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An Attitude Segmentation Study
of the Youth Market's Perception
of the Ideal Newspaper

presented by

Eileen Lehnert

has been accepted towards fulfillment
of the requirements for

M.A. degree in Journalism

Major professor

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AN ATTITUDE SEGMENTATION STUDY
OF THE
YOUTH MARKET'S PERCEPTION
OF THE
IDEAL NEWSPAPER

By

Eileen Lehnert

A THESIS

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

MASTER OF ARTS

School of Journalism

1979

ABSTRACT

AN ATTITUDE SEGMENTATION STUDY OF THE YOUTH MARKET'S PERCEPTION OF THE IDEAL NEWSPAPER

By

Eileen Lehnert

Since readership of daily newspapers in the United States has been declining in recent years, a number of studies have been conducted to ascertain what people read newspapers, what they want from newspapers and how a newspaper fits into people's daily lives. Existing studies have concentrated on segmenting the market demographically and then examining each segment's newspaper needs. Segmenting along demographic lines negates the fact that groups with similar demographics may not have similar attitudes and needs from newspapers.

This study sought to divide the 18 to 34-year-old market, the weakest readership segment of the population, attitudinally using Q-methodology. Five different factors emerged from this research:

Factor I, The Information Stalker

Factor II, The Consumer Advocate

Factor III, The Fascinated Feature Reader

Factor IV, The Opinion Seeker

Factor V, The Pillar of the Community

This research can be used to formulate a large-sample questionnaire to find out the strengths of each of the factors and to build insightful strategies for luring 18 to 34 year olds into the readership fold.

ACKNOWLEDGMENTS

As is the case with any scholarly effort, this thesis wouldn't have been possible without the assistance of a great number of people. To everyone who helped along the way: Thank you.

I would like to express a special thank you to:

-my family and friends for convincing me that I needed to see this thesis to completion;

-the faculty and staff of the MSU School of Journalism for helping me attain the skills I needed to finish this project and for persuading me that I did have the talents to assemble this thesis;

-my mentors: Dr. Richard Schreiber, Dr. James Scotton, Dr. Charles Mauldin, Dr. George Hough, Dr. Robert Hudson, Dr. Lawrence Sarbaugh and John Sutherland;

-and Robyn Meadows, typist and friend, without whom this thesis would never have reached its final form.

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CHAPTER I

I. Introduction

In the last few years print journalism has been facing an ever-increasing dilemma: total daily newspaper circulation in the United States has declined four percent since 1974,¹ a figure whose significance increases when matched with the concurrent rise in population of about three percent for the same period.² Some have contended that newspapers are rapidly becoming monuments to a by-gone era and that newspapers are not changing sufficiently with the times. Others have attributed the loss of readership to the spectacle of television news.

But studies have shown that "people who watch TV news are the most likely to buy a newspaper the next day; they are most likely to read the paper longer than people who do not watch."³ Since the choice of another medium isn't the reason for declining circulation, what is?

The American Newspaper Publishers Association and the

¹"Newspaper Editors Join Efforts to Regain Readers," The New York Times, 11 April 1978, p. 20.

²U.S. Department of Commerce, Bureau of the Census, Statistical Abstract of the United States 1978, p. 14.

³Fergus M. Bordewich, "Supermarketing the Newspaper," Columbia Journalism Review, September/October 1977, p. 24.

Newspaper Advertising Bureau have already committed themselves to an extensive three-year look at the readership problem. The two groups recently announced the establishment of a \$3 million fund designated entirely for research designed to pinpoint the causes and find remedies for the loss of newspaper readership.⁴

A prime target for such a probe would be the 18 to 34-year-old market, which is one of the weakest segments in the newspaper readership population.⁵ In 1960, the Census Bureau reported that in households in which the head of the household was under 25, newspapers only had 44.8 percent penetration compared to 67.3 percent penetration in households in which the head was between 35 and 39.⁶ Although a similar study was not conducted in the 1970 census, a study conducted by Yankelovich, Skelly and White, Inc. for Harte-Hanks Newspapers in 1976 found that while all newspaper reading in the last decade had declined four percent, readership by young adults had decreased by 10 percent.⁷

⁴"Newspaper Editors," p. 20.

⁵Ernest F. Larkin, Gerald L. Grotta and Philip Stout, "The 21-34 Year Old Market and the Daily Newspaper," ANPA News Research Report No. 1, April 8, 1977, p. 1-2.

⁶Current Population Reports, Population Characteristics, June 3, 1960. Series P-20, No. 102, "Household Delivery of Daily and Sunday Newspapers: 1959."

⁷"Harte-Hanks Study Says Newspapers Must Meet Needs of New Audience," SNPA Bulletin-News, December 13, 1977, p. 4.

II. Market Segmentation

The 18 to 34-year-old market is obviously not a homogeneous one with one set of needs and wants that newspapers need to meet. With this in mind, the market might be best analyzed by using segmentation, a research technique used extensively by marketers to ascertain the needs and wants of consumers.⁸ As Wendell Smith explained, "Segmentation is based upon developments on the demand side of the market and represents a rational and more precise adjustment of product and marketing effort to consumer or user requirements."⁹

There are, however, many different ways to segment a market, using many different units of analysis. Most existing readership studies have segmented markets along demographic or usage lines: age, reader-nonreader,

⁸Charles Mauldin and John Sutherland, "The Use of Attitude Segmentation in Selecting Market Targets and Choosing a New Product Name: Application to an Automated Teller System," submitted to the Association for Education in Journalism Conference, Madison, Wis., August, 1977.

⁹Wendell R. Smith, "Product Differentiation and Market Segmentation as Alternative Product Strategies," Journal of Marketing Vol. XXI (July, 1956): 3-8.

subscriber-nonsubscriber, resident-new resident.¹⁰ But, as Daniel Yankelovich explained in 1964:

The demographic premise implies that differences in buying, in brand choice influences, in frequency of use or in susceptibility will be reflected in differences in age, sex, income, and geographic location. But this is usually not true....¹¹ These may have no demographic correlatives.¹¹

By segmenting along demographic or usage lines, attitudes across segments are disregarded, thus creating skewed findings.

Yankelovich also emphasized the need to scrutinize markets for important differences in buyer attitudes and motivations. He felt that segmenting markets on the basis of attitudes relevant to the product being studied "would avoid misleading information derived from attempting to divide people into types."¹²

¹⁰Robert L. Stevenson, "The Frequency of Newspaper Readership," ANPA News Research Report No. 7, October 21, 1977.

Keith R. Stamm, Kenneth N. Jackson and Lawrence Bowen, "Newspaper Use Among New Residents," ANPA News Research Report No. 6, October 5, 1977.

Paula M. Poindexter, "Non-readers: Why They Don't Read," ANPA News Research Report No. 9, January 5, 1978.

Jack M. McLeod and Sun Yuel Choe, "An Analysis of Five Factors Affecting Newspaper Circulation," ANPA News Research Report No. 10, March 14, 1978.

Ernest F. Larkin, Gerald L. Grotta and Philip Stout, "The 21-34 Year Old Market and the Daily Newspaper," ANPA News Research Report No. 1, April 8, 1977.

¹¹Daniel Yankelovich, "New Criteria for Market Segmentation," Harvard Business Review, XLII No. 2 (March-April 1964), p. 89.

¹²Yankelovich, p. 90.

Attitudes are the roots of the study of consumer motivation. The first step in consumer motivation study is to ascertain a consumer's goals. Consumers exhibit preferences toward products that would help them in securing those goals. These preferences of an individual are expressed through his attitudes, positive or negative, toward products, and it is likely that the consumer seeks to satisfy these preferences.

These conclusions have theoretical underpinnings in attitude theory. Functional attitude theorists, like Smith, Bruner, White and Katz¹³ suggest a motivational base for attitudes; that attitudes are useful to a person in satisfying his goals. According to Katz, attitudes help the individual adjust in a complex world while trying to maximize benefits from the external environment and attitudes allow the individual to express his fundamental values.¹⁴

One might therefore expect attitudes to provide insights into consumer motivation. Since:

...the most widely held view of the structure of an attitude is that it is made up of three closely interrelated components: cognitive (awareness, comprehension, knowledge), affective (evaluation, liking), and conative (action tendency). Measurement is usually focused on the middle component -- assessing the degree of positive or negative feelings for an object.¹⁵

¹³Harry C. Triandis, Attitudes and Attitude Change (New York: John Wiley and Sons, Inc., 1971), p. 5.

¹⁴Ibid, p. 5-6.

¹⁵Donald A. Aaker and John C. Myers, Advertising Management (Englewood Cliffs, N.J.: Prentice Hall, 1975), p. 184.

William Stephenson conducted a study in 1967 which used attitudes to segment a market via Q-technique. Stephenson analyzed housewives' attitudes toward tuna fish:

In a study on the promotion of tuna fish, one begins by interviewing housewives to elicit from them their opinions about it -- how they use it, what they prefer, what others say about it. From the protocol it is a simple matter to collect statements of opinion, as distinct from fact, about tuna fish. To say "I like white flesh only" is opinion, to say that "the last can I bought was 58 cents" is a matter of fact. Our concern systematically is always with opinion.... From the Q population (of statements of opinion) a Q-sample is drawn; Q-sorts performed by housewives bring two factors into focus. One, when the factors are examined, indicates that the women of that "group" are interested in tuna fish largely as a "filler" for a staple meal -- to give flavor to a casserole of macaroni or rice; the others use it as a snack only, for a dainty, weight-watching lunch or the like. Obviously different social factors are involved -- women with low incomes and many mouths to feed are less likely to use it as a snack.¹⁶

Others have used Q-technique to develop such motivational segments for institutions,¹⁷ services¹⁸ and for matters of public opinion.¹⁹

¹⁶William Stephenson, unpublished paper expounding methodological and theoretical foundations in application of Q-methodology in advertising, Columbia, Mo.: University of Missouri, p. 9-10.

¹⁷William Stephenson, "An Image for Missouri's Public Libraries," Columbia, Mo.: University of Missouri, 1962.

¹⁸Charles Mauldin and John Sutherland, "The Use of Attitude Segmentation in Selecting Market Targets and Choosing a New Product Name: Application to an Automated Teller System," submitted to the Association for Education in Journalism Conference, Madison, Wis., August, 1977.

¹⁹William Stephenson, "Application of Q to the Assessment of Public Opinion," Psychological Record XIV (1964): 265-273.

Haley conducted a study using Q-technique in 1968 in which he labeled his motivational segments "benefits segments."²⁰ Haley's study involved toothpaste users. Using attitudinal segmentation through Q-technique, four segments were identified -- one concerned with decay prevention, which Haley called "The Worriers," one with brightness of teeth, "The Sociables," one with the flavor and appearance of the product, "The Sensory Segment," and one with price, "The Independents." According to Haley, each consumer segment "represents a potentially productive focal point for marketing efforts."²¹

III. Purpose of this Study

This study will use Q-technique to segment the 18 to 34-year-old market attitudinally. Respondents will be asked to react to statements about newspapers in relationship to their perception of the ideal newspaper. This condition of instruction will be imposed in order to allow respondents to be free of the constraints of the newspapers' images and contents that they are familiar with.

This is a limited sample Q-study. The size of the sample was limited to approximately 70 Michigan State University students who were chosen purposively, not randomly,

²⁰Russell I. Haley, "Benefit Segmentation: A Decision Oriented Research Tool," Journal of Marketing Vol. 32 (July 1968): 30-35.

²¹Haley, p. 32.

to represent heterogeneity in variables related to newspaper readership. College students were selected as respondents because research has shown that better educated people are more likely to be newspaper readers.²² Primarily because the sample will not be randomly chosen, it will not be possible to generalize to a general population how large each attitude segment is. Further, even if the sample were randomly chosen, it would not be statistically accurate to project numbers in each segment, particularly for small segments; the confidence interval for such statistics would represent a large percentage of the statistic.

In spite of these limitations, the study is held to be of much value, for a number of reasons. The literature search revealed no attitude segmentation studies done with young persons and their readership habits. This study makes an important beginning in that direction: (1) by establishing an initial definition of such attitude segments, which are likely to emerge again in later studies, (2) in identifying factors not previously identified that are likely to be strongly related to readership, (3) by establishing a set of questionnaire items, the discriminating and consensus items, which are likely to be productive in later research, (4) by providing an empirical foundation for large sample

²²Jack Z. Sissors, "Do Youthful, College-Educated Readers Prefer Contemporary Newspaper Designs?" Journalism Quarterly Vol. 51, No. 2 (1974), p. 307.

research capable of determining sizes of segments, in line with the research paradigm outlined by Percy,²³ and (5) by providing an information base useful in generating a number of insightful strategies for building readership among young persons.

²³Larry Percy, "How Marketing Segmentation Guides Advertising Strategy," Journal of Advertising Research Vol. 16, No. 5 (October 1976).

CHAPTER II

I. Previous Studies

Since studies have shown that newspaper readership is particularly weak in the 18 to 34-year-old age group, a number of studies have been undertaken to examine this aspect of the readership dilemma.

In 1972, Jack Z. Sissors conducted a study to ascertain if youthful, college-educated readers preferred contemporary newspaper designs.¹ He asked 44 respondents to select which front page of the April 12, 1972, edition of the Chicago Tribune they preferred in each of six sets of front pages.

The findings seem to support the contention that there is no single preference of front page designs from among the four offered to college-educated youth, especially students who constituted 50 percent of the sample. The fact that a traditional design (W) ranked first in total preferences should be tempered by another fact: that a contemporary design (Y) ranked a close second.²

Harte-Hanks Newspapers, Inc. commissioned Yankelovich, Skelley and White, Inc. in 1976 to identify the major causes of the loss of readership in the 18 to 34-year-old

¹Jack Z. Sissors, "Do Youthful, College-Educated Readers Prefer Contemporary Newspaper Designs?" Journalism Quarterly 51 (1974): 310-313.

²Ibid, p. 313.

age group. The study was based on "previous studies of the readership problem, interviews with experts in the field, editors and publishers and focus group tapes and interviews of young people in a variety of occupations in different sections of the country."³

The study identified eight causes for the loss of readership among 18 to 34 year olds:

- Changing demographics which undermine past newspaper reading habits based on deep family and community interests.

- Reading and educational levels -- a claim by those in the newspaper industry that "this is not a reading generation," although paperbacks and special interest magazines are currently very successful.

- Television, which has created a visual rather than a verbal generation, limits the need for newspapers and asks less of participants.

- Changing lifestyles, which have brought more women into the work force, prolong the rigorous educational process and allow a variety of leisure-time activities.

- A decline in the habit of newspaper reading with a new generation of children whose parents were suddenly more excited about television than newspapers.

- Image problems, with young people imagining reporters and editors as tired middle-aged men and publishers as smokers of cigars who maintain the status quo.

- Product problems - newspapers that are now irrelevant and are written for middle-aged audiences.

- The generation gap - the study says that "lack of communication and understanding undoubtedly represents the biggest chasm⁴ between the industry and the young adult market."

³Harte-Hanks Study Says Newspapers Must Meet the Needs of New Audience," SNPA Bulletin-News, December 13, 1976, p. 4.

⁴Ibid, p. 14.

The study also asked young people, industry spokespeople and experts to rank the abovementioned causes of lowered readership.

Young people put the generation gap as the Number 1 problem while industry representatives and media experts placed the generation gap far down the scale. The industry ranked TV competition as the Number 1 problem and the experts said the impact of visualization was the main problem causer.⁵

In 1977, John C. Schweitzer released a study that he had conducted on the youth market which concluded that "young adults respond to thorough coverage of the national and world scene. And...so do large numbers of older readers."⁶ Schweitzer had analyzed data from three separate studies in order to draw this conclusion: Virginia Beach, Va., conducted in 1973; Huntington, W. Va., in 1974; and Michigan in 1975.

All three studies found that young people were mobile and thereby not generally tied to the local community and local news. The study also discovered that:

...younger readers are emphatically not as thorough nor as frequent in their reading of newspapers as the older readers.... Perhaps newspapers will have to de-emphasize timely reporting and give more consideration to back-grounding and summary reports on a weekly or other less-than-daily basis.⁷

⁵Ibid, p. 5.

⁶John C. Schweitzer, "Newspaper Readership Interests of the Young," presented to the Newspaper Division of the Association for Education in Journalism, August 1977, p. 14.

⁷Ibid, p. 14.

Schweitzer also found that the median time for people between the ages of 18 and 24 to spend with a newspaper was 15 minutes. "In Michigan, the median amount of time reading the paper was 17 minutes for 18 to 34 year olds while it was 46 minutes for those 55 and older."⁸

The American Newspaper Publishers Association also released a report on the readership habits of the youth market in 1977. In this study 500 persons were interviewed in the fall and summer of 1976 in the Oklahoma City area. Of the total interviewed, 167 were between 21 and 34 years old, the target group for this study.⁹ Briefly, this study found:

- People in the 21 to 34-year-old age group clearly are less "newspaper oriented" than people 35 and older. They are not strongly negative toward newspapers, but rather seem to be apathetic about them. Mass media in general - and newspapers in particular - tend to be peripheral to their lives, something to do when "important things" are finished.

- In general, the contrasts between the 21 to 34 year olds and those 35 and older also follow the same trend within the 21 to 34 age group. That is, the younger they are, the less "newspaper oriented" they tend to be.

- Television is used primarily for entertainment and newspapers are used more for specific information.

- People in the 21 to 34-year-old group have different lifestyles than those 35 and older. These different lifestyles seem to relate to attitudes toward, uses of and interest in content of newspapers.

⁸"National, International News Attracts Young Readers to Papers, Study Says," Publishers' Auxiliary, October 3, 1977, p. 11.

⁹Ernest F. Larkin, Gerald L. Grotta and Philip Stout, "The 21-34 Year Old Market and the Daily Newspaper," ANPA News Research Report No. 1, April 8, 1977, p. 1

-The 21 to 34 year olds are generally more favorable toward television than toward newspapers. They consider television more accurate, more informative, ethical, easier to use, more relaxing and more essential than newspapers. Newspapers are considered more helpful and economical, but also more biased and the most old fashioned.¹⁰

The study recommended that if newspapers wanted to strengthen their position with this age group, they would have to make newspapers easier to read, change their image of being "old fashioned" and expand their content in the areas of interest to young readers.¹¹ Respondents in the 21 to 34-year-old age group said they'd like to see more stories in newspapers in the following categories: "consumer information, stories about schools and education, how-to-do-it articles, background stories, feature stories, photographs, movie reviews and schedules, entertainment advertising and ads of special interest."¹²

One of the most recently released studies on readership was conducted by Robert L. Stevenson under a grant from the American Newspaper Publishers Association News Research Center. Stevenson conducted a telephone study of adults in the Charlotte, N.C., metropolitan area. He found that young readers were mobile and had few permanent ties to the community. They

¹⁰Ibid, p. 1-2.

¹¹Ibid, p. 2.

¹²Ibid, p. 5.

are more interested in "using the newspaper as entertainment and as a means of maintaining casual surveillance of those aspects of the community which are of interest. This group responds well to some of the new entertainment and lifestyle features."¹³

II. Case Studies

Early in 1977, the Chicago Tribune realized that they needed to face a serious problem: circulation of the Tribune among younger readers was lagging.¹⁴ As management interpreted the situation, there were two possible alternatives:

1. Make a greater effort, through editorial product improvement, to reach more of the same kinds of people who were already reading the Tribune.
2. Reposition the Tribune with product changes, to reach some specific group previously bypassed.¹⁵

A psychographic study was commissioned to ascertain if there was a discernable group that the Tribune was missing that might be swayed into readership with a few content changes. Such changes would only be made if they did not upset the Tribune's existing readership. The mail questionnaire asked a number of lifestyle questions which were used to factor the respondents into four basic groups:

¹³Robert L. Stevenson, "Newspaper Readership and Community Ties," ANPA News Research Report No. 18, March 9, 1979, p. 2.

¹⁴Philip E. Meyer, "What Do Readers Want?" ASNE Bulletin, July/August 1977, p. 9.

¹⁵Ibid, p. 10.

the strivers, the cityphiles, the heritages and the parochials.¹⁶ The Tribune was strongest among the heritages and weak among the strivers. The strivers, however, looked like a group that could be enticed into the readership fold without alienating existing readers.¹⁷

The strivers were young, affluent, upwardly mobile and were interested in service-type information. In response to the striver profile, the Tribune task force:

1. Added a briefing page to the back of the front section with pictures and hard news summaries - some items complete, some keyed to the inside.
2. Redesigned the Tempo section, the former women's section, to better reflect its topical, news-oriented content and attract male strivers.
3. Brightened the Monday business pages with happenings over the weekend in place of the traditional time copy, making it serve as an update and starting point for business-oriented strivers at the week's beginning. Focused Wednesday page on Chicago.
4. Increased human interest content, self-help, how-to-cope, news-you-can-use material.
5. Added a section on participant sports.¹⁸

According to follow-up research, the Tribune contends, "The target audience is taking the bait."¹⁹

The Quakertown (Pa.) Free Press spent five years surveying its readers to find out: "What is the reader,

¹⁶Ibid, p. 10.

¹⁷Ibid, p. 10.

¹⁸Ibid, p. 10.

¹⁹Ibid, p. 10.

especially the young reader, looking for in a newspaper?"²⁰

The research found, Free Press editor, Carl A. Veno, asserts, that:

...young people, our number one target, are interested in what a newspaper can do for him or her. Can it entertain them? Can it tell them where to buy wisely? Can it give them health, consumer and entertainment news? Blend this with a little sex and crime and you have a marketable product.²¹

To meet the needs expressed in the surveys, the Free Press was given a "New Look." The body copy was changed from eight-point to 10-point type and a four-column format was adopted. The 32-page newspaper was also divided into four distinct sections: Local, Lifestyles, National and Sports. According to Veno, the overall plan is to make the paper look like a newsmagazine.²² Page one has color every day and at least two feature stories that range from Star Wars to the 10 best places to get an ice cream cone.²³

Is it working? "The first week after the 'New Look' emerged, the Bucks County newspaper attracted 700 new readers, moving its circulation figure closer to 9,000."²⁴

A 1976 readership study revealed that the St. Paul Dispatch and the Pioneer Press were weak in the 18 to

²⁰Gary Cummings, "Suburban Daily Aims for Younger Readers," Editor & Publisher, January 14, 1978, p. 53.

²¹Ibid, p. 53.

²²Ibid, p. 53.

²³Ibid, p. 53.

²⁴Ibid, p. 53.

24-year-old market, the 25 to 35-year-old market, young married and young singles markets.²⁵ The Belden study also revealed that "readers wanted more information on what to do and where to go in the Twin Cities metropolitan area."²⁶ In addition, the report showed that readers wanted more human interest stories and a calendar of events in the area.

A task force at the paper recommended that five sections be added to the paper in response to the study. The first of the "EXTRA" sections was released March 17, 1977: EXTRA/Entertainment. This section centered on theater, movies, music, night clubs, records, books, dining and concerts. It also included personality pieces on individual performers and a complete calendar of events with a capsule review of each.²⁷

To measure the effectiveness of the new section, the research department of the two papers conducted a "telephone survey using a systematic probability sample from the St. Paul reverse telephone directory. A household randomization technique was used to assure the proper mix of age groups. A total of 196 persons were called."²⁸ Of those surveyed, 83 percent said they had seen the new section, 79 percent

²⁵John R. Finnegan Sr., "Yes, You Can Attract More Young Readers," ASNE Bulletin, October 1977, p. 7.

²⁶Ibid, p. 7.

²⁷Ibid, p. 7.

²⁸Ibid, p. 7.

indicated that they had read it, 41 percent said they read it regularly and 38 percent said they read it sometimes.²⁹

Regular readership in the 18 to 24-year-old group was 56 percent; 48 percent in the 25 to 34-year-old group. And 32 percent of the 18 to 24 group said they read it sometimes.³⁰

As John R. Finnegan Sr., executive editor of the papers, explains, "We know that the entertainment section is being read.... We also believe that the section has improved our general circulation picture but it is too early to measure that. Frankly, we're optimistic."³¹

²⁹Ibid, p. 7.

³⁰Ibid, p. 7.

³¹Ibid, p. 7.

CHAPTER III

METHODOLOGY

The rationale for using Q-methodology was stated in Chapter I. To reiterate, Q-methodology was chosen for this study because of its successful use in motivational research and because it provides a basis for operantly identifying market segments. "Operant" means naturally arising: the respondents themselves define the segments. First, respondents provided opinion statements from which the Q-sample was drawn; and second, subjects completed the sort. Finally, factor analysis of the data provides like groupings of sorts which are independent of and previously unidentified by the researcher.

I. Construction of the Q-Universe

Subjects were chosen for in-depth interviews to reflect a wide range of opinions about newspapers. The subjects were chosen to represent a variety of ages, majors, class levels, hometowns, readership patterns and length of time spent reading a newspaper (if one is read at all). (See Appendix A)

The interview schedule was designed to elicit the widest range of opinions from the respondents. In addition

to demographic information, respondents were asked about how they felt about various parts of a daily newspaper as well as different types of possible stories that might appear in a newspaper. (See Appendix B for Focused Interview Schedule) A non-directive interviewing technique was used with each subject. The object of the focused interview was to exhaust the respondent's opinions about newspapers and to ascertain his/her conception of what the ideal newspaper would be like.

From a theoretically limitless number of statements of opinion about newspapers, some 400 statements were gathered from 14 interviews. Only 14 interviews were conducted because the interviewer gleaned no new attitude statements from the last two interviews. That is, aside from wording differences, the opinions expressed in the last two interviews duplicated those expressed in the previous interviews.

II. Construction of the Q-Sample

The Q-universe of 400 statements was then pared down to 62 statements by eliminating duplications and idiosyncratic statements. In addition, some of the statements were rewritten to conform to the general rule: Give people what they are to react to first, then the benefit or deficit. Specifically, the following rules serve to explain how the 62 statements were selected:

First, can everyone understand the essence of the benefit expressed in the statement? Example: does the

average person understand the term "investigative piece" or the term "inserts"?

Second, eliminate facts about the respondent from the statement. Example: "I have a lot of leisure time so I like newspapers to run stories that give me ideas of what I can do with my time." "I have a lot of leisure time" is a fact and therefore was eliminated.

Third, remove limiting facts from the statements. Example: "I like a newspaper like The New York Times - a paper that has a good scope, a wide range of topics." The phrase "like The New York Times" is a limiting fact and was removed.

Fourth, remove any phrases that reflect a limiting self image. Example: "I'm a miser so I want a newspaper to show me how I can save money." The statement "I'm a miser" reflects a limiting self image and was deleted.

Fifth, remove a facilitating condition. Example: "I'd eliminate the white space in newspapers so more news could fit it." The statement "I'd eliminate the white space in newspapers" is a facilitating condition and needs to be removed from the statement.

Sixth, break statements in two to actually get to the essences of the benefits. Example: "I think a newspaper should tell me what's happening in my town and in the world."

Seventh, make the statement real; use subjective reality. In semantic language, use low-order abstractions. The object is to recreate moments of immediate experience.

Example: "Action photographs really grab me into the news story -- they get me involved in what's happening." That was rewritten to: "Photographs do things that words cannot: they let you see the event; they let you be at the event when something interesting or important is happening."

Lastly, make it something that happens in a specific time (even if it is recurring). Example: "I like it when a paper runs a humorous photo to break up the monotony of the print." The phrase "when a paper runs..." will produce a time confusion for respondents. It focuses the statement on another point in time. The statement was rewritten: "I like to see humorous photos in a newspaper; photos that give you a chuckle or sometimes a good laugh."

The resulting Q-sample was selected on the basis of self-reference; that is, statements that would allow the respondents to project their own interpretations on them. The Q-sample can be categorized into statements that deal with newspaper content, the benefits that can be achieved by reading a newspaper, the organization of a newspaper, advertising in newspapers, a comparison with TV and the frequency that the respondents would like to read a newspaper.

The Q-sample was pre-tested by four persons who represent a variety of majors and readership patterns. After reviewing the pre-tests, some of the statements were reworded because the pre-tests seemed to indicate that the sort was positively skewed.

III. Selection of Respondents

Seventy-one MSU students were selected to complete the Q-sort. This group, the P-sample, was selected purposively. That is, the researcher was attempting to insure that the P-sample represented a variety with respect to the following variables: sex, age, race, class level, major and newspaper reading habits.

IV. Administration of the Q-Sample

Each of the 71 subjects was asked to sort the statements in a quasi-normal distribution along an agree-disagree continuum. Demographic information was also obtained as well as the subjects' conceptions of the newspapers they regularly read by using Likert scales. Respondents were given one condition of instruction when they sorted the deck of attitude statements: They were asked to respond in reference to their "ideal" newspaper. This condition was imposed in order to allow respondents to be free of the constraints of the newspapers' images and contents that they were familiar with. (See Appendix C for the set of Instructions for Sorting Statements and Appendix D for the Q-sample)

First, respondents were asked to sort the statements into three piles: those they agreed with, those they disagreed with and those they felt neutral about. The respondents then sorted the statements into piles that

satisfied the following frequency distribution: (See Appendix E for Distribution Diagram)

TABLE 1. Frequency Distribution

N=62	Most Disagree							Most Agree						
Value:	-6	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6	
File Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	
Number of Statements:	3	3	4	5	6	6	8	6	6	5	4	3	3	

Lastly, respondents were asked to explain why they agreed with the +6 statements and why they disagreed with the -6 statements. (See Appendix F for Q-Questionnaire)

V. Analysis of The Data

The completed Q-sorts were processed using the Statistical Package for the Social Sciences and the QUANAL program's WRAP phase. The QUANAL program was developed by N. Van Tubergen at the University of Iowa to provide a multiphase program to handle all aspects of Q-analysis.

Specifically, the data were entered into the QUANAL program to ascertain how many factors would account for the greatest amount of variance while keeping the sizes of the factors interpretable. (For this study, it was decided that

a minimum of three persons with significant loadings¹ on factor would constitute an interpretable factor and that the factor had an eigenvalue of at least 1.000.) It was found that a five-factor solution would account for 82.7 percent of the variance while maintaining interpretability of the factors. QUANAL also reversed the data deck into an R-matrix for SPSS factor analysis.

The respondents' sorts were intercorrelated by SPSS to provide a correlation matrix which the computer then factor analyzed using the principal-axes method. Five factors were thus obtained, made up of groups of individuals who completed the sort in a similar fashion. The factors were then rotated orthogonally through a varimax solution to mathematically obtain a maximum number of pure loadings (significant loadings on one and only one factor).

The WRAP phase of the QUANAL program was then used to weight each subject using the Spearman weighting formula.² Individual sorts for each factor were then weighted according to the factor loadings and the weighted scores were summed for each statement, normalized and converted to Z-scores. The Z-scores were then used to calculate an array of statements,

¹Significant factor loadings are determined by computing the standard error for a zero-correlation coefficient; $SE=1/n$, where n =the number of statements. In this case, $SE=1/62=.788$. Thus loadings greater than .340 are significant at $P=.01$.
 $(2.58 \times \frac{1}{\sqrt{n}} \text{ or } 2.58 \times \frac{1}{\sqrt{62}})$

²Weighting is by means of Spearman's formula: $\frac{1}{1-r^2}$.
 Charles Spearman, The Abilities of Man (New York: Macmillan Company, 1927), Appendix XIX.

arranged from most agree to most disagree for each of the five factors. The array for each factor provided the basis for interpretation for each of the factors.

The Z-scores for the statement arrays for the factors were also compared to provide two additional kinds of information about the arrays: (1) "Discriminating items," those statements that discriminate one factor or group from another, are calculated by comparing the Z-score for a statement for one factor with the average Z-score for that statement for all other factors. (2) "Consensus items" are those statements which all factors are essentially in agreement on. Statistically, they are statements with Z-scores within a range of one Z-score.

CHAPTER IV

INTERPRETATION

Introduction

In a study employing Q-methodology, individual respondents sort a group of statements into a quasi-normal distribution wherein the placement of the statements constitutes an attitude segment (the entire sort). Each sort is correlated with each other sort, and those sorts correlated beyond a given level of significance are grouped together, producing factors. Thus, people grouped together on the same factor sorted the Q-sample in a similar fashion. The sorts for each factor are then averaged, to produce a "typical" sort representative of that factor. Each factor is different from every other factor and the "typical" sort represents the attitude for only those persons loaded on that factor. The factors are models of how people see the subject matter from their subjective viewpoints, and in representing attitude segments, it is stressed, the factors are operant, i.e. the concepts were determined by the respondents in performing their task, but not by the researcher before the research began.

The process of interpreting each factor involves

seeking an explanation for the placement of the statements in that factor's "typical" sort. Stephenson had defined interpretation as fitting "the meanings of Q-statements, with their scores, into an overall explanation of the factor."¹ Interpretation of Q-factors consists of explaining what the relationships of elements within each factor are, what makes them representative, and how factors are related to other factors. While seeking these answers is a subjective task for the researcher, the interpretation must be based on the operant evidence, the data, and the explanation offered must fit that data. Thus, it is common practice in Q to qualify the interpretation as follows: if the reader disagrees with the interpretation, he may seek his own solution from the data listed in the appendices.

As previously noted, this study generated five factors. Each of these will be examined individually. In interpreting the factors, an "if-then" approach is used, i.e. one examines combinations that emerge in the factors, and attempts to explain why these combinations occur. The comparisons involve individual statements, groups of statements, and combinations of comparisons, until conclusions are drawn.

Early attention is also given the consensus items, those statements upon which all the factors essentially agree.²

¹William Stephenson, "Immediate Experience of Movies" (Columbia, Mo.: University of Missouri, 1962).

²A consensus item is defined as a statement where the factor scores differ by less than 1.0 standard score across the five factors.

Interfactor agreement upon opinion statements can be of great importance in ascertaining the attitudes of young people about newspapers. Special attention is also afforded to discriminating items, or those statements ranked significantly higher or lower by one factor than by any of the other factors. These are the statements that essentially separated this factor from the others. The researcher may also consult the reasons the respondents noted on the questionnaire for their placement of certain statements at either end of the continuum. Finally, one arrives at a generalized explanation for the factor, an algorithm, that explains the schema represented by the factor array in question.

The interpretation is offered in three parts: (1) a two- or three-word label which supplies a convenient "handle" or reference point for the factor, (2) a brief thumbnail sketch describing each factor, and (3) an expanded sketch, with evidence, providing a more detailed explanation and discussion of the factor. Finally, because the sort for each factor represents a "typical" attitude segment, and because the algorithm given for each factor represents a hypothetical person (The Information Stalker), the factor is referred to only in the third person. ("Hypothetical" is meant to refer only to the interpretation. Presumably, persons with significant loadings on a single factor are "real" holders of the typical attitude.)

Taken in toto, the interpretation, made up of consensus items and factor explanations, can be used in various ways. It can be compared with the existing readership studies

on the youth market and it can be used to generate other approaches or ideas for reaching this market. These will be described in detail in the conclusions chapter. As Haley (1971) notes, this kind of study can be used "as a tool for improving communications with the group or groups of consumers selected as the market target by selecting themes which improve the chances of capturing the attention of your prospects."³

Brief Sketches

As noted earlier, the factor analysis in this study produced five interpretable factors. The following are brief descriptions of each factor to familiarize the reader with each one before proceeding on to more detailed explanations.

Factor I, The Information Stalker

The persons on this factor are best described by the term, Information Stalkers. They are intent upon getting information about all aspects of the world around them. To the Information Stalker, gleaning facts is a very serious business.

Factor II, The Consumer Advocate

The Consumer Advocate believes that a newspaper should perform one essential function: Help him make his life as

³Haley, "Benefit Segmentation: A Decision-Oriented Research Tool," p. 3-4.

comfortable as possible. Persons on this factor only seek information that they can use to better themselves in some way.

Factor III, The Fascinated Feature Reader

"Entertain me, entertain me" seems to be the overwhelming cry of the Fascinated Feature Reader. He wants a newspaper to help him escape from the mundaneness that sometimes characterizes his daily life.

Factor IV, The Opinion Seeker

The Opinion Seeker is intellectually pliable. He's not fast to form an opinion because he wants the chance to be influenced by every opinion that exists on a particular subject. In fact, he steadfastly refuses to decide on an issue until all the facts and differing opinions have been presented to him. He sees the newspaper as a place where he can find that type of information.

Factor V, The Pillar of the Community

Morally upright and community conscious - that's the Pillar of the Community. He values his friends and his community so those are the things that he wants to see covered in a newspaper. He wants a newspaper to be an extension of his daily life.

Consensus Items

Consensus items, those statements that all the factors agree upon, are very important in a Q-study. These

statements can provide the basis for marketing strategy. The statements that were scored positively across all of the factors are the most important. Conversely, the items that were ranked consistently negative by the five factors represent marketing strategies that should be avoided. Those items that surround the neutral point offer the least in terms of marketing strategy. This study yielded eleven consensus items.

Items of Consensus

Almost 20 percent of the statements (i.e. 11 out of 62) were held in similar regard by all five factors. Each of these statements had an average Z-score of less than -1.00. In other words, all eleven statements were held by the factors in a slightly negative view, tending toward the neutral area.

The most "disagree" of the statements (60) reflects the fact that respondents are not discarding television news in favor of the newspaper. However, by also disagreeing with statement (53) they're underlining the fact that they want a newspaper to provide more than just news briefs; they already get that much news from television. The respondents seem to agree that it's the job of the newspaper to take the news that television presents and develop it in depth.

		Z-Scores				
		F _I	F _{II}	F _{III}	F _{IV}	F _V
(60)	The TV News ties you to being in a specific place at a specific time; I prefer the newspaper because it lets me get the news when <u>I'm</u> ready to get the news.	-.8	-.5	-.8	-.3	-.3
(53)	I like News Briefs - the brief summaries of major stories - because they give me a quick way to know what's going on in general.	-.1	-.3	.1	-.7	-.4
<p>Respondents also agreed that it really isn't too important to them if the press acts as a watchdog on government (9) or gives a great deal of space to politics and government operations (18), (19).</p>						
(9)	It's good to know that the press is investigating government and business; it's essential to keeping them honest.	-1.0	-.6	-.3	-.4	-.2
(18)	Legislation can touch all aspects of your life. I want my newspaper to explain how important bills will affect me if they become law.	-.1	-.4	.1	-.5	.2

Z-Scores

	F _I	F _{II}	F _{III}	F _{IV}	F _V
(19) I want extensive coverage of politics and government; I need to know how the government is operating.	.3	-.3	-.7	-.2	.2

The respondents also registered slightly negative reactions to needing to read about other people's problems (45), and to using newspaper ads as a means to find out about a community (27).

(45) Reading about other people's problems and how to solve them, often gives me ideas about how to deal with my own problems.	.7	.0	-.2	-.2	-.5
(27) Newspaper ads give a quick overlay of what a community has to offer. It's important to me to get that kind of information.	-.7	-.2	-.4	-.4	-.3

Although respondents did not agree that advertising was important for them to learn about their communities, respondents indicated that they were interested in receiving information about births, deaths and marriages in their locales (49).

Z-Scores

	F _I	F _{II}	F _{III}	F _{IV}	F _V
(49) Some newspapers record so many births, deaths, weddings, divorces and engagements. I don't like that; it's so gossipy.	.1	-.4	-.3	-.2	-.8

Finally, respondents indicated that letters to the editor were important to them. They liked the option of being able to voice their opinions in that forum (36) but they weren't convinced that letters presenting both sides of an issue were essential (35).

(36) Letters to the editor give individuals access to the public ear. I don't care about being able to have that kind of access.	-.3	.2	-.2	0	-.6
(35) When I read letters to the editor I disagree with, I also like to see letters on the same topic that I agree with to balance the point of view.	-.1	-.1	0	-.4	-.4

(See Table 2)

TABLE 2. Average Viewing/Listening/Reading Habits of Factors

	F _I	F _{II}	F _{III}	F _{IV}	F _V
Hours of TV per week	7.6	9.6	6.8	14.6	14.7
How often watch TV news a week (days)	3.4	3.1	2.7	5.1	4.6
Hours of radio per week	20.2	10.1	12	12.7	23
How often listen to radio news a week (days)	5.6	3.77	3	5	5.7
Number of newspapers read	2.2	1.8	2.14	2.89	3.17
How often read a newspaper a week (days)	6.5	4.4	5.8	6.2	5.7
% Read of newspaper	67.6%	38%	48.7%	52%	37.5%
Amount of time spent per day with newspaper (minutes)	40	31.5	22.1	37	44
Time of day paper is read	Varies	Varies	Morning	Varies	Varies
What is read first in a newspaper	Front Page	Front Page	Front Page	Front Page	Front Page

Factor I, The Information StalkerEvidence for the Sketch

Factor I, the Information Stalker, is made up of fifteen people -- all Caucasian women. Persons on this factor range in age from 18 to 31 with an average age of 24.9. Six of the respondents are married and nine are single. Two are sophomores, one a junior, four are seniors and eight are graduate students. Their majors include: Communications, Journalism, English, Computer Science, Human Ecology, Education and Advertising. They all classify themselves as members of the lower-middle class or upper-middle class.

Individuals on this factor watch between zero and twenty hours of television a week for an average viewing time of 7.6 hours a week. Twelve of them watch television news on an average of 3.4 days a week. They also listen to radio for between two and eighty-four hours a week for an average listening time of 20.2 hours a week. All but one listen to radio news on an average of 5.6 days a week. Everyone on this factor reads a newspaper and six read two newspapers and six three newspapers. They read 67.6 percent of the newspaper on the average of 6.5 days a week, taking an average of about 40 minutes with a newspaper a day. They read it at varying times during the day with thirteen of them reading the front page first.

The Information Stalker is almost obsessed with the quest for information. She wants a newspaper to cover a

wide range of topics (14) and she's so intent on this that she's willing to forego comics (50) and features (25) for articles of a more serious nature.

		Z-Score	Average Z	Difference
(14)	I like a newspaper to cover a wide range of topics and to cover them fully and in depth.	2.16	-.580	2.739
(50)	I don't dislike comics in a newspaper. I just think that the paper could use that space for other stories.	2.512	-3.32	2.844
(25)	I enjoy reading stories that are simply entertaining and bright. They break the monotony of reading the news.	-.80	1.114	-1.914

Persons on this factor do realize that photographs can tell a story sometimes more effectively than words. She finds a newspaper without photos unappealing (43) even though it may meet all of her informational needs. But she isn't ready to compromise her need for content and substance in favor of graphics. She will not condone having photographs in a newspaper merely for the sake of breaking up a monotony of dull, gray type (41).

(43)	A newspaper without photographs is just a sea of type - and an ocean of dullness.	3.517	-.619	4.136
(41)	I don't care for arty photos that don't make a point - like the photograph of a tree in blossom on the first day of spring.	2.200	-.546	2.746

The Information Stalker is also a very busy person who is interested in getting all of those facts as quickly as possible. Therefore, she's not concerned that newspaper sections allow for more than one person to read the paper (48) and she is angered when a headline doesn't tell her the main point of the story (1).

	Z-Score	Average Z	Difference
(48) I like it when my newspaper comes in sections; that way more than one person can read the paper at once.	-1.140	.833	-1.973
(1) I dislike headlines that are catchy, cute and lively.	.408	-.516	.954

Although the Information Stalker is concerned with learning about international affairs (20), she does not want to be subjected to news about the seedy side of life - crime (61) (5). But she does think that the newspaper should act as a social consciousness for the community (24) and investigate crime and other social matters on a purely sociological level. The Information Stalker also agrees that it is important that the newspaper investigate crime on a higher level - in government and business (8).

(20) I feel a part of the entire globe and what happens all over the world is important to me. I want a newspaper to reflect those views.	1.201	-.270	1.471
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		Z-Score	Average Z	Difference
(61)	Some newspapers report crimes in vivid, descriptive detail. It's sensationalism of the worst kind and I resent being subjected to that kind of reporting.	2.083	.015	2.068
(24)	I don't want a newspaper to investigate and explain matters of social concern - like drugs or homosexuality.	-1.151	.602	-1.753
(8)	It's important to me that the press thoroughly investigate government and business so that I can understand better how to vote and how to respond.	1.392	-.319	1.711

Persons on this factor are determined individualists; they don't need a newspaper to tell them where to save money (30), (29), (28) or how to spend their leisure time (26). On the other hand, they are interested in finding out how other people think, feel and react (47). Learning about other people's feelings is all part of the educational process but just reading about how people live, who's getting married or who's dying is worthless information to the Information Stalker (51).

(30)	Coupons in a newspaper are a must. They save me a lot of money.	-1.020	-.042	-1.086
(29)	I like my newspaper to cover things that help me as a consumer.	-1.287	-.085	-1.202
(28)	Ads in newspapers are usually more informative and useful than ads on television.	-1.225	.118	-1.344

		Z-Score	Average Z	Difference
(26)	It's not important to me for a newspaper to run stories on activities I can participate in, hobbies I can experiment with. I can get that information from other sources.	2.070	-.533	2.603
(47)	I enjoy reading advice columns. It gives me a chance to see how other people think, react, feel.	1.983	-.229	2.212
(51)	I enjoy reading the society page and finding news about a friend or acquaintance.	-.842	.655	-1.497

The Information Stalker is far from satisfied with her present newspaper (attitude 8). She agrees that her present newspaper should devote more time and space to the coverage of national and international news (attitude 2). Although she expressed little interest in advertising in her "ideal" newspaper, the Information Stalker admitted finding the ads in her present newspaper helpful (attitude 3). She said she enjoys reading the editorials in her present newspaper (attitude 4) but was fairly neutral about the prospect of adding more letters to the editor (attitude 5). The Information Stalker voiced little interest in consumer information in her "ideal" newspaper but she said she would like to see her present newspaper have more consumer information (attitude 6). This seeming discrepancy can be easily explained by the fact that in performing the sort, the Information Stalker had to choose

between consumer-oriented information and other types of information while the semantic differential merely asked her if she'd like more consumer information - not if she was willing to sacrifice something else to get it. She expressed displeasure at the possibility that her paper might consider publishing less photographs (attitude 7) and was neutral about the inclusion of more local news (attitude 1). (See Table 3)

Factor II, The Consumer Advocate

Factor II is comprised of fifteen people -- eight females and seven males. Thirteen are Caucasian and the other two persons on this factor did not indicate their race. They range in age from 18 to 30 years old with an average age of 23.8. Three are married, eleven single and one divorced and over 90 percent of this factor classified themselves as members of the lower-middle or upper-middle class. One is a freshman, two are juniors, three seniors and nine graduate students. Their majors include: Communications, Mathematics, Biochemistry, Cartography, Pre-med Chemistry, Physiology, Forestry, Education, English, English Education, Social Science, Art Education and Astro-Physics.

Individuals on this factor watch between zero and twenty-one hours of television a week for an average of 9.6 hours of viewing time per week. Thirteen said they watch television news an average of 3.1 days per week.

TABLE 3. Attitude Scores For Factor 1, The Information Stalker

React to the following statements in reference to the newspaper that you read most often.

	Very Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
<u>Attitude 1</u>							
I think that my news- paper should cover more local news.	0%	20%	26.7%	33.3%	6.7%	6.7%	6.7%
<u>Attitude 2</u>							
I think that my news- paper should cover more national and international news.	6.7%	20%	20%	40%	6.7%	6.7%	0%
<u>Attitude 3</u>							
I find ads in my newspaper helpful.	6.7%	46.7%	26.7%	20%	0%	0%	0%
<u>Attitude 4</u>							
I enjoy reading the editorials in my newspaper.	13.3%	53.3%	13.3%	6.7%	6.7%	6.7%	0%
<u>Attitude 5</u>							
I wish my newspaper would publish more letters to the editor.	6.7%	26.7%	26.7%	20%	13.3%	6.7%	0%

TABLE 3 (cont'd.)

	Very Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
<u>Attitude 6</u>							
I'd like my news- paper to have more consumer informa- tion.	20%	20%	26.7%	20%	6.7%	0%	6.7%
<u>Attitude 7</u>							
I think my news- paper should publish less photographs.	0%	0%	6.7%	6.7%	26.7%	33.3%	26.7%
<u>Attitude 8</u>							
Even if I could, I wouldn't change any- thing in my newspaper.	0%	0%	13.3%	6.7%	13.3%	40%	20%
						6.7%	blank

Radio is listened to by people on this factor between zero and fifty hours a week for an average of 10.1 hours. Ten listen to radio news an average of 3.77 days per week. Everyone on this factor reads a newspaper with seven reading one paper, four two papers and four three papers. They read about 38 percent of a newspaper on the average of 4.4 days per week. Persons on this factor read the newspaper at varying times during the day and spend an average of 31.5 minutes per day with it. Seventy-three percent read the front page first, 6.7 percent international news first, 6.7 percent editorials and two did not indicate what they read first in a newspaper.

Useful information is of paramount importance to the Consumer Advocate. He's interested in getting the most for his money and he expects his newspaper to help him secure that end (16), (31), (30). Although he uses critics as a guide to movies and restaurants, he does so cautiously; he wants to be convinced that he should really trust these "experts" (11).

		Z-Score	Average Z	Difference
(16)	Movie critics and restaurant reviews are like consumer guides. They let you know what to expect, what things are likely worth doing.	2.593	-.204	2.796
(31)	Newspaper ads provide me with important information. They let me know where the sales are so I can save money.	1.518	-.414	1.932

	Z-Score	Average Z	Difference
(30) Coupons in a newspaper are a must. They save me a lot of money.	.894	-.521	1.415

The Consumer Advocate feels that news in a paper should be current (56), filled with intelligent opinion (54) and balanced (37). All of those elements are essential for the reader to get a fair deal from the paper, according to the Consumer Advocate. A reader also needs to be well-informed in order to protect his rights as a consumer and as a citizen. For that reason, persons on this factor think it's essential that newspapers cover crime so that the citizenry can be aware of its existence (5). They're not concerned about having a newspaper delve into the sociological reasons for crime, drugs and other social problems (24). They just want the paper to let people know when, where and how these things happen. Therefore, the Consumer Advocate doesn't agree that news has to be "bad" in order to be reported but that "bad" news has to be reported (17).

(56) I want news in the paper to be fresh. I don't want to learn about something on TV tonight and then read about the same thing in the next day's newspaper.	.946	-.332	1.278
(54) I like a newspaper that is filled with intelligent opinion, opinion that causes you to think and mold your position on issues.	.817	-.242	1.060

		Z-Score	Average Z	Difference
(37)	I like for a newspaper to print letters to the editor that disagree with the newspaper's position; it assures me that the newspaper plays fairly.	1.185	-.108	1.293
(5)	Knowing about crime is important. It increases my awareness and enables me to find out what I need to do to protect myself and my property.	1.690	-.114	1.804
(24)	I don't want a newspaper to investigate and explain matters of social concern - like drugs or homosexuality.	2.287	-.257	2.544
(17)	I sometimes feel that news must be "bad" to be reported. Wars and disasters are emphasized rather than the good things that happen.	1.296	.980	-2.276

Since the Consumer Advocate views information as a defense against falling victim to the system, he is keenly interested in reading about the organization and operation of his community, its government and its schools (23). But he also realizes that it takes time and space to cover a community in that depth. So, he will not merely scan the front page to get a feel for the news of the day (21). For that same reason, he considers News Briefs a waste of space in a newspaper (10); they're simply an overview of the news. They don't provide the specific facts he expects to get from a paper.



		Z-Score	Average Z	Difference
(23)	I want a newspaper that covers what's happening in local schools: activities, curriculum, board meetings and the like.	2.016	-.103	2.119
(21)	I like the front page because newspapers try to put the most important stories there; you can quickly find out whether anything of major importance has happened.	-1.251	.131	-1.383
(10)	I like brief summaries of news stories because I just don't have a lot of time to spend with a newspaper.	-1.435	.421	-1.856

To the Consumer Advocate, a newspaper is a storehouse of facts that need to be kept for later use. A newspaper need not be entertaining (22) nor sensational (39). The Consumer Advocate is keen on reading about other people's problems but only if it will help him solve his own problems (47). He's also interested in reading others' viewpoints in editorials but he doesn't use them to model his own views (33). He's too independent-minded for that.

(22)	I like to read about famous and important people - how they live, what they do.	-1.086	.155	-1.241
(39)	I think newspapers should not publish sensational photos - like the shot of Karl Wallenda falling from the high wire to his death.	2.196	-.203	2.400

	Z-Score	Average Z	Difference
(47) I enjoy reading advice columns. It gives me a chance to see how other people think, react, feel.	-.827	.474	-1.300

Those people on Factor II are also discouraged with their present newspaper (attitude 8). They are fairly neutral about the inclusion of more local news (attitude 1) as well as the addition of more national and international news (attitude 2). They find the ads in their newspapers somewhat helpful (attitude 3) but would definitely like to see more consumer-oriented news in their papers (attitude 6). This factor enjoys the editorials in their present papers (attitude 4) and are definitely interested in having their papers increase the number of letters to the editor (attitude 5). Individuals on this factor are also adamant that the number of photographs should not be decreased in their present papers. (See Table 4)

Factor III, The Fascinated Feature Reader

Seven people loaded positively on Factor III - five females and two males. These respondents range in age from 19 to 22 for an average age of 20.1 years old. Four of the people on Factor III are Caucasian, two are Black and one did not indicate her race. One noted that her socio-economic class was upper class, one lower-middle class and five upper-middle class. Only one person on this factor is married; the rest are single. Two are sophomores, three are juniors and two are seniors. Their

TABLE 4. Attitude Scores For Factor II, The Consumer Advocate

React to the following statements in reference to the newspaper that you read most often.

	Very Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
<u>Attitude 1</u>							
I think that my news- paper should cover more local news.	0%	13.3%	20%	20%	20%	20%	6.7%
<u>Attitude 2</u>							
I think that my news- paper should cover more national and international news.	20%	13.3%	20%	13.3%	13.3%	13.3%	6.7%
<u>Attitude 3</u>							
I find ads in my newspaper helpful.	13.3%	26.7%	13.3%	20%	13.3%	0%	13.3%
<u>Attitude 4</u>							
I enjoy reading the editorials in my newspaper.	20%	20%	40%	6.7%	13.3%	0%	0%
<u>Attitude 5</u>							
I wish my newspaper would publish more letters to the editor.	13.3%	6.7%	46.7%	26.7%	6.7%	0%	0%

TABLE 4 (cont'd.)

	Very Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
<u>Attitude 6</u>							
I'd like my news- paper to have more consumer informa- tion	6.7%	26.7%	40%	6.7%	13.3%	6.7%	0%
<u>Attitude 7</u>							
I think my news- paper should publish less photographs.	0%	0%	13.3%	13.3%	33.3%	26.7%	13.3%
<u>Attitude 8</u>							
Even if I could, I wouldn't change any- thing in my newspaper.	0%	6.7%	6.7%	6.7%	33.3%	40%	6.7%

majors include: Natural Resources Education, Resource Development, Chemistry, Advertising and Journalism.

Persons on this factor watch between zero and twenty hours of television a week for an average viewing time of 6.8 hours per week. All but one watches television news on an average of 2.7 days a week. They listen to radio between one and fifty hours a week for an average of 12 hours a week. All but one listen to radio news on an average of three days a week. All of the respondents on this factor read a newspaper. Two read one paper, three read two papers, one three papers and one four newspapers. They read about 48.7 percent of a newspaper about 5.8 days a week spending an average of 22.1 minutes a day with a paper. Seventy-one percent of this factor read a newspaper in the morning. Four read the front page first, one the headlines, one the news briefs and one the ads.

The Fascinated Feature Reader desires entertainment from a newspaper. He wants well-written, bright stories (25) about famous and interesting people's lifestyles (22). Moreover, he wants a newspaper to help him entertain himself - he wants information on sports he can participate in (44) and activities he can experiment with (26). But he doesn't want a newspaper to "blueprint" his life. For that reason, he spurns movie critics and restaurant reviewers (16). He enjoys reading what they have to say (15) but he wants to find out for himself if a movie or a restaurant really is good or bad.

		Z-Score	Average Z	Difference
(25)	I enjoy reading stories that are simply entertaining and bright. They break the monotony of reading the news.	5.548	-.473	6.022
(22)	I like to read about famous and important people - how they live, what they do.	1.204	-.418	1.622
(44)	I like a newspaper to cover the kinds of sports <u>I</u> can participate in.	.739	-.408	1.147
(26)	It's not important to me for a newspaper to run stories on activities I can participate in. I can get that information from other sources.	-.830	.192	-1.022
(16)	Movie critics and restaurant reviewers are like consumer guides. They let you know what to expect, what things are likely worth doing.	-.734	.628	-1.362
(15)	I like to read critics who are opinionated and articulate - even when I disagree with them. They're fun to read.	2.748	-.656	3.404

The persons on this factor are also intrigued with crime - how a criminal's mind works, how an idea for a certain crime was developed (6). They also want crime investigated from a sociological perspective (62).

		Z-Score	Average Z	Difference
(6)	Stories about crimes themselves - how they occur, what happens to the people involved - are of interest to many people. You want to know about what's going on.	2.475	-.403	2.878
(62)	A newspaper should deal with crime from a social perspective, revealing the causes of crime so society can understand and react for the good of all.	.285	-.674	.956
<p>Although the Fascinated Feature Reader isn't concerned about getting extensive coverage of government and politics, he is keenly aware that he needs to get a brief picture of what's going on in the world. For that reason, he consistently scans the front page (21). Since he's not using the newspaper to meet informational needs, he could care less if headlines are functional (2). He likes artistic photographs (41) but he isn't interested in a photograph that imparts no more than a quick chuckle (4). He wants his entertainment to be more long lasting.</p>				
(21)	I like the front page because newspapers try to put the most important stories there; you can quickly find out whether anything of major importance has happened.	.622	-.337	.959
(2)	I don't like it when I read a headline and it doesn't tell me enough so I can decide whether or not I want to read the story.	-.913	.055	-.968

		Z-Score	Average Z	Difference
(41)	I don't care for arty photos that don't make a point - like the photograph of a tree in blossom on the first day of spring.	-.801	.205	-1.006
(4)	I like to see humorous photos, photos that give you a chuckle or sometimes a good laugh.	-1.219	.178	-1.397

Fifty-seven percent of the people on this factor are dissatisfied with the papers they are presently reading (attitude 8). The people on this factor are not interested in having their present papers increase their local coverage (attitude 1) and are neutral if national and international news should be increased (attitude 2). They definitely find ads in their newspapers helpful (attitude 3) but are neutral about how much they enjoy reading the editorials in their papers (attitude 4) and if their papers should publish more letters to the editor (attitude 5). They slightly agree that more consumer information is needed (attitude 6) and they disagree that the number of photographs in their papers should be decreased (attitude 7). (See Table 5)

Factor IV, The Opinion Seeker

Nine respondents loaded positively on Factor IV - seven males and two females. They range in age from 20 to 32 with an average age of 24.9. Eight are Caucasian and one is Black. Five are single and four are married. Two are juniors, four are seniors and three graduate students. Their majors include: Education, Sanitary Engineering,

TABLE 5. Attitude Scores For Factor III, The Fascinated Feature Reader

React to the following statements in reference to the newspaper that you read most.

	Very Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
<u>Attitude 1</u>							
I think that my news- paper should cover more local news.	0%	0%	0%	42.9%	14.3%	28.6%	0%
						14.3% blank	
<u>Attitude 2</u>							
I think that my news- paper should cover more national and international news.	0%	14.3%	28.6%	14.3%	28.6%	0%	0%
						14.3% blank	
<u>Attitude 3</u>							
I find ads in my newspaper helpful.	0%	42.9%	42.9%	0%	0%	0%	0%
						14.3% blank	
<u>Attitude 4</u>							
I enjoy reading the editorials in my newspaper.	0%	14.3%	42.9%	14.3%	0%	14.3%	0%
						14.3% blank	
<u>Attitude 5</u>							
I wish my newspaper would publish more letters to the editor.	0%	14.3%	0%	57.1%	14.3%	0%	0%
						14.3% blank	

TABLE 5 (cont'd.)

	Very Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
<u>Attitude 6</u>							
I'd like my newspaper to have more consumer information.	0%	42.9%	42.9%	0%	0%	0%	0%
						14.3%	blank
<u>Attitude 7</u>							
I think my newspaper should publish less photographs.	0%	0%	0%	14.3%	14.3%	42.9%	14.3%
						14.3%	blank
<u>Attitude 8</u>							
Even if I could, I wouldn't change anything in my newspaper.	0%	0%	0%	28.6%	0%	57.1%	0%
						14.3%	blank

Geology, Fisheries and Wildlife, History Education, English Education, Communications, English and Journalism. Two indicated that they were members of the lower class, four the lower-middle class and three the upper-middle class.

Individuals on this factor watch between two and thirty hours of television a week for an average of 14.6 hours a week. Eight watch television news on an average of 5.1 days per week. They listen to radio for between three and thirty hours a week for an average weekly listening time of 12.7 hours. Eight listen to radio news about five days a week. One of the respondents reads one newspaper, two read two newspapers, three read three newspapers and three read four newspapers. This factor reads about 52 percent of the paper 6.2 days per week. The respondents on this factor spend about 37 minutes a day with a newspaper; they read it at varying times during the day. Fifty-five percent of the people on this factor read the front page first, 11.1 percent read the comics first, 11.1 percent the entertainment section, 11.1 percent the horoscopes and 11.1 percent sports.

The Opinion Seeker is totally enamored with the search for a variety of opinions on a wide range of topics. The editorial page then is a continual source of delight for the Opinion Seeker. He is so entranced with reading others' opinions that he gets upset if an editorial stops short of actually taking a firm stand on an issue (34). The purpose of an editorial is to state an opinion and for him, all editorials help him mold his opinions (33).

		Z-Score	Average Z	Difference
(34)	I dislike reading through an editorial that lays out issues and pertinent facts and then finding the editorial makes no definite conclusion, takes no clear viewpoint.	4.170	.513	3.657
(33)	Both editorials I agree with and those I disagree with help me to clarify and form my own opinions.	2.691	-.533	3.224

Since it takes time to digest the viewpoints expressed on the editorial page, the Opinion Seeker doesn't have time to read a daily newspaper (58). However, since the paper does come every day, he feels obligated to read it because he doesn't want to miss the opportunity to be exposed to another set of opinions. For the same reason, the Opinion Seeker likes the fact that a newspaper comes in sections (48). It allows him the freedom to latch onto the editorial page without monopolizing the rest of the newspaper.

(58)	A daily newspaper really comes too often for me; I don't have time to read a newspaper every day.	3.313	-.266	3.579
(48)	I like it when my newspaper comes in sections; that way more than one person can read the paper at once.	3.405	-.303	3.709

Persons on this factor are also interested in obtaining opinions that can influence their daily living patterns. The Opinion Seeker conscientiously reads columns written by critics (11) and he is also interested in procuring views

that can help him as a consumer (29).

	Z-Score	Average Z	Difference
(11) I'm skeptical of critics. I'm not that fond of "experts" who tell me what to like and dislike - about movies or restaur- ants or whatever.	-.692	.275	-.966
(29) I like my newspaper to cover things that help me as a consumer.	.603	-.558	1.161

Since the Opinion Seeker doesn't read the newspaper to glean facts, he isn't concerned with the amount of space the paper devotes to world news (20) or community news (57). He is also uninterested in ads (31) and photographs (39) in a newspaper. He does, however, realize that others often read papers for information. Consequently, he feels very strongly that papers shouldn't provide criminals with ideas for bigger and better crimes (7) by providing them with every detail of a crime.

(20) I feel a part of the en- tire globe and what happens all over the world is important to me. I want a newspaper to reflect those views.	-1.326	.362	-1.687
(57) I like local stories - the events about people and events and issues that make up my community.	-.460	.687	-1.146
(31) Newspaper ads provide me with important information. They let me know where the sales are so I can save money.	-1.195	.264	-1.459

		Z-Score	Average Z	Difference
(39)	I think newspapers should not publish sensational photos - like the shot of Karl Wallenda falling from the high wire to his death.	-1.029	.603	-1.632
(7)	Every detail of a crime shouldn't appear in a news story. I hate to think how many people read the paper to get ideas and "blueprints" for similar crimes.	.861	-.365	1.226

The Opinion Seeker is more dissatisfied with his present newspaper than any of the other factors (attitude 8). He isn't interested in having his paper increase local news (attitude 1) or national and international news (attitude 2). He finds the ads in his paper helpful (attitude 3) and he would like to see his paper increase the amount of consumer-oriented news it includes (attitude 6). He enjoys reading the editorials in his paper (attitude 4) and would like his paper to include more letters to the editor (attitude 5). He is also adamant that his paper refrain from decreasing the number of photographs presently in the paper (attitude 7). (See Table 6)

Factor V, The Pillar of The Community

Factor V is comprised of six people - four females and two males. Everyone on this factor is Caucasian. They range in age from 18 to 34 with an average age of 25.1. Four are single, one is married and one divorced. Five classified themselves as members of the upper-middle class

TABLE 6. Attitude Scores For Factor IV, The Opinion Seeker

React to the following statements in reference to the newspaper that you read most often.

	Very Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
<u>Attitude 1</u>							
I think that my news- paper should cover more local news.	0%	0%	33.3%	11.1%	22.2%	11.1%	22.2%
<u>Attitude 2</u>							
I think that my news- paper should cover more national and international news.	11.1%	33.3%	0%	11.1%	11.1%	11.1%	22.2%
<u>Attitude 3</u>							
I find ads in my newspaper helpful.	55.5%	22.2%	0%	11.1%	11.1%	0%	0%
<u>Attitude 4</u>							
I enjoy reading the editorials in my newspaper.	11.1%	33.3%	22.2%	0%	11.1%	22.2%	0%
<u>Attitude 5</u>							
I wish my newspaper would publish more letters to the editor.	11.1%	22.2%	11.1%	11.1%	22.2%	22.2%	0%

TABLE 6 (cont'd.)

	Very Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
<u>Attitude 6</u>							
I'd like my news- paper to have more consumer informa- tion.	0%	33.3%	33.3%	11.1%	11.1%	11.1%	0%
<u>Attitude 7</u>							
I think my news- paper should publish less photographs.	0%	0%	11.1%	0%	22.2%	11.1%	55.5%
<u>Attitude 8</u>							
Even if I could, I wouldn't change any- thing in my newspaper.	0%	0%	0%	11.1%	11.1%	22.2%	55.5%

and one the lower-middle class. Four people on this factor are graduate students, one is a senior and one a sophomore. Their majors include: English/History, Journalism, Linguistics, English and Education. One respondent did not indicate a major field of study.

Individuals on this factor watch between zero and thirty-five hours of television a week for an average of 14.7 hours a week. Five of them watch television news about 4.6 days a week. They listen to radio between eight and fifty hours a week for an average weekly listening time of 23 hours. All of them listen to radio news about 5.7 days a week. All read a newspaper; five read three newspapers and one four newspapers. They read about 37.5 percent of the paper about 5.7 days a week. They spend an average of 44 minutes a day with a newspaper. They read newspapers at varying times during the day. Five read the front page first and one the sports.

The Pillar of the Community is a staunch supporter of his community and therefore, is very interested in reading about every aspect of his locale (57), including his friends and acquaintances (51). He often gets upset by the type of coverage that a newspaper gives his community. Papers seem to center their stories on the negative events in the community (17) instead of all the positive things he knows exist.

		Z-Score	Average Z	Difference
(57)	I like local stories - the news about people and events and issues that make up my community.	2.230	.015	2.215

		Z-Score	Average Z	Difference
(51)	I enjoy reading the society page and finding news about a friend or an acquaintance.	3.337	-.390	3.726
(17)	I sometimes feel that news must be "bad" to be reported. Wars and disasters are emphasized rather than the good things that happen.	4.891	-.567	5.458

Individuals on this factor also enjoy photographs in a newspaper. Photos allow them to be at that local Little League game (40) and humorous photographs provide a little comic relief (4) to offset all of the "bad" news in a paper. But the Pillar of the Community is not interested in photographs merely as a way to break up the dullness of the type (43).

(40)	Photographs do things that words cannot: they let you see the event; they let you be at the event when something interesting or important is happening.	2.102	-.157	2.258
(4)	I like to see humorous photos, photos that give you a chuckle or sometimes a good laugh.	1.419	-.481	1.900
(43)	A newspaper without photographs is just a sea of type - and an ocean of dullness.	-1.045	.522	-1.566

Being active in the community takes time. The Pillar of the Community likes news briefs because they capsule the news for him (10). But he does like a daily newspaper (58)

because so much can happen in his community in just one day and he doesn't want to miss any of it.

		Z-Score	Average Z	Difference
(10)	I like brief summaries of news stories because I just don't have a lot of time to spend with a newspaper.	1.271	-.256	1.527
(58)	A daily newspaper really comes too often for me; I don't have the time to read a newspaper every day.	-.765	.753	-1.519

The Pillar of the Community reads editorials and opinion pieces merely to get additional information about his community (15). He also isn't concerned if he can't ascertain the stand of a particular piece (34). He does, however, feel uncomfortable if an editorial disagrees with his feelings and opinions about his community (32).

(15)	I like to read critics who are opinionated and articulate - even when I disagree with them. They're fun to read.	-.946	.267	-1.213
(34)	I dislike reading through an editorial that lays out issues and pertinent facts and then finding the editorial makes no definite conclusion, takes no clear viewpoint.	-.542	1.691	-1.233
(32)	Sometimes it's confusing and frustrating to read editorials that give good arguments contrary to a position I hold; it's really uncomfortable to have to change positions on things.	.654	-.297	.951

The respondents on this factor are slightly dissatisfied with their present newspapers (attitude 8). They are neutral about the need to include more local news (attitude 1) but would like more national and international news included (attitude 2). They don't feel the ads in the papers are particularly helpful (attitude 3) but would like the amount of consumer news increased (attitude 6). They enjoy reading the editorials in their papers (attitude 4) but are neutral about the inclusion of more letters to the editor (attitude 5). They feel that the number of photographs should not be decreased (attitude 7). (See Table 7)

TABLE 7. Attitude Scores For Factor V, The Pillar of The Community

React to the following statements in reference to the newspaper that you read most often.

	Very Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Strongly Disagree
<u>Attitude 1</u>						
I think that my news- paper should cover more local news.	0%	0%	16.7%	50%	16.7%	0%
<u>Attitude 2</u>						
I think that my news- paper should cover more national and international news.	16.7%	16.7%	16.7%	50%	0%	0%
<u>Attitude 3</u>						
I find ads in my newspaper helpful.	0%	0%	0%	50%	33.3%	0%
<u>Attitude 4</u>						
I enjoy reading the editorials in my newspaper.	0%	16.7%	50%	16.7%	0%	0%
<u>Attitude 5</u>						
I wish my newspaper would publish more letters to the editor.	0%	0%	33.3%	33.3%	33.3%	0%

TABLE 7 (cont'd.)

	Very Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
<u>Attitude 6</u>							
I'd like my news- paper to have more consumer informa- tion.	0%	16.7%	33.3%	33.3%	16.7%	0%	0%
<u>Attitude 7</u>							
I think my news- paper should publish less photographs.	0%	0%	0%	16.7%	16.7%	16.7%	50%
<u>Attitude 8</u>							
Even if I could, I wouldn't change any- thing in my newspaper.	0%	0%	0%	16.7%	50%	33.3%	0%

CHAPTER V

CONCLUSIONS

This study sought to divide consumers into benefit segments on the basis of attitudes. As Yankelovich (1964) emphasized: a consumer's needs and wants are mirrored through his attitudes. Why are attitudes important to newspaper researchers?

As was stated earlier in this study, newspaper readership studies to date have concentrated on segmenting consumers along demographic and usage lines. Collecting demographics fails to "pinpoint the reasons for distinctions: Why are there demographic differences between readers and nonreaders, and how do newspaper publishers and editors take advantage of the differences?"¹ Q methodology is "an excellent exploratory technique."² As Schwartz and Moore noted (1979):

Through the application of Q methodology, the consumer becomes not just a female but a woman with a need to feel part of her community (a subjective feeling that may be objectified

¹Stuart H. Schwartz and Roy L. Moore, "Newspaper Research on the Rocks: An Argument for the Use of Q Methodology in Readership Studies," Operant Subjectivity, July 1979, p. 126.

²Fred N. Kerlinger, "Q Methodology in Behavioral Research," in S.R. Brown and D.H. Brenner, eds., Science, Psychology, and Communication: Essays Honoring William Stephenson (New York: Teachers College Press, 1972), p. 28.

through Q methodology) and be feminine and young (other tangible psychological characteristics).... Newspaper reading can be related to the personal values and needs of readers through Q and the intimate connection between³the reader and his newspaper explored.

To offset the decline in readership, newspapers need to increase sales. The key to increased sales is an aggressive marketing policy. In 1974, Grotta blamed the absence of growth in the newspaper industry on newspaper executives who have failed to offer "the consumer a product which fulfills the needs of the consumer."⁴ This "requires the industry to define the product in terms of the consumer."⁵

One of the primary purposes of this study was to utilize Q methodology to identify the attitude segments within the youth market, that part of the market that has the smallest representation in the readership fold.

A second purpose of this study was to examine its usefulness in terms of theoretical and practical implications. Theoretical implications cover broad areas of application; practical applications have specific applications to individual segments.

One outgrowth of this study would be to compare the results of this study with previous studies of the

³Schwartz and Moore, p. 127.

⁴Gerald L. Grotta, "Prosperous Newspaper Industry May Be Heading for Decline," Journalism Quarterly 51 (1974): 502.

⁵Grotta, p. 502.

18 to 34-year-old market and newspaper readership.

Larkin and Grotta (1979) found that 19 to 24 year olds in their study felt that ads in newspapers were useful and that newspapers do "a good job of covering news they are interested in."⁶ This study also concluded that persons 25 to 34 years old were "much more concerned with the perceived shortcomings of the newspaper than the younger group...and are less apt to look at only the comics and feature stories in a paper."⁷

This Q-study found that these age groups could not be scrutinized in two large groups but as five very distinct groups that were not delineated by age. The conclusions reached by Grotta and Larkin do not cross over the five factors found in this study. In addition, this study revealed that the five groups were not uniform in their acceptance of their newspapers' coverage as Grotta and Larkin implied.

Schweitzer (1977) concluded that young readers "respond to thorough coverage of the national and world scene"⁸ and that young readers were not generally tied to the local community and local news. This study agrees with Schweitzer's findings, but only in part. One factor, The Information Stalker, was found to be interested in world and national

⁶Ernest F. Larkin and Gerald L. Grotta, "A Market Segmentation Approach to Daily Newspaper Audience Studies," Journalism Quarterly Vol. 56 No. 1 (1979): 32.

⁷Larkin and Grotta, p. 34.

⁸Schweitzer, p. 14.

news but another, The Pillar of the Community, was very intent upon sacrificing national and international news in favor of local news. Therefore, what Schweitzer found was verified by this study but this study found that Schweitzer's findings weren't necessarily true for all young readers.

Stevenson (1979) also concluded that young readers had little interest in local news but were concerned with only using the newspaper as a source of entertainment. This study also found that a portion of young readers were interested in features and entertainment, but only a part of the 18 to 34-year-old market.

In summary, past readership studies identified the same newspaper wants of young readers as this study did. The difference lies in the fact that previous studies generalized these needs to the entire 18 to 34-year-old market while this study found that the 18 to 34-year-old market is comprised of five separate segments with five different sets of needs for newspapers to satisfy.

Aside from the above-mentioned theoretical implications, it is also held that this study has some practical applications. The study found that five distinct segments of 18 to 34-year-old readers are likely to appear in later Q-studies. It also confirmed that persons 18 to 34 years old do not have one set of consumer needs that newspapers should be addressing in marketing strategies. The study further confirmed that young readers are, on the whole, dissatisfied with their present newspapers but that each factor would like to see different changes made in their

newspapers' content and format.

How can this analysis help the marketers of daily and weekly newspapers?

Now that this study has established a set of questionnaire items, the discriminating and consensus items, researchers could take this empirical foundation, apply it to large-sample research in their marketing areas and ascertain the sizes of each of the segments outlined herein.

Once the sizes of the factors have been determined, newspaper executives would be better prepared to make content-change decisions and also to prepare marketing strategies for promotions targeted at the larger segments of the youth market. The successful combination of content changes and promotional efforts should result in an increase in newspaper readership among the 18 to 34-year-old nonreaders. For instance, Information Stalkers might be enticed into the readership fold if they perceived a newspaper as a complete source of national and international news while the Fascinated Feature Reader might respond best to a promotion which centered around the entertainment value that a newspaper can offer.

This study does have certain limitations. First, since this is a limited sample Q-study, the size of the individual factors can not be determined by perusing these data. This study merely serves to identify the existing factors in this age group.

Second, although respondents were asked to complete the sort in reference to an "ideal" newspaper, some may

have found it hard to shed the self-imposed constraints brought about by their existing experiences with newspapers.

Third, this study was limited to not only ascertaining the readership segments in the 18 to 34-year-old market but to that portion of that market with at least some college education. Additional factors might emerge if this study were conducted with a group with a more heterogeneous educational background.

Fourth, recognizing that consumers' behaviors are not static, it holds that every consumer will not automatically and readily conform to an attitude segment. Obviously, some consumers will barely fall on any factor; some on more than one; some on none at all.

And finally, there are three other areas in which this research could be in error: use of the instrument, making the interpretation and/or applying the findings. The instrument has its own theoretical and mathematical checks. It measures operant behavior, not some entity "pre-determined" by the researcher. The interpretation is performed using standard objective analytical techniques. There are, of course, numerous alternative applications. Such applications represent creative extensions of the interpretation, and, as such, might best be evaluated with consumers prior to their general use.

In spite of these limitations, this study is held to be of value because it identified and analyzed readership

factors that are likely to emerge in future studies of the 18 to 34-year-old market; it established a set of questionnaire items, the discriminating and consensus items, that can be used later in large-sample research; and it provided an information base that can be used to generate strategies for building newspaper readership among young persons.

APPENDICES

APPENDIX A

DEMOGRAPHICS OF FOCUSED INTERVIEW SUBJECTS

APPENDIX A

Demographics of Focused Interview Subjects

Subject No.	Hometown	Class	Level	Major	Sex	Age	Live	Marital Status	Race	Socio-Economic Level
1	E. Detroit, Mich.	Sophomore		Advertising	F	19	On-campus	Single	Caucasian	Upper-middle
2	E. Detroit, Mich.	Sophomore		English	F	20	On-campus	Single	Caucasian	Upper-middle
3	Lansing, Mich.	Junior		Advertising	M	22	Off-campus	Single	Caucasian	Upper-middle
4	Lansing, Mich.	Graduate		Journalism	F	33	Off-campus	Married	Caucasian	Low-middle
5	Bloomfield Hills, Mich.	Senior		Horticulture	F	21	Off-campus	Single	Caucasian	Upper-middle
6	Dewitt, Mich.	Freshman		Accounting	F	18	Off-campus	Single	Caucasian	Low-middle

APPENDIX A (cont'd.)

Subject No.	Hometown	Class Level	Major	Sex	Age	Live	Marital Status	Race	Socio- Economic Level
7	Niles, Mich.	Junior	Advertising	F	21	On- campus	Single	Negro	Upper- middle
8	Fountain, Mich.	Senior	Criminal Justice	M	23	Off- campus	Single	Cau- casian	Upper- middle
9	Warren, Mich.	Senior	Tele- communication	M	22	Off- campus	Single	Cau- casian	Low- middle
10	Wayland, Mich.	Graduate	Journalism	M	28	Off- campus	Married	Cau- casian	Upper- middle
11	Cincinnati, Ohio	Junior	Recreational Therapy	F	21	On- campus	Single	Cau- casian	Upper- middle
12	Teaneck, N.J.	Senior	Special Education	F	21	On- campus	Single	Cau- casian	Upper- middle
13	Baltimore, Maryland	Graduate	Journalism	F	23	Off- campus	Married	Negro	Upper- middle

APPENDIX A (cont'd.)

Subject No.	Newspapers Read	How Often	%	Time Spent
1	State News	Every day	50%	20-30 minutes
2	State News Detroit Free Press	1-2 x a week Occasionally	50% 50%	20-30 minutes 20-30 minutes
3	Lansing State Journal State News Detroit Free Press	Daily 3 x a week weekends	75% 100% 90-100%	20-30 minutes 20-30 minutes 20-30 minutes
4	Lansing State Journal Detroit Free Press Detroit News New York Times	2 x a week 2-3 x a month 2-3 x a month Sunday	Look through entire paper	20-30 minutes
5	Detroit News State News	1 x a week 3 x a week	50% 80%	60 minutes + 60 minutes +
6	Lansing State Journal State News	Daily 3 x a week	30% 100%	60 minutes + 60 minutes +

APPENDIX A (cont'd.)

Subject No.	Newspapers Read	How Often	%	Time Spent
7	Niles Daily Star State News New York Times	When home Daily Every Sunday	100% 100% 25%	20-30 minutes 20-30 minutes 20-30 minutes
8	Lansing State Journal State News	Daily Daily	75% 100%	60 minutes + 60 minutes +
9	State News New York Times Detroit Free Press	Daily 1-2 x a week 4 x a week	70% 50% 60%	45 minutes 2 hours 60-90 minutes
10	Detroit Free Press Lansing State Journal	Daily Daily	100% 100%	60 minutes + 60 minutes +
11	State News Detroit Free Press	3 x a week 2 x a week	50% 25%	Skim Skim
12	New York Times Detroit Free Press State News	1 x a week 4-5 x a week Daily	40% 100% 100%	60 minutes + 60 minutes + 60 minutes +

APPENDIX A (cont'd.)

Subject No.	Newspapers Read	How Often	%	Time Spent
13	State News	Daily	100%	60 minutes +
	Afro-American	2 x a week	75%	60 minutes +
	The Defender	Daily	75%	60 minutes +
	N.Y. Amsterdam News	Every week	Ed. page	60 minutes +

APPENDIX B

FOCUSED INTERVIEW GUIDE

APPENDIX B

FOCUSED INTERVIEW GUIDE

Subject's Name

Hometown

Demographic Information:

Class Level: F___ S___ J___ Sr___ Major_____

Sex___ Age___ Live: On-Campus___ Off-Campus___

Marital Status_____ Race or Ethnic Background_____

Socioeconomic Background: Lower___ Low-Middle___

Upper-Middle___ Upper___

Do you read a newspaper?

Which one(s)?

How often? What percentage of the paper do you read?

How thoroughly? Skim it___ Spend 20-30 minutes reading it___

Spend 35-50 minutes reading it___

Spend an hour or more reading it___

What do you usually read in these papers?

Why? What do you like about these particular articles/sections?

What's the first thing you turn to when you get a copy of a newspaper?

Why does this attract your attention first?

Would you like to see more items/sections like this in a newspaper?

What do you think about editorials in a newspaper? Do you read them? Why or why not?

What about ads in a newspaper? Do you find them helpful?

If you could eliminate anything you wanted to in the newspaper you read, what would it be? Why? Do you think most people would agree with you?

APPENDIX B (cont'd.)

Let's pretend that I'm going to publish a newspaper and you're going to be the only reader. What do you want your paper to be like?

If not mentioned, ask about the following areas:

- consumer information
- schools, education
- ads
- how-to-do-it features
- feature stories
- local stories
- national stories
- international stories
- background stories
- entertainment ads
- photographs
- movie reviews, schedules, TV Guide
- recipes, cooking hints
- gardening tips
- restaurant guides
- letters to the editor
- clothing ads
- grocery ads
- camping, picnicking information
- fashion stories
- church, religion news
- classified ads
- political stories
- crime news
- editorials
- advice columns
- alternative life styles
- comics
- furniture ads
- participant sports
- spectator sports
- clubs, organizations
- automobile ads
- society news
- hunting, fishing

A number of papers are using News-In-Brief formats. Would you want those in your paper? Why or why not?

Graphically, what would you want your paper to look like?

APPENDIX B (cont'd.)

Include discussion of:

- pictures
- headlines
- jumping stories
- sections
- tabloid or broadsheet

How often would you want your paper published? Why?

Do you regularly read any magazines? Which ones?

How many hours do you watch TV per week? Radio hrs/week?

APPENDIX C

INSTRUCTIONS FOR Q-SORT

APPENDIX C

INSTRUCTIONS FOR Q-SORT

The statements that you have before you were all made by students during focus interviews. Some of these statements you'll agree with; others you'll disagree with. All of the statements pertain to newspapers. When you read each statement try not to react to it based upon how you feel about the newspaper you presently read. Consider each statement in terms of what your ideal newspaper would be like.

Step 1: Read through the 62 statements and sort them into three piles:

Pile A -- Those statements that you agree with
 Pile B -- Those statements you disagree with
 Pile C -- Those statements that you feel neutral about or "don't know"

Step 2: Using the distribution diagram as a guide, pick the three statements that you agree with most and write their numbers in the diagram under (+6) "most agree." Then continue filling in the diagram with statements from your agree pile until you've recorded all of your agree statements. For example:

Diagram

	+3	+4	+5	+6	Most Agree
	4	33	10	19	
	17	47	31	2	
		1	60	7	
		51			

Step 3: When you run out of agree statements, do the same thing with your disagree pile. Choose the three statements that you disagree with the most and enter their numbers under (-6) "most disagree." Then continue filling in the distribution diagram with statement numbers until you run out of disagree statements. For example:

Diagram

	-6	-5	-4	-3	
Most Disagree	11	18	5	44	
	40	37	9	3	
	30	22	50		
		21			

APPENDIX C (cont'd.)

Step 4: When you run out of disagree statements, choose the statements from the "neutral" pile with which you agree most and continue filling in the agree side of the distribution diagram. Then fill in the rest of the disagree side of the distribution diagram with those statements from the neutral pile that you find most disagreeable.

Remember that you can change the order and placement of these statements whenever you wish until you're satisfied with the result. When you're done, you should have numbers in all the boxes in the distribution diagram, representing a range of statements from most agree to most disagree.

Step 5: Complete the remaining information that accompanies the distribution diagram.

APPENDIX D

STATEMENTS IN Q-SORT

APPENDIX D

STATEMENTS IN Q-SORT

1. I dislike headlines that are catchy, cute and lively.
2. I don't like it when I read a headline and it doesn't tell me enough so I can decide whether or not I want to read the story.
3. I like sports coverage that gets me inside a sport so I feel like I know the players and what really happened that won or lost the game.
4. I like to see humorous photos, photos that give you a chuckle or sometimes a good laugh.
5. Knowing about crime is important. It increases my awareness and enables me to find out what I need to do to protect myself and my property.
6. Stories about crimes themselves - how they occur, what happens to the people involved - are of interest to many people. You want to know about what's going on.
7. Every detail of a crime shouldn't appear in a news story. I hate to think how many people read the paper to get ideas and "blueprints" for similar crimes.
8. It's important to me that the press thoroughly investigate government and business so that I can understand better how to vote and how to respond.
9. It's good to know that the press is investigating government and business; it's essential to keeping them honest.
10. I like brief summaries of news stories because I just don't have a lot of time to spend with a newspaper.
11. I'm skeptical of critics. I'm not that fond of "experts" who tell me what to like and dislike - about movies or restaurants or whatever.
12. Many stories are frustrating; you have to read so many words to get a little bit of information.
13. I dislike it when a story tells me what's just happened without briefly reviewing the other important events that make sense of what just happened.

APPENDIX D (cont'd.)

14. I like a newspaper to cover a wide range of topics and to cover them fully and in depth.
15. I like to read critics who are opinionated and articulate - even when I disagree with them. They're fun to read.
16. Movie critics and restaurant reviewers are like consumer guides. They let you know what to expect, what things are likely worth doing.
17. I sometimes feel that news must be "bad" to be reported. Wars and disasters are emphasized rather than the good things that happen.
18. Legislation can touch all aspects of your life. I want my newspaper to explain how important bills will affect me if they become laws.
19. I want extensive coverage of politics and government; I need to know how government is operating.
20. I feel a part of the entire globe and what happens all over the world is important to me. I want a newspaper to reflect those views.
21. I like the front page because newspapers try to put the most important stories there; you can quickly find out whether anything of major importance has happened.
22. I like to read about famous and important people - how they live, what they do.
23. I want a newspaper that covers what's happening in local schools: activities, curriculum, board meetings and the like.
24. I don't want a newspaper to investigate and explain matters of social concern - like drugs or homosexuality.
25. I enjoy reading stories that are simply entertaining and bright. They break the monotony of reading the news.
26. It's not important to me for a newspaper to run stories on activities I can participate in, hobbies I can experiment with. I can get that information from other sources.
27. Newspaper ads give a quick overview of what a community has to offer. It's important to me to get that kind of information.

APPENDIX D (cont'd.)

28. Ads in newspapers are usually more informative and useful than ads on television.
29. I like my newspaper to cover things that help me as a consumer.
30. Coupons in a newspaper are a must. They save me a lot of money.
31. Newspaper ads provide me with important information. They let me know where the sales are so I can save money.
32. Sometimes it's confusing and frustrating to read editorials that give good arguments contrary to a position that I hold; it's really not comfortable to have to change positions on things.
33. Both editorials I agree with and those I disagree with help me to clarify and form my own opinions.
34. I dislike reading through an editorial that lays out issues and pertinent facts and then finding the editorial makes no definite conclusion, takes no clear viewpoint.
35. When I read letters to the editor I disagree with, I also like to see letters on the same topic that I agree with to balance the point of view.
36. Letters to the editor give individuals access to the public ear. I don't care about being able to have that kind of access.
37. I like for a newspaper to print letters to the editor that disagree with the newspaper's position; it assures me that the paper plays fairly.
38. I enjoy it when I see a photograph and recognize someone in it that I know.
39. I think newspapers should not publish sensational photos - like the shot of Karl Wallenda falling from the high wire to his death.
40. Photographs do things that words cannot; they let you see the event; they let you be at the event when something interesting or important is happening.
41. I don't care for arty photos that don't make a point - like the photograph of a tree in blossom on the first day of spring.

APPENDIX D (cont'd.)

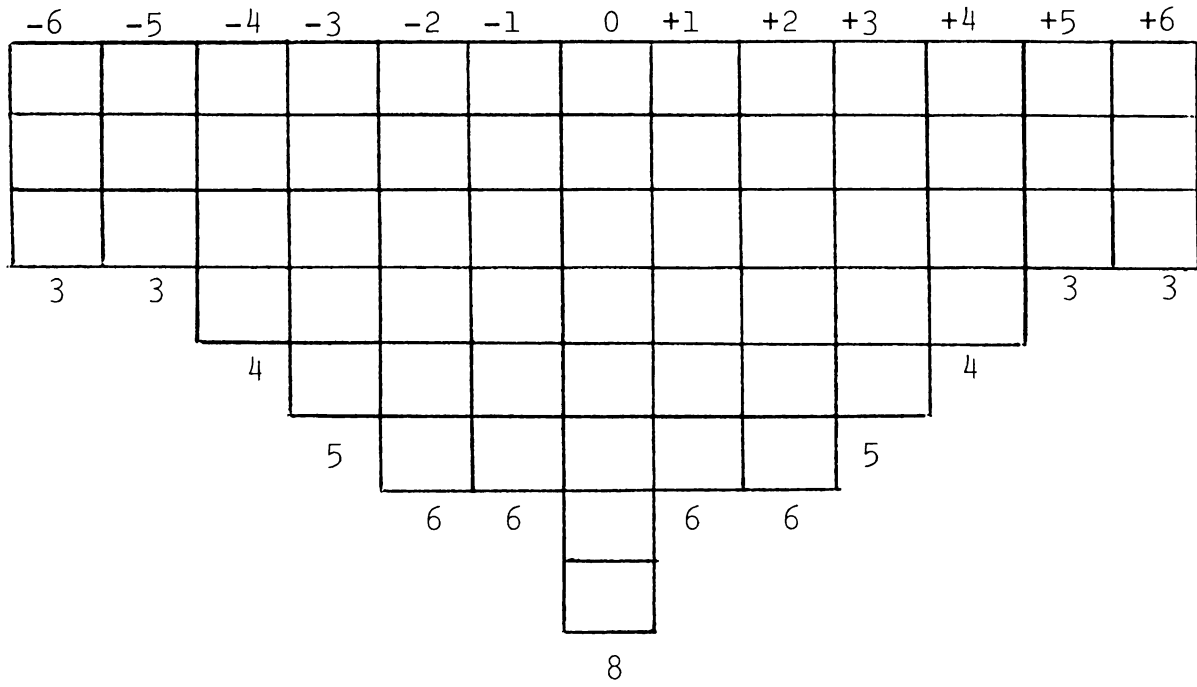
42. I dislike getting interested in a photograph and discovering that it has no caption or that the caption doesn't explain the photograph well.
43. A newspaper without photographs is just a sea of type - and an ocean of dullness.
44. I like a newspaper to cover the kinds of sports I can participate in.
45. Reading about other people's problems and how to solve them, often gives me ideas about how to deal with my own problems.
46. It's important to me that a newspaper categorize its stories into sections. That way I can easily pick out what I want to read without wading through a hodge-podge of information.
47. I enjoy reading advice columns. It gives me a chance to see how other people think, react, feel.
48. I like it when my newspaper comes in sections; that way more than one person can read the paper at once.
49. Some newspapers record so many births, deaths, weddings, divorces and engagements. I don't like that; it's so gossipy.
50. I don't dislike comics in a newspaper. I just think that the paper could use that space for other stories.
51. I enjoy reading the society page and finding news about a friend or an acquaintance.
52. I like News Briefs - the short summaries of major stories - because they let me find out whether I want to read the full story in depth.
53. I like News Briefs - the brief summaries of major stories - because they give me a quick way to know what's going on in general.
54. I like a newspaper that is filled with intelligent opinion, opinion that causes you to think and to mold your own position on issues.
55. I like to read stories that let you see how interesting people live - about fashions and fads, styles and trends.

APPENDIX D (cont'd.)

56. I want news in the paper to be fresh. I don't want to learn about something on TV tonight and then read about the same thing in the next day's newspaper.
57. I like local stories - the news about people and events and issues that make up my community.
58. A daily newspaper really comes too often for me; I don't have time to read a newspaper every day.
59. I like it when my newspaper "packages" related information together in special supplements - for example on topics like camping or fashion or stereo equipment.
60. The TV news ties you to being in a specific place at a specific time; I prefer the newspaper because it lets me get the news when I'm ready to get the news.
61. Some newspapers report crimes in vivid, descriptive detail. It's sensationalism of the worst kind and I resent being subjected to that kind of reporting.
62. A newspaper should deal with crime from a social perspective, revealing the causes of crime so society can understand and react for the good of all.

APPENDIX E

DISTRIBUTION DIAGRAM

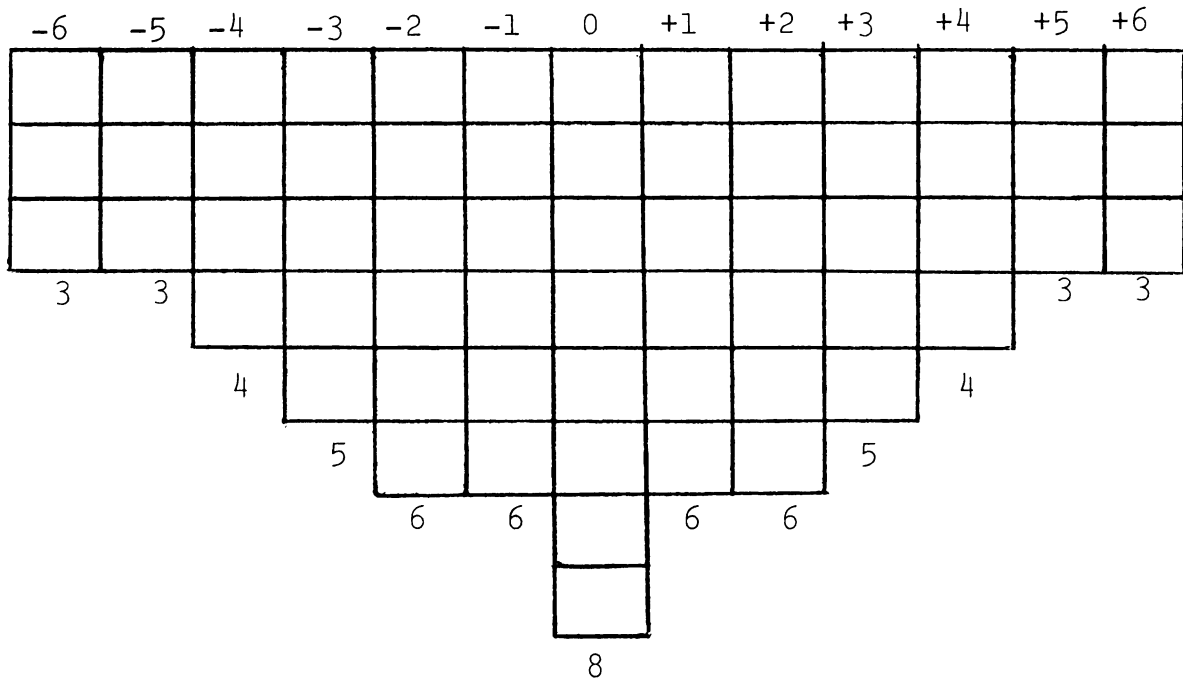


APPENDIX F

Q-QUESTIONNAIRE

N=62

Most Agree



Name _____ Age _____

Grade Level F S J Sr Grad Major

Marital Status Married Single Divorced

Sex Male Female Race

Address _____

Telephone Number _____

Lower	Lower Middle	Upper Middle	Upper
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
49	50	51	52
53	54	55	56
57	58	59	60
61	62	63	64
65	66	67	68
69	70	71	72
73	74	75	76
77	78	79	80
81	82	83	84
85	86	87	88
89	90	91	92
93	94	95	96
97	98	99	100

Do you watch TV news? Yes No How often? days/week

How many hours a week do you listen to radio? hours/week

Do you listen to radio news? Yes No How often? days/week

Do you read a newspaper(s)? Yes No

If yes, which one(s)? If no, move to the last set of questions.

How often do you read a newspaper? days per week

How much of the paper do you read? %

How much time do you spend reading a newspaper? minutes/day

What time of the day do you read a newspaper?

morning afternoon evening

What do you read first in a newspaper?

React to the following statements in reference to the newspaper that you read most often.

I think that my newspaper should cover more local news.

very
strongly
agree

neutral

very
strongly
disagree

I think that my newspaper should cover more national and international news.

very
strongly
agree

neutral

very
strongly
disagree

APPENDIX F (cont'd.)

I find ads in my newspaper helpful.

very strongly agree			neutral			very strongly disagree

I enjoy reading the editorials in my newspaper.

very strongly agree			neutral			very strongly disagree

I wish my newspaper would publish more letters to the editor.

very strongly agree			neutral			very strongly disagree

I'd like my newspaper to have more consumer information.

very strongly agree			neutral			very strongly disagree

I think my newspaper should publish less photographs.

very strongly agree			neutral			very strongly disagree

Even if I could, I wouldn't change anything in my newspaper.

very strongly agree			neutral			very strongly disagree

Please explain why you agree with the +6 statements and why you disagree with the -6 statements.

Most Agree (+6) statement no. _____ Please explain: _____

APPENDIX F (cont'd.)

Most Agree (+6) statement no. _____ Please explain: _____

Most Agree (+6) statement no. _____ Please explain: _____

Most Disagree (-6) statement no. _____ Please explain: _____

Most Disagree (-6) statement no. _____ Please explain: _____

Most Disagree (-6) statement no. _____ Please explain: _____

APPENDIX G

DEMOGRAPHICS AND MEDIA CONSUMING HABITS OF FACTORS

APPENDIX G

FACTOR I, DEMOGRAPHICS

N=15

Resp. no.	Age	Class Level	Major	Marital Status	Sex	Race	Socio-Economic Class
9	31	Graduate	Communications	M	F	C	Upper-middle
11	30	Senior	Journalism	M	F	C	Upper-middle
14	24	Senior	Communications	M	F	C	Upper-middle
15	20	Sophomore	English	Single	F	C	Upper-middle
20	26	Junior	Computer Science	Single	F	C	Lower-middle

APPENDIX G (cont'd.)

N=15

Resp. no.	Age	Class Level	Major	Marital Status	Sex	Race	Socio- Economic Class
38	24	Graduate	Human Ecology	M	F	C	Upper-middle
43	29	Graduate	Journalism	Single	F	C	Upper-middle
46	31	Graduate	Education	Single	F	C	Lower-middle
47	29	Graduate	English	M	F	C	Lower-middle
52	21	Senior	English	Single	F	C	Middle
60	18	Sopho- more	Journalism	Single	F	C	Upper-middle

APPENDIX G (cont'd.)

N=15

Resp. no.	Age	Class Level	Major	Marital Status	Sex	Race	Socio- Economic Class
65	21	Graduate	Advertising	Single	F	C	Upper-middle
68	26	Graduate	None	M	F	C	Lower-middle
69	23	Graduate	English	Single	F	C	Upper-middle
71	22	Senior	Journalism	Single	F	C	Upper-middle

APPENDIX G (cont'd.)

FACTOR I, VIEWING/LISTENING HABITS

N=15

Resp. no.	Hrs/TV/wk	TV News	Often/week	Hrs/Radio/wk	Radio News	Often/wk
9	0	No	0	15	Yes	7 days
11	5	Yes	7 days	40	Yes	7 days
14	6	Yes	2 days	84	Yes	7 days
15	5	Yes	4 days	8	Yes	-
20	4	Yes	1 day	6	Yes	5 days

APPENDIX G (cont'd.)

N=15

Resp. no.	Hrs/TV/wk	TV News	Often/week	Hrs/Radio/wk	Radio News	Often/wk
38	5	No	0	35	No	-
43	20	Yes	5 days	4	Yes	6 days
46	8	Yes	3 days	10	Yes	6 days
47	15	Yes	3 days	20	Yes	7 days
52	5	Yes	3 days	2	Yes	3 days
60	6	Yes	2 days	20	Yes	5 days

APPENDIX G (cont'd.)

N=15

Resp. no.	Hrs/TV/wk	TV News	Often/week	Hrs/Radio/wk	Radio News	Often/wk
65	0	No	0	30	Yes	7 days
68	16	Yes	5 days	10	Yes	5 days
69	14	Yes	4 days	4	Yes	1 day
71	5	Yes	2 days	15	Yes	7 days

APPENDIX G (cont'd.)

FACTOR I, READING HABITS

N=15

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
9	Yes	State Journal	7 days	75%	30 minutes	Evening	Front page
11	Yes	State Journal Detroit Free Press Wall Street Journal	7 days	95%	30 minutes	Morning/ Evening	Headlines - front page
14	Yes	State News	5 days	99%	50 minutes	All day	Front page
15	Yes	State Journal State News	5 days	50%	15 minutes	Morning/ Evening	Local news
20	Yes	State Journal State News	7 days	100%	30 minutes	Evening	Front page

APPENDIX G (cont'd.)

N=15

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
38	Yes	Owosso Argus Press Detroit Free Press	7 days	95%	45 minutes	Morning/ Evening	Front page
43	Yes	State Journal Detroit Free Press	6 days	85%	60 minutes	After- noon	Front section
46	Yes	Traverse City Record-Eagle Detroit Free Press Chicago Tribune	7 days	75%	30 minutes	Evening	Front page
47	Yes	Battle Creek Enquirer & News State News Detroit Free Press	7 days	70%	30 minutes	Evening	Front page

APPENDIX G (cont'd.)

N=15

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
52	Yes	Detroit Free Press State News	5 days	75%	60 minutes	All day	Front page
60	Yes	Detroit Free Press New York Times State News	7 days	60%	60 minutes	After-noon	Front page
65	Yes	State News Wall Street Journal Washington Post	7 days	50%	30 minutes	Morning/ Evening	Front page
68	Yes	State Journal	7 days	25%	60 minutes	Evening	Front page

APPENDIX G (cont'd.)

N=15

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
69	Yes	Lansing Star Detroit Free Press State News	7 days	70%	30 minutes	Morning	Front page
71	Yes	State News Detroit Free Press	7 days	50%	20 minutes	Morning/ Evening	Front page

APPENDIX G (cont'd.)

FACTOR II, DEMOGRAPHICS

N=15

Resp. no.	Age	Class Level	Major	Marital Status	Sex	Race	Socio- Economic Class
17	21	Senior	Communica- tions	M	F	C	Upper-middle
21	30	Graduate	Mathematics	S	M	-	Lower-middle
24	19	Junior	Biochemistry	S	F	C	Lower-middle
25	22	Graduate	Cartography	S	M	C	Upper-middle
29	20	Graduate	Pre-med Chemistry	S	F	C	Lower-middle
30	21	Senior	Physiology	S	M	C	Upper-middle
31	27	Graduate	Forestry	M	M	C	-

APPENDIX G (cont'd.)

N=15

Resp. no.	Age	Class Level	Major	Marital Status	Sex	Race	Socio-Economic Class
32	25	Graduate	Education	M	F	C	Lower-middle
39	27	Graduate	English Education	S	F	C	Middle
41	30	Graduate	English	Div.	F	C	Lower
42	25	Graduate	Social Science	S	M	C	-
44	30	Graduate	Art Education	S	F	C	Lower-middle
48	21	Junior	English	S	M	-	Upper-middle
54	21	Senior	Education	S	F	C	Upper-middle
66	18	Freshman	Astro-physics	S	M	C	Upper-middle

APPENDIX G (cont'd.)

FACTOR II, VIEWING/LISTENING HABITS

N=15

Resp. no.	Hrs/TV/wk	TV News	Often/week	Hrs/Radio/wk	Radio News	Often/wk
17	21	Yes	3 days	50	No	-
21	20	Yes	-	2	Yes	1 day
24	2	No	-	0	No	-
25	0	No	-	15	Yes	6 days
29	21	Yes	4 days	22	Yes	4 days
30	15	Yes	2 days	2	No	-
31	20	Yes	5 days	20	Yes	7 days
32	10	Yes	5 days	15	Yes	3 days

APPENDIX G (cont'd.)

N=15

Resp. no.	Hrs/TV/wk	TV News	Often/week	Hrs/Radio/wk	Radio News	Often/wk
39	15	Yes	4 days	2	Yes	3 days
41	12	Yes	2 days	12	Yes	2 days
42	1/2	Yes	1 day	14	Yes	2 days
44	6	Yes	5 days	3	Yes	-
48	6	Yes	1 day	0	No	-
54	10	Yes	5 days	5	Yes	6 days
66	5	Yes	4 days	3	No	-

APPENDIX G (cont'd.)

FACTOR II, READING HABITS

N=15

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
17	Yes	State News State Journal Detroit Free Press	7 days	40%	45 minutes	Morning/ Evening	Front page
21	Yes	State News	3 days	10%	60 minutes	After- noon	International News
24	Yes	State News Florida Times- Union	5 days	80%	20 minutes	Morning	Front page
25	Yes	Washington Post Lansing Star	3 days	15%	5 minutes	Morning	Front page

APPENDIX G (cont'd.)

N=15

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
29	Yes	Kalamazoo Gazette Grand Rapids Press State News	5 days	50%	30 minutes	Evening	Front page
30	Yes	Detroit Free Press Detroit News State News	5 days	25%	60 minutes	Evening	-
31	Yes	State News	5 days	30%	20 minutes	Morning	Front page
32	Yes	Detroit Free Press Brighton Argus	5 days	10%	20 minutes	Evening	Front page
39	Yes	State Journal	5 days	50%	20 minutes	After-noon/ Evening	Front page

APPENDIX G (cont'd.)

N=15

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
41	Yes	State Journal	1 day	50%	20 minutes	Morning	Front page
42	Yes	State News Detroit Free Press Lansing Star	3 days	20%	30 minutes	All	Front page
44	Yes	Detroit Free Press	Sunday				
48	Yes	New York Times Detroit Free Press Workers Vanguard	6 days	40%	60 minutes	All	Politics
54	Yes	Detroit Free Press	2 days	70%	30 minutes	Evening	Front page
66	Yes	Detroit News Detroit Free Press	7 days	70%	120 minutes	Morning/ Evening	Front page



APPENDIX G (cont'd.)

FACTOR III, DEMOGRAPHICS

N=7

Resp. no.	Age	Class Level	Major	Marital Status	Sex	Race	Socio- Economic Class
6	22	Senior	Natural Resources Education	S	F		Upper
8	19	Junior	Resource Development	S	F	C	Upper-middle
23	21	Senior	Chemistry	M	F	C	Upper-middle
50	21	Junior	Advertising	S	M	C	Upper-middle
51	20	Junior	Advertising	S	F	Black	Lower-middle
59	19	Sophomore	Chemistry	S	M	Black	Upper-middle
63	19	Sophomore	Journalism	S	F	C	Upper-middle

APPENDIX G (cont'd.)

FACTOR III, VIEWING/LISTENING HABITS

N=7

Resp. no.	Hrs/TV/wk	TV News	Often/week	Hrs/Radio/wk	Radio News	Often/wk
6	0	No	-	10	Yes	7 days
8	1/2	Yes	1 day	1/2	Yes	1 day
23	20	Yes	7 days	5	Yes	3 days
50	10	Yes	3 days	10	Yes	2 days
51	8	Yes	6 days	2	No	
59	5	Yes	1/2 day	50	Yes	7 days
63	2	Yes	1 day	16	Yes	5 days

APPENDIX G (cont'd.)

FACTOR III, READING HABITS

N=7

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
6	Yes	State News Battle Creek Enquirer & News	7 days	70%	30 minutes	Morning	News Briefs
8	Yes	State News	5 days	50%	10 minutes	Morning	Ads
23	Yes	State News	7 days	25%	5 minutes	Morning	Front page
50	Yes	State News Detroit Free Press	5 days	30%	20 minutes	Morning	Front page
51	Yes	Detroit Free press State News	7 days	80%	30 minutes	Evening	Front page

APPENDIX G (cont'd.)

N=7

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
59	Yes	State Journal State News Detroit News Detroit Free Press	6 days	76%	45 minutes	Morning	Headlines/ Front page
63	Yes	State News State Journal Detroit News	4 days	10%	15 minutes	After- noon	Front page



APPENDIX G (cont'd.)

FACTOR IV, DEMOGRAPHICS

N=9

Resp. no.	Age	Class Level	Major	Marital Status	Sex	Race	Socio- Economic Class
1	32	Senior	Education	M	M	C	Lower
2	23	Graduate	Sanitary Engineering	S	M	C	Upper-middle
4	25	Junior	Geology	M	M	C	Lower
5	21	Senior	Fisheries & Wildlife	S	M	C	Lower-middle
10	28	Senior	History Education	S	M	C	Lower-middle
13	23	Senior	English Education	S	F	C	Upper-middle



APPENDIX G (cont'd.)

N=9

Resp. no.	Age	Class Level	Major	Marital Status	Sex	Race	Socio- Economic Class
16	20	Junior	Communica- tions	S	F	Black	Lower-middle
36	24	Graduate	English	M	M	C	Lower-middle
57	28	Graduate	Journalism	M	M	C	Upper-middle



APPENDIX G (cont'd.)

FACTOR IV, VIEWING/LISTENING HABITS

N=9

Resp. no.	Hrs/TV/wk	TV News	Often/week	Hrs/Radio/wk	Radio News	Often/wk
1	2	No		3	No	
2	10	Yes	3 days	30	Yes	5 days
4	5 1/2	Yes	4 days	6	Yes	5 days
5	15	Yes	6 days	20	Yes	7 days
10	30	Yes	7 days	20	Yes	1 day
13	20	Yes	5 days	14	Yes	7 days
16	9	Yes	4 days	5	Yes	5 days

APPENDIX G (cont'd.)

N=9

Resp. no.	Hrs/TV/wk	TV News	Often/week	Hrs/Radio/wk	Radio News	Often/wk
36	30	Yes	7 days	4	Yes	5 days
57	10	Yes	5 days	12	Yes	5 days

APPENDIX G (cont'd.)

FACTOR IV, READING HABITS

N=9

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
1	Yes	State News Grand Rapids Press	7 days	70%	60 minutes	Evening	Front page
2	Yes	State News Detroit Free Press Lansing Star	4 days	30%	30 minutes	All	Front page
4	Yes	Detroit Free Press	7 days	50%	40 minutes	Morning	Front page
5	Yes	State News State Journal Battle Creek Enquirer & News	7 days	80%	15 minutes	After- noon	Front page

APPENDIX G (cont'd.)

N=9

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
10	Yes	State News Detroit Free Press State Journal	6 days		30 minutes	After-noon/ Evening	Comics
13	Yes	State News State Journal	5 days	25%	20 minutes	Morning	Enter- tainment
16	Yes	Detroit Free Press Detroit News State News Michigan Chronicle	6 days	40%	35 minutes	After-noon	Horoscope
36	Yes	Detroit Free Press State Journal State News Louisville Courier-Journal	7 days	60%	45 minutes	Morning/ Evening	Sports

APPENDIX G (cont'd.)

N=9

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
37	Yes	Detroit Free Press State News State Journal New York Times	7 days	60%	60+ minutes	Morning/ Evening	Front page

APPENDIX G (cont'd.)

FACTOR V, DEMOGRAPHICS

N=6

Resp. no.	Age	Class Level	Major	Marital Status	Sex	Race	Socio- Economic Class
12	21	Senior	English/ History	S	F	c	Upper-middle
26	18	Sophomore		S	F	C	Upper-middle
33	34	Graduate	Journalism	M	M	C	Upper-middle
34	23	Graduate	Linguistics	S	F	C	Upper-middle
37	25	Graduate	English	S	F	C	Upper-middle
45	30	Graduate	Education	Div.	M	C	Lower-middle

APPENDIX G (cont'd.)

FACTOR V, VIEWING/LISTENING HABITS

N=6

Resp. no.	Hrs/TV/wk	TV News	Often/week	Hrs/Radio/wk	Radio News	Often/wk
12	4	Yes	4 days	12	Yes	6 days
26	1	No		50	Yes	7 days
33	5	Yes	1 day	30	Yes	6 days
34	35	Yes	5 days	28	Yes	5 days
37	35	Yes	6 days	8	Yes	3 days
45	8	Yes	7 days	10	Yes	7 days

APPENDIX G (cont'd.)

FACTOR V, READING HABITS

N=6

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
12	Yes	Detroit Free Press State News Birmingham Eccentric	3 days	80%	40 minutes	Evening	Front page
26	Yes	State News New York Times Flint Journal	7 days	60%	45 minutes	Evening	Front page
33	Yes	Detroit Free Press State News Detroit News State Journal	6 days	30%	90 minutes	Morning	Sports

APPENDIX G (cont'd.)

N=6

Resp. no.	Read Newspaper	Which Ones	Often/wk	% Read	Time/day	When	First Read
34	Yes	Detroit Free Press State Journal State News	7 days	10%	45 minutes	Morning/ Evening	Front page
37	Yes	Detroit Free Press Milwaukee Journal Copper Island Sentinel	4 days	20%	30 minutes	All	Front page
45	Yes	Detroit Free Press Milwaukee Journal Milwaukee Sentinel Chicago Tribune	7 days	25%	20 minutes	Morning	Front page

APPENDIX H

UNROTATED/ROTATED FACTOR LOADINGS

APPENDIX H

UNROTATED FACTOR LOADINGS

Subjects	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
1	.593	-.119	-.258	.044	.272
2	.737	-.170	-.111	-.092	.218
3	.538	.363	.220	-.321	.110
4	.567	-.047	.082	-.144	.269
5	.628	.149	-.109	-.091	.179
6	.498	.440	.284	-.059	-.054
7	.553	-.459	-.023	-.038	-.277
8	.539	.290	.409	-.032	-.142
9	.667	.022	.078	-.255	-.088
10	.451	-.224	-.035	.076	.292
11	.642	.056	-.282	-.250	-.319
12	.680	.269	.016	.219	.113
13	.485	.061	.011	-.476	.163
14	.768	.167	-.062	-.177	.237
15	.614	.001	-.060	.026	-.213
16	.203	-.174	.034	-.223	.164
17	.693	-.010	.226	.005	-.056
18	.521	-.096	-.446	.031	.057
19	.609	.073	.092	.185	.021
20	.698	.247	-.146	-.057	-.258
21	.320	-.334	.386	.168	-.087
22	.449	-.283	-.117	.504	.143
23	.514	.571	-.071	.079	-.172

APPENDIX H (cont'd.)

Subjects	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
24	.492	-.027	.405	.017	-.113
25	.524	-.248	.392	-.074	-.056
26	.401	.367	.083	.059	.221
27	.726	-.283	.020	-.068	.107
28	.781	.014	-.020	.066	.048
29	.549	-.210	.196	.068	-.225
30	.580	-.114	.037	.252	-.096
31	.749	-.076	.155	-.001	-.091
32	.356	-.159	.443	-.124	-.013
33	.480	.083	.031	.282	.331
34	.472	.270	-.028	.297	.108
35	.472	-.207	.301	-.465	.138
36	.685	-.171	-.160	-.100	.386
37	.512	-.008	.065	.260	.301
38	.438	.363	-.240	-.252	-.302
39	.367	-.108	.572	.042	.165
40	.156	.256	.580	-.354	-.070
41	.582	-.232	.150	.016	-.254
42	.607	-.187	.206	.023	-.119
43	.705	-.035	-.286	.096	.027
44	.573	.150	.266	.140	-.422
45	.245	-.061	.313	.616	.307
46	.813	-.171	-.165	.040	-.143
47	.582	-.098	-.304	-.184	-.214
48	.433	-.708	.055	.202	-.144

APPENDIX H (cont'd.)

Subjects	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
49	.166	-.147	-.167	.507	-.293
50	.578	.347	-.122	.192	.212
51	.285	.553	.102	.326	.046
52	.509	-.136	-.170	-.065	.091
53	.392	.554	-.244	.165	-.175
54	.530	-.036	.184	.141	-.192
55	.747	-.0002	-.178	-.278	.032
56	.423	.305	.002	-.045	.297
57	.583	-.156	.186	-.284	.340
58	.608	-.345	.028	-.022	.088
59	.386	.327	.100	.180	-.185
60	.771	-.181	-.298	-.018	.144
61	.651	-.425	-.012	-.040	-.096
62	.384	.219	-.099	.196	.304
63	.506	.604	.213	-.058	.135
64	.660	.093	.193	.270	-.047
65	.688	.160	-.149	.008	.009
66	.772	-.134	.058	.021	-.092
67	.596	.037	-.277	-.322	.244
68	.777	.069	-.280	-.059	.089
69	.417	.064	-.150	.169	.253
70	.520	.200	-.270	-.196	-.142
71	.711	.054	-.272	.163	-.157

APPENDIX H (cont'd.)

FACTOR LOADINGS AFTER VARIMAX ROTATION

Subject	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
1	.379	.098	.034	<u>.474</u>	.315
2	.376	.290	.163	<u>.623</u>	.141
3	.245	.188	.423	.262	.206
4	.136	.264	.248	<u>.579</u>	.085
5	.330	.107	.362	<u>.462</u>	.177
6	.056	.247	<u>.737</u>	.202	.005
7	.514	.537	-.185	.112	-.008
8	.059	.448	<u>.647</u>	.145	-.007
9	<u>.500</u>	.371	.178	.221	.148
10	.086	.223	.047	<u>.508</u>	.151
11	<u>.811</u>	.162	.126	.053	.069
12	.369	.218	.329	.106	<u>.606</u>
13	.265	.128	.252	<u>.552</u>	-.115
14	<u>.589</u>	.306	.476	.246	-.008
15	<u>.460</u>	.321	.277	.139	.059
16	.002	.130	.037	<u>.434</u>	-.176
17	.255	<u>.542</u>	.336	.255	.155
18	.462	-.021	.140	.423	.031
19	.196	.341	.395	.255	.208
20	<u>.636</u>	.198	.413	.065	.158
21	-.029	<u>.613</u>	-.047	.046	.087
22	.056	.278	.104	.329	.209
23	.298	.00003	<u>.746</u>	.070	.068

APPENDIX H (cont'd.)

Subject	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
24	.109	<u>.564</u>	.237	.072	.131
25	.111	<u>.644</u>	.101	.247	.020
26	.213	.037	.199	.010	<u>.622</u>
27	.425	.462	-.025	.423	.247
28	.482	.358	.215	.273	.397
29	.298	<u>.568</u>	.102	.073	.066
30	.288	<u>.415</u>	.188	.133	.212
31	.405	<u>.533</u>	.235	.237	.203
32	-.020	<u>.539</u>	.099	.189	-.004
33	.121	.159	.117	.214	<u>.608</u>
34	.344	.097	.114	-.132	<u>.751</u>
35	.202	.445	-.060	.415	.021
36	.389	.186	-.024	<u>.608</u>	.367
37	.141	.245	.066	.232	<u>.573</u>
38	<u>.662</u>	-.052	.282	-.108	.097
39	-.137	<u>.579</u>	.049	.136	.320
40	-.025	.352	.154	-.130	.114
41	.298	<u>.564</u>	.202	.196	-.112
42	.295	<u>.558</u>	.120	.176	.124
43	<u>.558</u>	.169	.162	.308	.288
44	.350	<u>.529</u>	.410	-.195	.131
45	-.290	.342	.074	.043	<u>.586</u>
46	<u>.637</u>	.408	.143	.279	.178
47	<u>.486</u>	.163	.044	.179	.102
48	.251	<u>.630</u>	-.345	.169	.018

APPENDIX H (cont'd.)

Subject	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
49	.137	.166	.100	-.170	.010
50	.227	.004	<u>.507</u>	.313	.376
51	.007	-.018	<u>.564</u>	-.113	.417
52	<u>.464</u>	.165	-.108	.232	.304
53	.435	-.157	.504	-.168	.313
54	.313	<u>.472</u>	.147	-.052	.256
55	.567	.207	.253	.497	.048
56	.126	-.016	.346	.330	.320
57	.134	.359	.098	<u>.636</u>	.117
58	.311	.447	-.047	.411	.135
59	.103	.179	<u>.606</u>	.019	.010
60	<u>.592</u>	.215	.031	.481	.291
61	.458	.526	-.010	.310	.060
62	.017	-.045	.401	.383	.247
63	.108	.078	<u>.687</u>	.179	.310
64	.214	.455	.405	.131	.316
65	<u>.509</u>	.163	.303	.236	.307
66	.460	<u>.507</u>	.199	.278	.184
67	.546	.011	-.024	.489	.242
68	<u>.693</u>	.240	.151	.308	.187
69	<u>.388</u>	.219	.144	-.008	.052
70	.478	-.003	.435	.299	-.144
71	<u>.562</u>	.220	.188	.247	.259

APPENDIX I

Z-SCORES OF STATEMENTS FOR ALL FACTORS

APPENDIX I

Z-SCORES OF STATEMENTS FOR ALL FACTORS

<u>Statements</u>	Z-Scores				
	F _I	F _{II}	F _{III}	F _{IV}	F _V
1. I dislike headlines that are catchy, cute and lively.	.4	-.2	-.5	-.9	-.6
2. I don't like it when I read a headline and it doesn't tell me enough so I can decide whether or not I want to read the story.	-.4	-.2	-.9	.4	.4
3. I like sports coverage that gets me inside a sport so I feel like I know the players and what really happened that won or lost the game.	-.3	.3	-.9	-.4	-.2
4. I like to see humorous photos, photos that give you a chuckle or sometimes a good laugh.	-.2	-.0	-1.2	-.5	1.4
5. Knowing about crime is important. It increases my awareness and enables me to find out what I need to do to protect myself and my property.	-.8	1.7	.3	.4	-.4

APPENDIX I (cont'd.)

<u>Statements</u>	Z-Scores				
	F _I	F _{II}	F _{III}	F _{IV}	F _V
6. Stories about crimes themselves - how they occur, what happens to the people involved - are of interest to many people. You want to know about what's going on.	-.4	-1.0	2.5	-.0	-.2
7. Every detail of a crime shouldn't appear in a news story. I hate to think how many people read the paper to get ideas and "blueprints" for similar crimes.	-.8	-.3	-.3	.9	-.1
8. It's important to me that the press thoroughly investigate government and business so that I can understand better how to vote and how to respond.	1.4	-.7	-.7	-.4	.6
9. It's good to know that the press is investigating government and business; it's essential to keeping them honest.	-1.0	-.6	-.3	-.4	-.2
10. I like brief summaries of news stories because I just don't have a lot of time to spend with a newspaper.	-.0	-1.4	-.0	.5	1.3
11. I'm skeptical of critics. I'm not that fond of "experts" who tell me what to like and dislike - about movies or restaurants or whatever.	.1	.9	.1	-.7	-.0

APPENDIX I (cont'd.)

		Z-Scores				
		F _I	F _{II}	F _{III}	F _{IV}	F _V
12.	Many stories are frustrating; you have to read so many words to get a little bit of information.	.3	-.8	-.8	-.0	-1.0
13.	I dislike it when a story tells me what's just happened without briefly reviewing the other important events that make sense of what just happened.	.2	-.1	-.5	-.2	.3
14.	I like a newspaper to cover a wide range of topics and to cover them fully and in depth.	2.2	-.7	-.5	-.4	-.7
15.	I like to read critics who are opinionated and articulate - even when I disagree with them. They're fun to read.	-.6	-.7	2.7	-.4	-.9
16.	Movie critics and restaurant reviewers are like consumer guides. They let you know what to expect, what things are likely worth doing.	.2	2.6	-.7	.4	-.7
17.	I sometimes feel that news must be "bad" to be reported. Wars and disasters are emphasized rather than the good things that happen.	-.7	-1.3	-.0	-.3	4.9
18.	Legislation can touch all aspects of your life. I want my newspaper to explain how important bills will affect me if they become laws.	-.1	-.4	.1	-.5	.2

APPENDIX I (cont'd.)

Statements	Z-Scores				
	F _I	F _{II}	F _{III}	F _{IV}	F _V
19. I want extensive coverage of politics and government; I need to know how government is operating.	.3	-.3	-.7	-.2	.2
20. I feel a part of the entire globe and what happens all over the world is important to me. I want a newspaper to reflect those views.	1.2	-.2	1.2	-1.3	-.7
21. I like the front page because newspapers try to put the most important stories there; you can quickly find out whether anything of major importance has happened.	.1	-1.3	.6	-.2	.1
22. I like to read about famous and important people - how they live, what they do.	-.5	-1.1	1.2	-.1	.0
23. I want a newspaper that covers what's happening in local schools: activities, curriculum, board meetings and the like.	-.3	2.0	.2	-.3	-.0
24. I don't want a newspaper to investigate and explain matters of social concern - like drugs or homosexuality.	-1.2	2.3	-.0	-.1	.2
25. I enjoy reading stories that are simply entertaining and bright. They break the monotony of reading the news.	-.8	-.3	5.5	-.6	-.1

APPENDIX I (cont'd.)

Statements	Z-Scores				
	F _I	F _{II}	F _{III}	F _{IV}	F _V
26. It's not important to me for a newspaper to run stories on activities I can participate in, hobbies I can experiment with. I can get that information from other sources.	2.1	.2	-.8	-.7	-.8
27. Newspaper ads give a quick overview of what a community has to offer. It's important to me to get that kind of information.	-.7	-.2	-.4	-.4	-.3
28. Ads in newspapers are usually more informative and useful than ads on television.	-1.2	-.1	-.5	.5	.6
29. I like my newspaper to cover things that help me as a consumer.	-1.3	.2	-.6	.6	-.5
30. Coupons in a newspaper are a must. They save me a lot of money.	-1.0	.9	-.5	-.6	.0
31. Newspaper ads provide me with important information. They let me know where the sales are so I can save money.	.1	1.5	-.5	-1.2	-.0
32. Sometimes it's confusing and frustrating to read editorials that give good arguments contrary to a position that I hold; it's really not comfortable to have to change positions on things.	.0	-.1	-.5	-.7	.7

APPENDIX I (cont'd.)

Statements	Z-Scores				
	F _I	F _{II}	F _{III}	F _{IV}	F _V
33. Both editorials I agree with and those I disagree with help me to clarify and form my own opinions.	-.2	-1.7	.2	2.7	-.5
34. I dislike reading through an editorial that lays out issues and pertinent facts and then finding the editorial makes no definite conclusion, takes no clear viewpoint.	-.4	3.1	-.1	4.2	-.5
35. When I read letters to the editor I disagree with, I also like to see letters on the same topic that I agree with to balance the point of view.	-.1	-.1	-.0	-.4	-.4
36. Letters to the editor give individuals access to the public ear. I don't care about being able to have that kind of access.	-.3	.2	-.2	.0	-.6
37. I like for a newspaper to print letters to the editor that disagree with the newspaper's position; it assures me that the paper plays fairly.	.0	1.2	.2	-.2	-.4
38. I enjoy it when I see a photograph and recognize someone in it that I know.	-.6	1.1	-.4	-.4	-.4

APPENDIX I (cont'd.)

<u>Statements</u>	Z-Scores				
	F _I	F _{II}	F _{III}	F _{IV}	F _V
39. I think newspapers should not publish sensational photos - like the shot of Karl Wallenda falling from the high wire to his death.	-.6	2.2	.6	-1.0	.2
40. Photographs do things that words cannot; they let you see the event; they let you be at the event when something interesting or important is happening.	-.6	.6	-.5	-.1	2.1
41. I don't care for arty photos that don't make a point - like the photograph of a tree in blossom on the first day of spring.	2.2	-.5	-.8	-.6	-.3
42. I dislike getting interested in a photo- graph and discovering that it has no caption or that the caption doesn't explain the photograph well.	-.1	-.6	.2	-.4	-.9
43. A newspaper without photographs is just a sea of type - and an ocean of dullness.	3.5	-.9	-.2	-.4	-1.0
44. I like a newspaper to cover the kinds of sports <u>I</u> can participate in.	-.5	-.9	.7	.1	-.3

APPENDIX I (cont'd.)

Statements	Z-Scores				
	F _I	F _{II}	F _{III}	F _{IV}	F _V
45. Reading about other people's problems and how to solve them, often gives me ideas about how to deal with my own problems.	-.7	.0	-.2	-.2	-.5
46. It's important to me that a newspaper categorize its stories into sections. That way I can easily pick out what I want to read without wading through a hodge-podge of information.	.7	-.5	.1	-.1	.0
47. I enjoy reading advice columns. It gives me a chance to see how other people think, react, feel.	2.0	-.8	-.5	.4	.0
48. I like it when my newspaper comes in sections; that way more than one person can read the paper at once.	-1.1	.2	-.2	3.4	-.1
49. Some newspapers record so many births, deaths, weddings, divorces and engagements. I don't like that; it's so gossipy.	.1	-.4	-.3	-.2	-.8
50. I don't dislike comics in a newspaper. I just think that the paper could use that space for other stories.	2.5	-1.1	-.6	.4	-.0

APPENDIX I (cont'd.)

<u>Statements</u>	Z-Scores				
	F _I	F _{II}	F _{III}	F _{IV}	F _V
51. I enjoy reading the society page and finding news about a friend or an acquaintance.	-.8	-.5	-.2	.1	3.3
52. I like News Briefs - the short summaries of major stories - because they let me find out whether I want to read the full story in depth.	-.4	-1.1	-.5	.2	-.2
53. I like News Briefs - the brief summaries of major stories - because they give me a quick way to know what's going on in general.	-.1	-.3	.1	-.7	-.4
54. I like a newspaper that is filled with intelligent opinion, opinion that causes you to think and to mold your own position on issues.	-.0	.8	-.0	-.2	-.7
55. I like to read stories that let you see how interesting people live - about fashions and fads, styles and trends.	-.7	-.1	.5	.3	-.6
56. I want news in the paper to be fresh. I don't want to learn about something on TV tonight and then read about the same thing in the next day's news-paper.	.2	.9	-.8	-.4	-.3

APPENDIX I (cont'd.)

Statements	Z-Scores				
	F _I	F _{II}	F _{III}	F _{IV}	F _V
57. I like local stories - the news about people and events and issues that make up my community.	.1	.0	.4	-.5	2.2
58. A daily newspaper really comes too often for me; I don't have time to read a newspaper every day.	-.4	-.5	.7	3.3	-.8
59. I like it when my newspaper "packages" related information together in special supplements - for example on topics like camping or fashion or stereo equipment.	-1.0	-.3	-.4	-.1	.1
60. The TV news ties you to being in a specific place at a specific time; I prefer the newspaper because it lets me get the news when I'm ready to get the news.	-.8	-.5	-.8	-.3	-.3
61. Some newspapers report crimes in vivid, descriptive detail. It's sensationalism of the worst kind and I resent being subjected to that kind of reporting.	2.1	-.1	.2	.0	-.0
62. A newspaper should deal with crime from a social perspective, revealing the causes of crime so society can understand and react for the good of all.	-.4	-.2	.3	-1.1	-.9



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