

A Survey of Selected Radio Listening Characteristics of the Undergraduate Students

at Michigan State University

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A SURVEY OF SELECTED WADLO LISTENING CHARACTERISTICS OF THE UNDERGRADUATE STUDENT'S AT MICHIGAN STATE UNIVERSITY

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ERNEST WALTER RICHTER

A THESIS

Submitted to the College of Communication Arts Michigan State University in partial fulfillment of the requirements for the degree of

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by

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AN ADSTRACT

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This study was undertaken in an effort to describe, in quantitative terms, selected characteristics of the radio listening habits of undergraduate students at Michigan State University during the fall of 1955. These characteristics included the amount of time spent listening to the radio, program preferences, and station preferences, each to be broken down according to time of day and day of week, as well as to academic classification (freshman, sophomore, etc.) and by sex.

In addition, data was gathered regarding the availability of radio sets, additional program desires, and the relative popularity of local "disc-jockeys".

Data was gathered by personal interview, using questionnaires with pre-coded answers, of a stratified sample, each stratum of which was proportionate to, and selected at random from, the corresponding stratum of the universe.

The data gathered indicated the following:

1) Virtually all students had radio sets readily available to them.

2) The two local commercial radio stations were listened to more than any others, with the station carrying network programming enjoying a somewhat larger student audience than the independently programmed station.

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3) Women were inclined to listen to the radio more than men.

4) On weekdays (Monday through Friday) well over half of the students listened for some time during the stipulated time periods.

5) Students spent more time listening during the weekday evening hours than during any other time period except Saturday afternoons, when the broadcast of college football games attracted the largest single student audience.

6) Although music, news, and sports were the most popular program types, almost all other program types attracted at least some students.

In the event that a thorough understanding of college level radio listening were desired, the results would seem to indicate a need for further study in relation to the degree of attentiveness given different program types, as well as the role of program availability.

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CHAPTER I

INTRODUCTION

The Importance of Surveying Radio Listening Preferences

Polling for radio listening preferences seeks to satisfy the needs of at least three major groups involved in broadcasting: the broadcaster, the listener, and the advertiser.

In order to be able to attract advertisers, the broadcaster must determine whether or not his programming is drawing a sizeable audience. He has found that his most reliable method of doing this is to conduct a survey of his potential audience.

The advertiser, in turn, is interested in determining which radio stations and/or programs he can use to best advantage in publicizing his goods or services. He also has a continuing interest in how his programs, as well as his competitors', are faring. Thus, he relies on the findings of survey organizations.

Finally, listening surveys are of importance to the listener, for through them he has an opportunity to pass judgment on the programs the broadcaster and the advertiser offer him. Through continued polling, the listener can make known changes in his tastes in broadcast fare.

Listening Preference Surveying Past and Present

Archibald Crossley is credited with being one of the first to employ sampling methods in measuring audience reaction to radio programming. In 1929 he interviewed, or had interviewed, a sample of radio listeners, asking them about the programs to which they had listened the preceding day. From this crude beginning grew the first continuing service for measuring listening preferences: The Cooperative Analysis of Broadcasting (CAB), established by the Association of National Advertisers, and the American Association of Advertising Agencies.¹

Other agencies, using other techniques, soon entered the field of audience research. In 1934 Clark-Hooper, Inc. began radio audience surveying, using the "coincidental" method. With this method, respondents are called by telephone and asked to what program they are listening at the time of the call. In 1943 the A. C. Nielsen Company entered the field with a mechanical recorder which could be attached to radio sets and would record a family's listening for an extended period of time. Today, the major national program rating services are Pulse, Inc., using the recall method pioneered by Crossley; The A. C. Nielsen Company: Trendex, Inc., using the "coincidental" method; and the American Research Bureau, which uses a method whereby respondents are

Matthew N. Chappel and C. E. Hooper, <u>Radio Audience</u> <u>Measurement</u>, (New York: Stephen Daye, 1944), p. 4.

asked to fill out a listening diary over a stipulated period of time.

The commercial rating services, however, were not the only parties interested in radio audience research. Such diversified institutions as the major radio networks, the National Association of Broadcasters, colleges and universities, not to mention individual broadcasters, have conducted radio audience research. The types of research have been equally varied, from straight description of the public's listening patterns to detailed probes into the listening of specified groups.

This type of study is a continuing process. Educators, sociologists, advertisers, broadcasters, in short, anyone interested in obtaining knowledge about what people listen to on the radio, why they listen, and the effects that listening has upon them, all turn to special listening surveys.

Literature Related to the Study

In the past little attention has been paid to the characteristics of the radio listening of college students. At the time of the study described in the following pages, only one other survey of college students' listening habits had been undertaken. That was A. L. Chapman's study, <u>College Level Students</u> and Radio Listening, made at the University of Texas in 1950. This study, however, was devoted entirely to the radio music

listening of University of Texas students, and differed procedurally from the present one made at Michigan State University.

The Problem

The Purpose of the Study

The purpose of this study was to describe selected characteristics of the radio listening habits of undergraduate students at Michigan State University during the fall of 1955. These characteristics included the amount of time spent listening to the radio, program preferences, and station preferences, each of these to be broken down according to time of day and day of week. The results were to be broken down further by academic classification (freshman, sophomore, junior, and senior) and by sex. The study was to be made during the month of October, 1955, using a precoded questionnaire and the personal interview technique.

The Importance of the Study

The specific usefulness of the study was the supplying of data relating to undergraduate student listening to an advertising agency which had requested the study and had suggested the areas of investigation. The results were also to be distributed to the interested broadcasters.

Although this study was made among students of a specific university, it is believed that the conclusions drawn may be of interest to radio broadcasters engaged in programming for college

students in other college and university environments.

This study may also be of interest to educators and social scientists in furnishing the basis for further study of the role of higher education in radio listenership.

CHAPTER II

THE PROCEDURE

Source Material Used in Determining the Procedure

As indicated in the preceding chapter, radio listening surveys have taken many forms and have utilized many techniques. The first problem of planning a survey then becomes that of selecting the techniques best suited to the particular study under consideration.

Mildred Parten's <u>Surveys</u>, <u>Polls and Samples</u> is a comprehensive and well documented study of survey techniques. Miss Parten referred to more than 1,100 sources in the preparation of this extensive study. By means of careful sifting, she has delineated the various principles involved in the planning and execution of surveys. Quoting Miss Parten on her book:

Naturally, in this comparatively new field there are differences of opinion with respect to the relative merits and limitations of many of the methods and techniques employed; and this situation is aggravated by the fact that practical considerations must often outweigh theoretical ones. When there are significant claims both for and against an important procedure, it has seemed worthwhile to indicate both sides. In general, I have sought throughout to present an organized account of problems and approaches and at the same time to supply unusually full details of procedure.¹

¹Mildred Parten, <u>Surveys</u>, Polls and Samples, (New York: Harper and Brothers, 1950), p. 219.

After consultation with, and approval of, members of the Speech and Sociology Departments at Michigan State University, this book was selected as the guiding text in the planning and execution of the study.

Gathering the Information

Three basic methods are open to the survey director for the gathering of information. These are the mail questionnaire, the telephone interview, and the personal interview.

The mail questionnaire's primary advantage lies in being able to cover a large geographic area at low cost with a small staff. This advantage, however, is counterbalanced by the distinct disadvantage of the fact that returns are generally low, and that those who do return questionnaires are generally not representative of the group to whom the questionnaires are sent.

The telephone interview is the quickest of the survey techniques. The refusal rate is generally low. Interviewers are easily trained and supervised since they can work in the same office with the survey director. This technique, however, to be effective, must be used in a situation in which the potential respondents can be reached easily by telephone.

The personal interview is "the method of direct investigation in which skilled interviewers call upon and solicit information from selected individuals."¹ A few of the distinct

¹Tbid., p. 72.

advantages of this method are that it generally yields a high percentage of returns, more of the respondent's time can be taken than if the interviewer is not present, and it can be made to yield an almost perfect sample of the universe under consideration because almost everyone can be approached. This method, too, has its limitations. First, it is necessary to train interviewers, and second, interviewers may unconsciously distort results to their own biases.¹

Of the three methods briefly discussed, the first two were discarded. The universe under consideration was centrally located, on and around the campus of Michigan State University. Therefore, the mail questionnaire offered no particular advantage over other methods, but offered, instead, the distinct disadvantage of the possibility of incomplete returns.

Again, considering the student universe under study, the majority of the students lived in housing units in which telephones were not always readily available. Therefore, the telephone interview method was also discarded as a possibility.

The personal interview method was the one selected for use in this study because of the ready availability of the students,

¹For a complete treatment of the advantages and disadvantages of the various data gathering techniques, see Parten, Op. cit., Ch. III.

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as well as the fact that of the three methods under consideration it alone offered the possibility of maximum returns.

Drawing the Sample

The first problem to be faced in drawing a sample is the assurance that the sample will be representative of the universe which is to be surveyed. Random sampling, in which each member of the universe has an equal chance of being selected, is considered to be the best method of gaining a representative sample.

> ". . . a large enough random sample, properly drawn is both a representative and a proportional sample. If the sample is not large enough, there is a chance that it may be an extreme deviate, and therefore not representative."¹

In the case of this study, a relatively small sample was to be used. However, it was desired that the strata representing sex and academic classification be accurately represented. Therefore, the technique of stratified sampling was employed, or a random sampling was made of each stratum, proportionate to the representation of each stratum in the universe. Fortunately, a complete listing of the entire universe which could be broken by strata was available for use in this study. A complete set of student registration cards was obtained from the Registrar's office.

These cards were sorted according to academic classification (freshman, sophomore, junior, senior, and others), and all

<u>Ibid</u>., p. 226.

but the four undergraduate classifications were removed. The remaining cards were then sorted according to sex.

The next step was to determine the proportion of each stratum to the universe and the number of cases representing each stratum which would appear in the sample. It will be noted in Table 1 that slight disparities occur in the percentage of representation between sample and universe segments, but that these disparities are slight, especially in view of the fact that sample percentages were computed to the nearest whole.

With the establishment of the figures representing the number of cases in each sample segment, each corresponding segment of the Registrar's registration cards was shuffled in order to avoid any bias due to the original grouping of the cards. Then, each fifty-ninth card was drawn until the requisite number had been reached. (The figure, 59, was reached by dividing the total of the universe, 14,599, by the total number in the sample, 250.)

In addition to the basic sample, several alternate cards were drawn for use in the event that some of the students represented could not be reached.

The Size of the Sample

There is no fixed rule governing the size of samples. Sample size is dependent upon many factors. Miss Parten states the case as follows:

TABLE 1

COMPOSITION OF UNIVERSE AND SAMPLE MICHIGAN STATE UNIVERSITY FALL 1955

			Percent of	Percent of
Universe	Number in	Number in	Representation	Representation
Segment	Segment	Sample	in Universe	in Sample
Total	14,599	250	100	100
Men	9,636	165	66	66
Women	4,960	85	34	34
Freshmen	4,674	82	32	33
Men	2,993	52	21	21
Women	1,681	30	12	12
Sophomores	3,962	67	27	27
Men	2,637	45	18	18
Women	1,325	22	9	9
Juniors	3,328	56	23	23
Men	2,252	38	15	15
Women	1,076	18	7	7
Seniors	2,635	45	18	18
Men	1,758	30	12	12
Women	878	15	6	6

"Among the factors which affect the necessary sample size are the degree of heterogeneity, amount of breakdown, and type of sampling. Relatively heterogeneous populations require large samples as compared with relatively homogeneous populations; surveys making detailed breakdowns require large samples as compared with surveys using only coarse breakdowns; and unrestricted sampling demands large samples as compared with stratified sampling."1

Applying these criteria for the relative size of samples to the problem under consideration, we find that the population to be studied may be considered to be relatively homogeneous. That is to say, it may be inferred that the undergraduate students at Michigan State University have many traits in common: socio-economic level, intelligence, age range, etc.

With this study, not relying on statistical accuracy but on general description, it was possible to control the breakdowns and make them broadly general (coarse) rather than detailed.

In the interests of a relatively small sample, the stratified sampling method was chosen, insofar as the strata to be investigated were clearly defined.

When these decisions had been made, the survey director conferred with the members of his graduate committee,

¹<u>Tbid</u>., p. 326.

as well as with the Board of Examiners at Michigan State University, and a figure of 250 cases was agreed upon as fulfilling the requirements of the study.

Framing the Questions

Difficulties of Question Framing

Question framing, or how to word questions to elicit the information desired, is dependent upon a number of factors. The questionnaire designer must take into account the people to be questioned, the people who are going to ask the questions, and the possible responses.

One question can be asked in a number of different ways. Should a survey director wish to bias results obtained from the questioning, he can phrase questions in such a manner as to be able to predict the results. He can accomplish this by the order in which he asks questions or by the way he words them. He can also unconsciously bias the results obtained from his questions by not taking the above factors into account.

In this study the following factors were considered in question framing in order to insure that the question would elicit the specific information desired.

1. The questions regarding the amount of time spent listening to the radio, the stations to which the respondents listened, and the programs to which the respondents listened

were to be limited to specific times of day and day of week, and in each instance the time period had to be specifically defined.

2. More than one interviewer would be asking the questions; therefore, each question had to be worded in such a way as to carry the same meaning regardless of who asked it.

3. The answers to each question had to be pre-coded; that is, all possible answers had to be taken into consideration before the questions were asked.

4. The respondents to the questions were to be undergraduate university students ranging from the linguistically unsophisticated freshman student to the more erudite senior student; consequently, the questions of necessity had to employ terms understood by all.

5. The questions had to be framed in such a way as to elicit the information regarding amount of time spent in listening to the radio, the preferences for specific radio stations, and the general preferences for programs.

The Questions

The first group of questions was designed to set up a frame of reference for the respondent in answering the questions

> "Do you have a radio that you can listen to when you want to?"

"Do you share a radio with someone else?"

,

"What radio stations do you listen to?" (More than one answer possible)

The next group of questions related to the first item being considered in the study, amount of time spent listening to the radio during given segments of the day and given days of the week. Note that there was no habitual amount of listening asked for, but an estimation of the average amount of listening.

> "On an average, how long do you listen to the radio before 12 Noon on weekdays?"

This question was repeated nine times to account for morning, afternoon, and evening, as well as for weekday (Monday through Friday), Saturday, and Sunday listening.

The third group of questions dealt with the types of programs to which the respondent listened. Here twenty categories of programs were originally listed on cards, this list being later expanded to include twenty-six categories. Each respondent was handed a card containing the list and asked:

> "Would you mind looking at this card and giving me the numbers following the programs you generally listen to?"

The reason the respondent was asked to check off the numbers rather than to state the types was to speed up the interviewing process by allowing the interviewer to check off the responses on the pre-coded questionnaire.

The fourth group of questions dealt with radio station preference.

"To which station do you listen most during (time of day and day of week)?"

Again, nine repetitions.

By way of a test question, checking the accuracy of the respondent's answers regarding station preference, he was asked to identify his favorite "disc-jockey".

"Can you name your favorite disc-jockeys in the Lansing area?"

If the name of the "disc-jockey" did not conform with the preferred station, this was called to the respondent's attention and he was asked to review his previous answers.

A fifth group of questions was concerned with determining the relative importance, if any, of post-midnight listening, and additional program preferences. As these questions were not designed to fulfill a stated objective of the study, they were couched in general terms.

> "Do you ever listen to the radio after midnight, and if so, on what nights?"

"And when you listen after midnight, about how long do you listen?"

The original framing of these questions was more specific. However, a pretest of the questions showed that post-midnight listening was, at most, scattered. By framing the questions in the manner above, the responses indicated which nights might be expected to be the most popular for post-midnight listening.

The question regarding additional program preferences again used the program-type card and was worded:

"Would you tell me if there are any programs listed here that you wish there were more of, or that are not available to you but you would like to listen to?"

A sixth group of questions which was asked related to specific hours of the day when respondents listened:

> "At what times do you generally have your radio turned on during (time of day and day of week)?"

Returns on this question, however, were so confused that the results were excluded from tabulation.

The final group of questions concerned personal data regarding marital status, finances, and credit load of the respondent.

Constructing the Questionnaire

After the questions had been drawn, it was then necessary to consider the order in which the questions were to be asked and the general structure of the questionnaire.

Due to lack of staff available for coding of answers and tabulation of results, the simplest and quickest method of tabulation was to be employed--machine tabulation employing the University's IBM machinery. This entailed pre-coding all answers for entry upon IBM punch cards, a sample of which appears in Figure 1.

It will be noted that on these cards appear eighty columns of ten numerical punch positions. In order to employ only one column per question, only ten possible answers could



be given per question. However, since considerably fewer than eighty questions were to be asked, it was possible to ask questions to which more than ten possible responses could be given by employing more than one column. For example, the questions relating to program preferences involved twenty-six possible answers. It was, therefore, necessary to employ three columns of the punch card for each of these questions. Each punch position then symbolized a potential answer to a question. To simplify the transfer of the answers from the questionnaires to the punch cards, the answers were pre-coded according to punch column and numerical position, the "o" position

representing "10".

Therefore, in constructing the questionnaire, all possible answers to each question had to be written into the questionnaire and pre-coded. Before this could be done, the order in which the questions were to be asked had to be determined.

Question Order

Although there were only three basic questions to be asked during the survey, the fact that the study was to differentiate among the times of day and days of week necessitated the multiple repetition of these questions.

In the first trial questionnaire¹ the two basic questions, relating to the amount of time spent listening to the radio and program preferences, were divided into three groups according to day of the week. Each question was then repeated three times in sequence to account for morning, afternoon, and evening. The questions relating to station preference were treated in a separate group. The orientation questions relating to set availability were placed at the head of the questionnaire, and the ones relating to general radio station listenership were placed just before the questions relating to station preference. Additional personal questions

¹Appendix A.

were included at the end of the questionnaire.

Before the questionnaire was approved for use in the survey it was pretested in order to determine its efficiency.

Testing the Questionnaire

After the question order had been determined, it was decided to test any weaknesses the questionnaire might have by submitting it to a test. Several copies of the questionnaire were duplicated, and the first ten students passing the survey office were asked to participate in the test. This test yielded interesting information regarding both question order and responses that were unanticipated in the pre-coding process.

It was noted that the constant shifting of the respondent's attention from one time to another resulted in confusion and boredom on the part of the respondent.

It was further noted that the post-midnight listening questions, which in the trial questionnaire were included with the other time periods, yielded few results.

In the pre-coding of answers to the questions relating to station preference, the coded answers consisted only of the local radio stations plus "others", with a write-in asked for the "other". Also, several respondents were unable to identify any specific radio station, therefore indicating the need for an additional response--"don't know".

The Final Questionnaire¹

As a result of testing the first questionnaire the final questionnaire was organized as follows.

All orientation questions were placed at the head of the questionnaire, including the question relating to general listening--"What stations do you listen to?" The first questions established listenership (set availability). If the answers to these questions indicated that the respondent spent no time at all listening to the radio, the interview could be terminated.

Following this came the main body of the interview. The basic questions were placed in nine groups, each group devoted to a specific time of day and day of week, thus allowing the respondent to concentrate more fully on a given time period before moving on to another one.

Further questions regarding additional program desires, post-midnight listening, and disc-jockey preference followed.

Finally, the interview was terminated with the personal data questions.

Interviewing Procedure

Training the Interviewers

A small group of ten interviewers was recruited from among the students in the Speech Department of Michigan State University. These students were called together for a preliminary meeting in which the aims and procedures of the survey were explained. Each interviewer was then given a copy of "Interviewer's Instructions"¹, and these instructions were explained.

A demonstration was then performed by the author with one of the interviewers. In turn, each interviewer was required to interview the survey director. In this way, problems which might occur during the course of an interview became apparent. For example, a respondent might be confused about the identify of the local radio stations. He might state a preference for one, but list program types which were not carried by that station, or name as his favorite disc-jockey someone who did not work for the station named. In such cases, the interviewer was told to tactfully call this situation to the respondent's attention and ask him to reconsider his answers. When this training session was completed, each interviewer was given his assignment.

Assigning the Interviewers

Prior to the meeting of the interviewers, cards were made upon which appeared the name, sex, classification, address, and telephone number of each individual in the sample. Each card was assigned a code number which was also to be transferred to

the questionnaire for purposes of identification. A duplicate set of these cards, complete with code number, was kept in the survey office for use in the event that any of the original set were lost. The original set was then sorted into groups of from ten to fifteen cards per group according to location (dormitories, fraternity and sorority houses, neighborhoods).

At the end of the preliminary meeting, the interviewers were allowed to choose the locations in which they preferred to work, were assigned their groups of cards, and the code numbers of the cards were recorded. Each interviewer was given, in addition, enough questionnaires to cover his assignment, as well as cards containing the program type lists.

It was then the responsibility of the interviewer to contact the respondents and arrange a time and meeting place suitable to both of them for the interview.

Editing the Questionnaire

As each completed questionnaire was returned to the survey office, the code numbers were checked off against the assigned quota of the interviewer. The checking-in process, designed to eliminate the possibility of overlooking lost questionnaires and faulty notations, involved the following procedure.

Each question was methodically checked to insure that

it was properly annotated. In some instances, answers had not been marked, in which cases the survey director contacted the respondent, explained the situation, and filled in the missing notation. In other cases, two answers were marked on questions demanding a single answer, notably to the question, "To which radio station do you generally listen . . ." The interviewer was asked to explain this faulty marking, and the inevitable explanation was that the respondent had not allowed himself to be limited to one answer. Consequently, the answer was changed to "don't know", as the respondent obviously had no clear-cut preference.

Tabulating the Results

When all 250 questionnaires and name cards had been returned to the survey office, and had been checked and edited, the results were entered on IBM punch cards,¹ one card for each questionnaire. This involved the use of a manually operated, portable punching machine.² This machine is a device in which a blank card is inserted and passed under a keyboard resembling those found on a simple adding machine. As each column comes into line, the code number of the answer for that line is punched and recorded on the card. The process was a lengthy one due to

¹Figure 1, p. 18.

²Automatic machines are available for this operation, but they require trained operators.
the meticulousness with which the entries were made in order to avoid error.

When this operation was completed, a final set of IBM cards was ready for tabulation. The cards were fed into an IBM counting machine which tabulated the responses for each column of punches. This involved feeding the cards through once for each column, or, as in the case of this study, sixtynine times.

When the final figures had been obtained from the above process, they were changed into percentages, using percentage tables prepared by the survey director, and were entered into tables.

CHAPTER III

THE RESULTS

The General Listening Pattern

Radio Set Availability

The study showed that, regardless of the sample segment in which the respondent was grouped, he was likely to have a radio set available for use. Table 2 indicates some correlation between class and set availability, with a higher percentage of sets available for those at the upper class level.

TABLE 2

PERCENTAGE OF STUDENTS HAVING RADIO SETS AVAILABLE

Class	Availability	Private	Shared	No S et
Freshman	92	1	91	8
Sophomore	9 5	12	83	5
Junior	98	11	87	2
Senior	98	11	87	2
Total	95	9	86	5

Periods During Which Students Listen

The majority of students listen during the evening hours on weekdays and during the afternoons on Saturdays. With the exception of Sunday mornings, at least fifty percent

of the students interviewed indicated that they spent some time listening during the morning, afternoon, and evening hours.

TABLE 3

PERCENTAGES OF STUDENTS LISTENING DURING GIVEN TIME PERIODS ON GIVEN DAYS

	6 A.M12 Noon	12 Noon-6 P.M.	6 P.M12 Midnight
Weekdays	61	60	74
Saturdays	50	75	60
Sundays	28	60	50

Amount of Time Spent Listening

On weekdays the amount of time spent listening increased steadily from morning to evening, with the greatest amount of listening occurring during the evening hours. On Saturdays and Sundays the greatest amount of listening occurred during the afternoon.

Although there was some difference in the listening time for men and women, this difference was not great. In general, women seemed to spend slightly more time listening than did men in each of the time periods.

Table 4 shows that considerably fewer students listened on Saturdays and Sundays than on weekdays. However, it will be noted that those who did listen on Saturdays and Sundays listened for considerably longer periods than did those who listened on

TABLE 4

PERCENTAGES OF STUDENTS LISTENING GIVEN AMOUNTS OF TIME AT GIVEN TIMES OF GIVEN DAYS

6 A.M.-12 Noon 12 Noon-6 P.M. 6 P.M.-12 Midnight

Not at All			
Weekdays	39	40	26
Saturdays	50	25	40
Sundays	72	40	48
$\frac{1}{2}$ Hour or Less			
Weekdays	38	17	16
Saturdays	9	3	10
Sundays	8	3	9
$\frac{1}{2}$ to 1 Hour			
Weekdays	16	23	22
Saturdays	16	11	23
Sundays	14	14	17
l to 2 Hours			
Weekdays	6	13	24
Saturdays	6	22	19
Sundays	17	24	20
More than 2 Hours			
Weekdays	3	6	12
Saturdays	11	39	9
Sundays	1	17	6

weekdays.

Post-Midnight Listening

Comparatively few students listened to the radio after midnight, and most of that number listened for about an hour on Friday and Saturday nights.

Radio Stations Available To Michigan State University Students

At the time of this study there were three standard broadcast radio stations operating in the Lansing area: WILS, an independent radio station broadcasting primarily popular music, news, and sports; WJIM, a station broadcasting a great amount of popular music, but also broadcasting selected programs of two of the national networks (resulting in a more varied program structure than WILS); and WKAR, the educational station operated by Michigan State University, broadcasting educational, public service, serious music, and sports programs.

In addition to these three local stations, adequate reception could be made of stations located in Detroit, Grand Rapids, and Chicago. However, of the non-local stations, the only one receiving a significant mention by the students interviewed was WJR, Detroit.

Radio Stations to Which Respondents Listened

Seventy-six percent of the respondents indicated that they sometimes listened to WJIM, sixty-five percent to WILS, fifty-one percent to WKAR, and twenty-six percent to WJR. Only fourteen percent indicated that they listened to stations other than those mentioned, and seven percent were unaware as to which station they listened.¹

The Relative Popularity of the Lansing Radio Stations

When questioned as to which radio station they generally listened during various time periods of the day (morning, afternoon, and evening) on weekdays, WJIM generally maintained its lead in popularity over the other stations. The exceptions were the seniors, who listed WILS more frequently than the other stations for all time periods, and Junior men who listed WILS more frequently during the morning and evening hours. On Saturdays and Sundays the pattern varied only slightly for some of the sample segments, but the over-all preference for WJIM remained the same.²

Although a high percentage of the sample listed WKAR among the stations to which it listened, this station received a very low number of responses when the respondents were asked to name the specific station to which they <u>generally</u> listened. From this the assumption can be made that regular listenership to WKAR is low, but that occasional tune-ins account for the

> ¹Table 10, Appendix D. ²Tables 11, 12 and 13, Appendix D.

many non-specific responses elicited by the general question.

Nearly as many students who responded with a definite preference for one or the other of the two most popular stations responded that they did not know to which station they "generally" listened at any specific time.

Listening Preferences

In an attempt to gauge the relative popularity of various types of radio programs among college students, the respondents were asked to list the types of programs to which they listened during morning, afternoon, or evening hours--first on weekdays, then on Saturdays and Sundays.

Music Listening

Popular music was by far the most frequently mentioned program type during all time periods on weekdays. On Saturday afternoons popular music gave way in popularity to sports events (football). Religious, news, and classical music programs, respectively, were preferred to popular music on Sunday mornings. On Sunday afternoons, classical and semi-classical music superceded popular music programs. On Sunday evenings, however, popular music again gained ascendancy. During all other time periods popular music programs had the greatest share of audience.

This over-all pattern established by the sample as a whole varied only slightly for the various sample segments.

However, just as women were inclined to listen to the radio more than were men, they were inclined also to listen more frequently to popular music than were men.

The number of students polled who listened to classical music programs was generally quite small, never exceeding ten percent of the total for any of the time periods, excepting Sunday afternoons when twenty-seven percent of the sample indicated that they listened to classical music programs.

While there was little difference in the classical music listening pattern among freshmen, sophomores, and juniors, there was a marked increase in classical music listening among seniors. For example, during the evening weekday hours when ten percent of all respondents listed classical music programs, sixteen percent of the seniors indicated that they listened to this program type. On Sunday afternoons, when twenty-seven percent of the total sample listened to classical music programing, thirty-seven percent of the seniors listened to this type of program.

On weekdays, women showed only a slight preference for classical music programs over men. On Saturdays and Sundays, however, women far exceeded men in classical music listening.

Semi-classical music programs seemed to be about as popular with the sample as a whole as classical music programs. During weekdays, semi-classical music had a somewhat larger audience than

TABLE 5

PERCENTAGES OF RESPONDENTS LISTENING TO CLASSICAL MUSIC AT GIVEN TIMES ON GIVEN DAYS

	Men	Women	Total Sample
Weekday			
6 A.M12 Noon 12 Noon-6 P.M. 6 P.M12 Midnight	2 6 9	4 7 12	3 6 10
Saturday			
6 A.M12 Noon 12 Noon-6 P.M. 6 P.M12 Midnight	1 4 3	9 11 6	3 7 4
Sunday			
6 A.M12 Noon 12 Noon-6 P. M. 6 P.M12 Midnight	6 23 7	12 33 11	8 27 9

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classical music. On Saturday and Sunday mornings and afternoons, however, of the two program types, classical music seemed the more popular. Again, women seemed to favor this program type more than men, with from one and a half to twice as many women listening to semi-classical music as men. This preference of women for semiclassical music programs was more distinctly pronounced than it was in the case of classical music. In general, it seemed that more sophomores listened to semi-classical music on the radio than the other class groups. However, since the figures varied considerably from time period to time period, and from day to day, it would be difficult to establish a definite pattern.

Jazz music listening seemed to occur with roughly the same frequency as classical and semi-classical music listening, with jazz having a slightly larger audience than the other two during morning and afternoon hours of weekdays, and evening hours on Saturdays. Jazz listening was apparently non-existent on Sunday mornings and evenings. With the exception of weekday evenings and Sunday afternoons, jazz was more popular with women than with men. There was no clear-cut differentiation among the other sample segments in terms of the relative popularity of this type of program.

March, western, and hillbilly music programs were listened to by four or less percent of the sample during any of the time periods studied.

Talk Program Listening

News programs were the most frequently listened to of all talk programs, rating in over-all popularity second only to popular music. The only times that news programs did not maintain this second position was on Saturday and Sunday afternoons. On Saturdays, news listening gave way to listening to sports events and the National Broadcasting Company's weekend-long program, Monitor, which also included frequent, short news summaries. Consequently, between sports and Monitor, no appraisal can be given of news program listening during this time period. On Sunday afternoons, classical music, semi-classical music, popular music programs, and Monitor, respectively, preceded news programs in popularity. On weekdays, between thirty-five and forty-four percent of the students polled listened to news programs during each of the three time periods investigated. On Saturdays, between fourteen and twenty-four percent listened to news programs; and on Sundays, between seven and thirteen percent listened to news, again for all time segments. There were no clear-cut differences in the relative popularity of news programs among the sample segments.

Sports news was the third most frequently mentioned program type for weekday listening during all time segments. <u>Monitor</u> pushed sports news into fourth place on Saturday mornings and afternoons, and on Saturday evenings and all day Sunday, sports news listening declined by an even greater margin.

News commentary programs attracted only a small percentage of the respondents. On weekdays between eight and twelve percent of the sample listened to this program type during the three time periods listed. On weekends, three percent listened during all time periods on Saturdays, and on Sunday evenings. On Sunday afternoons, seven percent listened to news commentary--on Sunday mornings, none.

Sports events broadcast by radio achieved a significant popularity only on Saturday afternoons, when sixty-seven percent of the students interviewed said they listened to this program type.

Other "talk" type programs, such as farm, homemaking, and discussion programs, had no significant audience among the students interviewed during any of the time periods of the week.

Dramatic Programs

Three types of dramatic programs were listed: serial drama, complete drama, and mystery drama. Each of these program types had a small audience among the Michigan State students.

Serial drama listening occurred only during the afternoon hours, and complete and mystery drama listening only during the evening hours. No drama listening occurred on Saturdays, and on Sundays the only type of drama that was listened to was complete drama in the evenings.

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PERCENTAGES OF STUDENTS LISTENING TO DRAMATIC PROGRAMS ON RADIO

	Men	Women	Fresh.	Soph.	Jr.	Sr.	Total Sample
Weekdays							
Serial Drama	3	7	4	3	9	2	5
Complete Drama	5	7	8	3	7	4	6
Mystery Drama	7	l	5	3	9	4	5
Sundays							
Complete Drama) 4	1	3	0	2	9	3

It can be seen from Table 6 that on weekdays women listened more to serial and complete dramas than did men, and that men listened more to mystery drama on weekdays, and to complete drama on Sundays. Serial dramas were listened to less frequently by seniors and more frquently by juniors. While the seniors who listened to complete drama on weekdays reflected approximately the average of the sample as a whole, a comparatively high percentage of them listened to this program type on Sunday evenings. Mystery drama was most popular with juniors.

Comedy

Comedy programming was defined as consisting of comedy-variety shows and situation comedy. These program types were listed exclusively for evening listening. Comedy-variety shows were listed for weekdays and Saturdays, and situation comedy exclusively for Sundays.

Of all program types listed in this survey, only situation comedy seemed to appeal equally to all segments of the sample.

Religious Programs

For the purpose of this study, religious programs were considered to consist not only of religious services and talks, but also of religious music. During the weekdays, only morning hours were listed for this type of listening. None of the respondents indicated that they listened to religious programs

TABLE 7

PERCENTAGES OF STUDENTS LISTENING TO COMEDY PROGRAMS ON RADIO

	Men	Women	Fresh.	Soph.	Jr.	Sr.	Total Sample
Comedy-variety							
Weekdays	6	1	4	6	4	2	4
Saturdays	3	1	1	3	4	0	2
Situation Comedy							
Sundays	4	4	4	3	4	4	4

on Saturdays. On Sunday mornings religious programming attained its greatest popularity among the students interviewed, with fifteen percent of the total listening to this program type. Sunday afternoon only four percent listened to religious programming--on Sunday evening, none.

Monitor

The NEC weekend program service, <u>Monitor</u>, a continuing potpourri of variety, including various kinds of music, talk, interviews, comedy, and sports, was listed as a separate program "type" because it did not fit into any of the other categories. Also, the individual segments of <u>Monitor</u>, limited generally to three minutes each, could not be considered as programs. At the time of this study, <u>Monitor</u> had been on the air a little over one year; consequently, some of the novelty of its early months had worn off and it can be said to have built up a more or less steady listenership. On Saturdays <u>Monitor</u> retained third place in preference throughout the day. Nineteen percent of the respondents indicated that they listened to this program during the morning, sixteen percent during the afternoon, and fifteen percent during the evening. This program "service" was also apparently more popular among women than among men.

Additional Programming Desired

The following table shows the distribution of additional program desires among the students queried.

TABLE 8

PERCENTAGE OF RESPONDENTS IN FAVOR OF ADDITIONAL PROGRAMMING

Program Type	Total	Men	Women	Fresh.	Soph.	<u>Jr.</u>	<u>Sr</u> .
Semi-classical Music	19	15	25	14	12	21	31
Classical Music	13	14	12	9	14	14	18
Popular Music	11	10	12	18	8	13	0
Jazz	11	11	10	16	9	11	4
Complete Drama	9	6	15	12	6	7	11
"Monitor"	9	9	10	6	6	16	9
Talks and Discussions of Public Issues	7	9	5	4	11	2	2
Comedy-variety Shows	5	6	4	9	2	4	7
News Commentary	5	5	4	0	2	7	13
Civic and Governmental Events	4	0	0	0	14	2	7
Interviews of Prominent People	4	3	6	3	5	2	7
March Music	4	5	l	8	2	0	4

Summary

Nearly all students interviewed had radio sets readily available for their use. However, despite this availability, twenty-six percent of the students interviewed did not listen during the weekday evening hours (the peak listening hours); thirty-nine percent failed to listen during the morning hours; and forty percent did not listen during the afternoon hours.

Of those who listened, women were inclined to listen longer than men.

In general, the radio station in Lansing carrying network programming enjoyed the greatest popularity among the students interviewed, and, lagging not far behind, the independently programmed station took second place in student popularity. All other available radio stations received a much lower number of mentions than these two.

In terms of program popularity, popular music and news, respectively, were by far the most frequently mentioned by the respondents when asked to enumerate the types of programs to which they generally listened. Although almost all program types have an audience among the students responding, the mass student audience seems commited to listening to music, news, and sports, with the Saturday football games drawing the largest single audience.

Relatively small percentages of the students interviewed felt that they would like to have more of specific program types.

CHAPTER IV

CONCLUSIONS

This chapter will present a discussion of the results in terms of their possible implications. Inasmuch as the study was designed to yield only quantitative, descriptive data regarding certain listening habits, conclusions necessarily must be speculative. An examination of the various elements of the validity of the method used in conducting the study also will be made.

Implications of the Results

Radio Station Preferences

The number of students listening at any given time could be broken into roughly three nearly equally sized groups: one which preferred the local independent radio station, one which preferred the local network station, and one which had no clear-cut preference. On closer examination of the figures, it will be seen that, in general, the local network station attracted more college listeners than the local independent station. Other stations outside the local area seemed to attract relatively few student listeners, although several large metropolitan stations in both Detroit and Chicago were receivable in the Lensing area.

That students did not avail themselves of these more distant stations can, in all likelihood, be explained by the fact that, although they were receivable, they were not as strong nor static-free as those of the local stations. It would seem valid to assume that signal quality has an effect on the popularity of a given station in a given area.

The reasons for the greater popularity of one local station over the other are more difficult to ascertain, particularly when the difference in popularity was relatively small. The bulk of both station's programming was music and news, the two most popular program types among students. However, it was noted that other program types also had student audiences, if small ones. Perhaps it was these small, selective audiences that accounted for the small margin of preference for the network programmed station, inasmuch as the independent station's program fare was extremely limited.

No correlation could be found between station preference and either sex or academic advancement. Differences did exist from group to group in station preferences, but these differences seemed to occur in a random fashion.

Weekday Versus Saturday and Sunday Listening

With the exception of Saturday afternoons, more students

listened on weekdays than on Saturdays and Sundays. The large Saturday afternoon listenership can easily be explained by the students' preference during this time period for the broadcasting, at the time of this study, of the School's football games.

The preference for radio listening during weekday hours rather than on Saturdays and Sundays would imply that the weekday schedule of activities was more conducive to radio listening than that of the weekend. One might also infer that, weekend activity being less routine than weekday activity, radio listening falls into a routine pattern.

Size of the Student Audience and Amount of Listening During Different Weekday Time Periods

More than half of the students spent some time listening to the radio during both the morning and the afternoon, and nearly three quarters of them listened during the evening. Furthermore, the amount of time spent in listening increased with the passing of the day. It is conclusively shown that the heaviest concentration of student listening was during the evening.

These results can probably be explained in large part by the nature of the students' days. Classes are scattered throughout the daytime (8 A.M.-5 P.M.). The students were generally in their residences for some time between 12 Noon and 1 P.M., and between 5 P.M. and 6 P.M., which could account for the increase in afternoon over morning listening. The evening hours

were generally free of classroom activity, which would keep the students from their residences, and were, one might suppose, occupied primarily by study and other activity in and around residence units. Thus, the time period when the student is most free to listen to the radio is the evening.

Student Program Preferences

The most popular type of radio program among students was popular music, with news and sports programs occupying second and third places in popularity. However, almost all program types had audiences of varying size among the students.

Since listening to popular music does not ordinarily require one's full attention, it can be assumed that one of the reasons students prefer popular music programs is that they can carry on another activity simultaneously. A study made at the University of Texas in 1947-1948 showed that about half of the University of Texas students listened to the radio while studying.¹ It does not seem unlikely that the same situation existed among the students at Michigan State University.

The fact that a high percentage of students indicated that they listened to news programs is possibly a reflection of a tradition among Americans to regard radio as a primary source of

	<u> </u>									
	Α.	L.	Ch٤	apman,	Colle	ege	Level	Student	ts and	Radio
Listening,	(A1	ust:	in:	Unive	rsity	of	Texas	Press,	1950)	•

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news information, as shown in the studies of Lazarsfeld, et.al. Furthermore, students would be inclined to turn to the radio for news due to what one may presume to be a limited newspaper circulation in campus residence units. News programs are generally scheduled at a time when students can listen to them while preparing for classes or meals.

The fact that nearly all program types had student audiences, although limited in size, might lead one to question the program policy of the time which stressed popular music, news and sports. That these types of programs attracted large numbers of students would seem less significant than that those programs which were in scarce supply would, nevertheless, attract an audience, no matter how small. This latter fact would indicate a possible correlation between program availability and popularity.²

¹ These studies include: Paul F. Lazarsfeld, Radio and the Printed Page, (New York: Duell, Sloan and Pierce, 1940); Paul F. Lazarsfeld and Harry Field, The People Look at Radio, (Chapel Hill: University of North Carolina Press, 1946); Paul F. Lazarsfeld and Patricia L. Kendall, <u>Radio Listening in America</u>, (New York: Prentice-Hall, 1948).

²The emphasis in radio programming changed from a broad variety of programs to the relatively limited fare found by 1955 due in great part to the growing popularity of television during the previous decade. However, the availability of television to students at Michigan State University was quite limited, meaning that any broadcast listening the student did was primarily directed toward radio. Thus, college students, to a great extent, form a group which radio <u>could</u> serve in the manner in which it did prior to the advent of television.

The Value of the Study to the Broadcaster

The study accomplished the goals set for it--the measuring of the size of the college listening audience and its program preferences based upon existing program fare during specified time periods. Such data, it can be assumed, has certain values for the broadcasters concerned. It shows that there is a sizeable, relatively homogeneous, group of college students which regularly listens to the radio for protracted periods of time during weekday evenings. It also shows that this group listens primarily to music, news and sports programs. With this information at hand, the broadcaster would seem to be justified in programming specifically for this college audience in terms of music, news and sports.

However, for the broadcaster to use the results of the program preference portion of the study as a valid guide to programming for the college audience would be unfortunate. The results, as stated, indicated preferences on the basis of available programming. This programming was designed particularly for listeners who turn for other types of entertainment to television-their radio listening is assumed to be a companion activity, rather than a primary activity. The college student, on the other hand, rarely has television available to him, but does, in the vast majority of cases, have a radio available. Thus, his program tastes may, if given the opportunity to develop, embrace more

program types than the trio of music, news, and sports. In fact, the study shows that there are segments of the college audience which do listen to drama, comedy, etc., even though these program types are infrequent and often hard to find. What the situation would be were a greater variety of programming available is not indicated by the study.

In order for broadcasting research among college students to be truly meaningful to the broadcaster in terms of programming practices, it should be designed to reveal the following information: What amount of time would the college student be willing to devote to the medium as a primary activity? What kinds of programming would he prefer if it were readily available to him as a source of entertainment and information--programming to which he would be willing to devote full-time listening? If the broadcaster in a college environment would sponsor research geared to the answering of these questions, it would be of great value to him in planning his programming for the college audience. By conducting such research on a continuing basis, he would also be able to ascertain changes, if any, in program tastes, and thereby be able to adjust his programming to accommodate such changes. Such periodic program adjustment would insure the broadcaster's serving the college audience to his fullest ability, and thereby would also ensure listenership, attentiveness, and loyalty.

The Study as a Basis for Further Research

Some questions are raised by the results of this study which might well form the basis for further study. Why are women students more inclined to listen to the radio than men? Why do students prefer one radio station to enother? Do students utilize radio as an entertainment medium in itself, or is radio listening primarily a secondary activity carried out while engaged in something else? What are the primary activities engaged in while listening to the radio? Is there a correlation between intellectual development as measured by grade indices and radio listening activities? Do the radio listening patterns of college students follow a pattern established prior to college entry? What effect, if any, does listening to the radio while studying have on academic achievement? These are at least some of the questions raised in considering the quantitative summary of college student listening.

The Validity of the Methods Used in Conducting the Study

The most accurate method of gathering the information desired for this study would be to install audimeters in every radio set used by students to obtain a detailed program listing for each radio station which was capable of being received, and to determine by the use of a diary how many students were listening

to any given radio at any given time. However, the expenditure of money, time, and effort, would be so great that the average researcher simply could not afford the project.

In place of such a comprehensive job, the researcher seeking specific information from specific groups attempts to devise a procedure which will not only give him the desired results, but also will do so in the most efficient and accurate manner. However, regardless of the procedure, or methods, developed, certain unforeseen problems will arise.

Gathering the Information

Ey all standards, as outlined in Chapter II, the most efficient and accurate way in which to gather information, other than of the type evoked in the simultaneous broadcast-listening telephone survey, is the personal interview method. However, this presupposes a well disciplined, dependable crew of interviewers. This study suffered, in terms of a pushing back of the deadline for gathering information, from the fact that the volunteer student interviewers generally failed to complete their assignments. Thus, it became necessary for the survey director to personally complete most of the interviews.

The researcher undertaking a similar project should consider two alternative means of recruiting interviewers, either by paying them, or by arranging with an instructor to require his students to complete a certain quota of interviews as a class project.

Drawing the Sample

The use of the Registrar's student cards made it possible, in a very short time, through the use of automatic sorting equipment, to eliminate from the University enrollment as a whole all students who were not considered as part of the universe. That is, by eliminating special, part-time, and graduate students, a true representation of the universe to be studied could be obtained. Furthermore, the same speed and efficiency was found in separating the universe into its component parts, sex, and classification. Again, in the final drawing of the sample the sorting-counting equipment could be used to draw the required number of cases in each segment. Randomness within strata was insured by thoroughly shuffling each group of cards before drawing the sample.

However, this method was limited by the limited amount of information that these cards contained. At the time of drawing the sample, there was, according to the Registrar's Office, no method available to determine such factors as the incidence of marital status, age, and grade index (factors which might conceivably have a bearing on radio listening habits) short of sampling the master folders of the universe. A future researcher might investigate the possibility of making such determinations.

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The size of the sample was decided more or less

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arbitrarily as being the maximum number which could be handled under the circumstances without being unwieldy. However, should a future researcher wish to take into account more subdivisions of the universe (grade index, marital status, age, etc.), it would be wise to increase the sample size of the upper classes in order to insure that each segment contained enough cases to cover all sample segments to be studied.

Framing the Questions

It would seem that all relevant factors were considered in question framing with the exception of correct grammar.¹ This can possibly be defended, however, by the assertion that the questions were designed to be in the language of the respondents.

Constructing the Questionnaire

Again, it would seem that the relevant factors had been considered. Changes were made in the questionnaire following the testing of the original instrument. These changes were primarily in terms of question order. As the questionnaire finally stood, it was an instrument which elicited the desired information in a smooth, efficient manner.

Testing the Questionnaire

The testing procedure yielded valuable results and insured an efficient questionnaire.

¹Split infinitives.

Interviewing Procedure

A great deal of care was exercised in developing the interviewing procedure. Interviewers were trained in a way which should have insured uniformity in interviewing. However, one point was neglected, that of emphasizing strongly enough the necessity of the interviewers' checking the questionnaires with the respondents upon completion of the question-asking phase of the interview in order to determine that the correct information was entered in the correct places. This would have eliminated a number of call-backs to respondents by the survey director, which were made in order to check on answers and blank spaces.

The control over the interviewing procedure was facilitated by the use of duplicate cards and the keeping of accurate records of the interviewers' accomplishments.

Tabulation of Results

The tabulation was accomplished in an efficient, accurate manner by following the procedure outlined in Chapter II.

General Conclusions

The Results

The bulk of student listening occurs on weekday evenings, with a great likelihood existing that this listening is a secondary activity not involving the student's full attention. Saturday afternoon football games, however, which do require concentrated

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attention, attracted a large segment of the universe. Program preferences would seem to follow the pattern of program availability, although such preferences could also seem to be influenced by the fact that preferences were influenced by the nature of the listening. The inconclusiveness of the results would indicate the need for further study in depth of student listening patterns. Accuracy and validity of the study as a whole was not limited by the methodology, but by the original planning of the study, which included only the gathering of quantitative information rather than analysis.

Perhaps the most significant general conclusion to be drawn is that the radio broadcaster who wishes to reach a student audience, if he wants to obtain their entire attention, should strive to develop a program as appealing and attention- holding as a Saturday afternoon football game, and should broadcast it either on a weekday evening or on a Saturday afternoon.

Effectiveness of the Procedure

In general, the procedure followed did elicit the information for which the survey was designed. It showed which of the local radio stations was favored by Michigan State students, and by what margin. It indicated the peak listening periods and the types of programs to which students listened.

In terms of drawing valid conclusions as to the

background of the results based on the data gathered, however, the study was, as a whole, poorly designed. It could show only quantitative results in terms of listening--results which did not lend themselves to well grounded analysis. For example, the matter of whether or not radio listening was a primary or secondary activity, or whether it was sometimes primary and sometimes secondary, was not in any way explored.

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APPENDIX A. TRIAL QUESTIONNAIRE

A Survey of the Radio Listening Habits

Of Students at Michigan State University

Code:

This is a radio listening survey conducted by E. W. Richter in cooperation with the Speech Department at Michigan State University. Your name was selected in a sample of students designed to make up a representative group of the Michigan State student body. Your cooperation will help us to get a clear picture of the listening habits of the students at Michigan State.

Furthermore, your name will not appear in any of the results.

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First of all, we'd like to know:

- 1. Do you have a radio that you can listen to when you want to?
 Yes_____l
 No____2
- 2. Do you share a radio with someone else? Yes____1 No____2
- 3. (If answer to #2 is "Yes", ask:)
 How many other people use the radio you listen to?
 One ____l
 Two ____2
 Three ___3
 Four ___4
 More __5

4.	On an average, about how long do you listen to the radio
	before 12:00 noon on weekdays?
	15'1
	30'2
	45'3
	1 hour4
	$1 \frac{1}{2}$ hours 5
	2 hours 6
	$2\frac{1}{2}$ hours 7
	3 hours 8
	More than 3 hours 9
	Not at all 10
5.	And how about in the evening \ldots from 6.00 till midnight?
	15 ¹ 1
	201
	4) · 5
	1 hour 4
	$1 \frac{1}{2}$ hours
	2 hours 6
	2 출 hours7
	3 hours8
	More than 3 hours9
	Not at all 10
6.	Do you listen to the radio at all after midnight? How long? 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours5 2 hours6 $2\frac{1}{2}$ hours7 3 hours8 Not at all9
7.	(Interviewer will add the times listed in the three above
	15 ¹
	301
), 51
	2 hours
	$z_{\overline{2}}$ nours (
	j nours 0
	More than 3 hours9 (How many)
	Not at all10

8.	. And now we're interested in finding out at w	what	times
	of the day you usually listen.		
	Before 8:00 a.m. 1		
	Between 8:00 and 9:00 2		
	Between 9:00 and 10:00 3		
	Between 10:00 and 11:00 4		
	Between 11:00 and 12:005		
	Between 12:00 and 1:00 6		
	Between 1:00 and 2:00 7		
	Between 2:00 and 3:00 8		
	Between 3:00 and 4:00 9		
	Between 4:00 and 5:0010		
9.	• (Continuation of $#9$)		
	Between 5:00 and 6:00 1		
	Between 6:00 and 7:002		

- Between 5:00 and 6:00
 1

 Between 5:00 and 7:00
 2

 Between 6:00 and 7:00
 2

 Between 7:00 and 8:00
 3

 Between 8:00 and 9:00
 4

 Between 9:00 and 10:00
 5

 Between 10:00 and 11:00
 6

 Between 11:00 and 12:00
 7

 After Midnight
 8
- 10. And now we'd like to find out what types of programs you listen to during the daytime on weekdays (until 6:00 p.m.). Would you mind looking at this card and giving me the numbers following the programs you generally listen to? (Circle Numbers mentioned)

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

- 11. (Continuation of 10)
- 12. Are there any programs not listed that you listen to? If so, what are they?

13. Now here's another card. Would you mind looking at it and telling me in the same way, selecting the programs you listen to in the evenings on weekdays? (Circle numbers mentioned)

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

- 14. (Continuation of #13)
- 15. Are there any programs not listed that you listen to in the evening? If so, what are they?

16. On an average, about how long do you listen before 12:00
Noon on Saturdays?
15'_____1
20'____2

30'	2
45'	3
l hour	
1 ½ hours	5
2 hours	6
$2\frac{1}{2}$ hours	7
3 hours	8
More than 3 hours	9
Not at all	10

17. And Saturday afternoons, before 6:00?

15'	1
30'	_2
45'	3
1 hour	4
$1\frac{1}{2}$ hours	- 5
2 hours	6
$2\frac{1}{2}$ hours	7
3 hours	8
More than 3 hours	— 9
Not at all	10

18.	And Saturday evenings, between 6:00 and Midnight?
	4)
	$1 \frac{1}{2}$ hours 5
	2 hours
	$2 \frac{1}{2} $
	$2 \frac{1}{2}$ hours 8
	Mone then 2 hours 0
19.	After Midnight?
	15'1
	30'2
	45'3
	1 hour 4
	$1\frac{1}{2}$ hours5
	2 hours6
	$2\frac{1}{2}$ hours 7
	3 hours8
	More than 3 hours9
	Not at all10
~~	
20.	(Interviewer will add the times and enter here)
20.	(Interviewer will add the times and enter here)
20.	(Interviewer will add the times and enter here) 15'l 30'2 b5'2
20.	(Interviewer will add the times and enter here) 15'l 30'2 45'3 hour
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 ± hours5
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 ½ hours5 2 hours6
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour 4 1 $\frac{1}{2}$ hours 5 2 hours 6 2 $\frac{1}{2}$ hours 7
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours5 2 hours6 2 $\frac{1}{2}$ hours8
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours5 2 hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 3 hours8 More then 2 hours9 (How many?
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours5 2 hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 3 hours8 More than 3 hours9 (How many?) Not et all10
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 ½ hours4 1 ½ hours6 2 ½ hours6 2 ½ hours6 2 ½ hours6 3 hours8 More than 3 hours9 (How many?) Not at all10
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours4 2 hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours7 3 hours8 More than 3 hours9 (How many?) Not at all10 And what times of the day do you generally listen?
20.	(Interviewer will add the times and enter here) 15'2 45'3 1 hour4 1 $\frac{1}{2}$ hours5 2 hours6 2 $\frac{1}{2}$ hours5 3 hours6 2 $\frac{1}{2}$ hours7 3 hours9 (How many?) Not at all10 And what times of the day do you generally listen? (Saturdays)
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours5 2 hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 More than 3 hours9 (How many?) Not at all10 And what times of the day do you generally listen? (Saturdays) Before $8:00$ a.m. 1
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours4 2 hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 3 hours8 More than 3 hours9 (How many?) Not at all0 And what times of the day do you generally listen? (Saturdays) Before 8:00 a.m1 Between 8:00 and 9:002 Between 9:00 and 10:003
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours5 2 hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours7 3 hours8 More than 3 hours9 (How many?) Not at all10 And what times of the day do you generally listen? (Saturdays) Before 8:00 a.m1 Between 8:00 and 9:002 Between 9:00 and 10:003 Between 10:00 and 11:004
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours5 2 hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours7 3 hours6 More than 3 hours9 (How many?) Not at all10 And what times of the day do you generally listen? (Saturdays) Before 8:00 a.m1 Between 8:00 and 9:002 Between 9:00 and 10:003 Between 10:00 and 11:004 Between 11:00 and 12:005
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours5 2 hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 More than 3 hours9 (How many?) Not at all10 And what times of the day do you generally listen? (Saturdays) Before 8:00 a.m1 Between 8:00 and 9:002 Between 9:00 and 10:003 Between 10:00 and 11:004 Between 11:00 and 12:005 Between 12:00 and 1:006
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours7 3 hours8 More than 3 hours9 (How many?) Not at all10 And what times of the day do you generally listen? (Saturdays) Before 8:00 a.m1 Between 8:00 and 9:002 Between 9:00 and 10:003 Between 10:00 and 11:004 Between 11:00 and 12:005 Between 12:00 and 2:007
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours7 3 hours8 More than 3 hours9 (How many?) Not at all10 And what times of the day do you generally listen? (Saturdays) Before 8:00 a.m1 Between 8:00 and 9:002 Between 9:00 and 10:003 Between 10:00 and 11:004 Between 11:00 and 12:005 Between 12:00 and 12:007 Between 2:00 and 3:008
20.	(Interviewer will add the times and enter here) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours6 2 hours6 2 hours6 2 hours6 2 $\frac{1}{2}$ hours6 More than 3 hours9 (How many?) Not at all10 And what times of the day do you generally listen? (Saturdays) Before 8:00 a.m1 Between 8:00 and 9:002 Between 9:00 and 10:003 Between 10:00 and 11:004 Between 11:00 and 12:005 Between 12:00 and 12:006 Between 1:00 and 2:007 Between 2:00 and 3:009

- 22. (Continuation of #21) Between 5:00 and 6:00 1 2 Between 6:00 and 7:00Between 7:00 and 8:00 3 4 Between 8:00 and 9:00 5 Between 9:00 and 10:00 Between 10:00 and 11:00 7 Between 11:00 and 12:00 8 After Midnight
- 23. And what kinds of programs do you listen to during the day on Saturdays? Here's another card.

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

- 24. Continuation of #24.
- 25. And Saturday evenings?

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

- 26. Continuation of #25.
- And finally, Sunday.

On an average, about how long do you listen to the radio 27. before noon on Sundays?

15'	l
30'	_2
45'	_3
1 hour	<u> </u>
$1\frac{1}{2}$ hours	_5
2 hours	_6
$2\frac{1}{2}$ hours	-7
3 hours	
More than 3 hours	-9
Not all	-10

28.	After Noon and before $6:00?$ 15' 1 30' 2 45' 3 1 hour 4 1 $\frac{1}{2}$ hours 5 2 hours 6 2 $\frac{1}{2}$ hours 7 3 hours 8 More than 3 hours 9 Not at all 10
29.	And during the evening before Midnight? 15'1 30'2 45'3 1 hour 4 1 $\frac{1}{2}$ hours 5 2 hours 6 2 $\frac{1}{2}$ hours 7 3 hours 8 More than 3 hours 9 Not at all 10
30.	After midnight? $15'$ 1 $30'$ 2 $45'$ 3 1 hour 4 1 $\frac{1}{2}$ hours 5 2 hours 6 2 $\frac{1}{2}$ hours 7 3 hours 8 More than 3 hours 9 Not at all 10
31.	(Interviewer will total times and enter here.) 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours5 2 hours6 2 $\frac{1}{2}$ hours6 2 $\frac{1}{2}$ hours6 More than 3 hours9 Not at all10

32. And at what times do you generally listen on Sundays? Before 8:00 a.m. 1 2 Between 8:00 and 9:00 Between 9:00 and $10:0\overline{0}$ 3 Between 10:00 and 11:00 4 Between 11:00 and 12:00 5 6 Between 12:00 and 1:00 Between 1:00 and 2:00 7 8 Between 2:00 and 3:00 Between 3:00 and 4:00 9 Between 4:00 and 5:00 10

- 33. Continuation of #32. Between 5:00 and 6:001 2 Between 6:00 and 7:00Between 7:00 and 8:00 3 Between 8:00 and 9:004 5 Between 9:00 and $10:0\overline{0}$ Between 10:00 and $11:0\overline{0}$ 7 Between 11:00 and 12:00 8 After Midnight
- 34. And what kinds of programs do you listen during the day on Sundays?

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

- 35. Continuation of #34.
- 36. And what kinds of programs do you listen to on Sunday evenings?

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

37. Continuation of #36.

38.	Here's the last card we'll ask you to look at could you tell me if there are any programs listed here that you wish there were more of? Just mention them by number. 1 11 2 12 3 13 4 14 5 15 6 16 7 17 8 18 9 19 10 20
3 9.	Continuation of $#38$.
40.	And now we're interested in finding out which stations you listen to. (More than one answer possible) WKAR 1 WKAR-fm 2 WILS 3 WJIM 4 Other 5 (Specify)
41.	To which station do you listen the most during the morning on weekdays? WKAR1 WKAR-fm2 WILS3 WJIM4 Other5 (Specify)
42.	During the afternoon? WKAR 1 WKAR-fm 2 WILS 3 WJIM 4 Other 5 (Specify)
43.	During the evening? WKARl WKAR-fm2 WILS3 WJIM4 Other5 (Specify)

44.	And which one do you listen to the most during the daytime on Saturdays?
	WKAR 1
	WKAR-fm 2
	WILS 3
	WJIM 4
	Other5 (Specify)
45.	Saturday evenings?
	WKAR1
	WKAR-fm2
	WILS3
	WJIM4
	Other5 (Specify)
46.	And which station do you listen to the most during the
	day on Sunday?
	WKAR-IM2
	WJIM 4
	Other (Specify)
47.	And finally, which one do you listen to the most on
	Sunday evenings?
	WKAR1
	WKAR-fm2
	WILS3
	WJIM4
	Other5 (Specify)
48.	Can you name your favorite disc jockeys in the Lansing
	area? If so, which ones, in order of preference.
	8
	b
	с
	d
	e. (Don't like any of them.)
	And now we have just a few questions more we'd like to ask
	you as a check on how accurate our sample of the student
	body at Michigan State is. I'd like to repeat that all
	information you give us will be kept confidential.
49.	Are you married or single?
	Marriea
	Single2

- 50. How old are you? 17 or below 25 and over
- 51. Who is paying for your education (More than one answer possible)? Self l

Dett	⊥
Parents	2
Scholarship	3
Government	4
Friend or relative	5

- 52. How many credits are you carrying?

 Less than 5
 1

 5-10
 2

 11-15
 3

 16-20
 4

 More than 20
 5
- 53. Are there any comments that you would like to make about this survey?

APPENDIX B. FINAL QUESTIONNAIRE

A Survey of the Radio Listening Habits Of Students at Michigan State University

This is a radio listening survey conducted by E. W. Richter in cooperation with the Speech Department at Michigan State University. Your name was selected in a sample of students designed to make up a group representative of the Michigan State student body. Your cooperation will help us to get a clear picture of the listening habits of the students at Michigan State.

Any information you give us will be kept confidential. No names will appear in the results.

First of all, we'd like to know:

1.	Do you have want to?	e a	radio	that	you	can	listen	to	when	you
	Yes	1								
	No	2								

- 2. Do you share a radio with someone else? Yes____l No____2
- 3. (If answer to #2 is "Yes", ask:)
 How many other people use the radio you listen to?
 One____l
 Two____2
 Three___3
 Four___4
 More___5 (How many?))

16. And to which station do you generally listen on weekday afternoons? 5 WKAR 1 WJIM WKAR-fm 2 WJR 7 (Specify) WUOM-fm 3 Other

17. And how about weekday evenings, about how long do you listen to the radio between 6:00 p.m. and Midnight? On weekdays? 15' 1 30' 2 45 · . З 1 hour

Don't know

T HOM		
$1\frac{1}{2}$ hours 5		
2 hours 6		
$2\frac{1}{2}$ hours 7		
3 hours 8		
More than 3 hours 9	(How long?)
Not at all 10		

μ

- 18. At what times do you generally have your radio turned on weekday evenings? 6:00 - 7:00 1
 - 7:00 8:00 2 8:00 - 9:00 3 9:00 - 10:00 4 10:00 - 11:00

WILS

- 5 11:00 - 12:00
- 19. Would you take another look at the card and tell me what types of programs you generally listen to on weekday evenings?

ັ	(20)	11	(21)	21
2		12		22
3		13		23
4		14		24
5		15		25
6		16		26
7		17		27
8		18		28
9		19		29
10		20		30

22. And to which station do you generally listen on weekday evenings? WKAR WJIM 5 1 2 WKAR-fm WJR 7 (Specify) 3 WUOM-fm Other WILS 4 8 Don't know

That takes care of your weekday listening pretty well, I'd say, but now we'd like to go on and find out about your Saturday and Sunday listening.

23.	About how long do you	listen to	o the	radio	Saturday
	mornings, before 12:0	0 Noon?			
	15' 1				
	30' 2				
	45' 3				
	1 hour 4				
	$1\frac{1}{2}$ hours 5				
,	2 hours 6				
	$2\frac{1}{2}$ hours 7				
	3 hours 8				
	More than 3 hours 9	(How many	y?)	
	Not at all 10	-			

- 24. At what times do you generally have your radio turned on Saturday mornings? Before 8:00 a.m. 1 8:00 - 9:00 2 9:00 - 10:00 2 10:00 - 11:00 4 11:00 - 12:00 5
- 25. And what kinds of programs do you listen to Saturday mornings? The card again.

1	(26)	11	(27)	21
2		12		22
3		13		23
4		14		24
5		15		25
6		16		26
7		17		27
8		18		28
9		19		2 9
10		20		30

28. And to which station do you generally listen Saturday mornings?

WKAR	1	WJIM	5
WKAR-fm	2	WJR	6
WUOM-fm	3	Other	7 (Specify)
WILS	_4	Don't know	8

.

2 9.	And how about Sa About how long o	aturday aft lo you list	ternoons from l ten to the radi	2:00 to 6:00? .0?
	15'	l		
	30'	2		
	45'	3		
	1 hour	4		
	l 늘 hours	5		
	2 hours	6		
	2 늘 hours	7		
	3 hours	8		_
	More than 3 hour	rs9 (1	How long?	_)
	Not at all	10		
30.	And at what time	es do you	generally have	your radio turned
	In Saturday att	ernoons (
	12:00 - 1:00	t		
	1:00 - 2:00	<u> </u>		
	2:00 - 3:00	³		
	3:00 = 4:00	⁴		
	4:00 - 5:00	<u> </u>		
	5:00 - 0:00	0		
31.	And what types of afternoons?	of programs	s do you listen	to Saturday
	1 (32)	11 (3	r) 21	
	2	12	22	
	3	13	23	
	5 Ц	ոհ	20	
	+ 5	15	25	
	6	16	26	
	7	17	20	
	Ŕ	18	28	
	0	10	20	
	10	20	29	
	10	20	J	
34.	And to what stat	tion do you	ı generally lis	ten to Saturday
	afternoons?			
	WKAR	1	WJIM	5
	WKAR-fm	2	WJR	6
	WUOM-fm	3	Other	7 (Specify)
	WILS	4	Don't kno	w8

35. And Saturday evenings, from 6:00 until Midnight. About how long do you listen? 15' 1 30' 2 45' 3 1 hour 4 5 1 1 hours 2 hours 7 $2\frac{1}{2}$ hours 3 hours More than 3 hours 9 (How many?) 10 Not at all 36. And at what times do you generally have the radio turned on during the evening on Saturdays? 6:00 - 7:00 1 7:00 - 8:00 2 3 8:00 - 9:00 9:00 - 10:00 4 5 $10:00 - 11:0\overline{0}$ 11:00 - 12:00 37. And what types of programs do you listen to on Saturday evenings? (38) 1 11 (39) 21 2 12 22 34 13 23 14 24 5 6 15 25 26 16 7 17 27 8 18 28 9 29 19 10 20 30 40. And to what station do you listen on Saturday evenings? 5 WKAR WJIM 1 WKAR-fm 2 **WJ**R 3 7 (Specify) WUOM-fm Other 8 4 Don't know WILS

41.	And now, finally mornings? 15'30'45'1 hour $1\frac{1}{2}$ hours $2\frac{1}{2}$ hours $3\frac{1}{2}$ hours $3\frac{1}{2}$ hours More than 3 hour Not at all	7, Sunday. 1 	Now long do you liste	n Sunday
42.	And at what time Before 8:00 a. r 8:00 - 9:00 9:00 - 10:00 10:00 - 11:00 11:00 - 12:00	es do you lis n1 2 3 4 5	sten Sunday mornings?	
43.	What types of pr 1 (44) 2 3 4 5 6 7 8 9 10	rograms do yo 11 (45) 12 13 14 15 16 17 18 19 20	ou listen to Sunday m 21 22 23 24 25 26 27 28 29 30	ornings?
46. `	And to what stat mornings? WKAR WKAR-fm WUOM-fm WILS	1 2 3 4	WJIM WJR Other Don't know	unday 5 7 (Specify) 8
47.	And how long do 12:00 and $6:00?$ 15' 30' 45' 1 hour 1 $\frac{1}{2}$ hours 2 hours 2 $\frac{1}{2}$ hours 3 hours More than 3 hour Not at all	you listen 8	Sunday afternoons, be	tween

48. And what times do you listen Sunday afternoons? 12:00 - 1:00 1 1:00 - 2:00 2 2:00 - 3:00 3 3:00 - 4:00 4 4:00 - 5:00 5

6

49. What types of programs do you listen to Sunday afternoons?

1	(50)	11	(51)	21
2		12		22
3		13		23
4		14		24
5		15		25
6		16		26
7		17		27
8		18		28
9		19		29
10		20		30

5:00 - 6:00

52. To what station do you generally listen Sunday afternoons? 5 WKAR WJIM 1 WKAR-fm 2 WJR 7 WUOM-fm 3 Other (Specify) 4 Don't know 8 WILS

53. How long do you listen to the radio Sunday evenings between 6:00 and Midnight?

15'	1
30'	2
45'	3
1 hour	4
$1\frac{1}{2}$ hours	5
2 hours	6
$2\frac{1}{2}$ hours	7
3 hours	8
More than 3 hours	9 (How many?)
Not at all 1	00

- 54. An
- And at what times is your radio generally turned on Sunday
 - evenings? 6:00 - 7:00 1 7:00 - 8:00 2 8:00 - 9:00 3 9:00 - 10:00 4 10:00 - 11:00 5 11:00 - 12:00 6

55. And what types of programs do you listen to on Sunday evenings?

	-			
1	(56)	11	(57)	21
2		12		22
3		13		23
4		14		24
5		15		25
6		16		26
7		17		27
8		18		28
9		19		29
10		20		30

58. And to which station do you generally listen on Sunday evenings? WKAR 1 WJIM 5

		NO IN	
WKAR-fm	2	WJR	6
WUOM-fm	3	Other	7 (Specify)
WILS	<u> </u>	Don't know	8

59. And now, if you'll look at the card just once more, we'll finish with it. Would you tell me if there are any programs listed here that you wish there were more of, or that are not available to you but you would like to listen to?

l	(60)	11	(61)	21
2		12		22
3		13		23
4		14		24
5		15		25
6		16		26
7		17		27
8		18		28
9		19		29
10		20		30

62. Do you ever listen to the radio after midnight, and if so, on what nights? Monday_____l Tuesday_____2 Wednesday_____3 Thursday_____4

Thursday	4
Friday	5
Saturday	6
Sunday	7

63.	And when you listen after midnight, about how long do you listen? 15'1 30'2 45'3 1 hour4 1 $\frac{1}{2}$ hours5 2 hours6 More than 2 hours_7
64.	Can you name your favorite disc-jockey in the Lansing area? Mike Hamlin1 Jack Slattery2 Dick French3 Dave Froh4 Dusty Walker5 Hal Cessna6 Carl Shook7 Wally Pierre8 Durwood Carn9 Other10 (Specify)
65.	Continuation of #64. Don't like any1 No preference2
66.	And now just a few personal questions. We're asking these in order to check on the possibility that personal differences might correlate with listening habits. Are you married or single? Married1 Single2
67.	How old are you? 17 or below 1 18 2 19 3 20 4 21 5 22 6 23 7 24 8 25 9 0ver 25 10

•

- 68. Who is paying for your education? (More than one answer possible.) Self_____l Parents_____2 Scholarship_____3 Government_____4 Friend or relative 5
- 69. How many credits are you carrying? Less than 5 1 5-10 2 11-14 3 ĬĹ. 15 5 16 6 17 7 18

19_____8 20_____9 More than 20____10

12

- 70. What class are you in? (If in doubt, take classification from IBM card.) Freshman____l Sophomore____2 Junior____3 Senior____4
- 71. Sex Man_____ Woman

(Interviewer will complete the following three questions before turning the schedule in, but after completing the interview.)

.

Total responses to questions 5, 11, and 17, and enter here. 72. Less than 1 hour 1 1 - 2 hours 2 3 2 - 3 hours 3 - 4 hours 4 - 5 hours 4 5 6 5 - 6 hours 6 - 7 hours 7 8 7 - 8 hours

- 73. Total responses to questions 23, 29, and 35, and enter here. Less than 1 hour 1
 - 1 2 hours 2
 - 2 3 hours 3
 - 3 4 hours 4 5 hours 4

 - 5 5 - 6 hours 6 - 7 hours
 - 78
 - 7 8 hours
- 74. Total responses to questions 41, 47, and 53, and enter here. Less than 1 hour 1
 - 1 2 hours 2
 - 2 3 hours 3
 - -4 3 - 4 hours
 - 4 5 hours 5
 - 5 6 hours
 - 6 7 hours .7 8
 - 7 8 hours

Information on Program Selection Cards

.

Talks:

Sports News	1
Talks or Discussions of	
Public Issues	2
Talks on Farming	3
News Reports	4
Talks on Homemaking	5
News Commentary	6
Talks on Religion and	
Religious Programs	7

Special Events:

Sports Events	8
Civic and	
Governmental Events	9
Interviews with	
Prominent People	10

Drama:

Complete Drama	
(Other than Mystery)	11
Mystery Drama	12
Serial Drama	13
Situation Comedy	14

Music:

Popular Music	15
March Music	16
Classical Music	17
Semi-classical Music	18
Hillbilly and	
Western Music	19
Oldtime Music	20
Jazz	21

Variety Shows:

Talent Shows	22
Audience Participation	23
Quiz Shows	24
"Monitor"	25
Comedy-variety Shows	26

APPENDIX C. INTERVIEWER'S INSTRUCTIONS

Please read the following instructions carefully before starting your interviewing.

- 1. Read the introduction to the questionnaire to the respondent.
- 2. Don't let the respondent get an idea of your listening habits or your opinion of his.
- 3. Circle the number in pencil following the given response.
- 4. Don't give any further explanation of the question to the respondent unless absolutely necessary.
- 5. Enter all responses not provided for in the schedule to the right of the given responses, and note the number of the question on the front page of the schedule <u>above</u> the survey title.
- 6. Always carry at least two sharp, medium-soft pencils and an eraser.
- 7. Carry at least one extra schedule with you in case a page is missing, or part of the one you are using is illegible.
- 8. If, for any reason, you decide to start over on a fresh schedule, mark the old one with a large "X".
- 9. Enter the code number found on the IBM name-card in the upper right-hand corner of the first page of the schedule, and initial after you have completed the interview.
- 10. When you have entered the code number on the schedule, "X" the code number on the card. This way we'll know the interview was completed by simply looking at the card.
- Be careful in handling the IBM cards. They will be used in checking against a master deck, and any folding or denting makes them useless.
- 12. You are doing volunteer work, and we appreciate it very much. It's possible that you might not be able to complete your assignment. If that's the case, please get the cards

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- - $(\mathbf{x}_{1}, \mathbf{x}_{2}, \mathbf{x}_{3}) = (\mathbf{x}_{1}, \mathbf{x}_{3}) + (\mathbf{x}_{2}, \mathbf{x}_{3}) + (\mathbf{x}_{2}, \mathbf{x}_{3}) + (\mathbf{x}_{3}, \mathbf{x}_{3}) + (\mathbf{x}_{3},$
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and schedules back to me as soon as possible. Nobody is going to be sore if you don't complete them all.

- 13. Please return all completed questionnaires and IBM cards to me as soon as possible.
- 14. In case of any difficulties, please call me as soon as possible at Extension 398, or if that line is busy, at Extension 391. This is Room 131 in the Auditorium, and I will be there from 9:00 a.m. to 12:00 noon, and from 1:00 to 5:00 p.m. every day.

Thanks a lot,

WALT RICHTER

Program Types

It is conceivable that the interviewer might be asked questions regarding the following program types. He may draw upon the information listed here in clarifying them for the respondent.

- #7 Talks on religion and religious programs. Since no provision is made for religious music under the heading "Music", it may be included here.
- #9 Civic and governmental events. This would include such events as parades, speeches by the mayor, cornerstone layings, beauty contests, etc.
- #18 Semi-classical music. This would include operetta music, and such music as played by Mantovani, Kostellanetz, etc.
- #20 Oldtime music. Includes polkas, schottishes, old-time waltzes, etc.
- #26 Comedy-variety programs. Includes such shows as Bob Hope, Eddie Cantor, etc.

APPENDIX D. TABLES

TABLE 9

RADIO SET AVAILABILITY

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		Set Available	No Set Available	Share Set	Private Set	Share with	Share with	Share with	Share with	Share with More than
Sample	Number	R	82	75	R	-1-32	ભઝ્ટ	୷ଌ	4 4	- 7 & t-
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Sophomores Men Women	65 45 20	95 95	ιν m ιν	8 80 83 8 80 80 8 80 80	17 20 10	24 29 15	34 37 25	81 94	ら 4 ら	000
Juniors Men Women	56 18 18	96 97 100	N M O	98 87 89	11 13 13	58 36 36	20 39 20 39	a aa	O V D	NOO
Seniors Men Women	42 120 120	98 97 100	NMO	87 87 87	13 13 13	47 47 23	33 33 17	N W O	000	4 M M

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TABLE	

PERCENTAGES OF STUDENTS LISTENING TO VARIOUS RADIO STATIONS

Sample	Total Men Women	Freshmen Men Women	Sophomores Men Women	Juniors Men Women	Seniors Men Women
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% %	65 65	53 51 57	69 65	77 79 72	69 67 7 3
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WJR %	26 26 25	50 50 50 50 50 50 50 50 50 50 50 50 50 5	N N N N N N	21 22 22	31 33 27
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A--Before 12:00 Noon Key:

B--Between 12:00 Noon and 6:00 P.M.

C--Between 6:00 P.M. and Midnight

	PER	CENT	AGES	OF 2	STUDE	STN	LISI	ENIN	15 5	VEN	AMOU.	SIN	OF T	IME	DURID	<u>6</u>	IVEN	TIME	PE	SUDE	(su)	NDAYS	<u></u>			
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Freshmen Men Women	67 69	36,4 36,4 36,4	2222	т. Ю Н	000	000	547	-1 10 F	900 H	n014	000	mor	604	2국4	ထဝိုန	nno	801	t- 00	- 10 0 4 4 4	- 0 - - 2 - 2	For		000	004	18 18 18	Блол
Sophomores Men Women	80 77 85	50 2 6	4 M 4 7 H 9	0 1 0	000	8 I 0	0 1 0	0 0 0	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	NON	000	NOW	പപ്പ	52	က္ဝိက	000	ተብሥ	000	N00		500	~~~ ~~~	000	000	810	L 0 J
Juniors Men Women	71 72 72	58 54 54 54 54 54 54 54 54 54 54 54 54 54	45 147 39	00m t-	4 60 0	-4 v 0	4 50 0	000	0 m t	0/M D	00 <i>0</i>	N 0 VO	150	n n n n n n n n n n n n n n n n n n	רי האלי הישרי	404	NWO	6 Y L	5000	848 447	нчч	4 m 0	000	000	16 17	a mo
Seniors Men Women	67 60	20 1 0 20 1 0	50 33 33	205	000	000	901 70	000	133 - 2	13 0 4	000	2010		y mg	9 9 9	2010	L3 27	နဝပ်			9000 910	400	NMO	000	10 13 13	0 ño
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TABLE 16

PERCENTAGES OF STUDENTS LISTENING GIVEN AMOUNTS OF TIME ON GIVEN DAYS AFTER MIDNIGHT

				Days L	istene	ч		1		Amour	nt of	Time S ₁	pent Li	stenin	ьр
Sample	Var.	Σ	H	в	Ł	ፑፋ	м	Sun	15'	30	451	l hr.	$l^{\frac{1}{2}}{}$ hr.	2 hrs.	More than 2 hrs.
Total Men Women	тол	4, 10 8	502	N 00 0/	50 J	18 15 23	23 23 23 23	noon	40H	14 - 7 0	нчч	174 174	н 0 г	990	ר ר <u>י</u> מ
Freshmen Men Women	€±	α014	804 108	004	4 00	16 14 18	18 16 21	***	000	887-	400	21011 17011	400	ω 4 0	407
Sophomores Men Women	10 - 1 8	10 t Q	n n n	голо	0 0 0	17 16 20	22 22 22	ωωr	N O M	12 25 25	000	14 13 13	N N O	ςγγο	<u> </u>
Juniors Men Women	ഗഗര	11 0	711 0	11 0	11 0	21 16 33	27 26 28	NWO	000	₉₈ 1	0010	16 22 22 22	ναo	10	0 0 V
Seniors Men Women	410	11 0	11	11 0	13 17	20 17 27	27 27 27	67	000	9779 13	NMO	ზ წ <u>ი</u>	NMO	7 01 0	000

PERCENTAGES OF STUDENTS PREFERRING GIVEN PROGRAM TYPES DURING GIVEN TIME PERIODS (WEEKDAYS)

Program Type	Total	Men	Women	Fresh.	Soph.	<u>Jr.</u>	<u>Sr</u> .
	(Morr	ning)					
Popular Music	55	52	59	52	48	43	53
News	40	40	41	35	37	48	44
Sports News	12	13	10	10	9	11	13
News Commentary	8	7	10	6	9	11	7
Jazz	7	6	7	10	5	5	7
Sports Events	4	3	6	3	2	2	7
Semi-classical Music	3	2	6	4	0	2	9
Classical Music	3	2	4	1	3	4	2
Religious Programs	2	2	2	1	3	0	4
Audience Participation	2	1	4	1	3	4	0
	(After	moon)					
Popular Music	56	50	68	64	35	61	37
News	35	32	38	3 9	40	29	24
Sports News	17	19	12	21	23	11	7
News Commentary	10	9	11	9	14	9	7
Semi-classical Music	7	5	12	9	3	11	7
Jazz	7	5	10	5	6	7	9
Classical Music	6	6	7	6	8	4	7
Serial Drama	5	3	7	4	3	9	2
Talks on Farming	3	3	1	1	3	2	4
March Music	3	3	2	3	2	4	2
	(Ever	ning)					
Popular Music	61	60	62	57	62	64	62
News	44	42	49	44	42	54	37
Sports News	22	25	16	15	32	27	13
Semi-classical Music	15	12	21	9	17	18	18
Classical Music	10	9	12	6	14	7	16
News Commentary	12	14	7	8	12	11	18
Jazz	9	9	4	6	11	13	9
Complete Drama	6	5	7	8	3	7	4
Mystery Drama	5	7	1	5	3	9	4
Sports Events	5	6	2	4	6	4	6
Comedy-Variety Shows	4	6	1	4	6	4	2
Talks or Discussions							
of Public Issues	3	5	0	0	9	4	0

PERCENTAGES OF STUDENTS PREFERRING GIVEN PROGRAM TYPES DURING GIVEN TIME PERIODS (SATURDAYS)

Program Type	Total	Men	Women	Fresh.	Soph.	<u>Jr.</u>	<u>Sr</u> .
	(Morn	ing)					
Popular Music	34	31	40	36	28	38	33
News	24	25	21	23	18	29	24
"Monitor"	19	14	30	3Ō	18	13	11
Sports News	11	12	11	14	11	13	7
Jazz	5	3	9	4	5	4	9
March Music	5	6	2	8	5	4	0
Semi-classical Music	5	4	6	3	9	4	2
News Commentary	3	4	2	4	5	2	2
Classical Music	3	1	9	1	6	0	7
Civic and							
Governmental Events	2	2	0	l	2	2	2
	(After	moon)					
Sports Events	67	67	72	65	80	66	60
Popular Music	33	28	42	35	31	39	24
"Monitor"	16	14	16	16	14	23	7
News	14	13	16	18	18	11	4
Sports News	14	15	14	10	11	21	16
Classical Music	7	4	11	5	6	5	11
Semi-classical Music	5	4	7	6	5	5	4
March Music	3	l	5	4	6	2	0
News Commentary	3	3	1	3	5	2	0
Jazz	3	l	7	3	2	4	4
	(Even	ing)					
Popular Music	51	46	62	52	51	52	51
News	18	16	21	16	20	21	13
"Monitor"	13	14	16	10	18	18	13
Semi-classical Music	9	7	14	9	9	7	13
Jazz	9	8	11	12	6	ģ	9
Sports News	7	8	6	5	11	9	Ĺ,
Classical Music	4	3	6	ĺ	5	Ĵ4	7
Western, Hillbilly Music	: 3	ų	2	l	2	4	Ú,
News Commentary	2	3	0	1	3	2	2
Comedy-variety Shows	2	3	l	l	3	4	0

PERCENTAGES OF STUDENTS PREFERRING GIVEN PROGRAM TYPES DURING GIVEN TIME PERIODS (SUNDAYS)

Program Type	Total	Men	Women	Fresh.	Soph.	Jr.	Sr.
	(Morn	ing)					
Religious Programs News Classical Music Popular Music Semi-classical Music "Monitor"	15 7 8 7 5 2	15 11 6 5 4 3	15 0 12 10 7 1	13 12 12 6 8 1	15 8 3 3 2	13 5 4 5 4 5	22 2 13 13 4 0
	(After	noon)					
Classical Music Semi-classical Music Popular Music "Monitor" News Sports Events Religious Programs Jazz News Commentary Sports News	27 24 20 15 11 9 4 3 3 2	23 20 20 17 10 13 2 4 3 1	33 31 20 11 14 0 7 2 1 2	25 23 21 18 12 6 1 4 4 4	28 15 23 17 12 9 36 2 2	20 30 18 16 11 13 5 2 2 2	37 29 18 4 9 7 7 2 2 0
	(Even	ing)*					
Popular Music News Semi-classical Music Classical Music News Commentary Sports News Complete Drama Situation Comedy	33 16 13 8 7 5 3 4	29 15 11 7 15 4 4 4	41 16 17 11 6 6 1 4	32 13 6 8 5 3 4	29 18 15 8 9 8 0 3	38 23 14 5 4 2 4 2	33 7 18 16 4 0 9 4

*That portion of the tabulated results in which "Monitor" and Comedy-variety Shows appeared was lost, hence the lack of inclusion of these categories in the Sunday Evening tabulations.

PERCENTAGES OF STUDENTS PREFERRING GIVEN "DISC JOCKEYS"

Sample	Total Men Women	Freshmen Men Women	Sophomores Men Women	Juniors Men Women	Seniors Men Women
No Preference	58 42	66 17 77	3 \$Z	54 71 28	40 73 73
Hamlin	17 26 26	10 981	17 13 25	818	27 27
Shook	0 t .N	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	8 15	175 J	4 M M
Slattery	90 r	540	84 70 57 1 -0	2000	11
Froh	トトト	~~~~~	990	amo	304
French	- N O	000	000	4 10 0	N M C
Cessna	0 M O	- N O	000	a m o	N M C
Pierre	8. ₀ .4	0 0 0	000	0 0 V	000
Carn	4.00	H 0 0	000	000	000
Other	w o w	401-	000	00V	000

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