

A VARIANCE AND FACTOR ANALYSIS OF READERS'
PREFERENCES FOR THREE TYPES OF
HIGHER EDUCATION NEWS

By

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PREFACE

This thesis was aimed at determining the degree of interest in news about higher education. The information was sought in a community where a large university was located under speculation that interest surely was present. In addition, the author held some opinions concerning the interest readers might have toward news stories generated by college and university news bureaus. The author felt that readers could be better served and news bureau personnel could develop a more efficient operation if valid information was collected in regard to what readers say they want to read about college personnel and activities.

Many persons contributed significantly to this study. The author would be amiss if he did not thank the respondents who completed the long questionnaire. Without their efforts, the study could never have been completed. Dr. J. Leroy Folks and Byron Brandt, both of the OSU mathematics and statistics department, were most helpful in preparation of the data for the computer as well as interpretation of the findings. Brandt's congeniality and competence made the author's tasks of data preparation for the computer center much simpler. Personnel of the computer center are to be thanked for their efficient handling of the 7,500 cards required for the study plus providing the computer time.

Others who made significant contributions to this study include Welden Barnes, Division of Public Information Director for OSU, who gave permission to use his office's name and stationery in collecting the data. In addition, he subsidized the study by providing a portion

of the postage.

Dr. Walter J. Ward, director of journalism graduate studies at OSU, must be cited for his contributions. He was available for counsel when needed; his knowledge of research design and methodology made the study more specific and meaningful, and his bent for quality work made this study a genuine learning experience.

Perhaps the two individuals who must be thanked most are my wife, Ellen, and son, Brian. Their sacrifice, and it was great, was the time required of the author on this project.

The author's typist, Mrs. Theodore Davis, contributed much assistance with clerical aspects of thesis preparation as well as liaison with a thesis printing facility. Her help is gratefully acknowledged.

In addition, the management of the Stillwater News Press and its circulation department are to be acknowledged for providing free of charge the copies of that newspaper which were necessary for this study.

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CHAPTER I

INTRODUCTION

The primary objective of this study was to try to determine newspaper readers' relative preferences for different types of stories about higher education.

Design of the research was specifically drawn to answer the following questions:

1. What effect do news stories involving different levels of higher education personnel and activity have on reader interest in the stories?
2. What levels of university personnel and activity in news of higher education have the most in common in creating reader interest?
3. Are there distinct groups of readers who are interested in stories involving distinctly different types of higher education personnel and activity?

This study sought to develop a more parsimonious explanation of the literally countless questions that can be, and are, asked about the value placed on specific subjects covered in higher education news--- questions such as:

Do individuals value stories about new teaching methods developed by local professors? Do they want to know what professors are doing research, and the results they are getting? Are readers more concerned with what the local AAUP chapter is doing than what is being taught in sex education classes? Do local readers want to know about visiting specialists coming to campus? Do they seek information on incoming

faculty, retirements, resignations, etc? Do readers care to know that Dr. So-and-so is giving a scientific or scholarly paper before a convention of his contemporaries in distant areas of the nation, etc.?

Regarding students: Do readers prefer the "good" news items or the "bad" ones? Do they read stories about students' academic achievements or do they prefer those about arrests for "pot" smoking? Does the honors program story get as much readership as does the story about student confrontation with the administration? Does news about students' ideas get any readership?

What about news concerning the administration and the personnel who carry out its routine and not-so-routine duties? Does this news get readership?

Do readers want to know about the university president speaking to a local civic club? Do they want to know when classes are in session? What do individuals read about personnel matters at the university? Do stories about open house at the university get read?

These are but a few questions whose answers or clues to whose answers were sought in this investigation.

This study was conducted in Stillwater, Oklahoma, where Oklahoma State University is located. The local newspaper is highly sensitive to the presence of the university and much of the publication's content is devoted to news about university events. The university is the largest institution in the community, as well as the largest employer. Therefore, it would appear likely that many readers also would be sensitive to university events.

Information about what individuals prefer to read concerning the university community and its constituency could be helpful in many ways

to the university's public relations personnel as well as public information officers. Those concerned with the institution's image might well analyze readers' news choices to gain insight on what is contributing to negative attitudes of many laymen toward colleges and universities throughout the country. Public information administrators might be able to determine if the stories their staffs are producing are sought out by the intended "publics" in the medium in which the story is published. The number of certain types of stories might be altered if results of the study indicate what amount of attention is being paid to those items.

In this study, all types of news about university events were included, with the one very noticeable exception of varsity athletics. Sports news was eliminated primarily on the basis that its volume alone would have dominated other types of news.

A multi-faceted classification of news was necessary to establish mutually exclusive and exhaustive categorical sets of responses of individuals who participated in the study. Facets of news were kept very broad and are operationally defined on pages 11 and 12. Three facets of news stories appeared to be natural, based upon the primary personnel components of the university community: students, professors and administrators. Within each of these groups, three more news facet levels emerged, based on activity in which the personnel were involved.

Broad categories were necessary because of the variety of news stories concerning the myriad of events occurring on the university campus or those related to the university and its personnel. Literally hundreds of stories are printed in the Stillwater News Press during an

academic year. Many are quite similar. Some are quite repetitive, but the number of stories is staggering when considered as a whole.

For example, in September, 1968, 26 issues of the Stillwater News Press contained 166 different stories about higher education. One hundred fifty-two of these pertained to Oklahoma State University (OSU). Of those 152 stories, 20 were played on page one, 41 on page two, 15 on page three and the others were used throughout the remaining pages of the newspaper. These stories had themes ranging from OSU closing for Labor Day to Miss OSU leaving for a pageant to an OSU professor giving a speech, etc.

An attempt was made by the writer to find literature related to the general public's preferences for news about higher education. One of the first reference works turned to was the Encyclopedia of Educational Research. Several studies were listed pertaining to general attitudes toward higher education, but none dealing with readership habits or preferences. Other studies dealt with education's image in the mass media and public relations programs used by some educational institutions.

The U. S. Department of Health, Education and Welfare's Office of Education supports a document reproduction service titled, Educational Research Information Center (ERIC). This reference contains names of many studies related to higher education's image in the mass media, public relations efforts of some education institutions, studies of attitudes toward higher education, the professor's professional image, how the public views costs and utility of higher education, but again, no studies of readers' preferences for types of education news.

A Journalism Monograph, "Channels of Communication in School-

Community Relations," published by the Association for Education in Journalism contains a bibliography of more than 200 entries. Only one of these makes reference to "readers interest" to news about an educational institution and that study was on local public schools.¹

Dr. George Gerbner, dean of the Annenberg School of Communications at the University of Pennsylvania, conducted a monumental study for the U.S. Office of Education titled, "Mass Communications and Popular Conceptions of Education."² The study produced another large bibliography of studies dealing with educational institutions, but again, no listing of a single study pertaining to what types of news readers prefer, or say they prefer, about higher education.

Two different sources were contacted in the Washington, D. C. offices of the American College Public Relations Association. Neither source could be of assistance in locating studies of readers' preferences for news of higher education. Studies were suggested that dealt with attitudes toward students, changes in students at one college over a quarter of a century and a study of the college environment.

There is an addage used often among newspaper journalists when referring to their readers, and the saying goes something like this: "We're just givin' 'em what they want." It is suggested that such a statement could not honestly be made by a journalist whose duty it is to write stories about higher education. It seems evident that little

¹Richard J. Gordon. "School News in the Local Newspaper and Reader Interest Therein," Ph.D. Thesis, New York University, 1966.

²George Gerbner, Mass Communications and Popular Conceptions of Education; A Cross Cultural Study. Cooperative Research Project No. 876, U. S. Office of Education, Washington, D. C.: GPO, 1964.

or no attempt has ever been made to find out what John Q. Public wants to read about college and university activities: thus, the weak theoretical foundation and lack of hypotheses in this necessarily exploratory study of reader interest in such news.

CHAPTER II

DESIGN, METHODOLOGY AND ANALYSIS

In order to determine readers' preferences for different types of news about higher education, it was necessary to find out if such news could be categorized into mutually exclusive news facets, subdivided into mutually exclusive and exhaustive news facet levels.

Some guidelines for story selection were formulated to assist in directing the writer to some stories and away from others. Those criteria were:

(1) The news item's theme had to reflect to some degree a tie to the Oklahoma State University community. "Community" here applies to campus life and its functions, not the geographical area or town in which the physical plant is located.

(2) The theme of a story had to---in some manner---relate to an individual or group---student, professor, administrator---who was an active participant in campus life.

(3) Content of the article, to be considered for inclusion, could deal with an issue which faced any or all segments of the university community. The issue could be academic, political or otherwise, as long as it involved some aspect of campus life.

Selection of News Facets and Levels

By searching file copies of the Stillwater News Press, the writer

was able to find about 15 "tentative categories" into which the major portion of news about higher education could be separated. There remained too many different classifications with little or no common bonds among them. Further analysis revealed that stories could be sorted easily, based upon the "who" element of the lead.

In addition, by simply asking, "Generally, what is the level of the "who" of the story?", it became evident that three levels of persons were mentioned in the stories. They were students, faculty and administrators.

However, closer scrutiny of the stories revealed that the "who" element had aspects that were not covered by simply students, faculty or administrators. For example, there were stories about faculty that did not even mention a name. The story merely mentioned a particular department or school or college. The same was true with the Administrator level. The "who" element, instead of mentioning administrators, was OSU over-all. The Student level also was affected, but to a lesser extent. Therefore, that preliminary level became fixed. The term Departmental was added to Faculty level and OSU was added to Administration. In other words, the three broad news levels then became Student, Faculty-Departmental, and OSU-Administration. These comprised the PERSONNEL facet of higher education news.

Further study of the stories revealed that another major news facet of higher education news was operating---that of ACTIVITY. Three exhaustive news elements under the ACTIVITY facet were developed in conjunction with the three PERSONNEL levels. Under the Student level, the three ACTIVITY levels were labeled Curricular, Extra-curricular and Other. The same terms were used under the Faculty-Departmental level,

but not under the OSU-Administration level. In the latter, it was necessary to use Administrative, Non-administrative and Other ACTIVITY levels.

At this point, the author had established two major news facets of higher education news stories: PERSONNEL and ACTIVITY. These, as shown later, comprised the two independent variables of this study. Each variable, at this point, comprises three levels of news. The PERSONNEL facet comprised Curricular, Extra-curricular and Other levels to be matched with the Student and Faculty-Departmental levels. Administrative, Non-administrative and Other levels were matched with the OSU-Administration PERSONNEL level.

Thus, the respondents in this study were presented nine different kinds of higher education news to rate. That is, it required nine types of stories to incorporate all the possible combinations of the PERSONNEL and ACTIVITY facet levels. The nine types of stories, more fully explained in Chapter III, were:

1. Student Curricular
2. Student Extra-curricular
3. Student Other
4. Faculty-Departmental Curricular
5. Faculty-Departmental Extra-curricular
6. Faculty-Departmental Other
7. OSU-Administration Administrative
8. OSU-Administration Non-administrative
9. OSU-Administration Other.

With the two news facets and their levels decided upon, tentatively, at least, the author faced the task of operationally

defining them and putting the definitions to test to establish content validity.

A list of themes* was prepared and submitted to 10 individuals for judging. The judges were given a set of operational definitions, as stated on pages 11 and 12, and asked to agree or disagree that a particular story theme contained the facet levels that the author maintained it did.

Judges were selected on the basis of the probability that their "type" might be included in the population of Stillwater, Oklahoma, the community in which the study was conducted. Some were students, one an administrator, one a housewife, one a professor, etc. Some were staff members at the university whose jobs were not academic. Some had children in college and all had different education levels.

There were several disagreements with the way stories had been categorized, but in the majority of cases the judges agreed with the investigator's classifications. Some items were discarded on the basis that the judges as a group did not think the item was categorized correctly. The items were discarded instead of reclassified because of the quantity of stories available for study.

The list of themes was abstracted from a random sample of higher education stories from six months of Stillwater News Press issues. Following an analysis of the judges' responses, the author was confident that the news facet levels were independent and had a high degree of content validity.

*See Appendix B for examples of themes used.

Operational Definitions

Following are the operational definitions of the different news facet levels submitted to the judges---and ultimately to the sample of readers---to rate:

1. Student Curricular: Stories involving an individual or group performance---past, present or future---in the academic realm of the total university community.

Examples were stories about students involved in honors programs, winning scholarships, and events closely related to classroom instruction, such as debate, theater guild, meats judging and soils judging.

2. Student Extra-curricular: Stories dealing with activities of individual students and student groups which were outside of the academic realm, but still related to college life.

Examples were living groups events, hay rides, dances, picnics, sorority sings, Homecoming activities and many others.

3. Student Other: Designed to exhaust the facet levels, this type included news items which did not fit into the other two types.

4. Faculty-Departmental Curricular: Stories referring to the role of the professor in the classroom, departmental functions, research, publications and counseling of students.

Examples were the naming of the outstanding teacher of the year by students, publication of a book by a professor, scientific discovery through research activities and similar items.

5. Faculty-Departmental Extra-curricular: Stories which, to some degree, took the man out of his professor's role and put him in a slightly different situation.

Examples were speeches to civic clubs, work within a civic club, election to political office, and participation in sports such as golf or tennis.

6. Faculty-Departmental Other: Stories involving special or unique activities that did not qualify for either of the previous types.

In classifying stories in the OSU-Administration category, attention was paid to different terminology, which had similar meaning but differed slightly.

7. OSU-Administration Administrative: Stories directly related to the school's image, or an action by the president or a representative of his, such as a dean or a vice president.

Examples included an announcement of close of classes for a day, OSU hosting special dignitaries, announcement of additions to physical plant, announcement of policy changes, etc.

8. OSU-Administration Non-administrative: Stories which removed the school and/or the administrator from normal occupational roles and to an extent detached them from campus activities.

Speeches, appointment to a special committee, being quoted by the press on any and every subject, plus civic endeavors were included in this type.

9. OSU-Administration Other: Stories dealing with special or unique qualities which implied the "oneness of the situation," and did not fit the other two OSU-Administration types.

Questionnaire Preparation

The next step was to clip and file the stories which would actually be used. Order of the items for placement in the questionnaire was chosen at random. All 90 items were placed in a container, shuffled thoroughly and selected individually. A corresponding list was made to serve as a key to the order of the items as to what category each was measuring.*

*See Appendix B.

A seven-point, bi-polar scale was devised for use with each item included in the study. No numbers were placed on the scale in an attempt to reduce response bias. Each respondent received a set of instructions with the questionnaire containing news items and, in those instructions, a scale appeared as described above plus numbers.*

Below is an example of one of the 90 scale items appearing on the questionnaire. Essentially, all stories were reduced to the first two or three paragraphs. The number "64" is the item's position in the questionnaire. That number also is keyed to a list which tells what each item is measuring. This particular item comprises the Student Other news levels.

An OSU student was reported in serious, but not critical condition in the intensive care unit of St. Anthony's Hospital, Oklahoma City, today following a head-on crash Monday night on Boomer Road, south of Husband, which sent three other students to	to the University Hospital with minor injuries. Lex Frieden, 18 of Alva, a passenger sitting in the middle of the rear seat of a car driven by James R. Risner Jr., Oklahoma City, is said to have suffered a broken neck.	64
most likely read	_____	least likely read

Values ranging from 7 to 1 were attached to the response positions on the scale from left to right. The seven-point scale was chosen in order to give respondents a bit more choice than the five-point scale, used often with children.

The scale devised for the purposes of this study can probably best be described as a blend of a graphic rating scale and/or a Likert-type scale so far as form is concerned. The graphic rating scale

*See Appendix C.

is used normally by observers who are studying behavior patterns. A scale is devised that permits the observer to record behavior according to a previously ascertained definition. The scale is more oriented to the respondent. Subjects are given several items and asked to respond to them in terms of degrees of agreement or disagreement: for example, (1) strongly approve, (2) approve, (3) undecided, (4) disapprove, (5) strongly disapprove.¹

In regard to the use of rating scales, Kerlinger says:

Rating scales are perhaps the most ubiquitous of psychological measuring instruments probably because they are seemingly easy to construct and, more important, easy and quick to use. Unfortunately, the apparent ease of construction is deceptive and the ease of use carries a heavy price: lack of validity due to a number of sources of bias that enter into rating measures. Still, with knowledge, skill, and care, ratings can be extremely valuable.²

Kerlinger also had this to say about the statistical analysis of such data:

Numerical rating scales are perhaps the easiest to construct and use. They also yield numbers that can be directly used in statistical analysis. In addition, because the numbers may represent equal intervals in the mind of the observer, they may approach interval measurement.³

As previously mentioned, several choices of similar types of news stories were available for this study. Ten different examples of each news element were used. That means that for each of the nine types

¹Claire Selltitz, Marie Jahoda, Morton Deutsch, Stuart W. Cook, Research Methods in Social Relations. Holt, Rinehart & Winston, New York, 1959, p. 366.

²Fred N. Kerlinger, Foundations of Behavioral Research, Holt, Rinehart and Winston, Inc., New York, 1966, p. 515.

³Ibid., p. 515.

there were 10 stories randomly placed on the pages of the questionnaire that measured the reader's choice for one of the types of news operationally defined for this study. In other words, under the levels Student-Curricular, there were 10 different news items scattered throughout the questionnaire that contained the characteristics specified in the operational definition for those levels. This was true for all nine combinations of news levels. Each respondent, then, judged 90 news items.

Each story was trimmed as much as possible in order to give the reader the gist, but not to force him to spend an enormous amount of time reading items.

Sample of Respondents

Consideration then turned to the number of respondents wanted and the type of statistical analysis that would produce needed information. The community in which the study was conducted---Stillwater, Oklahoma---comprised about 35,000 persons. Fifty to 60 per cent of its population were either students, faculty, administrators or those otherwise employed by Oklahoma State University. The remaining residents were employed in various other occupations. No census figures were available that would reflect current residents, due to the high rate of turnover within the university community. Because most students had telephones in their dormitory rooms, they could be contacted through that medium as easily as other types of Stillwater residents. An equal interval random sample of 100 respondents from the local telephone directory was chosen.⁴

⁴For a more complete discussion, see Selltitz, Jahoda, Deutsch & Cook, op.cit. pp. 523.

There were approximately 92 pages in the white page section of the November 1968 Stillwater telephone directory. Each page contained an average of about 160 names, including businesses as well as individuals. Twenty pages were drawn from the telephone directory at random. Five names were then drawn from equal intervals on each page. The initial list of 100 respondents was enlarged to five names from each of 25 pages to give 25 reserve names with which to work.

In drawing the sample from each page, every 16th name of an individual was taken, the first name being randomly chosen between the first and sixteenth. When the sixteenth position was the name of a business, the next individual's name below (or after) that listing was taken. In only one instance did that require reaching over to a following page for the fifth name.

Actually, 21 names on the original list could not be contacted or said they would not participate in the study. The following procedure was used in those cases: the writer went back to the page in the telephone directory from which the original name was pulled and took the nearest name below the original one and compiled a new list of replacements. An attempt was then made to contact the new person.

The investigator contacted each person on the list by telephone before the questionnaire was mailed to him. This procedure probably helped reduce the number of respondents who did not return the questionnaire.

In a further attempt to increase the return of questionnaires, a 30-second message was written to be read to each prospective respondent.* The copy was revised several times during the course of

*See Appendix A.

telephoning each person. The message was a brief introduction of the investigator and a description of the project. Only three persons actually said "no" after hearing the message and being asked to participate. One hundred fourteen individuals said they would participate in the study, but only 83 actually returned a completed questionnaire.

As soon as a person agreed to participate, the questionnaire was mailed to him with a stamped, self-addressed envelope in which he could return the questionnaire. With the exception of Saturdays, all telephoning was done in the evenings from about 6 p.m. to 10 p.m. Some persons had to be called as many as half-a-dozen times before they could be contacted, and this was not limited to students. Some were never reached, hence the required new list.

Permission was granted the investigator to use the OSU Division of Public Information's name when calling. It was felt that this added some degree of authenticity to the request for assistance. The envelopes and the stationery used also bore the name of the Division of Public Information and added further to its credibility as a legitimate study and not some attempt to sell the respondent a product.

Response Tabulation

Tabulation of returned questionnaire responses was done on a sheet divided into the nine types of news items.* Each type on the sheet contained the number key of the different items that pertained to that classification. Each of the 90 story ratings was tabulated soon after

*See Appendix D.

each questionnaire was returned.

In effect, these numbers were indicants of the individual respondent's preference for various levels of education news, as those levels were represented by a specific news item. In other words, that individual's choice marked on the scale became a number that was used in a statistical formula designed to analyze those choices to determine if the variation in responses was significant.

Variance and Factor Analyses

As explained more fully in Chapter III and IV, this design called for a factorial analysis of variance and factor analysis. The reasons are clear-cut. The structured news items, each containing two levels of higher education news, called not only for tests of the relative effects of single levels of news on reader interest, but with the effects of combining levels of news.

Too, the author had little to deduce from past work in this area. His theoretical foundations were nil and hypotheses were not drawn. Therefore, he required a factor analytic discovery-type approach, which, hopefully, would bring parsimony into a heretofore untread area of research.

Consequently, there were five major analyses which will be expounded upon in the two subsequent chapters. They were:

1. Test for relative effects of the PERSONNEL news facet levels on reader interest.
2. Test for relative effects of the ACTIVITY news facet level on reader interest.
3. Test for interactive effects of PERSONNEL and ACTIVITY news facet levels on reader interest.
4. Factor analysis of the common variance among the nine types of

higher education news stories.

5. Factor analysis of the common variance among the sample of readers.

CHAPTER III

FINDINGS: A COMPARISON OF READER INTERESTS IN VARIOUS CATEGORIES OF HIGHER EDUCATION NEWS

As described in the preceding chapter, two independent variables--- PERSONNEL facet and ACTIVITY facet---each was subdivided into three levels. The ACTIVITY level was separated into Curricular, Extra-curricular and Other. The PERSONNEL level was divided into Student, Faculty-Departmental and OSU-Administration. These levels were used to categorize news stories about higher education for which respondents could indicate their reading preference on a seven-point rating scale. The score assigned to a news item was presumed to be an indicant of reader interest---the dependent variable.

A factorial analysis of variance was then used to analyze the data collected. Several fundamental questions were answered by the variance analysis.

Research Questions

The overriding question was: To what extent is presumed reader interest affected by the different PERSONNEL and ACTIVITY levels dealt with in news stories about higher education?

At this point, the reader should be reminded of the various phases of data used in computing the factorial analysis of variance. First, 83 persons each rated 90 news stories along a seven-point continuum from

"most likely read" to "least likely read." Each of the 90 stories concerned one of three levels of the two independent variables: PERSONNEL facet and ACTIVITY facet.

The following 3 x 3 crossbreak illustrates how the levels of independent variables were juxtaposed for the factorial analysis of variance.

		PERSONNEL			
		Student	Faculty- Departmental	OSU- Administration	
<u>ACTIVITY</u>	Curricular	10	10	10	30
	Extra-Curricular	10	10	10	30
	Other	10	10	10	30
		30	30	30	90
					Total Items

Figure 1. Levels of Independent Variables Juxtaposed to Illustrate Distribution of News Items.

The number "10" in the cells of Figure 1, represents the number of stories the respondents rated which dealt with a particular combination of PERSONNEL and ACTIVITY level. For example, the "10" in the upper left-hand cell simply means that 10 of the 90 stories rated dealt with Student Curricular events.

Over-all, then, the factorial analysis of variance analyzed 7,470 (83 x 90) decisions made by respondents. That is, 83 persons each designated their degree of preference for 90 stories, which had various levels of the PERSONNEL and ACTIVITY variables "built into" them.

Tests of Research Questions

More specifically, the factorial analysis of variance was designed

to answer three major questions with the three tests discussed below:

Test No. 1: Between Levels of PERSONNEL. Was there a significant difference between the interest shown by the 83 respondents in stories dealing with the three different PERSONNEL levels of the university? Indicators of this inferred interest were the mean scores assigned to the three groups of 30 stories, each of which dealt with a different PERSONNEL level.

Figure 2 is similar to Figure 1---the only difference being that mean scores replace the number of stories in the cells. For example, the figure 3.8 in the upper left cell represents the average score assigned by the 83 respondents to the 10 stories dealing with the Student Curricular events. The mean score 4.0 in the middle cell of the left column represents presumed reader interest in Student Extra-curricular stories, while the mean score 4.9 applies to stories involving students engaged in activity "other" than that which the author defined as Curricular or Extra-curricular.

		PERSONNEL			
		Student	Faculty- Departmental	OSU- Administration	
<u>ACTIVITY</u>	Curricular	3.8	3.8	4.3	3.96
	Extra- Curricular	4.0	3.4	3.9	3.76
	Other	4.9	3.9	4.3	4.36
		4.23	3.70	4.17	4.04
					Grand Mean

Figure 2. Mean Scores Showing Presumed Reader Interest.

The marginal mean score 4.23 in column No. 1, then represents the

83 respondents' presumed interest in the 30 news items dealing with students.

In this first test for differences among presumed reader interest in stories dealing with PERSONNEL levels, the author set out to determine if there was a significant variation among the three marginal column means: 4.23 (Student); 3.70 (Faculty-Departmental); and 4.17 (OSU-Administration). That is, he wanted to know if the difference among the three means was greater than would be expected by chance or random fluctuation.

Test No. 2: Between Levels of ACTIVITY. This test determined if there was a significant difference in presumed reader interest in news items dealing with Curricular, Extra-curricular and Other levels of the ACTIVITY facet. Applied to Figure 2, the author asked if marginal means of the rows---3.96, 3.76 and 4.36---varied significantly from chance.

Test No. 3: Interactive Effect of Independent Variables. Thus far, the discussion has centered on how the different levels of the PERSONNEL and ACTIVITY facets affected presumed reader interest in the news items. The three levels of each facet or independent variable were looked at separately. In this third test for interaction, the effect of the three levels of each facet will be looked at jointly. In other words, did the effect of PERSONNEL facet levels depend on their being combined with some level of the ACTIVITY facet?

In a factorial analysis of variance, the interaction test simply analyzes the differences among the mean scores in the nine cells of Figure 2.

To clarify for the reader, the inferred null hypothesis of the author's experiment states that all nine cell means of Figure 2 would be

approximately equal and hover around the grand mean.¹ Discounting rounding error, the grand mean score of Figure 2 is 4.04. It comprises the average of the marginal means which are: 4.23, 3.70, 4.17, 3.96, 3.76 and 4.36. Putting it another way, the grand mean is the average rating assigned to the 90 news items by the 83 respondents.

Now, if the marginal means were similar and hovered around the grand mean of 4.04, then the nine cells' means would be similar and also hover around 4.04.

Visual inspection of Figure 2 shows that neither the marginal nor the cell means are equal. There is obvious variation. But is the variation great enough to constitute an interactive effect of the variables on reader interests?

For example, in Figure 2, stories dealing with the Student level of the PERSONNEL facet were rated higher by readers (mean score 4.23) than Faculty-departmental (3.70) or OSU-administration (4.17). However, as one looks at the Student column of mean scores, he finds that the 4.9 rating for stories involving students in Other activities is considerably higher than the mean rating for Student Extra-curricular (4.0) or Student Curricular stories (3.8).

A test for interaction would simply state: If the mean score 4.9 is significantly greater than the mean scores of 4.0 and 3.8, then the higher presumed reader interest in Student stories is due mostly to the fact that those stories also contain the Other level of ACTIVITY.

Test Results. Analysis of Variance Table I is aimed at answering the questions listed above. For the present, concern will be restricted

¹For a more complete discussion, see D. K. Berlo, The Process of Communication. New York: Holt, Rinehart and Winston, Inc., 1960, pp. 258-269.

to answering the three questions posed above and repeated below.

TABLE I
ANALYSIS OF VARIANCE F-RATIO TABLE

Source	df	ss	ms	F	p
Personnel Levels	2	444.91	222.45	5.36	<.01
Activity Levels	2	424.19	212.09	5.11	<.01
Interaction	4	381.19	95.32	2.30	<.10
Within Groups Variance	82	3,364.18	41.53		

The author hastens to point out that in any analysis of variance table, such as Table I, the key information is the F-ratios under the F column.² In Table I, these ratios are 5.36, 5.11 and 2.30. The F-ratios are obtained by dividing the Within Group's mean square (ms) into each of the experimental variances. The object of this experiment ---or any experiment---then, is to minimize the within or error variance and maximize the experimental variance. This is what creates the larger F-ratio, which, in effect, means that the various stimuli or treatments introduced to the respondents have different effects.

Specifically, in this study, the author sought to maximize differences among the reader interests shown in the three PERSONNEL and ACTIVITY levels. But at the same time, he wanted a minimum of variation among the 83 respondents' ratings of the 90 news items. (This

²For a more detailed discussion, see P. Kerlinger, Foundations of Behavioral Research, New York: Holt, Rinehart and Winston, Inc., 1966, pp. 193, 194.

variation among the respondents' ratings is what constitutes within or error variance.)

The author now turns to the matter of answering the three questions previously posed, using the F-ratios as criteria:

1. Did stories involving different PERSONNEL levels have different effects on readers in terms of their presumed interest in them?

The answer is yes. As shown in Table I on page 25 the F-ratio 5.36 for PERSONNEL levels means that the probability (p) of differences as large as those observed among the mean ratings of stories dealing with the three PERSONNEL levels would occur by chance less than one time in 100 ($p < .01$).³

Again, the author hastens to point out how the F-ratio of 5.36 for PERSONNEL levels was obtained and what it means in terms of the present work.

Experimental variance among the mean scores for PERSONNEL levels was 222.45, as shown in Table I under the mean square (ms) column. The within or error variance among the 83 respondents' ratings was 41.53. The F-ratio was obtained by dividing the error variance into the experimental variance, as illustrated below:

$$F\text{-ratio} = \frac{\text{mean square: PERSONNEL levels (222.45)}}{\text{mean square: Within groups (41.53)}} = 5.36$$

Now, what does this mean to a researcher or person responsible for dissemination of information about higher education, keeping reader interest in mind?

Referring back to Figure 1, page 21, the mean scores or ratings for stories involving PERSONNEL levels were: Student, 4.23; Faculty-

³Op.cit., p. 153, 154. (Kerlinger)

Departmental, 3.70; and OSU-Administration, 4.17.

This simply means that the average reader of the Stillwater (Oklahoma) News Press shows significantly more interest in stories dealing with Students (4.23) and OSU-Administration (4.17) than in stories dealing with Faculty-Departmental activities (3.70). Their interest between Student and OSU-Administration stories probably does not differ much, if at all.

2. Did stories involving different ACTIVITY levels have different effects on readers in terms of their presumed interest in them?

Again, the answer is yes. The ACTIVITY levels' F-ratio of 5.11 in Table I means that differences as large as those observed among the ACTIVITY level mean scores would occur by chance less than one time in 100 ($p < .01$).

The ACTIVITY levels and their mean scores, as shown in Figure 2 are: Curricular, 3.96; Extra-curricular, 3.76 and Other, 4.36. This simply means that the average reader in the Stillwater population prefers higher education stories involving activities other than Curricular or Extra-curricular.

3. Did the effect of any PERSONNEL level involved in the news stories depend on that level being combined with any of the ACTIVITY levels?

Thus far, we have seen that the PERSONNEL Student and OSU-Administration levels created more interest than the Faculty-Departmental level. Also the Other ACTIVITY level was preferred over the Curricular and Extra-curricular levels.

The question is whether these levels "pulled their own weight" in interest, so to speak, or did their interest to the reader depend on their combination or interaction.

Table I shows an interaction F-ratio of 2.30 which is significant

only at the probability level of .10 ($p < .10$). This means that observed variation among the cell means in Figure 2 could occur by chance 10 times out of 100. These odds are too great for the author to feel confident of the interaction.

However, inspection of Figure 2 seems worthwhile in pointing out where the tendency for interaction exists. The reader will recall that the figure 4.9 appears in the lower left cell of the crossbreak. It is the mean score of all 90 respondents' presumed interest in the 10 Student Other news stories used in this study. The reader also will notice that that mean score shows more difference from the grand mean of 4.04 than any of the other means appearing in the crossbreak. This is a further indication of a tendency of the PERSONNEL level Student to combine with the ACTIVITY level Other to produce more effect than the levels could create on their own.

The question is "What are the kinds of stories which comprise this category, thereby contributing to its tendency to pull away from the grand mean?" The themes of all 10 news stories used in measuring presumed reader interest Student Other news stories are as follows:

- *2. Students begin drive to raise funds to buy coed a wheel chair
- 4. Student caught after high speed auto chase
- 10. Students returning to town increases traffic accidents
- 19. Outdoor Campus-wide student meeting is orderly
- 29. Five students arrested on dope charges
- 39. Crusade for Christ has work day to raise funds
- 53. Iota Nu Sigma hosts insurance commissioners
- 62. Student burglars get hearing delay
- 64. Student's neck broken in auto crash
- 73. Student knifed somehow.

Three examples of the actual stories used in the questionnaire will give the reader further information as to the type of story which

*Stories are numbered corresponding to appearance in questionnaire.

comprised this category.

Story No. 2 concerned a drive by students to collect funds for a wheelchair for a coed. It read:

An Oklahoma State University freshman student, handicapped by polio at age one, is going to get a brand new electrically powered wheel chair if some of her classmates' plans work out.

Miss Susie Oxford, 19, from Henryetta, will get an early Christmas present from her friends in Wentz Hall, an OSU dormitory.

Students have been working on the project for a few weeks and have raised just over half of the needed \$600.

Story No. 10 dealt with the impact of student drivers on the traffic situation of Stillwater, Oklahoma, the community in which the study was conducted.

With approximately 8,000 additional cars in Stillwater, according to statistics kept by Safety and Security of OSU following the opening of classes at the University, local police were not at all surprised that the number of accidents investigated during September doubled over August.

As one official stated "with 16,500 students it seems at times that each of them has at least two cars!"

Another example of the Student Other category is story No. 62.

A delay in the preliminary hearing of four Oklahoma State University students, on a charge of second degree burglary, was requested by Hugh Collum, assistant state attorney general, father of one of the accused youths.

The four were arrested in January, accused of the theft of stereo equipment from automobiles in Stillwater. Five others were arrested on the same charge, with two other OSU students charged with receiving of stolen merchandise.

Two relatively common terms to the journalistic profession might be applied in describing the stories which were part of this category--- human interest and "blood and guts." The human interest stories would

be the ones which dealt with the drive to raise funds for the coed who needed a battery powered wheel chair...the student influx causing the additional traffic accidents...the Campus Crusade for Christ organization having a work day to raise funds for its activities and...the student insurance majors hosting the state insurance commissioners. The "blood and guts" type stories were those which dealt with the student being knifed...results of auto accidents...the student "demonstration" meeting held on the library lawn...students being arrested on dope charges and...the story about the student who attempted to elude the local police by out racing them in his automobile.

Another journalistic term that is sometimes used in describing some of the news stories which appeared in this category is "sensationalism." It probably would be synonymous with the stories classified above as "blood and guts" type.

Another question can be asked of the category Student Other: Who prepared the copy for most of the items comprising the category? Was it the Oklahoma State University public information office or some other news agency? The author refers the reader to the list of the stories comprising this category on page 28. The stories numbered 4, 10, 19, 29, 62, 64 and 73 were prepared by the local newspaper. The remaining stories---2, 39, 53---were prepared and distributed by the News Bureau section of Public Information, Oklahoma State University.

What does this mean? The author suggests that the News Bureau of the university might want to consider increasing its output of stories which appeared in this category that were of a positive nature. It appears to the author that this would be beneficial as a

counterbalancing move to the obvious negative news which appears in this category---namely dope charges against students, high speed auto chases and burglary arrests. The News Bureau apparently can count on the local newspaper to cover the negative news aspects of this category since 7 of the 10 stories were written by the editorial departmental of the local paper.

Low Interest Stories

How did this Student Other category compare to say the category with the lowest mean score? The reader is referred back to Figure 2, page 22. The middle cell of the crossbreak contains the mean score of 3.4, for the Faculty-Departmental Extra-curricular news category. This figure represents the presumed interest of 83 readers in this type of news. The themes of the Faculty-Departmental Extra-curricular stories are as follows:

- *23. Professor elected head of chemical engineering group
- 26. Education professor joins survey team
- 45. Civil Engineers have open house for new laboratories
- 50. Biochemist lectures at Georgia Tech
- 55. Six graduate students attend meeting
- 67. Management seminar slated for OSU
- 80. Harrisberger speaks at engineering meeting
- 84. Lady professor speaks to OSU dames club
- 86. OSU psychiatrist talks to Rotarians
- 88. Artwork shown in OSU gallery.

An example of the type story used in the category is as follows:

Dr. Robert N. Maddox, professor and head of chemical engineering, Oklahoma State University, has been elected treasurer of the American Chemical Society's Division of Industrial and Engineering Chemistry. The group elected Dr. Maddox for the 1968 term of office.

Where did these stories originate? Only two of these stories were

*The reader is reminded that the numbers of these stories correspond to the position the story occupied in the questionnaire.

prepared by the local newspaper staff. The others were provided by the university's News Bureau.

Average-Interest Stories

What about the other mean scores representing the remaining news categories? Visual observation reflects that five of the remaining categories---Student Curricular (3.8), Student Extra-curricular (4.0), Faculty-Departmental Curricular (3.8), Faculty-Departmental Other (3.9) and OSU-Administration Non-administrative (3.9), did not differ too greatly from the grand mean (4.04) which supports the F-ratio 2.30 of no interaction presented in Table I, page 25. The OSU-Administration Administrative category (4.3) and OSU-Administration Other category (4.3) did not differ significantly from the other categories nor the grand mean, although they did differ slightly. None of these mean scores shows any tendency for interaction. In other words, no mean score of these seven groups indicates that levels of the PERSONNEL facet combined with levels of the ACTIVITY facet to produce a mean score significantly higher than the marginal mean.

What is the source of the news stories which comprise the categories whose mean scores are below the grand mean of 4.04? The university News Bureau provided 48 of the stories, the local newspaper prepared eight, the campus Reserve Officers Training Corps Information Office prepared two as did Associated Press. Considering all 90 news stories, the university's News Bureau provided 74 per cent, the local newspaper prepared 20 per cent and the ROTC Information Office and Associated Press produced six per cent. All stories were published in regular issues of the daily Stillwater News Press.

General Interest Stories

What can be said in general about the presumed reader preference for education news? Once again the reader is referred to Figure 2, page 22. No mean score approaches seven, the highest possible mean preference. Also, the only category rated noticeably above the grand mean is Student Other with a mean score of 4.9. This would indicate that presumed reader preference for education news, as operationally defined for this study, is not high. This can be illustrated another way by observing the grand mean of 4.04. Compare this to the mid-point of the continuum* used for the study and presumed reader preference for all 7,470 decisions falls right down the middle of the road, so to speak.

Summary

In this chapter the author has discussed the findings of the Analysis of Variance tests run on the data collected from 83 respondents. Those respondents were asked their preference for different types of education news as categorized and operationally defined. Two independent variables---PERSONNEL facet and ACTIVITY facet ---were subdivided into three levels. Tests were run between the groups of each level to determine if the mean scores reflected a significant difference. Also, a test was run for interaction among the two independent variable levels.

Results of the factorial analysis of variance, Table I, page 25, indicate that the stories involving the Student and OSU-Administration news were preferred to Faculty-Departmental news. In the ACTIVITY

*See Appendix C.

facet, stories dealing with events other than Curricular or Extra-curricular created most reader interest. Both between groups variance tests were significant at the .01 probability level.

Although the F-ratios showed a significant difference among the levels of the independent variables, the test showed only a strong tendency for the levels to interact. What this means is that no one level of either PERSONNEL facet depended to a significant degree upon any level of the ACTIVITY facet for its presumed reader interest.

As for what the data mean to public information officials, the author suggests that mean scores for the various news categories, as well as the grand mean, indicate that readership of education news is not high. The author suggests that consideration ought to be given by public information officials in higher education to producing more stories that contain elements of positive type news found in the Student Other category.

CHAPTER IV

FINDINGS: COMMON VARIATION AMONG HIGHER EDUCATION NEWS CATEGORIES AND READERS

In Chapter III, the author discussed the variance among the various levels of the two independent variables. The question dealt with how the criterion variable---presumed reader interest---was effected by some or all of the independent variable levels.

The present discussion of factor analysis deals with the agreement among the variables and respondents, rather than the differences.

Factor analysis was used in this multivariate research to determine to what extent the news categories and individuals covaried, positively or negatively. It revealed common characteristics among the categories and individuals. Or, to put it another way, the factor analysis revealed which of the variables had what amount of variance in common. This, in essence, told how things went together in the real world. The result was a more manageable set of concepts than the variables provided individually.

Kerlinger explains the concept more succinctly: "If two or more tests are substantially correlated, then the tests share common variance. They have common factor variance. They are measuring something in common."¹

¹Fred N. Kerlinger, Foundations of Behavioral Research, Holt, Rinehart and Winston, Inc., New York, 1966, p. 651.

What Kerlinger was saying is that factor analysis makes for scientific parsimony. If the scores of several different tests show high correlation, then those scores can be added together. If three tests measure the same thing as six tests, then why not use three tests instead of six? Factor analysis, then, decreases the number of variables with which the scientist must cope. It is a way of getting the most for the least, so to speak.

Factor analysis was especially useful in this exploratory study, because of the author's limited theoretical foundation and lack of hypotheses.

The study called for two different factor analytic designs. The first was the R-design² which asked: What are the relationships of the various independent variable levels (news categories) to one another? The raw data for the R-design were the rating scores that all 83 respondents gave to the 10 stories involving each of the 9 independent variable levels. For example, what was the average score of the 83 respondents for the 10 stories involving the PERSONNEL Student Other level? The scores for each level were then intercorrelated. This, in essence, showed to what extent each level of the PERSONNEL and ACTIVITY variables related to each other.

The second factor analytic design was the Q-design.³ Rather than asking what news categories went together, the Q-design asked which of the 83 respondents went together. In other words, were there different

²For a more complete discussion see R. B. Cattell, Factor Analysis, Harper Brothers, New York, 1952.

³For a thorough discussion see William Stephenson, The Study of Behavior, University of Chicago Press, Chicago, Ill., 1953.

clusters of respondents who had similar interests in certain types of higher education stories? If so, what kinds of stories were they? That is, what categories of higher education news were interesting to what kinds of people?

It should be pointed out here to the reader that although 83 respondents returned completed questionnaires, only 75 were factor analyzed due to computer programming limitations. Eight respondents' answers were randomly deleted.

R-Analysis of News Categories

As shown in Table II, the author found three factors or types of independent variable levels, which he refers to as news categories.

Each coefficient in the table represents the correlation of the respective news category with the type. For example, in Type I, the Faculty-Departmental Curricular news category (Row No. 4) correlated .74 with Type I news. These coefficients are called factor loadings and can range between -1.00 and +1.00.

The underlined coefficients in Table II shows which news categories fall into each type. The highest coefficient in each of the nine rows of figures are underlined. Notice, again, that the .74 in Row No. 4 is underlined because it is the highest coefficient in that row and belongs to the Type I news. Notice, also, that the coefficients .39 for Faculty-Departmental Extra-curricular stories; .26, OSU-Administration Administrative; and .27, OSU-Administration Non-administrative news categories associate most with Type I news. This simply means that these four categories correlate more with Type I news than with any other type.

TABLE II
ROTATED FACTOR MATRIX OF TYPES OF NEWS CATEGORIES

	I	II	III	Common Factor Variance
Student Curricular	.24	.00	<u>.29</u>	.14
Student Extra-Curricular	.22	.26	<u>.79</u>	.74
Student Other	.02	<u>.98</u>	.13	.98
Faculty-Departmental Curricular	<u>.74</u>	.04	.25	.51
Faculty-Departmental Extra-Curricular	<u>.39</u>	-.00	.29	.24
Faculty-Departmental Other	.26	.09	<u>.29</u>	.22
OSU Administration Administrative	<u>.26</u>	.15	.22	.14
OSU-Administration Non-administrative	<u>.27</u>	.10	.26	.15
OSU-Administration Other	.27	.27	.19	.18

Type I News

The question is "What is Type I news?" The underlined coefficients point to a mixture of Faculty-Departmental OSU-Administration type. But more specifically, Type I news is Faculty-Departmental Curricular news, for the most part. The rationale for this reasoning is that the coefficient .74 is strong on Type I news. If the reader scans Row No. 4 of Table II, he finds that Faculty-Departmental Curricular stories correlate .04 with Type II news and .25 with Type III. These coefficients are considerably lower than the .74 correlation

with Type I news.

To simplify, suppose the head of the News Bureau at Oklahoma State University were interested in decreasing the various kinds of news originating from his office. Perhaps he has a small staff, weighted down with writing stories about so many aspects of the university that none of the stories is done well.

Yet, he wants to make sure he does not curtail any type of story that seems to have a distinct interest index. Put another way, he wants to know if he can serve his readers' preferences with less than nine different categories of news listed in this study.

Factor analysis of the scores for the nine news categories indicates he can. Three categories of news seem to explain most of the variation in interest that readers showed for all nine categories. Stories involving Student Other, Student Extra-curricular and Faculty-Departmental Curricular news categories showed a high degree of variance in common with the other six news categories. And they represent three fairly independent factors.

The common factor variance column of Table I, page 38, shows the significance of these three types of news more clearly. Take Row No. 3 ---Student Other---for example. The figure .98 at the far right means that stories involving Student Other news shared 98 percent of variance in interest that was shown in all the other news categories. So, in terms of serving reader interest, the head of the News Bureau could do an adequate job with only Student Other stories.

However, the Student Extra-curricular and Faculty-Departmental Curricular stories should not be neglected, since they share a fairly high common factor variance with all other news categories. Student

Extra-curricular has 74 per cent variance in common with other news categories, while Faculty-Departmental Curricular stories share 61 per cent, as shown in Table II, page 38. These three types of stories, on the average, share a 78 per cent variance with the six other types of stories ($.74 + .98 + .61 / 3 = .78$).

Further, in looking at the three remaining coefficients that make up Type I news, one finds there is a "mixed allegiance," so to speak. For example, although the Faculty-Departmental Extra-curricular stories are most associated with Type I news (.39), they also correlate with Type III news at .29. The other two news categories in Type I also show "mixed allegiance."

Therefore, the author feels the most parsimonious characterization of Type I news is Faculty-Departmental Curricular.

Type II News

This type is a "pure" Student Other type news. The Student Other stories correlated .98 with this type and only .02 with Type I and .13 with Type III news.

Type III News

Less clear-cut than Type II, this third type of news is best characterized as comprising Student Extra-curricular stories. This type of story shows the highest correlation with Type III (.79), with considerably smaller coefficients of .22 and .26 with Types I and II, respectively. Notice that the Student Curricular and Faculty-Departmental Other stories also are most associated with Type III news, but they show "mixed allegiance" to Type I stories, correlating with

them .24 and .26, respectively.

Summary of News Types

Relating this study to the principles of R-design analysis, the author simply was trying to determine which of his nine categories of news were most similar in terms of degree of interest they had for readers. In other words, which higher education news categories explained the most variance among the scores assigned to all nine categories?

At any rate, the author concludes, within the limitations of this study, that Student Curricular, Faculty-Departmental Extra-curricular, Faculty-Departmental Other, OSU-Administration Administrative, OSU-Administration Non-administrative and OSU-Administration Other stories could be decreased without too much dis-service to the reader. The author would caution that these types of stories should not be eliminated altogether, the reason being that, although they are present in one of the three types of news mentioned, their loadings are weak. This means the varying interest in these types of stories may be peculiar to them individually.

Q-Analysis of Types of Readers

Thus far, we have been concerned with types of news that cluster together. This section on Q-analysis will factor out the types of readers found in the study.

Some of the questions asked will include:

1. Are there different types of readers who think alike in terms of what types of higher education news stories interest them?

2. If so, what are the characteristics of these commonly valued news stories?
3. How can these different types or clusters of readers with common interests be described from the demographic standpoint?*

Table III is a partial rotated factor matrix for three types of readers isolated by the factor analysis of individual responses. The underlined coefficients simply represent the readers who correlated most highly with each type of reader. The complete factor matrix is found in Appendix F.

TABLE III
ROTATED FACTOR MATRIX OF TYPES OF READERS

	I	II	III	Common Factor Variance
3.	<u>.92</u>	+.07	-.02	.85
5.	<u>.37</u>	-.26	.73	.73
6.	<u>.95</u>	.20	.09	.95
13.	<u>-.15</u>	-.05	<u>.73</u>	.55
19.	<u>.96</u>	-.05	<u>.12</u>	.94
21.	<u>.98</u>	-.07	-.02	.97
27.	<u>.36</u>	-.34	<u>.72</u>	.76
45.	<u>.94</u>	.03	-.06	.89
46.	<u>-.13</u>	.34	<u>.77</u>	.73
47.	.21	.30	<u>.79</u>	.76
57.	.14	<u>.89</u>	-.11	.82
68.	-.29	<u>.88</u>	+.08	.87
75.	-.01	<u>.94</u>	.30	.98
79.	<u>.96</u>	.07	.14	.96

First, the author will present a short profile of the particular type of reader, followed by more specific descriptions of his age, family, reading habits, occupation, education and types of higher education news in which he has the highest and lowest interest.

*The reader is referred to the second page of Appendix C for types of demographic data collected in this study.

Type I Reader: Student Other

Type I comprises 51 individuals who---more or less---clustered together as they ranked the 90 different news items. In other words, they showed a similar pattern in rating the news items.

There was little doubt what to name this reader type. Five individuals who best represented this type (correlated most highly with Type I) indicated a preference for Student Other news stories. Reader No. 21, who correlated the highest with Type I (.98), as shown in Table II, page 42, gave a 7 rating (most likely read) to 8 of the 10 Student Other stories. Only one other category---Student Extra-curricular---had as many as five stories rated 6 or 7.

This reader was the youngest, had the fewest children, the least education, tended to be male and primarily comprised students. Three of the five persons most correlated with this type were undergraduate students. The most representative of the type---Reader No. 21---was an undergraduate at Oklahoma State University.

But more specifically, what are some of the characteristics of the Student Other reader? His age ranged from 18 to 75, with an average of 29. He is predominantly male and has .84 children. One reader had six children; 32 did not have any. Only 10 per cent of Type I readers had children in college, but 70 per cent plan on sending their children to college.

What newspaper did the Student Other type read most thoroughly? They were divided between the Stillwater News Press and the Daily Oklahoman. Thirty-four per cent said they read the News Press most thoroughly and 30 per cent read the Daily Oklahoman.

The top five readers in the type read the Daily Oklahoman most thoroughly by a three to two count. Reader No. 21 read the Daily Oklahoman most thoroughly.

How much time did Student Other readers spend with their favorite newspaper? The average was 30 minutes daily. Five readers said they spent as much as 60 minutes reading their newspaper while the lowest figure was 15 minutes.

What are some of the occupations of Student Other readers? Of the five individuals who are most like the factor, three of them are undergraduate students, one a newspaper agent, and one a policeman. Respondent No. 21, the most representative, is an undergraduate student.

What is the education level of the Student Other type? The group average is 13.5 years, ranging from 8 to 20 years.

What are the news stories that Type I individuals ranked highest and lowest? This discussion will be limited to items ranked either 6 or 7 for high, or 1 and 2 for low. Reader No. 3 rated more items high in the Faculty-Departmental Curricular than any other. The category he rated lowest was Faculty-Departmental Extra-curricular. He rated 8 of those 10 stories either 1 or 2.

Reader No. 6 strongly preferred the Student Other category by ranking six of the stories either 6 or 7. He strongly rejected items appearing in Faculty-Departmental Curricular and Faculty-Departmental Extra-curricular. He rated 7 of those 10 stories a 1 or 2.

Reader No. 45 preferred the Student Other and Student Extra-curricular categories over all other types. His strongest rejection was for the Faculty-Departmental Curricular stories.

Reader No. 79 was interesting from the point that he preferred only

one type of story and strongly rejected almost all others. For example, he rated 7 of the 10 Student Other stories as high as possible (7), and gave at least five stories in each of the other eight categories ratings 1 or 2. In the Student Curricular and Faculty-Departmental Extra-Curricular categories he rated 8 of the 10 items either 1 or 2.

Reader No. 21, the most representative Student Other reader, showed a strong preference for the Student Other stories by rating 8 of the 10 items as high as possible (7). In addition, he rated five stories in the Student Extra-Curricular category either 6 or 7. He was equally consistent when it came to items he rated either 1 or 2. A total of 24 items were rated this low and four stories in each of three categories ---Student Curricular, Faculty-Departmental Curricular and Faculty-Departmental Other---he rated low.

Type II The Passive Reader

This reader type, comprising 11 persons, was characterized by the inability to decide just what category, if any, he preferred. Generally, no category appeared to be the clear-cut favorite of this group and fewer stories were rated 6 or 7 by representatives of this type than by the other two types. One general tendency of this type was that of rejecting the Student Extra-curricular stories.

The Passive readers were the oldest, had more children than Student Other readers, tended to be male and were relatively diversified as to occupation. Of the three most representative Passive readers, shown by the underlined coefficients in Table III, one was a graduate student, one an accountant and one was a professor.

The average education level was almost two years higher than Factor

I, but no higher than Factor III.

And now for the more specific characteristics of Passive readers. For example, the average age was 42. That is 13 years older than Student Other readers. In addition, there were only 11 Passive readers, compared to 51 in Student Other.

Passive readers tend to be male. Only three were female. They differ from Student Other readers in that they have more children (1.27 to .84) and plan to send more of those children (.90 to .70) to college.

Passive readers said they read the Daily Oklahoman more thoroughly than they did the Stillwater News Press. Twenty-seven per cent indicated the Daily Oklahoman was the newspaper they read and 18 per cent favored the News Press. Considering the most representative Passive reader, No. 75, it was the same case as with Student Other. The person most like the factor read the newspaper rated second by the group as a whole. In other words, the majority of Passive readers read the Daily Oklahoman, but the person most representative of the factor read the Stillwater News Press most thoroughly. The average reading time for the Passive reader was 31 minutes. The maximum amount of time a reader said he spent reading his newspaper was 60 minutes and the lowest was 15 which was the same for Student Other.

The occupations of the most representative Passive readers differed from those of Student Other. The three persons most representative of the Passive Type are a graduate student, an accountant and a professor. The professor was the most representative. The underlined coefficients for these individuals are shown in Table III, page 42. The demographic data shows that Reader No. 57 was a graduate student completing requirements for the doctor's degree. Reader No. 68 was an accountant

who held the bachelor's degree. Reader No. 75, the professor, held the doctor's degree and was retired.

The average education level of Passive reader was 15.4 years, nearly two years above that for Student Other. Only one member of the factor had not had some college or advanced training.

What stories did the most representative Passive readers prefer? Reader No. 57 was most interested in Student Other and OSU-Administration Administrative stories. The stories he rated lowest were in the Student Extra-curricular category.

Reader No. 68 apparently was not a reader of news about higher education. The only two stories he rated high were in the Faculty-Departmental Extra-curricular category. The stories he ranked low were quite different. In every other category, this individual ranked at least 5, and as many as 9 of 10 stories as low as 1 or 2. He rated 9 of 10 Student Extra-curricular stories as "least likely read." Five categories had seven stories rated 1 or 2 and there were two categories with six stories rated that low.

Reader No. 75, the most representative of the Passive reader, could be considered just the opposite. Instead of rating several categories low, he rated them high. For example, he rated five stories in the Student Other category, six stories in the OSU-Administration Administrative, seven stories in the OSU-Administration Non-administrative and six in OSU-Administration Other as high as 6 or 7. The only category he rejected to any degree was Student Extra-curricular, in which he rated two stories 3.

This representative reader's behavior might seem confusing at first glance. How could he be representative of a type of readers and, yet,

rate most types of stories high while the other readers rated them low? The point is that Reader No. 75 varied systematically from other readers in the type. In other words, his interests correlated with all other readers in the type, but his interests were higher. As a hypothetical example, the other readers might rate three stories 1, 2 and 3, while Reader No. 75 rated them 5, 6 and 7.

Type III All-around Reader

Type III was the only one which tended to be female. Actually, half of the 12 readers who formed the type were female. Type III had slightly more education than the Passive reader and two years more than the Student Other, but was younger and had the same number of children as the Passive reader. Type III appeared to be made up of older persons and younger persons with few middle aged individuals. For example, the ages of the four most representative All-around readers are 18, 18, 61 and 69. Two are undergraduate students and the other two are retired.

The All-around reader appeared to have difficulty deciding what type of education news he liked best. Each of the five representatives of the type appeared to have rated several items in several categories rather high.

The All-around readers differed a good deal from the Student Other and Passive readers. Average age was 37. They had about the same number of children as the Passives (1.28 to 1.27) and considerably more than Student Other (1.28 to .84). Members of this All-around type appeared a bit hesitant to say they would send their children to college. In addition, a different newspaper came into the picture for this type. ---The Tusla World. Twenty-one per cent of the All-around readers said

they read this paper most thoroughly. But the Stillwater News Press had its strongest readership with this group, 43 per cent. Also, the representative All-around reader indicated he went with the majority by reading the News Press. It should be noted that this pattern was reversed in the two preceding types of readers.

As a group, All-arounds read their preferred newspaper 28 minutes a day. Again, the maximum was 60 minutes and the minimum 15.

Type III readers differed significantly from the other two groups in that the typal representatives were not employed. Two were undergraduate students and two were retired. The average education level for the group was 15.6 years. For the typal representatives it was 13. There was an interesting difference in ages among the typal representatives also. The two retired persons were both past 60 and the two undergraduate students were both 18.

As to the stories these typal representatives rated highest, Reader No. 5 had three preferences--Student Extra-curricular, Student Other and OSU-Administration Other. His lowest two categories were Faculty-Departmental Curricular and Faculty-Departmental Extra-curricular.

Reader No. 13 actually rated all categories quite high. His highest three were Student Curricular, Faculty-Departmental Other and OSU-Administration Non-administrative. His only low category was OSU-Administration Administrative. Actually, this person rated more than 50 stories as high as 6 or 7.

Reader No. 27 rated three categories high---Student Extra-curricular, Student Other and OSU-Administration Other. Faculty-Departmental Curricular was rated lowest by No. 27.

The All-around reader representative was Reader No. 46, a retired nurse. She rated about 50 of the 90 items 6 or 7 on the continuum. The most preferred category she rated as OSU-Administration Non-administrative in which she marked 9 of 10 items 6 or 7. In addition, she rated 6 of 10 items in four other categories as high as 6 or 7. Those categories were Student Curricular, Faculty-Departmental Other, OSU-Administration Administrative and OSU-Administration Other. In only two cases did this person rate any story as low as 3. One was in Faculty-Departmental Extra-curricular and one was in OSU-Administration Administrative.

Summary of Reader Types

Of the 75 respondents' scores that were analyzed, there were three clusters formed. Those individual's preferences for different types of news stories and demographic data about those individuals were studied in an attempt to name the three factors. Fifty-one persons formed one of the factors, 11 comprised another and 12 another.

Factor I, the largest, was not difficult to name. Its readers obviously preferred the Student Other category of news. It was by far the youngest, had fewer children, less education, tended to be male and primarily comprised students. Readers in this factor preferred the type of news described earlier as "blood and guts" or "sensational" news, with some "human interest" interspersed.

Factor II, with eleven members, had to be named "Passive reader." This was caused by their inability to decide for any category. No news category appeared to be favored strongly by this group. Student Extra-curricular stories were uniformly rejected by the group.

Passive readers were the oldest, had more children than Student Other readers, tended to be male and were diversified as to occupation. The average educational level was two years higher than Student Other readers but no higher than Factor III readers.

Type III readers were named All-around readers. The name was caused by the factor's members being unable to decide what news stories they preferred best. They seemed to like several categories well. Five representatives of the type rated many items in several categories rather high.

All-around reader tended to be female, had slightly more education than Passive reader and two years more than Student Other. In addition All-around reader had more children and was older than Student Other but younger than Passive. Also, Type III appeared to be made up of older persons and younger persons with few middle-aged individuals.

Although the demographic data collected in this study is presented rather extensively, it did not contribute significantly to differentiating between factors. Age possibly was the most significant difference between Type I, Student Other, and the remaining two types. Type II, Passive, showed the greatest diversity from other types in occupation. Type III, All-around reader, differed from the other two by being mostly female. The demographic data were part of the study's design to determine if any aspect would contribute to the separation of the categories. Apparently, the news categories themselves provided the best basis for the three factors.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

For this study, two independent variables---PERSONNEL facet and ACTIVITY facet---were subdivided into three levels each. PERSONNEL levels were Student, Faculty-Departmental and OSU-Administration. ACTIVITY levels were Curricular, Extra-curricular and Other for Student and Faculty-Departmental categories and Administrative, Non-administrative and Other for OSU-Administration. The latter three terms were considered synonymous with the Curricular, Extra-curricular and Other levels.

These variables were derived from an extensive study of published news stories that dealt with various aspects of university life. The very first requirement for possible use in the study was that the story had to pertain to either a student, professor or an administrator. Further study of the stories determined that mutually exclusive and exhaustive categories could be established by considering what the principals of the story were doing.

Themes of stories appearing in the Stillwater News Press were abstracted and categorized by the author. A complete list of these themes was then submitted to 10 judges who were asked to agree or disagree with the categorization. Following the judging, the author randomly selected 90 stories whose themes had been judged as properly categorized.

These stories were placed at random in a questionnaire submitted to Stillwater, Oklahoma readers, selected at random from the local telephone directory. Eighty-three individuals returned completed questionnaires whose responses were tabulated for factorial variance and factor analysis.

Summary of Analysis of Variance

The reader is referred again to Table I, page 25, which shows the F-table, the result of the analysis of variance. This analysis shows that the between groups variance for stories in the Curricular, Extra-Curricular and Other categories was statistically significant. Also, the table shows that the between groups variance for Student, Faculty-Departmental and OSU-Administration was significant. The F-ratio (5.36) for the PERSONNEL facet levels means that the likelihood of that high of a figure occurring by chance was less than 1 in 100. The ACTIVITY facet level F-ratio (5.11) also was statistically significant at the .01 probability level.

What these F-ratios mean is that the dependent variable---presumed reader interest---was responding more to some of the PERSONNEL and ACTIVITY levels than to others. The variance among the means in Figure 2, page 22, was more than random fluctuation. The marginal means of Figure 2, page 22, show that the Student and OSU-Administration PERSONNEL levels (mean scores 4.23 and 4.17) and the Other ACTIVITY level (4.36) created substantially more interest than the other variable levels.

The F-ratio for interaction (2.30) in Table I was not statistically significant. What this means is that the various levels of the independent variables did not rely on each other to gain reader interest.

In other words, the PERSONNEL level of Student did not have to depend upon being combined with the ACTIVITY level of Curricular (Student Curricular), to gain its reader interest.

The reader is reminded that the mean scores in the various cells of Figure 2 support the analysis of variance finding of no significant interaction. None of the mean scores moves significantly away from the grand mean of 4.04 for all items. The only combination of variable levels which shows any interaction tendency is the one in the lower left hand corner, Student Other (4.9).

The mean interest scores also show that the preference for the various types of education news is low, even within the Stillwater community where a large university is located. This can be supported by observing the low mean scores for each of the categories in Figure 2 as well as the marginal mean scores. The highest possible mean score was 7. Only one of the scores in the table begins to approach that rating.

Summary of Types of News and Types of Readers

Factor Analysis, was used in this study in an attempt to isolate types of news about higher education and types of readers. In addition, the author sought to link the types of readers to the type of education news.

Interest ratings assigned to stories comprising each combination of independent variable levels were intercorrelated to produce three types of news stories which shared the most common variance with all other types. They were Student Other, Faculty-Departmental Curricular and Student Extra-curricular. This means that these three types of

stories explained most of the over-all reader interest in higher education news.

In the correlation of individuals, three types of readers were in evidence as described in Chapter IV. One of those was rather clear-cut, Student Other. This type of reader preferred the type of news which appeared under the same heading, Student Other. The reader is reminded that this category of news contained items such as students raising funds to buy a coed a wheel chair, a student being knifed, another being arrested trying to elude an officer and students being arrested on dope charges. The Student Other probably comprises the largest group of the community's readers and they are mostly students.

Another type of education news reader was labeled Passive. As his name indicates, this type of reader showed little interest in any type of education news. The possibility exists that this type of reader was formed on the basis of the items he rejected rather than the one for which he expressed preference.

The third type of reader was named All-round, because of his presumed preference for almost all types of education news. This reader was not as selective as the Student Other reader who showed a strong preference for that category. Nor was he as undecided as Passive reader who could not decide for any category. The All-around reader apparently would just as soon read Student Other news as OSU-Administration Administrative.

Of the three factors, Student Other was the most clear-cut. It was comprised of 51 different individuals and each of the typical representatives rated the Student Other category of news relatively high. The most representative, Respondent No. 21, rated eight of 10

Student Other category stories as high as possible.

The Passive type was more difficult to name for he expressed no dominant preference for any category. Also, he did not differ significantly when the demographic data were considered.

In contrast, the All-around type seemed to have difficulty in deciding just what category or categories he did not like. This reader did tend to be female and one might conclude that the ladies are more apt to read all types of news.

Both the Passive and All-around types probably comprise a small percentage of the community's readers.

Conclusions and Recommendations

What does this information mean to a practitioner in the university public information field? What can be said to those whose jobs it is to write about university community events and people? The author offers the following suggestions:

First, considerable attention ought to be paid to the stories in the Student Other category. Public Information officers might want to make an in-depth study of many different stories that could qualify for that category. Then the stories whose content was advantageous to the university might serve as a pattern for a series of articles to be produced by a university news bureau. As for the stories in the category which contain negative aspects, those apparently will be given the attention of the local newspaper or possibly even the state-wide media. In other words, those stories will get published regardless.

The author also encourages public information officials to consider producing a significantly higher amount of news dealing with students.

The reader is reminded that the Student category of news had the highest mean score of any level of the PERSONNEL independent variable.

Secondly, a study could be made of non-education news that is rated high by readers to find what elements cause that news to be preferred, over higher education news, if that be the case.

Then, the elements that are adaptable to education news such as "human interest," should be incorporated into university and college news bureau releases.

Closely related to this effort would be the author's third suggestion---giving considerable attention to the reader market to which a story is directed. For example, a story about a college coed who has achieved high marks, won beauty contests, majored in physiology and is headed to medical school, may not be suitable material for the state-wide media. But, on the other hand, it might get a full page display in a regional newspaper, whether weekly or daily. If it is printed in the local newspaper, chances of the saturation of that area are better than if it had made the paper with more circulation over the state. If it works that way, several good stories aimed at regional newspapers will actually provide more thorough saturation of an area than does the story in the major medium.

Similarly, if a story is aimed primarily at personnel on the campus, why should it be distributed off campus? If it gets published it may have little interest, as the evidence overwhelmingly suggests in this study. If it appears in a "house organ" or internal publication of some type it may reach the desired audience much quicker and easier. In addition, this may impress the man on the newspaper desk who makes the decision as to whether the story pertains to his readers or not.

What is meant here is that the news editor who constantly is showered with stories that he can not possibly use could build up an immunity to copy from that source. In other words, send to the news media only those stories that have a good probability of being printed or aired. Aim at a target and polish all techniques that contribute to hitting that target.

In addition, the author suggests that public information officers should establish some sort of "feedback" program. The purpose of this program would be an attempt to determine how closely their efforts are coming to actually hitting those targets. What are some ways this could be accomplished? One method would be to use the state press association's clipping service. Of course, this can become very expensive. A large university may be mentioned several times a day in many different newspapers around the state. The idea here would be to design a series of articles to go, for example, to only weeklies. Then, have the clipping service clip only the weekly papers that received stories.

How about a simple survey that could be conducted by mail? Merely list several different types of stories that the staff is already producing and ask editors to check off their preferences. This would be the counterpart of the present study.

A couple of more direct methods the author would like to suggest are telephone calls to the news editors and regular visits, if at all possible. The purpose here is to establish as much familiarity with the media personnel as possible. Get to know them. Make sure they know the names of the persons on the news bureau staff. These two methods can become expensive if one is not careful. Many schools have "leased

telephone lines" that are made available to the news bureau personnel. These lines can be used with discretion in contacting editors about what stories they might like to have from a particular school. Travel budgets are limited in many cases. Land grant institutions have extension personnel who are required to travel throughout their state during the year. These people could be used effectively in asking the local editors what stories they like to see come across their desks from the colleges and universities.

Whatever method is employed, something needs to be done to determine what the news editors at least say they want from the campus news bureaus. It would be interesting to know how editors' preferences correlate with the reader preferences found in this study. Each news bureau chief or public information officer will have to decide which method is best for his situation.

At any rate, this study, with whatever limitations it may have, strongly suggests that university and college news bureaus are producing more types of news stories than necessary to promote a similar degree of reader interest. Further, reader interest for nearly all types of higher education news hovers around the middle point between high and low. The only tendency to except this level of interest came from the Student Other type of news with a mean rating of 4.9 out of a possible 7. And interestingly enough, nearly half the readers showing this higher interest were students.

The author's findings suggest that much needs to be looked at seriously, regarding the types of higher education news produced and the channels through which it is disseminated. An obvious starting point, it seems, would be consideration of dissemination through specialized

publications, distributed to the different levels of university personnel.

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APPENDIX A

INITIAL MESSAGE TO RESPONDENT

INITIAL MESSAGE TO RESPONDENT

Hello, is this the _____ residence? Is _____ there? May I speak with him (her)?

Hello, Mr. (Mrs. or Miss) _____, my name is Bob Cox, I work for the Public Information Office here at Oklahoma State University. The job of this office is preparing some of the news stories about OSU that you see in the newspapers you read.

I am conducting what we call a "readership interest study," and I got your name by pulling a random sample from the local telephone directory.

Let me assure you right now that I am NOT a salesman and that I do not want to get an appointment to come to your home and try to sell you something.

Briefly, what I am trying to do is learn more about the types of news stories about OSU that average Stillwater readers like to see in their newspapers.

To get this information, I have designed a questionnaire that I would like to mail to you so that you can fill it out at your convenience. It will take you about 30 minutes to complete and I will include a stamped, self-addressed envelope that you can use in returning it to me.

Before I ask you to let me mail it to you, do you have any questions you care to ask me about the project?

If that is all you need to know, may I mail you the questionnaire?

.....Let me be sure that I have your correct address.

Thank you, and I will drop this in the mail to you tomorrow morning.

APPENDIX B

THEMES OF ACTUAL STORIES USED IN STUDY

THEMES OF ACTUAL STORIES USED IN STUDY

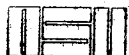
Legend: SC-Student Curricular; SEC-Student Extra-curricular; SO-Student Other; FDC-Faculty-Departmental Curricular; FDEC-Faculty-Departmental Extra-curricular; FDO-Faculty-Departmental Other; OAA-OSU-Administration Administrative; OANA-OSU-Administration Non-administrative; and OAO-OSU-Administration Other.

<u>No.</u>	<u>Category Code</u>	<u>Story Theme</u>
1.	SC	OSU has 2 sheep winners
2.	SO	Student drive begun for wheel chair for coed
3.	FDO	Dinner honors retiring professor
4.	SO	Student caught after high speed auto chase
5.	FDO	National Rural-Urban meeting needs housing help
6.	OAA	Regents Okay Kamm request for building loans
7.	OANA	Ross discusses "research and you"
8.	OAA	OSU centralizes hiring of secretarial help
9.	SEC	OSU rifle team wins Big 8 title
10.	SO	Students returning increases traffic accidents
11.	SC	Coed enrolls in ROTC classes
12.	OAO	AAUP sides with students against administration
13.	SC	Student technical paper wins award
14.	SEC	Varsity Review program opens
15.	OAO	Danish adults arrive for goodwill tour
16.	FDC	Accounting professor writes book chapter
17.	OANA	Kamm speaks about OSU to Lions club
18.	FDC	AICHE to view film
19.	SO	Student meeting is orderly
20.	FDC	Business college enrollment up
21.	OANA	Kamm criticizes teacher strikes
22.	SC	Russian club to show films
23.	FDEC	Professor elected head of chemical engineering group
24.	OAA	OSU to close for labor day holiday
25.	SC	ROTC cadets get awards
26.	FDEC	Education professor joins survey team
27.	SEC	Students sing folk music at church
28.	FDC	Physicists report breakthrough in cell work
29.	SO	Five students arrested on dope charges
30.	SC	Creative writing class presents program
31.	OAA	High school students here for academic contests
32.	SEC	Choir sings at Rotary club meeting
33.	OAO	Memorial services slated for Dr. King
34.	OAO	Legion official hails speaker ban
35.	FDO	Professor resigns OSU job for one in industry

36. FDC Professor tells about his computer work in counseling
37. SEC Engineers start growing beards
38. OAO Conference on Negro in contemporary society meets
39. SO Crusade for Christ group has work day
40. FDC Dr. Bolie's trainable machine
41. SEC India students to show film
42. OANA Dr. Cooper elected to health council
43. FDO Lahoma Club plans reception
44. SC Undergraduate biochemist gives paper
45. FDEC Civil engineers have open house in labs
46. SEC ROTC opens bids for honorary colonels (queens)
47. FDO Dr. Cooper elected to health council
48. OAA "A" students honored with banquet
49. SC Seminar slated for graduate students
50. FDEC Biochemist lectures at Georgia Tech.
51. OAO Mrs. Kamm to host newcomer group
52. FDO OSU hosts national conference on rural-urban problems
53. SO Iota Nu Sigma hosts insurance commissioners
54. OANA Alumni secretary speaks to Lahoma club
55. FDEC Six graduate students to attend meeting
56. OAO "What's new at OSU mixer" to be held
57. SEC OSU rodeo club makes plans with Sapulpa club
58. FDO Poultry industry panel slated for OSU
59. SC Student wins scholarship
60. OANA Presidential assistant attends national meeting
61. OAA Science training center to be built at OSU
62. SO Student burglars get hearing delay
63. OAA Atlantic company gives OSU \$5,000 grant
64. SO Student's neck broken in auto crash
65. FDO OSU's former baseball coach dies
66. OAO OSU's role in city planning mentioned in series
67. FDEC Management seminar slated for OSU
68. SEC OSU student elected state BSU president
69. FDC OSU international student director speaks at Town
Hall
70. OANA Development director speaks to high school DECA club
71. SEC OSU students aid underprivileged kids
72. FDO OSU staffer accepts Japan assignment
73. SO Student knifed somehow
74. FDC Two chemistry research projects funded
75. OAO Dean of men accepts junior college president post
76. FDO OSU staffer accepts administrative post at Texas A&M
77. FDC J-school computerizing
78. OAO Security officers complete course
79. SC Student gives music recital
80. FDEC Harrisberger speaks at engineering meeting
81. OAA Public health service gives OSU \$106,613 grant
82. FDC Three language professors give papers
83. OANA Hospital head speaks to 4-Hers
84. FDEC Lady professor speaks to Dames club
85. OAA New international student director named
86. FDEC OSU psychiatrist talks to Rotarians
87. OAA Aircraft specialist visits OSU engineering program
88. FDEC Art work shown in OSU gallery

- 89. OANA Hospital head presides at national meeting
- 90. OAA Speaker guidelines committee named by Kamm

APPENDIX C
QUESTIONNAIRE



Oklahoma State University

DIVISION OF PUBLIC INFORMATION

STILLWATER, OKLAHOMA, 74074
CLASSROOM BUILDING
(405) 372-6211, EXT. 291

December, 1968

Dear Stillwater Resident:

Thank you for agreeing to participate in this scientific sampling of local public opinion. If you had not, the study would not have been as helpful as we think it will be.

Your cooperation in this study is very important as we are attempting to "nail down" more specifically just what types of news stories readers, like yourself, are interested in having appear in their newspapers.

The sampling techniques which provided us with your name are much like those used by the famous Gallup Poll, the nationwide opinion gathering system.

It is not necessary for you to put your name on any of these materials but it is essential that we have some information about you. Therefore, we have included a questionnaire which we request you fill out as completely as possible.

Now, here are some instructions for you to use in making your choice on each of the items in this project. First, read the news item. Secondly, mark your choice with a check of some type on the appropriate line below the news story as follows:

Student from college campuses throughout the state will meet at Oklahoma State University for the annual Young Democrats state convention, Nov. 27-29.

Most
Likely
Read

Least
Likely
Read

7 6 5 4 3 2 1

Obviously I like this story more than I disliked it, so I marked 5. But, I really wasn't as interested in it as I could have been. Had I really disliked the story, I would have given it a 1 or no more than a 2. If you can't make up your mind, mark the neutral position of 4.

When you have completed marking EACH story, kindly return it to me in the stamped, self-addressed envelope included in this packet.

Sincerely,

Bob Cox

Age _____

Sex _____ male _____ female

How many children do you have? _____

What are their ages? _____

How many of your children are enrolled in college? _____

Do you plan to send any children to college? _____

What newspapers do you receive? _____

Which newspaper do you read most thoroughly? _____

About how much time do you spend with that newspaper each day?

_____ 15 minutes _____ half hour _____ 45 minutes _____ 1 hour or more

What is your occupation (or your husband's or wife's)? _____

Briefly describe your job duties? _____

What is the name of the last school you attended? _____

What was the last grade you completed in that school? _____

most likely read	<p>Oklahoma State University had two winners Thursday in the breeding Dorset class in sheep competition at the International Livestock Exposition in Chicago. OSU showed the grand champion breeding Dorset ram and the reserve champion ewe.</p>	1	least likely read
most likely read	<p>An Oklahoma State University freshman student, handicapped by polio at age one, is going to get a brand new electrically powered wheel chair if some of her classmates' plans work out.</p>	2	least likely read
most likely read	<p>A 33-year association with the classroom and Oklahoma State University came to a close formally Wednesday evening at a retirement dinner for Prof. Henry P. Adams, technical institute director since 1945. Adams began his OSU career as an industrial arts professor in 1934, was supervisor of war</p>	3	least likely read
most likely read	<p>A 19-year-old Oklahoma State University student, Charles Martin, Oklahoma City, spent Thursday night in the Payne County Jail in lieu of \$1,000 bond as the aftermath of a high-speed chase Thursday afternoon involving Martin and city and county police officers.</p>	4	least likely read

A call has gone out for Stillwater residents to open their homes to persons coming from all over the nation to attend a national conference "The Rural to Urban Population Shift—A National Problem," which is to be Friday and Saturday, on the University.

All motels, hotels and other available housing have been filled, it has been announced by Dr. Clayton Millington, Business extension service of the university. Anyone with rooms available are to contact him.

5

most
likely
read

least
likely
read

The Board of Regents for Oklahoma State University and the Oklahoma A&M Colleges Friday authorized President Robert B. Kamm to request a federal housing loan to build two 12-story apartment-type residence halls at OSU.

The two halls would house a total of 568 students and be ready for occupancy the fall of 1970.

6

most
likely
read

least
likely
read

Dr. O. Burr Ross will discuss "Research and You," during the Home Economics Alumni Association Homecoming Breakfast,

at Oklahoma State University, Oct. 21, in Stillwater, according to Mrs. Glayds Umwake, Sapulpa, program chairman.

Dr. Ross is vice president for Research and director of the Agricultural Experiment Station.

7

most
likely
read

least
likely
read

Oklahoma State University has centralized its hunt for secretarial and clerical help.

Under present policies the school's office of placement services handles the applications and testing of prospective employees. This replaces the practice of each department's utilizing its own evaluation procedures.

8

most
likely
read

least
likely
read

The Oklahoma State University smallbore rifle team has won the Big Eight conference championship trophy for the third consecutive year.

George Gunn, Stillwater, compiled 568 of 600 possible points to rank first among the individuals. Two other OSU team members, Don Pate, Oklahoma City, and Harold Holley, Tulsa, had 553 and 551, respectively, for third and fifth places.

9

most
likely
read

least
likely
read

With approximately 8,000 additional cars in Stillwater, according to statistics kept by Safety and Security of OSU following the opening of classes at the University, local police were not at all surprised that the number of accidents investigated during September doubled over August.

As one official stated "with 16,500 students it seems at times that each of them has at least two cars!"

10

most
likely
read

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Kathy Bennett went all the way from colonel to cadet—just to be one of the boys—so far as that's possible for a trim, brunette coed.

The Costa Mesa, Calif., senior is the first coed in 75 years to be enrolled in the Army Reserve Officers Training Corps at Oklahoma State University.

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A new rule, adopted in 1966 by the OSU Academic Council, stirred up a controversy on campus which was brought to light Thursday when the OSU chapter of the American Association of University Professors took the side of the Student Senate against the University administration.

The rule, moved for adoption by Dr. Frank E. McFarland, dean of student affairs, and seconded by Raymond Girod, registrar, states that "to serve as faculty advisor, prior approval must be given by the dean of student affairs, with concurrence by the faculty member's department head and the academic dean."

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most likely read	<p>James M. Rogers, Oklahoma State University senior from Bartlesville, won an award at the University of Oklahoma technical papers contest, sponsored by the American Institute of Mining, Metallurgical and Petroleum Engineers, Inc. His paper was entitled, "Energy Resources for the Future." He was awarded a 30 volume set of transactions of the Society of Petroleum Engineers and will attend a technical meeting of the society next fall.</p>	13	least likely read
most likely read	<p>Not only a star-studded but a star-spangled cast will salute America on stage Thursday night at Oklahoma State University.</p> <p>The 39th annual Varsity Revue features 10 traditional VR girls, four individual acts, and five group skits.</p> <p>"America On Stage!" will open nightly at 8 p.m. Feb. 29-Mar. 2, with a 1 p.m. matinee on Mar. 2.</p>	14	least likely read
most likely read	<p>Oklahoma State University officials welcomed 114 Danish adults to Stillwater this morning at the Student Union. The group arrived by bus for a six-day visit in Oklahoma to learn how American families live.</p> <p>Dr. George S. Abahier, director of community and industry programs for the university, along with President Robert B. Kamm, Dr. J. C. Evans and Per Andersen, a Danish graduate student at the university, welcomed the group, who will visit in Stillwater and other state homes.</p>	15	least likely read
most likely read	<p>Dr. Milton F. Ury, accounting professor at Oklahoma State University, is the author of a chapter of the 1967 Fourth Edition of "Cost Accounting" by Matz, Curry and Frank.</p> <p>The book, published by South-Western Publishing company, is designed for a two-semester course in cost-managerial accounting covering the concepts and techniques required for effective cost determination, control and decision-making.</p>	16	least likely read

An OSU balance sheet with a nod to those who built solidly in past, a run-down on the campus as of Fall '67, and exciting prospects for the future was unrolled before Lions last night by the University's president, Dr. Robert Kamm.

As for facts and figures of the moment, the University president said that the Stillwater campus will have an enrollment of 14,500 plus with the Technical unit at Okmulgee touching 2,400 and the vocational setup in Oklahoma City enrolling 800 in round figures. Actual enrollment is still in process on the campus with total figures yet to be reached, he underlined.

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Members of the central Oklahoma section of the American Institute of Chemical Engineers will view a technical film at their regular meeting Tuesday, Oct. 24, at 6:30 p.m. at El Sol Motel in Stillwater.

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An orderly assembly of some 3,500 students, with a smattering of adults present, Tuesday listened attentively as OSU student leaders outlined their objections to recent Board of Regents rulings on speakers eligible to appear at schools under their jurisdiction.

All signs of a genuine demonstration were absent, as the majority of the students sat quietly on the lawn in front of the library, occasionally applauding statements made by Bob Swaffar, student senate president, as he read a prepared speech condemning the new guidelines.

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Edward C. Burris, vice dean of the Oklahoma State University college of business told faculty members here this week that overall enrollment will probably show an increase of 200 students when enrollment is completed this year.

Burris was addressing returning and new faculty members at the business college's first faculty meeting, held just prior to opening of classes in the fall semester.

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DUNCAN (AP) — Oklahoma State University president Dr. Robert B. Kamm said Sunday teacher strikes are unprofessional, and raised the question of whether such strikes are ethical.

Kamm addressed an audience at Duncan High School, gathered to dedicate a new \$775,000 auditorium.

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The Russian Club of Oklahoma State University Saturday begins a series of six Soviet films based on novels by such famous authors as Chekhov, Turgenev and Sholokhov.

Profits from the films, which are in Russian with English subtitles, will finance scholarships for OSU language students, said Kevin McKenna of Oklahoma City, club president.

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Dr. Robert N. Maddox, professor and head of chemical engineering, Oklahoma State University, has been elected treasurer of the American Chemical Society's Division of Industrial and Engineering Chemistry. The group elected Dr. Maddox for the 1968 term of office.

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Oklahoma State University will be closed Monday, Labor Day, with virtually all offices observing the official holiday.

All offices will reopen Tuesday, and freshman advisement and orientation clinics will resume and continue until start of classes.

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Twenty-five Army ROTC cadets were designated Distinguished Military Students in ceremonies held at the university auditorium Thursday, with the 1,000 man corps of cadets in attendance.

President Kamm gave the principal address on the theme of leadership, and presented the certificates to the cadets.

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The University of Miami in Florida has invited Dr. Richard P. Jungers, Oklahoma State University education professor, to serve as a member of a reorganization survey team for the Brevard County school system in Florida.

Dr. Jungers, director of education extension and field services at OSU, will join several other professors from various parts of the country to conduct the survey Sunday through Wednesday.

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An unusual program on folk music in the church, presented by three guitar-strumming OSU students from St. John's University parish, featured the October meeting of St. Francis Xavier Altar society held Wednesday night.

This type of music has been used at St. John's church where it has created much interest, Mrs. T. W. Darnaby, program chairman, said in introducing the program. All art forms can give glory to God and folk music is a type of art music, she pointed out.

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CHICAGO (AP) — A process that enables scientists to separate living cells from dead cells in two minutes has been reported by two physicists from Oklahoma State University.

Drs. Herbert A. Pohl and J.S. Crane expressed hope the new technique might be applied in attempts to separate abnormal cells such as cancers in the blood from normal blood cells. Their discovery was reported Wednesday at the 132nd meeting of the Electrochemical Society.

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most likely read	Five Oklahoma State University students were in the jug Saturday as local police officers continued to stir the pot on pot in Stillwater, confiscating an estimated \$2,000 in marijuana.	Friday's efforts followed by four weeks the initial marijuana crackdown efforts here, in which two charges of possession of marijuana were filed against Willard Love and Ross Oricchio. Love was bound over to District Court on the charge and Oricchio's preliminary hearing is slated Tuesday morning at 10 a.m.	29	least likely read
most likely read	"Theater Pieces: \$20 Worth" will be presented Tuesday night by Oklahoma State University students in Dr. Mary Rohrberger's creative writing class. The first event of OSU's Spring Festival will be on the fourth floor of Morrill from 7 p.m. until 9 p.m. There is no charge for this, or for any of the other festival special events.		30	least likely read
most likely read	More than 900 high school students from all parts of the state are entered in Saturday's academic contests to be conducted at Oklahoma State University beginning at 9 a.m.	Medals will be presented first, second and third place winners based on test results in various categories such as biology, chemistry, English, mathematics, political science and Russian.	31	least likely read
most likely read	The Oklahoma State University Choir under the direction of Hoover Fisher will present the program at the dinner meeting for the Rotary Club meeting Tuesday at 6:15 p.m. at the Student Union. The music committee will be in charge of the program.		32	least likely read

A Sunday memorial service, a Monday march, a scholarship fund and a plea for good will marked the wide ranges of reaction in Stillwater to the assassination of Dr. Martin Luther King.

The varied reaction came as the city and Oklahoma State

University made plans to honor the Negro civil rights leader shot down Thursday in Memphis, Tenn.

Sunday night, city and university officials will lead memorial services for Dr. King in the Mt. Zion Baptist Church, 1112 S. Knoblock. The services will start at 6:30 p.m.

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War Veterans of Oklahoma were asked to "stand up and be counted" on the issue of whether speakers with a background of lawlessness and disregard for high standards of morality and

conduct should be paid with public or student funds to speak on state campuses by Arthur R. Tyner Jr., State American Legion Adjutant, in a speech Thursday night to the Stillwater Legion post.

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Dr. R. Mac Irving, 3001 Drury Lane, has resigned as assistant professor of horticulture at Oklahoma State University to accept a position with International Minerals and Chemical Corporation, Skokie, Illinois.

Irving will serve as an Agricultural Service Representative in the Agricultural Chemicals Division of IMC. He will be responsible for providing technical information to manufacturers of fertilizers and agricultural chemicals who have franchised agreements with the corporation.

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Dr. Tommy L. Roberts, College of Education, Oklahoma State University, just returned from a conference hosted by the Advanced Systems Development Division of IBM Corporation.

He was invited to share his ideas on Computer Assisted Counseling Systems with Drs. Donald E. Super, Columbia University; David V. Tiedeman,

Harvard University; D. P. Estavan, System Development Corporation and Mrs. Alice Scates, U.S. Office of Education. At the IBM Mohansic Laboratory this group along with other researchers witnessed the unveiling of a new Counseling System which is designed to aid students in making vocational choices with the aid of a computer.

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The Oklahoma State University campus will be growing a little "hairier" as engineering students begin skipping their morning sessions with the razor.

The Engineering Student Council will sponsor a beard growing contest which begins Wednesday. That date is the entry deadline, said Bob Walton, publicity chairman for the club.

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The second meeting of the OSU-Stillwater conference on the role of the Negro in contemporary American Sunday afternoon at St. John's University Parish resulted in the formation of two additional committees and an ad hoc committee.

Additional committees approved by the 40 persons in attendance include a publicity committee and a goals and resources committee. The ad hoc committee on membership will be a subdivision of the publicity committee.

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The OSU Campus Crusade for Christ members will hold a work day Saturday to raise money for the Crusade's work in Colombia, South America.

They say they will do any kind of odd jobs in the yard or in the house, from washing cars or windows to mowing lawns or trimming shrubs.

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If the thought ever passed through your mind that machines might someday dominate mankind, it could be comforting to know that an Oklahoma State University professor is doing something about the problem.

Dr. Victor Bolie, holder of the Albrecht Naeter chair of electrical engineering, is a specialist in many fields and has turned his attention recently to a "trainable machine."

Bolie's feeling — that someday man just might become a slave to machines unless someone does something about making machines more adaptable than they now are — has him working tirelessly to teach a computer to learn and do what he tells it.

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Saturday evening, India Students Association on the Oklahoma State University campus will present the first of three Indian movies. The movie will be shown in the Baptist Student Center at 7:30 p.m. An admission charge of 50 cents will be made.

The movie is entitled "Baherian Phir Bhi Aiange," which translated means, "Blossoms Will Come Again or Happy Days Will Return."

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Dr. Donald L. Cooper of Stillwater out-going president of the American College Health Association, has been named to a three-year term on that Association's Governing Council. The action took place in Minneapolis where Dr. Cooper presided at the week-long national convention of the Association, April 29-May 1.

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Assorted tropical foliage plants provided by Oklahoma State University's horticulture department will help transform the stage of the Student Union ballroom into an island paradise for the annual Lahoma reception slated from 8-10 p.m. Sept. 29.

The reception will honor President and Mrs. Robert Kamm and the OSU faculty and is sponsored by the Lahoma Club, the faculty women's organization at OSU.

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Terry Shaw, of Burlington, Okla., is "only" an undergraduate in biochemistry at Oklahoma State University, but quite a few Ph. D.'s will be listening to him at the southwest section meeting of the American Association for Cancer Research, Friday and Saturday at the Skirvin in Oklahoma City.

Terry will report on investigations which he and OSU biochemists Dr. Louise Higgins and Dr. Franklin Leach conducted, into "The Effect of Phenethyl Alcohol on Cell Cultures: Lysosomes and Lysosomal Enzymes."

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The school of civil engineering at Oklahoma State University is holding open house Wednesday at its new laboratories in soil mechanics, asphaltic materials and concrete materials.

The open house, held in conjunction with the seventh annual Highway and Street Confer-

ence which opens here the same day, is scheduled from 9:30 a.m.-12:30 p.m. and 5-7 p.m.

The labs are located in the civil engineering annex at the southwest corner of Hester and Athletic.

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Application forms for the OSU Army Honorary Cadet Colonel contest were released this week, according to Major Nelson T. Nance, Commandant of Cadets for the OSU Army Program.

The honorary Cadet Colonels' will be highly honored in their positions, participating in the Homecoming parade, the Army Military Ball, ROTC field trips to active Army Posts, the annual federal inspection and will be featured in the OSU yearbook. The select coeds will also greet visiting dignitaries on behalf of the 1,000 man corps of cadets, and participate in ceremonial events.

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The U.S. Army Officer Selection Team, headed by Lt. S. G. Salyer, will visit the OSU campus Monday through Wednesday to acquaint prospective graduates with the Army's College Graduate OCS Program.

The team will be on the second floor of the Student Union. Offering a choice of branches for a two year active duty obligation, the team will be interviewing college graduates and administering all required testing.

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Oklahoma State University's 367 students whose academic excellence brought them straight-A grades during the spring semester a year ago or the autumn semester last fall were in the spotlight Tuesday night at Student Union.

The sixth annual President's Honor Roll banquet packed the Union Ballroom and there was an aura of commencement time in the hall as the honor roll students were challenged to go on to greater heights.

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A special graduate seminar will be held at 3:30 p.m. Tuesday, Dec. 5, in Room 103 of Physical Science I, sponsored by the Graduate College.

Dr. Richard Sweet, staff information scientists for the Institute for Scientific Information, Philadelphia, Pa. will discuss literature searching in general and in specific the use of the "Science Citation Index (SCI)."

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Dr. George R. Waller, professor of biochemistry at Oklahoma State University, has been named Seidel-Woolley Lecturer in Chemistry at Georgia Institute of Technology, Atlanta, Ga.

He will lecture on "Metabol-

ism of Pyridine Compounds in Plants" on Thursday and on Friday will speak on "Biochemical Application of Mass Spectrometry".

The honored lectureship at Georgia Tech is awarded once a year, to an outstanding chemist.

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"Oh I like yours". . . .
"How clever". . . .
"Let's exchange". . . .

These may be the sounds Lahoma Newcomers hear when they hold a white elephant exchange Tuesday evening in the home of Mrs. Robert B. Kamm, honorary sponsor of the New-

comers group and honorary sponsor of the Lahoma Newcomers.

The exchange is slated to begin at 8 p.m. in the meeting room of the Oklahoma State University president's home located at 1600 N. Monroe.

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Plans for the national conference, "The Rural to Urban Population Shift — A National Problem," to be held on the campus of Oklahoma State University this coming weekend are finalized, it was announced by joint sponsors, the U. S. Senate Subcommittee on Government Research, the Ford Foundation and Oklahoma State University.

Senator Fred R. Harris is chairman of the subcommittee, and the sessions Friday and Saturday will feature several national figures from industry, the academic community and various levels of government, including Secretary of Agriculture Orville Freeman.

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Iota Nu Sigma, OSU insurance fraternity, will host three members of the State Insurance Commissioner's office tonight at 7:30 in Room B-18 of the new Business Building.

The guests will each speak on the functions and responsibilities

of their different departments.

Speakers will be John A. Freeman, director of agent's licensing, Bob Lamirand, director of claims and complaints, and Tony Zahn, a member of the law staff.

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Murl Rodgers, executive director of the Oklahoma State University Alumni Association, spoke Tuesday evening to Lahoma Newcomers at their monthly meeting in the Student Union.

He outlined for the Lahomas and many new Oklahomans, a history of Oklahoma, including a humorous anecdote concerning the territorial run and a history of Oklahoma State.

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Six people who are studying for advanced degrees at Oklahoma State University have been selected to attend the second annual symposium of Associated Midwest Universities and Argonne National Laboratory, to be held October 23-25 at Argonne, Illinois.

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"What's New at OSU" is the theme for an evening on campus planned for faculty and townspeople Monday, beginning with an elaborate buffet dinner at 6 p.m., Ken Dornick, chairman, said today.

Following the buffet dinner, those in attendance will be given a short tour of new facilities at the university, spending about 10 minutes in each of five new buildings, Dornick said.

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Members of the Oklahoma State University rodeo team recently met with officials of the Sapulpa Round-Up Club to make plans for the April 11-13 annual college rodeo to be at the Sapulpa Round-Up Club arena. The rodeo is sanctioned by the National Intercollegiate Rodeo Association with over 300 contestants expected to enter.

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A panel of industry people will discuss new developments in various segments of the poultry business at the 6th annual Poultry Industries Workshop, Oct. 19, on the campus of Oklahoma State University.

The panel will be part of the marketing firm management session. At the annual banquet, two persons will be named to the OSU Poultry Hall of Fame. Sessions the second day will be on laying hen management with emphasis on producing and maintaining quality eggs.

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Michael S. Haynes, Muskogee, who has earned all-A grades thus far at Oklahoma State University, Thursday evening was announced as 1968-69 winner of the \$400 freshman scholarship awarded annually by the OSU chapter of Sigma Xi.

The scholarship was presented by Dr. James Webster, OSU

professor of biochemistry, at the spring banquet of the national science research fraternity membership and guests. About 250 attended the event in the OSU Student Union.

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Kenneth Ricker, assistant to the President of Oklahoma State University, is taking part in the national convention of Omicron Delta Kappa this weekend in Atlanta, Georgia. The three-day meeting ends Saturday.

Ricker is editor of The Circle, bi-monthly national publication of this scholarship honor society.

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MIAMI—a new Science Teaching Center will be established within the coming year at Oklahoma State University.

The Board of Regents for OSU and the A&M Colleges approved

a proposal for the center presented by Dr. J. H. Boggs, vice president for academic affairs, at the board's monthly meeting here Friday.

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A delay in the preliminary hearing of four Oklahoma State University students, on a charge of second degree burglary, was requested by Hugh Collum, assistant state attorney general, father of one of the accused youths.

The four were arrested in January, accused of the theft of stereo equipment from automobiles in Stillwater. Five others were arrested on the same charge, with two other OSU students charged with receiving of stolen merchandise.

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Three academic areas at Oklahoma State University will benefit directly from a \$5,000 grant from the Atlantic Richfield Foundation of Philadelphia.

The foundation's trustees announced that the contribution was to go the school of mechanical engineering, \$2,000; the school of electrical engineering, \$2,000, and the college of business, \$1,000.

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An OSU student was reported in serious, but not critical condition in the intensive care unit of St. Anthony's Hospital, Oklahoma City, today following a head-on crash Monday night on Boomer Road, south of Husband, which sent three other students

to the University Hospital with minor injuries.

Lex Frieden, 18, of Alva, a passenger sitting in the middle of the rear seat of a car driven by James R. Risner Jr., Oklahoma City, is said to have suffered a broken neck.

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Theodore E. "Toby" Green, OSU baseball coach for 32 years, died Monday afternoon at his home here. He had been ill for some time.

Green, 68, came to OSU as an assistant football coach in 1939 and took over the baseball program from Athletic Director Henry Iba in 1932.

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Editors Note: This is the eighth in a series of articles on the 1967 Comprehensive Plan for the orderly growth of Stillwater. This plan replaces one made in 1961.

"Two major centers of human activity in Stillwater, the Central Business District and Oklahoma State University, are hubs

in the community's population distribution pattern. Two-thirds of Stillwater's 34,000 citizens live within one-quarter mile of these hubs. The heaviest concentrations of people are in the areas immediately south and east of the OSU campus, and in the dormitories west of the campus academic center.

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A veteran industry and management consultant, Eugene A. Johnson, will conduct the second in a series of five management institutes for executives at Oklahoma State University Dec. 14.

His topic will be "Making the Controllorship Function an Effective Arm of General Management."

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An Oklahoma State University student has been elected president of the state Baptist Student Union.

Larry Deonier, 21, of Broken Arrow, Okla., was elected to the organization's top office Saturday night during the annual statewide Baptist Student Union Convention, which ended Sunday in Stillwater.

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Dr. Hugh F. Rouk, director of International Education at OSU, will be the Town Hall speaker Friday in connection with the Continuing Education for Adults program at First Methodist Church.

Town Hall meets from 1 to 2 p.m. Rouk's topic will be "The Importance of Water."

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Money is no longer a deterrent to a youngster who really wants a college education, Dr. Robert D. Erwin, head of the industrial development foundation at Oklahoma State University, told his audience of Distributive Education high school pupils at their last meeting of the year. It was a breakfast meeting — the final one — in the Mural Room of the Student Union last week.

Though money has kept many a person in times past from getting a college education, that condition does not maintain today, he emphasized. Financial assistance is all around you, he said.

Scholarships are available on every hand, both now and later. Many pupils prefer loans with low interest and liberal time element for repayment following college days.

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Underprivileged children in the Ponca City area will get a taste of friendship and concern for their well being through a project sponsored by the class officers at Oklahoma State University.

OSU living groups and organizations will sponsor children in

the project, she explained. Sponsorship will involve small donations to provide clothes, toys and other necessities.

The gifts will also make it possible for each child to have at least one good meal a day, especially in cases where the child has no lunch money, Miss Schwertfeger said.

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Coy Conner, currently an instructor in English, Oklahoma State University, has accepted a position to teach English as a foreign language at Kansai University of Foreign Studies near Osaka, Japan.

The OSU staffer received the B.A. degree from Abilene (Texas) Christian College. After teaching English and directing a reading clinic at Nathan Hale High School, Tulsa, for four years, he joined the OSU staff in the fall of 1967, and plans to return to OSU when his two-year contract in Japan is completed.

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most likely read	<p>Richard Shriner, OSU student residing in Kerr Hall, was reported in satisfactory condition in Stillwater Municipal Hospital today after a cutting incident early this morning.</p> <p>Police said a telephone operator received a call for an ambulance at 40 North Apartments.</p>	<p>When police and the ambulance arrived, they found blood in an apartment, but had to search for Shriner.</p> <p>He was finally found in the courtyard, covered with blood. The police car took him to the hospital.</p>	73	least likely read
most likely read	<p>Financial support has been renewed for two chemistry research projects at Oklahoma State University by the U. S. Department of Health, Education and Welfare.</p> <p>A total of \$18,170 was awarded for renewal of a grant titled "Phosphorus Azides—Formation and Cleavage of P-N Bonds,"</p>	<p>which Dr. K. Darrell Berlin will oversee. The project is in its fifth year.</p> <p>A second-year project titled "Physical Chemistry of Enzyme Action," received a total of \$21,000 in new funds. Dr. George Gorin, chemistry professor, directs this project.</p>	74	least likely read
most likely read	<p>The board of trustees of Seward County Community Junior College has announced that Dr. James M. Miller of Oklahoma State University has accepted the position of president of the new junior college there.</p>	<p>The school is scheduled to hold its first classes in the fall of 1969. Dr. Miller, dean of men and associate dean of student affairs at Oklahoma State, will begin his duties there June 1. His annual salary will be \$20,000.</p>	75	least likely read
most likely read	<p>Dr. L. S. "Bill" Pope, associated with Oklahoma State University since 1949 in the field of animal science, will leave here to become associate dean for administrative affairs at Texas A and M College, it has been announced.</p> <p>Pope, who has been head of the department since 1963, submitted his resignation last week, he said Monday.</p>		76	least likely read

most likely read	<p>The professional look is "in" this year for the school of journalism at Oklahoma State University.</p> <p>Dr. Harry Heath, recently named director, is the first man in that position whose primary training and professional experience have been in the news-editorial aspects.</p>	<p>Taking over as director after Dr. Charles Allen, an expert in the business-management side of new work, Heath has some definite ideas about sending more "flexible and balanced" graduates into the job market.</p> <p>77</p> <p>least likely read</p>
most likely read	<p>Three officers of the OSU Safety and Security Force are back on campus after completing a three-week Basic Police School at the Southwest Center for Law Enforcement Education in Norman.</p> <p>Attending the course, the official law enforcement school for</p>	<p>the state of Oklahoma, were Capt. Tom Hall, Detective Russell Keith and Sgt. Leroy Bryant.</p> <p>Eual Gay, OSU safety and security superintendent, said he would send about nine officers a year to the school until all on his staff had completed the course.</p> <p>78</p> <p>least likely read</p>
most likely read	<p>Winding up the series of senior music recitals for the 1967-68 season, the OSU Music Department presents Betty Delano Ford in an organ recital in the University Auditorium on Thursday, at 7:30 p.m.</p>	<p>79</p> <p>least likely read</p>
most likely read	<p>Dr. Lee Harrisberger, Head of the School of Mechanical and Aerospace Engineering at Oklahoma State University, will speak at the March 12 meeting of the Northern Oklahoma Section of the Society of Petroleum Engineers. The meeting will be in the restaurant of the S-Wheat Heart Inn at the intersection of Highways U. S. 60 and I-35, two miles west of Tonkawa.</p>	<p>80</p> <p>least likely read</p>

The U. S. Public Health Services, Washington, D. C., has granted \$106,613 to Oklahoma State University for research into "The Intestinal Barrier in the Newborn Ungulate", to be conducted during the three-year period ending May 31, 1970.

The researchers are Dr. E. Wynn Jones and Lane Corley of the department of veterinary medicine and surgery, and Dr. T. E. Staley and Dr. J. H. Venable, of the department of veterinary anatomy, in the OSU College of Veterinary Medicine.

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Three members of the OSU school of foreign languages will present papers at the annual meeting of the South Central Modern Language Association in Baton Rouge, La., Oct. 28.

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Dr. Donald L. Cooper, director of University Hospital and Clinic, will be the featured speaker Tuesday night for a 4-H Personality Development meeting.

The 7:30 p.m. meeting will be in the Community Room of Still-

water National Bank.

He is expected to speak to the Payne County personality development groups on smoking, drinking and drugs. He will also hold a question and answer session.

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The first meeting of the University Dames will be Monday at 8 p.m. in the Circus Room of the Student Union. The program will be "Decorative Ideas on a Limited Budget" to be presented by Mrs. Christine Salmon, associated professor in the home economics department at Oklahoma State University.

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"We need community volunteers, men and women, to help on a hospitality committee for our more than 600 International students on the Oklahoma State University campus." That is what Mrs. George Berry, who has taken over from Mrs. Alfred Levin the sponsorship of

the International students on the local university campus, said.

"I am not taking Mrs. Levins place," she added quickly. "It would take 15 people to do that." But if men and women will just help, Mrs. Berry will try to carry on, she promises.

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Dr. Harvey Anderson, Oklahoma State University psychiatrist, will speak on "A Psychiatrist Looks at LSD" at the Rotary meeting Tuesday at 6:15 p.m. at the Student Union. The program will be in charge of the child welfare committee composed of Ira Hollar, Dr. Cliff Moore and Jerry Walsh. Hollar will be Rotarian of the Day.

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A leader in advanced concepts for vertical takeoff and landing aircraft, Ugo A. Coty of Lockheed Aircraft, is visiting the Oklahoma State University college of engineering this week at invitation of OSU administrators.

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Art work of Peter Bodnar is to be seen in Whitehurst Art Gallery on the Oklahoma State University campus. The showing will be University hours, 8 a.m. to 5 p.m. and is a special event of OSU Spring Festival of Arts. Bodnar from the University of Illinois, will be on campus April 11-12. There is no charge for any of the events listed during the festival.

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Dr. Donald L. Cooper, Director, University Hospital and Clinic, Oklahoma State University, and President of the American College Health Association, will preside at the annual meeting of the Association in the Leamington Hotel in Minneapolis April 30 - May 3, 1968. Dr. Cooper will deliver his presidential address at the first general session on May 1.

Physicians and other college health personnel from over 500 of the nation's colleges and universities will attend the 46th annual meeting of the Association.

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A student - faculty - administration Speakers Committee Tuesday was appointed by Dr. Robert B. Kamm, president of Oklahoma State University.

Kamm said the committee which, would be in effect immediately, was named "in keeping with suggestions of the Faculty Council in their meeting of April 9, 1968, and with the support of

the Oklahoma State University Board of Regents."

"The Speakers Committee," Kamm said, "is charged with the responsibility of the overall development of a balanced, educationally - sound speakers program for this campus, consistent with the laws of the state and nation and the policies of OSU's Board of Regents."

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APPENDIX D
QUESTIONNAIRE TABULATION SHEET

QUESTIONNAIRE TABULATION SHEET

<u>SC</u>		<u>SEC</u>		<u>SO</u>		<u>F-DC</u>		<u>F-DEC</u>	
1.	<u>5</u>	9.	<u>3</u>	2.	<u>5</u>	16.	<u>4</u>	23.	<u>3</u>
11.	<u>5</u>	14.	<u>5</u>	4.	<u>5</u>	18.	<u>3</u>	26.	<u>3</u>
13.	<u>3</u>	27.	<u>6</u>	10.	<u>4</u>	20.	<u>4</u>	45.	<u>5</u>
22.	<u>7</u>	32.	<u>4</u>	19.	<u>6</u>	28.	<u>6</u>	50.	<u>4</u>
25.	<u>3</u>	37.	<u>4</u>	29.	<u>7</u>	36.	<u>3</u>	55.	<u>4</u>
30.	<u>4</u>	41.	<u>5</u>	39.	<u>5</u>	40.	<u>3</u>	67.	<u>5</u>
44.	<u>4</u>	46.	<u>3</u>	53.	<u>6</u>	69.	<u>5</u>	80.	<u>3</u>
49.	<u>4</u>	57.	<u>5</u>	62.	<u>6</u>	74.	<u>3</u>	84.	<u>5</u>
59.	<u>4</u>	68.	<u>4</u>	64.	<u>6</u>	77.	<u>4</u>	86.	<u>5</u>
79.	<u>3</u>	71.	<u>3</u>	73.	<u>3</u>	82.	<u>4</u>	88.	<u>5</u>
<u>F-DO</u>		<u>C-AA</u>		<u>O-ANA</u>		<u>OAO</u>			
3.	<u>4</u>	6.	<u>6</u>	7.	<u>6</u>	12.	<u>5</u>		
5.	<u>5</u>	8.	<u>5</u>	17.	<u>4</u>	15.	<u>5</u>		
35.	<u>3</u>	24.	<u>6</u>	21.	<u>3</u>	33.	<u>5</u>		
43.	<u>6</u>	31.	<u>6</u>	42.	<u>4</u>	34.	<u>6</u>		
47.	<u>3</u>	48.	<u>4</u>	54.	<u>3</u>	38.	<u>4</u>		
52.	<u>6</u>	61.	<u>5</u>	60.	<u>4</u>	51.	<u>6</u>		
58.	<u>3</u>	63.	<u>5</u>	70.	<u>4</u>	56.	<u>3</u>		
65.	<u>6</u>	81.	<u>4</u>	83.	<u>5</u>	66.	<u>5</u>		
72.	<u>3</u>	87.	<u>3</u>	85.	<u>5</u>	75.	<u>4</u>		
76.	<u>5</u>	90.	<u>7</u>	89.	<u>5</u>	78.	<u>5</u>		

Legend: SC-Student Curricular; SEC-Student Extra-curricular; SO-Student Other; FDC-Faculty-Departmental Curricular; FDEC-Faculty-Departmental Extra-curricular; FDO-Faculty-Departmental Other; OAA-OSU-Administration Administrative; OANA-OSU-Administration Non-administrative; and OAO-OSU-Administration Other.

APPENDIX E
FOLLOW-UP LETTER



Oklahoma State University

DIVISION OF PUBLIC INFORMATION

STILLWATER, OKLAHOMA, 74074
CLASSROOM BUILDING
(405) 372-6211, EXT. 291

February, 1969

Dear Stillwater Resident:

The purpose of this letter is to take another opportunity to thank you for your participation in our study of what types of news stories you like to read.

The response to the study has been rather good and we think this will help the validity of our findings considerably.

If you have already completed and returned the questionnaire let me say a special "thank you" for your prompt response.

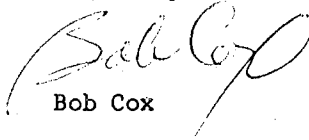
However, if you have not completed the questionnaire please permit me to remind you that it is all important that you do so.

We have taken this method of thanking you and reminding you at the same time because, as we told you, we have no way of knowing exactly who has returned the questionnaire.

You will remember that we set no time limit on having you return the questionnaire for we realize that most people are very busy. Please work it into your schedule at the earliest possible convenience and then drop it in the mail to us.

Thank you again very much for your help.

Sincerely,



Bob Cox

APPENDIX F

COMPLETE ROTATED FACTOR MATRIX OF READER TYPES

COMPLETE ROTATED FACTOR MATRIX OF READER TYPES

RESPONDENT	I	II	III
1.	.54	.09	.73
2.	.48	.14	.22
3.	.92	-.07	-.02
4.	.86	-.14	.001
5.	.37	-.26	.73
6.	.95	.20	.09
7.	.20	.48	.17
8.	-.50	-.17	.41
10.	.88	.05	.32
11.	.81	-.19	.04
12.	.44	.27	.22
13.	-.15	-.05	.73
14.	.20	-.59	.11
16.	.46	.39	-.07
17.	.74	-.27	.17
18.	.66	-.32	.17
19.	.96	-.05	.12
20.	.61	.32	.59
21.	.98	-.07	-.02
22.	.89	-.07	.36
23.	.75	.02	.31
24.	.59	.21	.32
25.	.71	.27	.23
26.	.85	.11	.22
27.	.36	-.34	.72
28.	.86	.22	.21
29.	.38	-.01	-.02
30.	.86	-.06	-.27
31.	.10	.21	-.27
32.	.44	.11	.70
33.	.84	.11	.30
34.	.82	.28	.36
35.	.83	.01	.53
36.	.58	.36	.35
37.	.09	.50	.70
38.	.82	.06	-.06
39.	.24	-.09	.11
40.	.69	.22	.39
41.	.58	.41	.33
42.	.57	.33	.34
43.	.50	.30	.31
44.	.63	-.04	.69
45.	.94	.03	-.06

RESPONDENT	I	II	III
46.	-.13	.34	.77
47.	.21	.30	.79
48.	.53	.74	.20
49.	.42	.001	.33
50.	.73	-.02	.47
51.	.84	.22	.14
52.	.27	.23	.22
53.	.19	.46	.49
54.	.01	.57	.17
55.	.80	.07	.31
56.	.21	.02	.07
57.	.14	.89	-.11
58.	.79	.08	.28
59.	.32	.25	.02
61.	-.80	-.02	-.27
62.	.71	.25	.10
63.	.65	.36	.30
64.	-.53	.22	.25
65.	-.52	.57	.02
66.	.70	.19	.41
68.	-.29	.88	-.08
69.	-.64	-.05	-.05
70.	.73	.42	.14
73.	.77	.22	.00
74.	.001	.50	-.31
75.	-.01	.94	.30
76.	.31	.29	-.07
77.	.85	.11	-.11
78.	.80	-.04	.19
79.	.96	.07	.14
80.	.80	.12	.48
81.	.50	.82	.08

VITA 2

Robert Louis Cox

Candidate for the Degree of
Master of Science

Thesis: A VARIANCE AND FACTOR ANALYSIS OF READERS' PREFERENCES FOR
THREE TYPES OF HIGHER EDUCATION NEWS

Major Field: Journalism

Biographical:

Personal Data: Born in Wilburton, Oklahoma, April 13, 1940, the
son of Emmett Johnson and Mary Frances Cox.

Education: Graduated from Wilburton High School, Wilburton,
Oklahoma, in 1958; received the Bachelor of Science degree
from Oklahoma State University, with a major in journalism in
1963; completed requirements for Master of Science degree in
journalism from Oklahoma State University in August, 1969.

Professional Experience: Editor of Oklahoma State University
student newspaper, The Daily O'Collegian. Served as
information specialist with U.S. Air Force Reserve unit for
six years. Worked 15 months on weekly newspaper performing
all aspects of operation. Was news bureau director and
publications assistant at Oklahoma Baptist University for two
years. Also taught one class per semester. Served three
years in a joint appointment with the Oklahoma State
University Research Foundation and the Division of Public
Information. In addition, have been a still photographer for
more than 10 years and have freelanced television news film
for more than five years.