

AUDIENCE EFFECTS OF APOLOGIA

A SOCIAL SCIENCE ANALYSIS

OF

FOUR SUBGENRES OF APOLOGETIC DISCOURSE

by

Kevin Eamon McClearey  
B.A., University of Denver, 1975  
M.A., University of Kansas, 1977

Submitted to the Department of Speech  
and Drama and the Faculty of the  
Graduate School of the University of  
Kansas in partial fulfillment of the  
requirements for the degree of Doctor  
of Philosophy

Dissertation Committee:

Redacted Signature

Chairperson

Redacted Signature

Redacted Signature

Redacted Signature

Redacted Signature

To Noreen Marie Carrocci . . .

Edna St. Vincent Millay expressed it best.

"Love is not all it is not meat nor drink  
Nor slumber nor a roof against the rain;  
Nor yet a floating spar to men that sink  
And rise and sink and rise and sink again,  
Love can not fill the thickened lung with breath,  
Nor clean the blood, nor set the fractured bone;  
Yet many a man is making friends with death  
Even as I speak, for lack of love alone.  
It well may be that in a difficult hour,  
Pinned down by pain and moaning for release,  
Or nagged by want past resolution's power,  
I might be driven to sell your love for peace,  
Or trade the memory of this night for food.  
It well may be. I do not think I would."

(from Fatal Interview.  
New York. Harper &  
Brothers, 1931)

#### ACKNOWLEDGMENTS

I wish to express my gratitude to Tom Beisecker, Wil Linkugel, and Kim Giffin for their faith in this project and the gentle direction they have given it. Each of them, through his candor, encouragement, and example, has made important contributions to my personal and professional development during the past four years.

Several other persons have made valuable contributions to this project: Donn Parson and Dick Colyer discharged their responsibilities as reading members of my committee with care and insight; Marilyn Blubaugh provided constant encouragement and the space and materials necessary to produce the final draft; LaRue and June McClearey, my parents, and Karen and Laurie McClearey, my sisters, gave (as always) love and support spontaneously at the times they were needed most.

I also want to record here my gratitude for support from four special people. Ben Broome is a kindred spirit who has always been able to listen through jumbles of ideas and emotions to help me get to the heart of the matter. Robert Wingate is a warm, steady friend whose quiet fellowship has often nurtured me. Paula Moscinski, a "wild and crazy girl" with a superb spirit and quick mind, has kept me laughing through even the most depressing moments of the past months. And, finally, my colleague, friend, and spouse, Noreen Carrocci, has given . . . and given . . . and given. None of this could have been accomplished without her love, faith, and charity. Thank you, my friends!

Kevin E. McClearey  
March, 1979

## TABLE OF CONTENTS

	<u>PAGE</u>
Dedication	i
Acknowledgements	ii
List of Tables	vi
<u>Chapter One:</u> <u>Introduction</u>	1
Generic Criticism and the Genre of Apologia	3
Statement of the Problem	9
Hypotheses	12
<u>Chapter Two:</u> <u>Procedures</u>	14
Stimulus Materials	14
Dependent Measures	16
Apologia Credibility Differential	17
Culpability Item	18
Intensity of Conviction Item	18
Speaker Strategies Questionnaire	19
Additional Materials	19
Selection of Subjects	20
Experimental Task and Procedures	20
Summary of the Data Analysis	21
<u>Chapter Three:</u> <u>Results</u>	23
Intensity of Conviction	23
Perceived Credibility	26
Introduction	26
Factor Analysis of the Apologia Credibility Differential	26
Differences in Perceived Level of Moral Character	29
The Competence Dimension	35
Perceived Culpability	36
Summary: Perceived Credibility and Perceived Culpability	41
Supplementary Analyses	41

	<u>PAGE</u>
<u>Chapter Four: Discussion</u>	44
The Audience Effects Dimension of Rhetorical Transactions	44
Audience Effects and Apologetic Discourse	45
Implications for Further Research	48
<u>References</u>	50

## Appendix

A: Judge's Criterion Sheet	51
B: Judge's categorizations of Apologia Texts used in the Experiment	54
C: The Charges against Moral Character and the Apologias replying to Them	56
The Set of Charges	57
The Absolutive Apologia	61
The Vindictive Apologia	64
The Explanative Apologia	67
The Justificative Apologia	70
D: The Apologia Credibility Differential (Instructions and Instrument)	73
E: The "Culpability" and "Intensity of Conviction" Measures (Instructions and Items)	76
F: Questionnaire assessing perceptions of the Apologist's Rhetorical Stance	78
G: Additional Materials used in Construction of Subject's Booklets	80
H: Demographic Characteristics of the Subject Sample	86
I: Apologia Credibility Differential (Correlation Matrix, Multiple Correlations of Items, and Eigenvalues of Initial Factors)	88
J: Initial Alpha Factor Solution for the Apologia Credibility Differential (Unrotated)	93
K: Varimax Rotated Alpha Factor Matrix and Transformation Matrix (ACD)	95

PAGE

L: Summary of Analyses of Variance of Individual Items of the Apologia Credibility Differential's Moral Character Dimension	97
M: Group Means and Standard Deviations on each Moral Character Item of the Apologia Credibility Differential	106
N: Summary of the Analysis of Variance for the ACD Competency Dimension Summary Scores and Group Means and Standard Deviations for each Competency Item	109

## LIST OF TABLES

<u>TABLE</u>		<u>PAGE</u>
3-1	Summary of the Analysis of Variance for "Intensity of Conviction" Scores	25
3-2	Groups Means and Standard Deviations for "Intensity of Conviction" Item	25
3-3	Dimensions and Items of the Apologia Credibility Differential (ACD)	28
3-4	Summary of the Analysis of Variance for the ACD Moral Character Dimension Summary Scores	30
3-5	Full Text Groups differing from the Control Group on ACD Moral Character Items	33
3-6	Perceived Culpability of the Accused	37
3-7	Perceived Culpability: Denial <u>versus</u> Bolstering Strategies	40
3-8	Perceived Culpability: Differentiation <u>versus</u> Transcendence Strategies	40
3-9	Perceived Rhetorical Stance of the Apologist	43

## CHAPTER ONE · INTRODUCTION

The project reported in these pages is a social scientist's investigation of an hypothesized structure for the genre of apologetic discourse. It is essentially a response to the call issued in 1971 by Wayne Brockriede for efforts at interfacing scientific and literary approaches to the study of rhetorical communication. Brockriede reviewed C. P. Snow's arguments about the increasing polarization of the intellectual life of western society into opposed cultures of scientists and literary intellectuals and found those arguments to be pertinent to the situation confronting students of rhetoric.

The applicability of such a two-cultures analysis to rhetorical communication is obvious. Members of the scientific culture - those persons interested in the empirical, the experimental, and the behavioral - tend to read and write their own literature, talk their own language, and pursue their own goals. Members of the other culture - those persons interested in the literary, the aesthetic, and the humanistic - likewise tend to pursue their own separate courses. The relationship between empiricists and traditionalists in rhetorical communication, like that of Snow's larger analysis of the two cultures, tends to range from overt hostility to peaceful but separate coexistence. (Brockriede, 1971, pp. 129-130)

It was my desire, when undertaking my dissertation research, to establish a point of contact between the two cultures depicted by Brockriede. I began by adopting the perspective established by Edwin Black through his arguments about the similarities and differences between members of the two cultures. Black (1965) states that "the critic is not so different from the scientists as one might suppose. Both have in common two vitally important activities, which are to see a

thing clearly and to record what they have seen precisely . . . we need add only one other item to complete the snapshot of the critic. he also seeks to judge the thing justly" (p. 4). Black elaborates upon this latter item and identifies the fundamental difference between the critic and the scientist: the critic appraises, while "the scientist is not interested in judging; not in his capacity as scientist . . . his neutrality is his pride" (p. 5). Black also posits two other differences. First, he argues that criticism is a humanistic study and that "the subject of criticism consists exclusively in human activities and their results" (p. 5). Science, on the other hand, is typically concerned with "natural phenomena" and its subject matter, therefore, is "nature spontaneous" (p. 5). The essence of Black's argument is conveyed best, perhaps, by his notion that "there are no critics of stars, however beautiful; there are only astronomers" (p. 5). The second difference between the critic and the scientist is "the critic's interest in making his criticism a force in society . . . the scientist, as a scientist, does not address himself to any public except the community of his professional peers. The popular dissemination of his findings is in the nature of a postscript; it is the afterthought of exploration, but not a part of its essence" (p. 5).

I agree with most of Black's arguments. Scientists and critics alike are involved in empirical studies and utilize empirical methods in identifying their data and describing them to other investigators. The critic, however, legitimately goes beyond accurate perception and description to evaluate that which is observed . . . and does so with persuasive intent. While Black's final distinction, between the critic

as humanist and the scientist as naturalist, may hold true in the general case, I do not believe it is applicable to students of rhetorical communication, regardless of their "cultural" backgrounds. When a scientist studies rhetorical transactions, his/her field of interest is reduced from "nature spontaneous" to "human nature spontaneous." If the scientist is willing to accept (as I am) the premise that rhetoric and symbolic interaction are exclusively human activities, then his/her project comes one step closer to that of the critic. For both the scientist and the critic considering the phenomena of rhetorical transactions, "the subject . . . consists exclusively in human activities and their results" (compare Black, 1965, p. 5).

Having adopted this perspective, I undertook a research project which sought to capitalize on the similarities between critical and scientific approaches to a rhetorical phenomenon, apologetic discourse, without ignoring or violating the fundamental differences between the approaches. Prior to stating the specific hypotheses tested in this project, let me sketch briefly the major elements of both the system of generic criticism and, specifically, the systematization of apologetic discourse from which those hypotheses were derived and which they were intended to refine.

#### Generic Criticism and the Genre of Apologia

Edwin Black, in his treatise Rhetorical Criticism: A Study in Method (1965), develops the position that a genre of rhetoric is a congregation of discourses around some point on a scale of rhetorical transactions (pp. 133-134). Black argues that "we can expect such

congregations to form because discourses sharing the same characteristics will tend to have the same effects on similar audiences" (p. 134) Any rhetorical transaction is "a synthesis of three constituents": rhetorical strategies (characteristics of the discourse), rhetorical situations (extralinguistic influences on the audience), and audience effects (responses to the strategies in the situations) (pp. 134-135). When constructing a scale of rhetorical transactions, one may isolate any one of the three constituents as the attribute to be scaled, but "since the three elements are intimately related and interact, a scale of one will perforce involve the other two" (p. 136). As a consequence of the fact that rhetorical transactions are processes in which the constituents of strategy, situations, and effects interact, "if we construct a scale by any single one of the three constituents of rhetorical transactions, our scale will still be a scale of rhetorical transactions" (p. 136)

Black goes on to note that "we know relatively little about strategies; certainly not enough to be able to construct a scale of them yet. Our knowledge of rhetorical situations is somewhat fuller, but it is still scanty. We seem to know most about audience effects, for here we can at least imagine a scale of effects ranging from unpersuasive to extremely persuasive" (p. 136). Having isolated the "audience effects" constituent, Black forms a crude scale based on "intensity of conviction" with exhortation at one extreme and argumentation toward the midpoint (the "weak" extreme is left unnamed and is not discussed by Black) He examines the broad congregations of discourses that cluster around these two points on his scale and seeks to (1) identify characteristic strategies that promote the effects and (2) discern qualities of the

situation in which such strategies would produce the criterial effects (see Black, 1965, Chapters 5 & 6).

In carrying out my research I adopted Black's perspective on genres and their constituents. In addition to its status as a major theory of rhetorical criticism (evidenced by a reprinting of the treatise in 1978), Black's system was amenable to sensible operationalization in the context of a social science experiment. However, the particular genre, *apologia*, which was the focus of my research was not taken directly from Black's paradigm. Instead, I focused on the efforts of B. L. Ware and Wil A. Linkugel (1973) to elucidate the characteristics of a family of discourses which Black apparently subsumes under the genre of argumentation (see Black, 1965, pp. 150-161, where Newman's Apologia pro Vita sua is taken as a representative example of argumentative discourse).

At the close of his discussion of the genre of argumentation, Black notes that "our conception of this genre has been too gross; that is, we have not discriminated among the types of discourse within the genre" (1965, p. 176). As Ware and Linkugel (1973) note, "His self-criticism is valid, as well of considerable import . . . , in that he leaves open the question of whether the argumentative genre subsumes *apologia*, as Black implies, or whether apologetics is a genre in its own right, as others insist" (p. 273).

Ware and Linkugel, in response to the question of the generic status of *apologia*, argue that "apologetical discourses constitute a distinct form of public address, a family of speeches with sufficient elements in common so as to warrant legitimately generic status" (p. 273).

In defense of this assertion, Ware and Linkugel first propose that there are four factors which characterize verbal self-defense: denial, bolstering, differentiation, and transcendence (p. 274). These factors are adapted from Abelson's arguments (1959) about the means of resolving belief dilemmas.

Denial and bolstering are both reformative strategies available to a speaker delivering an apologia. Reformative strategies are those which "do not attempt to change the audience's meaning or affect for whatever is in question" (Ware and Linkugel, pp. 275-276). Denial is "the simple disavowal by the speaker of any participation in, relationship to, or positive sentiment toward whatever it is that repels the audience" (p. 276). Bolstering is the "obverse" of denial; it "refers to any rhetorical strategy which reinforces the existence of a fact, sentiment, object, or relationship" (p. 277). Whenever a speaker seeks to identify himself or herself with something the audience views favorably, he/she employs a bolstering strategy (p. 277).

The other two factors of verbal self-defense, differentiation and transcendence, are both transformative strategies. These strategies seek to alter the audience's meaning and/or affect for the elements involved in the situation (p. 278). Differentiation encompasses "those strategies which serve the purpose of separating some fact, sentiment, object, or relationship from some larger context within which the audience presently views that attribute" (p. 278). In essence, any rhetorical strategy "which is cognitively divisive and concomitantly transformative is differentiation" (p. 278). Transcendence is the "obverse" of differentiation; this factor of verbal self-defense

"takes in any strategy which cognitively joins some fact, sentiment, object, or relationship with some larger context within which the audience does not presently view that attribute" (p. 280) The speaker who employs a transcendent strategy seeks to "psychologically move the audience away from the particulars of the charge at hand in a direction toward some more abstract, general view" of his/her character (p. 280). As Ware and Linkugel conclude, "Between the four, these factors subsume the many and varied strategies people invent in speaking in their own defense" (p. 281).

The factor schema proposed by Ware and Linkugel is intended to allow the critic to discern "which choices a given strategy represents" (p. 282). The importance of the factor schema to generic criticism of apologia, however, is "apparent only after we consider the ways in which speakers usually combine them to produce that human behavior we term the speech of self-defense" (p. 282) Ware and Linkugel propose that speakers defending their own characters will normally assume one of four "major rhetorical postures" or "stances" - absolution, vindication, explanation, or justification. Each of these stances is a subgenre of apologia, according to Ware and Linkugel, since "each of the postures is a recognizable category of addresses into which the critic may group speeches on the basis of dominant strategies found in the discourses; the postures, like the factors, are not completely distinct classifications void of intermediate cases" (p. 282)

An absolutive apologia is one in which the speaker unites primarily the denial and differentiation factors; he/she seeks acquittal. The speaker "denies any wrong" and he/she "differentiates any personal

attribute in question from whatever it is that the audience finds reprehensible" (p. 283).

A vindicative apologia is one which relies heavily on denial and transcendence factors, it "permits the accused greater ease in going beyond the specifics of a given charge" (p. 283). In seeking vindication, the speaker not only denies the charge, but also seeks recognition of his/her "greater worth as a human being relative to the worth of his accusers" (p. 283).

An explanatory apologia mixes bolstering and differentiation strategies. When taking this stance, the speaker "assumes that if the audience understands his motives, actions, beliefs, or whatever, they will be unable to condemn him" (p. 283).

Finally, a justificative apologia "asks not only for understanding, but also for approval" (p. 283). The justificative stance utilizes bolstering and transcendence strategies to move beyond the appeals made in the explanatory stance, much as the vindicative stance uses denial and transcendence strategies to move beyond the appeals made in the absolutive stance (p. 283).

Ware and Linkugel conclude their discussion of the genre of apologia with the argument that their partitioning of the family of apologetic discourse into subgenres "should assist the critic in comparing the rhetorical uses of language across a number of different apologetic situations" (p. 283). They note that their classificatory scheme "taken alone lacks an evaluative dimension" and, furthermore, that the absence of appraisal from their discussion of the genre is intentional: "As we argued in the beginning, the explication of the genre should

precede the criticism proper of the apologetic form" (p. 283). Ware and Linkugel, therefore, provide an opportunity for an interface between criticism and science that does not violate Black's boundaries for the domains peculiar to each perspective on rhetorical transactions. Ware and Linkugel are attempting to "see a thing clearly and to record what they have seen precisely" (Black, 1965, p. 4). It was my position, in undertaking the investigation detailed herein, that a social scientist could contribute legitimately and productively to that attempt.

#### Statement of the Problem and Hypotheses

As I saw it, the heuristic power of Ware and Linkugel's paradigm for the genre of *apologia* was limited by one major aspect of their discussion: they relied implicitly on Black's model of genres, rhetorical transactions, and their constituents, but departed from Black's project by scaling apologetic discourse along the rhetorical strategies dimension. The reader will recall that Black chose to scale rhetorical transactions through use of the audience effects dimension (by employing "intensity of conviction" as an informal dependent measure). Ware and Linkugel sought to defend the position that *apologia* constitutes a "distinct form of public address" (p. 273), a genre, that is not subsumed by the genre of argumentation (as Black implies). Their choice, however, of a constituent for scaling discourses that was different from the constituent chosen by Black makes comparisons between the "scales" highly problematic. A way out of this dilemma becomes clear, however, when it is remembered that both Black and Ware and Linkugel are working within a system wherein scaling discourses by any one

constituent of rhetorical transactions automatically involves arraying those discourses along both remaining dimensions. The audience effects dimension is the most accessible constituent of rhetorical transactions, given current experimental and analytical techniques in the social sciences. The major problem of this study, therefore, became the investigation of the audience effects of the four subgenres of *apologia* proposed by Ware and Linkugel, with an eye toward arraying them along that dimension in meaningful relation to each other. If the subgenres could be meaningfully arrayed, in terms of the audience effects they elicited, it would then be possible both to meaningfully speculate about their scaling on the rhetorical strategies dimension and to provide a benchmark of effects with which the impact of other genres of discourse could be compared in the future.

The first hypothesis tested in this investigation was derived from Black's speculation that discourse can be most productively scaled along the audience effects dimension by assessing the intensity of conviction it produces (see Hypothesis I, below).

It was decided, however, that the primary types of audience effects to be tapped in this study would be those most closely related to the actual effects sought by an apologist (i.e., one who delivers an *apologia*): the repair of the audience's perceptions of his/her damaged moral character and the amelioration of the audience's perceptions of his/her culpability. As Ware and Linkugel note, an *apologia* is delivered in response to an attack upon one's "moral nature, motives, or reputation" (1973, p. 274). It follows from this that the dimension of speaker credibility that should be most damaged by such an attack, and

which an apologia would seek to repair, is the traditional "reliability" or "safety" dimension.

It was thought possible, however, that damage to this dimension of speaker credibility might have negative consequences for the audience's perceptions of the accused person's "expertness" and "dynamism" as well. Audience effects, in terms of these dimensions, were therefore also assessed in this study. In the course of the investigation, it was found that the audience employed in the experiment did not discriminate between aspects of expertness and aspects of dynamism, but rather combined them into an overall perception of the speaker's competence which was distinct from their perceptions of the speaker's moral character. For this reason, hypotheses regarding the effects of an apologia on perceptions of expertness and dynamism are combined below into hypotheses regarding perceptions of competence.

It was also found (during a pilot study) that audience members assessing an apologist's moral character and culpability might be reacting to one or more of the strategies (denial, bolstering, differentiation, transcendence) underlying the rhetorical stance taken by the speaker, rather than to the unique combination of strategies found in each stance. For this reason, hypotheses regarding audience effects in response to speaker strategies, not just to the stance taken by the speaker, were included for testing in this experiment.

In summary, the major hypotheses tested in this study focused on differences among apologies with regard to:

- (a) The audience's perception of the apologist's moral character, in contrast to perceptions held by a

group knowing only the accusations made, as a result of variations in the stance enacted by the apologist (Hypotheses IIa & IIb) and the strategies employed by the apologist (Hypotheses III & IV),

(b) The audience's perceptions of the apologist's competence, in contrast to perceptions held by a group knowing only the accusations made, as a result of variations in the stance enacted by the apologist (Hypotheses Va & Vb)

(c) The audience's perceptions of the apologist's culpability, in contrast to perceptions held by a group knowing only the accusations made, as a result of variations in the stance enacted by the apologist (Hypotheses VIa & VIb) and the strategies employed by the apologist (Hypotheses VII & VIII)

The major hypotheses that were tested in this investigation are stated formally below. The hypotheses are rendered in null form and are nondirectional, since the arguments presented by Ware and Linkugel provide no basis for proposing the direction of any differences that might emerge among the four stances and their constituent strategies. The methods used to operationalize and test these hypotheses are discussed in the next chapter of this report

#### Hypotheses

- I Systematic variations in the text of an apologia read by subjects will produce no differences in the level of intensity of conviction

- they report, and the level they report will not differ from the level reported by subjects reading only a set of charges.
- IIa: The judgments made regarding a person's moral character by subjects reading only a set of charges against that person will not differ from similar judgments made by subjects who read the charges and a text of an apologia in reply to them.
  - IIb: Systematic variations in the text of an apologia read by subjects will produce no differences in their judgments regarding the apologist's moral character.
  - III: The judgments about an apologist's moral character that are made by subjects reading an apologia enacting denial strategies will not differ from similar judgments made by subjects reading an apologia enacting bolstering strategies.
  - IV: The judgments about an apologist's moral character that are made by subjects reading an apologia enacting differentiation strategies will not differ from similar judgments made by subjects reading an apologia enacting transcendence strategies.
  - Va: The judgments made regarding a person's competence by subjects reading only a set of charges against that person will not differ from similar judgments made by subjects who read the charges and a text of an apologia in reply to them.
  - Vb: Systematic variations in the text of an apologia read by subjects will produce no differences in their judgments regarding the apologist's competence.
  - VIa: The judgments made regarding a person's culpability by subjects reading only a set of charges against that person will not differ from similar judgments made by subjects who read the charges and a text of an apologia in reply to them.
  - VIb: Systematic variations in the text of an apologia read by subjects will produce no differences in their judgments regarding the apologist's culpability.
  - VII: The judgments about an apologist's culpability that are made by subjects reading an apologia enacting denial strategies will not differ from similar judgments made by subjects reading an apologia enacting bolstering strategies.
  - VIII: The judgments about an apologist's culpability that are made by subjects reading an apologia enacting differentiation strategies will not differ from similar judgments made by subjects reading an apologia enacting transcendence strategies.

## CHAPTER TWO· PROCEDURES

This chapter presents the procedures followed in preparing for and executing the experiment. The investigation was structured as a one-way analysis of variance design. The groups in the experiment were (1) one group which read only a set of charges against a person (i.e., a control group), (2) four groups which read the same set of charges and a full text of an apologia (either absolution, vindicative, explanatory, or justificative) in reply to it, and (3) four groups which read the same set of charges and a partial text of an apologia in reply to it. The latter four groups were included in the design in order to provide information about possible stance-related differences in the process of credibility repair.

The specific steps involved in implementing this basic design are discussed below under five headings: (1) stimulus materials, (2) dependent measures, (3) selection of subjects, (4) experimental task and procedures, and (5) summary of data analysis.

### Stimulus Materials

The first task that was undertaken was the preparation of both a credible set of charges and apologies, one enacting each of the four stances proposed by Ware and Linkugel, in reply to it. In order to simplify the procedures of the experiment and to avoid contamination of results by extraneous characteristics of a "live" or video/audio taped rhetor, the decision was made to incorporate stimulus materials into a counterfeit "newswire teletype copy."

The set of charges and the characterization of the fictitious person against whom they were directed ("Dr. Arthur Miles") were based loosely upon a situation in a novel by C. P. Snow (1958). The accused person in this experiment was portrayed as a well-known and respected scientist, serving as director of a large research facility, who was criticized for various deficiencies of moral character by his colleagues during the course of a routine assessment of the research facility by a disinterested group.

The apologetics in reply to the charges were written by the experimenter (with the editorial assistance of Dr. Wil A. Linkugel). When each of the apologetics was deemed to be sufficiently refined so as to clearly enact one of the four rhetorical stances, by virtue of both its inherent strategies and its overall tone, the speeches were submitted to a group of 16 judges. The judges included: one undergraduate student, fourteen M. A. and Ph.D candidates, and two faculty members in the Division of Speech Communication and Human Relations at the University of Kansas. Each judge was given a criterion sheet that provided Ware and Linkugel's definitions of the four possible strategies (denial, bolstering, differentiation, and transcendence) and the four possible stances (absolutive, vindicative, explanatory, and justificative) to which he/she might be exposed. After reading the criterion sheet (see Appendix A) and asking any questions he/she had about the definitions, each judge was given a copy of one of the four apologetics. The copy was selected at random from a group of copies that had been shuffled by a disinterested person, so neither the judge nor the experimenter knew which type of apologetic the judge had been assigned.

The judge then read the text of the speech (usually at home) and returned it after deciding, without consulting any other person, which of the four stances it enacted and writing comments to support that decision. The results of the judges' review of the texts is summarized in Appendix B, 15 of 16 judges (94%) correctly identified the stance enacted in the text they had been given.

With the enactments of the stances thus judged as meeting the criteria proposed by Ware and Linkugel, the final step was to combine the charges and a speech in reply to them in a format that would have some degree of realism for subjects in the experiment. A special IBM typeface was used that mimicked the characters produced by a teletype printer and the typescript was then masked along its edges to produce a credible facsimile of an actual newswire copy. The end products of these machinations appear in Appendix C. To complete the deception, a cover sheet was added that attributed the "newscopy" to a (nonexistent) news bureau and wire service (see Appendix G). The deception was apparently successful. Fewer than ten percent of the subjects in the experiment expressed doubt that the materials they were given were photocopies of actual wire service teletype copy.

#### Dependent Measures

Four dependent measures were created for use in this study; a semantic differential instrument for measuring the perceived credibility of the accused/apologist, individual items for assessing the perceived culpability of the accused/apologist and the intensity of conviction with which that judgment was made, and a questionnaire

assessing subjects' abilities to identify the stance enacted in the apologia to which they were exposed. The specific characteristics of each of these measures are addressed below in turn.

#### Apologia Credibility Differential

A special instrument for measuring perceived speaker credibility was assembled for use in this study in light of the need for a measure that was sensitive to possible differences on a number of aspects of perceived moral character. In cooperation with Dr. Kim Giffin and Dr. Wil A. Linkugel, the experimenter selected, as particularly relevant to "moral character", the following adjective pairs from the Berlo, Lemert, and Mertz (1969) compilation of items relevant to the traditional "safety" dimension of speaker credibility: admirable-contemptible, honest-dishonest, ethical-unethical, kind-cruel, safe-dangerous, good-bad, stable-unstable, trustworthy-untrustworthy, and just-unjust. Three informal criteria were employed in selecting these pairs from all of those available: (1) they should have the highest and purest factor loading on the "safety" dimension possible while still (2) reflecting commonsense notions of the constituents of moral character and/or (3) reflecting specific characteristics attacked in the counterfeited set of charges prepared for the experiment.

Adjective pairs reflecting the traditional "expertness" and "dynamism" dimensions of speaker credibility were also selected from the items compiled by Berlo, Lemert, and Mertz: qualified-unqualified, skilled-unskilled, trained-untrained, experienced-inexperienced; and

active-passive, aggressive-meek, emphatic-hesitant, and forceful-forceless. As was noted previously in this report, these two dimensions "collapsed" into a hybrid competence dimension when employed by subjects in this study, the factor analysis revealing this shift is discussed in the next chapter of this report.

The order of the seventeen items of the Apologia Credibility Differential (hereafter, ACD) was determined by using a table of random numbers. The position of the positive attribute in eight of the items was then reversed, again by use of a table of random numbers, to guard against response bias. The adjectives in each pair were separated by a nine-interval scale and a standard set of instructions for the values of the intervals and the use of the instrument was prepared. The set of instructions and the ACD are reproduced in Appendix D.

#### Culpability Item

To assess subjects' perceptions of the culpability of the accused person, a forced-choice item was constructed. Subjects were directed to recall the stimulus materials they had read and then indicate whether they thought the accused person ("Dr. Arthur Miles") did or did not deserve to be criticized for his actions and attitudes, as outlined in the set of charges. This item, along with instructions for its completion, appears in Appendix E.

#### Intensity of Conviction Item

To assess the intensity of conviction produced by both the set of charges (for control group subjects) and, more importantly, each style

of apologia, a special item was constructed. This item required subjects to consider the judgment they had made concerning the accused's or apologist's culpability and then indicate the certainty with which they held that conviction. Subjects were provided with a choice among seven alternative levels of certainty. This item, along with the instructions for its completion, appears in Appendix E. Immediately following the item there appears an open-ended probe used to elicit from subjects the reasons for their responses to the culpability and intensity of conviction items.

#### Speaker Strategies Questionnaire

The final instrument prepared for use in this experiment was a questionnaire providing subjects with a very brief description of the characteristics of each of the four apologetic stances (absolutive, vindicative, explanatory, and justificative) operationalized in the stimulus materials. The instructions directed the subjects to read all four descriptions and then choose the one description that best matched the stance enacted in the apologia they had read. This questionnaire is reproduced in Appendix F.

#### Additional Materials

The final booklets assembled for subjects in each group in the experiment included (1) general instructions, (2) the spurious copyright notice, (3) a sheet (appearing immediately after the counterfeit teletype copy) cautioning subjects to make certain that they had read the "article" carefully before continuing, and (4) a sheet

requesting demographic information. Copies of these materials appear in Appendix G.

#### Selection of Subjects

The 180 subjects (20 per cell of the design) in this experiment were all students enrolled in sections of the Basic Communication Program at the University of Kansas. Participation in the experiment was voluntary, in response to a call for subjects announced by instructors in the Program, but participation did fulfill a Research Evaluation Assignment required of all students in the Program. Data concerning the demographic characteristics of the sample utilized in this experiment appear in Appendix H.

#### Experimental Task and Procedures

Approximately 25 subjects participated in each session of the experiment. Sessions were held on November 13, 14, and 15, 1978, during both morning and afternoon hours in one of two highly similar research rooms (4017 and 4009 Wescoe Hall, University of Kansas).

At each session, subjects were greeted by the experimenter and then given Informed Consent Statements to read and sign. When these were returned, subjects were given booklets containing all of the stimulus materials, measuring instruments, and instructions for their use. The booklets contained (as stimulus materials): (1) the set of charges only, or (2) the charges and a partial text of one of the four apologies, or (3) the charges and one of the four full apologies. Prior to the sessions, the booklets were ordered so that control group

booklets and booklets for each experimental group would be balanced across the times/days of the experiment's sessions. Within each session, booklets were shuffled and distributed randomly by the experimenter.

With their booklets in hand, subjects were given a few minutes to read the page of general instructions. The experimenter then mentioned the portions of those instructions relating to (1) taking the project seriously, (2) working alone, (3) asking questions if and when they arose. Subjects were then told to begin working and were given forty minutes to complete the reading of the "article" and the dependent measures. No subject failed to complete the booklet in the time allowed; the average amount of time needed by subjects was approximately thirty minutes. There was no noticeable talking during the sessions and very few questions were asked.

When forty minutes had passed in each session, the booklets were collected and subjects were debriefed. All subjects were asked not to divulge the true purpose of the experiment. After the initial session, subjects were offered participation credit (prior to the distribution of the booklets) if they had heard anything about the experiment other than what they had read in the Informed Consent Statement; not one subject took advantage of this offer and the minor deception intrinsic to the experiment, therefore, does not seem to have been compromised.

#### Summary of the Data Analysis

Subjects' responses to the dependent measures and the demographic information sheet were transferred to coding sheets and then to punched cards. A spot check of twenty randomly selected booklets against the

corresponding entries on the coding sheet revealed no errors in transferring information, all punched cards were verified against the coding sheets prior to being placed into the data analysis decks.

Responses to the Apologia Credibility Differential were subjected to factor analysis procedures to establish the dimensionality of that instrument. Responses to the items on the ACD (both individually and summed along each of its two dimensions), and responses to the culpability, intensity of conviction, and speaker strategy items were then partitioned according to the respondent's placement within the experimental design. A series of one-way analyses of variance (with appropriate *a priori* and *a posteriori* contrasts appended) and Chi-square analyses were then conducted to test the hypotheses guiding this experiment.

It was found that the responses of subjects in the "partial text" groups contributed little to the interpretation of the data from this experiment, since the scores of subjects in these groups rarely departed significantly from scores of subjects in corresponding full text groups. The presentation in detail of the results of this experiment, therefore, focuses primarily on the responses elicited from those who read full texts (and, hence, experienced complete rhetorical transactions analogous to those which "real world" auditors might confront).

### CHAPTER THREE: RESULTS

The results of the experiment conducted to test the hypotheses presented in Chapter One are reported in this chapter, extended discussion of these results and their impact upon arguments about the structure of the genre of apologetic discourse will be deferred until the next chapter. The first set of results reported below bears upon Hypothesis I and Black's informal speculations about scaling discourse according to the intensity of conviction it evokes from the audience. The second set of results addresses the remaining hypotheses and Ware and Linkugel's proposal that apologetic discourse should be scaled according to the rhetorical stance enacted by the speaker.

#### Intensity of Conviction

To test Hypothesis I of this study and the notion that the intensity of conviction evoked by particular strategies might be the best dependent measure for differentiating among various genres and subgenres of discourse, subjects in this study were asked to indicate their degree of certainty when making judgments about the culpability of the apologist.

A one-way analysis of variance of responses to this item produced nonsignificant results (see Table 3-1) and Hypothesis I of this study, therefore, was retained. The mean response to the item (5.56) fell between the statements "I am slightly certain . . ." and "I am certain that my judgment is accurate" (see Table 3-2 for individual group means). The modal response (94 of 180 responses) was "I am certain that my

judgment is accurate." Only 24 subjects indicated uncertainty about their judgments (i.e., selected the neutral point on the scale) and just four subjects indicated some degree of certainty that their judgments were not accurate. Examination of the narrative comments made by these latter 28 subjects indicated that, in the majority of cases, the lack of certainty was due to a desire for further information before rendering a more forceful judgment (the 28 cases were scattered across all nine respondent groups).

These results, if taken in isolation in accordance with Black's speculations, would indicate that there were no significant differences in the effects produced by the apologetas enacted by the "rhetor" depicted in this situation. They would also indicate that the effects produced by the apologetas were no different from effects that were produced when no apologia was delivered and audience members simply read a charge against a person and then made judgments about him/her. These results, therefore, would indicate that there are not any distinct subgenres of apologetic discourse and that apologetas are superfluous rhetorical displays (since they produced no differences when compared with the situation where the accused simply remained mute). These conclusions are contrary, however, to those reached when other dependent measures of audience effects are utilized (which are discussed below). It seems best, therefore, to reject "intensity of conviction" as a valid criterion for assessing the effects of apologetic discourse and to suspect that its use in attempting to differentiate among various genres would produce similarly ambiguous results. The following section of this chapter will summarize the results accrued by using two measures

TABLE 3-1  
SUMMARY OF THE ANALYSIS OF VARIANCE FOR  
"INTENSITY OF CONVICTION" SCORES

<u>Source</u>	<u>d f.</u>	<u>ss</u>	<u>MS</u>	<u>F</u>	<u>(p)F</u>
Between Groups	8	5 9778	0.7472	0.741	n.s.
Within Groups	171	172.3500	1.0079		
Total	179	178 3278			

TABLE 3-2  
GROUP MEANS AND STANDARD DEVIATIONS FOR  
"INTENSITY OF CONVICTION" ITEM\*  
(N = 20 for each group)

<u>Group</u>	<u>Mean</u>	<u>Standard Deviation</u>
Full Absolutive Text	5.80	0.8944
Full Vindictive Text	5.55	0.8456
Full Explanative Text	5.80	0.6156
Full Justificative Text	5.60	1.0463
Partial Absolutive Text	5.50	1.4327
Partial Vindictive Text	5.20	0.7678
Partial Explanative Text	5.70	1.0809
Partial Justificative Text	5.40	0.9947
Charge Only (Control)	5.50	1.1471
Total (N = 180)	5.56	0.9981

\*1 = "I am very certain that my judgment is accurate"

4 = "I am uncertain about whether my judgment is accurate or  
not accurate"

7 = "I am very certain my judgement is not accurate"

that appear to be more valid and more heuristic than does "intensity of conviction": the perceived credibility of the rhetor and the perceived culpability of the accused.

### Perceived Credibility

#### Introduction

At the outset of this investigation, it was assumed that one of the major tasks facing a speaker whose moral character has been attacked is the repair of his/her credibility as perceived by the rhetorical audience. The outcome of a factor analysis of the Apologia Credibility Differential will be summarized first in this section. Differences among respondent groups in terms of summary scores for each of the two dimensions that emerged from the ACD will then be reported, as will differences on individual ACD items.

#### Factor Analysis of the Apologia Credibility Differential

One hundred and eighty responses to the 17 items of the ACD were subjected to alpha factoring and varimax rotation by using the SPSS "Factor" subprogram (Nie, et al., 1975) as implemented on the University of Kansas Honeywell 6000 (series 60 level 66) computer. Multiple correlations were used as communality estimates and initial factoring of the unaltered correlation matrix indicated the presence of two factors that accounted for 54.6% of the total variance in responses (see Appendix I for the correlation matrix, multiple correlations of individual items, and eigenvalues for all initial factors). These two factors accounted for 71.1% and 28.9% of the common variance. Appendix J

provides information regarding the unrotated solution. Appendix K details the varimax rotated factor matrix and provides the transformation matrix used to derive this final solution.

In the interpretation of the rotated matrix, the following criterion was used: an item was not considered to load cleanly on a given factor unless (a) its loading on that factor was at least .50 and (b) the absolute difference between its primary and secondary loadings was at least .30. When the criterion was applied to the final solution, it became apparent that the first factor reflected subjects' assessment of the moral character of the accused/apologist, while the second factor reflected their independent assessment of his competence. Table 3-3 lists the items retained from each factor for use in further analyses, along with their primary loadings. The reader will note that four items were eliminated from further analyses because of weak primary and/or split loadings: skilled-unskilled, emphatic-hesitant, stable-unstable, and forceful-forceless. Of the remaining items, the eight pairs that loaded cleanly on the first factor were clearly related to the concept of moral character. The five items that loaded unambiguously on the second factor reflected a combination of the traditional dimensions of expertness and dynamism. To avoid confusion with traditional factor labels for these two latter dimensions, this hybrid factor was labeled competence, since the notion of competence entails a combination of acquired qualifications and the natural talent or ability necessary to meet the demands of a situation.

**TABLE 3-3**  
**DIMENSIONS AND ITEMS OF THE**  
**APOLOGIA CREDIBILITY DIFFERENTIAL (ACD)**

<u>MORAL CHARACTER DIMENSION</u>	<u>COMPETENCY DIMENSION</u>
Admirable-Contemptible (0.66219)	Qualified-Unqualified (0.60931)
Honest-Dishonest (0.81485)	Active-Passive (0.68185)
Ethical-Unethical (0.72538)	Aggressive-Meek (0.58571)
Kind-Cruel (0.67082)	Trained-Untrained (0.60674)
Good-Bad (0.80115)	Experienced-Inexperienced (0.74786)
Trustworthy-Untrustworthy (0.77098)	
Just-Unjust (0.81299)	

### Differences in Perceived Level of Moral Character

To test Hypotheses II, III, and IV of this study, a one-way analysis of variance was performed on respondents' summary scores for the eight items of the ACD's Moral Character Dimension. This analysis included a priori orthogonal contrasts to test the hypotheses (III and IV) related to the effects of particular strategies and a Tukey-b multiple range test for clarification of the source of the significant overall F-ratio. The results of this analysis are presented in Table 3-4. The reader should recall when examining this and other tables relevant to this section that. (a) scores on individual items had a possible range from 1 (the accused/apologist was seen as very closely related to the positive attribute) to 9 (the accused was seen as very closely related to the negative attribute), (b) summary scores on the Moral Character Dimension, therefore, could range between 8 and 72, and (c) that a completely neutral score on this dimension would be 40.

The pattern of results from this initial analysis indicates that the apologist's level of moral character as perceived by subjects reading any of the variations of an apologia was significantly higher than the level perceived by subjects reading only the set of charges. The treatment groups, in other words, differed significantly from the control group. Hypothesis IIa, therefore, may be rejected: reading a partial or full text of an apologia significantly heightened perceptions of the accused person's moral character.

There was one significant difference among treatment groups: those

TABLE 3-4  
SUMMARY OF THE ANALYSIS OF VARIANCE FOR  
THE ACD MORAL CHARACTER DIMENSION SUMMARY SCORES

<u>Source</u>	<u>d.f.</u>	<u>ss</u>	<u>MS</u>	<u>F</u>	<u>(p)F</u>			
Between Groups	8	7792.8441	974.1055	8.916	<.05			
Within Groups	171	18683.4000	109.2596					
Total	179	26476.2441						
<b>A Priori Contrasts Using Pooled Variance Estimates (Full Text Groups)</b>								
#1. Absolutive/Vindictive <u>versus</u> Explanative/Justificative (Denial Strategies) (Bolstering Strategies)								
<u>Value</u>	<u>Std Error</u>	<u>t Value</u>	<u>d.f.</u>	<u>(p)t</u>				
-6.70	2.3373	-2.867	171	<.05				
#2: Absolutive/Explanative <u>versus</u> Vindictive/Justificative (Differentiation Strategies) (Transcendence Strategies)								
<u>Value</u>	<u>Std Error</u>	<u>t Value</u>	<u>d.f.</u>	<u>(p)t</u>				
-1.05	2.3373	-0.449	171	n.s.				
<b>Tukey-b Multiple Range Test (Alpha = .05)</b>								
(Treatments underlined by a common line do <u>not</u> differ from each other, treatments not underlined by a common line are different)								
PABS	FABS	FVIN	PJUS	FEXP	PVIN	FJUS	PEXP	CONT*
MEANS: 28.4	31.9	32.2	33.2	37.8	39.0	39.6	41.6	51.8

\*'F' & 'P' indicate FULL and PARTIAL texts.

ABS = Absolutive VIN = Vindictive EXP = Explanative  
JUS = Justificative CONT = Control Group (Charge Only)

reading a partial text of an absolutive discourse perceived the apologist's moral character to be significantly higher than did those subjects reading a partial text of a vindicative discourse, a full text of a justificative discourse, a partial text of an explanatory discourse, or only the set of charges. This difference would allow for the formal rejection of Hypothesis IIb, since variations in the text of the apologia did produce at least one significant difference in perceptions of the apologist's moral character. It seems best, however, to retain this null hypothesis in light of the fact that a partial text was involved in producing the differences. Members of a rhetorical audience will seldom be exposed to a "partial apologia" and the analysis performed here revealed no significant differences among the four full texts of apologies in regard to their effect upon perceptions of moral character.

When subjects responses were grouped according to the strategies enacted in a full text of an apologia to which they were exposed, however, a significant difference among the texts did emerge. The two apologies enacting denial strategies (the absolutive and vindicative discourses) produced significantly higher perceptions of moral character than did the two apologies enacting bolstering strategies (see *a priori* contrast #1, Table 3-4). Hypothesis III, therefore, was rejected. Hypothesis IV, which posited no differences in perceptions of moral character when responses were grouped on the basis of exposure to differentiation versus transcendence strategies, was retained. The *a priori* contrast used for testing this hypothesis did not reveal significant differences (see *a priori* contrast #2, Table 3-4).

To clarify further the effects of the four types of apologies on

perceptions of specific aspects of an apologist's moral character, one-way analyses of variance were performed on responses to each of the eight items of the ACD's Moral Character Dimension. The overall F-ratio for each of the eight analyses of variance was significant at the .05 level of confidence (see Appendix L for complete results). The most meaningful and economical interpretation of these results was achieved when the response profiles for groups of subjects reading a full text of one of the four apologies were examined. A distinct dichotomy of groups emerged from these profiles: the two texts (absolutive and vindicative) enacting denial strategies had similar profiles that were more positive than were the profiles of the two texts (explanative and justificative) enacting bolstering strategies (which were similar to each other). This apparent difference was confirmed by contrasts performed to test the significance of this grouping on each of the eight ACD Moral Character items. These contrasts indicated differences on each of the following items that were significant at the .05 level of confidence: ethical-unethical, kind-cruel, safe-dangerous, just-unjust, and trustworthy-untrustworthy. Results of these contrasts are detailed in Appendix L as part of the one-way analyses of variance of each item. In each case, denial strategies produced higher item scores than did bolstering strategies.

The full text groups that differed significantly from the control group on each item of the Moral Character Dimension are detailed in Table 3-5 (see Appendix L for the Tukey-b analyses supporting this summary). Group means and standard deviations on each item are provided in Appendix M.

TABLE 3-5  
FULL TEXT GROUPS DIFFERING FROM THE CONTROL GROUP  
ON ACD MORAL CHARACTER ITEMS\*

Item	Groups different from Control Group
Admirable-Contemptible	All
Honest-Dishonest	All
Ethical-Unethical	Absolutive, Vindictive, Explanative
Kind-Cruel	Absolutive
Safe-Dangerous	Absolutive, Vindictive
Good-Bad	All
Trustworthy-Untrustworthy	Absolutive, Vindictive, Explanative
Just-Unjust	Absolutive, Vindictive

\*As indicated by Tukey-b multiple range tests for each item at the .05 level of confidence.

In summary, this investigation supported the following conclusions about the effects of apologetic discourse on audience perceptions of the moral character of the apologist.

(a) Delivery of an apologia repaired perceived credibility on the moral character dimension. Subjects who read only a set of charges attacking a person's moral character perceived that person's credibility on this dimension to be significantly more negative than did subjects who read a full text of an apologia that sought to repair the damage inflicted by the charges. Hypothesis Ila, therefore, was rejected.

(b) There were no differences among the four types of apologia in regard to their efficacy in repairing overall perceived credibility on the moral character dimension. When full text groups were considered, no significant differences emerged in overall effectiveness at repairing perceptions of moral character. Hypothesis IIb, therefore, was retained.

(c) Apologias enacting denial strategies were more effective in repairing perceived credibility on the moral character dimension than were apologies enacting bolstering strategies. Tests contrasting the responses of subjects exposed to denial strategies with those of subjects exposed to bolstering strategies revealed that the former group perceived the apologist to be significantly higher in overall moral character and on selected aspects of moral character. Hypothesis III, therefore, was rejected.

(d) Apologias enacting differentiation strategies were

no more effective in repairing perceived credibility on the moral character dimension than were apologies enacting transcendence strategies. Tests contrasting the responses of subjects exposed to transcendence strategies with those of subjects exposed to differentiation strategies did not reveal any significant differences in perceptions of moral character. Hypothesis IV, therefore, was retained.

#### The Competence Dimension

Since the set of fictitious charges constructed for use in this study was focused solely on the moral character of the accused person, it was not expected that either the charges or the apologies responding to them would affect the subjects' perceptions of the competence of the accused. "Dr. Miles" was depicted in the charges as manifesting a fairly high degree of competence and it was expected that subjects' responses on the ACD would reflect this perceptual set. Hypotheses Va and Vb were included in this study, however, to allow for tests of these assumptions. The former hypothesis posited no differences between the experimental groups and the control group and the latter hypothesis posited no differences among the experimental groups. To test these hypotheses, a one-way analysis of variance was performed on subjects' summary scores for the five items of the ACD Competence Dimension. Appendix N provides the results of that analysis, along with group means and standard deviations for each item of the dimension. There were no significant differences among the groups in regard to their perceptions of the accused person's competence and the ratings of the

accused along this dimension were uniformly high. Hypotheses Va and Vb, therefore, were retained and it may be concluded that (a) the charges did not damage perceptions of credibility along the competence dimension and (b) that delivery of an apologia had no effect upon perceptions of credibility along the competence dimension.

#### Perceived Culpability

The final set of hypotheses tested during this investigation (VIa, VIb, VII, and VIII) was concerned with subjects' judgments about whether the fictitious Dr. Miles deserved to be criticized and reprimanded for his actions and attitudes, as outlined in the charges against him. Subjects made a forced-choice judgment as to whether the accused person was culpable (see Appendix E for a copy of the item and its instructions). The judgments rendered by subjects in each group were cast in the form of a 2 X 9 contingency table to test Hypotheses VIa and VIb and a Chi-square test for differences was computed using the SPSS "Crosstabs" subprogram (Nie, et al., 1975). Results of this analysis appear in Table 3-6.

It is apparent, from the pattern of results in Table 3-6, that reading an apologia produces significantly different perceptions of an accused person's culpability than does simply reading the charges against him. Nineteen of twenty subjects in the control condition (95%), who read only the set of charges, judged the accused to be culpable. The greatest number of respondents finding the accused to be culpable after reading some variation of an apologia was thirteen of twenty (65% of the respondents in the group exposed to a partial

TABLE 3-6  
PERCEIVED CULPABILITY OF THE ACCUSED

JUDGMENT	TEXT GROUP*								
	CONT	FABS	FVIN	FEXP	FJUS	PABS	PVIN	PEXP	PJUS
Accused DESERVED BLAME AND CENSURE	19	8	3	11	11	6	9	13	6
Accused DID NOT DESERVE BLAME AND CENSURE	1	12	17	9	9	14	11	7	14
Chi-square = 35.3142, d.f. = 8, p <.05									

\*"F" and "P" indicate FULL and PARTIAL texts.

ABS = Absolutive VIN = Vindicative EXP = Explanative JUS = Justificative CONT = Control

explanative apologia). Hypothesis VIa, therefore, was rejected.

When the partial and full text groups are considered in isolation from the control group, there are significant differences among them ( $\text{Chi-square} = 15.59$ ,  $\text{df} = 7$ ,  $p < .05$ ). Hypothesis VIb, therefore, was rejected. The vindicative apologia (full text) was the most effective discourse in terms of reversing perceptions of culpability that were created by the set of charges. The absolutive apologia was the next most effective full text and the explanative and justificative texts were the least effective complete discourses.

Two of the partial texts were very effective in terms of reversing perceptions of culpability. The partial absolutive and partial justificative apologies were slightly more effective, in fact, than their corresponding full texts. Subjects' narrative comments indicated that the partial texts were "completed" by their readers in a manner highly favorable to the apologist. In other words, several subjects in each of these groups assumed that the speaker would build a strong case against the charges in the portion of the discourse that was missing from their booklets.

The two remaining partial texts (vindicative and explanative) were slightly less effective than their full text counterparts. Subjects' comments indicated a slightly disfavorable view of the apologist's indirect and/or ameliorative posture in the portion of the text they read. These comments reflect actual characteristics of the partial texts they read and it would seem that those who read full texts found more justification for these initial postures and, hence, were more prone to "acquit" the apologist.

When responses to the culpability item were grouped according to the strategies enacted in the full apologies, to test Hypotheses VII and VIII, a significant difference emerged. Subjects exposed to denial strategies (through the absolutive and vindicative apologies) were significantly more prone to view the apologist as not culpable than were subjects exposed to bolstering strategies (through the explanatory and justificative apologies). Table 3-7 summarizes the Chi-square analysis revealing this difference. On the basis of this result, Hypothesis VII was rejected. When responses were grouped on the basis of subjects' exposure to differentiation strategies or transcendence strategies, however, no significant differences were found (see Table 3-8). Hypothesis VIII, the final *a priori* hypothesis of this study, was therefore retained.

In summary, then, it was found that reading an apologia significantly influenced subjects' judgments about the accused person's culpability. The vindicative and absolutive apologies (in full text form) were the most effective in reversing perceptions that the speaker was culpable (which it seems were created effectively by the set of charges, given the responses of control group members). When responses to these two apologies were grouped (on the basis of subjects' common exposure to denial strategies), they were found to be significantly more effective in reversing perceptions of culpability than were the other two apologies (responses to which were grouped on the basis of subjects' common exposure to bolstering strategies). This latter set of findings parallels previous results when perceptions of the apologist's moral character were considered; a brief summary seems in order, therefore, before surveying various post hoc tests that were performed on the data.

TABLE 3-7  
PERCEIVED CULPABILITY.  
DENIAL VERSUS BOLSTERING STRATEGIES

STRATEGY	JUDGMENT	
	Accused DESERVED Blame and Censure	Accused DID NOT DESERVE Blame & Censure
DENIAL (Absolutive and Vindictive Full Text Groups)	11	29
BOLSTERING (Explanative and Justificative Full Text Groups)	22	18

Chi-square = 5.1579, d.f. = 1, p < .05

TABLE 3-8  
PERCEIVED CULPABILITY:  
DIFFERENTIATION VERSUS TRANSCENDENCE STRATEGIES

STRATEGY	JUDGMENT	
	Accused DESERVED Blame and Censure	Accused DID NOT DESERVE Blame & Censure
DIFFERENTIATION (Absolutive and Explanative Full Text Groups)	19	21
TRANSCENDENCE (Vindictive and Justificative Full Text Groups)	14	26

Chi-square = 0.9697, d.f. = 1, p > .05 (n.s.)

### Summary: Perceived Credibility and Perceived Culpability

The results of this investigation indicated that apologetic discourse can (a) significantly repair the perceived credibility of a person whose moral character has been attacked and (b) significantly reverse perceptions (created by the charges) that the person deserves to be criticized and reprimanded. It was not found that there were any differences in the capacity of each of the four styles of apologia to repair perceptions of moral character, however, when they were considered separately. It was also found to be impossible to discretely categorize each of the four styles of apologia on the basis of its ability to reverse perceptions of culpability.

When the four styles of apologia were collapsed into two categories, however, on the basis of their enactment of either denial or bolstering strategies, significant differences consistently emerged. The most economical explanation of the overall pattern of results detailed in this chapter, therefore, would seem to be that apologies enacting denial strategies are significantly more effective in repairing perceptions of moral character and reversing perceptions of culpability than are apologies enacting bolstering strategies. A discussion of this finding and its implications for arguments about the structure of the genre of apologetic discourse will be undertaken in the next chapter of this report.

### Supplementary Analyses

A series of analyses of variance and Chi-square tests of contingency

tables were conducted using the data from this study in order to check for contamination of the results by extraneous characteristics of the subject sample. None of these analyses produced significant results. It also seems improbable that there were any artifacts from environmental sources, given the randomization of booklets across experimental sessions, and it is therefore assumed that the results reported in this chapter were not contaminated.

One additional analysis of questionnaire data was performed that does have a bearing on the formal hypotheses tested in this investigation: an assessment of subjects' abilities to correctly identify the style of *apologia* to which they were exposed. The reader will recall that all subjects who read an *apologia* responded to an item forcing them to choose among four descriptions of the stances that might have been enacted in the partial or full text. The results of subjects' choices are mapped in Table 3-9 in the form of a Chi-square contingency table, they indicate that the individuals involved in this study were remarkably accurate in identifying the stance enacted in the *apologia* to which they had been exposed, given that they read only a two-sentence description of that stance. This finding strengthens the notion that the four texts used in the experiment accurately enacted the four stances and that each style made sufficient impact upon the subjects who were exposed to it to lead them to differentiate its description from descriptions of other stances. It appears, in essence, that the subjects were capable of acting as informal "judges" and "critics" who could match, with a relatively high degree of accuracy, a statement of the criterial attributes of a stance with its corresponding enactment.

TABLE 3-9  
PERCEIVED RHETORICAL STANCE OF THE APOLOGIST

PERCEIVED STANCE	TEXT GROUP*							
	FABS	FVIN	FEXP	FJUS	PABS	PVIN	PEXP	PJUS
ABSOLUTIVE	13**	2	1	0	13**	4	0	0
VINDICATIVE	2	13**	0	0	1	13**	0	1
EXPLANATIVE	5	4	16**	5	4	2	16**	8
JUSTIFICATIVE	0	1	3	15**	2	1	4	11**

Chi-square = 188.54, d f. = 21, p < .05

\*"F" and "P" indicate FULL and PARTIAL texts.

ABS = Absolutive VIN = Vindictive EXP = Explanative JUS = Justificative CONT = Control

\*\*Indicates that this number of subjects in that text group correctly identified the stance taken by the apologist in the text to which they were exposed.

## CHAPTER FOUR: DISCUSSION

The results summarized in the last chapter are discussed below relative to the two major objectives of this investigation: (1) the identification of appropriate measures of audience effects for use in scaling discourses along that dimension of rhetorical transactions, and (2) the clarification of the audience effects of the four subgenres of *apologia* that were differentiated by Ware and Linkugel (1973) when they examined the speaker strategies inherent in each type.

### The Audience Effects Dimension of Rhetorical Transactions

The results produced by this investigation provide evidence that "intensity of conviction" is not an appropriate criterion for differentiating among subgenres of apologetic discourse and, in addition, may be unsuitable for use in differentiating among other genres. When Edwin Black proposed this criterion (1965), it seems that he attempted to differentiate among genres (argumentation and exhortation) on the basis of the intensity of conviction intended by the rhetor, as indicated by the rhetor's use of strategies that either employed the "language of emotionality" (p. 139) or the language of "reasonable discourse" (p. 149). When intensity of conviction is operationalized, however, as the strength of beliefs actually held by auditors and produced by the discourse, it does not appear to be an appropriate criterion for differentiating among types of discourse.

This investigation did produce evidence that measures of perceived credibility and perceived culpability are useful for differentiating

among types of apologetic discourse. These measures were linked, necessarily, with the types of audience effects selectively focused upon by a rhetor who delivers an *apologia*. It seems to me that a correspondence of this type --- between the commonly acknowledged aims of a genre of discourse and the aspects of audience response that are operationalized and measured in investigating the effects of that genre --- is required if evidence from social science research is to be brought to bear meaningfully upon decisions made by critics of rhetorical communication. In other words, it is not possible (at this point in time) to identify an aspect of "audience effects" (e.g., intensity of conviction) that spans the entire spectrum of rhetorical transactions and can also be meaningfully used to discriminate among genres. Within a particular genre, however, it may be possible to discriminate effectively among subgenres by employing measures that are sensitive to changes in the particular aspects of audience response that are the target of discourses in that genre. The results of this investigation indicate that it is possible to scale types of discourse within a genre (in this case, *apologia*) along an audience effects dimension, they also indicate, however, that it may not be possible to scale genres along that same dimension, since there is currently no measure of audience effects that is both pertinent to the focus of each type of genre and sensitive enough to reflect differences among them.

#### Audience Effects and Apologetic Discourse

The results of this study indicate that while it is possible to

enact and identify four different types of apologetic discourse on the basis of the rhetorical stance taken by the orator, the fundamental structure (in terms of audience effects) of the genre of apologia encompassing those four types centers around the reformative strategies used by the orator.

When subjects participating in the experiment, and disinterested judges assessing its stimulus materials, were asked to behave as if they were critics of rhetorical communication, they were able to discriminate with a high degree of accuracy among the four types of apologia proposed by Ware and Linkugel (1973). Subjects and judges alike were usually able to match correctly an apologetic discourse with a brief statement of the criterial attributes of rhetorical stance it should manifest to be placed within the subgenre of absolutive, vindicative, explanatory, or justificative apologia.

When subjects were asked to behave as if they were auditors of rhetorical communication, however, their responses indicated that the pragmatic difference among the types of apologia proposed by Ware and Linkugel was a function of the strategies employed by the apologist, not the unique rhetorical stance taken by the apologist. Subjects who were exposed to an apologia (absolutive or vindicative) that employed denial strategies perceived the apologist to be significantly higher in moral character and significantly less deserving of criticism and censure than did subjects who were exposed to an apologia (explanative or justificative) that employed bolstering strategies. This difference can be reduced to a difference in responses to the apologist's choice between the two reformative strategies (denial and bolstering) that are

available for use in constructing an apologetic discourse. Reformative strategies, it will be recalled, are those which "do not attempt to change the audience's meaning or affect for whatever is in question" (Ware and Linkugel, pp. 275-276). The apologist may either concentrate on disavowing "any participation in, relationship to, or positive sentiment toward whatever it is that repels the audience," which would be denial, or may instead concentrate on seeking to identify himself or herself with something the audience views favorably, which would be bolstering (Ware and Linkugel, pp. 276-277). The former choice, denial, was proven by the present experiment to be the more effective strategy for repairing an audience's perceptions of damaged moral character and reversing an audience's perceptions of culpability.

An apologist, of course, also has a choice between two transformative strategies, differentiation and transcendence, in constructing an apologia. Transformative strategies, it will be remembered, seek to alter the audience's meaning and/or affect for the elements involved in the situation (Ware and Linkugel, p. 278). In other words, the rhetor can consistently choose between a strategy, differentiation, which serves the purpose of "separating some fact, sentiment, object, or relationship from some larger context within which the audience presently views that attribute," and another strategy, transcendence, which seeks to "psychologically move the audience away from the particulars of the charge at hand toward some more abstract general view" of his/her character (Ware and Linkugel, pp. 278 & 280). The results of this study indicate that the choice between these two transformative strategies will produce differences in the audience's perception of

the rhetorical stance or posture taken by the apologist. If the apologist chooses to employ differentiation strategies, the audience will be likely to perceive his/her rhetorical stance to be absolutive (when the dominant reformative strategy is denial) or explanatory (when the dominant reformative strategy is bolstering). If the apologist instead chooses transcendence strategies, the audience will be likely to perceive his/her rhetorical stance to be vindicative (when the dominant reformative strategy is denial) or justificative (when the dominant reformative strategy is bolstering). The results of this study do not provide evidence, however, that either of the transformative strategies (differentiation and transcendence) is more effective than the other in repairing an audience's perception of an apologist's moral character or reversing its perceptions of his/her culpability.

In sum: the results of this study provide evidence that there are four distinct rhetorical stances, as proposed by Ware and Linkugel (1973), that may be taken by an apologist and which can be identified by members of a rhetorical audience, but that it is the apologist's use of either denial or bolstering strategies within his/her discourse that will effect differentially the rhetorical audience's perceptions of his/her moral character and culpability.

#### Implications for Further Research

This study indicates that social science experimental and analytical techniques may be meaningfully employed in efforts to clarify the structure and pragmatic effects of different genres of rhetorical discourse. Two separate, although similar, lines of research are pointed

to by this study: (1) continued exploration of the structure and audience effects of the genre of apologetic discourse and (2) initial explorations of the structures and audience effects of other genres of discourse. The former line of research should begin with a replication of the present study in order to test the validity of its results and conclusions. It should then branch out to encompass experiments that systematically vary characteristics of rhetorical strategies, rhetorical situations, and rhetorical audiences for apologetic discourse. This would provide us with a more complete and refined understanding of the nature of audience responses to apologetic discourse and the elements of the discourse and/or situation that elicit particular types and levels of responses. The second line of research could use the set of methods employed in the present study as a prototype and begin contributing to clarification of strategy- and/or situation-bound audience responses to other genres of discourse. Such research would seek to augment the efforts of rhetorical critics when they attempt to discriminate among types of discourses within a particular genre, just as this study has sought to enhance our understanding of the relations among the four subgenres of *apologia* identified by Ware and Linkugel.

## REFERENCES

- Abelson, R. P. Modes of resolution of belief dilemmas. Journal of Conflict Resolution, 1959, 3, 343-352.
- Berlo, D. K., Lemert, J. B., and Mertz, R. J. Dimensions for evaluating the acceptability of message sources. Public Opinion Quarterly, 1969, 33, 563-576.
- Black, E. Rhetorical criticism: A study in method. New York: The Macmillan Co., 1965.
- Brockriede, W. Trends in the study of rhetoric: Toward a blending of criticism and science. In L. F. Bitzer and E. Black (Eds.), The prospect of rhetoric: Report of the national development project. Englewood Cliffs, N. J.: Prentice Hall, Inc., pp. 123-129.
- Nie, N. H., Hull, C. H., Jenkins, J. G., Steinbrenner, K., and Bent, D. H. Statistical package for the social sciences (2nd ed.). New York: McGraw-Hill, Inc., 1975.
- Snow, C. P. The search. New York: Charles Scribner's Sons, 1958.
- Ware, B. L., and Linkugel, W. They spoke in defense of themselves: On the generic criticism of apologia. The Quarterly Journal of Speech, 1973, 59, 273-283.

**APPENDIX A·**  
**JUDGE'S CRITERION SHEET**

JUDGE'S CRITERION SHEETSTRATEGIES

DENIAL. "Denial consists of the simple disavowal by the speaker of any participation in, relationship to, or positive sentiment toward whatever it is that repels the audience."

BOLSTERING: "Bolstering refers to any rhetorical strategy which reinforces the existence of a fact, sentiment, object, or relationship. When he bolsters, a speaker attempts to identify himself with something viewed favorably by the audience."

DIFFERENTIATION: "Differentiation subsumes those strategies which serve the purpose of separating some fact, sentiment, object, or relationship from some larger context within which the audience presently views that attribute. . . . In other words, any strategy which is cognitively divisive . . . is differentiation. The differentiation factor, therefore, consists of those strategies which represent a particularization of the charge at hand, the psychological movement on the part of the audience is toward the less abstract."

TRANSCENDENCE: "This factor takes in any strategy which cognitively joins some fact, sentiment, object, or relationship with some larger context within which the audience does not presently view that attribute. . . In sum, those strategies which involve a change in cognitive identification and in meaning factor together as transcendence. Transcendental strategies, therefore, psychologically move the audience away from the particulars of the charge at hand in a direction toward some more abstract, general view of his character."

STANCES:

ABSOLUTIVE: "An absolutive address, resulting from the union of primarily the differentiation and denial factors, is one in which the speaker seeks acquittal . . . the accused denies any wrong and . . . he differentiates any personal attribute in question from whatever it is that the audience finds reprehensible."

VINDICATIVE: "The absolutive speech differs from the vindictive address in that it is more specific than the latter. The vindictive address, due to the reliance upon transcendental [and denial] strategies, permits the accused greater ease in going beyond the specifics of a given charge. Such an apology aims not only at the preservation of the accused's reputation, but also at the recognition of his greater worth as a human being relative to the worth of his accusers."

NOTE: "A similar distinction is possible between the explanatory and justificative postures. The former, as a combination of bolstering and differentiation, is somewhat more defensive than the latter, a category of discourse relying upon the use of bolstering and transcendence strategies."

EXPLANATIVE: "In the explanatory address, the speaker assumes that if the audience understands his motives, actions, beliefs, or whatever, they will be unable to condemn him."

JUSTIFICATIVE: "The justificative address, on the other hand, asks not only for understanding, but also for approval."

JUDGE'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ SPEECH #: \_\_\_\_\_

In my judgement (employing the criteria listed on the front of this sheet), the rhetorical stance chosen by the orator in the speech I read was.

[CIRCLE ONE] ABSOLUTIVE VINOICATIVE EXPLANATIVE JUSTIFICATIVE

\* \* \* \* \*

COMMENTS:

\_\_\_\_\_  
(JUDGE'S SIGNATURE)

APPENDIX B.  
JUDGES' CATEGORIZATIONS OF APOLOGIA TEXTS  
USED IN THE EXPERIMENT

<u>JUDGE #</u>	<u>APOLOGIA ASSIGNED</u>	<u>APOLOGIA JUDGED AS:</u>
1	Absolutive	Absolutive
2	Absolutive	Absolutive
3	Absolutive	Absolutive
4	Vindictive	Vindictive
5	Vindictive	Vindictive
6	Vindictive	Vindictive
7	Vindictive	Vindictive
8	Explanative	Explanative
9	Explanative	Explanative
10	Explanative	Explanative
11	Explanative	Explanative
12	Explanative	Justificative*
13	Justificative	Justificative
14	Justificative	Justificative
15	Justificative	Justificative
16	Justificative	Justificative

\*Judge #13 picked the Justificative stance for the Explanative Apologia which she had been assigned, but her written comments concluded with the following statement: "I'm not at all sure he moved beyond the explanatory, but he seemed to be seeking approval indirectly."

APPENDIX C  
THE CHARGES AGAINST MORAL CHARACTER  
AND  
THE APOLOGIAS REPLYING TO THEM

THE SET OF CHARGES

NYCL2095008L2

OPTENEXCL

0078

## \*\*MILES MEETS WITH ACCUSERS\*\*

NEW YORK {ANS} - DR. ARTHUR MILES, DIRECTOR OF THE PRESTIGIOUS NATIONAL INSTITUTE FOR BIOPHYSICAL RESEARCH, REACTED TONIGHT TO CHARGES LEVELED AGAINST HIM LAST WEEK BY THE CITIZENS FORUM ON SCIENTIFIC RESEARCH. MILES, 38, HAS BEEN DIRECTOR OF THE INSTITUTE SINCE OCTOBER, 1976. A WELL-KNOWN SPECIALIST IN GENETICS, HE RECEIVED HIS PH.D. IN MICROBIOLOGY FROM CORNELL AND WAS A FACULTY MEMBER AT THE UNIVERSITY OF TEXAS FOR SEVERAL YEARS.

THE CONTROVERSY SURROUNDING DR. MILES BEGAN LAST WEEK. AFTER COMPLETING A ROUTINE, THREE WEEK INSPECTION OF THE INSTITUTE'S RESEARCH AND ADMINISTRATIVE FACILITIES ON LONG ISLAND, THE FORUM ISSUED A REPORT THAT INCLUDED CRITICISM OF MILES' PROFESSIONAL AND PERSONAL CONDUCT. THE FORUM IS ONE OF SEVERAL GROUPS WHICH AGREED, WHEN THE INSTITUTE WAS ESTABLISHED IN 1974 THROUGH FEDERAL AND PRIVATE GRANTS, TO OVERSEE AND REPORT ON ACTIVITIES AT THE LONG ISLAND LABORATORIES. WHILE THE OVERALL TONE OF THE 48-PAGE REPORT WAS FAVORABLE, IT SHARPLY CRITICIZED DR. MILES IN ITS CLOSING SECTION. THAT CRITICISM, WHICH WAS PRINTED IN SEVERAL NEWSPAPERS AND QUOTED IN PART ON NEWS BROADCASTS ACROSS THE COUNTRY, READ AS FOLLOWS:

"IT MAY BE INDICATED THAT THE DIRECTOR OF THE INSTITUTE [DR. MILES] IS TO BE CENSURED FOR HIS ATTITUDES AND CONDUCT. THIS COMMITTEE OF THE FORUM RECEIVED CONFIDENTIAL REPORTS FROM SEVERAL STAFF MEMBERS AT THE INSTITUTE WHICH CHARACTERIZED THE DIRECTOR AS EXTREMELY AUTHORITARIAN AND WHICH INDICATED THAT HE MAY HAVE VIOLATED PROFESSIONAL ETHICS BY TAKING CREDIT HIMSELF FOR DISCOVERIES MADE BY STAFF MEMBERS. DURING INTERVIEWS WITH THE STAFF, THE DIRECTOR WAS DESCRIBED BY THEM AS 'HARSH,' 'UNFEELING,' 'OVERBEARING,' 'POWER HUNGRY,' 'MORE INTERESTED IN PUBLICITY THAN IN GOOD RESEARCH,' AND 'ONLY CONCERNED WITH RESULTS, NOT WITH SAFETY.' IN ADDITION, THREE STAFF MEMBERS REPORTED THAT THE DIRECTOR'S NAME APPEARED AS THE PRIMARY AUTHOR FOR SCIENTIFIC JOURNAL ARTICLES REPORTING RESEARCH IN WHICH THE DIRECTOR, IN FACT, WAS NOT INVOLVED, BUT MERELY COORDINATED AS PART OF HIS ADMINISTRATIVE DUTIES.

THE NATIONAL INSTITUTE FOR BIOPHYSICAL RESEARCH PLAYS A VITAL ROLE IN CONDUCTING AND COORDINATING RESEARCH WHICH IS ESSENTIAL TO THE ADVANCEMENT OF THE HEALTH SCIENCES AND TO THE IMPROVEMENT OF THE QUALITY OF LIFE OF THE AMERICAN PEOPLE. FURTHERMORE, RESEARCH AT THE INSTITUTE OFTEN INVOLVES THE USE OF LETHAL BIOLOGICAL CONTAMINANTS AGAINST WHICH BOTH THE STAFF AND THE PUBLIC MUST BE ADEQUATELY SAFEGUARDED. THE DIRECTOR OF THE INSTITUTE IS ULTIMATELY RESPONSIBLE FOR BOTH THE QUALITY OF THE RESEARCH CONDUCTED AT THE LONG ISLAND FACILITY AND FOR THE SAFETY OF HIS STAFF AND THE COMMUNITY AT LARGE. DR. ARTHUR MILES' CAPACITY TO MEET THESE RESPONSIBILITIES HAS BEEN SERIOUSLY QUESTIONED AND THIS COMMITTEE RECOMMENDS THAT ALL ALLEGATIONS AGAINST HIM BE PROMPTLY AND THOROUGHLY INVESTIGATED."

DR. MILES RECEIVED A COPY OF THE REPORT JUST BEFORE IT WAS MADE PUBLIC. HE ASKED FOR A CHANCE TO REPLY BRIEFLY TO THE REPORT, WITH COVERAGE BY THE MEDIA, AT THE NEXT REGIONAL MEETING OF THE FORUM. HIS REQUEST WAS GRANTED AND THAT MEETING WAS HELD TONIGHT AT THE BARKLEY CONFERENCE CENTER OF THE CITY UNIVERSITY OF NEW YORK. AT THE CENTER, A NEW AMPHITHEATER-STYLE AUDITORIUM WITH FULL FACILITIES FOR NEWSPAPER, RADIO, AND TELEVISION COVERAGE DR. MILES SPOKE TO ABOUT 250 MEMBERS OF THE FORUM. MEMBERSHIP IN THE FORUM, A NATIONWIDE "CONSUMER-

NYCL20195008L2

OPTENEXL

0079

"TYPE" ORGANIZATION, IS OPEN TO ANY PERSON INTERESTED IN "SCIENCE, SCIENTISTS, AND THE IMPACT OF SCIENTIFIC RESEARCH ON OUR EVERYDAY LIVES," ACCORDING TO THE FORUM'S PUBLIC RELATIONS DIRECTOR, DR. ANGELA SOUTHERN. "MEMBERS COME FROM ALL WALKS OF LIFE AND GET TOGETHER AMONG THEMSELVES AND WITH SCIENTISTS TO EXCHANGE IDEAS." THE FORUM ALSO SERVES TO EVALUATE AND REPORT ON VARIOUS RESEARCH PROGRAMS ACROSS THE COUNTRY.

AT THE CLOSE OF THE REGULAR MEETING OF THE FORUM, DR. MILES WAS INTRODUCED AND ADDRESSED THE MEMBERSHIP:

//////FULL TEXT OF MILES' SPEECH FOLLOWS. IF YOU WANT TRANSMISSION, THEN//////////  
//////KEY 34-STOP-08L2 AND REFERENCE NYCL201950. IF YOU DO NOT WANT//////////  
//////TRANSMISSION, THEN KEY 62-FINISH ////////////  
//////YOU HAVE KEYED 34-STOP-08L2. TEXT FOLLOWS NEXT PAGE ////////////

(Second Page. Treatment Groups)

NYCL209500&amp;L2

OPTENEXCL

0079

TYPE" ORGANIZATION, IS OPEN TO ANY PERSON INTERESTED IN "SCIENCE, SCIENTISTS, AND THE IMPACT OF SCIENTIFIC RESEARCH ON OUR EVERYDAY LIVES." ACCORDING TO THE FORUM'S PUBLIC RELATIONS DIRECTOR, DR. ANGELA SOUTHERN. "MEMBERS COME FROM ALL WALKS OF LIFE AND GET TOGETHER AMONG THEMSELVES AND WITH SCIENTISTS TO EXCHANGE IDEAS." THE FORUM ALSO SERVES TO EVALUATE AND REPORT ON VARIOUS RESEARCH PROGRAMS ACROSS THE COUNTRY

AT THE CLOSE OF THE REGULAR MEETING OF THE FORUM, DR. MILES WAS INTRODUCED AND ADDRESSED THE MEMBERSHIP BRIEFLY. HIS REMARKS FOCUSED ON THE REQUIREMENTS OF HIS ROLE AS DIRECTOR AND ON EXPLAINING VARIOUS TECHNICAL ASPECTS OF THE RESEARCH BEING CONDUCTED AT THE LONG ISLAND LABORATORIES. HE STATED THAT HE WAS PREPARING A FULL REPLY TO THE CHARGES MADE IN THE REPORT, WHICH HE WILL FORWARD TO THE FORUM AND THE MEDIA EARLY NEXT WEEK. HE THANKED THE MEMBERS OF THE FORUM, AS WELL AS THE PRESS AND PUBLIC, FOR AN OPPORTUNITY "TO BE SEEN BY THEM IN PERSON" SO THAT THEY "WOULD KNOW WHO WAS TALKING" WHEN HE ISSUES HIS REPLY NEXT WEEK. BOTH DR. MILES AND MEMBERS OF THE FORUM DECLINED TO MAKE ANY COMMENTS FOLLOWING THE PRESENTATION.

-30-

////IF YOU WANT A FULL COPY OF THE TEXT OF MILES' STATEMENT WHEN IT IS//////////  
////RELEASED NEXT WEEK, KEY 34-STOP-0&L2 AND REFERENCE NYCL20950//////////

(Second Page. Control Group)

THE ABSOLUTIVE APOLOGIA

NYCL2095008L2

OPTENEXL

0080

"LADIES AND GENTLEMEN. AS I STAND BEFORE YOU TONIGHT I FIND MYSELF FEELING BOTH ANGRY AND CONFUSED. I AM ANGRY BECAUSE I HAVE BEEN ATTACKED FOR DOING MY JOB; FOR DOING THE JOB THAT WAS ASSIGNED TO ME ALMOST TWO YEARS AGO WHEN I BECAME DIRECTOR OF THE NATIONAL INSTITUTE FOR BIOPHYSICAL RESEARCH. I AM CONFUSED BECAUSE IT SEEMS I AM BEING ASKED TO CHANGE THE WAY IN WHICH I CARRY OUT MY RESPONSIBILITIES, BUT I CAN FIND NO WAY TO DO THAT WITHOUT OPENING MYSELF TO MORE ATTACKS. LET ME EXPLAIN THE SITUATION IN MORE DETAIL AND YOU WILL SEE MY DILEMMA.

I AM ANGRY BECAUSE I HAVE BEEN CHARGED WITH BEING AN 'AUTHORITARIAN' AND WITH TAKING CREDIT FOR RESEARCH WHICH WAS NOT MY OWN. THOSE CHARGES ARE SIMPLY NOT TRUE. I DENY THEM. AT THE SAME TIME, HOWEVER, I THINK I CAN IDENTIFY THE MISINTERPRETATIONS THAT LED TO THE ACCUSATIONS.

AS THE DIRECTOR OF ONE OF THE LARGEST, MOST ADVANCED RESEARCH FACILITIES IN THE UNITED STATES, I AM REQUIRED TO BE A STRONG LEADER. THE INSTITUTE RUNS ON MONEY FROM THE FEDERAL GOVERNMENT, WHICH IS ULTIMATELY MONEY FROM EACH AND EVERY ONE OF US WHO PAYS TAXES. IT ALSO RUNS ON MONEY FROM PRIVATE FOUNDATIONS, WHICH IS ULTIMATELY MONEY THAT IS DENIED TO OTHER WORTHY CAUSES IN FAVOR OF SUPPORTING THE INSTITUTE. I THINK WE ALL AGREE THAT THE MONEY INVESTED IN THE INSTITUTE IS MONEY SPENT WELL. ALMOST EVERY DAY WE ARE MAKING ADVANCES THAT BENEFIT THE HEALTH SCIENCES AND THE PEOPLE THEY SERVE. BUT THOSE ADVANCES WOULD NOT BE POSSIBLE WITHOUT FIRM CONTROL AND COORDINATION OF THE MASSIVE STAFF AT THE INSTITUTE.

WITHOUT STRONG LEADERSHIP, THE LONG ISLAND LABORATORY WOULD BECOME A SCIENTIFIC 'TOWER OF BABEL.' EACH STAFF MEMBER WOULD BE PURSUING A DIFFERENT GOAL AND WASTING TIME AND MONEY IN A HELTER-SKELTER SCRAMBLE FOR FAME AND FORTUNE. DIFFERENT LINES OF RESEARCH WOULD BE DEVELOPED AT CROSSED, OFTEN CONTRADICTORY PURPOSES. EQUIPMENT AND FACILITIES WOULD BE UNNECESSARILY DUPLICATED. I THINK YOU CAN FILL IN THE REST OF THE PICTURE FOR YOURSELVES . . .

IT IS MY JOB, MY DUTY, MY MOST IMPORTANT GOAL TO KEEP A SITUATION LIKE THAT FROM DEVELOPING. I AM NOT A 'HARSH,' 'UNFEELING,' OR 'OVERBEARING' PERSON, ALTHOUGH THE REPORT ISSUED LAST WEEK CHARACTERIZES ME THAT WAY. IT WOULD NOT BE POSSIBLE FOR SUCH A PERSON TO DEAL WITH THE DELICATE, OFTEN FIERY TEMPERAMENTS OF THE BRILLIANT AND AGGRESSIVE SCIENTISTS WHO MAKE UP OUR STAFF. BUT I AM A STRONG LEADER. I AM CAPABLE OF CONTROLLING OUTBURSTS AND SITUATIONS THAT WOULD THREATEN THE ATMOSPHERE OF TEAMWORK THAT IS ESSENTIAL TO THE INSTITUTE'S OPERATIONS. I CAN BE FIRM, RATIONAL, AND OBJECTIVE. THOSE ARE FUNDAMENTAL REQUIREMENTS OF MY JOB AND I AM PLEASED WITH MY CAPACITY TO FULFILL THOSE REQUIREMENTS. BUT I ABSOLUTELY DENY THAT IT IS LEGITIMATE TO TRANSLATE 'FIRM, RATIONAL, AND OBJECTIVE' INTO 'HARSH, UNFEELING, AND OVERBEARING.'

I AM ALSO ANGRY BECAUSE I HAVE BEEN ACCUSED OF BEING 'POWER HUNGRY,' OF BEING A 'PUBLICITY SEEKER' WHO EVEN TAKES CREDIT FOR THE EFFORTS OF OTHERS. I DENY THOSE CHARGES. WHAT 'POWER' IS THERE FOR ME TO HUNGER FOR, LADIES AND GENTLEMEN? I AM THE DIRECTOR OF THE INSTITUTE. I CANNOT BE PROMOTED. I CANNOT HAVE ANY MORE 'POWER' THAN IS ALLOWED BY MY JOB DESCRIPTION OR THAN IS GRANTED TO ME BY THE STAFF I SUPERVISE AND SERVE. AND WHY SHOULD I TAKE CREDIT FOR THE WORK OF A STAFF MEMBER? I AM LONG PAST THE STAGE IN MY CAREER WHEN ONE MUST 'PUBLISH OR PERISH.' FRANKLY, I HAVE A LONG AND RATHER IMPRESSIVE LIST OF PUBLICATIONS THAT REPRESENT MY OWN INDIVIDUAL WORK IN THE FIELD OF GENETICS. I HAVE NO NEED TO ENDANGER THAT LIST BY ADDING TO IT WORKS THAT ARE NOT MY OWN. I HAVE BEEN INVOLVED, ON A REGULAR BASIS, WITH RESEARCH TEAMS AT THE INSTITUTE. THEY HAVE REQUESTED MY PARTICIPATION BECAUSE OF MY EXPERTISE IN GENETICS. ON

NYCL2095008L2

OPTENEXCL

0081

SEVERAL OCCASIONS, THE RESULTS OF THOSE TEAM EFFORTS HAVE BEEN PUBLISHED. AND I ASSURE YOU THAT ANY TIME MY NAME APPEARED AS 'FIRST' OR 'SENIOR' AUTHOR, IT WAS BECAUSE I HAD DONE THE MAJORITY OF THE WORK ON THE PROJECT. THE ONLY TYPE OF 'PUBLICITY' I AM INTERESTED IN IS THE LEGITIMATE PUBLIC RECOGNITION OF THE OPERATIONS AND RESULTS OF THE NATIONAL INSTITUTE FOR BIOPHYSICAL RESEARCH.

FINALLY, I HAVE BEEN ACCUSED OF NOT BEING INTERESTED IN THE SAFETY OF MY STAFF AND THE GENERAL PUBLIC. THIS CHARGE SEEMS TO SPRING FROM THE EARLIER JUDGEMENT THAT I AM SOME KIND OF POWER HUNGRY, UNPROFESSIONAL SLAVE-DRIVER. AS I HAVE JUST FINISHED DEMONSTRATING, THAT JUDGEMENT IS SIMPLY NOT TRUE. IT CAN NOW BE IGNORED. IT AROSE FROM A MISINTERPRETATION OF MY ROLE AND ACTIONS AS DIRECTOR.

BUT I STILL FIND MYSELF CONFUSED, LADIES AND GENTLEMEN. THE ONLY WAY I CAN ENSURE AND EMPHASIZE SAFETY IS TO CONTINUE THE PATTERN OF STRONG AND CONSCIENTIOUS LEADERSHIP THAT I HAVE PRACTICED AT THE INSTITUTE. IF YOU WOULD HAVE ME ABANDON THE ROLE OF A FIRM AND RESPONSIBLE COORDINATOR, THERE IS NO WAY THAT I COULD MONITOR AND ENFORCE SAFETY PROCEDURES AND REGULATIONS AS I DO NOW. BUT, IF YOU WOULD HAVE ME CONTINUE TO EMPHASIZE THE SAFETY OF THE STAFF, THE PUBLIC, INDEED OF ALL OF US HERE TONIGHT . . . THEN MUST I EXPECT MORE ATTACKS IN THE FUTURE? MUST I EXPECT TO BE HARSHLY AND PUBLICLY CRITICIZED BECAUSE I EXERCISE THE AUTHORITY DELEGATED TO ME WHENEVER I CORRECT A SITUATION THAT THREATENS A POTENTIAL CATASTROPHE?

I TRUST THAT THOSE CRITICISMS WILL CEASE. BUT, IN ANY CASE, YOU MAY BE ASSURED THAT I WILL NOT RETREAT EVEN ONE STEP FROM MY POSITION ON STRONG AND CONSTANT ENFORCEMENT OF SAFETY PROCEDURES. I WOULD RATHER BE REMEMBERED AS THE 'AUTHORITARIAN SO-AND-SO' WHO NEVER ALLOWED OR CONTRIBUTED TO A VIOLATION OF SAFETY PROCEDURES . . . THAN AS THE 'NICE GUY' WHO WAS DIRECTOR WHEN BIOLOGICAL CONTAMINANTS REACHED THE PUBLIC BECAUSE HE WAS AFRAID TO BE FIRM ABOUT SAFETY.

I THANK YOU VERY SINCERELY FOR THE TIME YOU HAVE GRANTED ME TONIGHT, LADIES AND GENTLEMEN. I HOPE THAT YOU WILL CONSIDER MY REMARKS CAREFULLY AND COMMUNICATE YOUR REVISED JUDGEMENTS TO ME AS SOON AS POSSIBLE. I AM CERTAIN THAT YOU ARE ALL AS ANXIOUS AS I AM TO RESOLVE THIS MATTER, TO SET IT BEHIND US SO THAT WE CAN GET BACK TO THE BUSINESS OF SCIENTIFIC PROGRESS AND SERVICE. AGAIN, THANK YOU.

THE VINDICATIVE APOLOGIA

NYCL2095008L2

OPTENEXCL

0080

"LADIES AND GENTLEMEN, AS I STAND BEFORE YOU TONIGHT I FIND MYSELF FEELING BOTH ANGRY AND CONFUSED. I AM ANGRY BECAUSE I HAVE BEEN VICIOUSLY ATTACKED SIMPLY FOR DOING MY JOB; THE JOB THAT WAS ASSIGNED TO ME ALMOST TWO YEARS AGO WHEN I BECAME DIRECTOR OF THE NATIONAL INSTITUTE FOR BIOPHYSICAL RESEARCH. I AM CONFUSED AND FRUSTRATED BECAUSE IT SEEMS I AM BEING ASKED TO CHANGE THE WAY IN WHICH I CARRY OUT MY RESPONSIBILITIES . . . BUT I CAN FIND NO WAY TO DO THAT WITHOUT OPENING MYSELF TO MORE ATTACKS. LET'S LOOK AT THE CHARGES MADE AGAINST ME, AND THEIR ORIGINAL SOURCES, IN MORE DETAIL AND YOU WILL SEE MY DILEMMA.

I AM ANGRY BECAUSE I HAVE BEEN CHARGED WITH BEING AN 'AUTHORITARIAN' AND WITH TAKING CREDIT FOR RESEARCH WHICH WAS NOT MY OWN. THOSE CHARGES ARE SIMPLY NOT TRUE. I DENY THEM. AND I THINK IT IS IMPORTANT TO EXPOSE THE MOTIVATIONS BEHIND THOSE ACCUSATIONS.

AS THE DIRECTOR OF ONE OF THE LARGEST, MOST ADVANCED RESEARCH FACILITIES IN THE UNITED STATES, I AM REQUIRED TO BE A STRONG LEADER AND I ASK YOU, LADIES AND GENTLEMEN, HAS THERE EVER BEEN A STRONG LEADER, A PERSON CAPABLE OF BEING FIRM AND ASSERTIVE WHEN THE SITUATION DEMANDED IT, WHO WAS NOT RESENTED AND ENVIED BY A SMALL MINORITY OF HIS FOLLOWERS? IT IS JUST SUCH A MINORITY THAT HAS SLANDERED ME IN THEIR 'CONFIDENTIAL REPORTS' TO YOUR COMMITTEE

I AM NOT 'HARSH.' I AM NOT 'UNFEELING.' I AM NOT 'OVERBEARING.' I AM A STRONG LEADER. I WAS CHOSEN AS THE DIRECTOR OF THE INSTITUTE BECAUSE I HAD THE STRENGTH AND SKILLS TO SUPERVISE A MASSIVE STAFF OF BRILLIANT AND OFTEN TEMPERAMENTAL SCIENTISTS. THE BOARD OF ADVISORS WHO SELECTED ME AS DIRECTOR WERE LOOKING FOR SOMEONE WITH SEVERAL TALENTS. THEY WANTED A PERSON WHO COULD WISELY CONTROL AND ALLOCATE MONEY FROM THE FEDERAL GOVERNMENT, MONEY THAT IS ULTIMATELY SUPPLIED BY YOU AND ME . . . BY EVERY ONE OF US WHO PAYS TAXES. THEY WANTED A PERSON WHO COULD RAISE AND SPEND WISELY MONEY FROM PRIVATE FOUNDATIONS, MONEY THAT IS ULTIMATELY DENIED TO OTHER WORTHY CAUSES IN FAVOR OF SUPPORTING THE INSTITUTE. THEY WANTED A PERSON WHO COULD KEEP THE INSTITUTE FROM BECOMING A SCIENTIFIC 'TOWER OF BABEL,' WITH SCIENTISTS SCURRYING AROUND HELTER-SKELTER, PURSUING CONTRADICTORY GOALS, WASTING TIME AND MONEY. AFTER CONSIDERING A WEALTH OF CANDIDATES FOR THE POSITION OF DIRECTOR, THE BOARD OF ADVISORS SELECTED ME AS THAT PERSON THEY WERE LOOKING FOR. I HAVE SPENT EVERY DAY IN THE POSITION OF DIRECTION TRYING TO FULFILL THE FAITH AND TRUST THEY PLACED IN ME. ON ALMOST A DAILY BASIS, AS YOU KNOW, WE ARE MAKING ADVANCES THAT DIRECTLY BENEFIT THE HEALTH SCIENCES AND THE PEOPLE THEY SERVE. IF SOME OF THE STAFF RESENT MY EFFORTS TO BE A STRONG LEADER, AS MY JOB REQUIRES . . . IF THEY RESENT OUR EFFORTS TO PRODUCE SMOOTHLY COORDINATED RESEARCH PROJECTS THAT WILL BENEFIT THE AMERICAN PEOPLE . . . THEN THEY SHOULD SPEND MORE TIME EXAMINING THE SOURCES OF THEIR OWN IMMATURITY, THE SOURCES OF THEIR LACK OF ABILITY TO FOLLOW LEGITIMATE AUTHORITY. AND THEY SHOULD SPEND LESS TIME SCHEMING AND TRYING TO MAKE ME THE SCAPEGOAT FOR THEIR OWN INSECURITIES AND FRUSTRATION.

I AM ALSO ANGRY BECAUSE I HAVE BEEN ACCUSED OF BEING 'POWER HUNGRY,' OF BEING A 'PUBLICITY SEEKER' WHO EVEN TAKES CREDIT FOR EFFORTS MADE BY OTHERS. I DENY THOSE CHARGES. THEY WERE MADE, I ASSUME, BECAUSE OF RESENTMENT OF MY STATUS IN THE SCIENTIFIC COMMUNITY; BECAUSE OF RESENTMENT FOR THE TIME I SPEND DOING PUBLIC RELATIONS; BECAUSE OF RESENTMENT FOR THE MANY UNPAID HOURS I SPEND SEEKING PUBLICrecognition FOR THE OPERATIONS AND RESULTS OF THE NATIONAL INSTITUTE.

I AM A PROFESSIONAL SCIENTIST WITH A LONG LIST OF PUBLICATIONS AND CONTRIBUTIONS I HAVE MADE IN THE FIELD OF GENETICS. I HAVE NO NEED TO 'TACK' MY NAME ONTO ANYONE ELSE'S WORK TO GAIN RECOGNITION. IN FACT, WHEN I ACCEPTED THE POSITION OF DIRECTOR, I WILLINGLY ACCEPTED THE FACT THAT I WOULD NO LONGER BE SEEKING ANY RECOGNITION

NYCLE09500&amp;L2

OPTENEXCL

00&amp;L

FOR MYSELF I REALIZED THAT I WOULD BE SEEKING RECOGNITION FOR THE ENTIRE SCIENTIFIC COMMUNITY AT THE INSTITUTE I WOULD BE SPENDING A GREAT DEAL OF TIME TRYING TO ATTRACT THE PUBLIC'S ATTENTION. AND THEN, WHEN I GOT IT, I WOULD BE DIRECTING IT TO THE EFFORTS AND ACCOMPLISHMENTS OF MY STAFF, NOT MYSELF. IF SOME OF MY STAFF HAVE NOT APPRECIATED THE COUNTLESS, OFTEN THANKLESS HOURS I HAVE SPENT ON THEIR BEHALF, THEN I THINK IT IS OBVIOUS THAT THEY ARE THE ONES WHO ARE 'POWER HUNGRY PUBLICITY SEEKERS.' NOT ME.

FINALLY, I HAVE BEEN THE VICTIM OF A RATHER AMBIGUOUS ACCUSATION ABOUT NOT BEING INTERESTED IN THE SAFETY OF MY STAFF AND THE GENERAL PUBLIC. THIS IS THE MOST VICIOUS KIND OF RUMOR IMAGINABLE. THERE ARE NO 'SPECIFICS' TO THE CHARGE, BUT IT FOCUSES ON AN ISSUE THAT TERRIFIES ALL OF US: THE POSSIBILITY OF A BIOLOGICAL CATASTROPHE I ASSURE YOU, LADIES AND GENTLEMEN, THAT AS A GENETICIST I AM VERY FAMILIAR WITH THE DANGERS OF BIOLOGICAL RESEARCH. I HAVE BEEN CONSTANTLY AWARE OF THE NEED FOR THE STRICTEST POSSIBLE SAFEGUARDS AGAINST THOSE DANGERS. IF SAFETY WAS NOT A PRIORITY FOR ME, I WOULD NOT BE STANDING HERE NOW SPEAKING TO YOU - - - I WOULD HAVE DIED OF CONTAMINATION OR DISEASE IN MY OWN LABORATORY MANY YEARS AGO

THERE IS ABSOLUTELY NO REASON FOR ANY MEMBER OF THE INSTITUTE'S STAFF TO HAVE RAISED THIS SAFETY ISSUE. AS ALL OF YOU KNOW, OUR SAFETY RECORD IS PERFECT AND OUR SAFETY PROCEDURES ARE OPEN TO MONITORING AND REVIEW AT ALL TIMES. THOSE WHO STARTED THIS RUMOR ARE CRIMINALS AND SHOULD BE CHARGED WITH A CRIMINAL OFFENSE. THEY HAVE UNNECESSARILY ALARMED ALL OF US AND, EVEN WORSE, THEY MAY HAVE MADE US LESS RESPONSIVE IN CASE A TRUE EMERGENCY EVER ARISES. THEY HAVE CRIED, 'WOLF!', WHEN THERE WAS NO WOLF AROUND . AND THEY SHOULD BE PREVENTED FROM DOING SO AGAIN.

AND, IN CONCLUSION, I AM CONFUSED. AM I TO BOW DOWN TO A RESENTFUL, IMMATURE, UNPROFESSIONAL AND VICIOUS MINORITY WHO HAVE SOUGHT TO DISRUPT THE OPERATIONS OF THE INSTITUTE BY SLANDERING ME? AM I TO ABANDON THE PROFESSIONAL ETHICS I OBSERVE AND MY SENSE OF DUTY AND RESPONSIBILITY TO THE BOARD OF ADVISORS WHO PICKED ME AS DIRECTOR? AM I TO BECOME A WEAK LEADER, A POOR ADMINISTRATOR, A SHODDY SCIENTIST IN ORDER TO MEET THE PETTY NEEDS OF THOSE WHO HAVE ATTACKED ME? I COULD DO THAT, I SUPPOSE . . . BUT THEN I WOULD OPEN MYSELF TO LEGITIMATE ATTACKS ON MY CAPABILITIES AS DIRECTOR, NOT JUST THE FALSE AND VICIOUS RUMORS THAT HAVE BEEN SPREAD SO FAR.

I THANK YOU VERY SINCERELY FOR THE TIME YOU HAVE GRANTED ME TONIGHT, LADIES AND GENTLEMEN. I HOPE THAT YOU WILL CONSIDER MY REMARKS CAREFULLY AND COMMUNICATE YOUR REVISED JUDGEMENTS TO ME AS SOON AS POSSIBLE. I AM CERTAIN THAT YOU ARE ALL AS ANXIOUS AS I AM TO RESOLVE THIS MATTER, TO SET IT BEHIND US SO THAT WE CAN GET BACK TO THE BUSINESS OF SCIENTIFIC PROGRESS AND SERVICE. AGAIN, THANK YOU.

THE EXPLANATIVE APOLOGIA

NYCL2095008L2

OPTENEXCL

0080

"LADIES AND GENTLEMEN, AS I STAND BEFORE YOU TONIGHT I FIND MYSELF FEELING ANGRY AND CONFUSED. I AM ANGRY BECAUSE I HAVE BEEN ATTACKED FOR TRYING TO DO MY JOB; FOR TRYING TO DO THE JOB THAT WAS ASSIGNED TO ME ALMOST TWO YEARS AGO WHEN I BECAME DIRECTOR OF THE NATIONAL INSTITUTE FOR BIOPHYSICAL RESEARCH. I AM CONFUSED BECAUSE IT SEEMS I AM BEING ASKED TO CHANGE THE WAY IN WHICH I CARRY OUT MY RESPONSIBILITIES, BUT I CAN FIND NO WAY TO DO THAT WITHOUT OPENING MYSELF TO MORE ATTACKS. LET ME EXPLAIN THE SITUATION TO YOU IN MORE DETAIL AND YOU WILL SEE MY DILEMMA.

I AM UPSET BECAUSE I HAVE BEEN CENSURED FOR BEING AN 'AUTHORITARIAN' AND FOR TAKING CREDIT FOR SOME OF THE RESEARCH PERFORMED AT THE INSTITUTE. THE HOSTILE TONE WITH WHICH THESE CHARGES WERE MADE DOES NOT TAKE INTO ACCOUNT THE INCREDIBLE PRESSURES AND RESPONSIBILITIES I FACE EVERY DAY AS DIRECTOR OF ONE OF THE LARGEST, MOST ADVANCED RESEARCH FACILITIES IN THE UNITED STATES. I AM EXPECTED TO BE A STRONG LEADER AT ALL TIMES. THE INSTITUTE RUNS ON MONEY FROM THE FEDERAL GOVERNMENT, WHICH IS ULTIMATELY MONEY FROM EACH AND EVERY ONE OF US WHO PAYS TAXES. IT ALSO RUNS ON MONEY FROM PRIVATE FOUNDATIONS, WHICH IS ULTIMATELY MONEY THAT IS DENIED TO OTHER WORTHY CAUSES IN FAVOR OF SUPPORTING THE INSTITUTE. IT IS A MAJOR PART OF MY JOB TO INSURE THAT EVERY PENNY OF THOSE FUNDS IS SPENT WISELY AND FULLY JUSTIFIED. I THINK I HAVE MET THAT RESPONSIBILITY. ALMOST EVERY DAY WE ARE MAKING ADVANCES THAT DIRECTLY BENEFIT THE HEALTH SCIENCES AND THE PEOPLE THEY SERVE. THOSE ADVANCES WOULD NOT BE POSSIBLE WITHOUT MY EFFORTS TO FIRMLY CONTROL AND COORDINATE THE MASSIVE STAFF AT THE INSTITUTE.

WITHOUT STRONG LEADERSHIP, THE LONG ISLAND LABORATORY WOULD BECOME A SCIENTIFIC 'TOWER OF BABEL.' EACH STAFF MEMBER WOULD PURSUE A DIFFERENT GOAL AND WASTE TIME AND MONEY IN A HELTER-SKELTER SCRAMBLE FOR FAME AND FORTUNE. DIFFERENT LINES OF RESEARCH WOULD DEVELOP WITHOUT COORDINATION AND INTEGRATION. THEY WOULD BE AT CROSSED PURPOSES . . . OR EVEN CONTRADICTORY. EQUIPMENT AND FACILITIES WOULD BE UNNECESSARILY DUPLICATED. I THINK YOU CAN FILL IN THE REST OF THE PICTURE FOR YOURSELVES . . .

IT IS MY JOB, MY DUTY, MY MOST IMPORTANT GOAL TO TRY TO KEEP A SITUATION LIKE THIS FROM DEVELOPING. IF I SEEM, TO SOME OF MY STAFF, TO BE 'HARSH,' 'UNFEELING,' AND 'OVERBEARING,' IT IS ONLY BECAUSE I AM TRYING MY BEST TO EXERCISE LEADERSHIP. I AM TRYING MY BEST TO BALANCE AND INTEGRATE THE DELICATE, OFTEN FIERY TEMPERAMENTS OF THE BRILLIANT AND AGGRESSIVE SCIENTISTS WHO MAKE UP OUR STAFF. I TRY MY BEST TO CONTROL OUTBURSTS AND SITUATIONS THAT WOULD THREATEN THE ATMOSPHERE OF TEAMWORK THAT IS ESSENTIAL TO THE INSTITUTE'S OPERATIONS. I REALLY TRY MY BEST TO BE FIRM, RATIONAL, AND OBJECTIVE . . . THOSE ARE FUNDAMENTAL REQUIREMENTS OF MY JOB AND I CONSTANTLY STRIVE TO FULFILL THEM. BUT, IF 'FIRM, RATIONAL, AND OBJECTIVE,' SOMETIMES SLIPS INTO BEING 'HARSH, UNFEELING, AND OVERBEARING,' IT IS ONLY BECAUSE OF THE ENORMOUS TASK I FACE IN TRYING TO LEAD AND INTEGRATE A DIFFICULT GROUP OF FOLLOWERS. I NEVER WISH TO ABUSE OR INSULT ANY MEMBER OF MY STAFF. AND, IF THAT HAS HAPPENED, IT IS ONLY BECAUSE OF MY EFFORTS TO FULFILL THE TASK OF LEADERSHIP GIVEN TO ME.

I AM ALSO UPSET BECAUSE I HAVE BEEN ACCUSED OF BEING 'POWER HUNGRY,' OF BEING A 'PUBLICITY SEEKER' WHO HAS TAKEN CREDIT FOR THE EFFORTS MADE BY OTHERS. IT IS A MAJOR RESPONSIBILITY OF THE DIRECTOR TO SEE THAT THE WORK AT THE INSTITUTE RECEIVES MAXIMUM EXPOSURE IN THE EYES OF BOTH THE PUBLIC AT LARGE AND THE SCIENTIFIC COMMUNITY. AS DIRECTOR OF THE INSTITUTE, I CANNOT BE PROMOTED, BUT I AM SUPPOSED TO 'PROMOTE' THE INSTITUTE ITSELF. I CANNOT HAVE ANY MORE 'POWER' THAN IS GIVEN TO ME BY MY JOB DESCRIPTION, BUT I CAN TRY TO CONTRIBUTE TO THE POWER AND PRESTIGE OF THE STAFF I SUPERVISE AND SERVE. I INVOLVE MYSELF TO THE GREATEST EXTENT POSSIBLE IN THE RESEARCH CONDUCTED BY THE INVESTIGATIVE TEAMS AT THE INSTITUTE. ON SEVERAL OCCASIONS, THE RESULTS OF RESEARCH CONDUCTED BY THOSE TEAMS HAS BEEN

NYCL2095008L2

OPTENEXCL

0081

WORTHY OF PUBLICATION. AS I AM A RESPECTED GENETICIST WITH A HISTORY OF MEANINGFUL RESEARCH AND PUBLICATION, I HAVE OFTEN BEEN LISTED AS 'FIRST' OR 'SENIOR' AUTHOR WHEN A MANUSCRIPT WAS SUBMITTED. THIS WAS NOT INTENDED TO BE A VIOLATION OF PROFESSIONAL ETHICS AT ALL . . IT WAS INTENDED TO BE A FULFILLMENT OF THEM. IT SEEMS TO ME TO BE MY PERSONAL AND PROFESSIONAL RESPONSIBILITY TO SEE THAT NEW DATA AND PROCEDURES DISCOVERED AT THE INSTITUTE BE COMMUNICATED AS RAPIDLY AS POSSIBLE TO OTHER SCIENTISTS. IF I HAVE PARTICIPATED IN A PROJECT AND THE PRESENCE OF MY NAME ON THE RESEARCH REPORT MEANS THAT IT MIGHT HAVE A BETTER CHANCE OF BEING RECOGNIZED AND ACCEPTED FOR PUBLICATION, THEN IT SEEMS TO ME TO BE MY DUTY TO ALLOW MY NAME AND REPUTATION TO BE USED. I HAVE SIMPLY TRIED TO FULFILL MY RESPONSIBILITIES AS DIRECTOR AND AS A SENIOR, EXPERIENCED SCIENTIST. I HAVE HAD NO INTENTION OF DETRACTING FROM THE ACCOMPLISHMENTS OF MY STAFF OR OF REAPING ANY OF THEIR WELL-DESERVED REWARDS.

FINALLY, I HAVE BEEN ACCUSED OF NOT GIVING ENOUGH EMPHASIS TO THE SAFETY OF MY STAFF AND THE GENERAL PUBLIC I ASSURE YOU, LADIES AND GENTLEMEN, THAT SAFETY IS ALWAYS MY FIRST PRIORITY IN REGARD TO ANY ACTIVITY AT THE LONG ISLAND LABORATORY. IT HAS SEEMED TO ME, HOWEVER, THAT IT IS POSSIBLE TO BE SO CONCERNED WITH SAFETY THAT YOU END UP FEELING CONSTANTLY THREATENED AND UNABLE TO MAKE ANY PROGRESS ON PROBLEMS TO WHICH ANSWERS ARE DESPARATELY NEEDED. I MAKE EVERY EFFORT NOT TO LET MYSELF OR MY STAFF BECOME IMMOBILIZED, UNABLE TO MOVE BECAUSE OF FEAR OF THE LETHAL MATERIALS WE OFTEN MUST HANDLE AT THE SAME TIME, I HAVE TRIED TO MAKE SURE THAT EVERY POSSIBLE SAFETY PRECAUTION IS TAKEN. I TRY TO BE A MODEL FOR THE STAFF I WORK WITH A SCIENTIST WHO IS AWARE OF THE POSSIBLE DANGER HE PLACES HIMSELF IN WHEN HE WORKS IN A LABORATORY, WHO SEEKS IN EVERY WAY TO MINIMIZE THOSE DANGERS, BUT WHO IS PREPARED, IF NECESSARY, TO EXPOSE HIMSELF TO SOME SMALL PERSONAL RISKS IN ORDER TO ACHIEVE RESULTS THAT WILL ADVANCE SCIENCE AND BENEFIT MANKIND. THAT ROLE AS A 'MODEL' IS YET ANOTHER OF THE MANY TASKS THAT IS DEMANDED OF ME AS DIRECTOR.

IN CONCLUSION, LADIES AND GENTLEMEN, I FIND MYSELF FEELING CONFUSED. I AM FACED EVERY DAY WITH AN ENORMOUS VARIETY OF TASKS AND RESPONSIBILITIES AND I HAVE TRIED MY BEST AS A SCIENTIST, A PROFESSIONAL, AND A HUMAN BEING TO MEET THOSE DEMANDS. AM I TO EXPECT MORE ATTACKS IN THE FUTURE FOR ALL THAT I TRY TO DO, FOR MY EFFORTS TO INSURE THE CONTINUED EXCELLENCE OF THE NATIONAL INSTITUTE? OR AM I EXPECTED TO SIMPLY QUIT TRYING, TO SIT BACK AND WATCH ALL THAT WE HAVE WORKED FOR DETERIORATE INTO CHAOS AND CONFUSION?

I THANK YOU VERY SINCERELY FOR THE TIME YOU HAVE GRANTED ME TONIGHT, LADIES AND GENTLEMEN. I HOPE THAT YOU WILL CONSIDER MY REMARKS AND MY SITUATION CAREFULLY AND COMMUNICATE YOUR REVISED JUDGEMENTS TO ME AS SOON AS POSSIBLE. I AM CERTAIN THAT YOU ARE ALL AS ANXIOUS AS I AM TO RESOLVE THIS MATTER, TO SET IT BEHIND US SO THAT WE CAN GET BACK TO THE BUSINESS OF SCIENTIFIC PROGRESS AND SERVICE. AGAIN, THANK YOU.

THE JUSTIFICATIVE APOLOGIA

NYCLE095008L2

OPTENEXCL

0080

LADIES AND GENTLEMEN, AS I STAND BEFORE YOU TONIGHT I FIND MYSELF FEELING BOTH ANGRY AND CONFUSED. I AM ANGRY BECAUSE I HAVE BEEN VICIOUSLY ATTACKED FOR SIMPLY DOING MY JOB; THE JOB THAT WAS ASSIGNED TO ME ALMOST TWO YEARS AGO WHEN I BECAME DIRECTOR OF THE NATIONAL INSTITUTE FOR BIOPHYSICAL RESEARCH. I AM CONFUSED AND FRUSTRATED BECAUSE IT SEEMS I AM BEING ASKED TO CHANGE THE WAY IN WHICH I CARRY OUT MY RESPONSIBILITIES . BUT I CAN FIND NO WAY TO DO THAT WITHOUT OPENING MYSELF TO MORE ATTACKS. LET'S CONSIDER THE CHARGES AGAINST ME AND YOU WILL SEE MY DILEMMA.

I AM ANGRY BECAUSE I HAVE BEEN CENSURED FOR BEING AN 'AUTHORITARIAN' AND FOR TAKING CREDIT FOR SOME OF THE RESEARCH PERFORMED AT THE INSTITUTE. THE WAY IN WHICH THESE STATEMENTS HAVE BEEN MADE INTO 'CHARGES' AGAINST ME INDICATES AN IGNORANCE OF MY ROLE AS THE DIRECTOR OF ONE OF THE LARGEST AND MOST ADVANCED RESEARCH FACILITIES IN THE UNITED STATES.

IT IS ABSOLUTELY ESSENTIAL THAT I BE A STRONG AND FORCEFUL LEADER, AN 'AUTHORITARIAN,' EVERY DAY THAT I HOLD THE OFFICE OF DIRECTOR THE INSTITUTE RUNS ON MONEY FROM THE FEDERAL GOVERNMENT, WHICH IS ULTIMATELY MONEY FROM EACH AND EVERY ONE OF US WHO PAYS TAXES. IT ALSO RUNS ON MONEY FROM PRIVATE FOUNDATIONS, WHICH IS ULTIMATELY MONEY THAT IS DENIED TO OTHER WORTHY CAUSES IN FAVOR OF SUPPORTING THE INSTITUTE. IT IS A MAJOR PART OF MY JOB TO BE SURE THAT EVERY PENNY OF OUR TAX MONEY AND THE FOUNDATIONS' MONEY IS SPENT WISELY AND FULLY JUSTIFIED. I HAVE MET THAT RESPONSIBILITY ALMOST EVERY DAY WE ARE MAKING ADVANCES THAT DIRECTLY BENEFIT THE HEALTH SCIENCES AND THE PEOPLE THEY SERVE. THOSE ADVANCES WOULD NOT BE POSSIBLE WITHOUT MY FIRM CONTROL AND COORDINATION OF THE MASSIVE STAFF AT THE INSTITUTE

I WAS CHOSEN AS THE DIRECTOR OF THE INSTITUTE BECAUSE I HAD THE STRENGTH AND SKILL TO SUPERVISE A LARGE GROUP OF EXPERT AND OFTEN TEMPERAMENTAL SCIENTISTS. THE BOARD OF ADVISORS WHO SELECTED ME WANTED A PERSON WHO COULD KEEP THE INSTITUTE FROM BECOMING A SCIENTIFIC 'TOWER OF BABEL,' WITH SCIENTISTS SCURRYING AROUND HELTER-SKELTER, PURSUING CONTRADICTORY GOALS, WASTING TIME AND MONEY. I HAVE SPENT EVERY DAY IN THE POSITION OF DIRECTOR JUSTIFYING THE FAITH AND TRUST THEY PLACED IN ME. I HAVE AT TIMES BEEN 'HARSH,' 'UNFEELING,' EVEN 'OVERBEARING' IN MY INTERACTIONS WITH THE INSTITUTE'S STAFF . BECAUSE THAT IS WHAT MY JOB REQUIRED. I HAVE HAD TO USE ALMOST EVERY MEASURE IMAGINABLE TO ACCOMPLISH MY DUTIES OF BALANCING AND INTEGRATING THE DELICATE, OFTEN VOLATILE PERSONALITIES OF OUR BRILLIANT AND AGGRESSIVE STAFF I DO WHATEVER IS NECESSARY TO CONTROL OUTBURSTS AND SITUATIONS THAT THREATEN THE ATMOSPHERE OF TEAMWORK THAT IS ESSENTIAL TO THE INSTITUTE'S OPERATIONS. THAT IS MY JOB.

I AM ALSO ANGRY BECAUSE I HAVE BEEN DISCREDITED FOR BEING 'POWER HUNGRY' . . . FOR 'SEEKING PUBLICITY' . . . FOR TAKING PART OF THE CREDIT GIVEN TO THE RESEARCHERS AT THE INSTITUTE WHO WORK UNDER MY SPONSORSHIP AND DIRECTION. IF THE DIRECTOR OF THE INSTITUTE WAS NOT AMBITIOUS, IF HE DID NOT CONSTANTLY PLACE HIMSELF IN THE PUBLIC EYE, IF HE DID NOT REGULARLY RECEIVE CREDIT FROM HIS SCIENTIFIC PEERS FOR SCHOLARLY WORK, THEN THERE WOULD NOT BE AN 'INSTITUTE' FOR VERY LONG. YOU ALL KNOW THAT WE ARE SUFFERING THROUGH A PERIOD WHEN GRANT MONEY IS DWINDLING, WHEN THE PUBLIC IS DEMANDING AN IMMEDIATE AND SIGNIFICANT RETURN ON ITS INVESTMENT IN RESEARCH, WHEN EVERY PASSING MONTH SEES SEVERE CUTBACKS IN OR EVEN THE CLOSING OF A MAJOR RESEARCH FACILITY. IF THE INSTITUTE IS TO SURVIVE THIS PERIOD, IF IT IS TO CONTINUE ITS TRADITION OF CONSTANT AND MAJOR CONTRIBUTIONS TO THE HEALTH AND WELL-BEING OF THE AMERICAN PEOPLE, THEN I MUST KEEP ACTING JUST AS I HAVE BEEN. I MUST BE 'POWER HUNGRY' . . . THAT IS, I MUST SEEK TO OPEN AND CONTROL ALL SORTS OF CHANNELS THAT CAN INSURE US THE FUNDS AND OTHER RESOURCES WE NEED. I MUST BE A 'PUBLICITY SEEKER' THAT IS, I MUST TRY TO CAPTURE THE ATTENTION OF THE

NYCL20195008L2

OPTENEXCL

0081

PUBLIC AND FOCUS IT ON MYSELF, AS A REPRESENTATIVE OF THE INSTITUTE, AND ON THE INSTITUTE ITSELF. THE PUBLIC MUST BE MADE CONSTANTLY AWARE OF WHO WE ARE AND WHAT WE ARE DOING . . . OR ELSE THE PUBLIC WILL FORGET US, STOP SUPPORTING US, AND SUFFER FROM ITS IGNORANCE IN THE LONG RUN. I ALSO MUST RETAIN THE ATTENTION AND SUPPORT OF OTHER SCIENTISTS. WHEN I ADD MY NAME AND TITLE TO THE REPORT OF A RESEARCH PROJECT THAT I DESIGNED OR COORDINATED, ALTHOUGH I MAY NOT HAVE BEEN INVOLVED IN THE DAY-TO-DAY LAB WORK, IT IS ALMOST CERTAIN THAT THE REPORT WILL BE PUBLISHED. I AM A WELL-KNOWN AND RESPECTED GENETICIST, I AM DIRECTOR OF THE INSTITUTE, AND I AM THEREFORE ABLE TO HELP GUARANTEE PUBLICATION OF RESEARCH THAT MIGHT OTHERWISE BE IGNORED. 'SCIENTIFIC' PUBLICATION IS COMPETITIVE. AND, JUST AS IN TRYING TO PUBLISH A NOVEL OR OTHER PIECE OF WORK, AN ESTABLISHED AND RESPECTED AUTHOR AS ONE OF THE WRITERS WILL HELP OPEN DOORS THAT MIGHT OTHERWISE REMAIN CLOSED AS DIRECTOR OF THE INSTITUTE, I HAVE OPENED AND WILL CONTINUE TO 'OPEN DOORS' . . . TO SEE THAT THE EXCELLENT AND IMPORTANT RESEARCH BEING CONDUCTED IN OUR LABORATORIES GETS INTO JOURNALS ON A REGULAR BASIS, SO IT CAN BE SHARED AND EVALUATED BY THE SCIENTIFIC COMMUNITY. THAT IS MY JOB.

FINALLY, LADIES AND GENTLEMEN, I HAVE BEEN THE VICTIM OF A RATHER AMBIGUOUS ACCUSATION ABOUT NOT BEING INTERESTED IN THE SAFETY OF MY STAFF AND THE GENERAL PUBLIC IN ONE SENSE, THE CHARGE IS RIDICULOUS. IF SAFETY WAS NOT A PRIORITY FOR ME, I WOULD NOT BE STANDING HERE SPEAKING TO YOU NOW — I WOULD HAVE DIED OF DISEASE OR CONTAMINATION IN MY OWN LABORATORY MANY YEARS AGO IN ANOTHER SENSE, HOWEVER, THE CHARGE IS TRUE I DO EMPHASIZE 'RESULTS-' RATHER THAN SAFETY, IN MY ROLE AS DIRECTOR. WHY? BECAUSE, AS WITH ANY LARGE RESEARCH FACILITY, I HAVE A FULL-TIME SAFETY OFFICER AND SEVERAL PRIVATE AND GOVERNMENTAL 'WATCH-DOGS' WHO ARE PAID TO INSURE AND EMPHASIZE SAFETY THEY DO THEIR JOBS WITH MY FULL SUPPORT AND COOPERATION. BUT I DO NOT ATTEMPT TO DO THEIR JOBS FOR THEM. I EMPHASIZE 'RESULTS' —SCIENTIFIC PROGRESS, ACHIEVEMENTS, BREAKTHROUGHS. THAT IS MY JOB.

IN CONCLUSION, LADIES AND GENTLEMEN, I AM CONFUSED. I HAVE SIMPLY DONE MY JOB. I HAVE BEEN ATTACKED FOR DOING MY JOB. I HAVE HAD MY WORTH AND THE WORTH OF MY ACTIONS SEVERELY CRITICIZED. NOW, I AM UNSURE WHAT TO DO. SHOULD I CHANGE MY PATTERN AND BECOME A WEAK LEADER . . . POOR ADMINISTRATOR . . . UNKNOWN PERSON . . . AND OBSCURE SCHOLAR? SHALL I DOOM THE INSTITUTE TO CHAOS, LOSS OF PUBLIC AND PRIVATE SUPPORT, AND EVENTUAL COLLAPSE?

OR SHOULD I CONTINUE TO DO MY JOB AS I HAVE BEEN, WITH YOUR RENEWED SUPPORT AND CONFIDENCE, REAPING BENEFITS FOR THE INSTITUTE AND FOR ALL OF US?

I THANK YOU VERY SINCERELY FOR THE TIME YOU HAVE GRANTED ME TONIGHT, LADIES AND GENTLEMEN. I HOPE THAT YOU WILL CONSIDER MY REMARKS CAREFULLY AND COMMUNICATE YOUR REVISED JUDGEMENTS TO ME AS SOON AS POSSIBLE. I AM CERTAIN THAT YOU ARE ALL AS ANXIOUS AS I AM TO RESOLVE THIS MATTER, TO SET IT BEHIND US AND GET BACK TO THE BUSINESS OF SCIENTIFIC PROGRESS AND SERVICE. AGAIN, THANK YOU.

APPENDIX D·  
THE APOLOGIA CREDIBILITY DIFFERENTIAL  
(INSTRUCTIONS AND INSTRUMENT)

## PERSONAL PERCEPTIONS

The purpose of this questionnaire is to determine your perceptions of the person described in the article you have read. Fill out all of the items on the next page with that one person in mind (his/her name appears at the top of the next page)

On the next page you will find a group of bipolar scales. You are to describe the person designated at the top of the page in terms of the intervals on those scales. Please make your responses in terms of what the scales mean to you

Here is an example of how you are to use the scales.

If you feel that the person you are describing is very closely related to one end of the scale, you should place your check mark as follows

patient      X      impatient

If you feel that the person is closely related to one or the other end of the scale, you should place your check mark as follows

fair      \_\_\_\_\_ X      unfair

If you feel that the person is related to one side of the scale, then you should check as follows

strong      \_\_\_\_\_ X      weak

If you feel that the person seems only slightly related to one side as opposed to the other, then you should check as follows

quiet      \_\_\_\_\_ X      loud

The direction toward which you check, of course, depends upon which of the two ends of the scale seems to you to be most characteristic of the person you are considering. If you consider the person to be neutral on a scale, then you should place your check mark in the middle interval

old      \_\_\_\_\_ X      young

IMPORTANT (1) Place your check marks in the middle of the spaces, not on the boundaries.

This                          Not this.

\_\_\_\_\_ X \_\_\_\_\_ X \_\_\_\_\_

(2) Be sure to check every scale --- DO NOT LEAVE ANY OUT

(3) Never put more than one check mark on a single scale.

Work at fairly high speed through the questionnaire. It is your first impression about the items and the person you are describing that we want. On the other hand, please do not be careless, because we do want your true impressions.

DR ARTHUR MILES

	CLOSELY RELATED	SLIGHTLY RELATED	SLIGHTLY RELATED	CLOSELY RELATED	
	VERY CLOSELY RELATED	RELATED	NEUTRAL	RELATED	VERY CLOSELY RELATED
CONTEMPTIBLE	-----	-----	-----	-----	ADMIRABLE
HONEST	-----	-----	-----	-----	DISHONEST
UNQUALIFIED	-----	-----	-----	-----	QUALIFIED
SKILLED	-----	-----	-----	-----	UNSKILLED
PASSIVE	-----	-----	-----	-----	ACTIVE
AGGRESSIVE	-----	-----	-----	-----	MEEK
ETHICAL	-----	-----	-----	-----	UNETHICAL
KIND	-----	-----	-----	-----	CRUEL
DANGEROUS	-----	-----	-----	-----	SAFE
EMPHATIC	-----	-----	-----	-----	HESITANT
BAD	-----	-----	-----	-----	GOOD
TRAINED	-----	-----	-----	-----	UNTRAINED
UNSTABLE	-----	-----	-----	-----	STABLE
TRUSTWORTHY	-----	-----	-----	-----	UNTRUSTWORTHY
FORCELESS	-----	-----	-----	-----	FORCEFUL
INEXPERIENCED	-----	-----	-----	-----	EXPERIENCED
JUST	-----	-----	-----	-----	UNJUST

APPENDIX E.

THE "CULPABILITY" AND "INTENSITY OF CONVICTION" MEASURES  
(INSTRUCTIONS AND ITEMS)

## PERSONAL JUDGMENTS

The purpose of this questionnaire is to determine your opinions about the 'culpability' of the person described in the article you read --- your opinions about whether or not that person is "deserving of blame or censure," based on the article you read about him/her. Please respond to the questions below on the basis of your reading of that article.

- 1 In my judgment, Dr. Arthur Miles (Circle one)

deserve to be criticized and reprimanded ("censured") for his ~~new~~ actions and attitudes, as outlined in the charges made in the article I read.

2. When I consider how confident I am about the judgment I made above, I find that I am: \_\_\_\_\_

(Circle one)

- a. very certain that my judgment is accurate.
  - b. fairly certain that my judgment is accurate.
  - c. slightly certain that my judgment is accurate.
  - d. unsure whether my judgment is accurate or not accurate.
  - e. slightly certain that my judgment is not accurate.
  - f. fairly certain that my judgment is not accurate.
  - g. very certain that my judgment is not accurate.

3. Using the back of this page, take ten minutes or so to explain to us the reasons for your judgment and the reasons for your certainty/uncertainty when making that judgment.

Your explanation will be an important source of information for us, so please write clearly and tell us as much as you can about the reasons for your judgment and your confidence in your decision.

APPENDIX F.

QUESTIONNAIRE ASSESSING PERCEPTIONS OF THE APOLOGIST'S  
RHETORICAL STANCE

## SPEAKER STRATEGIES

Recall the teletype text of the speech you read by Dr Arthur Miles

Read through the descriptions given below of four "speaker strategies." Then select the ONE strategy below which you think best describes the way that he/she went about replying to the charges made against him/her.

Indicate your selection by placing an "X" in the space next to the one best description. Please select only ONE of the four strategies --- the one you think comes closest to describing the speaker you read about.

\* \* \* \* \*

\_\_\_\_\_ STRATEGY ONE --- the speaker concentrated on.

- (a) directly denying the charge, and
- (b) trying to appear different than the charges made him seem.

\_\_\_\_\_ STRATEGY TWO --- the speaker concentrated on.

- (a) denying the charge, and
- (b) trying to appear better than his accusers by making charges against them, by questioning their motives and character

\_\_\_\_\_ STRATEGY THREE --- the speaker didn't directly deny the charge, but concentrated on.

- (a) trying to explain the reasons for his behavior, and
- (b) trying to get the audience to understand the circumstances he was in.

\_\_\_\_\_ STRATEGY FOUR --- the speaker didn't directly deny the charge, but concentrated on

- (a) trying to explain the reasons for his behavior; and
- (b) asking the audience to strongly approve of that behavior, not just understand the circumstances he was in.

APPENDIX G  
ADDITIONAL MATERIALS  
USED IN CONSTRUCTION OF SUBJECTS' BOOKLETS

\*\*\*\*\*DO NOT GO BEYOND THIS PAGE UNTIL YOU ARE TOLD TO BEGIN WORKING\*\*\*\*\*

"PEOPLE IN THE NEWS"

GENERAL INSTRUCTIONS

During your participation in our study, you will be asked to read an article taken directly from a news service teletype and answer a series of brief questionnaires about that article. It should take you about one hour to complete the work requested in this booklet.

Please work carefully and seriously. By accepting your offer to help us with our research by acting as a "subject," we have formed a sort of "contract" with you. In return for your attention and concentration while you complete this survey, we will fully explain (at the end of the hour) the purpose and procedures of our project, the relationship of our project to theory and research in communication, and the specific contributions you have made through your participation.

Please work alone. This project does not involve any assessments of you as an individual. Your work is completely anonymous --- this booklet is identified only by a coding number that cannot be connected with you in any way. Since we are using copies of newspaper stories from several different sources, people working around you probably do not have the same set of materials that you have. Simply do the best you can to give us honestly the reactions, perceptions, evaluations and information we will ask for in the following pages --- that is exactly what we need!

Please do not begin working until we tell you to do so. If you have any questions as you work through this booklet, just raise your hand and one of us will try to help you. When you are finished with the project, bring your booklet to one of us, along with your consent/participation form. Thank you for your assistance!

Kevin McClearey  
The University of Kansas  
Principal Investigator

"PEOPLE IN THE NEWS"

ARTICLE

Please read the following article\* "Miles Meets with Accusers"  
carefully, as you would if it had been assigned for a class or if it was a story  
in which you were particularly interested.

\*The following information is provided in accordance with the requirements of  
USC 117(a) in regard to reproduction of copyrighted material:

Source of Article: Atlantic News Service (no byline)

Format of Article: Unedited teletype

Type of Reproduction: Xerographic from original teletype

Type and Date of Permission Granted:

Limited Distribution / 6-78

(Source of Copy: Central States News Bureau, Chicago)

STOP\*\*\*\*\*STOP\*\*\*\*\*STOP

NOTE

ONCE YOU HAVE GONE BEYOND THIS PAGE, YOU MAY NOT REFER  
BACK TO THE ARTICLE YOU HAVE JUST READ.

IF YOU ARE NOT SURE THAT YOU READ THE ARTICLE CAREFULLY,  
THEN YOU SHOULD GO BACK NOW AND READ ANY SECTIONS YOU MAY  
HAVE SKIPPED, SCANNED, ETC.

IF YOU ARE SURE THAT YOU READ THE ARTICLE COMPLETELY AND  
CAREFULLY, THEN YOU SHOULD GO ON TO THE NEXT PAGE.

REMEMBER, YOU MAY NOT REFER BACK TO THE ARTICLE AFTER YOU  
GO BEYOND THIS PAGE.

STOP\*\*\*\*\*STOP\*\*\*\*\*STOP

## DEMOGRAPHIC INFORMATION

Please respond honestly to each of the following questions. This information cannot be linked with you in any way --- in other words, your replies will be completely anonymous. Please respond to every question.

1. What is your age? \_\_\_\_\_
2. What is your sex? Male \_\_\_\_\_ Female \_\_\_\_\_
3. What is your major? \_\_\_\_\_
4. What is your year in school?  
Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Grad \_\_\_\_\_
5. What is your marital status? Single \_\_\_\_\_ Married \_\_\_\_\_ Divorced \_\_\_\_\_
6. What is your religion? \_\_\_\_\_
7. What ethnic group do you belong to?  
White American \_\_\_\_\_ Black American \_\_\_\_\_ Other (please specify) \_\_\_\_\_



---

THE UNIVERSITY OF KANSAS LAWRENCE, KANSAS 66045

---

SPEECH AND DRAMA DEPARTMENT

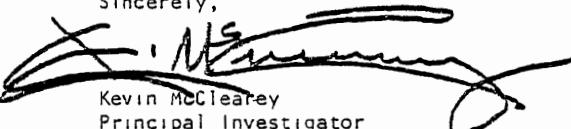
- SPEECH COMMUNICATION AND HUMAN RELATIONS
- SPEECH PATHOLOGY AND AUDIOLOGY
- RADIO-TELEVISION-FILM
- THEATRE AND DRAMA

The Department of Speech & Drama supports the practice of protection for human subjects participating in research. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate you are free to withdraw at any time.

The study is concerned with the evaluations people make of different kinds of communications. You will be asked to read an article and then answer a series of questionnaires asking you to make judgements about various aspects of that article. Your responses will be identified only by a code number, in other words they will be anonymous.

Your participation is solicited, but is strictly voluntary. Do not hesitate to ask any questions about the study. Be assured that your name will not be associated in any way with the research findings. We appreciate your cooperation very much.

Sincerely,

  
Kevin McClearey  
Principal Investigator

---

Signature of student agreeing to participate

---

Date

APPENDIX H:  
DEMOGRAPHIC CHARACTERISTICS OF THE SUBJECT SAMPLE

NUMBER OF SUBJECTS IN THE EXPERIMENT = 180

MEAN AGE· 19.5 years (Standard Deviation· 23 years)

SEX Male = 79 (43.9%) Female = 101 (56.1%)

MARITAL STATUS· Single = 170 (43.9%) Married = 9 (5.0%) Divorced = 1 (0.6%)

RELIGION. Protestant = 97 (53.9%) Catholic = 49 (27.2%) Jewish = 7 (3.9%)

Other = 2 (1.1%) None specified = 25 (13.9%)

ETHNIC GROUP: Anglo American = 163 (90.6%) Afro American = 11 (6.1%)

Hispanic American = 1 (0.6%) Other = 5 (2.8%)

YEAR IN SCHOOL: Freshman = 91 (50.6%) Sophomore = 51 (28.3%)

Junior = 25 (12.8%) Senior = 15 (8.3%)

APPENDIX I.  
APOLOGIA CREDIBILITY DIFFERENTIAL ---  
CORRELATION MATRIX  
MULTIPLE CORRELATIONS OF ITEMS  
EIGENVALUES OF INITIAL FACTORS

KEY TO ABBREVIATIONS

<u>Abbreviation</u>	<u>ACD Item Adjective Pair</u>
ADM	Admirable-Contemptible
HON	Honest-Dishonest
QUA	Qualified-Unqualified
SKI	Skilled-Unskilled
ACT	Active-Passive
AGG	Aggressive-Meek
ETH	Ethical-Unethical
KIN	Kind-Cruel
SAF	Safe-Dangerous
EMP	Emphatic-Hesitant
GOO	Good-Bad
TRA	Trained-Untrained
STA	Stable-Unstable
TRU	Trustworthy-Untrustworthy
FOR	Forceful-Forceless
EXP	Experienced-Inexperienced
JUS	Just-Unjust

CORRELATION COEFFICIENTS

	ADM	HON	QUA	SKI	ACT	AGG	ETH	KIN	SAF	EMP
ADM	1.0	.68	.39	.41	.33	.15	.59	.33	.46	.07
HON	.68	1.0	.41	.32	.26	.03	.65	.53	.54	.16
QUA	.40	.41	1.0	.41	.45	.27	.41	.24	.24	.18
SKI	.41	.32	.42	1.0	.29	.26	.27	.13	.17	.21
ACT	.33	.26	.45	.29	1.0	.46	.17	.04	.03	.33
AGG	.15	.03	.27	.26	.46	1.0	.12	-.07	-.06	.26
ETH	.59	.65	.41	.27	.17	.12	1.0	.50	.52	.09
KIN	.32	.53	.24	.13	.04	-.07	.49	1.0	.61	.09
SAF	.46	.54	.24	.17	.02	-.06	.52	.60	1.0	.08
EMP	.07	.16	.18	.21	.33	.26	.09	.09	.08	1.0
GOO	.55	.65	.29	.24	.20	.05	.62	.55	.59	.15
TRA	.30	.23	.50	.42	.44	.23	.24	.09	.13	.23
STA	.46	.53	.37	.31	.29	.15	.43	.35	.43	.24
TRU	.59	.70	.40	.30	.25	.09	.57	.47	.55	.18
FOR	.22	.09	.38	.23	.26	.33	.15	-.05	-.06	.15
EXP	.33	.27	.56	.34	.49	.39	.26	.13	.09	.31
JUS	.69	.68	.39	.30	.26	.13	.66	.51	.55	.05

(CONTINUED ON NEXT PAGE)

	G00	TRA	STA	TRU	FOR	EXP	JUS
ADM	.55	.30	.46	.59	.22	.34	.69
HON	.65	.23	.53	.70	.09	.27	.68
QUA	.29	.50	.37	.40	.38	.56	.39
SKI	.24	.42	.31	.31	.23	.34	.30
ACT	.20	.44	.30	.25	.26	.49	.26
AGG	.05	.23	.15	.09	.33	.39	.13
ETH	.61	.24	.43	.57	.15	.26	.66
KIN	.55	.10	.35	.47	-.06	.13	.51
SAF	.58	.13	.43	.55	-.05	.09	.55
EMP	.15	.23	.24	.18	.16	.31	.05
G00	1.0	.16	.53	.70	.07	.25	.68
TRA	.16	1.0	.31	.32	.26	.58	.39
STA	.53	.31	1.0	.56	.17	.35	.53
TRU	.70	.32	.56	1.0	.15	.34	.71
FOR	.07	.26	.17	.15	1.0	.39	.10
EXP	.25	.58	.35	.34	.39	1.0	.33
JUS	.68	.39	.53	.71	.10	.33	1.0

DETERMINANT OF THE CORRELATION MATRIX IS .0001522

THE EIGENVALUES FOR RETAINED FACTORS WERE AS FOLLOWS:

FACTOR #1 6.64117      FACTOR #2: 2.64575

MULTIPLE CORRELATIONS OF ITEMS

ADM:	.64	HON:	.69
QUA:	.51	SKI:	.32
ACT:	.45	AGG:	.34
ETH:	.57	KIN:	.49
SAF	.54	EMP:	.23
GOO.	.65	TRA:	.51
STA:	.43	TRU.	.66
FOR:	.27	EXP:	.53
JUS:	.73		

APPENDIX J·  
INITIAL ALPHA FACTOR SOLUTION FOR THE  
APOLOGIA CREDIBILITY DIFFERENTIAL  
(UNROTATED)

## INITIAL ALPHA FACTOR SOLUTION

ITEM	FACTOR 1 LOADING	FACTOR 2 LOADING	FINAL COMMUNALITY
Admirable-Contemptible	-.70850	.20022	.54241
Honest-Dishonest	-.73959	.39481	.70271
Qualified-Unqualified	-.66018	-.22787	.48790
Skilled-Unskilled	-.51606	-.18338	.29972
Active-Passive	-.53570	-.43593	.47650
Aggressive-Meek	-.34667	-.47558	.34604
Ethical-Unethical	-.67902	.33739	.56389
Kind-Cruel	-.47036	.48084	.45250
Safe-Dangerous	-.52646	.53920	.56757
Emphatic-Hesitant	-.30854	-.22637	.14674
Good-Bad	-.68002	.44109	.65696
Trained-Untrained	-.55659	-.31673	.41040
Stable-Unstable	-.65248	.11264	.43831
Trustworthy-Untrustworthy	-.75123	.31580	.66407
Forceful-Forceless	-.33425	-.36186	.24292
Experienced-Inexperienced	-.63583	-.43514	.59285
Just-Unjust	-.75215	.37791	.70851

Factor	Eigenvalue	Percent of Common Variance
1	12.07980	71.1
2	4.91999	28.9

APPENDIX K:  
VARIMAX ROTATED ALPHA FACTOR MATRIX  
AND  
TRANSFORMATION MATRIX  
(APOLOGIA CREDIBILITY DIFFERENTIAL)

## VARIMAX ROTATED FACTOR MATRIX

ITEM	FACTOR 1 LOADING	FACTOR 2 LOADING
Admirable-Contemptible	.66219	.32182
Honest-Dishonest	.81485	.19721
Qualified-Unqualified	.34133	.60931
Skilled-Unskilled	.26333	.48021
Active-Passive	.10999	.68185
Aggressive-Meek	-.05753	.58571
Ethical-Unethical	.72538	.19441
Kind-Cruel	.67082	-.04585
Safe-Dangerous	.75176	-.05237
Emphatic-Hesitant	.07978	.37427
Good-Bad	.80115	.12303
Trained-Untrained	.20488	.60674
Stable-Unstable	.56210	.34995
Trustworthy-Untrustworthy	.77098	.26395
Forceful-Forceless	.00885	.49253
Experienced-Inexperienced	.18527	.74786
Just-Unjust	.81299	.21819

## TRANSFORMATION MATRIX

	Factor 1	Factor 2
Factor 1	-.74664	-.66522
Factor 2	.66522	.74664

## APPENDIX L:

SUMMARY OF ANALYSES OF VARIANCE OF INDIVIDUAL ITEMS  
OF THE APOLOGIA CREDIBILITY DIFFERENTIAL'S  
MORAL CHARACTER DIMENSION

NOTE: Scores on individual items had a possible range from 1 (the accused/apologist was seen as very closely related to the positive attribute) to 9 (the accused/apologist was seen as very closely related to the negative attribute). A score of 5 would indicate neutrality in regard to that pair of attributes.

**SUMMARY OF THE ANALYSIS OF VARIANCE FOR  
THE "ADMIRABLE-CONTEMPTIBLE" ITEM**

<u>Source</u>	<u>d.f.</u>	<u>ss</u>	<u>MS</u>	<u>F</u>	<u>(p)F</u>
Between Groups	8	107.8778	13.4847	4.586	<.05
Within Groups	171	502.8500	2.9406		
Total	179	610.7278			

**A Priori Contrasts Using Pooled Variance Estimates**

#1: Absolutive/Vindictive versus Explanative/Justificative  
(Denial Strategies) (Bolstering Strategies)

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-.150	.3834	-.391	171	n.s.

#2 Absolutive/Explanative versus Vindictive/Justificative  
(Differentiation) (Transcendence Strategies)  
Strategies)

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-.575	.3834	-1.500	171	n.s.

**Tukey-b Multiple Range Test  
(Alpha = .05)**

(Treatments underlined by a common line do not differ from each other; treatments not underlined by a common line are different)

PABS	FABS	PJUS	FVIN	FJUS	FEXP	PVIN	PEXP	CONT*	
3.90	4.35	4.35	4.40	4.50	4.55	4.60	5.30	6.70**	

\*'F' and 'P' indicate FULL and PARTIAL texts.

ABS = Absolutive VIN = Vindictive EXP = Explanative  
JUS = Justificative CONT = Control Group (Charge Only)

\*\* These entries are group means (N=20 for each group).

SUMMARY OF THE ANALYSIS OF VARIANCE FOR  
THE "HONEST-DISHONEST" ITEM

<u>Source</u>	<u>d.f.</u>	<u>ss</u>	<u>MS</u>	<u>F</u>	<u>(p)F</u>
Between Groups	8	187.300	23.4125	6.835	<.05
Within Groups	171	585.700	3.4251		
Total	179	773.000			

A Priori Contrasts Using Pooled Variance Estimates

#1: Absolutive/Vindictive versus Explanative/Justificative  
(Denial Strategies) (Bolstering Strategies)

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-.625	.4138	-1.51	171	n.s.

#2. Absolutive/Explanative versus Vindictive/Justificative  
(Differentiation) (Transcendence  
Strategies) Strategies

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-.475	.4138	-1.15	171	n.s.

Tukey-b Multiple Range Test  
(Alpha = .05)

(Treatments underlined by a common line do not differ from each other; treatments not underlined by a common line are different)

PABS	FABS	PJUS	FVIN	PVIN	FEXP	FJUS	PEXP	CONT*
3.40	3.70	3.85	4.10	4.40	4.50	4.55	4.90	7.10**

\*"F" and "P" indicate FULL and PARTIAL texts.

ABS = Absolutive VIN = Vindictive EXP = Explanative  
JUS = Justificative CONT = Control Group (Charge Only)

\*\* These entries are group means (N=20 for each group).

SUMMARY OF THE ANALYSIS OF VARIANCE FOR  
THE "ETHICAL-UNETHICAL" ITEM

<u>Source</u>	<u>d.f.</u>	<u>ss</u>	<u>MS</u>	<u>F</u>	<u>(p)F</u>
Between Groups	8	192.7111	24.0889	6.979	<.05
Within Groups	171	590.2000	3.4515		
Total	179	782.9111			

A Priori Contrasts Using Pooled Variance Estimates

#1: Absolutive/Vindictive versus Explanative/Justificative  
(Denial Strategies) (Bolstering Strategies)

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-1.55	.4154	-3.731	171	<.05

#2: Absolutive/Explanative versus Vindictive/Justificative  
(Differentiation) (Transcendence  
Strategies) Strategies

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-.28	.4154	-.662	171	n.s.

Tukey-b Multiple Range Test  
(Alpha = .05)

(Treatments underlined by a common line do not differ from each other; treatments not underlined by a common line are different)

PABS	FABS	FVIN	PJUS	FEXP	PEXP	PVIN	FJUS	CONT*
3.25	3.30	3.65	4.00	4.75	4.80	5.00	5.30	6.65**

\*"F" and "P" indicate FULL and PARTIAL texts.

ABS = Absolutive VIN = Vindictive EXP = Explanative  
JUS = Justificative CONT = Control Group (Charge Only)

\*\* These entries are group-means (N=20 for each group).

SUMMARY OF THE ANALYSIS OF VARIANCE FOR  
THE "KIND-CRUEL" ITEM

<u>Source</u>	<u>d f</u>	<u>ss</u>	<u>MS</u>	<u>F</u>	<u>(p)F</u>
Between Groups	8	74 4111	9 3014	4.379	<.05
Within Groups	171	363 2500	2.1243		
Total	179	437.6611			

A Priori Contrasts Using Pooled Variance Estimates

#1. Absolutive/Vindictive versus Explanative/Justificative  
(Denial Strategies) (Bolstering Strategies)

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d f</u>	<u>(p)t</u>
-.95	.3259	-2.915	171	<.05

#2 Absolutive/Explanative versus Vindictive/Justificative  
(Differentiation) (Transcendence  
Strategies)

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-.70	.3259	-2.148	171	<.05

Tukey-b Multiple Range Test  
(Alpha = .05)

(Treatments underlined by a common line do not differ from each other, treatments not underlined by a common line are different)

PABS	FABS	FVIN	PJUS	PVIN	FEXP	PEXP	FJUS	CONT*
3.95	4.40	4.90	5.00	5.35	5.40	5.70	5.80	6.05**

\*"F" and "P" indicate FULL and PARTIAL texts.

ABS = Absolutive VIN = Vindictive EXP = Explanative  
JUS = Justificative CONT = Control Group (Charge Only)

\*\* These entries are group means (N=20 for each group).

SUMMARY OF THE ANALYSIS OF VARIANCE FOR  
THE "SAFE-DANGEROUS" ITEM

<u>Source</u>	<u>d.f.</u>	<u>ss</u>	<u>MS</u>	<u>F</u>	<u>(p)F</u>
Between Groups	8	131.2445	16.4056	6.807	<.05
Within Groups	171	412.1500	2.4102		
Total	179	543.3945			

A Priori Contrasts Using Pooled Variance Estimates

#1. Absolutive/Vindictive versus Explanative/Justificative  
(Denial Strategies) (Bolstering Strategies)

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-1.15	.3471	-3.313	171	<.05

#2: Absolutive/Explanative versus Vindictive/Justificative  
(Differentiation) (Transcendence Strategies)

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-.75	.3471	-2.160	171	<.05

Tukey-b Multiple Range Test  
(Alpha = .05)

(Treatments underlined by a common line do not differ from each other; treatments not underlined by a common line are different)

PABS	FVIN	FABS	PJUS	FEXP	FJUS	PVIN	PEXP	CONT*
3.50	3.75	4.00	4.80	5.00	5.05	5.25	5.45	6.35**

\*"F" and "P" indicate FULL and PARTIAL texts.

ABS = Absolutive VIN = Vindictive EXP = Explanative  
JUS = Justificative CONT = Control Group (Charge Only)

\*\* These entries are group means (N=20 for each group)

SUMMARY OF THE ANALYSIS OF VARIANCE FOR  
THE "GOOD-BAD" ITEM

<u>Source</u>	<u>d.f.</u>	<u>ss</u>	<u>MS</u>	<u>F</u>	<u>(p)F</u>
Between Groups	8	102.5000	12.8125	5.029	<.05
Within Groups	171	435.7000	2.5480		
Total	179	538.2000			

A Priori Contrasts Using Pooled Variance Estimates

#1: Absolutive/Vindictive versus Explanative/Justificative  
(Denial Strategies) (Bolstering Strategies)

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-.400	.3569	-1.121	171	n.s.

#2: Absolutive/Explanative versus Vindictive/Justificative  
(Differentiation) (Transcendence  
Strategies) Strategies

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-.225	.3569	-.630	171	n.s.

Tukey-b Multiple Range Test  
(Alpha = .05)

(Treatments underlined by a common line do not differ from each other; treatments not underlined by a common line are different)

PABS	PJUS	FVIN	FABS	FEXP	FJUS	PVIN	PEXP	CONT*
3.45	3.65	4.00	4.15	4.30	4.65	4.65	4.90	6.15 **

\*"F" and "P" indicate FULL and PARTIAL texts.

ABS = Absolutive VIN = Vindictive EXP = Explanative  
JUS = Justificative CONT = Control Group (Charge Only)

\*\* These entries are group means (N=20 for each group).

SUMMARY OF THE ANALYSIS OF VARIANCE FOR  
THE "TRUSTWORTHY-UNTRUSTWORTHY" ITEM

<u>Source</u>	<u>d f.</u>	<u>ss</u>	<u>MS</u>	<u>F</u>	<u>(p)F</u>
Between Groups	8	142.8444	17.8556	5.002	<.05
Within Groups	171	610.4000	3.5696		
Total	179	753.2444			

A Priori Contrasts Using Pooled Variance Estimates

#1: Absolutive/Vindictive versus Explanative/Justificative  
(Denial Strategies) (Bolstering Strategies)

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-.900	.4225	-2.130	171	<.05

#2. Absolutive/Explanative versus Vindictive/Justificative  
(Differentiation) (Transcendence Strategies)

<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>
-.075	.4225	-1.78	171	n.s.

Tukey-b Multiple Range Test  
(Alpha = .05)

(Treatments underlined by a common line do not differ from each other; treatments not underlined by a common line are different)

PABS	PJUS	FVIN	FABS	FEXP	PVIN	PEXP	FJUS	CONT*	
3.70	3.70	3.90	4.15	4.60	4.85	5.00	5.25	6.65	**

\*"F" and "P" indicate FULL and PARTIAL texts.

ABS = Absolutive VIN = Vindictive EXP = Explanative  
JUS = Justificative CONT = Control Group (Charge Only)

\*\* These entries are group means (N=20 for each group).

## SUMMARY OF THE ANALYSIS OF VARIANCE FOR THE "JUST-UNJUST" ITEM

<u>Source</u>	<u>d.f.</u>	<u>ss</u>	<u>MS</u>	<u>F</u>	<u>(p)F</u>
Between Groups	8	152.2000	19.0250	5.511	<.05
Within Groups	171	590.3500	3.4523		
Total	179	742.5500			
<b>A Priori Contrasts Using Pooled Variance Estimates</b>					
#1: Absolutive/Vindictive	<u>versus</u>	Explanative/Justificative			
(Denial Strategies)		(Bolstering Strategies)			
<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>	
-.975	.4155	-2.347	171	<.05	
#2: Absolutive/Explanative	<u>versus</u>	Vindictive/Justificative			
(Differentiation		(Transcendence			
Strategies)		Strategies)			
<u>Value</u>	<u>Std Error</u>	<u>t value</u>	<u>d.f.</u>	<u>(p)t</u>	
-.625	.4155	-1.504	171	n.s.	

### Tukey-b Multiple Range Test (Alpha = .05)

(Treatments underlined by a common line do not differ from each other; treatments not underlined by a common line are different)

PABS	FVIN	FABS	PJUS	FJUS	FEXP	PVIN	PEXP	CONT*
3.25	3.45	3.80	3.80	4.50	4.70	4.85	5.55	6.15**

\*"F" and "P" indicate FULL and PARTIAL texts.

**ABS = Absolutive    VIN = Vindictive    EXP = Explanative**  
**JUS = Justificative    CONT = Control Group (Charge Only)**

\*\* These entries are group means ( $N=20$  for each group).

APPENDIX M.  
GROUP MEANS AND STANDARD DEVIATIONS  
ON EACH MORAL CHARACTER ITEM  
OF THE APOLOGIA CREDIBILITY DIFFERENTIAL

KEYVARIABLES.

ADMI = Admirable-Contemptible      HONE = Honest-Dishonest  
ETHI = Ethical-Unethical      KIND = Kind-Cruel  
SAFE = Safe-Dangerous      GOOD = Good-Bad  
TRUS = Trustworthy-Untrustworthy      JUST = Just-Unjust

ENTRIES

Means are the top entry in each case. The corresponding standard deviation appears below the mean in parentheses.

GROUPS

FABS = Full Absolutive Text      FVIN = Full Vindictive Text  
FEXP = Full Explanative Text      FJUS = Full Justificative Text  
PABS = Partial Absolutive Text      PVIN = Partial Vindictive Text  
PEXP = Partial Explanative Text      PJUS = Partial Justificative Text  
CONT = Control Group

NOTE. N = 20 for each group

GROUP MEANS AND STANDARD DEVIATIONS  
FOR EACH MORAL CHARACTER ITEM

	ITEM: ADMI	HONE	ETHI	KIND	SAFE	GOOD	TRUS	JUST
<b>GROUP:</b>								
FABS	4.35 (1.50)	3.70 (2.06)	3.30 (1.75)	4.40 (1.79)	4.00 (1.78)	4.15 (1.87)	4.15 (2.35)	3.80 (2.02)
FVIN	4.40 (1.39)	4.10 (1.52)	3.65 (1.31)	4.90 (1.25)	3.75 (1.25)	4.00 (1.08)	3.90 (1.55)	3.45 (1.43)
FEXP	4.55 (2.04)	4.50 (2.40)	4.75 (1.65)	5.40 (1.43)	5.00 (1.52)	4.30 (1.72)	4.60 (2.14)	4.70 (2.23)
FJUS	4.50 (2.01)	4.55 (2.31)	5.30 (2.54)	5.80 (1.80)	5.05 (1.88)	4.65 (1.66)	5.25 (1.97)	4.50 (1.99)
PABS	3.90 (1.74)	3.40 (1.54)	3.25 (1.80)	3.95 (1.43)	3.50 (1.43)	3.45 (1.67)	3.70 (1.49)	3.25 (1.55)
PVIN	4.60 (1.78)	4.40 (1.43)	5.00 (1.59)	5.35 (1.46)	5.25 (1.48)	4.65 (1.46)	4.85 (1.63)	4.85 (1.63)
PEXP	5.30 (1.90)	4.90 (2.15)	4.80 (2.31)	5.70 (1.13)	5.45 (1.61)	4.90 (1.92)	5.00 (2.18)	5.55 (2.11)
PJUS	4.35 (1.63)	3.85 (1.73)	4.00 (1.97)	5.00 (1.56)	4.80 (1.82)	3.65 (1.73)	3.70 (1.98)	3.80 (2.02)
CONT	6.70 (1.26)	7.10 (1.12)	6.65 (1.46)	6.05 (1.10)	6.35 (0.99)	6.15 (0.99)	6.65 (1.50)	6.15 (1.53)

## APPENDIX N

SUMMARY OF THE ANALYSIS OF VARIANCE FOR  
THE ACD COMPETENCY DIMENSION SUMMARY SCORES  
AND  
GROUP MEANS AND STANDARD DEVIATIONS  
FOR EACH COMPETENCY ITEM

## KEY

VARIABLES

QUAL = Qualified-Unqualified

ACTI = Active-Passive

AGGR = Aggressive-Meek

TRAI = Trained-Untrained

EXPE = Experienced-Inexperienced

GROUPS

FABS = Full Absolutive Text

FVIN = Full Vindictive Text

FEXP = Full Explanative Text

FJUS = Full Justificative Text

PABS = Partial Absolutive Text

PVIN = Partial Vindictive Text

PEXP = Partial Explanative Text

PJUS = Partial Justificative Text

CONT = Control Group

ENTRIES

Means are the top entry in each case. The corresponding standard deviation appears below the mean in parentheses.

NOTE: N = 20 for each group

## SUMMARY OF THE ANALYSIS OF VARIANCE

<u>Source</u>	<u>d.f.</u>	<u>ss</u>	<u>MS</u>	<u>F</u>	<u>(p)F</u>
Between Groups	8	403.4443	50.4305	1.567	n.s.
Within Groups	171	5503.8000	32.1860		
Total	179	5907.2443			

## GROUP MEANS AND STANDARD DEVIATIONS

	ITEM:	QUAL	ACTI	AGGR	TRAI	EXPE
<b>GROUP:</b>						
FABS		2.45 (1.36)	2.95 (1.73)	2.50 (1.73)	2.35 (2.08)	2.00 (1.17)
FVIN		2.25 (1.12)	2.30 (1.46)	1.95 (1.23)	1.75 (0.64)	2.10 (1.25)
FEXP		2.90 (2.05)	2.65 (1.84)	2.75 (1.59)	2.00 (1.62)	2.30 (1.84)
FJUS		2.40 (1.60)	2.00 (1.34)	1.70 (1.42)	1.75 (1.21)	1.65 (0.75)
PABS		2.50 (2.07)	1.95 (1.64)	2.15 (1.93)	1.65 (1.63)	1.75 (0.91)
PVIN		2.60 (1.35)	1.95 (1.05)	2.40 (2.04)	1.85 (0.99)	2.00 (0.86)
PEXP		2.20 (1.58)	1.95 (1.10)	1.55 (1.00)	2.10 (1.78)	1.95 (1.19)
PJUS		3.00 (1.95)	2.55 (1.85)	1.85 (1.14)	2.15 (1.66)	2.10 (1.89)
CONT		3.70 (1.98)	2.90 (1.86)	2.55 (1.79)	2.60 (1.88)	2.55 (1.43)