



ABSTRACT

THE FLOW OF COMMUNICATION IN A COMMUNITY COLLEGE by Vernon Wanty

This study was designed to determine how the students and faculty members of a community college in a metropolitan area get to know about the policies and operation of their college.

In consultation with members of the college administrative staff, the investigator selected three types of commercial channels (newspapers, radio and television) and the five campus channels of communication (student newspaper, college radio, student conversation, president's talks, and bulletin board) which the administrators believed were the most frequently used to convey official information from themselves to the college community. Five issues were also identified as those which had been well publicized, and with which the students and faculty could be expected to be conversant. A tentative questionnaire was pre-tested, and on the basis of the answers to that and further consultation with the administrators, a questionnaire was designed to determine which of the above-mentioned media appeared to have provided most information on the above issues according to the faculty and students.

The results suggested that more than 90 per cent of the students and the faculty depended on college media rather than commercial media for news about the college. From among the city media, a majority of the respondents named the daily newspapers rather than radio or



more than 50 per cent of both the students and the faculty named the student newspaper as their main source of college news. The students ranked the other four campus media in the order of: student conversation, bulletin board, president's talks, and the college radio.

The faculty ranked those media in the order of: president's talks, bulletin board equally with student conversation, and the college radio.

No relationship was seen between a person's reporting himself as a frequent user of a particular medium and his choice of that medium for college news. Particular students were identified as "influentials" in the spread of college news, and although in many respects these students were no different from their fellow students, they were all student officers, and all reported themselves as heavy consumers of at least one of the mass media.

A small degree of relationship was noted between students' admitting having heard of an issue and the degree of favor with which they regarded the content of a message about the issue.

THE FLOW OF COMMUNICATION IN

A COMMUNITY COLLEGE

by

Vernon Wanty

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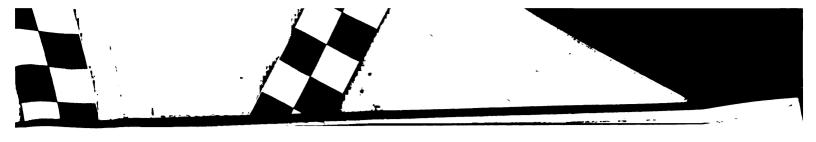


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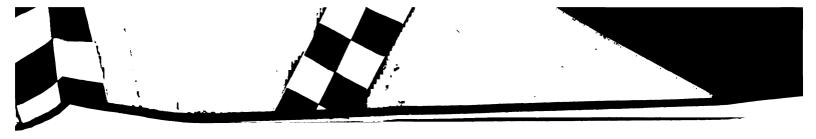
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CHAPTER I

INTRODUCTION

This study is concerned with providing information on how the students and faculty members of a community college in a metropolitan area get to know about the policies and operation of their college. It is hoped that this information will serve as guidelines to help community college administrators to organize an effective communication structure and thus improve the efficiency of the operation of their college. More specifically, the study attempts to answer the following questions:

- (1) Which type of media, commercial or college, do the students and faculty members of a community college report as their more frequent source of college news?
- (2) Which of the commercial media do students and faculty members report as their most frequent source of college news?
- (3) Which of the channels of communication identified by the college administrators as the most frequently used are reported by the students and faculty members as their most frequent source of college news?
- (4) What relationship, if any, is there between the media which are reported as the most frequently used by the students and faculty members, and their choice of media as the most frequent source of college news?
- (5) Can particular students be identified as "influentials" in that they are the most frequently named by their fellow students as regular sources of college news?
- (6) Does the content of a message, i.e. whether "pleasant" or "unpleasant," influence student responses in their reporting of having heard or not heard the message?

It is a matter of record that one of the major problems of our society is how to provide higher education for the increasing number of high school graduates. One partial solution appears to be the establishment of large numbers of community colleges. According to a recent report, 1.25 million students were enrolled in junior or community colleges last year, and the annual rate of increase in enrollment, which is accelerating, is currently about 20 per cent. Today, there are approximately 800 of this type of institution in the United States. Fifty new two-year colleges opened in 1965, 50 more opened in 1966, and it is expected that this rate of growth will continue each year through 1970. Within ten years it is expected that more than 1,000 publicly supported community junior colleges will be in operation.

With so many of this type of institution already in operation, and with the expectancy that their number will continue to grow, there would appear to be a need for an understanding of all phases of their operation. It is generally accepted that an organization can best be understood through a knowledge of how information is communicated among its different parts. A search of the literature in education, communication and the behavioral sciences suggests that although much is known about how people communicate, most of the information is concerned with areas other than education. The literature suggests that studies which have been completed of communication patterns in education apply to four-year

Ledmund J. Gleazer, Jr., Junior College Journal, Vol. 37, No. 3., November, 1966, p. 7.

institutions or to the public schools. In some of its characteristics the community college resembles both the public schools and four-year institutions of higher education, but the two-year college has problems of a special nature.

As can be seen from the review of the literature which follows, one factor about the community college is the extreme heterogeneity of its students, which results from the availability of a broad program and non-selective admissions policies. Community college students are also likely to be varied in social status and age range. In general, the two-year colleges do not have dormitory accommodation, and most of their students live at home, from which they commute every day. This means that it might be difficult for them to make a complete break from the life they have known as high school students, as for much of their time they move in the same environment as they moved in before attending college. As a result, they are subject to the same influences that they have known for years.

The varied socio-economic background of community college students could mean that a bigger proportion of them than would be the case in a four-year school hold full or part-time jobs. If the college has a complete program, i.e. a vocational-technical program as well as a program which provides the first two years of college work, a number of the students will be in a work-study curriculum. The latter will

²Ralph R. Fields, <u>The Community College Movement</u>, New York: McGraw Hill Book Company, Inc., 1962, pp. 78-79.

mean that they will attend classes for several days a week, and spend a prescribed amount of time each week working in a local industry. Such an arrangement will affect a student's time schedule, and might well prevent him from developing that sense of "belonging to the college," as might be the case of a student whose whole time is committed to college activities.

Community college students may also have a tendency to have a greater sense of being in transition than do students in senior institutions of higher education. The former know that they will attend their college for only two years; then they will transfer to a four-year college or university, or leave the community college to take a job. In addition, many community colleges have been established for only a short time, and have not yet been able to develop the tradition which is enjoyed by many four-year institutions. In some instances, too, particularly in those states where community colleges have only recently been developed, the students at these institutions might not be accorded as much prestige in their home-town as the students who have gone away to four-year colleges and universities. This situation may develop in the two-year college students an attitude of inferiority toward the status of their college, and reduce their enthusiasm for its activities. As a result, they may not respond as much as might be expected to communications about the activities. A suggested way of judging the success or failure of communication is by the response produced. If its students fail to respond, communication in a community college

could be judged to have been ineffective. 1

Communication in the two-year college could also be difficult with those who have jobs in addition to being students. Unlike their counterparts in the senior institutions, because of being employed in the local community, many of the students in the two-year colleges are not available after the early part of the afternoon, nor can they be communicated with in dormitories or dining rooms. Offsetting this, however, it seems reasonable to suggest that the fact of community college students spending more time at home and moving around more frequently in the local community outside the college, should mean that they are more exposed to the commercial mass media such as newspapers, radio, and television than are the students who go away to college. The latter situation would be advantageous to a community college administrator if he could establish and maintain good relations with the people who operate the city media. For those students and faculty members who are heavy consumers of the commercial media, these media might prove to be more effective in keeping the college community informed about the college than are the campus media such as the student newspaper and the student radio station. On the other hand, if the members of the college community are not heavy commercial media consumers, the college media may be the only way of keeping them informed.

¹Frank R. Hartman, MA Behavioristic Approach to Communication: A Selective Review of Learning Theory and a Derivation of Postulates, MAV Communication Review, Vol. 11, No. 5, September-October, 1963, p. 165.

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In the latter event, the administration would have to view such media as the student newspaper and the college radio station as more than extra-curricula activities for the students.

To do an effective job, the community college administrator should guard against the danger of assuming that he is communicating effectively with his students and faculty members merely because he is frequently writing or speaking. As stated by Schramm:

Few school administrators need to be told that they have communication problems. Some school executives go through their careers with a vague but pervasive sense of being misunderstood; others awaken suddenly, when they face a crisis in their school system or an angered public to the realization that communication has broken down...l

Today the student is exposed to a great deal of communication over which the school has no control. There is not only his exposure to the mass media, but to all the messages which a student receives from his primary and peer groups.² One way in which the administrator can improve his communication effectiveness is by knowing which of the "pathways" open to him yield the best results. This study attempts to provide this knowledge by exploring which of several "pathways" of communication are perceived by the students and faculty members as their best source of information about the policies and the operation of their college. The study applies to only one community college, and the decision to use only one college was made because it was felt

20p. Cit., p. 509.

Wilbur Schramm, "Educators and Communication Research," Educational Leadership, Vol. XIII, No. 8, p. 506.



that a more intensive study could be conducted in that way than if several colleges had been included. This is a descriptive pilot study whose findings might be used as a basis for similar studies of other community colleges. Burns supported the suggested need for this study when he wrote:

Intensive study of individual institutions with the active participation of the members of the institutional staffs would greatly facilitate the acquisition of the intimate knowledge of actual working relationships that is essential to an appraisal of the elements of the administrative process. This is probably the area in which the need for research in higher education is greatest.

Definition of Terms

The Administration: for the purposes of this study, this body is thought of as consisting of the President of the College, the Dean of the College, the Dean of Students, the Director of Admissions, and the Registrar.

The College Community: in this study this term refers to the freshmen and sophomore students, and full-time faculty members.

Student Body: this term refers to full-time day students, i.e. those students who are registered for a minimum of 12 credit hours, and whose classes terminate by four o'clock each day. They include freshmen, sophomores, and the members of the most recently graduated class.

Norman Burns, "Higher Education," Review of Educational Research, XXII (October, 1952), p. 376.

College Media: refers to the five channels on the campus of the community college which the administration identified as the most frequently used channels of communication between themselves and the students and faculty members. The channels are: student newspaper, college radio, President's talks, student conversation, bulletin board.

Commercial Media: This term is used to refer to the profit-making media which operate in the metropolitan area served by the community college being studied. They consist of three metropolitan newspapers, ten radio stations, and three television stations. At times these media are also referred to as "City Media" to identify them as separate from the media which operate on the college campus.

<u>Communication</u>: the process by which a message passes from a sender to a receiver so that the receiver gets the meaning from the message that the sender intends him to get.

<u>Credibility</u>: the judgment of an audience of a communicator as to how much they consider him an expert and how much trust they have in what he communicates.

Feedback: information which a communicator or sender of a message obtains from an audience or a receiver of the message, which tells the communicator whether or not he is "getting through" so that his receiver interprets the message in the way the communicator intends it to be interpreted.

Flow of Information: the passage of news about the college from the administration of a particular community college to its faculty members and students.

"Influentials": students who are named by their peers more frequently than other students as being regular sources of information about the college.

"Pleasant": that which a person sees as beneficial to himself, and which as a result he regards with favor.

"Unpleasant": that which a person sees as not being beneficial to himself, and which as a result he regards with much less favor than that which he regards as "pleasant."

Limitations

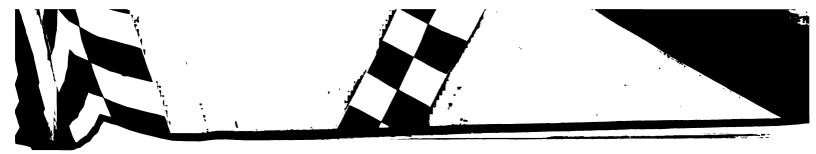
- 1. This study is limited to one community college located in the metropolitan area of a large city in the eastern United States. The findings will not necessarily be applicable to any other college unless supported by additional empirical evidence pertinent to the particular institution.
- 2. No attempt will be made to study the community in which the college is located.
- 3. The questions used were formulated in consultation with the members of the college administration, and after pre-testing with a small group of students. They are not necessarily the most suitable questions to determine the objectives of the study.
- 4. The assertions of the members of the administration regarding their use of channels of communication both on and off campus were accepted as stated by them. Other than the study itself, no attempt was made to check the veracity of their perception of their own behavior.

- 5. The findings are based on the answers to a questionnaire administered to faculty members, students, and recent graduates of the college, and are, therefore, limited by the accuracy of the selfreporting of these individuals.
- 6. The administration of the questionnaire was not uniformly carried out. For all the freshmen students the questionnaire was administered in person by the investigator or his representative. The faculty members were given the questionnaire and asked to complete and return at their convenience. Attempts to administer the questionnaire to the sophomores in person at the college did not provide enough responses for this group. It was, therefore, necessary to obtain the majority of the sophomores' replies by mail. The replies from the most recent graduates had also to be obtained by mail.
- 7. The results are based on the subjects' responses regarding their main source of college news, and the media were ranked only on the basis of the number of subjects who named them. It is stressed, therefore, that because one medium, e.g. the college newspaper, was named by a larger percentage of subjects than any other medium, it does not necessarily follow that the other media were not important as supplementary sources of college news.

Assumptions

 Knowledge of the communication structure of a community college will be valuable to the administration of that college in implementing the objectives of the institution.

- 2. The population of the college concerned would cooperate in contributing relevant information about their knowledge of specific matters affecting the college's operation.
- 3. A community college which has been established for several years will have in operation specific and varied channels of communication between the administration and the students and faculty.
- 4. The faculty and students of a community college located in a highly populated metropolitan area will have the opportunity for regular and frequent exposure to the commercial media of newspapers, radio, and television in their community.



CHAPTER II

REVIEW OF RELATED LITERATURE

A review of the literature in the area of communication suggests that although much has been written about the communication process, little or no research has been carried out in this area as it applies to the Community College.

The Community College

The literature does not lack for definitions as to what the Community or Junior College is supposed to be, but there appears to be a lack of agreement among the writers as to how the role of this type of institution should be defined. A number of them indicate that one of the chief difficulties in the path of its progress is that the role of the Community College has yet to be defined. All seem agreed that this is a two-year institution which offers post high school education.

A number of writers such as Clark and Thornton adopt the attitude that the Community College is a unique educational institution in that it is a kind of educational supermarket which is open to everyone in its local community, and that it has an obligation to serve everyone who enters its doors. According to Clark, it is the Community College's policy of not being selective in its entrance requirements which differentiates it from the four-year college and university. Thornton

Book Company Inc., 1960, pp. 139-140. New York: McGraw Hill

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maintains that its emphasis is on the provision of legitimate educational services for the area in which it is located, and does not have to conform to any "preconceived notions of what is or is not collegiate subject matter, or of who or who is not college material." Kintzer refers to the Community College as a "second-chance" college, and stresses the value of this type of institution in its performance of the salvage function for students who have failed academically in their first attendance at a university. 2

Reynolds provides a summary of what he believes to be the function of the junior or community college as follows: (1) preparatory education; (2) vocational education; (3) general education; (4) instruction; (5) guidance; and (6) increased availability of appropriate education opportunities. He writes that these colleges should make a serious attempt to meet the needs of their students in the above areas rather than concern themselves with "creating a golden calf which embodies all the diverse aspects of all junior colleges."

Other critics represented by such people as Knudson, and Nunis and Bossone, say that the junior college has yet to define its role.

Knudson, writing on the future of the two-year institution, claims that the organization pattern for the administration of junior colleges

James W. Thornton, Jr., The Community Junior College, New York: John Wiley & Sons, Inc., 1960, p. 275.

²Frederick C. Kintzer, "Admission of Students to California Public Junior Colleges Who Are in Academic Difficulty at the University of California," College and University, Winter, 1966, p. 221.

Junior College Journal, September 1962, p. 2.

Wis as varied and confusing as can be found in any social organization. Nunis and Bossone, tracing the history of the Junior College from the time of what is thought to have been the first one in Joliet, Illinois, maintain that "the junior college has been an institution in search of an educational identity."

Whether the role of the Community or Junior College has yet been defined appears to be an academic question. The fact is that this is a unique type of institution which is growing faster than any other segment of post high school education in the United States, and it offers educational opportunities to thousands of American youth, which otherwise they would not get. As pointed out by Kastner, there are several institutions which provide similar services to the Community Junior College. The latter is unique in its ability to provide such a variety of educational opportunities simultaneously. 3

Characteristics of Community College Students

The variety of educational fare provided by many Community Colleges draws to these institutions varied types of students. Several studies have been completed of the characteristics of the students who attend Community Colleges. One which appeared relevant was made by Mellinger

¹Marvin Knudson, "The Junior College in the Decade Ahead," <u>Junior</u> College Journal, February, 1962, p. 12.

²Doyce B. Nunis, Jr. and Richard M. Bossome, "The Junior College's Search for an Educational Identity," Junior College Journal, November, 1962, p. 121.

^{1962,} p. 121.

3Harold H. Kastner, Jr., "The Economic Value of Community Junior Colleges," Junior College Journal, November, 1965, p. 29.

in which he studied 654 freshmen in Chicago's junior colleges. Of the families from which these students were drawn, 58 per cent had incomes of over \$6,000 and 25 per cent received over \$8,000. More than half the students subsidized their own expenses, and 60 per cent said they worked part-time. The majority of the students indicated that there was some reason other than their own choice for their attending a two-year institution. Only 13 per cent said they had chosen to attend a free public junior college, and 81 per cent said they would rather have attended a local four-year institution. Fifty per cent said that the higher standard kept them out of the senior institution, and 30 per cent claimed that the cost of attending a four-year school was a deterrent. Their responses indicated that many more of the students were attending college for utilitarian than for intellectual reasons. Half of the students expected to obtain vocational-professional education; 38 per cent said they were attending college for social development, and 12 per cent said they were attending for intellectual development. The students' self-image suggested that they thought of themselves as an "uncoordinated mass of individuals rather than as a cohesive group. Mellinger expressed his concern at the poor self-image held by the junior college students in his study, and suggested that they might be helped if improved counselling services were provided for them. 1

¹Morris Mellinger, "Changing Trends Among Public Junior College Student Bodies," <u>Junior College Journal</u>, November, 1962, p. 172.

The idea that students in the community junior colleges are academically inferior to students in the four-year institutions appears to be shared by a number of writers. Clark, for example, says that one important role of the two-year college is to provide education beyond high school to those students who are academically less competent. Hillway, however, maintains that such a view is a basic misconception which arises from snobbery. He says that, according to the A.C.E. Psychological Examination, the scholastic aptitude average for junior college freshmen is not much lower than it is for freshman in standard four-year institutions. 2 Reynolds also maintains that the characteristic of academic inferiority attributed to community college students is without foundation. He claims that the best in the two-year schools compare favorably with the best in the senior institutions. The students in the two-year schools appear to be academically inferior because of the wide range of ability among them, which is much greater than in the four-year colleges and universities.3

Thornton also comments on the characteristic of the community college students' academic ability. He points out that although, on the average, test scores in the two-year colleges are lower than average scores of freshmen in liberal arts colleges, "the range of scores in both kinds of colleges is equivalent." To be valid, any comparison would have to be made on the basis of individual students rather than

Clark, p. 158.

2 Tyrus Hillway, The American Two-Year College, New York: Harper and Bros. 1958, p. 68.

3 James W. Reynolds, The Junior College, New York: The Center for Applied Research in Education, Inc., 1965, pp. 46-47.

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As in colleges in general, community college students are principally male. However, the proportion in particular colleges varies according to the type of program a college offers. Thornton questions if junior colleges offer enough programs to attract women students.²

The marital status of students in the two-year colleges studied by Medsker et al appears to be that between 20 and 25 per cent of the students are married. As found by Wise, this percentage is similar for colleges of all types throughout the country where the proportion of married students is about 22 per cent.

In general the characteristics of community college students are little different from those of students in other colleges. As stated by Medsker, "there is no stereotyped student body in the two-year college, and the adjective "heterogeneous" may be applied to them with little fear of contradiction.

The Communication Process

More apparent than the lack of agreement on how to define the role of the community college is the lack of agreement as to the definition of the term "communication." As pointed out by Newman, the absence of a definition of communication is surprising, when one

¹Thornton, op. cit., pp. 150-151.

²⁰p. Cit.

3Leland L. Medsker, The Junior College: Progress and Prospect,
New York: McGraw Hill Book Company, Inc., 1960, p. 45.

¹⁴W. Max Wise, They Come for the Best of Reasons -- College Students
Today, American Council on Education, 1958, p. 10.

5Medsker, op. cit., p. 49.

considers how long communication has been going on as one of the oldest of human activities. Cherry proposes the explanation that communication means so many different things to different people that to try to find a definition broad enough to include them all would risk concluding with a meaningless generality. The Hartleys' contention that the most simple definitions are probably the most useful appears to make good sense.3

In keeping with the Hartleys' contention, Schramm, using the Latin derivation communis, explains that the act of communicating is that of sharing information or an attitude or an idea. In other words, when a person is trying to communicate he is trying to get a sender and a receiver tuned together so that they have the same understanding of a message. 4 Cooley defines communication as the force which binds society together and enables it to function. In further explanation he writes that communication is concerned with all the symbols of the mind and the means used to convey those symbols through space and preserve them through time. The latter consists of not only words and their transmission, but facial expression, attitude, gesture, the tone of the voice, the mechanical means of transmitting words such as writing, printing, telegraph, telephone, "and whatever else may be the

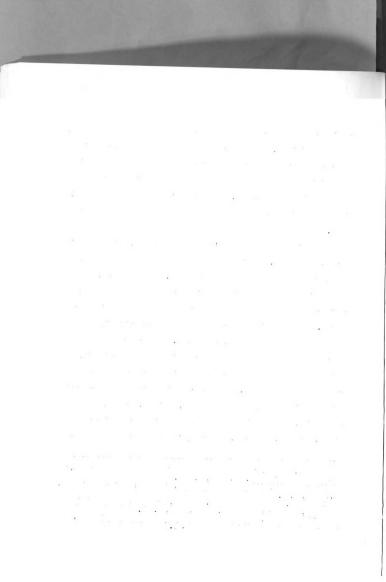
¹ John B. Newman, MA Rationale for a Definition of Communication, M Journal of Communication, 10, 1960, p. 115.

²Colin Cherry, On Human Communication, New York: Science Editions,

Inc., 1961, p. 6.

3Eugene L. Hartley and Ruth E. Hartley, Fundamentals of Social Psychology, New York: Alfred A. Knopf, 1959, p. 26.

Wilbur Schramm, The Process and Effects of Mass Communication, Urbana: University of Illinois, 1954, p. 3.



latest achievement in the conquest of time and space. "1

A study of any process involves examination of its ingredients, and according to Campbell and Hepler, the ingredients of the communications process can best be seen in their relationship to each other by means of a conceptual frame or model. A number of models have been formulated to describe the communication process, and although some of them differ in one or more respects, they all have in common some similarity to the ingredients proposed for communication by Aristotle's Rhetoric more than two thousand years ago. The three Aristotelian ingredients were: the speaker, the speech, and the audience. These three ingredients or some corresponding version of them can be adapted to any communication situation. Often they are referred to as a source, a message, and a receiver. Crane adds that if communication is to take place the "source and receiver have to have goals, and each has to expect benefit..."

A suitable model which might represent the communication process in a community college is one of the many developed from the Shannon-Weaver model. Its ingredients are:

1. the communication source (the originator of the message);

3David Berlo, The Process of Communication, New York: Holt, Rinehart and Winston, 1960, p. 29.

4Edgar Crane, Marketing Communications, New York: John Wiley & Sons, 1965, p. 11.

¹Charles H. Cooley, Social Organization, New York: Charles Scribner's Sons, 1909, p. 61.

²James H. Campbell and Hal W. Hepler, <u>Dimensions in Communication</u>, Belmont, California: Wadsworth Publishing Company, 1965, p. 9.

- 2. the encoder (sender of the message);
- the message (content of the communication);
- 4. the channel (medium by which the message is transmitted);
- 5. the decoder (receiver of the message);
- 6. the receiver (interpreter of the message).1

In the present study the President of the College is the source of information for all the channels considered. Who or what might be regarded as the encoder depends on which channel is being used. On newspapers the encoder is the editor; in the electronic media it is the radio or television announcer; for the President's talks the Chief Administrator performs the triple function of being the source, the encoder, and the channel; in student conversation the encoder is the person relaying the information; and for the bulletin board the encoder would be the person who prepares and displays the bulletin or poster. The channel is one of the three commercial channels, or one of the five campus media identified by the administration as their regular means of communicating with the college community. In all cases the decoder and the receiver are the same, being one or more of the three groups of faculty members, student body, and recent graduates.

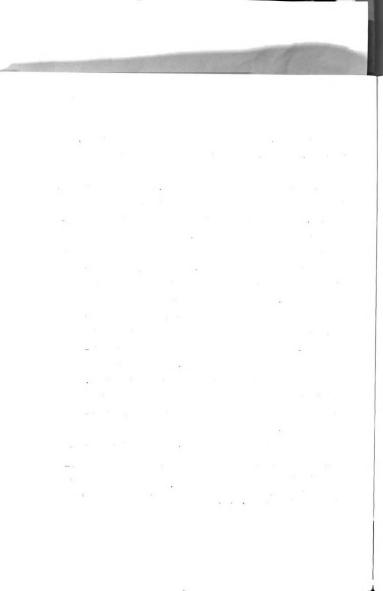
As can be seen from the communication channels identified above, they can be categorized into the two broad groups of mass media and person-to-person communication. These two groups have individual characteristics, and they also share the characteristics common to

lwarren Weaver, "The Mathematics of Communication," Scientific American, 181, 1949, p. 13.

all communication. For each group there has to be a communicator, a message, a channel, and a receiver, and for communication to take place the message has to be interpreted by the receiver in the terms the communicator intends it to be interpreted. 1 One writer claims that it is not possible to communicate without making some attempt to persuade. ² This investigator believes that it is possible to communicate merely by presenting information. The communicator need not try to encourage belief or disbelief by the receiver in either the message or the person delivering the message. For example, a newscaster might present a description of an event which has been prepared by someone else. In such a case the newscaster does not necessarily take into consideration whether the description is a true one or not, nor does he give any thought to whether the audience believes him or not. He merely acts as a go-between in conveying the information from the source to the channel. Under such circumstances he is not trying to exercise persuasion on his audience. To this writer the connotation of persuasion is that of trying to induce a person to a course of action which the latter is reluctant to take. One might also ask questions of a person who is known for his willingness to give advice. In such a circumstance it

Wilbur Schramm, The Process and Effects of Mass Communication, University of Illinois Press, Urbana, 1954.

2 David Berlo, The Process of Communication, New York: Holt, Rinehart & Winston, 1960. p. 9.

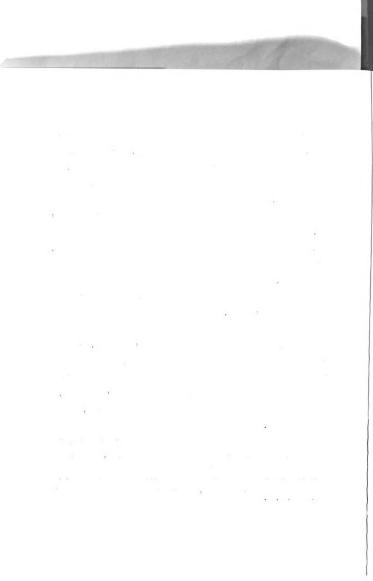


is not likely that the questioner would have to persuade his listener to talk, but the questioner could be communicating. This does not deny that the goal of a communicator is usually that of persuasion, or an attempt to effect a change in the behavior of those with whom he communicates.

Boulding refers to the change in behavior as a change in a person's image. He believes that behavior is determined by the image a person holds, and if a communicator can find out how that image was developed, he will be better able to understand the person with whom he is trying to communicate. Boulding also reiterates what has been stated by many other people that it is a result of all past experience which determines a person's image. He also suggests that the amount of meaning a message carries can be calculated in terms of amount of change receipt of the message affects in a person's behavior. If a particular message agrees with an image already held, the message will reinforce the image; if the message does not agree with the image it will probably meet with strong resistance from the image's possessor, and have to be repeated many times for the latter to accept it, if he accepts it at all.

A helpful discussion of the factors in the communication situation which appear to be responsible for the change in a person's behavior

¹Kenneth Boulding, The Image, Ann Arbor: The University of Michigan Press, 1956, p. 5.



is provided by Hovland, Janis, and Kelley. They tie communication's effectiveness to the nature of the communicator, the content of the communication, and the predisposition of the audience. If an audience has a negative attitude toward a communicator, they are less likely to accept his message than if their attitude is positive. A number of investigators have shown that in giving advice, as communicators older people can be more effective than younger people. Defleur and Larsen, for example, found age to be an important factor in the diffusion of a message distributed via leaflets dropped from an airplane. However, more important than age is the relationship of the people involved in the interaction. In a family situation children have been found to be the most effective transmitters of information about their school.

Also of importance is the amount of source credibility accorded to a communicator by his audience. If the audience regards the communicator as important, or is thought to have access to important people as sources of information, this factor may make a message more acceptable to an audience than the content of the message itself. This is why debaters, authors of articles, and news columnists "bolster"

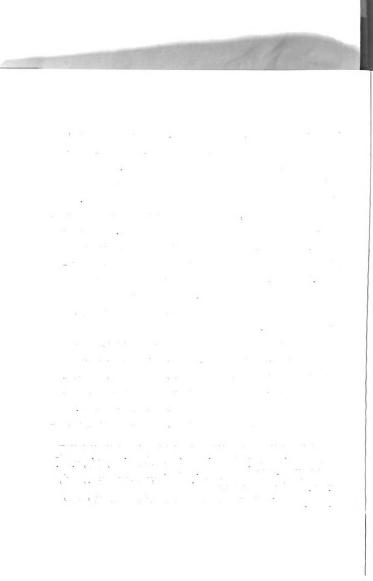
Carl I. Hovland, Irving L. Janis, and Harold H. Kelley, Communication and Persuasion, New Haven: Yale University Press, 1953, p. 49.

ZMelvin L. DeFleur and Otto H. Larsen, The Flow of Information:

An Experiment in Mass Communication, New York: Harper & Bros., 1958,

D. 267.

³Chester W. Harris, Encyclopedia of Educational Research, 1960, p. 1078.



their contentions with quotations from figures with prestige. 1 In discussing another facet of audience behavior, Hovland, Campbell and Brock report that if there are two sides to an issue, and the audience hears one side first, they often act on what they have heard immediately. Such an action might be that of making a comment to a neighbor. Having stated his opinion or committed himself, the receiver then proves to be more resistant to subsequent persuasion than when he does not act on what he has heard. 2

Naturally, the content of a message is also an important factor in determining a message's acceptability. Crane proposes that ideas rather than words are the key to successful communication, and that words have to be structured so that they formulate symbols to represent ideas. Berlo supports this assertion when he considers the message from the standpoint of its code, its content, and its treatment, and suggests that these three factors should be examined for the elements in each and the way in which the elements are structured.

The structure of the message has received much attention. At times, messages presented in which the conclusion has been drawn

Hovland, Janis and Kelley, p. 19.

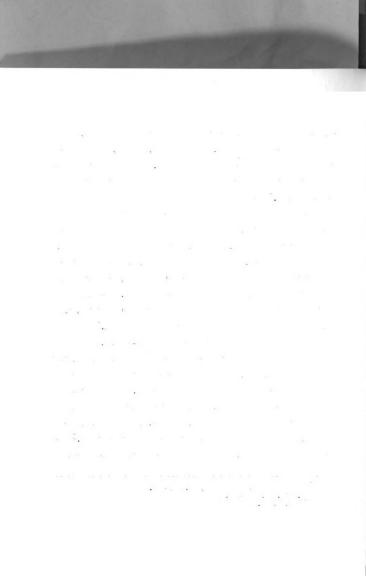
²Carl I. Hovland, et. al., "The Effects of 'Commitment' on Opinion Change Following Communication," The Order of Presentation in Persuasion, New Haven: Yale University Press, 1957, p. 23.

³Crane, p. 130. 4Berlo, p. 54.

rather than permitting the recipient to drawhis own conclusion, have had more favorable acceptance. In such cases, however, the audience did not have a high degree of sophistication. Where the audience had a high intelligence quotient, they resented the conclusion being drawn for them. 1 Also important in the structure of a message is whether the content presents only those arguments which favor a recommended conclusion, or whether it also includes arguments opposed to the position advocated. However, variables other than the content have to be considered. In one experiment reported, when the audience was initially opposed to the communicator's position, presenting both sides of the argument was found to be more effective. When the audience was initially favorable to the communicator's position, it was found better to present only one side of the argument.²

The elements of communication are much inter-related. effectiveness of the communicator is determined in part by the attitude of the audience to him, and he should structure his message according to what he knows about the nature of his audience. A no less important factor is the channel, and the choice of this has to be made on the basis of the message content, the code, the treatment of the message, and the knowledge the communicator has of his audience. To give an extreme example, one would not use radio in a school for the

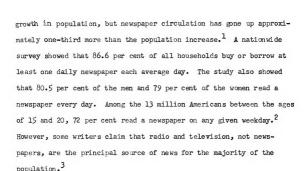
¹Hovland, Janis, and Kelley, pp. 103-105.
2Op. cit.,pp. 105-107.
3Berlo, p. 68.



deaf, and a visual medium would be similarly inappropriate in a school for the blind.

In the present study regular channels of communication have been identified as the commercial or city media of newspapers, radio, and television, and five channels on the campus. The latter are the student newspaper, the college radio, the President's talks, student conversation, and the bulletin board. Commercial media have been studied in detail, and there appears to be considerable disagreement as to which of them is the most important. There is, however, no question as to their availability. As mentioned by one writer, "It is virtually impossible for the average person in modern American society to go through the day without coming into contact with at least one form of the mass media of communication...." In discussing their relative importance, another writer says that as a news medium newspapers are more important than radio or television because the brevity of the news broadcasts over the electronic media does not permit them to do an efficient job of presenting the news. 2 The situation of newspapers in America today is paradoxical. Although there are more than 400 fewer daily newspapers published than there were 60 years ago, today's combined daily circulation is nearly 40 million more than it was at that time. Naturally, the increased circulation is partly due to the

¹Robert C. O'Hara, <u>Media for the Millions</u>, New York: Random House, 1962, p. 3.
2SEA Staff, <u>Social Progress</u>, Philadelphia: United Presbyterian Church in the U. S. A., <u>March</u>, 1960, p. 3.



Statistics on usage suggest that the electronic media are the most used, although the figures recorded do not show a breakdown of usage as news media as against usage for entertainment. In the U.S. 93 per cent of households have a television set, and 97 per cent have at least one radio. The average person's television viewing time is estimated at 213 minutes per day, and radio listening time is calculated at 147 minutes per day.

According to some investigators, the channel regarded as most

Lwilliam Rivers, The Mass Media, Harper & Row, 1964, p. 18. 20p. cit.

³John R. Rider, "The Role of Electronic Newsmen: Oh, The Humanity!" The Quill, Vol. 53, No. 8, August 1965, p. 18. 4R. H. Breskin Associates, "TV and Radio Consumption Survey," Broadcasting, 1966, p. 2L.

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important depends on the type of news being disseminated. Greenberg in a study of how the news of President Kennedy's assassination was diffused concluded that the broadcast media were more important when the news was about major events, but newspapers took the lead for lesser news. Referring specifically to the late President's assassination, Greenberg reported that person-to-person communication became very important. 1

Supporting Greenberg's conclusion, Hill and Bonjean found that television assumes the major role when the news is important; radio is ranked second, personal contact third, and newspapers last.² In another study restricted to news of the Kennedy tragedy, Mendelsohn reported on 97 males and 103 females, ranging in age from 13 to 65. Overall, 39 per cent mentioned radio as their first source; 32 per cent said word-of-mouth; and 17 per cent mentioned television. By comparison, among college students Mendelsohn found that h0 per cent claimed word-of-mouth as their first source of the news, 26 per cent said they had first heard the news on television, and 18 per cent claimed to have first heard it on the radio.³

Bradley S. Greenberg, "Person-to-Person Communication in the Diffusion of News Events," Journalism Quarterly, Vol. 41, No. 4., Autumn, 1961, pp. 489-490.

²Richard J. Hill and Charles M. Bonjean, "News Diffusion: A Test of the Regularity Hypothesis," <u>Journalism</u> <u>Quarterly</u>, Vol. hl, No. h, Autumn. 196h, pp. 336-342.

³Harold Mendelsohn, "Broadcast vs. Personal Sources of Information in Emergent Public Crises: The Presidential Assassination," <u>Journal of Broadcasting</u>, Vol. VIII, No. 2, Spring, 1961, pp. 117-1156.

An interesting comparison in the way people see themselves as mass media consumers was provided by McNelly and Fonesca in a study of students and faculty members at the University of Costa Rica and adults in four cities in the United States. The investigators listed six media--newspapers, radio, TV, magazines, books, and movies--and asked for information on whether each subject used a particular medium yesterday. The students were all first or second year undergraduates. The results are shown below.

Use of the Mass Media Yesterday

Media	Students	Professors	Latin Americans	Adults in 4 U.S. Cities
Newspapers	97%	95%	95%	92%
Radio	74%	45%	76%	57%
TV	29%	39%	51%	72%
Magazines	37%	59%	51% 45%	39%
Books	39%	56%	71%	18%
Movies	15%	14%	12%	(no data)
(N)	(280)	(66)	(214)	(511)

Also completed south of the border, was a study reported by

Carter and Sepulveda, which was concerned with how people in Chile said
they used the mass media, and with their opinions about the media.

These investigators found that average radio listening time was three

¹John T. McNelly and Eugenio Fonesca, "Media Use and Political Interest at the University of Costa Rica," <u>Journalism</u> <u>Quarterly</u>, Spring, 1964, pp. 225-231.

hours each day, and there was no difference between men and women in this connection. Eighty-six percent of the men and women who could read said they usually read a daily paper. However, only half the men and two-thirds of the women said they had read a newspaper on the day of the interview. More than half the interviewers (56%) said they had seen TV at some time. Sixty-two per cent of the women went to movies occasionally (two or three times a month). On the question of book reading, 57 per cent of the men and 51 per cent of the women reported reading on the average five or six books during the previous year, and three out of five men and women said they were magazine readers. The investigators also found that there was seemingly no difference in the media consumer habits of the people designated as opinion leaders and the non-leaders. This is in marked contrast to the United States where public affairs opinion leaders have a generally high intake of news related to mass media content. The opinion leaders in the U.S. also tend to make greater use of books and magazines than do non-leaders. 1

Providing information about the role of opinion leaders in news diffusion, Danielson and Deutschmann found that opinion leaders were better informed than those for whom they provided information. However, these investigators also found that important news events were

Roy E. Carter, Jr. and Orlando Sepulveda, "Some Patterns of Mass Media Use in Santiago de Chile," <u>Journalism Quarterly</u>, Spring, 196h, Vol. h., pp. 216-22h.

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not usually diffused via a two-stage flow of communication. They also found that for important news the pattern of diffusion was not affected by the time of the day or the nature of the story. They, too, found that television was important in delivering important news, and so was radio. They saw newspapers as a supplement to reports from radio and television. 1

The last-named study supported a much earlier study made by
Lazarsfeld, Berelson, and Gaudet to determine if during a voting
campaign there were people who might be identified as "influentials."
These people were identified, and the investigators concluded that the
"influentials" were no different from those they influenced in socialclass status, education and age. The leaders did, however, expose
themselves considerably more to the mass media than did the people
they influenced, particularly to the media which could be seen as
more relevant to the leaders' sphere of influence.²

The effect of people's exposure to the mass media still seems to be a matter for conjecture. Katz says that many studies have shown that mass media campaigns, particularly in the field of public affairs,

²Elihu Katz and Paul F. Lazarsfeld, <u>Personal Influence</u>, Glencoe, Ill.: The Free Press, 1955, pp. 32-33.

Paul J. Deutschmann and Wayne A. Denielson, "Diffusion of Knowledge of the Major News Story," <u>Journalism Quarterly</u>, Vol. 37, No. 3, Summer, 1960, p. 355.



have failed to cause much change in people's opinions, attitudes, or actions. In a democratic society the audience exposes itself to what it wants to hear, and even when the audience is "captive," its members are prone to miss the point if what they hear or read opposes their pre-judgments. Katz's opinion regarding the ineffectiveness of the mass media is not shared by other observers of the media. Carpenter believes that each medium presents the consumer with a different way of seeing an event, and comments on the effectiveness of television to explain his belief. For example, if a court scene were being reported on television, the viewer would be exposed to visual and auditory images and thus be able to hear the accuser and watch the accused simultaneously. Carpenter also maintains that "a given idea or insight belongs primarily, though not exclusively, to one medium, and can be gained or communicated best through that medium." Thus a particular medium has a different way of codifying reality, and as a result, greatly influences the content of the message communicated. 2

Carpenter suggests that he supports McLuhan who stressed the effectiveness of particular media. McLuhan says that the medium is the message. He claims that media are different in the way some of

lElihu Katz, "The Diffusion of New Ideas and Practices," The Science of Human Communication, New York: Basic Books, Inc., 1963, p. 60.

ZEdmund Carpenter, "Our New Languages, the Mass Media," Languages of the Mass Media, Boston: D. C. Heath & Company, 1957, p. 11.

them, more than others, demand greater involvement of their consumers. He categorizes the media as "hot" and "cool." The hot media he defines as those which "do not leave so much to be filled in or completed by the audience." Cool media on the other hand demand a great deal of completion by the audience. To McLuhan, television is a cool medium, and he likens it to the open-mesh silk stocking, which he says is far more sensuous than the smooth nylon "because the eye must act as hand in filling in and completing the image...."

The importance of television as a news medium is not seemingly appreciated by the majority of the students at a large university in the Midwest. A study at this institution showed that for national news 76.2 per cent of the students reported the radio as their first, second, or third choice, and 41.5 per cent named radio as their most important source. Twenty-three per cent ranked television first, and 12.1 per cent named newspapers other than the campus newspaper. Magazines were named by 10.3 per cent of the students, and the campus newspaper was named by 8.5 per cent as their first source of national news. For community and campus news the pattern was reversed. As the main source of this type of news more than 90 per cent of the students named the campus newspaper in top place; 3.5 per cent said radio was

¹ Marshall McLuhan, Understanding Media: The Extensions of Man, New York: McGraw-Hill Book Company, 1964, pp. 22-23. 20p. cit., p. 29.

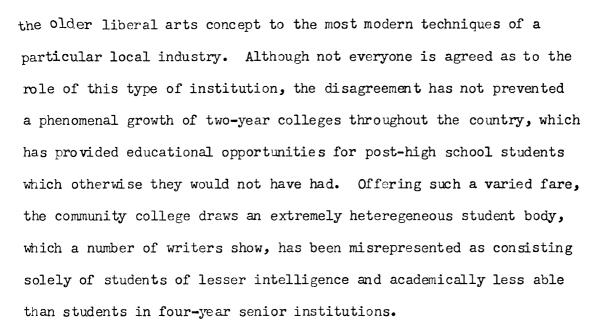
their first choice, and less than 1 per cent named television. 1

As can be seen from the preceding discussion, the question of how people obtain news about what is going on is not easily answered. One observer, such as McLuhan, believes that the medium is the most important factor; another, such as Gibbs, suggests that people have been assailed by too much news, and this "has bred cynical and paranoidal responses in listeners. "2 There is not necessarily reason to believe that what is true of people in general is any less true of faculty members and students in a Community College. The fact still remains, however, that the administrator of an organization such as a Community College has to enlist the cooperation of his students and faculty members, and to do this he has to keep them informed as to what is happening on the campus. His best course of action would seem to be first to identify the channels of communication which operate in his organization, and who uses them. It seems reasonable to suggest that possession of this information, could make him a more efficient administrator.

A summary of the review of the literature suggests that the Community College is a unique institution in that it offers a wide range of post-high school educational programs, which may range from

l<u>Michigan State News Staff</u>
News Readership, 1961, p. 7.

2Jack R. Gibbs, "Defensive Communication," ETC, Vol. XXII, No. 2, June, 1965, p. 221.



The literature also shows that there are a number of opinions as to how communication should be defined, and which medium is the most effective in transmitting information. As might be expected, an attempt to determine the latter discovers so many variables involved that the question can only be answered by further questions pertaining to such factors as the content of the message, the facilities or channels of communication available, and the nature of the audience.

This review is considered to be pertinent to this study, as it has attempted to define the Community College and its function, and the relative effectiveness of various channels of communication media which have their parallel on the Community College campus.

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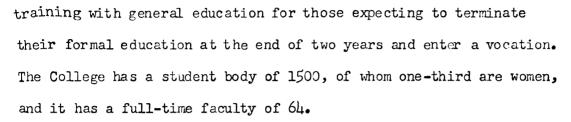
CHAPTER III

METHODOLOGY

The questions proposed to be answered by this study suggested that a suitable population would be the faculty and student body of a public-supported community college in a metropolitan area. The factors affecting the choice were that the college had to have been established long enough to have a student body of several hundred, and have developed a number of channels of communication such as a regularly published campus newspaper and a campus radio transmitter which broadcast regular programs. The college should also be located in an urban area so that the students would be regularly exposed to local mass media such as commercial radio, television, and newspapers. It was also desirable that there should be a number of current matters about which both students and faculty members had been given information over several weeks, and on which they could be expected to have developed some opinion.

Baltimore Junior College in Baltimore, Maryland provided a suitable setting for making the study. According to the institution's current catalogue, BJC is a two-year co-educational, public junior college which offers a variety of programs. These include the first two years of university-parallel courses for those who intend to transfer into baccalaureate programs in four-year colleges and universities, and two years of semi-professional and technical

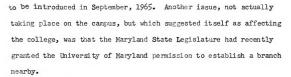




The College owns and operates a 250 watt radio station, WBJC-FM, which broadcasts daily programs from 2:00 P.M. to 11:00 P.M. The students also publish a weekly newspaper THE CRIER.

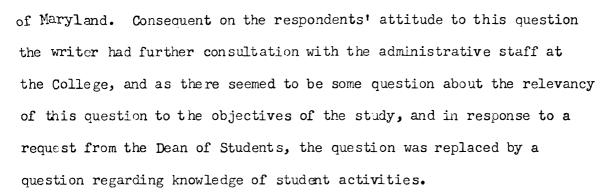
Discussion with the College's President, Academic Dean, Dean of Students, and Director of Admissions suggested that the administration would be willing to cooperate in the proposed study. These discussions also revealed that there were sufficient activities taking place on the campus, which had been well publicized, and which, therefore, the students and faculty could be expected to be informed about. Five of these items suggested themselves as being suitable for study. First, tuition fees had been increased from \$100.00 to \$112.50 a semester, effective as from the Fall of 1964. Second, the grade point average necessary for a student to remain academically eligible had been raised from 1.0 to 1.5, which was also to go into effect in the fall of 1964. In addition, a \$2.5 million building program was in operation. One particular building, which was scheduled to be ready for occupancy by September, 1965, was being constructed to house administration offices, the college radio station, and provide facilities for new programs. Consequent on the additional space to be provided, two new programs, Nursing and Urban Development, were

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An analysis of the communication picture with the members of the administrative staff showed that, in addition to the local commercial media of newspapers, radio, and television, the campus had five channels of communication by which students and faculty members obtained regular information about the College. These were: student conversation, college newspaper, president's talks, college radio, and bulletin board.

On the basis of the discussions with the administrative staff, a tentative questionnaire was designed listing the five issues named above, and using both the college and the commercial media. From a list supplied by the Dean of Students, persons who had recently graduated were contacted until ten were obtained who agreed to be personally interviewed and complete the questionnaire in their homes. When he completed the questionnaire, each subject was timed, and after answering the questions was asked to comment on the clarity and relevance of the questions. No person took longer than thirty minutes, and none less than twenty minutes to complete the questionnaire. More than half the respondents said they could not understand the reason for the question about the location of the branch of the University



After consultation with the college representative of the local IBM office re the best way of handling computation of the data, the writer re-wrote the questionnaire (See Appendix 'A') in a form which would enable the students to answer on IBM form 0041-2. The reason for using this form was that it was suggested that the students in the high schools from which this college drew most of its students were used to answering on these forms, and that this method would ensure greater accuracy in the acquisition of the data, and simplify the data processing.

It was decided that a study of students who had recently graduated would make an interesting comparison with the freshmen who had been in attendance at the College only a short time. The questionnaire was, therefore, mailed to 185 graduates from a list obtained in the Dean of Students' office. Accompanying the questionnaire was a letter signed by the President of the College (See Appendix 'A') requesting the respondents' cooperation in this project, and a stamped, addressed envelope. These were mailed on September 16.

Completed questionnaires began to be returned by the third day,

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with the highest percentages, eight and seven per cent respectively, arriving on the fourth and fifth days after mailing. Deliveries then decreased abruptly, and continued intermittently. A follow-up letter was sent to those who had not replied on the fourteenth day after the original, and three days after that there was an increase to five per cent, and then a falling back again to small intermittent deliveries. On the thirtieth day after the original mailing \$1% (77) had been received, and ten of these questionnaires had to be discarded because they were not completed. An additional check was made with the Dean of Students' office regarding this return, and it was found that the usable questionnaires received actually comprised 60% of the 112 who had actually graduated, as 73 of the students on the list had left the College but had not graduated. It was considered that 60% of the graduates was a fair sample with which to work.

The questionnaires were administered to the freshmen class at their weekly orientation sessions, and the 862 questionnaires completed constituted 98% of the freshmen who attended full-time classes. There was considerable difficulty encountered in getting the questionnaires completed by members of the sophomore class. An attempt to have the faculty administer the test in their regular classes proved unsuccessful, and a second attempt proved impractical for various reasons. Finally, the writer mailed out the questionnaire from a class list to the students who had not completed it, and thereby obtained 189 replies. This number represented 64% of the sophomore class.

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The investigator was permitted to distribute the questionnaires to the faculty members at one of their regular faculty meetings.

Accompanying each questionnaire was a letter from the College President (See Appendix A) asking the members of the faculty to cooperate in the study. Fifty-seven replies were received from faculty members, representing 89% of full-time faculty employed.

After the data were collected it was found that the IBM 1095 machine which had been recommended was not suitable to process the data in the form required for the study. The questionnaires were, therefore, coded and punched on IBM cards. Tabulations and crosstabulations were done on a sorting machine. In all cases where there was any doubt regarding the significance of results, statistical tests were used. Chi square was the test mainly used. However, cognizance was taken of the fact that statisticians are not agreed as to how many cases constitute a sufficient number expected in a cell to fulfil the assumptions of chi square, and that its use in some instances is open to question.

John E. Alman and David M. White, "Statistical Methods in Communication Research," <u>Introduction to Mass Communications Research</u>, Ralph O. Nafziger and David M. White (eds.), Baton Rouge: Louisiana State University Press, 1963, p. 143.



CHAPTER IV

RESULTS

The questions were designed to cover three categories of sources of information designated as the "formal" sources, e.g. college new-paper, college radio, and talks by the president; "informal" sources, e.g. conversation with fellow students and faculty members; and "out-side sources such as city newspapers, and city radio and TV stations.

The order of the questions was arranged to first provide a picture of the media habits of the students, recent graduates, and faculty members. Then followed questions on five specific items about the college. These items had been publicized during the 12 months prior to the study, and were: tuition increase, new programs, increase in grade point average, new buildings, and student activities.

Collectively, the questions were designed to provide data on the question "How does communication flow from administrators to faculty members and students in a community college?"

Personal Data

Eleven hundred and seventy-five questionnaires were received from 862 freshmen (99%), 189 sophomores (64%), 67 graduates (61%) and 57 faculty members (89%). The total number of responses to each item varied because all subjects did not respond to each item. The number of subjects not responding was, however, generally small and thus these subjects were not included, as it was thought improbable that



omission of them would affect the outcome.

Most Frequently Used Media

Three daily newspapers, three TV stations, and 12 radio stations, 10 of which have AM and FM frequencies, disseminated news to the area served by the Community College used as the subject of this study. Such an availability of commercial media to students who are 100 per cent commuters suggested that their exposure to the city media would be greater than to the college media. As can be seen in Table 1, a significant number (92.4%) reported college media rather than city media as their main source of college news. As shown by Table 2, a chi square test showed no significant difference in the frequency with which freshmen, sophomores, graduates, or faculty reported college media or city media as their main source of news about the college. The above results might have been expected of the students, but they also applied to the graduates and the faculty. It was particularly surprising in the case of the graduates as they had been left the college for four months at the time they answered the questionnaire.

The results suggested that the subjects either did not expect the city media to carry college news, or the city newspapers, radio and TV did not carry much college news. If the latter is true, it would appear to require explanation, as the college is located in the city limits, serves city residents almost exclusively, and draws

Table 1

Percentage of college community who chose college media versus local commercial media as their more frequent source of college news

Medi a	N	Percentage	
College	1079	92.4%	
Local	88	7. 5%	
Total	1167	99 .9%	

 $\underline{x}^2 = 15.432$, $\underline{d} f = \underline{1}$, $\underline{p} < .001$

Percentage of college community, by group, who chose college media versus local commercial media as their more frequent source of college news

Media	Group								
	Freshmen		Sophomores		Graduates		Faculty		
	Percentage	N	Percentage	N	Percen tage	N	Percentage	N	
College	93.5%	803	90.3%	168	86.3%	57	89.4%	51	
Local	6.4%	55	9.6%	18	13.6%	9	10.5%	6	
Total	99•9%	858	99.9%	186	99.9%	66	99.9%	57	

 $\underline{x}^2 = 6.181, \quad \underline{df} = \underline{3} \quad \underline{p} < .05$

one-third of its operating costs from local taxes.

Most Frequently Used Local Media

As shown in Table 3, there were differences among the groups in the way they reported city media as a college news source. There is a lack of agreement among statisticians as to what constitutes a sufficient number of cases expected in a cell to fulfil the assumptions of chi square. For the purposes of this study the guidelines offered by Cochran have been followed. He states that if there are more than two rows or columns, and if fewer than 20 per cent of the cells should have an expected frequency of less than five, or if any cell should have an expected frequency of less than one, and if adjacent categories cannot be logically combined, the chi square is not appropriate. The small number of cases for the electronic media for some groups prevented meaningful use of the chi square test. 2 It was not appropriate to combine adjacent groups or items, and as an alternative, each group was considered independently, thus the data lent itself to testing by chi square. These results are shown in Table 1 in Appendix 'A'. As can be seen in each group, many more subjects reported newspapers than reported any other medium as their main source of college news. This is contrary to the national trend for general

¹W. G. Cochran, "Some Methods for Strengthening the Common Chi Square Tests," Biometrics, 10,p417.

Sciences, New York: McGraw Hill Book Company, 1956, p. 110.

Table 3

Percentage frequency of group choice of local commercial media

Media	Group							
	Freshmen		Sophomores		Graduates		Faculty	
	Percentage	N	Percentage	N	Percentage	N	Percentage	N
Newspapers	93.8%	7 92	84.6%	160	88.0%	59	92.9%	52
Radi o	5.7%	48	9.5%	18	7.4%	5	1.7%	1
Television	0.4%	4	5.9%	11	4.4%	3	5•3%	3
Total	99•9%	844	100.0%	189	99.8%	67	99•9%	56



news. More and more people appear to be looking to the electronic media rather than to newspapers as their main source of news. 1

Most Frequently Used College Media

The fact that so many subjects named college media in preference to local media naturally raised the question as to which medium was most frequently reported. Again, the newspaper was ahead of the other media. As can be seen in Table 4, more than 50 per cent in each group named the college newspaper as their most frequent source of college news; although, there was considerable difference in the way the college media were reported. Again, the small number of cases which showed for particular media (college radio and President's talks) prevented meaningful use of the chi square, nor was it appropriate to combine adjacent groups or items. As an alternative, therefore, each group was considered independently, and treated in this way, the date lent itself to testing by chi square. As seen in Table 5, the results were significant with the probability for all the groups less than .001 in the difference in frequency of mention of particular media. This indicates that there was a significant difference in the way they regarded the various media.

Referring again to Table 4, it can be seen that media other than newspapers were named fairly frequently. Student conversation was named by 28.8 per cent of the freshmen, 37.2 per cent of the sophomores.

¹ John H. Rider, "The Role of Electronic Newsmen: Oh, The Humanity!" The Quill, August, 1965, p. 18.

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Table 4

Percentage frequency of group choice of college media

Media								
	Freshmen		Sophomores		Graduates		Faculty	
	Percentag	ge N	Percentag	ge N	Percentag	ge N	Percentage	N
Student conversation	28.8%	249	37•2%	63	31.8%	21	7.0%	4
College newspaper	50.8%	438	50.8%	86	51.5%	34	50.8%	29
President's talks	1.3%	12	2.9%	5	0%	0	35.0%	20
Radi o	0.6%	6	3.5%	6	0%	0	0%	0
Bulletin boar	rd 18.2%	157	5•3%	9	16.6%	11	7.0%	4
Total	99•7%	862	99•7%	169	99•9%	66	99.8%	57

Table 5

Chi square result for each group showing significant difference in choice of college media

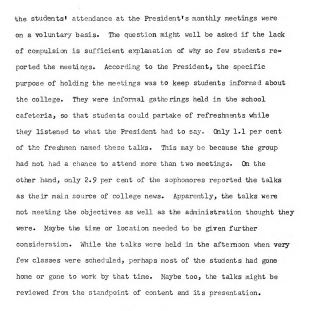
Group	<u>x</u> ²	<u>d f</u>	P
Freshmen	756.17	4	•001
Sophomores	170.41	4	•001
Graduate s	79.18	4	.001
Faculty	56•71	4	•001

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and 31.8 per cent of the graduates. That there should be such a large number of the sophomores who named this medium is understandable. Having been together through their freshman year, the upper classmen had had an opportunity to determine on whom they could rely for news from among their fellow students. In the case of the freshmen, however, they had been in college only about four weeks. The explanation for the freshmen might be that many of them had gone to the same high schools, and that their high school friendships had continued in college. Probably, more important, is whether the students with whom they conversed and from whom they obtained news were the same people who had supplied them with news in high school, and even earlier. In other words, are there particular people who might be identified as news disseminators even as children, and who continue to play this role as they grow older?

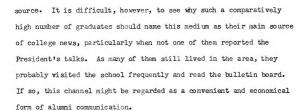
As can also be seen, more than 30 per cent of the graduates named student conversation as their first source of college news. This might mean that they had continued to maintain their college friendships after graduation, or that still living in the area served by the college, they obtained news from students who were still attending the college.

The responses which named the President's talks were much more frequent from the faculty (31.5 per cent) than from any of the student groups. This is understandable, as the faculty were required to attend a monthly meeting presided over by the President, whereas



Bulletin Board

As can be seen, 18.2 per cent of the freshmen named the bulletin board as their main source of college news. This might be a carryover from high school, where, having become accustomed to depending on this medium for news, they continued to regard it as their main



College Radio

Except for a few sophomores (3.5 per cent), this medium appeared to be completely disregarded as a source of college news. This was not because the college radio did not carry college news. Examination of the station's log and conversations with the station manager and faculty adviser, indicated that regular news broadcasts were given every hour on the hour between 2:00 P.M. and 7:00 P.M. and that every story about the college carried by the newspaper was also carried by the radio. Often, the radio was more up-to-date in its news reports than was the newspaper, as the newscasts were six times daily, whereas the newspaper was published only once a week.

Part of the explanation might be that the radio station operates on an FM wave length, and the students do not own FM radios. On the other hand, students might not tune in to FM stations, but prefer local AM stations which carry the type of programs they prefer. It could be that the only students who regarded the radio as their main source of news were those who work at the station, either as part

Media Consumption and Media Choice

The more a person uses a particular medium, overall, the more he might be inclined to depend on it as a source of specific news.

Marshall McCluhen of the University of Toronto has advanced the theory that some media involve their consumers far more than do others. Those media which involve consumers less, such as the print media, e.g. newspapers, he has designated as "hot" media. Those which provide a great deal of consumer involvement, such as the electronic media,

McCluhen has designated as "cool" media. It seemed reasonable to suggest that the subjects who reported themselves as frequent users of the cool media, or which entailed most involvement of the consumer, would be more likely to select as their main source of news the medium they most frequently used. Conversely, those subjects who said they were frequent users of the hot media, would be less likely to report

 $[\]mathbf{1}_{\text{Marshall}}$ McCluhen, <u>Understanding Media: The Extension of Man,</u> pp. 22-23.



the medium they most used as their main source of news. In other words, an attempt was made to find out if there was any relationship between a person's consumption of a medium and his selection of that medium as a source of college news.

Respondents were asked to indicate how frequently, in a typical week, they read a newspaper, listened to the radio, or watched television. The replies were divided for each group into high and low frequency, dependent in the case of newspaper reading on the number of days respondents indicated they regularly read a newspaper, and in the case of radio and television, dependent on the number of hours respondents said they spent regularly with these media. A basis of approximating the groups as equally as possible was established to try to provide a comparison across media, as there did not appear to be any reason for assuming that there was necessarily a relationship between the number of days a week a person said he read a newspaper and the amount of time he said he spent weekly listening to the radio or watching television. On the above basis, high and low frequency newspapers readers were designated according to whether they said they read a newspaper regularly every day in a typical week or less than every day. High and low frequency radio listeners and television watchers were designated as those who said they spent five hours or more weekly on each of these media for high, and those who said they spent less than five hours weekly for low. Significance was determined by a chi square test, except in those cases where there



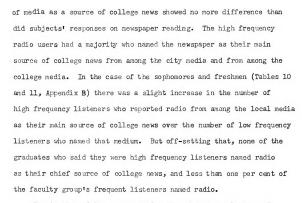
was an insufficient number of responses by a group for a particular medium, which prevented the result of a chi square test from being meaningful. As can be seen from an examination of Tables 2-25 in Appendix B, none of the groups showed a significant difference between the frequency of use of a particular medium and their choice of that medium as their main source of college news.

Newspaper Reading and Choice of Media

In the case of the subjects who said they read a newspaper every day, for example, in every group more than 80 per cent selected newpapers from among the local media as their most frequent source of college news. But this was also true of the respondents who said they were not everyday readers. Similarly, in their reporting of college media, the choices of the high frequency readers were little different from those of the low frequency readers. There was an exception in the case of the graduates (Table 8, Appendix B), of whom almost three times the number of high frequency readers selected the college newspaper than did the low frequency readers. In this case it was not appropriate to test by chi square, as none of the graduates reported either the President's talks or the college radio as their main source of college news. Thus the results shown could have been arrived at by chance, and had to be viewed with reservations.

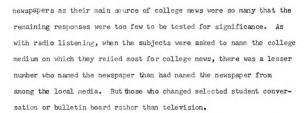
Radio and TV Usage and Choice of Media

The responses regarding use of the electronic media and choice



Examination of the responses for the subjects' selection of college media, as can be seen from Tables 19-22, shows many less responses which named the college newspaper against the number who had reported that medium from among the local media. However, the change was not to the electronic media but to student conversation and the bulletin board. In no case was there any appreciable difference between the high frequency listeners and low frequency listeners.

The data in Tables 18-21 (Appendix B) show that the choices of the frequent TV viewers were no different from those of frequent radio listeners. By chi square test none were significant. A look at Table 26 shows that in the case of the faculty's naming of the local media, the number of both high and low frequency viewers who named



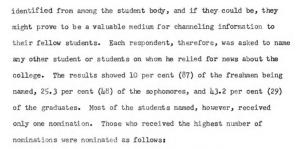
The data indicated a lack of relationship between the degree of use of a particular medium and its choice for college news. All groups reported the newspaper as the main source of college news. Irrespective of the medium usage being discussed, when subjects did not name the newspaper as their main source of college news, from among the college media, whether they had reported themselves as high or low consumers of a particular medium, they named as their chief source student conversation or the bulletin board, rather than the President's talks or the college radio.

Students As Information Sources

Carter and Sepulveda, when studying the use of mass media in South America, found certain people who could be designated as "opinion leaders," and they compared these with "opinion leaders" in the United States. 1 It was reasoned that "opinion leaders" might be

Hay E. Carter, Jr. and Orlando Sepulveda, "Some Patterns of Mass Media Usage in Santiago de Chile," <u>Journalism Quarterly</u>, Spring, 1964, pp. 216-22h.

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Sophomore #1 30 nominations
Sophomore #2 15 nominations
Sophomore #3 8 nominations
Freshman 5 nominations

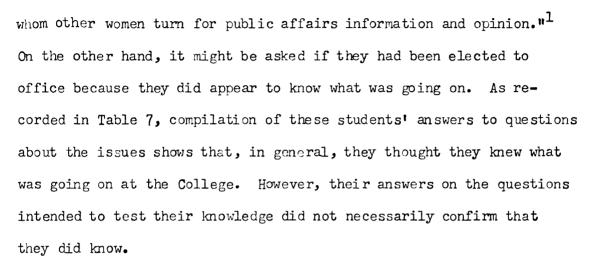
As can be seen in Table 6, the students who received most nominations had a number of characteristics in common. With one exception, they were all upper classmen, and the exception, a freshman, had the least number of nominations. They were all men, and all held a student office to which they had been elected by their fellow students. Because they were student officers, it could be reasoned that they were automatically identified as knowing more than the other students about what was going on at the College. If this was so, they could be likened to Katz and Lazarfeld's women public opinion leaders in public affairs. The latter were defined individually as "the woman who knows what is going on, the woman to

Table 6

Characteristics of students named by fellow students as sources of college news

Student	Sophomore #1	Sophomore #2	Sophomore #3	Freshman
Nominations	30	15	8	5
Age	23	22	26	23
GPA	2.0	2.0	2.0	*
Media preference	Local	College	College	College
College medi preference	a Radio	Newspaper	Newspaper	Newspaper
Frequency of media usage Newspaper		High	Hi gh	High
Radio	High	Low	Low	Low
TV	High	High	High	Low
No. of maga- zines read	3 - 4	1 - 2	2 - 3	1 - 2
regularly	3 - 4	1 - 2	2 - 3	1 - 2
Personal library book	More than s 500	100-200	100-200	Less than 50
Student office held	President Student Council	SGA President	Vice-President Sophomore Class	President Freshman Class
Military			•	
service	None	Navy	Ex-Army	None
Previous college				
experience	1 Year	None	l Year	None

^{*} This man had not been at the college long enough to have a GPA.



Knowledge of the increase in grade point average, for example, was non-existent in the case of two of them, and although the other two said they knew about the increase, they failed to select the right answer from among four alternatives. An explanation for this might be that their own GPA was not high, and this suggested that their main interest was something other than the academic area. However, these students did apparently frequently interact with a number of different other people, as on the issues about which they said they knew, all of them said they had discussed the issues with students, administrator, faculty member, and with a person outside the college.

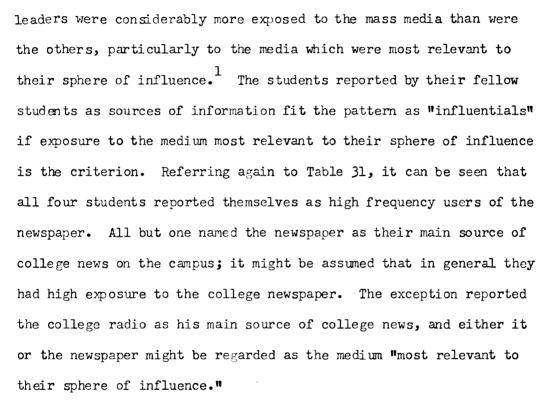
A number of studies, starting with the Lazarsfeld, Berelson, and Gaudet study of 1940, have confirmed that people named as "influentials" are no different from other people in social class, status, education, age, and the like. The main difference was that opinion

¹Katz and Lazarsfeld, pp. 271-272.

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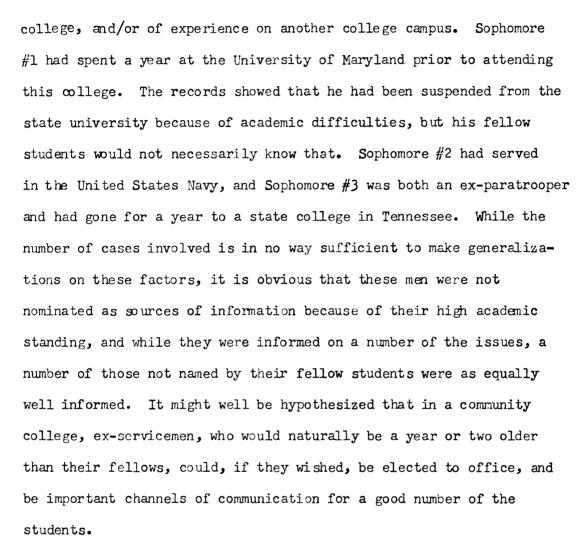
 $Table \ 7 \\$ Claim to knowledge of issues v knowledge as revealed by "influentials" in comparison with their fellow students

Issue	S.1	S.2	s.3	F.1	Percentage of general student body (N - 1051
Tuition increase:					
Said they knew	Yes	Yes	Yes	Yes	68.1%
Knew	Yes	No	No	Yes	27.7%
New Programs:					
Said they knew	Yes	Yes	Yes	Yes	77.5%
Knew	No	Yes	Yes	No	71.5%
GPA increase:					
Said they knew	Yes	Yes	No	No	47.8%
Knew	No	No	No	No	20.3%
New buildings:					
Said they knew	Yes	Yęs	Yes	Yes	92.3%
Knew	Yes	Yes	Yes	Yes	82.0%
Student activities:					
Said they knew	Yes	Yes	Yes	Yes	82.2%
Knew	Yes	Yes	Yes	Yes	73.3%



Measured by some of the other criteria which investigators have identified as being associated with "influentials," these men do not fit the pattern. In age, for example, all of them were one or more years older than the average of their classmates. While among older adults one or two years might not be regarded as important in the evaluation of a person's knowledge, in the case of college students, the fact that one of their number is "older" might well automatically imply that he should know more about what is going on in general. The same might also be said of the factor of experience other than

^{1&}lt;u>Ibid.</u>, pp. 32-33.



Meriting special discussion are the sophomore who received the highest number of nominations, and the freshman who was reported the least number of times, from among the four who might be classified as "influentials." The former is typical of the people who have been designated as "opinion leaders" by investigators in other studies, and the latter is typical, particularly in most of his mass media usage practices. Sophomore #1, who had twice as many

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nominations as any other student, was also one of the small group (9.8%) of the college community who reported local commercial rather than college media as his chief source of college news, and one of a small number (9.5%) who selected the radio as his chief source of college news on the campus. He also named himself as a high frequency television viewer and radio listener, and was one of the 6 per cent who claimed to have a personal library of more than 500 books. He also claimed to be a more frequent magazine reader than any of the other students named as a source of news by their fellow students.

By contrast, the only medium the freshman claimed to use frequently was the newspaper, and as his overall media preference was for college rather than local commercial media, he presumably meant the college newspaper. This man also said he was a low frequency user of both radio and television. He reported reading regularly as few magazines as any student, and has as few books in his personal library as any of the respondents. In his case, it does not look as if high media exposure was necessarily a deciding factor in his being named as a source of college news. A comparison of the number of nominations he received with the number received by Sophomore #1, suggests that there might be a relationship between the way a student reports himself as a consumer of the mass media and the degree to which he is regarded by his fellow students as a source of college news.

More specifically, it might be hypothesized that the more a student reports himself as a user of the mass media, the more likely he will

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be regarded as a source of information by his fellow students. If this were so, an administrator could identify the heavy mass media consumers and keep them supplied with frequent and accurate campus news. If such a channel of communication to the students could be established, it could, according to the findings of some investigators, be more effective than the mass media in keeping the students informed about the College. Klapper, for example states:

...face-to-face discourse is a more effective instrument of persuasion than the mass media because of certain characteristics deriving from the personal relationship involved.1

To return to the specific question as to whether or not particular students can be identified as sources of information about the College by their fellow students, the results of the current study indicated that there were such students on the campus of the College at which the study was conducted. A study of these individuals, who, as previously mentioned, could be termed "influentials," suggested that the way information flowed on the campus was in keeping with the "two-step" flow of communication found to operate in a number of communities. However, before such an assumption could be positively made, in view of the small number of students so identified, more research would have to be carried out.

¹Klapper, p. 1070.

²Op. cit., p. 32.

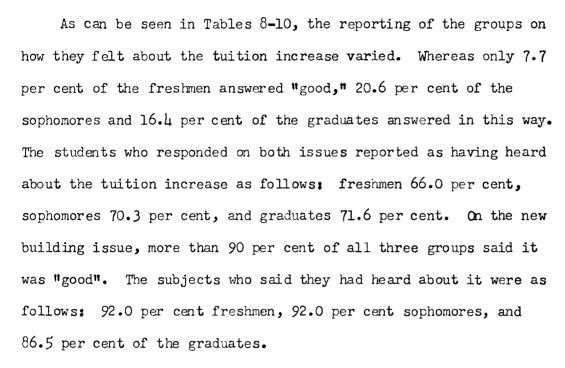
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Message Content and Its Relationship to Message Reception

Communications research has shown that "The Audience...exposes itself to what it wants to hear." Based on this assumption, it seemed reasonable to suggest that the students would be inclined to report that they had heard about an issue which they favored more than they would report having heard about an issue which they viewed with less favor. The subjects were asked to evaluate the tuition increase, the new programs, the increase in GPA, the new buildings, and student activities, as to which they regarded as "good," and which "bad." Cross tabulations were made to compare their answers with their answers as to whether or not they had heard about the issues.

In the case of the responses regarding new programs, increase in GPA, and student activities, it was difficult to make comparisons, as although the respondents in varying numbers reported particular items as "good," they were seemingly reluctant to say the issues were "bad." To provide a basis for comparison, and to try to answer the matter in question, the two issues of tuition increase and new buildings were selected as those which provided the most clear-cut data. These were compared on the basis of how many students reported them as "good" or "bad," and how many of those subjects reported having heard about them.

¹Howland, Janis, and Kelley, pp. 78-79.



To determine the significance of difference in the replies to the two questions, a McNemar test was administered for each of the groups. As can be seen in Tables 11-13, the reponses of both the freshmen and sophomores were significantly different in the way the students answered the question about tuition and the way they answered about the new buildings. As Table 38 shows, the graduates responses were only slightly different on the two questions.

The answers provided by the freshmen and sophomores suggested that the students were more likely to say they had heard about something they liked very much than about something they did not like as well. In the case of the graduates, the lack of significance in the differences in their answers, when one question was compared with another, suggested a neutral attitude on their part. They

Table 8

Freshmen replies on their attitude to two representative issues

	Tuition increase		New Buildin	New Buildings	
	Percentage	N	Percentage	N	
Said they had heard	66%	569	92.6%	7 99	
Said they had not heard	33%	285	5.6%	49	
Knew the answer	13.2%	114	71.1%	613	
Opinion of the issue:					
Good	7.7%	67	94•7%	817	
Neither good nor bad	9.1%	79	1.2%	11	
Bad	5.1%	44	.0%	1	
No opinion	15.7%	136	2.0%	18	
No answer	62.1%	53 5	1.7%	15	



Table 9

Sophomore replies on their attitude to two representative issues

	Tuition increase		New buildir	New buildings		
	Percentage	N	Percentage	N		
Said they had heard	70.3%	133	92.0%	174		
Said they had not heard	29.7%	56	8.0%	15		
Knew the answer	42.3%	80	82.5%	156		
Opinion of the issue:						
Good	20.6%	39	93.6%	177		
Neither good nor bad	25.3%	48	1.5%	3		
Bad	10.0%	19	2.6%	5		
No opinion	22.2%	4 2	1.0%	2		
No reply	21.6%	41	1.0%	2		

Table 10

Graduates replies on their attitude to two representative issues

	Tuition increase		New buildings	
	Percentage	N	Percentage	N
Said they had heard	71.6%	48	86.5%	57
Said they had not heard	28.3%	19	10.4%	10
Knew the answer	22.3%	15	77.6%	52
Opinion of the issue:				
Good	16.4%	11	92.5%	62
Neither good nor bad	26.8%	18	1.4%	1
Bad	8.9%	6	1.4%	1
No opinion	31.3%	21	.0%	0
No reply	16.4%	11	4.4%	3

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Comparison of freshmen responses to questions concerning knowledge of tuition increase and new buildings

YES

NO

Do you know about the tuition increase over last year which is in effect this fall?

NO YES

1474 269

37 10

Do you know what new buildings are currently being built on campus?

 $\underline{x}^2 = 442.911$ df = 1 p < .001

Table 12

Comparison of sophomore responses to questions concerning knowledge of tuition increase and new buildings

Do you know about the tuition increase over last year which is in effect this fall?

		NO	YES	
Do you know what new buildings are currently	YES	Ц7	123	
being built on campus?	NO	8	8	

 $\underline{x}^2 = 26.254$ $\underline{d} f = 1$ $\underline{p} < .001$

Comparison of graduate responses to questions concerning knowledge of tuition increase and new buildings

Do you know abou increase over la is in effect thi	ast year which
NO	YES

Do you know what new buildings are currently being built on campus?

YES

NO

12	ŀτ
7	7

$$\underline{x}^2 = .8421$$
 $\underline{d} f = 1$ $\underline{p} > .05$

would not be paying the increased tuition nor using the new buildings.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

The results of this study indicated that more than 90 per cent of the students, faculty, and recent graduates at a Community College in a large Eastern city depended on college media as their main source of news about their College, rather than on the commercial mass media. More than 50 per cent of the subjects said that from among five channels of communication on the campus the student newpaper was their main source of college news. From among the subjects who reported depending more on college media than on commercial media for news about the College, those who did not name the student newspaper named one of four other communication channels as their main source of college news. In their choice of the four other channels, however, there was a difference in ranking between the students and the faculty, taking the number of subjects who named a particular channel as the criterion for deciding the priority of ranking. Ranked in order by the students the four other channels were student conversation, bulletin board, President's talks, and the college radio. The faculty ranked the channels in the order of President's talks, bulletin board equally with student conversation, and the college radio.

Choice of College Versus Commercial Media

The percentage of students who named college media rather than

commercial media as their main source of college news suggested that the Community College students were similar in this respect to the students at a large Midwestern University. In an earlier study more than 90 per cent of the latter selected college media rather than commercial media as their main source of college news. 1 Most students might be expected to favor college media rather than commercial media as their main source of college news. However, in the case of the Community College students in this study it might have been expected that a higher percentage of students would have named the commercial mass media. All the students were commuters who lived in an area served by a variety of mass media, i.e. three metropolitan newspapers, three large television stations, and 12 radio stations, ten of which operate on both AM and FM frequencies. Living at home, the students might be expected to have had frequent exposure to all of these. It was known that all the city media carried regular news about the local community college. The college was the only one of its type within the city limits, and it received one-third of its operating revenue from city taxes. The majority of subjects in all the groups said they read a newspaper every day, and most of the students said they listened to the radio every day. In addition, the administration indicated that they regarded the commercial mass media as part of their regular method of keeping their students and

¹ Michigan State News Staff Bulletin, "Study of Michigan State News Readership," 1964, p. 7.

faculty informed about events at the college. This study, however, showed comparatively few of the college community who reported the city media as their main source of college news. Seeing that the administration were so confident that their communication via the commercial media was effective, and the majority of the students reported spending time each day as consumers of one or more of those media, it would be of value to the administrators for them to know why so few of the students and faculty regarded the city media as a main source of college news. The implication seemed to be that the students and faculty looked on the commercial mass media as a source of other than college news and/or as a source of entertainment. Knowledge of this situation might enable the administrators to develop ways of persuading the city media to more effectively communicate news about the college. It seems reasonable to suggest that the administrators might also thereby keep the public better informed about the College and thus increase, or at least maintain, the public's support to the greater benefit of the College.

As already mentioned, more than 90 per cent of the Community College students in this study and the students at a Midwestern University named college media rather than commercial media as their main source of college news. This was not because there was any lack of commercial media. In both areas there were available at least three metropolitan daily newspapers, a number of AM and FM radio stations, and three television stations. One reason for this

seemed to be that for the students and the faculty the college media appeared to be a more credible source then the commercial media as a purveyor of college news. This supposition is in keeping with the conclusion made by Hovland, Janis and Kelley that the publication or channel by which a message is transmitted could affect the impact of communication. They reported that in the publication of an article on whether or not a particular drug should continue to be sold without a doctor's prescription, a journal of biology and medicine was regarded as a high credibility source, whereas a mass circulation magazine had low credibility when it carried an article on the same topic. From this it might be hypothesized that the more specialized a channel of communication appears to be, the more credibility it will have for its audience. It might also be that students saw the college media as being nearer to the source than the commercial media appeared to be. The former were therefore viewed as being more trustworthy than the latter because to get to the former, the news did not have to pass through as many "hands" as it did to get to the commercial media. Thus, it might be hypothesized that the further news gets from its source, the less credible it becomes. The students might also have perceived the college media as free from control, whereas they did not know whether the commercial media were free or not. The latter may be perceived as having to please their owners and

¹Hovland, Janis and Kelley, p. 19.

advertisers. The college media such as the student newspaper and radio stations are seen by the students as being operated by their peers, or people who share the same interests as themselves. Seeing them thus, it seems reasonable to suggest that the students may have credited the college media with being more trustworthy for college news than would be media which are operated by people the students do not know.

The difference in the percentages of the groups who named newspapers from among the commercial mass media as their main source of college news suggested that the upper classmen had less confidence in the city newspapers than did the freshmen and the faculty. In comparing the student groups' responses, an explanation of their difference might be that whereas the freshmen expected the commercial newspapers to carry news about the college, experience had taught the sophomores not to have these expectations. On the other hand, the faculty members seemed to share the expectations of the freshmen in regarding the city newspapers as their main source of college news in comparison with the other commercial mass media. The graduates also had a higher percentage of their number who named the newspapers as their main source of college news than did the sophomores.

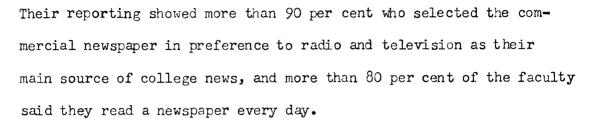
Schramm suggested that one of the reasons why people select particular media is in accord with "Kipf's principle of least effort." 1

Peterson, Theodore et. al., The Mass Media and Modern Society, New York: Holt, Rinehart and Winston, Inc., 1965, p. 136.

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According to this principle least effort is basic to all human action, and the chief factor in the selection of media is that of availability. In the case of the subjects in this study, this principle might or might not apply to their choice. The newspaper would most probably be available in their homes, but so would radio and television. This suggests that they named the newspaper because it was their main source of college news, and not because it was any more available than were the other commercial media. The differences among the student groups in the percentage of each group who selected the commercial newspaper as their main source of college news were not reflected in their reporting of their mass media consumption habits. A little more than 50 per cent of the freshmen said they read a newspaper every day in comparison with almost 70 per cent of the sophomores and more than 60 per cent of the graduates. From these differences in percentages it might be deduced that confidence in the newspaper as a source of college news was not related to the frequency of consumption. Although further research would be necessary to give validity to the assumption, it might be assumed that the extent of a student's confidence in the commercial newspaper as a source of college news is inversely proportional to his rate of consumption. In other words, those students who said they did least reading in the commercial newspapers were more likely to see those newspapers as a source of college news than those who reported reading the city newspapers more frequently. However, this assumption did not appear to be true in the case of the faculty.

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What was true of the subjects' reporting of the print medium was not true of the commercial radio or television. For all the groups not more than 30 per cent said they listened to the commercial radio more than ten hours in a typical week, and not more than ten per cent named that medium as their main source of college news. These results showed that the majority of both the students and the faculty members reported their radio listening time as considerably below the average time calculated for the average person in the United States. The latter figure is estimated to be about 147 minutes per day or about 17 hours per week.

Similarly in the case of television, not more than 20 per cent of any group reported watching television more than ten hours a week, and not more than 6 per cent of any group reported television as their main source of college news. It might be assumed that neither the students nor the faculty regarded the electronic media as an important source of college news because they neither watched television nor listened to the radio very much measured by the number of

¹R. H. Breskin Associates, "TV and Radio Consumption Survey," Broadcasting, 1966, Washington, D. C.: Broadcasting Publications, Inc., p. 24.

hours they reported spending in this activity each week.

The Student Newspaper

The newspaper was also the most frequently named from among the five college channels of communication. More than 50 per cent of all the groups named the student newspaper as their main source of college news. This result supports the conclusion made by Harrington in a study of junior college student newspapers that student newspapers can contribute successfully to the over-all purposes of the junior college. 1 What has been said above in positing reasons for the subjects' choice of college rather than the commercial media as their main source of college news applies specifically to the student newspaper. One reason for the students' apparent confidence in the student newspaper could be that the majority of them had only been graduated from high school less than two years. It seems reasonable to suggest that in high school the students would be more dependent on their student newspaper than on other channels for news of their school, and this habitual dependence on a particular news medium could well have carried over to when they became college students. Another factor could be that the student newspaper in question was supported entirely from funds provided from student activity fees, and as such might well be regarded by the students as their own particular medium.

¹John H. Harrington, "Criterion for Rating Junior College Student Newspaper," Junior College Journal, January, 1960, p. 255.

Further research might also reveal to what extent working on the newspaper gives status to students in the eyes of their fellow students. Klapper points out that a number of writers, such as Lazarsfeld and Merton, and Hovland, have observed the "helo" effect which the media confer on issues or personalities. To do this, the media have themselves to have prestige, and it seems reasonable to suggest that just as columnists in the commercial press, e.g. Lippman, Bishop, and Sevareid, develop as "prestige sources," working on the campus media might give those known to fill this role more prestige among the students than would otherwise be accorded to them.

The results do suggest that the student newspaper has high status for more than half of both the students and faculty as a main source of college news. This finding has important implications for the administration. It would appear worthwhile to determine if

¹ Joseph T. Klapper, The Effects of Mass Communication, Glencoe, Ill., pp. 104-105.

the newspaper might be further strengthened as a communication channel. Experimentation might show that more frequent publication would be advantageous, and provision might also be made to enable the students to have a larger newspaper than the four pages of which it presently consists.

More than 50 per cent of the recent graduates named the student newspaper as their main source of college news. The mailing list for the graduates showed that the majority of them still lived in the area served by the College, and obviously a number of them would see the newspaper through friends at the College. Further investigation might be worthwhile to see if the student newspaper would serve as a medium of communication with the alumni. If a significant number of them were interested in receiving the paper regularly, that might be an economical and effective way of keeping them informed about the College until a regular alumni organization with its own publication could be established.

The President's Talks

Two channels, the President's talks and the college radio should be of concern to the administration because of the small number of students who named the talks, and the small number of all the subjects who named the radio as their main source of college news. A little more than one per cent of the freshmen and less than three per cent of the sophomores named the talks as their main source of college news. According to the President, who personally delivered the talks,

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his sole objective in doing so was to provide the students with upto-date information about the College. The results suggested that the objective was not being attained. Further research would appear to be necessary to determine why the talks were not more popular. They were held in the cafeteria at three o'clock on one of the afternoons during the first week of each month. The gatherings were not formally structured in the sense of the students being required to sit in a particular group. The students were permitted to sit at the tables and consume food and beverages as was done on other days. Attendance was not compulsory, nor were the meetings restricted to any particular group of students. The talks were advertised ahead of time by notices posted on bulletin boards and by news announcements in the student newspaper and over the college radio. The number of students who attended the sessions was not known, and investigation revealed that it was difficult to determine who was in the cafeteria to hear the President's talks and who was there for cafeteria service. Further research would seem to be necessary to see how many students attend the meetings. Poor attendance could account for the lack of student responses which named this medium as their main source of college news. One factor which might also affect the attendance is the timing and the amount of publicity. The student newspaper is published each Friday noon. A meeting called for early the following week, and announced in the newspaper the previous Friday might fail to draw some students because they would not have had time to arrange

their schedule so that they could attend. Then, too, meetings held in mid-afternoon might be expected to be poorly attended on a campus where the students are commuters, and a considerable of them have employment outside the college. It seems reasonable to suggest that the students opinion might be sought as to the best time for the President to give the talks. There is also the point that providing the students with an opportunity to decide the time of the meetings might result in better attendance. Numerous studies have shown that when people have an opportunity to influence a decision, the people concerned are more likely to ensure that the decision works when it is put into practice. I

Previous research by a number of investigators has shown that face-to-face communication such as the President's talks can be more effective than the mass media because the former method involves a personal relationship which is not present in the latter. In the face-to-face type of communication more kinds of stimuli are brought into play, and these in turn activate more senses than are activated in other types of communication. The face-to-face method also provides immediate feedback for the communicator, who can thereby tell almost

Ronald F. Reid, <u>Introduction</u> to the Field of Speech, New York: Scott, Foresman and Company, 1965, p. 80.

2 Joseph T. Klapper, <u>Encyclopedia</u> of <u>Educational</u> Research, 3rd. Edition, 1960, p. 1078.

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immediately whether he is effectively communicating or not. 1

As has been pointed out, an important link in any communication chain is the communicator. Further research to examine the President as a communicator might explain why his talks were not named by more students as their main source of college news, when providing news about the College was the declared intention of the talks. It could be that as shown by Johnson et. al. in a study of speakers, the President may have voice disorders of which he is not aware, and these could adversely affect his ability to communicate effectively. Other physical characteristics, such as lack of height, have also been shown to affect an audience's willingness to take notice of what a speaker has to say. 2 One would suppose that as the chief administrator of the College the President would have credibility for the students, when credibility is defined as expertness and trustworthiness. Certainly to the students he should be better informed about the College than anyone else, and unless he has given them reasons not to trust him. by virtue of his office he should be regarded as trustworthy. On the point of trustworthiness, Kelmand and Hovland reported one investigation in which even when the sources were not trustworthy, it was found that over-all, the effect of a communication was in the direction indicated

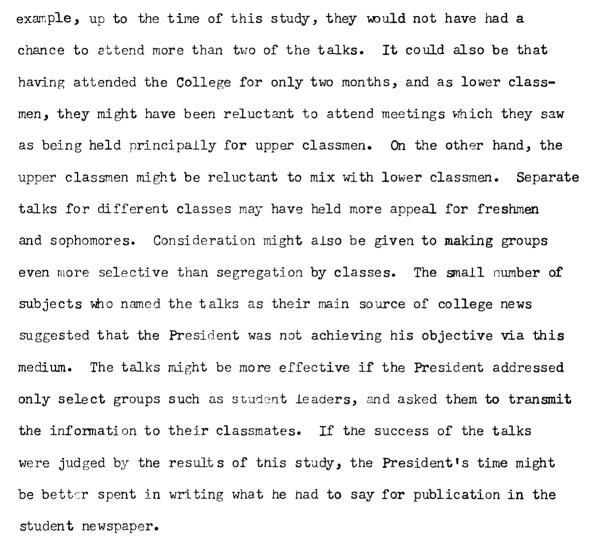
¹Bruce H. Westley and Malcolm S. MacLean, Jr., "A Conceptual Model for Communication Research," <u>Journalism Quarterly</u> (Winter 1957), p. 35, 2Wendell Johnson, "Speech and Personality", <u>The Communication of Ideas</u>, p. 61.

by the communicator. The trustworthiness of the communicator was apparently secondary to the content of the message, when the latter was of a nature which the audience believed to be worth knowing. On the other hand, in cases where the audience trusted the communicator but could not accept his message, they were inclined to dissociate the message from the communicator and attribute the source to someone else.

The present study indicated that only a few students thought of the President's talks as a main source of college news. The fact that in other situations face-to-face communication has proved to be an effective method of communication, being preferred even to the mass media, it would be valuable to the college administrators to experiment with a number of communicators. If the results of such research were to show a larger number of students naming the talks as the main source of college news when given by a person other than the President, this might indicate that the chief administrator should function as the source, but the talks should be given by a person such as the Dean of Students who might have had an opportunity to develop a closer relationship with the students.

The small number of students who named the President's talks as their main source of college news might also be caused by factors independent of the communicator. In the case of the freshmen, for

lCarl I. Hovland, Irving L. Janis, and Harold H. Kelley, "Credibility of the Communicator," <u>Dimensions in Communication</u> (Belmont, Cal. 1965), p. 103.



By contrast, the faculty ranked the President's talks second to the student newspaper according to the number (35.0%) who named this medium as their main source of college news. An explanation for the talks' comparatively high ranking by the faculty could be that they were referring to the talks given by the President at their monthly faculty meetings. Faculty members were obliged to attend these meetings, and although they also met in the cafeteria, the food.

service area was closed at that time, and their meetings were more structured than those held for students. It seems reasonable to suggest that the President's talks might be named by more students as their main source of college news if their meetings were more closely patterned on those of the faculty. Experimentation might show that compulsory attendance and more structure might help. Attendance might also be restricted to select groups. Thus the students might perceive attendance at the President's talks as a privilege rather than "something anyone could do." With regard to structure, those in attendance could be required to sit in rows rather than be scattered at tables, and cafeteria service be suspended as it is during faculty meetings. Research might also show that the content of the student talks and those given to the faculty was not the same exactly. The students were probably given news about the College, but it is possible that the President was accorded more credibility by the faculty because he discussed other matters with them in addition to the type of issues used in this study.

The College Radio

Having less status as the main source of college news than the President's talks was the college radio. Apart from a small number of sophomores (3.5%), almost none of the subjects named the latter medium. The majority of the students said they listened to radio for some part of every day, but the results did not suggest that they listened to the

college radio for news about the College. The station manager maintained that newscasts were broadcast hourly from 2:00 P.M. to 7:00 P.M. daily, and that these included all the news about the College which appeared in the student newspaper. The radio was also a studentoperated medium, but working at the station might enable a student to obtain academic credit, whereas work on the newspaper was voluntary. The results suggested that information should be obtained on how many students at the College listen to the college radio, and if they do not, the reasons why. The big difference between the number of students and faculty who named the student newspaper as their main source of college news and those who named the college radio calls for further research as to the reason. There was the fact that the college radio was an FM station, and it was not known how many students owned a radio capable of receiving this type of program. However, this information needs to be known, as much time and effort is expended each day in preparing programs specifically designed for student audiences. The content of the programs might also be investigated. It is possible that the students listened to the college radio for other than news of the College, but one would expect there to be more students than those who work at the station who would regard the college radio as their main source of college news, especially when newscasts were broadcast so frequently. One factor which additional research might determine is the status accorded the students who operate the radio station in comparison with that of the students who work on the news-

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If, as mentioned above, the media might confer status on those who work in them, it seems reasonable to question why one medium should apparently confer so much more status than another, if that is the situation. It should be of value to the administration to know if there is a relationship between the amount of credibility accorded to the students who work on a medium on a voluntary basis and that given to students who work on another medium for which they can earn academic credit. It could be that the voluntary workers were perceived by their peers as being more concerned about the interests of the students, whereas those working for credit were seen as self-interested. Experimentation might also determine the effect which would result from attempting to change the students' perception of the college radio by a deliberate effort to stress its function as a news medium. In the college catalog, for example, the radio's function is described as that of providing students in the Department of Speech, Radio and Television with training and experience in various aspects of programming and broadcasting. No reference is made to the radio as a news medium. Another factor which might cause the students to neglect the news function of the college radio was that the evening programs from 7:00 P.M. to 11:00 P.M. were designed primarily for broadcasting music and discussion programs for adults who live in the area served by the College. The above suggests that the college community had good reason to regard the college radio as more of an instructional and public relations medium than as a source of college news. This

fact could account for their failure to name this medium as their main source of college news. Perceiving the main purpose as that of instruction and public relations might also have affected the amount of credibility this medium was granted by the students as a source of college news. The student newspaper was maintained from student activity fees, but the perceived function of the college radio would be likely to suggest to the students that it was supported by funds from the college operating budget. This could mean that whereas the newspaper was viewed by the students as their "very own," the radio was thought of as belonging to the College. The radio would, therefore, be expected to carry news which was favorable to the College and ignore unfavorable news or present it in a manner as favorable to the College as possible.

Media Consumption and Media as Main Source of College News

Analysis of the subjects' responses to their media consumption habits, as might be expected, showed that some people spent more time as consumers of one medium than of another. It was thought that if a person seemed to favor a particular medium, his preference might influence his choice of that medium as his main source of college news. The results indicated that there was no significant relationship between the frequency of a medium's consumption and the selection of that medium as a main source of college news. The college newspaper as the main source of college news was named by the majority of those subjects who did not claim to be frequent newspaper readers just as

Student Conversation

Named as their main source of college news by approximately onethird of each of the student groups student conversation was ranked
as second to the college newspaper. This finding supported a number
of previous studies which have shown person-to-person communication
to be an important medium in the transmission of news, in some cases
proving to be even more effective than communication by the mass media.

Katz suggests that the effectiveness of person-to-person communication
might be because via this medium people are not only induced to perform
a variety of activities by what they hear or see, but they are also
influenced by interpersonal relations. In the case of the mass media
the personal contact by the communicator is not present.
For the

lElihu Katz, "The Diffusion of New Ideas and Practices," The Science of Human Communication, p. 82.
Zelihu Katz and Paul F. Lazarsfeld, Personal Influence, p. 85.

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Student "Influentials"

A number of studies have shown that in person-to-person communication particular people have been identified as regular sources of information. 1 When asked to name a fellow student or students to whom

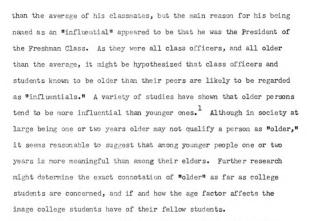
¹Katz and Lazarsfeld, p. 32.

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they looked for information about the College, ten per cent of the freshmen. 25.3 per cent of the sophomores, and 43.2 per cent of the graduates were so named. However, most of the nominees received only one nomination, and only four students, three sophomores and one freshman, received five or more nominations. Ranked according to the number of students who named them were Sophomore #1 with 30 nominations, Sophomore #2 with 12 nominations, Sophomore #3 with eight nominations, and a freshman with five nominations. An examination of these students showed that they held a number of characteristics in common. They were all male; three out of the four were sophomores, and all four held an elective student office. As student officers they could be expected to know more than their fellow students about what was going on at the College. A look at their responses, however, suggested that these students were probably thought of as knowing what was going on more than they actually knew. Two of them, for example, said they did not know about the increase in grade point average, and although the other two said they knew about the increase, they failed to select the right answer from among four alternatives. All four of these students said they knew about the other four issues, and were able to give the correct answer for two of the issues, but each of them answered incorrectly on one of the other two. However, their replies indicated that these students did interact frequently with a variety of other people, as each of them said that they had discussed with students. an administrator, a faculty member, and a person outside the college

Although the students identified as sources of information by a number of other students did not have all the characteristics seemingly possessed by "influentials" in other studies, they had most of them, and could be said to fit the pattern more than not fit it. A number of studies have suggested that "influentials" are no different from those they influence in social class, status, education, and age. The student "influentials" were of the same social class as their fellow students, although as student office holders, they could be said to hold higher status than other students on the campus. In education they were no more advanced than the majority, none of them having higher than a 2.0 average grade point. However, they were all one or more years older than the average of their classmates. Before attending this college, the sophomore "influentials" had each had experience which would not have been shared by many of their fellow students. One of them had attended another college, another had served in the U. S. Navy, and a third had both served in the Marine Corps and attended another college. From this it might be hypothesized that students seen as having broader experience than their fellows are likely to be regarded as "influentials" by the latter. On the other hand, the freshman among the group did not appear to have had this extra experience. He was one year older

¹Katz and Lazarsfeld, pp. 231-233.



Although the student "influentials" did not have all the characteristics identified for "influentials" in previous studies, their responses regarding their mass media consumption suggested that they followed the pattern in their media exposure. Previous studies have shown that opinion leaders are considerably more exposed to the mass media than are those they influence, particularly to those media which are relevant to the leaders' sphere of influence. 2 All of the student "influentials" reported themselves as high frequency newspaper

¹Hovland, Janis and Kelley, p. 49. 2Katz and Lazarsfeld, p. 32.

• . . • • . readers. The student, nominated by twice as many students as any of the others, said he was a frequent consumer of newspapers, radio, and television. This student was also a frequent magazine reader and said he had a large personal library. He was also one of the small number who said he regarded the city media rather than the college media as his main source of college news. One case cannot be regarded as providing conclusive evidence, but further research in this area might justify developing the hypothesis that students who are high frequency consumers of a multiple of the mass media would be perceived as being better informed generally than those who are not heavy media consumers.

In contrast to the most frequently named student, the student "influential" who indicated that the college newspaper was the only medium he spent time on frequently was named by only five students as their main source of college news. It might, therefore, be suggested that this student's relatively low rate of media consumption resulted in his being regarded by only a few students as a source of information. In the case of the other three student "influentials," their responses regarding mass media usage suggested that on the campus the flow of information followed the "two-step" pattern traced by a number of investigators, whereby "influentials" obtained information by heavy exposure to the mass media, and then passed it on through interaction with their fellows. 1

^{1&}lt;sub>Op. cit.</sub>

As the above discussion indicates, the results of this study showed that there are "influentials" among the student body on whom a number of other students depend to be kept informed about what is going on on the campus. These students were student officers, and this raises the question as to whether they had been elected to office because they were "influentials," and viewed by their peers as being better informed than their fellow students, or were they thought to be better informed because they were student officers. Further research might identify students who are naturally more curious about what is going on than their fellows, and as such are regarded as "natural" information sources. Such might be the case with the student "influentials" identified. It might be found, for example, that when these men were children in grade school and secondary school they were regarded as sources of information for the other children. Then when they became college students they continued to follow their normal behavioral pattern as information transmitters.

That there are "influentials" on the campus is important knowledge for the members of the administration, especially as person-to-person communication appeared to be regarded by so many students as their main source of college news. As student officers these "influentials" should be better informed than their fellow students, but the administrators should ensure that students so identified are supplied with specific and accurate information about what is going on, and make themselves available to these students at regular times. These

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students may already function as sources of information to the administrators on such matters as student opinion in general, or on particular issues. One factor which should be guarded against is that the students identified as "influentials" should not, when encouraged to function as a two-way communication medium, i.e. from administration to students and vice versa, be put in danger of being regarded as acting for the administration. The slightest suspicion aroused in the student body that their "influentials" were not identifying solely with student interests would destroy the opportunity for the student "influentials" to function as channels of communication in any direction.

The Bulletin Board

The bulletin board was an additional visual medium of communication which although not named by many of the upper classmen, appeared to be important for more than 18 per cent of the freshmen. As high school students, the freshmen may have come to regard this medium as their main source of news about the school, and when they became college students have continued to check the bulletin board regularly. That the bulletin board can be an important means of communication has been shown by a number of studies, although it appears to be regarded more as a source of corroborating other media rather than as a main channel. Further research might indicate whether it is being

¹Scott M. Cutlip and Allen H. Center, Effective Public Relations, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955, p. 145.

Such factors as its location, size, and appearance are known to affect its effectiveness. Although it can be effective, if its importance is recognized, and it is kept up-to-date, the bulletin board might quickly lose its effectiveness if it is permitted to become cluttered as a catch-all for trivia as well as for important announcements. Research would be worthwhile to find the best location on the campus, i.e. where student traffic is heaviest, and the most effective duration of exposure for announcements. This medium has obvious limitations such as space and the number of people who can view it at one time. In consequence messages have to be brief, and they have to be superior from a visual standpoint. However, the bulletin board can serve a valuable function in carrying information which directs people's attention to other sources of information rather than itself present the information.

"Pleasant" Versus "Unpleasant" Messages

The results of this study suggested that the students were inclined to say they had heard about an issue which they favored more than they would about an issue they viewed with less favor, providing the issues were regarded by them as significant. Out of five issues, i.e. new programs, increase in GPA, student activities, tuition increase, and new buildings, the students in varying numbers said they thought the issues were "good," but they were seemingly reluctant to say they were "bad." The two issues of tuition increase and new buildings drew

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more clear-cut responses than did the others. In the case of the former issue less than eight per cent of the freshmen and a little over 20 per cent of the sophomores said they thought this was "good," and more than 90 per cent of all the student groups said they thought the new buildings were "good." Against these responses, of the students who responded on both issues, whereas 66.0 per cent of the freshmen and 70.3 per cent of the sophomores said they had heard about the tuition increase, 92.0 per cent of both groups said they had heard about the new buildings. In the case of the recent graduates, there was no significant difference in the responses to either of the issues. This might be interpreted as a neutral attitude on their part, as they would not be paying the increased tuition nor would they have an opportunity to use the new buildings as students.

In view of the reluctance of the students to provide clear-cut answers on the issues used in this study, it cannot be said conclusive-ly that they were inclined to say they remembered the messages they favored more than those they did not regard so favorably. To determine such an assertion would appear to demand issues on which the students have specific opinions, such as whether or not football should be abolished, or whether women should be allowed on the campus.

In general, the study provided answers as follows: the students and faculty members of the Community College studied depended on college media rather than city media for their news about the College. From among the city media, most of the college community reported

depending on commercial newspapers rather than on radio and television as their main source of college news. On the campus, although the student newspaper was named as the main source of college news for both the students and the faculty, the two groups differed in the number of them who named four other media as their main source of college news. After the student newspaper the students named student conversation, bulletin board, President's talks, and the college radio, in that order. The faculty ranked the President's talks as second to the newspaper, and an equal number of them named student conversation as named the bulletin board. None of the faculty named the college radio as their main source of college news. There was no apparent relationship between the media which were reported as the most frequently used and the choice of those media as the most frequent source of college news. Particular students were identified as "influentials" in that they were most frequently named as regular sources of college news for their fellow students. It appeared, too, that through the latter, communication on the campus followed the "two-step" pattern identified by Katz and Lazarsfeld and others. 1

A small degree of relationship was noted between students admitting having heard of an issue and the degree of favor with which they regarded the content of a message about the issue.

^{1&}lt;u>op</u>. cit.



APPENDIX A

Baltimore Junior College 2901 Liberty Heights Baltimore Maryland 21215

September, 1964

Dear Colleague:

Your cooperation is requested. The accompanying questionnaire has been designed by Mr. Vernon Wanty, a Kellogg Fellow from Michigan State University, who is doing a study of communication flow at BJC.

Mr. Wanty will hand the questionnaire to you personally, and I would appreciate it if you would let him know when he can pick it up from you completed.

It is hoped that the results might show ways in which information about our institution might be better disseminated.

Sincerely,

Harry Bard



Baltimore Junior College 2901 Liberty Heights Baltimore Maryland 21215

October, 1964

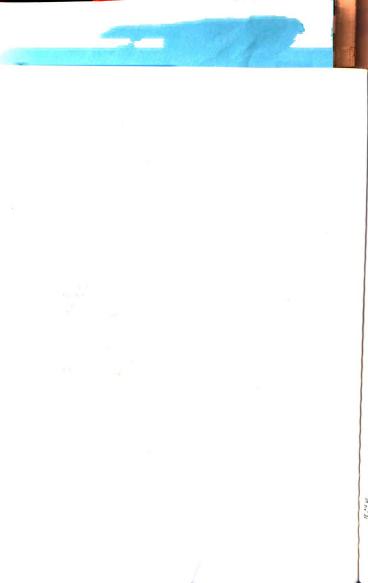
Dear Alumnus:

By now, you will I hope, be involved in a job or in furthering your formal education. As you know, we at BJC are constantly striving to improve all facets of our program. The enclosed questionnaire, as you will see from the cover sheet, is designed to give us information which we hope will show us how to improve the ways in which we let people know what is going on at the college.

Your cooperation is requested. Would you please complete the questionnaire by marking with a pencil the appropriate spaces on the blue answer sheet? After completion, would you then return only the blue answer sheet in the stamped, addressed envelope?

Sincerely,

Harry Baro





WHAT DO YOU KNOW ABOUT BJC?

How do college people learn about what's going on on their campus? No one seems to know specifically. Your answers to the following questions will show how you heard about particular activities at BJC.

Please answer every question, WRITING ONLY ON THE ANSWER SHEET. Machine scoring techniques will be used, and all replies will, of course, be regarded as confidential. If your answer sheet is not carefully and completely filled in, we will not be able to use your responses.

On the answer sheet where it says "Name", please PRINT your name. Where it says "School", please print the name of the last high school you attended, and include the city in which it is located. Where it says "l" underneath "School", please place the letter "W" if you intend to get a full-time job after grad-immediately after leaving BJC; if you intend to transfer to an other institution/uation from BJC, please put the letter "C". Also, give in the appropriate places, date of birth, age, and sex. In the "Grade or Class" space please mark "F" if you are a freshman (0-30 hours), "S" if you are a sophomore (30-60 hours), and "Sp" if you are a special student, not in either of these categories. Leave blank spaces where it says "Instructor", "Name of test", and "Part",

DIRECTIONS FOR THE QUESTIONNAIRE

Each of the questions below is followed by suggested answers. You are to decide which one of the answers you should choose.

You must mark all of your answers on the separate answer sheet. The question booklet is not to be marked in any way. You must mark your answer sheet by blackening the block having the same question number and letter as the answer you have chosen.

Example:

SAMPLE QUESTION

- A. In my opinion the "Beetles" are:
 - A-1 Good
 - A-2 Neither Good nor Bad
 - A-3 Bad
 - A-4 No opinion

SAMPLE ANSWER SHEET

. 1 2 3 4 5

Make your answer marks heavy and black. Mark only one answer for each question. If you change your mind about an answer, be sure to erase after first marking the correction.



```
I OF THE FOLLOWING LOCAL MEDIA, MARK ON THE ANSWER SHEET
  THE ONE FROM WHICH YOU GET MOST NEWS ABOUT BJC:
```

- 1-1 NEWSPAPERS
- 1-2 RADIO
- 1-3 TV
- 2. OF THE FOLLOWING LOCAL MEDIA. MARK ON THE ANSWER SHEET THE ONE FROM WHICH YOU GET LEAST NEWS ABOUT BJC:
 - 2-1 NEWSPAPERS
 - 2-2 RADIO
 - 2-3 TV
- 3. OF THE FOLLOWING COLLEGE MEDIA. MARK ON THE ANSWER SHEET THE ONE FROM WHICH YOU GET MOST NEWS ABOUT BJC:
 - 3-1 STUDENTS CONVERSATION
 - 3-2 COLLEGE NEWSPAPER
 - 3-3 PRESIDENT BARD'S TALKS 3-5 BULLETIN BOARD
 - 3-4 COLLEGE RADIO
- 4. OF THE FOLLOWING MEDIA, MARK ON THE ANSWER SHEET
 - THE ONE FROM WHICH YOU GET LEAST NEWS ABOUT BJC: 4-1 STUDENTS! CONVERSATION

 - 4-5 BULLETIN BOARD 4-2 COLLEGE NEWSPAPER
 - 4-3 PRESIDENT BARD'S TALKS
 - 4-4 COLLEGE RADIO
- 5. MARK ON YOUR ANSWER SHEET WHICH NEWS SOURCES PROVIDE YOU WITH MOST INFORMATION ABOUT BJC:
 - 5-1 LOCAL MEDIA
 - 5-2 COLLEGE MEDIA
- 6. HOW MANY MAGAZINES DO YOU READ REGULARLY?
 - 6-1 ONE OR TWO
 - 6-2 THREE OR FOUR
 - 6-3 FOUR OR FIVE 6-4 FIVE OR SIX
 - 6-5 SIX OR MORE
- 7. DURING A TYPICAL WEEK, I READ LOCAL NEWSPAPERS THE FOLLOWING NUMBER OF DAYS:
 - 7-1 ONE TO TWO
 - 7-2 THREE TO FOUR
 - 7-3 FIVE TO SIX
 - 7-4 SEVEN
 - 7-5 NONE OF THESE
- 8. ON THE AVERAGE, HOW MANY DAYS A WEEK DO YOU WATCH TY?
 - 8-1 ONE TO TWO
 - 8-2 THREE TO FOUR
 - 8-3 FIVE TO SIX
 - 8-4 SEVEN
 - 8-5 NONE OF THESE
- 9. HOW MANY HOURS A WEEK WOULD YOU ESTIMATE THIS TO BE?
 - 9-1 LESS THAN ONE HOUR A WEEK
 - 9-2 ONE TO FIVE
 - 9-3 FIVE TO TEN
 - 9-4 MORE THAN TEN
 - 9-5 NONE OF THESE

- 10. ON THE AVERAGE, HOW MANY DAYS A WEEK DO YOU LISTEN TO PARIO?
 - 10-1 ONE TO TWO
 - 10-2 THREE TO FOUR
 - 10-3 FIVE TO SIX 10-4 SEVEN
 - 10-5 NONE OF THESE
- II. HOW MANY HOURS A WEEK DO YOU ESTIMATE THIS TO BE?
 - 11-1 LESS THAN ONE HOUR A WEEK
 - 11-2 ONE TO FIVE
 - 11-3 FIVE TO TEN
 - 11-4 MORE THAN TEN 11-5 NONE OF THESE
- 12. ABOUT HOW MANY BOOKS DO YOU NOW HAVE IN YOUR
 - PERSONAL LIBRARY? 12-1 LESS THAN FIFTY
 - 12-2 50-100
 - 12-3 100 200
 - 12-4 200 500
 - 12-5 MORE THAN 500
- 13. DO YOU KNOW ABOUT THE TUITION INCREASE OVER LAST YEAR THAT IS IN EFFECT THIS FALL?
 - 13-1 YES
 - 13-2 NO

IF YOUR ANSWER IS NO, SKIP TO QUESTION 29

- 14. HOW DID YOU FIRST HEAR ABOUT THE TUITION INCREASE?
 - 14-1 STUDENT CONVERSATION
 - 14-2 PRESIDENT BARD'S TALKS 14-3 COLLEGE NEWSPAPER
 - 14-4 COLLEGE RADIO
 - 14-5 NONE OF THESE
- 15. HOW DID YOU FIRST HEAR ABOUT THE TUITION INCREASE?
 - 15-1 LOCAL NEWSPAPER
 - 15-2 LOCAL RADIO
 - 15-3 LOCAL TV
 - 15-4 PERSON OUTSIDE THE COLLEGE
 - 15-5 NONE OF THESE
- 16. HOW DID YOU FIRST HEAR ABOUT THE TUITION INCREASE? 16-1 FACULTY MEMBER

 - 16-2 DEAN OR OTHER ADMINISTRATOR
 - 16-3 LETTER FROM THE COLLEGE 16-4 COLLEGE BULLETIN BOARD
 - 16-5 NONE OF THESE
- 17. DID YOUR FIRST SOURCE SUGGEST THE TUITION INCREASE TO BE:
 - 17-1 GOOD
 - 17-2 INDIFFERENT
 - 17-3 BAD
 - 17-4 NO OPINION

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111
SHEET - 2
                                                              26. IF YES, WITH WHAT KIND OF PERSON DID YOU DISCUSS
18. WHEN DID YOU FIRST HEAR ABOUT THE TUITION INCREASE?
    18-1 LAST FALL SEMESTER
                                                                   THE TUITION INCREASE:
                                                                   26-1 STUDENT
    18-2 LAST SPRING SEMESTER
                                                                   26-2 ADMINISTRATOR
    18-3 LAST SUMMER SESSION
    18-4 NONE OF THESE
                                                                   26-3 FACULTY MEMBER
                                                                   26-4 PERSON OUTSIDE THE COLLEGE
19. SINCE YOU FIRST HEARD, HAVE YOU HEARD ANYTHING MORE
                                                                   26-5 NONE OF THESE
    ABOUT THE TUITION INCREASE?
     19-1 YES
                                                              27. HOW MUCH IS THE TUITION INCREASE PER SEMESTER?
    19-2 NO
                                                                   27-1 $2.50
                                                                   27-2 $12.50
20. HAVE YOU HEARD MORE ABOUT THE TUITION INCREASE FROM:
                                                                   27-3 $10.00
     20-1 STUDENT CONVERSATION
                                                                   27-4 $15.00
    20-2 PRESIDENT BARDOS TALKS
                                                                   27-5 DON'T KNOW
    20-3 COLLEGE NEWSPAPER
                                                              28. IN YOUR OPINION, IS THE TUITION INCREASE:
    20-4 COLLEGE RADIO
                                                                   28-1 GOOD
    20-5 NONE OF THESE
                                                                   28-2 NEITHER GOOD NOR BAD
21. HAVE YOU HEARD MORE ABOUT THE TUITION INCREASE FROM:
                                                                   28-3 BAD
                                                                   28-4 NO OPINION
    21-1 LOCAL NEWSPAPER
    21-2 LOCAL RADIO
                                                              29. HAVE YOU HEARD ABOUT THE NEW PROGRAMS THAT WILL
    21-3 LOCAL TV
    21-4 PERSON OUTBIDE THE COLLEGE
                                                                   AVAILABLE AT THE COLLEGE SOON?
    21-5 NONE OF THESE
                                                                   29-1 YES
                                                                   29-2 NO
22. HAVE YOU HEARD MORE ABOUT THE TUITION INCREASE FROM:
                                                              30. HOW DID YOU FIRST HEAR ABOUT THE NEW PROGRAMS?
    22-1 FACULTY MEMBER
    22-2 DEAN OR OTHER ADMINISTRATOR
                                                                   30-1 STUDENT CONVERSATION
                                                                   30-2 PRESIDENT BARD'S TALKS
    22-3 LETTER FROM THE COLLEGE
                                                                   30-3 COLLEGE NEWSPAPER
    22-4 COLLEGE BULLETIN BOARD
                                                                   30-4 COLLEGE RADIO
    22-5 NONE OF THESE
                                                                   30-5 NONE OF THESE
                                                                   HOW DID YOU FIRST HEAR ABOUT THE NEW PROGRAMS?
23. DID YOUR SECOND SOURCE SUGGEST THE TUITION INCREASE
                                                              31. 31-1 LOCAL NEWSPAPER
    TO RET
                                                                   31-2 LOCAL RADIO
    23-2 INDIFFERENT (NEITHER GOOD OR BAD)
                                                                   31-3 LOCAL TV
                                                                   31-4 PERSON OUTSIDE THE COLLEGE
     23-3 BAD
    23-4 NO OPINION
                                                                   31-5 NONE OF THESE
                                                              32. HOW DID YOU FIRST HEAR ABOUT THE NEW PROGRAMS?
24. HAVE YOU DISCUSSED THE TUITION INCREASE WITH OTHER
    PEOPLE?
                                                                   32-1 FACULTY MEMBER
                                                                   32-2 DEAN OR OTHER ADMINISTRATOR
    24-1 YES
    24-2 NO
                                                                   32-3 LETTER FROM THE COLLEGE
                                                                   32-4 COLLEGE BULLETIN BOARD
25. IF YES, GIVE DEGREE OF COMMUNICATION:
                                                                   32-5 NONE OF THESE
    25-1 A GREAT DEAL
                                                              33. DID YOUR FIRST SOURCE SUGGEST THE NEW PROGRAMS TO
    25-2 SOME
    25-3 A LITTLE
                                                                   33-I GOOD
    25-4 NOT AT ALL
                                                                   33-2 NEITHER GOOD NOR BAD
                                                                   33-3 BAD
                                                                   33-4 NO OPINION
                                                              34. WHEN DID YOU FIRST HEAR ABOUT THE NEW PROGRAMS!
                                                                   34-1 LAST FALL SEMESTER
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34-2 LAST SPRING SEMESTER 34-3 LAST SUMMER SESSION 34-4 NONE OF THESE

NECEST THE 181 BAD

ER STER 51 ON

R MOUT THE 1818 43-2 AUTOMECHANICS 43-3 PRACTICAL NURSING 43-4 URBAN RENEWAL

35. SINCE YOU FIRST HEARD, HAVE YOU HEARD ANYTHING MORE ABOUT THE NEW PROGRAMS? 35-1 YES 35-2 NO

36. HAVE YOU HEARD MORE ABOUT THE NEW PROGRAMS FROM: 36-1 STUDENT CONVERSATION 36-2 PRESIDENT BARD'S TALKS 36-3 COLLEGE NEWSPAPER

36-4 COLLEGE RADIO 36-5 NONE OF THESE 37. HAVE YOU HEARD MORE ABOUT THE NEW PROGRAMS FROM:

37-1 LOCAL NEWSPAPER 37-2 LOCAL RADIO 37-3 LOCAL TV 37-4 PERSON OUTSIDE THE COLLEGE

37-5 NONE OF THESE

38. HAVE YOU HEARD MORE ABOUT THE NEW PROGRAMS FROM: 38-1 FACULTY MEMBER 38-2 DEAN OR OTHER ADMINISTRATOR 38-3 LETTER FROM THE COLLEGE

38-4 COLLEGE BULLETIN BOARD 38-5 NONE OF THESE 39. DID YOUR SECOND SOURCE SUGGEST THE NEW PROGRAMS TO BE:

39-1 GOOD

39-2 NEITHER GOOD NOR BAD 39-3 BAD 39-4 NO OPINION

40. HAVE YOU DISCUSSED THE NEW PROGRAMS WITH OTHER PEOPLE? 40-1 YES 40-2 NO

4L. IF YES, GIVE DEGREE OF COMMUNICATION: 41-1 A GREAT DEAL

41-2 SOME 41-3 A LITTLE 41-4 NOT AT ALL

42. IF YES, WITH WHAT KIND OF PERSON DID YOU DISCUSS THE NEW PROGRAMS?

42-1 STUDENT 42-2 ADMINISTRATOR 42-3 FACULTY MEMBER 42-4 PERSON OUTSI DE THE COLLEGE 42-5 NONE OF THESE

43. MARK ON YOUR ANSWER SHEET ANY OF THE FOLLOWING THAT YOU RECOGNIZE AS NEW PROGRAMS: THAT ARE BEING OFFERED: 43-1 BUILDING PRACTICE

44. HAVE YOU HEARD ABOUT THE CHANGE IN GRADE POINT AVERAGE THAT HAS RECENTLY BECOME EFFECTIVE? 44-1 YES 44-2 NO

45. HOW DID YOU FIRST HEAR ABOUT THIS CHANGE? 45-1 STUDENT CONVERSATION 45-2 PRESIDENT BARDIS TALKS 45-3 COLLEGE NEWSPAPER 45-4 COLLEGE RADIO

45-5 NONE OF THESE 46. HOW DID YOU FIRST HEAR ABOUT THIS CHANGE? 46-1 LOCAL NEWSPAPER

46-2 LOCAL RADIO 46-3 LOCAL TV 46-4 PERSON OUTSIDE THE COLLEGE 46-5 NONE OF THESE

47. HOW DID YOU FIRST HEAR ABOUT THIS CHANGE? 47-1 FACULTY MEMBER 47-2 DEAN OR OTHER ADMINISTRATOR 47-3 LETTER FROM THE COLLEGE

47-4 COLLEGE BULLETIN BOARD 47-5 NONE OF THESE 48. DID YOUR FIRST SOURCE SUGGEST THE CHANGE IN GRADE POINT AVERAGE TO BE:

48-2 NEITHER GOOD NOR BAD 48-3 BAD 48-4 NO OPINION

49-9 LAST SUMMER SESSION

48-1 GOOD

49. WHEN DID YOU FIRST HEAR ABOUT THE CHANGE IN GRADE POINT AVERAGE? 49-1 LAST FALL SEMESTER 49-2 LAST SPRING SEMESTER

49-4 NONE OF THESE 50. SINCE YOU FIRST HEARD, HAVE YOU HEARD ANYTHING MORE ABOUT THE CHANGE IN GRADE POINT AVERAGE?

50-1 YES 50-2 NO 51. HAVE YOU HEARD MORE ABOUT THE CHANGE IN GRADE POINT

AVERAGE FROM: 51-1 STUDENT CONVERSATION 51-2 PRESIDENT BARD'S TALKS

51-3 COLLEGE NEWSPAPER 51-4 COLLEGE RADIO 51-5 NONE OF THESE

52. HAVE YOU HEARD MORE ABOUT THE CHANGE IN GRADE POINT AVERAGE FROM: 52-1 LOCAL NEWSPAPER

52-2 LOCAL RADIO 52-3 LOCAL TV 52-4 PERSON OUTSIDE THE COLLEGE 52-5 NONE OF THESE

SHEET 4

- 53. SINCE YOU FIRST HEARD, HAVE YOU HEARD MORE ABOUT THE CHANGE IN GRADE POINT AVERAGE FROM:
 - 53-1 FACULTY MEMBER
 - 53-2 DEAN OR OTHER ADMINISTRATOR
 - 53-3 LETTER FROM THE COLLEGE
 - 53-4 COLLEGE BULLETIN BOARD
 - 53-5 NONE OF THESE
- 54. DID THIS SECOND SOURCE VIEW THE CHANGE IN GRADE POINT AVERAGE AS:
 - 54-1 GOOD
 - 54-2 NEITHER GOOD NOR BAD
 - 54-3 BAD
 - 54-4 NO OPINION
- 55. HAVE YOU DISCUSSED THE CHANGE IN GRADE POINT AVERAGE WITH OTHER PEOPLE?
 - 55-1 YES
 - 55-2 NO
- 56. IF YES, GIVE DEGREE OF COMMUNICATION:
 - 56-1 A GREAT DEAL
 - 56-2 SOME
 - 56-3 LITTLE
 - 56-4 NOT AT ALL
- 57. WITH WHOM HAVE YOU DISCUSSED THE CHANGE IN GRADE POINT AVERAGE?
 - 57-1 STUDENT
 - 57-2 ADMINISTRATOR
 - 57-3 FACULTY MEMBER
 - 57-4 PERSON OUTSIDE THE COLLEGE
 - 57-5 NONE OF THESE
- 58. CHECK WHICH OF THE FOLLOWING IS THE MINIMUM GRADE POINT AVERAGE REQUIRED TO BE ACADEMICALLY ELIGIBLE AT BJC:
 - 58-1 1.0
 - 58-2 1.5
 - 58-3 1.7
 - 58-4 2.0
 - 58-5 DON*T KNOW
- 59. IN YOUR OPINION, IS CHANGING THE GRADE POINT AVERAGE:
 - 59-1 GOOD
 - 59-2 NEITHER GOOD NOR BAD
 - 59-3 BAD
 - 59-4 NO OPINION
- 60. Do you know what new Buildings are currently being Built on the BJC campus?
 - 60-1 YES
 - 60**-2 NO**

- 61. HOW DID YOU FIRST HEAR ABOUT THESE?
 - 61-1 STUDENT CONVERSATION
 - 61-2 PRESIDENT BARD'S TALKS
 - 61-3 COLLEGE NEWSPAPER
 - 61-4 COLLEGE RADIO
 - 61-5 NONE OF THESE
- 62. HOW DID YOU FIRST HEAR ABOUT THESE?
 - 62-1 LOCAL NEWSPAPER
 - 62-2 LOCAL RADIO
 - 62-3 LOCAL TV
 - 62-4 PERSON OUTSIDE OF COLLEGE
 - 62-5 NONE OF THE SE
- 63. HOW DID YOU FIRST HEAR ABOUT THESE?
 - 63-F FACULTY MEMBER
 - 63-2 DEAN OR OTHER ADMINISTRATOR
 - 63-3 LETTER FROM THE COLLEGE
 - 63-4 COLLEGE BULLETIN BOARD
 - 63-5 NONE OF THE SE
- 64. DID YOUR FIRST SOURCE INDICATE THE IDEA OF THE NEW BUILDINGS AS:
 - 64-1 6000
 - 64-2 NEITHER GOOD NOR BAD
 - 64-3 BAD
 - 64-4 NO OPINION
- 65. WHEN DID YOU FIRST HEAR ABOUT THE NEW BUILDINGS?
 - 65-1 LAST FALL SEMESTER
 - 65-2 LAST SPRING SEMESTER
 - 65-3 LAST SUMMER SESSION
 - 65-4 NONE OF THESE
- 66. SINCE YOU FIRST HEARD ABOUT THE NEW BUILDINGS, HAT YOU HEARD ANYTHING MORE ABOUT THEM FROM:
 - 66-1 STUDENT CONVERSATION
 - 66-2 PRESIDENT BARD'S TALKS
 - 66-3 COLLEGE NEWSPAPER
 - 66-4 COLLEGE RADIO
 - 66-5 NONE OF THESE
- 67. SINCE YOU FIRST HEARD ABOUT THE NEW BUILDINGS, HATE YOU HEARD ANYTHING MORE ABOUT THEN FROM:
 - 67-1 LOCAL NEWSPAPER
 - 67-2 LOCAL RADIO
 - 67-3 LOCAL TV
 - 67-4 PERSON OUTSI DE THE COLLEGE
 - 67-5 NONE OF THESE
- 68. SINCE YOU FIRST HEARD ABOUT THE NEW BUILDINGS, HE YOU HEARD ANYTHING MORE ABOUT THEM FROM:

1

- 68-1 RACULTY MEMBER
- 68-2 DEAN OR OTHER ADMINISTRATOR
- 68-3 LETTER FROM THE COLLEGE
- 68-4 COLLEGE BULLETIN BOARD
- 68-5 NONE OF THESE

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ABOUT THESE THIS SECOND SOURCE INDICATE THE IDEA OF THE NEW BUILDINGS TO BE:

69-1 GOOD 69-2 NEITHER GOOD NOR BAD

69-3 BAD 69-4 NO ANSWER

70. HAVE YOU DISCUSSED THE NEW BUILDINGS WITH OTHER PEOPLE?

70-1 YES 70-2 NO

IF YES, GIVE DEGREE OF COMMUNICATION:

71-1 A GREAT DEAL

71-2 SOME 71-3 ALITTLE

71-4 NOT AT ALL

TZ. WITH WHOM HAVE YOU TALKED ABOUT THE NEW BUILDINGS?

72-1 STUDENT 72-2 ADMINISTRATOR

72-3 FACULTY MEMBER

72-4 PERSON OUTSIDE THE COLLEGE

72-5 NONE OF THESE

73. CHECK WHICH OF THE FOLLOWING BUILDINGS ARE CURRENTLY BEING ERECTED ON THE BJC CAMPUS:

73-1 HOME ECONOMICS

73-2 SCIENCE 73-3 GYMNASIUM

73-4 ADMINISTRATION

73-5 LIBRARY

74. CHECK WHICH OF THE FOLLOWING YOU BELIEVE TO BE THE TOTAL COST OF THE CURRENT BUILDING PROGRAM:

ABOUT THE HEIST 74-1 \$2 MILLION

74-2 \$4 MILLION 74-3 \$6 MILLION

74-4 \$8 MILLION

74-5 NONE OF THESE

75. CHECK WHICH YOU BELIEVE TO BE CORRECT FOR WHEN THE NEW BUILDINGS ARE SCHEDULED TO BE READY FOR USE:

75-1 ALL BY FALL 1965 75-2 ONE BY FALL 1965

75-3 TWO BY FALL 1965

75-4 NONE BY FALL 1965

75-5 DON'T KNOW

IN YOUR OPINION, IS THE IDEA OF THE NEW BUILDINGS: 76-1 GOOD

76-2 NEITHER GOOD NOR BAD 76-3 BAD

76-4 NO OPINION

77. ARE YOU FAMILIAR WITH STUDENT ACTIVITIES AT R.IC? 77-1 YES

77-2 NO

78. HOW DID YOU FIRST HEAR ABOUT THESE?

78-1 STUDENT CONVERSATION 78-2 PRESIDENT BARD'S TALKS

78-3 COLLEGE NEWSPAPER 78-4 COLLEGE RADIO

78-5 NONE OF THE SE

79. HOW DID YOU FIRST HEAR ABOUT THESE?

79-1 LOCAL NEWSPAPER 79-2 LOCAL RADIO

79-3 LOCAL TV

79-4 PERSON OUTSIDE THE COLLEGE 79-5 NONE OF THESE

80. HOW DID YOU FIRST HEAR ABOUT THESE?

80-1 FACULTY MEMBER 80-2 DEAN OR OTHER ADMINISTRATOR 80-3 LETTER FROM THE COLLEGE

80-4 COLLEGE BULLETIN BOARD

80-5 NONE OF THESE

81. DID YOUR FIRST SOURCE SUGGEST THAT THE STUDENT ACTIVITIES AT BJC ARE:

81-1 GOOD

81-2 NEITHER GOOD NOR BAD 81-3 BAD

81-4 NO OPINION

82. WHEN DID YOU FIRST HEAR ABOUT BUC'S STUDENT ACTIVITIES:

82-1 BEFORE YOU ENTERED COLLEGE 82-2 YOUR FIRST SEMESTER

82-3 YOUR SECOND SEMESTER 82-4 YOUR THIRD SEMESTER

82-5 YOUR LAST SEMESTER

83. SINCE YOU FIRST HEARD ABOUT THE STUDENT ACTIVITIES. HAVE YOU HEARD ANYTHING MORE ABOUT THEM FROM: 83-1 STUDENT CONVERSATION

83-2 PRESIDENT BARD'S TALKS

83-3 COLLEGE NEWSPAPER

83-4 COLLEGE RADIO 83-5 NONE OF THESE

84. SINCE YOU FIRST HEARD ABOUT THE STUDENT ACTIVITIES, HAVE YOU HEARD ANYTHING MORE ABOUT THEM FROM:

84-1 LOCAL NEWSPAPER 84-2 LOCAL RADIO

84-3 LOCAL TV

84-4 PERSON OUTSIDE THE COLLEGE 84-5 NONE OF THESE

PLEASE TURN OVER

ADMINISTRATE - OLL EGE rin o-

- 85. SINCE YOU FIRST HEARD ABOUT THE STUDENT ACTIVITIES. HAVE YOU HEARD ANYTHING MORE ABOUT THEM FROM:
 - 85-1 FACULTY MEMBER
 - 85-2 DEAN OR OTHER ADMINISTRATOR
 - 85-3 LETTER FROM THE COLLEGE
 - 85-4 COLLEGE BULLETIN BOARD
 - 85-5 NONE OF THESE
- 86. DID YOUR SECOND SOURCE SUGGEST THAT BUC'S STUDENT ACTIVITIES ARE:
 - 86-1 GOOD
 - 86-2 NEITHER GOOD NOR BAD
 - 86-3 BAD
 - 86-4 NO OPINION
- 87. HAVE YOU DISCUSSED THE STUDENT ACTIVITIES AT BJC?
 - 87-1 YES
 - 87-2 NO
- 88. IF YES, GIVE DEGREE OF COMMUNICATION:
 - 88-1 A GREAT DEAL
 - 88-2 SOME
 - 88-3 A LITTLE
 - 88-4 NOT AT ALL
- 89. WITH WHOM HAVE YOU DISCUSSED STUDENT ACTIVITIES
 - AT BJC?
 - 89-1 STUDENT
 - 89-2 ADMINISTRATOR
 - 89-3 FACULTY MEMBER
 - 89-4 PERSON OUTS! DE THE COLLEGE
 - 89-5 NONE OF THESE
- 90. CHECK WHICH OF THE FOLLOWING ARE CURRENTLY STUDENT ACTIVITIES AT BJC:
 - 90-1 FRENCH CLUB
 - 90-2 SPANISH CLUB
 - 90-3 INTERFAITH CLUB
 - 90-4 INTERNATIONAL CLUB
 - 90-5 SCIENCE CLUB
- 91. IN YOUR OPINION, ARE STUDENT ACTIVITIES AT BJC:
 - 91-1 600D
 - 91-2 NEITHER GOOD NOR BAD
 - 91-3 BAD
 - 91-4 NO OPINION
- 92. ON THE BACK OF YOUR ANSWER SHEET PLEASE GIVE THE NAME OF ANY STUDENT OR STUDENTS ON WHOM YOU PART-ICULARLY DEPEND TO KEEP YOU INFORMED ABOUT WHAT IS GOING ON AT THE COLLEGE.
- 93. ON THE BACK OF YOUR ANSWER SHEET PLEASE ADD ANY ADDITIONAL REMARKS YOU MAY HAVE ABOUT ANY QUESTION OR QUESTIONS IN THIS QUESTIONNAIRE.



APPENDIX B



Table 1

Chi square result for each group showing significant difference in choice of local media

Group	<u>x</u> ²	<u>d</u> f	<u>p</u>
Freshmen	1,344.41	2	.001
Sophomores	21,4.40	2	.001
Graduates	91.75	2	.001
Faculty	87.83	2	.001

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Table 2
Relationship indicated by freshmen between frequency of newspaper reading and choice of local media as a source of college news

Media	Frequency			
	High Percentag	e N	Low Percentage	N
Newspaper	92.62%	402	91.52%	389
Radi o	4.60%	20	6.58%	28
TV	2.76%	12	1.88%	8
Total	99.98%	434	99.98%	425

Table 3
Relationship indicated by sophomores between frequency of newspaper reading and choice of local media as a source of college news

Media	Frequency			
	Hi <i>g</i> h Percentag	e N	Low Percentage	N
Newspaper	85.15%	109	83.05%	49
Radio	8.59%	11	11.86%	7
TV	6.25%	8	5.08%	3
Total	99 .99 %	128	99.99%	59

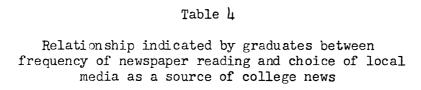
 $\underline{x}^2 = .23$ $\underline{df} = 2$ $\underline{p} > .05$

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Medi a	Frequency			
	$rac{ ext{High}}{ ext{Percentage} ext{ N}} rac{ ext{Low}}{ ext{Percentage}}$		Low Percentage	N
Newspaper	87.80%	36	88.00%	22
Radi o	4.87%	2	8.00%	2
TV	7.31%	3	4.00%	1
Total	99 .9 8%	41	100.00%	25

 $\underline{x}^2 = 0$ $\underline{d} f = 2$ $\underline{p} > .05$



Table 5
Relationship indicated by faculty between frequency of newspaper reading and choice of local media as a source of college news

Media	Frequency				
	High Percentage	N	Low Percentage	N	
Newspaper	91.98%	43	100.00%	9	
Radio	2.12%	1	0.00%	0	
TV	6.38%	3	0.00%	0	
Total	99•98%	47	100.00%	9	

 $\underline{x}^2 = .69 \quad \underline{d} f = 2 \quad \underline{p} > .05$

Table 6

Relationship indicated by freshmen between frequency of newspaper reading and choice of college media as a source of college news

Media	Frequency				
	High Percentage	e N	Low Percentage	N	
Student conversation	28.34%	123	28.73%	127	
College newspaper	50.92%	221	51.58%	228	
President's talks	.46%	2	2.26%	10	
Radio	.92%	4	.90%	4	
Bulletin board	19.35%	84	16.51%	73	
Total	99.99%	434	99.98%	442	

 $\underline{x}^2 = 6.32$ $\underline{d} f = 4$ $\underline{p} > .05$

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Table 7

Relationship indicated by sophomores between frequency of newspaper reading and choice of college media as a source of college news

Media	Frequency				
	High Percentage	· N	Low Percentage	N	
Student conversation	26.35%	34	28.81%	17	
College newspaper	41.08%	53	38.98%	23	
President's talks	1.55%	2	1.69%	1	
Radio	2.32%	3	1.69%	1	
Bulletin board	28.68%	37	28.81%	17	
Total	99•98%	129	99•98%	59	

 $\underline{x}^2 = .15$ $\underline{d} f = 4$ $\underline{p} > .05$

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Table 8
Relationship indicated by graduates between frequency
of newspaper reading and choice of college media as a
source of college news

Media	Frequency				
	High		Low		
	Percentage	N	Percentage	N	
Student conversation	31.70%	13	32.00%	8	
College Newspaper	60.97%	25	36.00%	9	
President's talks	0.00%	0	0.00%	0	
Radio	0.00%	0	0.00%	0	
Bulletin board	7.31%	3	32.00%	8	
Total	99.98%	41	100.00%	25	

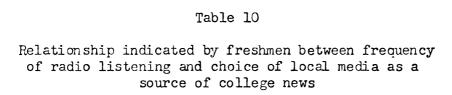
Table 9

Relationship indicated by faculty between frequency of newspaper reading and choice of college media as a source of college news

Media	Frequency				
	High Percentage	N	Low Percentage	N	
Student conversation	8.33%	4	33.33%	3	
College newspaper	52.08%	25	55.55%	5	
President's talks	33.33%	16	0.00%	0	
Radio	0.00%	0	0.00%	0	
Bulletin board	6.25%	3	11.11%	1	
Total	99.99%	48	99.99%	9	

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Medi a	Frequency				
	High Percentage N		Low Percentage	∍ N_	
Newspaper	91.34%	401	92.34%	374	
Radio	6.15%	27	5.18%	21	
TV	2.50%	11	2.46%	10	
Total	99•99%	439	99.98%	405	

 $\underline{x}^2 = .33$ $\underline{d} f = 2$ $\underline{p} > .05$

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Relationship indicated by sophomores between frequency of radio listening and choice of local media as a source of college news

Media		Frequency				
	High Percentage	N	Low Percentage	N		
Newspaper	82.88%	92	86.84%	66		
Radi o	11.71%	13	6.57%	5		
TV	5.40%	6	6.57%	5		
Total	99•99%	111	99.98%	76		

 $\underline{x}^2 = .98$ $\underline{d} f = 2$ $\underline{p} > .05$

Table 12

Relationship indicated by graduates between frequency of radio listening and choice of local media as a source of college news

Media		Frequency				
	High Percentage	N	Low Percentage	N		
Newspaper	89.18%	33	83.33%	25		
Radio	.00%	0	16.66%	5		
TV	10.81%	4	.00%	0		
Total	99.99%	37	99.99%	30		

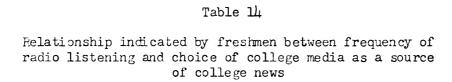


Table 13

Relationship indicated by faculty members between frequency of radio listening and choice of local media as a source of college news

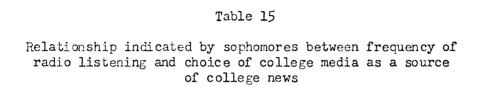
Media	Frequency				
	<u>High</u> Percentage	N	Low Percentage	N	
Newspapers	96.55%	28	88.88%	24	
Radio	3.44%	1	0.00%	0	
TV	0.00%	0	11.11%	3	
Total	99 .9 9%	29	99•99%	27	





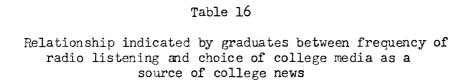
Media	Frequency				
	High Percentag	e N	Low Percentage	e N	
Student conversation	30.90%	136	26.05%	105	
Newspaper	47.90%	211	52.85%	213	
President's talks	1.00%	4	1.98%	8	
Radi o	1.35%	6	•50%	2	
Bulletin board	18.85%	83	18.61%	75	
Total	100%	7170	99•99%	403	

 $\underline{x}^2 = 5.96 \quad \underline{df} = 4 \quad \underline{p} > .05$



Media		Freque	ency				
	High Percentage	N	<u>L</u> ow Percentage	N			
Student conversation	28.82%	32	24.67%	19			
Newspaper	42.34%	47	37.66%	29			
President's Talks	• 90%	1	2.59%	2			
Radio	2.70%	3	1.29%	1			
Bulletin board	25.22%	28	33•76%	26			
Total	99•98%	111	99•97%	188			

 $\underline{x}^2 = 5.11$ $\underline{d} f = 4$ $\underline{p} > .05$



Media	Frequency				
	High Percentage	N	Low Percentage	N	
Student conversation	37.83%	14	24.13%	7	
Student newspaper	48.64%	18	55.17%	16	
President's talks	0.00%	0	0.00%	0	
College radio	0.00%	0	0.00%	0	
Bulletin board	13.51%	5	20.68%	6	
Total	99•98%	37	99•98%	29	





Table 17

Relationship indicated by faculty members between frequency of radio listening and choice of college media as a source of college news

Media	Frequency					
	High Percentage	· N	<u>Low</u> Percentage	N		
Student conversation	7.14%	2	7.14%	2		
Student newspaper	50.00%	14	53.57%	15		
President's talks	35.71%	10	32.14%	9		
College radio	0.00%	0	0.00%	0		
Bulletin board	7.14%	2	7.14%	2		
Total	99•99%	111	99•99%	28		

Media		Freque	ncy	
	High Percentag	e N	Low Percentage	N
Newspaper	92.53%	347	91.23%	427
Radio	4.80%	18	6.41%	30
TV	2.66%	10	2.35%	11
Total	99.99%	375	99•99%	468

 $\underline{x}^2 = .97$ $\underline{d} \underline{f} = 2$ $\underline{p} > .05$

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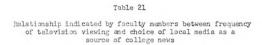
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Media	Frequency				
	<u>High</u> Percentage	· N	Low Percentage	N	
Newspaper	85.14%	86	83.52%	71	
Radio	6.93%	7	12.94%	11	
TV	7.92%	8	3.52%	3	
Total	99•99%	101	99•99%	85	

 $\underline{x}^2 = 3.65 \quad \underline{d} f = 2 \quad \underline{p} > .05$

Media	Frequency				
	<u>High</u> Percentage	N	<u>Low</u> Percentage	Ň	
Newspaper	91.17%	31	87.87%	29	
Radio	0.00%	0	9.09%	3	
TV	8.82%	3	3.03%	1	
Total	99•99%	34	99•99%	33	

 $\underline{x}^2 = 5.06 \quad \underline{df} = 2 \quad \underline{p} > .05$



Media		Frequency				
	High Percentage	N	Low Percentage	N		
Newspaper	91.30%	21	93.93%	31		
Radi o	0.00%	0	3.03%	1		
TV	8.69%	2	3.03%	1		
Tot al	99•99%	23	99•99%	33		

Media	Frequency				
	$rac{ ext{ t High}}{ ext{ t Percentage}}$	e N	Low Percentage	N	
Student conversation	29.86%	112	27.62%	129	
Newspaper	48.80%	183	51.39%	240	
President's talks	1.33%	5	1.49%	7	
College radio	1.06%	4	.85%	4	
Bulletin board	18.93%	71	18.62%	87	
Total	99.98%	375	99.87%	467	

 $\underline{x}^2 = .52$ $\underline{df} = 4$ $\underline{p} > .05$



Table 23

Relationship indicated by sophomores between frequency of television viewing and choice of college media as a source of college news

Media	Frequency				
	High Percentage	N	Low Percentage	N	
Student conversation	27.45%	28	25.88%	22	
College newspaper	42.15%	43	38.82%	33	
President's talks	• 98%	1	2.35%	2	
College radio	1.96%	2	2.35%	2	
Bulletin board	27.45%	28	30.58%	26	
Total	99.99%	102	99.98%	85	

 $\underline{x}^2 = 1.87 \quad \underline{df} = 4 \quad \underline{p} > .05$



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Relationship indicated by graduates between frequency of television viewing and choice of college media as a source of college news

Medi a	Frequency				
	High Percentage	N	Low Percentage	N	
Student conversation	30.30%	10	34.37%	11	
Student newspaper	51.51%	17	50.00%	16	
President's talks	0.00%	0	0.00%	0	
College radio	0.00%	0	0.00%	O	
Bulletin board	18.18%	6	15.62%	5	
Total	99.99%	33	99.99%	32	



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Table 25

Relationship indicated by faculty members between frequency of television viewing and choice of college media as a source of college news

Media	Frequency			
	High Percentage	N	Low Percentage	N
Student conversation	8.69%	2	5.88%	2
College newspaper	60.86%	14	44.11%	15
President's talks	17.39%	4	47.05%	16
College radio	0.00%	0	0.00%	0
Bulletin board	13.04%	3	2.94%	1
Total	99.98%	23	99.98%	34

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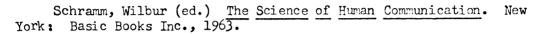
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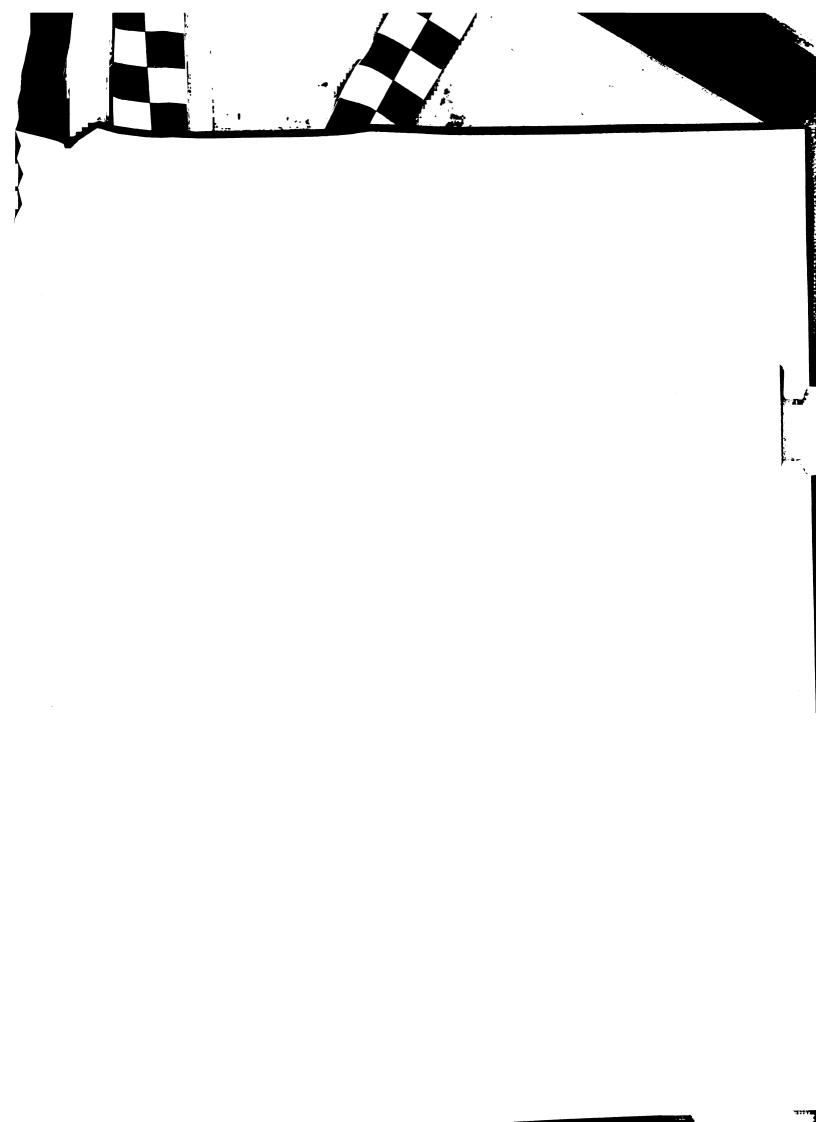
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