for the revised test. During discussion they made some minor changes in order to reach complete agreement. By this process of reaching agreement among qualified experts on the correctness, answers for the test were established.

ORGANIZATION OF THIS REPORT

This report is divided into five chapters. The Introductory chapter has shown the importance of the problem, specifically stated the problem, discussed the procedures taken for solving the problem, and described the organization of this report. Chapter II will relate some of the skills involved in evaluative listening and compare them with existing tests. Chapter III will contain the listening test developed for this study. Chapter IV will demonstrate how the test fulfills the criteria of a good examination. Chapter V will summarize the study and give suggestions for further work in this area.

CHAPTER II

EVALUATIVE LISTENING SKILLS AND EXISTING TESTS

This chapter will discuss some of the skills involved in evaluative listening and compare them with those skills measured by existing tests in listening, reading, and thinking. The purpose of this chapter is to show what skills are not being tested and to indicate the need for progress in the development of tests for evaluative skills.

REQUIREMENTS OF EVALUATIVE LISTENING

Some writers¹ refer to evaluative listening as critical listening. Because of the negative connotations involved in the term critical, the word evaluative has been substituted, although their meanings appear to be synonymous in this sense. Evaluative listening differs from submissive listening in that it is an active rejecting as well as receiving process.² It involves an analysis of the listener, the speaker, the words, and other symbols with which the speaker deals.³ Proper evaluative listening appears to require at least: comprehension of what is said, recognition of the speaker's structure of reasoning,⁴ identification

¹ Authors that referred to evaluative listening as critical listening were Baird and Knover, Brown, Nichols and Lewis, Robinson, and Weaver.

² Charles T. Brown, Introducing to Speech (Chicago, Houghton Mifflin Company, 1955), p. 176.

³ Nichols and Lewis, 20.

⁴ C. Merton Babcock, The Harper Handbook of Communication (New York: Harper and Brothers, 1957), p. 249.

of the kind of evidence used to support the central theme and an appraisal of its quality, and recognition of the speaker's action step designed to influence the listener's behavior.

In analyzing the separate skills in evaluative listening that were suggested by the authors consulted, the writer found that they could be grouped under the four requirements of evaluative listening.

Comprehension. Comprehension is definitely a prerequisite for evaluation. Briefly, comprehensive listening is a combination of what we hear, what we understand, and what we remember.⁵ One great problem in listening to comprehend is the difference between speech speed and thought speed. On the average the rate of speaking is about 125 words per minute, whereas thought speed is about 400 words per minute.⁶ With this tremendous gap it is easy for the listener's mind to wander off the subject. In order to reconcile the differential between thought speed and speech speed, Nichols and Lewis suggest four steps to help the individual concentrate on the subject and thus to aid comprehension: (1) anticipate what the speaker will say before he says it, (2) note the adequacy with which he supports each of his points, (3) after each main point of the speech, review mentally the portion already covered, and (4) "listen between the lines" to search for additional meaning.⁷ These four aids to comprehension would keep a listener quite busy; however, for proper evaluation, even more is required.

⁵ Nichols and Lewis, 1.

⁶ Ibid., 24.

⁷ Ibid., 60.

Recognition of the speaker's structure of reasoning. This requirement involves identification of the central idea, the relationship of the subordinate ideas, and recognition of the organizational pattern.

1. Identification of the central idea is one of the first listening skills to employ. Just what is the speaker trying to communicate? If the speaker does not state the central idea specifically, it is wise for the listener to try to phrase it in his own words. If when the speech is over, the listener cannot state briefly what the theme was, the experience will be of little value. A lot of interesting details may have been presented but the message as a whole will be what William James said the world is to a baby: "a big, bustling, blooming confusion."⁸

2. Along with the central idea the listener should also know the major parts of the message, how they are organized into a whole, and how they are organically related.⁹ This overlaps to some extent with the skill of identifying the pattern of organization.

3. In the book, Listening and Speaking, by Ralph G. Nichols and Thomas R. Lewis, it was stated that there are ten systems of point arrangement frequently encountered in organized talks. However, at times a speech may contain a combination of these patterns, and in that case the listener should be aware of what is being done. The ten systems which are suggested, although the list is not exhaustive, are (1) The Chronological Pattern based upon time sequence, (2) The Spatial Pattern

⁸ William Norwood Briggance, Speech, Its Techniques and Disciplines in a Free Society (New York: Appleton-Century-Crofts, Inc., 1952), p. 94.

⁹ Ibid.

sometimes called topographical or geographical, (3) The ~~Enu~~erative Pattern, (4) The Problem-Causes-Solutions Pattern, (5) The Topical Pattern, (6) The Argumentative Pattern based on a declaration by the speaker that he is going to "prove" something to his audience, (7) The Problem-Effect-Solution Pattern, (8) The Interrogative Pattern, (9) The Narrative Pattern, and (10) The ~~Cu~~mmulative Narrative Pattern.¹⁰ Nichols and Lewis indicate that the first six patterns are used primarily in informative speeches and the remaining are definitely for the purpose of persuasion. Identifying the pattern of organization better enables the listener to determine what the speaker is attempting to do, what the structure of reasoning is, and whether or not it is sound and reliable.

Identification of the kind of evidence used to support the central theme and an appraisal of its quality. In order for the listener to evaluate the evidence supporting the argument presented by the speaker, it was suggested that tests be applied to the various forms of evidence that can be tested. These include analogies, authority, causal relations, definitions, examples, facts, generalizations, observations and statistics. Each of these forms will be discussed separately.

1. In applying tests to analogies the writer defines analogy according to Webster's New Collegiate Dictionary: "...a form of inference in which it is reasoned that if two (or more) things agree with one another in one or more respects, they will (probably) agree in yet other respects."¹¹ Some of the tests which can be applied to test the

¹⁰ Nichols and Lewis, 34-37.

¹¹ Webster's New Collegiate Dictionary, p. 32.

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validity of analogies are:

Is the analogy relevant?

Does the analogy disregard fundamental differences? Are they accounted for?

Does the analogy rest upon a valid generalization?

Is there a valid causal relation in the analogy?

Are the asserted facts of the analogy verifiable?

Are the conclusions of the argument from analogy supported by other methods of reasoning?¹²

2. In the area of authority the writer includes personal opinion, as the speaker sets himself up as an authority when he asks his listeners to accept his ideas on the basis of his opinion. It is probably impossible to find the answers to all of these tests while listening to a speech but they are helpful to stimulate thinking while weighing and considering the evidence presented.

Does the authority actually exist? Is he accessible? Or is he an abstraction like "reliable sources," or "informed opinion"?

Is the authority qualified to report accurately and to draw valid conclusions? Is he a specialist in the subject under consideration?

Is the authority conversant with the most recent discoveries in the field of investigation?

Does the authority present an objective, impartial, unbiased, unprejudiced opinion about his subject? Is the information intended to advance the self-interest of an individual or a group?

Does the authority deal with a real problem and does he get at the basis of the problem? Or does he present false alternatives and expect you to choose between two possible solutions to a problem, one of which he defends?

Does the authority express facts and opinions in language that is clear and understandable? Are the terms in the text of discourse used without adequate definition?

Is the authority using words to manipulate your thinking and influence your own judgment of the facts presented?

Does the authority ignore or suppress essential facts or arguments which seriously affect the conclusions drawn?

¹² Henry Lee Ewbank and J. Jeffery Auer, Discussion and Debate (New York: F. S. Crofts & Co., 1947), pp. 166-168.

Does the authority make his fundamental position clear? Do the facts add up to a significant generalization? Do the facts justify the generalization?¹³
 Is the authority already acceptable or does his competence have to be established?¹⁴
 Does the authority agree with other authorities in the field?¹⁵
 Is the authority aware of the significance of his testimony?
 Is the authority reluctant to testify?
 Is undue reliance placed upon a single authority?¹⁵

3. Basically, the concept of causation presupposes a given event as a part of an unbroken series. Cause and effect operate within a system, with certain forces impinging more directly upon the event than others, but all occurring within a series of happenings.¹⁶ The general rules for testing causal arguments may be summed up in these questions:

Is the asserted causal relationship complete?
 Is the cause sufficient to produce the asserted effect?
 Are there other factors in operation which tend to produce the asserted relationship?
 Are there effects other than the one alleged which may result from the indicated cause?
 Are the asserted facts of the causal relationship verifiable?
 Are the conclusions of the argument from causal relations supported by other methods of reasoning?¹⁷
 Are there special factors that alter normal relations?¹⁸

4. In evaluating definitions used to support an idea in a speech, the main question is whether or not the definition makes the idea

¹³ Babcock, 136.

¹⁴ James H. McInerney and Ernest J. Wraga, Guide to Good Speech (New York: Prentice-Hall, Inc., 1955), p. 177.

¹⁵ Babcock and Amer, 15-132.

¹⁶ Lester Thomsen and A. Craik Baird, Speech Criticism (New York: The Ronald Press Company, 1948), p. 348.

¹⁷ Dubank and Amer, 170-172.

¹⁸ McInerney and Wraga, 184.

clearer. Questions used to test this means of support are:

- Do the remarks designed to elucidate points through definitions emphasize the distinguishing characteristics of the subject?
- Do they cover the items properly included in the subject?
- Do they exclude everything not properly included in the subject?
- Do they make clear the meaning of concepts without relying upon the terms themselves or derivatives of them?
- Do they have instant intelligibility value?¹⁹

5. Tests which can be used to measure the validity of examples given in a speech are as follows:

- Have the examples been chosen to support a preconceived conclusion?
- Are the examples fairly representative of their class?
- Are there contrary examples which have not been considered?
- Do the examples represent a large enough portion of their class to justify a generalization?
- Are the facts concerning the examples verifiable?
- Is there other evidence to support the probability of the validity of the generalization?²⁰
- Are the alleged examples really examples of the generalization the speaker is making?²¹

6. Although any form of support will consist of facts, excepting hypothetical illustrations, the questions to be applied to them are listed with the other forms of support. Basically these tests should apply to all forms of support but for the purpose of uniformity they are grouped under facts.

- Can the facts be verified?
- Are the facts consistent with what people know to be true by experience?
- Are the facts consistent with each other?
- What is the margin of probability that the facts are true?
- Are the facts appropriate to the purpose for which they are used?

¹⁹ Thonssen and Baird, 345.

²⁰ Erbank and Auer, 144.

²¹ Carl L. Wilson, "Through Others' Words To Your Own Reality: An Outline of An Epistemology" (unpublished paper, 1957), p. 8.

Are the facts sufficiently precise to satisfy this purpose?
 Are the facts dishonestly slanted or unduly slanted in order to
 achieve the purpose?
 Are the facts sufficiently complete to satisfy the purpose for
 which they are collected?
 Is the language in which the facts are reported undoubtedly
clear?²²

7. The tests for generalizations, although closely related
 to facts, are somewhat more specific.

Have sufficient cases been examined to establish the truth?
 Are the individual cases typical, or representative, of the
 total population from which they are drawn?
 Is the observer honestly trying to establish the truth?
 Is the language employed precise and clear?
 Are all extraneous factors which might affect the sample con-
 sidered?
 What assumptions were not stated?
 Is the generalization supported by other types of evidence?²³

8. Tests of observation may overlap with some of the other
 forms of support. An authority may merely be the observation of an ex-
 pert, or an example may be just an observation of some also. However,
 these tests are listed separately under observation.

What is the observer's purpose?
 How much background has the observer in the area in which he is
 reporting?
 Was the observer in a position to observe accurately?
 Is the report clear?
 Is the report complete and detailed?
 Is there more than one observer?
 Is the observation internally consistent?²⁴
 Is the observer professionally qualified to make accurate and im-
 personal observations?
 What is the observer's personal interest in the facts?
 Was the report recorded or just remembered?
 Were the observer's senses receptors able to observe accurately?
 Was he morally able to report what he observed without prejudice?²⁵

²² Babcock, 87.

²³ Ibid., 139

²⁴ Brown, 81-82.

²⁵ Wilson, 7.

9. The tests specifically applicable to statistics are the following:

What is meant by the unit employed?
 Are the units compared actually comparable?
 Are the statistics presented in their most significant form?
 Are the statistics really an index to what we want to know?
 Do the statistics cover a sufficient number of cases?
 Do the statistics cover a sufficient period of time?
 How strongly were the gatherers of the statistics interested in the outcome?²⁶

The writer concluded from these tests that the listener's main consideration in evaluating the evidence presented in an oral message is to determine to what extent the proof was concrete, relevant, sufficient, factually reliable, and logically reliable. These terms were suggested by Dr. Carl L. Wilson in an Evaluative Listening Report which he has devised to aid the listener in evaluation.²⁷

Recognition of the speaker's action step designed to influence the listener's behavior. After the listener has comprehended an oral message, recognized its structure of reasoning, and evaluated the quality of the evidence presented, the next requirement is to determine what the speaker wants the listener to do because of the message; in other words, what is the speaker's action step designed to influence the listener's behavior? All speech that seeks a listener is intended to influence the behavior of that listener in some way.²⁸ The evaluative listener must determine whether or not the speaker has presented enough reliable proof to warrant the desired change in behavior. The action step

²⁶ Burbank and Auer, 134-139.*

²⁷ See Appendix III A.

²⁸ Brown, 142.

may be clearly stated or vaguely implied. The evaluative listener should attempt to explicitly state the action step and, based on a careful evaluation, either accept, modify, or reject the message according to its merit.

The four requirements given above include many of the skills of evaluative listening. To summarize these skills, Table I reports some of the authors consulted for this study and the skills which they suggested.

EVALUATIVE LISTENING SKILLS MEASURED BY EXISTING TESTS

The tests investigated for this study were primarily obtained through the Testing Library of South Dakota State College. Tests in reading and thinking were also included in this investigation as there appeared to be a relationship between the skills used in the activities of listening, reading, and thinking. All available tests in reading and thinking were not included in this study, but the writer attempted to get a sample of each type in the two areas. The writer did include all listening tests which came to her attention. The findings of this investigation are reported in Table II.

The investigation indicated that the two listening tests, Brown-Carlson and STEP, attempted to measure listening skills primarily with a comprehension approach, giving little attention to the more basic evaluative skills. The investigation also revealed that the two listening tests required the administrator to read orally the selections to be tested, which would allow many variables to change every time the test was given.

TABLE I

SUMMARY OF EVALUATIVE LISTENING SKILLS

	Adams	Babcock	Beard and Knower	Bradford	Brewster	Brigance	Brown	Griffith	Johnson, R.	Johnson, W.	Miller	Nelson	Nichols and Lewis	Robinson	Weaver
A. <u>Comprehension:</u>															
1. Comprehension of what is said	X	X		X	X			X		X			X		
2. Recognition of cues to meaning offered by speaker's vocal quality and physical activity		X						X							
3. Selection of ideas worth remembering		X	X					X						X	
B. <u>Recognition of the structure of reasoning:</u>															
1. Identification of central idea	X	X	X			X	X	X	X	X		X	X	X	X
2. Awareness of subordinate points	X	X	X			X	X	X	X			X		X	
3. Recognition of organizational pattern	X	X	X				X	X	X			X			
C. <u>Identification of the kind of evidence and appraisal of its quality:</u>															
1. Consideration of the arguments and evidence presented.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Awareness of emotional appeal	X	X	X	X				X				X	X		
3. Distinguishing whether certain statements were actually stated or implied					X				X						
4. Withholding judgment							X					X	X		
D. <u>Recognition of speaker's action step designed to influence the listener's behavior:</u>															
1. Determine the speaker's purpose		X		X					X		X				
2. Determine what the speaker wants the listener to do		X									X				X
3. Judge the merit and application of the material	X										X				

TABLE II

SUMMARY OF EVALUATIVE SKILLS MEASURED BY EXISTING TESTS

	Brown-Carlson Listening Compre- hension Test	Iowa Silent Reading Test	Kelley-Greene Read- ing Comprehension Test	Minnesota Reading Examination	Nelson-Denny Read- ing Test	On the Nature of Proof	Poley Precise Test	SRA Reading Record STEP Listening Comprehension	Watson-Glaser Crit- ical Thinking Appraisal
A. <u>Comprehension:</u>									
1. Comprehension of what is said	X	X	X	X	X			X	X
2. Recognition of cues to meaning offered by speaker's vocal quality and physical activity									
3. Selection of ideas worth remembering									X
B. <u>Recognition of the structure of reasoning:</u>									
1. Identification of central idea	X		X				X		
2. Awareness of subordinate points									
3. Recognition of organizational pattern		X		X				X	
C. <u>Identification of the kind of evidence and appraisal of its quality:</u>									
1. Consideration of the arguments and evidence presented	X					X		X	X
2. Awareness of emotional appeal									X
3. Distinguishing whether certain statements were actually stated or implied			X					X	
4. Withholding judgment									
D. <u>Recognition of speaker's action step designed to in- fluence the listener's behavior:</u>									
1. Determine the speaker's purpose									
2. Determine what the speaker wants the listener to do								X	
3. Judge the merit and application of the material									

CONCLUSION OF THE FINDINGS

A comparison of the two Tables indicated that the suggested evaluative listening skills were not being adequately covered by the tests investigated in this study. Although the elementary evaluative listening test developed for this study, found in Chapter III, does not attempt to measure all the suggested skills, the writer feels it does progress toward the experimental development of an evaluative listening test.

CHAPTER III

AN ELEMENTARY EVALUATIVE LISTENING TEST DEVELOPED FOR THIS STUDY

This chapter contains the Elementary Evaluative Listening Test developed for this study. The term elementary is used in the title of this test because it attempts to measure only a few of the evaluative skills which a more advanced test possibly could measure.

PURPOSE OF THE TEST

The purpose of this test is to measure an individual's ability to identify the theme of an oral message, to select from several possibilities the correct suggested or implied action of the message, to determine whether or not certain ideas were expressed in the message, and of those ideas, which ones actually supported the theme.

DESCRIPTION OF THE TEST

The selections for this test are recorded on tape to eliminate variables in the delivery of the material. After listening to an item on the tape, the subject answers questions regarding the theme, the suggested action, and certain ideas expressed in the message. The test consists of six recorded messages. Problems I and II are each two minutes in length, problems III and IV are each four and one half minutes in length, and problems V and VI are each six minutes in length. The entire test can be taken within a fifty minute period.

DIRECTIONS TO THE ADMINISTRATOR

Hand out to each subject taking the test a set of directions, one answer sheet, a question sheet for the two sample problems and one question sheet for each of the six actual problems.

Require the subjects to read silently the DIRECTIONS TO THE STUDENT while you read them aloud. The first sample problem is already completed on the answer sheet. After reading the second sample aloud, allow the subjects two minutes to answer the questions and then read the correct answers to them. If any questions arise, try to answer them after you finish reading all of the directions to the students. Do not allow any questions from the students during the actual testing period.

During the actual test allow two minutes between each selection for the subjects to make their responses on the answer sheet. Require the subjects not to look at the question sheet until after the oral message has been completed. Stop the tape recorder after each selection. There is a blank minute between each selection to avoid starting the next message before stopping the machine. At the end of the test collect all papers.

DIRECTIONS TO THE STUDENT

You have been given an answer sheet and a question sheet for this test. Write your name in the space provided in the upper right hand corner of the answer sheet. DO NOT WRITE ANYTHING ON THE QUESTION SHEETS.

This is a test of your ability to evaluate an oral message. You will listen to six messages recorded on tape. After each message you will read the question sheet and time will be allowed to perform the

four following tasks. Do not attempt to do any reading or writing while you are listening to the recording.

1. From the four sentences under Theme offered on the QUESTION SHEET, select the one that most closely fits the theme of the message which you have just heard and circle the corresponding letter on your ANSWER SHEET.
2. From the several possibilities under Suggested Action listed on the QUESTION SHEET, choose the action most closely suggested or implied in the message and circle the corresponding letter on your ANSWER SHEET.
3. Select from the six statements under Ideas on your QUESTION SHEET all those ideas which were expressed in the message. Circle the corresponding number of each such statement on your ANSWER SHEET. Do nothing to those ideas which were not expressed in the message.
4. Now, consider only the statements which you have just marked. From these, select those ideas which support the theme and circle the corresponding numbers on your ANSWER SHEET. For the purpose of this test, support means anything that directly or indirectly amplifies, develops, illustrates, reinforces, or restates. Do nothing to those ideas that were expressed in the message but do not actually support the theme.

To be sure this process is clear, we will take one example and go through it together. Listen while the administrator reads the following selection aloud. If you have any questions, wait until the entire explanation is completed, and then you may raise your hand to ask them.

Sample No. 1

Listening ability can be improved through direct training in listening comprehension. A recently completed doctoral thesis at the State University of Iowa reveals statistically significant differences in listening performance by student groups with and without training in listening. At the University of Minnesota classes in listening instruction are held. Tests given before and after the training period indicate an average of 25 per cent gain in listening proficiency and some classes averaged as high as 40 per cent gain. Thus listening definitely can be improved through training. Take advantage of the courses you have that emphasize training in listening.

Now look at Sample 1 on your question sheet. There are four sentences offered for the Theme of this message. Select the one that most closely fits the theme and circle the corresponding letter on your answer sheet. The correct answer for this sample is (D), "Through direct training, ability in listening can be improved."

Now read all of the sentences under Suggested Action and select the one that best fits this message. The correct answer is (C), "Take courses in listening instruction."

Next, read the six statements under Ideas on your question sheet and select all those ideas which were expressed in the message. Circle the corresponding number of each such statement on your answer sheet. Do nothing to statements that contain ideas not expressed in the message. The correct statements are 1, 5, and 6. Therefore, these numbers are circled, and 2, 3, and 4 are not circled.

Now, reading only those statements which are circled, decide which of them actually support the theme. The supporting statements are 1 and 5. These numbers are circled on your answer sheet.

Listen as the administrator reads Sample 2. Do not look at the question sheet until the message has been completed. After you hear it you are to fill out the answer sheet without any more oral instruction for this sample.

(At this point the written directions, which the subject has, are completed. The following is found only in the administrator's manual. The administrator reads Sample No. 2 aloud and afterwards reads the correct answers as indicated below.)

Sample No. 2

The ability to listen with discrimination is extremely valuable in modern society. To illustrate this point let me remind you of the hundreds of oral messages you hear daily. Radio and television bring in- to your home the politician urging you to vote for him and to support his ideas, the advertisers pleading with you to buy their products. Yet, most people do not really evaluate the messages they hear; rather, they respond in a blanket fashion. If a speaker can interest and entertain them, they listen with approval; if they like a speaker because of his reputation or his political allegiance, they approve of what he says almost without qualification; if they dislike a speaker, they condemn his message. In order to be useful citizens in our democratic society, we must evaluate what we hear before accepting it. Therefore, I urge you to cultivate skills in evaluative listening so that you can distinguish the dishonest from the forthright, the real from the fake. Evaluate everything you hear before accepting it.

(Allow the subjects two minutes to answer the questions and then read the correct answers to them.)

The correct answers for Sample No. 2 are: Theme: (C), "The ability to listen with discrimination is an extremely valuable skill;" Suggested action: (B), "Evaluate everything you hear before accepting it;" Ideas expressed in the message: 1, 3, 5, and 6; Ideas supporting the theme: 3 and 6.

If you still have any questions ask them now, because there will be no opportunity after the test begins.

Name _____ Key _____

ANSWER SHEET

Sample 1

1. Select the theme of the message..... A B C D
2. Select the action suggested by the message.. A B C D
3. Select the ideas expressed in the message... 1 2 3 4 5 6
4. Select the ideas which support the theme.... 1 2 3 4 5 6

Sample 2

1. Select the theme of the message..... A B C D
2. Select the action suggested by the message.. A B C D
3. Select the ideas expressed in the message... 1 2 3 4 5 6
4. Select the ideas which support the theme.... 1 2 3 4 5 6

Problem I

1. Select the theme of the message..... A B C D
2. Select the action suggested by the message.. A B C D
3. Select the ideas expressed in the message... 1 2 3 4 5 6
4. Select the ideas which support the theme.... 1 2 3 4 5 6

Problem II

1. Select the theme of the message..... A B C D
2. Select the action suggested by the message.. A B C D
3. Select the ideas expressed in the message... 1 2 3 4 5 6
4. Select the ideas which support the theme.... 1 2 3 4 5 6

Problem III

1. Select the theme of the message..... A B C D
2. Select the action suggested by the message... A B C D
3. Select the ideas expressed in the message... 1 2 3 4 5 6
4. Select the ideas which support the theme.... 1 2 3 4 5 6

Problem IV

1. Select the theme of the message..... A B C D
2. Select the action suggested by the message.. A B C D
3. Select the ideas expressed in the message... 1 2 3 4 5 6
4. Select the ideas which support the theme.... 1 2 3 4 5 6

Problem V

1. Select the theme of the message..... A B C D
2. Select the action suggested by the message.. A B C D
3. Select the ideas expressed in the message... 1 2 3 4 5 6
4. Select the ideas which support the theme.... 1 2 3 4 5 6

Problem VI

- | | | | | |
|--|------------------------------------|---|------------------------------------|--|
| 1. Select the theme of the message..... | A | B | <input checked="" type="radio"/> C | D |
| 2. Select the action suggested by the message... | A | B | C | <input checked="" type="radio"/> D |
| 3. Select the ideas expressed in the message.... | <input checked="" type="radio"/> 1 | 2 | <input checked="" type="radio"/> 3 | <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 |
| 4. Select the ideas which support the theme..... | <input checked="" type="radio"/> 1 | 2 | 3 | <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 |

QUESTION SHEET

DO NOT WRITE ANYTHING ON THIS PAGE

Sample 1

True

- A. Several institutions are doing research in listening proficiency.
- B. ~~Twenty-five~~ per cent is the average gain in listening proficiency after training.
- C. The University of Minnesota has excellent listening courses.
- D. Through direct training, ability in listening can be improved.

Suggested Action

- A. ~~Go to the University of Minnesota.~~
- B. ~~Go to the State University of Iowa.~~
- C. Take courses in listening instruction.
- D. Try to improve your listening ability.

False

- 1. Classes in listening instruction at the University of Minnesota have shown positive results.
- 2. A good public speaker is usually a good listener.
- 3. ~~Anyone~~ can improve his listening ability without the aid of instruction.
- 4. Good listeners are desired in a democratic society.
- 5. Skills in listening can be learned through training.
- 6. ~~The State University of Iowa~~ has done research in the field of listening.

Sample 2

True

- A. Radio and television are a great asset to our society.
- B. Entertaining speakers are easy to listen to.
- C. The ability to listen with discrimination is an extremely valuable skill.
- D. Politicians are very good persuaders.

Suggested Action

- A. Listen to your radio more often.
- B. Evaluate everything you hear before accepting it.
- C. If you dislike a speaker, don't accept anything he says.
- D. You should listen with an open mind.

Ideas

1. Modern society creates an increasing need for discrimination in listening.
2. A public speaker often tries to deceive his listeners.
3. Evaluative listening helps to distinguish the dishonest from the forthright.
4. When a person becomes a more critical listener, he becomes less gullible.
5. Some people accept an individual's message because of his political allegiance.
6. An evaluative listener is a more useful citizen in a democratic society.

QUESTION SHEET

DO NOT WRITE ANYTHING ON THIS PAGE

Problem I

Theme

- A. A speaker must pronounce each word distinctly in order to be understood.
- B. Prerequisites for effectiveness are being heard and understood in a speaking situation.
- C. In order to be effective a speaker must use proper volume and emphasis.
- D. If an audience is not paying attention to the speaker, he will not be effective.—

Suggested Action

- A. Be sure you clearly understand a speaker before you accept his proposition.
- B. If the speaker's voice is not loud enough to be heard, don't strain yourself trying to understand him.
- C. If your voice isn't very loud, be sure you speak clearly so that you will be understood.
- D. Speak loudly enough to be heard and clearly enough to be understood.

Ideas

- 1. A speaker should use a moderate rate in order to be effective.
- 2. Proper breath control will help to project the voice and to increase the volume.
- 3. Unpleasant vocal quality arises from tension in the throat.
- 4. A speaker must use enough volume so that he can be heard in all parts of the room.
- 5. Interviews by telephone may lead to misunderstanding.
- 6. A speaker must be heard and understood in order to be effective.

QUESTION SHEET

DO NOT WRITE ANYTHING ON THIS PAGE

Problem II

Theme

- A. The administration was responsible for the Korean situation.
- B. What has been badly begun must be well ended.
- C. The soldiers in Korea were inadequately equipped.
- D. The Korean situation was completely unnecessary.

Suggested Action

- A. ~~Vote Republican.~~
- B. ~~Vote Democratic.~~
- C. ~~Vote to change the administration responsible for Korea.~~
- D. ~~Vote to change America's future foreign policy.~~

Ideas

- 1. ~~The men fighting in Korea never had it so good.~~
- 2. ~~Police action in surrounding nations increases American good will.~~
- 3. ~~The Korean situation was a result of the controlling party in Washington.~~
- 4. ~~The shooting could have been stopped before it began.~~
- 5. ~~The mud in Korea makes traveling by foot very difficult.~~
- 6. ~~The soldier in Korea expects death with every splatter of bullets.~~

QUESTION SHEET

DO NOT WRITE ANYTHING ON THIS PAGE

Problem III

Idea

- A. The only person who can know exactly what a word means is the user of it.
- B. Many people confuse reality with what they think it ought to be.
- C. There are many pitfalls in communication.
- D. If people are to avoid misunderstandings they must use the same word for the same thing.

Suggested Action

- A. ~~Avoid arguments by agreeing on the interpretation of certain words.~~
- B. ~~Don't confuse reality with what you think it ought to be.~~
- C. ~~Try to agree on word definitions with the persons with whom you are communicating.~~
- D. You should always use the same word in the same way.

Idea

1. Some people confuse reality with what they want it to be.
2. Words which are indefinite in meaning are often used as if they meant something fixed and definite.
3. Often the definition of a particular word will end an argument.
4. Children are allowed to leave school at the age of fifteen.
5. The word beneficial has a fixed and stable meaning.
6. Clear language is necessary for clear thinking.

QUESTION SHEET

DO NOT WRITE ANYTHING ON THIS PAGE

Problem IV

Theme

- A. Wire tapping is dangerous to our constitutional freedom.
- B. Wire tapping is a means of keeping national security.
- C. The Attorney General is attempting to destroy the independence of the legislative body.
- D. By standing up for justice, liberty, and economic prosperity, we shall preserve the heritage of our forefathers.

Suggested Action

- A. Check your phone to be sure it has not been tapped.
- B. Oppose wire tapping by every legal means at your disposal.
- C. Write to your congressman about your feelings on wire tapping.
- D. Vote to remove the Attorney General from office.

Ideas

- 1. If there were telephones in 1791, they also would have been mentioned in the 4th Amendment.
- 2. The Department of Justice is sworn to uphold the Constitution.
- 3. Wire tapping would be limited to guilty persons.
- 4. Federal officers are handicapped in their hunt for subversives if they cannot tap wires.
- 5. Wire tapping takes away a person's property without recompense.
- 6. The Attorney General's office can apply a little quiet blackmail to members of congress.

QUESTION SHEET

DO NOT WRITE ANYTHING ON THIS PAGE

Problem V

Theme

- A. The American student is interested only in what people will think of him.
- B. College life today is chaotic, exhausting, conforming, and artificial.
- C. College should teach an individual to think for himself.
- D. Our college campuses are preparatory schools for the golf course and the club porch.

Suggested Action

- A. Think for yourself; don't conform to others.
- B. ~~Revise your college program, if necessary, to include enough serious things to balance the superficiality.~~
- C. ~~Admit the truth of this challenge and separate yourself from the chaos of campus life.~~
- D. ~~Do away with college activities.~~

Issues

- 1. ~~College life exerts all of the vitality a student possesses.~~
- 2. ~~The college student's idea of success after graduation is hard work, service, and sincerity.~~
- 3. ~~College life is rough if one fails to conform to the mold of his campus.~~
- 4. ~~The British student is interested in what his university will make of him.~~
- 5. ~~The number of college activities tends to increase with a rise in the number of students.~~
- 6. ~~A college education helps a student to think for himself.~~

QUESTION SHEET

DO NOT WRITE ANYTHING ON THIS PAGE

Problem VI

Theme

- A. There are countless yes-men in the United States today.
- B. America must establish economic security to improve its present condition.
- C. Americans in general are not willing to pay the economic price of integrity.
- D. America is a nation sunk in the mire of defeat.

Suggested Action

- A. ~~Force our colleges~~ to require an ethical standard for admissions.
- B. Don't be afraid to say "No."
- C. Regardless of the cost, do what you feel is right.
- D. You should help to establish general economic security if you want ~~general~~ integrity.

Items

- 1. ~~American colleges admit failure to maintain integrity because they fear economic failure.~~
- 2. ~~Church attendance has been increasing during the past five years.~~
- 3. ~~One of the results of this lack of integrity is a moral failure.~~
- 4. ~~Promising playwrights drag their talents through the gutter because gutter literature pays.~~
- 5. ~~American geniuses have produced a miraculous array of time-saving and labor-saving inventions.~~
- 6. ~~The integrity of our colleges is lowered by the acceptance of some athletes.~~

SCRIPT FOR THE RECORDED MATERIAL

Problem I

Two of the first duties of a public speaker are to be heard and to be understood. Without either of these factors a speaker cannot be effective.

First, let's consider being heard. The speaker must have sufficient volume of voice to be heard in the back of the room in a public speaking situation. He must speak loudly enough so that everyone in the room can easily hear him without straining. If a listener has to strain to get what the speaker is saying, he will probably soon tire of the effort and let his mind wander to another subject. Naturally if the audience isn't paying attention, the speaker can have little effect upon it. Therefore one of the first duties of the speaker is to be heard by his audience in order to be effective.

Now let's consider the second point—that of being understood. The story is told of the reporter who interviewed a farmer by telephone and reported in his newspaper that the farmer had just purchased "2008" pigs. The farmer had actually told him that he had bought "two sows and eight pigs." A difference of only one sound resulted in an error of 1998 hogs! Errors of this magnitude do not often occur because the context prevents them, but many times a listener is confused until something is said later in the discussion to clarify the point; meantime, however, the effectiveness of the intervening remarks may have been reduced. Even though a speaker has a loud, carrying voice, if his words are not clearly

pronounced so that the listener can understand them, there will be little effectiveness.

In summary, then, a speaker must be heard and understood before he can accomplish anything else. The next time you have to speak before a group of people, remember these two points: speak loudly enough to be heard and clearly enough to be understood.¹

Problem II

The order is, "Forward march"—and off they go, feet sucking against the Korean mud, every bone crying, "I'm tired!" The order is "Flop and eat"—and they flop and try to eat, no matter how little they like the food. The order is, "Take hill number 63!"—and they fight forward, not ready for death, but expecting it with every splatter of bullets.

Then, in the quiet moments, one soldier will turn to another and half grin and say, "You never had it so good." A joke—a classic Army joke—but these days it has a real bitter note to it. Because at the same time everyone is wondering and saying: Did it have to come to this? Couldn't the shooting have been stopped before it began? What's the matter with our foreign policy? Why didn't the Administration see this coming? Must we keep paying for their mistakes? What? We've never had it so good? COME INTO MY FOXHOLE AND SAY THAT!

All right—the damage is done—and we all know what has been badly begun must be well ended. But—shall we forget or forgive those who

¹ Adapted from material in Alan H. Monroe's Principles and Types of Speech (Chicago: Scott, Foresman and Company, 1955), pp. 128-138.

blundered? Will you? Do you dare? Will you trust America's future foreign policy to those responsible for Korea? Is this official fumbling what you want for America? You know it isn't! Not if you value the lives of your sons. Not if you value your own life and welfare and that of your family. Not if you value the peace and prosperity of America. No--you will want to clean house. You will want to sweep out of power the Administration that brought your country to this. You will vote in a way which will be of benefit to your country and mine.²

Problem III

I heard a mistress exclaiming about her maid the other day: "It's no good. I don't pretend to understand her, and she doesn't understand me. We mightn't be speaking the same language."

Now, when two people cannot reach a mutual understanding, it is frequently because they interpret the same word differently, or because they use different words for the same thing. In this particular case, mistress and maid could not agree on the exact interpretation of early rising and coming home late.

If people are to live and work together amicably, if disputes are to be settled without resorting to violence, if discussion of problems is to lead to fruitful results, then the parties concerned must "speak the same language." That is, they must see eye to eye when they come to interpret fundamental terms. They must use the same name for the same thing. In fact, when the parties to a dispute have mutually agreed on

² Adapted from an unidentified clipping of a newspaper advertisement sponsored by the Republican State Committee, M. Harvey Taylor, Chairman. The newspaper and date were not accessible to the writer.

how to interpret some particular word, very often the dispute is as good as over.

So our mistress and maid will begin to "speak the same language" when they have agreed on the definition of early and late. But that definition will not apply to other people in different circumstances. What is late to a milkman on his morning rounds might well be early to a bank clerk; and what is early to a bright young person at a night club is likely to be late to a staid spinster in a country village. You cannot use such terms as early and late in a discussion until you have determined their precise meaning and application. As long as they remain vague and indefinite, confusion may arise, and different people may put different constructions on them.

Another obstacle in trying to reach actual understanding is the fact that many people confuse reality with what they think it ought to be. Suppose some political reform is proposed. We do not happen to like it, perhaps, because it would mean disturbing our usual mode of life. Then it is very tempting to call such a proposal unconstitutional. Not because it conflicts with the Constitution as it actually exists, but because it conflicts with our idea of what the Constitution ought to be. Then we should be using a term which ought to have a definite meaning in a special private sense of our own, which we leave conveniently vague and indefinite.

We also find the reverse process at work. Words which are indefinite in meaning are often used as if they meant something fixed and definite, something which can be measured according to some absolute and

permeant standard, which, as a matter of fact, does not exist. I mean such words as "beneficial," "harmful," "dangerous," "objectionable," and the like. It is useless to call a project beneficial, unless you make it plain who is to benefit from it. It is useless to call something objectionable, unless you explain who is going to object to it. Too often such terms are used rather like blank cheques which the reader can fill in to his taste. The only person who can know exactly what is meant is the user himself, and then he probably has his own reasons for not being explicit. Probably he does not want to commit himself too deeply. But often enough his own ideas are too vague to be put into precise terms.

As you know, the school-leaving age was a year or two ago raised to fifteen. But children were allowed to leave school before that age to enter beneficial employment. Beneficial to whom, we should like to know. The children themselves? Or is it the parents, or the employer, or the community at large? It really does make a difference.

So, when we hear of a beneficial or desirable scheme, we should ask: "To whom?" When we hear of a movement called subversion, or revolutionary, or destructive, we are quite justified in inquiring what it is going to upset, or change, or destroy. If precise information is not forthcoming, we should probably not be far wrong if we suspected that all the speaker meant was that he personally approved of the scheme and disapproved of the movement.³

³ Adapted from William G. Leary and James Steel Smith, Thought and Statement, "When Words Fail Us," by R. W. Jenson (New York: Harcourt Brace and Company, 1955), pp. 276-280.

Problem IV

If the President set up a bootleg whiskey still in the White House, or the Senate operated an illegal gambling establishment in one of its caucus rooms, people would lift an eyebrow at such a wanton violation of the law on the part of those who are sworn to uphold it. But when the Attorney General announces that he would like Congress to let his FBI agents and Army security officers tap private telephone conversations, people clap their hands joyfully. Yet the principle is exactly analogous, for the Department of Justice is sworn to uphold the Constitution, with its guarantees of individual rights and freedoms, including freedom from arbitrary searches and seizures.

Of course, the Attorney General has a rationalization. This time the wire tapping is for cases involving national security. A fine, vague expression. They don't ask for wire-tapping privileges for convicting income tax violators, kidnappers, or swindlers. No, the Attorney General only wants to be allowed to eavesdrop on telephone conversations where they suspect that somebody is spying or giving away secrets. They don't have to have evidence, just suspicions--and they want to be the ones to decide when to do it, with no interference from the courts.

Where can you draw a line? There would hardly be an innocent conversation between a young man and his sweetheart that would be free from having a hired snoop breathing down their necks. And no doubt making a recording that could be played in court, after suitable editing, if necessary, to establish alienation of affection if the young man cools off.

Of course, we must be secure. That is exactly what the 4th

Amendment says--"The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures shall not be violated." They didn't have telephones in 1791, or telephone conversations would certainly have been added by the Founding Fathers. They are just as private and personal as papers; there is no relevant difference that I can see.

It has taken centuries to develop and establish safeguards against invasions of privacy by police when they are on the prowl for evidence. Search warrants are not issued unless there is positive evidence of wrongdoing and the citizen whose house is searched without a warrant can obtain redress through the courts. Wire tapping is indiscriminate, it cannot be limited to only the guilty. Wire tapping is to be done merely on suspicion; there would be no way for a person to obtain redress, since he will not know whether his lines are being tapped unless the police tell him.

The only explanation I can think of for this dangerous and ill advised proposal is that the Attorney General is secretly aiming to destroy the independence of the legislative body. If he can tap wires of Congressmen and Senators without anyone's being the wiser, he can dig up all sorts of dirt on them. And when it comes to disagreements between the Administration and the Congress, the Attorney General's office can apply a little quiet blackmail. Oh, I know this would be denied, but it fits the facts.

It is wrong for the State to take away a person's property without recompense, and this is what the wire tapper does. A person's conversation

and words, just like his writings, are his own property. The dilemma that confronts us is simple and clear: Either we strengthen ourselves against the enemy without by taking every precaution against spies, no matter what the cost; or we strengthen ourselves against the enemy within, by standing up for justice, liberty, and economic prosperity. If we do the former, we will have wire tapping; if we do the latter, we shall preserve the heritage of our forefathers.⁴

Problem V

This audience offers a favorable occasion for my subject, one that touches college life. Your interest here proves that you are thinking of the more serious features of campus activities. So with confidence I give you the words of a challenge flung at us from the pen of an eminent writer, who has stated: "The chief difference between the British and the American student is that the British student is interested in what his university will make of him; the American student is interested only in what people will think he is." In other words this critic has said that the one seeks growth and progress, the other outward show; that you and I are pretenders; that we are not seeking for true values in our college education, but for a mere polish that will give us only the appearance of the college-bred.

With this challenge before us let us draw a picture of campus life with such clarity of purpose, such honesty of intention, such candor of statement and accuracy of delineation that, stepping back from the canvas

⁴ Adapted from Monroe C. Beardsley, Thinking Straight (Englewood Cliffe, New Jersey: Prentice-Hall, Inc., 1957), pp. 312-315.

we may say, "There are our faults, those are our mistakes." Permit me to make the picture with broad strokes, allowing you to apply the tints and the hues. Let us begin.

First, college today is chaotic. It is busier than the traditional three-ring circus, you and I the performers trying to play in all three rings at once. It is a salad of multifarious activities, with a dressing of school spirit surfeiting the taste of the whole and a dash of academic paprika giving a pungent flavor.

Next, college life is exhausting. We enter the arena of campus life; we study; we plan great scholastic triumphs. Soon enough we begin searching for the liveliest path under the burden of college events. We cannot stand the pace, and every June sees us tired and bedraggled. It is a life that exacts all the vitality of which we are possessed. Little time is there for repose and almost no time for quiet thinking. Yet despite all this there seems to be a tendency to increase the number of college activities with the increase in the number of students. It seems as though the student's purpose is to collect many college pins, badges, banners, and pictures in the college publications, and to be considered a "big" man on campus. With such an excitement for four years should we marvel that our average college graduate is a weary, sophisticated, blasé individual with a no-frank ambition, and that merely of gaining prominence in the sight of his fellow-men even at the cost of abating not only himself but society also?

And next, college is conforming. No longer is going to college exclusive; society has decided that her young people be given equal opportunity in seeking an education. From the finest homes and from the most

mediocre homes we come, bringing our own cherished college purpose with us, only to lose it in the stamping mill of college conformity. At the end of our senior year we may well wonder what the purpose was, and how we could have lost it. An observer of life might watch with pleasure the freshman while being stripped of idiosyncrasies that might distinguish him from the crowd; rough is his path if he fails to conform to the mold of his particular campus. "Think for yourself" has become an empty phrase. Why should you and I think for ourselves when our instructors, our textbooks, our superiors have done all our thinking for us!

And finally, college life is artificial. All the foibles of our college life can be pictured by saying, we have a country-club attitude of mind. Our idea of success five years after graduation is, not hard work, not service, not sincerity, but a ten-thousand dollar salary, a big car, membership in a golf club, and the name of being a big man in the community. Our college campuses are being preparatory schools for the golf course and the club perch.

So now the picture is drawn. There it is; college is chaotic, exhausting, conforming, artificial. Well then, what is to be done about it? The external excitement has crowded out internal development; that superficiality has seeped into our very thought and act.

If we could frame an answer to the challenge, perhaps it would be something like this. We would not say, Do away with all college activities. We would not say, Abolish all college social life. Rather we would say, Let us check the swing of the pendulum of college life which has gone from the extreme sincerity and restraint of the old New England

college to the feverish superficiality of present-day ~~campus~~ activities. Let us just tone down. Let us use this animation, this life, this vitality we possess, for enough serious things in college life to balance the lighter. We can promise ourselves that we at least will strive for these internal restraints and for a life of genuineness and sincerity. We can declare ourselves masters of our own college destinies.⁵

Problem VI

Probably the most widespread term of contempt in America today is "He's just a yee-man." No one questions its meaning. It denotes a man who has sold out, a man who does not dare stand on his principles. Competent observers tell us there are countless yee-men in the United States today. Take a look at our factory workers, who, month after month, turn out ~~merchandise~~ which they know to be shoddy and adulterated. Of all our millions of workers, how many take pride in what they make? Yet how many dare pay the price of refusing to make it?

We find in America a multitude who sell these commodities which outrage their standards of value. They lie blatantly to tell the public that bad products are good, that impure is pure, that ugly is beautiful. They may get used to it; they may even take pride in mounting sales; but some place behind the accumulation of subterfuge there is a man whose spirit deplores that he cannot do something he believes in.

No doubt you have heard of editorial writers who keep charts indicating the editorials to which they personally can subscribe. An average

⁵ Adapted from a speech by Frances Killefer entitled "The Challenge to College Students," Intercollegiate Oratory Contest, 1936.

score is one out of seven! The other six, with the accompanying intellectual abasement, are the price they pay for their jobs!—the price of integrity! In like manner promising playwrights and novelists drag their talents through the gutter because gutter-literature pays. The writer crushes his finest sensibilities, merely to hold a steady-paying job. The price of integrity is too high! Few dare pay it. For the price may be the job, and the job means life or death.

We all know athletes who, as students, cannot pass entrance exams, pay the fees, or even live under existing rules. But presto! if they can "swivel hip" a football, every existing rule vanishes. What of the hundreds of colleges that are brazenly bidding for students by dangling before their eyes workless jobs and unearned scholarships to sustain languishing treasuries and ever-mounting expenses? With the doors of ten colleges already barred, others, fearing the same, have chosen to admit any student rather than no student, bribing him if necessary. Compelled to investigate this scandalous traffic, the American Association of Colleges emerged with the statement that "the business world has had few practices in unethical competition that cannot be matched somewhere in the college world." The American college admits that it has failed to maintain stalwart principles of integrity because it fears economic failure!

Our economic failure is unquestionably an accompaniment of our moral failure. It is not popular to mention such facts, but we are an immoral nation. Our disrespect for law is evinced in a thirteen billion dollar annual crime bill. The lewdness of our taste in the movies has

attached opprobrium to the entire industry. Our lack of a sense of social responsibility has cast a shadow of doubt over our office-holders as a class. Loose sexual relationships have produced an appalling increase in divorces. Living in the shadow of thousands of church spires, fifty million Americans belong to no church at all. In the face of these facts there is an ominous warning in the words: "Be not deceived; God is not mocked."

Economic success has been our national ideal. We have been so busy worshipping before the shrine of material achievement that we have forgotten to live. Encouraged by the optimistic belief that every clerk was a potential Charles M. Schwab, we have been led to mortgage ourselves to the hilt to put up a good front—buying things we do not need with money we shall never have. In countless cases the price of integrity is the sum of the next lot of installment payments.

American geniuses have produced a miraculous array of time-saving and labor-saving inventions. Machines have replaced men; jobs have become precarious; and the constant threat of unemployment has filled our soul with an acid of fear. And the price of fear is integrity!

As to our national ambition for wealth, it already begins to appear that the terrible experiences of the past five years are bearing fruit; for the first time in their lives Americans everywhere are beginning to realize how few of life's real values lie in money. The preliminary step in our striving is to establish economic security. Assure a man of his job, and his instinctive Americanism will guarantee his being a man and not a rubber stamp. We must redirect our emphasis and put first things

first. The important thing is not the job but it is what the job implies: freedom, the right to say, "No!" Our battle today is not for the means of living but for life itself.

America, a nation among nations, universally crowned with success in war, treaties and trade; blessed with every natural resource; genius of science; challenger of the world in art and literature; the most favored, most fortunate, most wealthy nation in the world, is a nation sunk in the mire of defeat, not from the blows of foreign enemies, but by a structural weakening in character. She cannot afford integrity.⁶

⁶ Adapted from Winning Debates, Orations, and Speeches, Vol. VI, "The Price of Integrity," by Paul Marreim (New York: Noble and Noble, Publishers, Inc., 1936), pp. 129-135.

CHAPTER IV

THE TEST AND CRITERIA OF A GOOD EXAMINATION

The purpose of this chapter is to compare the elementary evaluative listening test developed for this study with the criteria of a good examination. As this study is only a report of progress toward the experimental development of an evaluative listening test, reliability and validity have not yet been established.

RELIABILITY

The reliability of a good examination depends upon its ability to measure consistently whatever it measures. The test should be objectively scored, should contain a large number of items, and the items should represent an extensive sampling of the material.¹

One means of establishing reliability for the test developed for this study would be to use the split-half method. This process correlates the ~~number-right~~ score of the ~~odd-numbered~~ items with the ~~number-right~~ of the ~~even-numbered~~ items.²

In an attempt to construct a reliable test, some effort was made to vary the items from easy to difficult. There was difficulty in finding an authority to support the theory that one type of speech is harder to listen to than another type, because of the lack of experimental data in this area. However, Nichols and Lewis indicated that in an unorganized

¹ J. Murray Lee, A Guide to Measurement in Secondary School (New York: D. Appleton-Century Company, 1936), p. 324.

² Kenneth L. Bean, Construction of Educational and Personnel Tests (New York: McGraw-Hill Book Company, Inc., 1953), pp. 167-168.

speech the listener's task of picking out the central idea, the suggested or implied, action, and the structure of the argument as a whole, is definitely harder than when the speaker clearly states his purpose, the development used, and the action he wants his listeners to accept.³ Therefore, the writer assumed that gradients of factors pertaining to clarity of organization would to some extent contribute a variety of items from easy to difficult on the part of the listener.

For the Summer Conference of the National Society for Study of Communication, Dr. Carl L. Wilson prepared a paper entitled "When the Criterion Is Clarity," in which he listed various criteria for a clearly structured message. This is an untested hypothetical list of factors which he assumed contributed to clarity of structure in a message.

I. Unity

Unity can best be guaranteed by converting any implicit proposition of policy into an explicit one and arraying it with the necessary four subsidiary propositions of fact, the necessary relation of inference-to-evidence, the retention of the necessary coordinating conjunctions, and the displaying of appropriate indentions and symbols. The finished product is a complete brief accompanied by appropriately subordinated supporting evidence.

II. Coherence

Coherence is more likely to be achieved by:

A. Using:

1. Linear development
2. Relevant forms of support, with relevancy evident or established
3. Relevant content in the support

B. Avoiding:

1. Circular or spiral developments
2. Misplaced modifiers
3. Hazy and faulty reference of pronouns
4. Disagreement between verb and subject, pronoun and noun.
5. Undeveloped ideas
6. Unfamiliar undefined terms

³ Nichols and Lewis, 52.

7. Changing referents without warning
8. ~~Enthymemes~~
9. Truncated chains of reasoning
10. Invalid chains of reasoning
11. Unwarranted inferences
12. Unwarranted generalizations

III. Emphasis

Emphasis is more likely to be achieved by:

A. Using

1. Deductive arrangement
2. Initial, medial, and final summaries of each paragraph, section, division, and whole
3. Stated topic and theme sentences
4. Announced transitions
5. Announced forms of support
6. Normal sentence order
7. Parallel structure at coordinate levels
8. All conjunctions named but "and"
9. Proper proportion of concrete-abstract, specific-general
10. Application to the receiver either self-evident or made manifest

B. Avoiding

1. Unstated assumptions
2. Figures of speech
3. Suggestion
4. "Noise" in vocabulary and presentation⁴

Gradients of each of the above factors could be contained in the items selected for an evaluative listening test, along with others such as short-to-long, non-controversial-to-controversial, non-emotional words-to-emotion-laden words.⁵ However, for the purpose of an elementary evaluative listening test the writer chose the following factors to be gradated in the items selected for the test:

deductive-to-inductive development,
explicitly stated theme-to-implicit theme
announced transitions-to-no transitions

⁴ Carl L. Wilson, "When the Criterion Is Clarity" (Paper prepared for presentation at the Summer Conference of the National Society for Study of Communication, Estes Park, Colorado, 1958). pp. 2-3.

⁵ Nichols and Lewis, 19-21.

evident application to the intended receiver-to-
 implicit suggestion
 short-to-long

The messages used in the test were adapted to contain gradients of the five above factors. The writer analysed the organization of each message and described them in the following way:

Problem I

Deductive development
 Explicitly stated theme
 Announced transitions
 Self-evident application
 Short (2 minutes)

Problem II

Inductive development
 Implicit theme
 No transitions
 Implicitly suggested application
 Short (2 minutes)

Problem III

Deductive development
 Implicit theme
 Transitions
 Implicitly suggested application
 Medium length (4½ minutes)

Problem IV

Inductive development
 Implicit theme
 No transitions
 Implicitly suggested application
 Medium length (4½ minutes)

Problem V

Deductive development
 Explicitly stated theme
 Announced transitions
 Self-evident application
 Long (6 minutes)

Problem VI

Inductive development
 Implicit theme
 No transitions
 Implicitly suggested application
 Long (6 minutes)

A group of experts⁶ were invited to discuss the elementary evaluative listening test. Their qualifications as experts were based on their positions at South Dakota State College. The group agreed on the above analysis of the items in the test. Therefore, based on the theory that an unorganized speech is harder for the listener to grasp, Problem II should be somewhat more difficult than Problem I, Problem IV should be more difficult than Problem III and both Problems III and IV should be harder than Problems I and II; Problem VI should be more difficult than Problem V and both Problems V and VI should be harder than Problems III and IV. Although a high degree of reliability has not yet been established for this test, the above factors indicated that its reliability is very promising.

VALIDITY

The validity of a good examination depends upon the efficiency with which it measures what it attempts to measure. A test can be described as valid only in connection with its intended use and at its intended ability level of subjects. Therefore, a test could be highly valid in one situation and highly invalid in another manner.⁷

⁶ The experts involved in the discussion group were Mr. Edmund G. Blinn, Associate Professor and Acting Head, Printing and Rural Journalism Department; Mr. Maynard Fox, Professor, English Department; Dr. James M. Harrison, Associate Professor, English Department; Miss Eva H. Nelson, Associate Professor, English Department; Dr. Marion L. Shane, Associate Professor, English Department; Dr. Donald E. Sikkink, Assistant Professor, Director of Forensics, Speech Department; and Dr. Carl L. Wilson, Associate Professor, Speech Department.

⁷ Harry A. Greene, Albert N. Jorgensen, and J. Raymond Gerberich, Measurement and Evaluation in the Secondary School (New York: Longmans, Green and Company, 1943), pp. 53-54.

For the purpose of this study the group of experts mentioned above met on two occasions to discuss the correct answers for the listening test. Each member of the group received a copy of the test several days before the meeting. The first meeting revealed that the test had to be revised as there was too much subjectivity involved in answering the questions. The test was revised as was indicated in Chapter I. The group again met to discuss the revised test. Each member answered the questions and compared his responses with the rest of the group. When disagreement arose, the members gave reasons for the choices they had made. Through the process of discussion, with minor revisions in the test, complete agreement was reached as to the correct answers. Although a high degree of validity was not technically proved by this study, the above process indicated that it was very probable.

ADMINISTRABILITY

For good administrability of an examination all conditions of administration should be clearly specified. Direct instructions to the subject taking the test should be clear and simple. When a particular type of response is called for, it should be clearly illustrated in the test by one or more samples.⁸ Considering the above criteria and because of the fact that no problems arose during the administration of the test, the writer felt that the evaluative listening test developed for this study has good administrability.

SCORABILITY

For good scorability of an examination objective type questions

⁸ Ibid., 68.

should be used and the responses should be obtainable in a simple, rapid, and routine manner.⁹ The writer felt that the test developed for this study fulfilled this requirement.

CONCLUSION

Although more experimental work is required before the elementary evaluative listening test can become a proved measuring instrument, this chapter has indicated that its probability of possessing the criteria of a good examination is very high.

⁹ Ibid., 70.

CHAPTER V

A GENERAL SUMMARY OF THE STUDY AND SUGGESTIONS FOR FURTHER WORK

For this study the writer has surveyed some of the literature in the fields of listening, reading and thinking in an attempt to discover what evaluative skills were suggested by the authors. She has also investigated the existing listening tests which came to her attention and tests of reading and thinking. From this survey the writer has established that there is a need for an evaluative listening test. The writer developed an elementary evaluative listening test and described its reliability, validity, administrability, and scorability.

SUGGESTIONS FOR FURTHER WORK

There is much work that could be done to continue this study. Some suggestions are:

1. The test developed for this study should be administered to many subjects, with revisions if necessary, in order to establish a high degree of reliability.
2. Steps should be taken to establish the validity of the listening test.
3. Another form of the test should be developed to enable measurement of ability before and after a unit of instruction in evaluative listening.
4. A unit of instruction should be developed to include the best methods of teaching evaluative listening skills.
5. Other skills should be added to those in this test to create a

more advanced listening test.

6. A sustained study of the whole process of evaluative listening should be conducted in order to determine what all could be tested.

7. An attempt should be made to isolate various factors involved in the listening test in order to determine all that is being measured. Some such factors are reading the printed material and the location of the subject in the room during the test period. If the subject is a slow or poor reader, these factors will affect his ability to read the statements on the question sheets. If the subject has hearing difficulties, his location in the room may affect his total response to the test.

APPENDIX I

CORRESPONDENCE REGARDING THE NEED FOR AN EVALUATIVE LISTENING TEST

- A. Dr. Sam Duker
- B. Dr. Ralph Nichols

APPENDIX IA

BROOKLYN COLLEGE
Bedford Avenue and Avenue H,
Brooklyn 10, N.Y.

Department of Education

October 14, 1957

Miss Dorothy West
Speech Department
South Dakota State College
Brookings, South Dakota

Dear Miss West,

This is written in reply to your letter of October 7. I wish that I could be more helpful than to say that your project sounds most interesting and worthwhile to me. I do not know of any test of the sort that you have in mind.

I am inclined to agree that such a test as you mention would be of much greater value than the kind of comprehension tests now available. You will, of course, have the same problem as the makers of those tests. How do you establish validity? I am puzzled no end by this question and have not arrived at any sort of an answer that satisfies me.

I am working on a revision of my present bibliography and will send you a copy when I complete it, in the hope that it may be helpful to you.

Cordially yours,

/s/ Sam Duker

Sam Duker
Assistant Professor of Education

APPENDIX IB

UNIVERSITY OF MINNESOTA
Institute of Agriculture
St. Paul 1, Minnesota

Department of Rhetoric

October 10, 1957

Miss Dorothy West
Division of Science and Applied Arts
Speech Department
South Dakota State College
Brookings, South Dakota

Dear Miss West

Because of his heavy duties in connection with the beginning of the Fall Quarter and his new book on listening, Dr. Ralph Nichols has found that he will not be able to answer your recent letter for a considerable time. He has asked me to write to you to prevent a delay for you in receiving the information you requested.

To our knowledge, the type of measurement you appear to want is not available. When Dr. Nichols referred to the research which measured the influence of propaganda, he was referring to studies which measure changes in the attitude of the listener after exposure to persuasive speech or to tests developed to examine retention in a particular situation.

Your interest appears to be centered on objective measurement of evaluative listening skills. If a test of critical thinking ability would serve your needs, the Watson-Glaser test would be adequate. There is no test we know of to determine the ability of the listener to detect argument and evidence in a general way. The studies that have been done have used tests developed for the specific research involved.

I am sorry we cannot be of more help to you. Dr. Donald Sikkink of your staff is familiar with the general research available in the field of persuasive speech and I believe he is also familiar with the Watson-Glaser appraisal of critical thinking ability.

Best wishes.

Sincerely yours

/s/ Paul H. Cashman

Paul H. Cashman
Professor

APPENDIX II**THE INITIAL ELEMENTARY EVALUATIVE LISTENING TEST**

ELEMENTARY EVALUATIVE LISTENING TEST

Purpose of Test

The purpose of this elementary listening test is to measure an individual's ability to identify the theme of an oral message, to select from several choices the suggested or implied action of the message, and to evaluate the evidence and the reasoning presented in the following way:

1. Selecting relevant statements either supporting or contradicting the theme.
2. Selecting statements that support the theme, and
3. Indicating weak points in the message by selecting statements that are inadequately supported.

The skills above are basic for the evaluation of an oral message. Although there are other skills that could be tested, these are the only ones included in this elementary test.

Description of Test

The selections for this test are recorded on tape to eliminate variables in the delivery of the material. After listening to an item on the tape, the subject answers questions regarding the theme, the implied action, and the relevancy and adequacy of the support presented in the message.

Directions for Test

The administrator of the test should read the following directions aloud as the subjects read them silently.

DIRECTIONS TO THE STUDENT

You have been given an answer sheet and a question sheet for this test. Write your name in the space provided in the upper right hand corner of the answer sheet. DO NOT WRITE ANYTHING ON THE QUESTION SHEETS WHICH YOU HAVE.

This is a test of your ability to evaluate an oral message. You will listen to six messages recorded on tape. After each message time will be allowed to perform the five following tasks. Do not attempt to do any writing while you are listening to the recording.

1. From the four sentences offered on the question sheet, select the one that most closely fits the theme of the message which you just heard and circle the corresponding letter on your answer sheet.
2. From the several possibilities listed on the question sheet, choose the action implied in the message and circle the corresponding letter on your answer sheet.
3. Select from the six statements on your question sheet all those which are relevant to the theme in the message, either supporting or contradicting the main idea. Circle the corresponding number of each such statement on your answer sheet. Do not do anything to those that are irrelevant.
4. Now, read over only the statements which you have just marked. From these, select those statements which support the theme and circle the corresponding numbers on your answer sheet. Do not do anything to those statements that are relevant to the theme but do not support it.
5. Now, read over only the supporting statements which you have just marked. From these, select those statements which you do not consider adequately supported on the basis of what you heard, but which you consider necessary if the implied action is to be justified. Circle the corresponding number of such statements on your answer sheet.

To be sure this process is clear, we will take one example and go through it together. Listen while your instructor reads the following

selection aloud. If you have any questions, wait until the entire explanation is completed, and then you may raise your hand to ask them.

Sample:

Listening ability can be improved through direct training in listening comprehension. A recently completed doctoral thesis at the State University of Iowa reveals statistically significant differences in listening performance by student groups with and without direct training in listening. At the University of Minnesota classes in listening instruction are held. Tests given before and after the training period indicate an average of 25 per cent gain in listening proficiency and some classes averaged as high as 40 per cent gain. Thus listening definitely can be improved through training. Take advantage of the courses you have that emphasize training in listening.

Now look at Sample No. 1 on your question sheet. There are four sentences offered for the theme of this message. Select the one that most closely fits the theme and circle the corresponding letter on your answer sheet. The correct answer for this sample is (D) - Through direct training, ability in listening can be improved.

Now read all of the sentences under implied action and select the one that best fits this message. The correct answer is (C) - Take courses in listening instruction.

Next, read the six statements on your question sheet and select all those that are relevant to the theme in the message, either supporting or contradicting the main idea. Circle the corresponding number of each such statement on your answer sheet. Do not do anything to those statements that are irrelevant. The relevant statements are 1, 3, 4, and 5. Therefore, these numbers are circled and 2 and 6, which are irrelevant, are left alone.

Now, reading only those statements which are circled, decide which of them support the theme. The supporting statements are 1, 4, and 5. These numbers are circled on your answer sheet.

Of the supporting statements, decide which ones are inadequately supported in the message which you heard and circle the corresponding numbers. The correct answer is number 4.

Now, listen to Sample No. 2. After you hear it you are to fill out the answer sheet without any more oral instruction for this sample.

Sample No. 2:

The ability to listen with discrimination is extremely valuable in modern society. To illustrate this point let me remind you of the hundreds of oral messages you hear daily. Radio and television bring into your homes the politician urging you to vote for him and to support his ideas, the advertisers pleading with you to buy their products. Yet, most people do not really evaluate the messages they hear; rather, they respond in a blanket fashion. If a speaker can interest and entertain them, they listen with approval; if they like a speaker because of his reputation or his political allegiance, they approve of what he says almost without qualification; if they dislike a speaker, they condemn his message. In order to be useful citizens in our democratic society, we must evaluate what we hear before accepting it. Therefore, I urge you to cultivate skills in evaluative listening so that you can distinguish the dishonest from the forthright, the real from the fake. Evaluate everything you hear before believing it.

(Allow the subjects one minute to answer the questions and then read the correct answers to them.)

The correct answers for Sample No. 2 are: Theme - (C) - The ability to listen with discrimination is an extremely valuable skill; Inferred action - (B) - Evaluate everything you hear before believing it; Relevant statements - 2, 3, 5, and 6; Supporting statements - 2, 5, and 6; Inadequately supported statements - 2, 5, and 6.

If you still have any questions ask them now, because there will be no opportunity after the test begins.

Name _____

ANSWER SHEET**Sample No. 1.**

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Select the theme of the message..... | A | B | C | D | |
| 2. Select the action implied in the message.. | A | B | C | D | |
| 3. Select statements relevant to the theme.. | 1 | 2 | 3 | 4 | 5 6 |
| 4. Select statements supporting the theme... | 1 | 2 | 3 | 4 | 5 6 |
| 5. Select inadequately supported statements. | 1 | 2 | 3 | 4 | 5 6 |

Sample No. 2.

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Select the theme of the message..... | A | B | C | D | |
| 2. Select the action implied in the message.. | A | B | C | D | |
| 3. Select statements relevant to the theme.. | 1 | 2 | 3 | 4 | 5 6 |
| 4. Select statements supporting the theme... | 1 | 2 | 3 | 4 | 5 6 |
| 5. Select inadequately supported statements. | 1 | 2 | 3 | 4 | 5 6 |

Problem No. I.

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Select the theme of the message..... | A | B | C | D | |
| 2. Select the action implied in the message.. | A | B | C | D | |
| 3. Select statements relevant to the theme.. | 1 | 2 | 3 | 4 | 5 6 |
| 4. Select statements supporting the theme... | 1 | 2 | 3 | 4 | 5 6 |
| 5. Select inadequately supported statements. | 1 | 2 | 3 | 4 | 5 6 |

Problem No. II.

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Select the theme of the message..... | A | B | C | D | |
| 2. Select the action implied in the message.. | A | B | C | D | |
| 3. Select statements relevant to the theme.. | 1 | 2 | 3 | 4 | 5 6 |
| 4. Select statements supporting the theme... | 1 | 2 | 3 | 4 | 5 6 |
| 5. Select inadequately supported statements. | 1 | 2 | 3 | 4 | 5 6 |

Problem No. III.

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Select the theme of the message..... | A | B | C | D | |
| 2. Select the action implied in the message.. | A | B | C | D | |
| 3. Select statements relevant to the theme.. | 1 | 2 | 3 | 4 | 5 6 |
| 4. Select statements supporting the theme... | 1 | 2 | 3 | 4 | 5 6 |
| 5. Select inadequately supported statements. | 1 | 2 | 3 | 4 | 5 6 |

Problem No. IV.

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Select the theme of the message..... | A | B | C | D | |
| 2. Select the action implied in the message.. | A | B | C | D | |
| 3. Select statements relevant to the theme.. | 1 | 2 | 3 | 4 | 5 6 |
| 4. Select statements supporting the theme... | 1 | 2 | 3 | 4 | 5 6 |
| 5. Select inadequately supported statements. | 1 | 2 | 3 | 4 | 5 6 |

Problem No. I.

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Select the theme of the message..... | A | B | C | D | | |
| 2. Select the action implied in the message. | A | B | C | D | | |
| 3. Select statements relevant to the theme.. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Select statements supporting the theme... | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Select inadequately supported statements. | 1 | 2 | 3 | 4 | 5 | 6 |

Problem No. VI.

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Select the theme of the message..... | A | B | C | D | | |
| 2. Select the action implied in the message. | A | B | C | D | | |
| 3. Select statements relevant to the theme.. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Select statements supporting the theme... | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Select inadequately supported statements. | 1 | 2 | 3 | 4 | 5 | 6 |

QUESTION SHEET

DO NOT WRITE ANYTHING ON THIS PAGE**Sample No. 1****Directions**

A. Several institutions are doing research in listening proficiency. Twenty-five per cent is the average gain in listening proficiency after training.

C. The University of Minnesota has excellent listening courses.

D. Through direct training, ability in listening can be improved.

Implied action

A. Go to the University of Minnesota

B. Go to the State University of Iowa

C. Take courses in listening instruction.

D. You can improve your listening ability if you just try.

Statements

1. Classes in listening instruction at the University of Minnesota have shown positive results.

2. A good public speaker is usually a good listener.

3. Anyone can improve his listening ability without the aid of instruction.

4. Good listeners are desired in a democratic society.

5. Ability in listening can be improved through training.

6. The State University of Iowa has done research in the field of listening.

Sample No. 2**Directions**

A. Radio and television are a great asset to our society.

B. Entertaining speakers are easy to listen to.

C. The ability to listen with discrimination is an extremely valuable skill.

D. Politicians are very good persuaders.

Implied action

A. Listen to your radio more often.

B. Evaluate everything you hear before believing it.

C. If you dislike a speaker, don't accept anything he says.

D. You should listen with an open mind.

Statements

1. More television sets were sold in 1957 than radios.

2. Modern society creates an increasing need for discrimination in listening.

3. A public speaker never tries to deceive his listeners.

4. Many people are interested in appreciative listening.

5. Evaluative listening helps to distinguish the diabolical from the forthright.

6. When a person becomes a more critical listener, he becomes less gullible.

DO NOT WRITE ON THIS PAGE**Problem I**Theme

- A. A speaker must pronounce each word distinctly in order to be understood.
- B. Prerequisites for effectiveness are being heard and understood in a speaking situation.
- C. In order to be effective a speaker must use proper volume and emphasis.
- D. If an audience is not paying attention to the speaker, he will not be effective.

Implied action

- A. Be sure you clearly understand a speaker before you accept his proposition.
- B. If the speaker's voice is not loud enough to be heard, don't strain yourself trying to understand him.
- C. If your voice isn't very loud, be sure you speak clearly so that you will be understood.
- D. Speak loudly enough to be heard and clearly enough to be understood.

Statements

1. A speaker should use a moderate rate in order to be effective.
2. Proper breath control will help to project the voice and to increase the volume.
3. Unpleasant vocal quality arises from tension in the throat.
4. A speaker must use enough volume so that he can be heard in all parts of the room.
5. Misunderstanding resulting from poor pronunciation is often cleared up by the context.
6. A speaker must be heard and understood in order to be effective.

Problem IITheme

- A. The democratic administration was totally responsible for the Korean situation.
- B. What has been badly begun must be well ended.
- C. A change in administration is needed.
- D. The Korean situation was completely unnecessary.

Implied action

- A. Vote Republican.
- B. Vote Democratic.
- C. Vote to change the administration responsible for Korea.
- D. Vote to change America's future foreign policy.

Statements

1. The men fighting in Korea never had it so good.
2. Police action in surrounding nations increases American good will.
3. The Korean situation was a result of the controlling party in Washington.
4. The shooting could have been stopped before it began.

DO NOT WRITE ON THIS PAGE

Problem II (continued)

5. The mud in Korea makes traveling by foot very difficult.
6. A soldier must be ready to face death at any minute.

Problem III

Themes

- A. There are many pitfalls that lie in communication.
- B. If people are to live and work together amicably they must speak the same language.
- C. The only person who can know exactly what a word means is the user of it.
- D. Many people confuse reality with what they think it ought to be.

Implied action

- A. Avoid arguments by agreeing on the interpretation of certain words.
- B. Don't confuse reality with what you think it ought to be.
- C. Try to speak the same language of the people you are communicating with.
- D. You should always use the same word in the same way.

Statements

1. Words which are indefinite in meaning are often used as if they meant something fixed and definite.
2. Clear language is necessary for clear thinking.
3. The meanings of words change just as we do and as everything around us does.
4. In an argument it is possible to use a word first in its wide and then in its narrow sense.
5. Words possess fixed and stable meanings.
6. The word beneficial has an indefinite meaning.

Problem IV

Themes

- A. Wire tapping is unconstitutional.
- B. Wire tapping is a means of keeping national security.
- C. The Attorney General is attempting to destroy the independence of the legislative body.
- D. By standing up for justice, liberty, and economic prosperity, we shall preserve the heritage of our forefathers.

Implied action

- A. Stand up for your rights listed in the 4th Amendment.
- B. Write to your congressman about your feelings on wire tapping.
- C. Don't allow the government to impinge on your privacy.
- D. Check your phone to be sure it has not been tapped.

Statements

1. If there were telephones in 1791, they also would have been mentioned in the 4th Amendment.
2. The Department of Justice is sworn to uphold the Constitution with its guarantees of individual rights and freedoms.
3. Wire tapping would be limited to guilty persons.

DO NOT WRITE ON THIS PAGE

Problem IV (continued)

4. Federal officers are handicapped in their hunt for subversives if they cannot tap wires.
5. When the police obtain a warrant they have to say what they are searching for.
6. Wire tapping takes away a person's property without recompense.

Problem V

Themes

- A. The American student is interested only in what people will think of him.
- B. College life today is chaotic, exhausting, conforming, and artificial.
- C. Cultivating the old-fashioned ideals will make our colleges more beneficial to society.
- D. College should teach an individual to think for himself.

Implied action

- A. Think for yourself; don't conform to others.
- B. Strive for a life of genuineness and sincerity.
- C. College activities should be toned down and modified.
- D. Admit the truth of this challenge and separate yourself from the chaos of campus life.

Statements

1. College life exacts all the vitality that a student possesses.
2. The old-fashioned ideals of simplicity, sincerity, and service to mankind will improve our culture.
3. We don't have to think for ourselves since our instructors and superiors have done all our thinking for us.
4. College life is rough if one fails to conform to the mold of his particular campus.
5. The British student is interested in what his university will make of him.
6. The number of college activities tends to increase with a rise in the number of students.

Problem VI

Themes

- A. America is being defeated by its internal weakness of character.
- B. America must establish economic security to improve its present condition.
- C. There are countless yes-men in the United States today.
- D. The price of integrity is more than Americans can afford.

Implied action

- A. Establish a moral basis of living and fight for it.
- B. Redirect your emphasis and put first things first.
- C. Regardless of the cost, do what you feel is right.
- D. Enforce our colleges to require an ethical standard for admission.

Statements

1. There is an undermining force in intellectual and moral idealism.

DO NOT WRITE ON THIS PAGE

Problem VI (continued)

2. The academic level of our colleges is descending.
3. Church attendance has been increasing during the past five years.
4. America is being internally weakened by its lack of integrity.
5. Classical literature is being replaced by "gutter-literature" in popularity.
6. Economic failure is an accompaniment of our moral failure.

(The script used for this test is the same as the one found in Chapter III.)

APPENDIX III

LISTENER EVALUATION FORMS

- A. Evaluative Listening Report, Carl L. Wilson
- B. Evaluation Chart for Listeners, C. Merton Babcock
- C. Listening Chart for Persuasive Speeches, C. Merton Babcock
- D. Evaluation Form for Listeners, Charles T. Brown

APPENDIX IIIA

EVALUATIVE LISTENING REPORT

ITEMS OF PROOF: Listener's name: _____ Date: _____

1. Analogy, fig. Speaker's name: _____ Subject: _____

2. Analogy, lit.

3. Analysis Topic sentence 1: _____

4. Comparison Proof: Given: _____ Needed: _____

5. Contrast

6. Definition Topic sentence 2: _____

7. Description Proof: Given: _____ Needed: _____

8. Example, act.

9. Example, hyp. Topic sentence 3: _____

10. Opinion, ex. Proof: Given: _____ Needed: _____

11. Opinion, lay

12. Opinion, lit. Topic sentence 4: _____

13. Opinion, pers. Proof: Given: _____ Needed: _____

14. Reasoning, de.

15. Reasoning, in. Topic sentence 5: _____

16. Statistics Proof: Given: _____ Needed: _____

Theme sentence: _____

Application sentences: _____

THE MESSAGE:

THE PROOF:

1 Audible?	4 3 2 1 0	5 Concrete?	4 3 2 1 0
2 Intelligible?	4 3 2 1 0	6 Relevant?	4 3 2 1 0
3 Interesting?	4 3 2 1 0	7 Sufficient?	4 3 2 1 0
4 Clear structure?	4 3 2 1 0	8 Factually reliable?	4 3 2 1 0
		9 Logically reliable?	4 3 2 1 0

VISIBLE STIMULI:

10 Eye contact?	4 3 2 1 0	no, slight, short, long, random, evasive	_____
11 Posture?	4 3 2 1 0	stiff, slumped, unvaried, random	_____
12 Movement?	4 3 2 1 0	no, slight, random, too much	_____
13 Facial gestures?	4 3 2 1 0	no, few, excessive, random	_____
14 Hand gestures?	4 3 2 1 0	no, few, excessive, random, awkward	_____
15 Visual aids?	4 3 2 1 0	no, few, excessive, small, unclear	_____

Carl L. Wilson, Portion of an "EVALUATIVE LISTENING REPORT" used at South Dakota State College, 1958.

APPENDIX IIIB

EVALUATION CHART FOR LISTENERS

Speaker: Listener:
 Subject:
 Speaker's purpose:
 Central idea:

I. Introduction: Check devices employed.

.....HumorStatement of purpose
.....Announcement of topicRecognition of sources
.....Significance of subjectExample of main idea
.....Definition of termsStatement of method
.....Other	

Evaluation: Check or circle appropriate
 number:

	Poor	Fair	Good
Audience attitude established	1 2 3 4 5 6 7 8 9 0		
Clarification of purpose	1 2 3 4 5 6 7 8 9 0		

II. Body of Talk. Form of organization and support:
 Types of reasoning:
 Evaluation of effectiveness: 1 2 3 4 5 6 7 8 9 0

III. Conclusion: Check appropriate blanks:

.....Abrupt endingAppeal to audience
.....Smooth endingSummary of points established
.....Restatement of ideaAdmonition and advice
.....Example of ideaOther

Evaluation of effectiveness 1 2 3 4 5 6 7 8 9 0

APPENDIX IIIC

LISTENING CHART FOR PERSUASIVE SPEECHES

This form is designed for use in listening to and evaluating persuasive speeches. Fill in the blanks and circle the numbers to indicate your estimate of the merit of various aspects of the speech.

SPEAKER: RATER:.....

SUBJECT:

PURPOSE:

EVALUATION:

I. The Problem: 1 2 3 4 5 6 7 8 9 0
 Focus on idea
 Significance of idea to listeners
 Analysis of issues
 Clarity and vividness of idea

II. Pattern of Organization: 1 2 3 4 5 6 7 8 9 0
 Clarity of outline
 Support of idea
 Relevancy of facts and data
 Adequacy of introduction and conclusion
 Emphasis, suspense, and timing

III. The Argument: 1 2 3 4 5 6 7 8 9 0
 Validity of arguments
 Support of generalizations
 Ethics of persuasion
 Soundness of authorities
 Use of analogy

IV. Method and Approach: 1 2 3 4 5 6 7 8 9 0
 Engaging speech style
 Factors of interest
 Specificity of illustrations
 Appropriateness of approach to audience

V. The Speaker: 1 2 3 4 5 6 7 8 9 0
 Ability to hold attention
 Personal qualities
 Attitude toward audience
 Physical and vocal control
 Artlessness, ease, and simplicity
 Emotional poise

VI. The Language: 1 2 3 4 5 6 7 8 9 0
 Appropriateness to audience
 Appropriateness to subject
 Clarity of diction
 Suggestiveness of language

VII. The Response: 1 2 3 4 5 6 7 8 9 0
 Endorsement of the idea by audience
 Audience reaction to speaker
 Total effect of talk

VIII. Suggestions: Set down here any suggestions you would offer the speaker for making his talk more effective:

C. Merton Babcock, Exercises in Communication (New York: Harper & Brothers, 1957), pp. 181-2.

APPENDIX IIID

EVALUATION FORM FOR LISTENERS

Introduction and Conclusion

Speaker _____
 Listener _____

1. Comments on introduction:

2. Attention power:

3. Attitudes established:

4. Subject brought to focus:

(Check a point between 1
 and 10. 10 is best)

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

.....

1. Comments on conclusion:

2. How well it fit the speech:

3. Effectiveness of language:

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

.....

The Central Idea

1. A statement of the central idea as I understood it:

The Outline

1. As I heard it:

2. How well supported:

1 2 3 4 5 6 7 8 9 10

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