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THE EFFECTS OF COMMUNICATION MEDIUM AND
VESTED INTEREST ON PERSUASION

BY

DONNA S. JAVA
B.A., Florida Technological University, 1975

THESIS

Submitted in partial fulfillment of the requirements
for the degree of Master of Arts: Communication
in the Graduate Studies Program of the College of Social Sciences
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To my husband, Anthony, who endured many attentionless hours as I worked to complete the Thesis requirements and continued to promise greater devotion when this part of my life's journey came to an end.

and

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INTRODUCTION

The average individual thinks of communication in terms of cause and effect, in terms of a message that is sent from its source to its destination and the impression that results from its reception.

This study will attempt to show the impact the persuasive message has when transmitted via different types of media and presented by an individual perceived to have either high or low vested interest in the topic.

Medium

Quantitative studies conducted in recent years, many of them laboratory experiments, have made it possible to formulate an impressive number of propositions about the effects of communication.

While knowledge about communication effects has increased steadily, many of the potential applications have remained hidden. It has proven difficult to relate propositions to each other, and to the larger body of knowledge about human behavior. Some of the effects produced by communication have been identified and found to be associated with certain characteristics of the audiences being studied. Several major steps in the direction of linking the accumulated knowledge about communication effects

more closely to social and psychological theory have been taken recently by Festinger (1957), Hovland (1954), and Katz (1963).

The most comprehensive proposal for a theoretical structure, at least in the case of mass communication, has been made by Klapper, who accounts for many of the observed variations in response to identical communication stimuli by the role played by certain mediating factors, such as audience predispositions, group affiliation, and opinion leadership (Klapper, 1957). *validity external factors*

Dorwin Cartwright (1949) investigated the effects of the Post World War II campaign investigated by the United States in which they undertook the selling of savings bonds to the population by means of campaigns through various media. Media was not investigated past the effect it had in general on the population. *Media plays a role*

During the second advertised War Loan it was estimated that slightly more than \$12,000,000 worth of measurable advertising was displayed through the various mass media. During a period of approximately two months there developed an unusually concentrated campaign of social pressure to induce people to buy War Bonds. A national survey conducted after the campaign found that 20 per cent of those receiving income bought bonds of the drive and that 62 per cent of the adult population could recognize the name of the drive. *in person*

The comparable figures for the seventh advertised War Loan

(+/-) of audio, visual, written

provide an indication of the effects of an even larger effort. During this campaign over \$42,000,000 worth of measurable advertising was displayed; now 94 per cent of the adult population could recognize the name of the drive and 40 per cent of the income receivers bought bonds of the drive (Cartwright, 1949).

He indicated there were many conflicting research results concerning superiority of particular mass communication medium. Basically he identified three types of channels for communication. The auditory, visual, and a combination of the two; audiovisual.

Hsia (1968) determined that the audiovisual channel inherited both advantages and disadvantages of the audio and visual channels. However, he concluded that the optimal amount of information may be processed on an audiovisual channel.

Indeed, the difficulty of comparing the relative effectiveness of media, modalities, or channels has been fully recognized (Hovland, 1954). A number of surveys, mainly concerned with the effectiveness of television as compared with other media have produced conflicting or inconclusive results (Barron & Westley, 1959; Holloran, 1964; Holmes, 1960; MacLennan & Reid, 1963; Schramm, 1964; Stickell, 1964).

The differences between audio and visual channels are numerous. The audio channel is temporal in nature whereas the visual channel is spacial in nature (McCormick, 1958). The

The problem arises where one tries hard to compare channels

X

audio channel provides a great deal more in terms of cues which provide information for interpreting messages. The audio is less versatile. Variety can be added only by means of vocal variation.

✓ The audio is more attention demanding due to the limited cues available for message interpretation. [The visual, however, is greater in versatility as new objects can be added for variety. Gestures can be used to help express the meaning of messages. Because of these factors, the visual is also less attention demanding. This is due to the greater number of cues available to the message receiver when attempting to interpret messages.

Another aspect is channel of presentation in relation to the visual channel. [In many experimental studies, motion picture presentations of novels were found to be superior to, and to produce more understanding than reading the written material (Jones, Knaouse, Kelly, Nisbet, Valins & Weiner, 1972).] By presenting meaningful words in a serial learning paradigm to lower class Negro elementary school children it was found that retarded readers learned more rapidly from the visual than the audio presentation (Katz & Deutsch, 1963).

The disparity between audio and visual comprehension was also investigated by Carterette and Jones (1967) and Hartman (1961). They identified several factors in favor of visual superiority, and attempted to establish the superior acceleratability, compressibility, and instantaneousness of visual channels

for children. † In studies where input was simple and easily understood, audio was said to be a more effective channel than visual for illiterate and semi-illiterate subjects (Hartman, 1961). The audio channel was also found to have superior resistance to interference, as evidenced by a number of studies (Henneman, 1952; Mowbray, 1952). The supremacy of simple-input of audio presentations for teaching those below a certain level of literacy can be attested to from the results of the more rapid rate of learning achieved with grade school children, poor readers, and lower ability children (Budoff & Quinlin, 1964).

Since the audiovisual channel is simply a combination of the audio and visual, it shares the characteristics of both audio and visual channels. Precisely because of this, the problem concerning communication efficiency lies in the reinforcing of one channel with the other (Hsia, 1968).

Weber (1922) found that a combined audiovisual presentation was superior to a visual presentation. Hartman (1961) has found the opposite to be true, and failed to substantiate superior learning from multiple channel presentation. Hartman (1961) using real objects, found them superior to an audio print presentation. [TV lecture was also found superior to live speaker, radio, or printed presentation (Gulo & Baron, 1965).]

McCormick, Travers, VanMondfans, and Williams (1964) used nonsense syllables as stimuli. They found the auditory presentation

to be significantly less effective than the visual and audiovisual presentation. Visual group means were slightly higher than that of the audio group, but not statistically significant. Visual and audiovisual presentations were equally effective.

As a rule, the visual presentation can contain far more information than the audio presentation. However, visual materials can assume a vastly greater dimensionality, in the respect of more cues available, than audio stimuli (Hsia, 1968). Hsia's (1968) summary of the work that has been done in channel effects suggests that no general conclusion can be made as to the best medium to use in presenting a message for comprehension. In one of the few studies addressing themselves directly to the effects of channel variation on attitude change, Croft, Stimpson, Ross, Bray, and Breglio (1969) found that their results strongly supported the live presentation as a more effective means of persuasion with propaganda and that video tape would be less effective with the presentation of the same material content.

Wall (1971) replicated the study conducted by Croft et al. (1969) relating the variation of channel with attitude change. He attempted to determine if the channel of presentation for a given message made any difference in the amount of attitude change. Subjects were exposed to three different channels of presentation, a live, a written, and a video taped message, and their attitude measured. An analysis of variance determined that the written

message produced more change than either the live or the video taped version. The implications of the findings were two-fold. First, the differences found and attributed to channel variation indicated that generalizability of results from the written to the oral situation lacked empirical justification. Second, the use of video tape was significantly more effective than live. The video tape in addition, offered the experimenter more precise control of oral presentation variables in experimental research. Although the results of the study failed to lend support to the Croft et al. (1969) findings that the live presentation is more effective than the video taped presentation, Wall has a possible explanation for it. They failed to indicate whether the subjects has been randomly assigned to treatment conditions. One cannot assume they were so assigned, and, if this was the case, then the differences can as well be attributed to the intact group problems as they can to any treatment effects (Wall, 1971).

Since there was no difference between the live and video taped message, future communication researchers have some empirical justification for using video taped messages in place of live presentations. [When dealing with attitude change, one must be aware of the element of 'perception' as a variable that enters into the persuasive act. Perception may be defined as an information extraction process. Information is gained from various cues in the given situation. If more cues are available, more information

can be gained. Information would include undefined impressions, attitudes, etc. In two similar settings then, if more cues are available in one, it would provide a richer amount of information (Croft, 1969).

If exactly the same verbal presentation is made in two situations with varying amounts of cues available, the one with the greater number of cues should yield a greater information acquirement on the part of the receivers. A video presentation has fewer cues available than a live presentation, including such cues as; fineness of facial features, distinguishable color, two dimensionality, quality of voice, etc.

Therefore, given the same content and controlled conditions, the live presentation, with more cues available, should have greater impact on its audiences, including a greater change in attitude. Croft's et al. (1969) experiment resulted in significantly more change in attitude in the live treatment than in the video taped treatment, confirming his hypothesis.

It appeared that inadequacies in both the audio and visual portions of the television tape medium were responsible for the cue deficit. It was readily apparent that the television medium was deficient in cues pertaining to color, image size, clear representation of facial expressions and vocal quality. Not only was the image presented by television somewhat smaller than that of a real person, these factors also reduced the realness of

the television presentation and, in fact, presented an image which was quite different from that of a real person. Croft's et al. (1969) findings would tend to indicate that the more personal the message sender is perceived as being, the more readily the audience is influenced.

Findings by Ward, Seboda and Morris (1974) revealed further variables affecting the communication process. They conducted a study on the influence of personal versus nonpersonal channels of communication. Personal contact, generally has been found to be uniquely effective as a source of influence. The reason presumably is the "active and direct role that the personal source can play relative to the intended target of the communication" (Ward, Seboda, Morris, 135, 1974). Ward's et al. study verified this concept.

Another important channel variable would be the impact of the physical presence of the message sender. Warland, Travernight, and Gruner (1966) investigated this. Their study yielded data indicating that the physical presence of the interpreter adds to the aesthetic response and interest ratings of him by his audience and may affect perceptions of his techniques.

Several investigations have found that the visible aspects of communication, such as facial expressions, posture, and gestures are effective in conveying meaning and emotional feelings (Felicky, 1914; Langeld, 1918; Ruckmich, 1921; Gubar, 1966; Ekman, 1965).

The Warland et al. study was designed to explore the contri-

bution of the visible aspect of delivery to audience response to the oral interpretation of literature. As a result, the live presentations in this study were rated significantly higher in aesthetic response and on degree of interest.

In summary, as far as type of media is concerned, the majority of the research to date, seems to indicate that the more immediate the message sender is, the more effective he is. Thus, when delivering a message through written medium, the audience tends to be less interested, informed or persuaded than when a message is delivered through a more personal or immediate channel. Interest, information processing and persuasion in the audience increases as the channel used to relay the message becomes more immediate, allowing for more cues.

Vested Interest

When considering the presentation of a persuasive message, another element would be the effect a speaker having high or low vested interest in the topic might have on the audience's degree of persuasibility. That is, the audience may be more or less influenced by the knowledge that the persuader has a high vested interest in the topic and will gain either directly or indirectly should they react positively.

The ability of the individual to separate truth from fiction, honesty from dishonesty, and sincerity from deceit, is a

phenomena addressed by Jones, Kanouse, Kelly, Nisbett, Valins and Weiner (1972). According to their theoretical framework it would be expected that our ability to make these judgements in a highly effective manner might stem from close attention to such factors as; 1. the extent to which others' statements depart from popular or widely accepted views, and 2. the number of reasons they may have for expressing such views. Jones, Kanouse, Kelly, Nisbett, Valins and Weiner (1972) suggest from their findings of several experiments that if the persuader is willing to risk scorn, derision, censure, and disapproval by voicing such unpopular views, they must in fact hold them with relatively deep conviction, therefore indicating great sincerity.

Jones et al. (1972) conducted an experiment where subjects were provided with essays which adopted popular or unpopular stands with respect to various social issues (e.g. segregation or legalizing the sale of marijuana). The subjects were also told whether the person writing that type of essay did so by choice or under direction with no-choice conditions. The subjects were then asked to identify each author of the essays as being sincere or insincere. The results indicated that we attribute a high degree of honesty or sincerity to another person when he or she adopts an extreme position of any type presumably because if he's willing to stick his neck out, he must have deep convictions and a high degree of sincerity.

Jones et al. (1972) also suggested that, in judging the honesty or sincerity of statements made by others, we seem to pay close attention to the extent to which they can profit from our acceptance of their remarks. That is, the more they have to gain from obtaining our trust and confidence, the less we tend to believe that they are indeed sincere. For example, most of us tend to be skeptical with respect to the claims of salesmen for we know that they have a great deal to gain from convincing us that their statements are accurate. On the other hand, we are willing to believe the statements of individuals such as Ralph Nader, or of organizations such as Consumer's Union, for we perceive that they have nothing to gain from recommending or condemning various products, and, in fact, probably have our protection and safety at heart. Extending this argument even further, it would be expected that we would be even more likely to accept as sincere those statements by others which actually seem to work against their own interests. For example, we would probably attribute a high degree of sincerity to a physician who urged a crackdown on medicare payments to doctors, to a lawyer who argued for "no-fault" auto insurance (a reform that would almost certainly reduce legal fees), or to a politician who recommended strict controls over political contributions. In general, we would tend to accept the words of these persons at face value because they have little to gain and much to lose by persuading us to adopt the actions they recommend. That we actually

do place great faith in such statements has empirical support.

Walster, Rottman, Aronson and Abrahams (1966) examined this concept when four groups of junior high school students read bogus news stories constructed by the experimenters, in which (1) a convicted criminal (e.g., Joe "The Shoulder" Napolitano) argued that the courts should have less power (2) the same individual argued that the courts should have more power, (3) a famous prosecuting attorney argued that the courts should have less power, or (4) the same individual argued that the courts should have more power. Clearly, when the prisoner argued for less power and the attorney for more, they were advocating reforms in their own best interests. When the prisoner argued for more power and the attorney for less, however, they were actually arguing against their own interests.

After reading these communications, subjects were asked to indicate their own attitudes concerning this issue and also to rate the source of the communication they had read (i.e., the prisoner or attorney) on several characteristics, including honesty. Results for the attitude measure indicated that as expected, subjects were influenced to a greater degree by those articles in which the communicator argued favor of a position that conflicted with his own best interests. In addition, and of even greater interest within the context of the present discussion, subjects rated both the prisoner and the prosecutor as significantly more honest in their statements when they argued for reforms opposed

to their own best interests. That is, the prosecutor was rated as more honest when he argued for less power for the courts than when he argued for more power, while the prisoner was rated as more honest when he argued for more power than when he argued for less power. Clearly then, the findings of this experiment yielded strong support for the view that our degree of trust or confidence in the truthfulness of statements by others increases as the existence of ulterior motives for such statements decreases (Walster, 508, 1966).

Jerry Zadny and Harold B. Gerard (1974) conducted three experiments that tested the hypothesis that ascribing a specific intention to an actor prior to witnessing his behavior leads an observer to preferentially recall action bearing on the intention. In each case, subjects were exposed to an action sequence which had mixed elements appropriate to more than one intention. Selective remembering favoring intent-relevant action was demonstrated in all three studies. The experiments suggested that attributions about intentions were more potent determiners of such selectivity than were characteristics of an actor related to his behavior but not bearing on intention and indicated that observer characteristics interacted with findings suggested that accurate attribution of intentions could facilitate social exchange by attuning partners to the planned aspects of each other's behavior, while misapprehension of intentions would preclude coordinated

interaction by misdirection of attention to irrelevant action or to responses coerced by the observer.

The student dropped nine items upon entering the stage situation. There were three items related to chemistry, three to music, and three to psychology. Immediately after the skit, the subject was given as much time as he needed to list all of the objects dropped by the student and all of the classes mentioned by either the student or the registrar during the skit.

In each case the hypothesis was supported. Subjects in the chemistry condition recalled a higher relative percentage of chemistry items than did the subjects in the music and psychology conditions. The parallel relationship also held for subjects in the music and psychology condition (Zadny & Gerard, 1974). As Zadny and Gerard have shown, perceived intent will certainly determine the message receiver's interaction with the message sender.

Based on the findings of Pastore and Horowitz (1955), that one's perception of motive affects one's attitude toward persons and their actions, and Zadny and Gerard's (1974), results determining that interaction between communicants is affected by perceived and intended actions, the following study investigated motive as a causal factor in the degree of subjects' acceptance of author statements and the degree of persuasibility of the subject.

The review of the literature indicates that media definitely

has an effect on the degree of audience acceptance and understanding of the message. The literature also indicated that the level of motivated interest the speaker is perceived to have in the topic has an influence on the audience's acceptance of the persuader's message.

Overview: The Present Study

Many public and private institutions across the nation face inadequate funding as the government and private donors continue to decrease educational support. In the years to come these institutions will find a need to look elsewhere for funding. Many have been participating in campaigns to seek alumni donations, or to obtain community or corporate support. Regardless of the manner in which the donor provides support, a pressing question at the beginning and often times the end of a campaign is, "What would be the best way to reach the target population?" This experiment is intended to determine what medium: newspaper, radio, television, or live is the most effective in inspiring acts of generosity. Having established this as a major approach to obtaining contributions, who is the most effective individual to send into the community to obtain this funding? In this study three types of individuals were considered. A high vested interest persuader was used to determine the degree of generosity a potential donor would exhibit when perceiving the individual

as having something to gain, directly or indirectly. A low vested interest persuader was used to determine the degree of generosity a potential donor would exhibit when perceiving the individual as having little or nothing to gain from their acts of generosity. A control or no perceived vested interest persuader was used to determine the degree of generosity a potential donor would exhibit when having no perception of the invested interest of the persuader.

Definitions

1. High Vested Interest Persuader; That individual characterized as having a great interest in the outcome of the subjects' decision, to the point where he would benefit should the decision be favorable. (see Appendix A)

2. Low Vested Interest Persuader; That individual characterized as having little or nothing to gain from the outcome of the subjects' decision. (see Appendix A)

3. No Vested Interest Persuader; That individual that has not been characterized as having vested interest, subjects have no preconception of vested interest of persuader.

✓ 4. Persuasibility; Determined by use of the Likert Scale in answering a need question and a value question regarding the topic. The two questions are considered separately. Most persuasive would be a total score of five (5) points with least persuasive being one (1) point. Degrees of persuasion are determined by response on a scale of one (1) point to five (5)

points being most persuasive and one (1) point being least persuasive.

5. Generosity; determined by use of a scaled response measuring two types of generosity, each considered separately.

-Volunteering of time from zero hours to five (5) hours or more.

A zero response would receive zero points, one hour would receive one point, two hours would receive two points, three hours would receive three points, four hours would receive four points, and five or more hours would receive five points, with five points being considered most generous; zero points as least generous.

The second type of generosity considered, was volunteering of money from zero dollars to twenty or more dollars. Used to determine the degree of generosity in dollars; Zero response-zero points, \$1.00-one point, \$5.00-five points, \$10.00-ten points. \$15.00-fifteen points and \$20.00 or more - 20 points with 20 points being considered as most generous and zero points as least generous.

Problem and Hypotheses

The specific purpose of this experiment was to determine if the type of media used had any effect on the persuasibility of the audience and if the speaker's perceived vested interest in the topic was a factor in his ability to persuade. Because of the extensive research that shows a relationship between persuasibility and the medium of transmission employed, the following hypotheses were tested:

H₁ The degree of a subject's generosity will be influenced by the type of medium used in relaying the persuasive message, with subjects becoming more generous when the type of medium used is a live message.

H₂ Given the same conditions the subjects receiving video messages will be less generous than those receiving the live message.

✓ H₃ Given the same conditions, the subjects receiving the tape recorded messages will be less generous than those receiving the video message.

✓ H₄ Given the same conditions the subjects receiving the written message will be less generous than those receiving the tape recorded message.

H₅ The individual giving the persuasive message perceived as having a high or low vested interest will make a difference in the audience's response to urgings of generosity with the high vested interest persuader being less persuasive than the low vested interest persuader.

The first hypothesis was designed to determine the relationship between the type of medium used and the degree of generosity of subject. In this case the medium was a live presentation.

The second hypothesis was designed to determine whether the same message received through video tape would be as generosity

motivating as the live presentation of the same message was.

The third hypothesis was designed to determine whether a recorded message would be as effective as a live presentation or a video taped message in motivating subjects toward generous responses.

The fourth hypothesis was designed to determine the effect of the written message, in comparison to the other three types of media, in motivating the subjects toward generous responses.

The fifth hypothesis was designed to determine the effect of the persuader's perceived vested interest in the topic on the subject's ability to be persuaded. Three levels of vested interest were used to determine this; high vested interest, low vested interest, no vested interest (see operational definitions).

The independent variables are the vested interest of the speaker and the type of medium used to transmit the message. The dependent variables are degree of persuasibility of subjects and degree of generosity.

DESIGN AND METHODOLOGY

As indicated in Figure I, a 3 x 4 factorial design was used to test the research hypotheses. The four levels of media presentation were written, audio only, video taped, and live. High and low and no attribution of vested interest comprised the three levels of the second independent variable.

Subjects were one hundred and fifty seven basic communication students at Brevard Community College, Cocoa, Florida. Four media situations were presented with thirty subjects in the written media condition, thirty-seven subjects in the audio condition, forty-six in the taped condition. Within each of these four medium conditions, subjects were randomly assigned to one of three vested interest conditions; a high vested interest, a low vested interest, and no vested interest.

A pretest of the two treatment messages, high vested interest characterization and low vested characterization of speaker, was run to insure that each would be validly perceived as a high vested interest message or a low vested interest message. The pretest utilized forty-eight subjects who were instructed to read the persuasive message with either a treatment attached to the back characterizing a high vested interest speaker or a low vested

Figure I - Diagram of Experimental Design

	Written	Recorded	Video	Live
High Vested Interest (52 subjects)	10	12	15	15
Low Vested Interest (52 subjects)	10	12	15	15
No Vested Interest (53 subjects)	10	13	16	14

interest speaker (see Appendix A).

They were then instructed on the definition of a high vested interest individual (an individual with a high interest in outcome of the topic as he would gain something, directly or indirectly) and a low vested interest individual (little or nothing to gain). Subjects were then asked to write down on the reverse side of the written message whether they felt the individual giving the message had a high vested interest in the topic or a low vested interest in the topic. A Chi Square was run to measure the degree of significance between the two treatments, and it was determined that the high vested interest treatment (.025 level) did indeed characterize the speaker as having a high vested interest, and the low vested interest treatment (.005 level) also

characterized the low vested interest speaker.

In the experimental situation, all subjects were given questionnaires that were folded to discourage reading the questions before the presentation. Those subjects designated to receive the high vested interest message, had a slip of paper two and one half inches wide by eight and one half inches long stapled to the back of the questionnaire with two sentences to characterize the speaker as having a high vested interest in the topic. Those subjects designated to receive the low vested interest message, had a slip of paper, identical in size, stapled to the back of the questionnaire with two sentences to characterize the speaker as having a very low vested interest in the topic.

The third message within each media setting was the control, or no attributed vested interest. Those subjects designated to receive this message were given an identical questionnaire with the exception of a slip of paper characterizing the speaker. The no vested interest group received no treatment message attached to the questionnaire.

Instrumentation

To insure that all media situations would be identical as far as message, the live message was delivered first. During the testing situation, the speaker was video taped and recorded, thus providing the messages for the video and recorded test situations. From the tape, a written message was obtained to insure the same

written version as the verbal presentation of the persuasive message for the written media situation. The message was identical with the exception of normal nonfluencies being omitted.

The message itself was on a non-controversial topic to insure as little conflict of interest as possible between speaker and subject.

PROCEDURE

Subjects were taken from two classes for each media condition. They were instructed by their professors to leave the classroom for a presentation to be given in the Fine Arts Auditorium on the campus. (They were told to go to a table located directly opposite the entrance to the auditorium to pick up a questionnaire (see Appendix C) to be filled out after the presentation was given.)

As the subjects arrived, a recruited assistant randomly assigned each to one of the three ^{they were} test conditions simply by handing each subject a folded questionnaire with a high vested interest treatment attached to the back of it, a low vested interest message attached, or no treatment attached. Randomization occurred by alternating type of treatment attached to questionnaire as subjects approached.

All subjects were instructed by the assistant to take a seat in the auditorium as the presentation would begin soon.

The first medium tested was the live presentation. The experiment utilized a male speaker in his early twenties to give the persuasive message (see Appendix B). This medium was used to test the first hypothesis and the fifth hypothesis.

The presentation was approximately seven minutes long. After the subjects heard the message, their professor instructed them to complete the questionnaire and drop it off at the outside table as they left the auditorium.

Questionnaires were later regrouped into treatment categories according to treatment message stapled to the back of each one.

As mentioned, during the live presentation, the speaker was being video taped and audio recorded to provide identical messages in the video recorded setting and the audio recorded setting. From the audio recording the written message was typed, to provide a message identical with the exception of non-fluencies which were eliminated.

The second media condition was used to test the second and fifth hypotheses. This was the video taped message. Subjects were instructed to proceed to the auditorium in the same manner as those in the live presentation condition. Randomization and instructions proceeded in the same manner. Subjects were instructed by their professors to complete the questionnaire and drop it off at the outside table. Questionnaires were resorted into the three vested interest conditions.

The third media condition tested was the recorded message. This condition was designed to test the third and fifth hypotheses. This provided the auditory stimulus only. Subjects again,

congregated in the auditorium and received randomly assigned treatments attached to the questionnaires. They were instructed to listen to the recorded message and complete the questionnaire. Again, they were told to drop them off at the outside table as they left.

The fourth media condition was the written message, Taken from the recorded message, it was typed on Brevard Community College stationary in an attempt to create a realistic setting. This condition was designed to test the fourth and fifth hypotheses.

Questionnaires were attached behind the last page of a two page single-spaced typed message. Thirty written messages were randomly distributed in two classes with ten subjects receiving a high vested interest treatment attached to the back of the questionnaire. Ten of the written messages had the low vested interest treatment attached, and ten had no treatment attached to the questionnaire. The messages and questionnaires were folded letter style, with treatments face up to insure subjects would read the type of vested interest before reading the letter. The questionnaires were collected upon completion.

All subjects were debriefed upon completion of the entire experiment to assure them that no one would be contacting them to meet their pledges of dollars and time. By continuing the entire experiment through all media conditions before allowing debriefing

of subjects, realism was assured to a greater degree.

DATA ANALYSIS

A 3 x 4 factorial analysis was used to measure the main interaction effects of the types of medium used and the level of vested interest identified with the persuader. The measuring instrument used to determine the degree to which the subjects had been persuaded, was a questionnaire (see Appendix C). The first question asked the subject to designate his degree of agreement or disagreement on a Likert scale as to the need for a Student Employment Center. ✓

The second question asked the subject to designate his degree of agreement or disagreement regarding the value of a Student Employment Center to the student body. These two questions were considered separately for a measure of the messages persuasibility in need and value.

Subjects were also labeled as having responded in degrees of generosity according to the number of dollars and hours they would be willing to contribute. Question three regarding the number of hours the individual was willing to contribute, providing a scale of zero to five points in generosity.

Question four involved contributions in dollars. Valued of zero to twenty points were assigned to this question with each

subject receiving one point for each first dollar he would contribute, five points for \$5.00, ten points for \$10.00, fifteen points for \$15.00, and twenty points for contributions of \$20.00 or more.

RESULTS

Hypotheses I through 4 predicted that subjects receiving a persuasive message through various media would be less or more generous depending on the type of medium used. Hypothesis I stated that the live presentation would arouse more generosity than would any other form of medium presentation. Hypothesis 2 stated that the video message would arouse less generosity than would the live message. Hypothesis 3 stated that the recorded would arouse even less generosity than would the video message. Finally, Hypothesis 4 stated that the written message would arouse the least amount of generosity of any media condition.

X Hypotheses 1, 2 and 3 were supported. Hypothesis 4 was not proven. The written message proved to be, generally speaking, the second most effective medium in arousing generosity. As indicated in Table 1, manipulation of the media was significant at the .001 level for time contributions. As the media became increasingly more personal, the generosity factor increased, with the exception of the written message which was the second most effective medium, the recorded message was the least effective, the video taped message was the second least effective with the live presentation obtaining the best results in contributions.

Hypothesis 5 predicted that subjects receiving a persuasive message from a perceived high vested interest speaker would be less persuaded into acts of generosity than would subjects receiving a persuasive message from a perceived low vested interest person. Hypothesis 5 was proven. Those subjects receiving a message from a perceived high vested interest person did indeed respond less generously than did those perceiving the speaker as having low or no vested interest ($p < .025$).

Table 1

Means and Analysis of Variance Summary of the
Effects of Presentation Medium and Vested
Interest on Audience Willingness to Donate Time

CONDITION	MEAN HOURS DONATED
High Vested Interest/Written	1.3
High Vested Interest/Recorded	1.2
High Vested Interest/Video	1.2
High Vested Interest/Live	1.5
Low Vested Interest/Written	1.5
Low Vested Interest/Recorded	1.4
Low Vested Interest/Video	1.5
Low Vested Interest/Live	1.8
No Vested Interest/Written	1.6
No Vested Interest/Recorded	1.4
No Vested Interest/Video	1.5
No Vested Interest/Live	1.8

Summary Table

Source of Variation	SS	DF	MS	F	P
High/Low/No Vested Interest	5.264	2	2.632	3.782	.025
Media	12.110	3	4.037	5.800	.001
Interaction HLN x Media	4.904	6	.817	1.174	.323
Residual	100.920	145	.696		

As shown in Table 1, in all media conditions, the low vested interest speaker was more persuasive than was the high vested interest speaker, with the live presentation being the most effective in all vested interest conditions, the written message being the second most effective in the high vested interest condition, and equally as effective as the video message in the low vested and no vested interest condition. The recorded message was the least effective medium when combined with high vested interest to result in mean hour contributions of 1.2 versus the recorded low vested interest message response of 1.4, as seen in Table 1.

Table 2 indicates a slightly different pattern in levels of contributions of dollars compared to the analysis of time contributions. As with the audience's willingness to contribute

time, perceived vested interest and the medium of presentation both produced significant differences in the audience's willingness to donate dollars ($p < .001$).

Table 2

Means and Analysis of Variance Summary of the
Presentation Medium and Vested Interest on
Audience Willingness to Donate Dollars

CONDITION	MEAN DOLLARS DONATED
High Vested Interest/Written	2.06
High Vested Interest/Recorded	1.43
High Vested Interest/Video	2.14
High Vested Interest/Live	2.63
Low Vested Interest/Written	3.17
Low Vested Interest/Recorded	2.54
Low Vested Interest/Video	3.25
Low Vested Interest/Live	3.74
No Vested Interest/Written	2.54
No Vested Interest/Recorded	1.93
No Vested Interest/Video	2.64
No Vested Interest/Live	3.13

Summary Table

Source of Variation	SS	DF	MS	F	P
High/Low/No Vested Interest	8.727	2	4.363	10.365	.001
Media	8.473	3	2.824	6.709	.001
Interaction HLN x Media	1.010	6	.168	.400	.999
Residual	61.041	145	.421		

Question four regarding contributions of dollars reflected a live presentation combined with low vested interest was still the most effective in soliciting acts of generosity with mean responses to this question being \$3.74. The video message was determined to be the second most effective in either vested interest condition, with the written message following closely as the third most effective medium across all vested interest conditions. Again, least effective medium combined with vested interest was the recorded medium.

Further analysis of the results of the questionnaire revealed that perceived speaker's vested interest has no significant impact on the way in which subjects responded to the first question pertaining to need for a Student Employment Center. A possible explanation was the wording of the instructions asking subjects to place an x closest to the term best describing their feelings. This was felt to have caused possible polarization of the extreme ends. Reviewing the questionnaire (see Appendix C) led to the discovery of an unintentional instruction bias. Through use of the Chi Square, subject responses were collapsed for those falling in the one to three point category and analyzing them in relation to those responding in the four point category and the five point category on the Likert scale. Reanalysis still proved nonsignificant.

Question two, however, showed significance, even after

collapsing responses in a reanalysis. It should be mentioned that responses to both the need and value question, as indicated in Table 3 and Table 4, were skewed toward the high end of the scale. Taking this into consideration another possible explanation might be the topic was of a recognized need no matter what the perceived vested interest of the speaker.

Table 3

Frequency Distribution of Subject Responses to the Value Question Manipulating Vested Interest

	1 - 3	4	5	Row Total
High Vested Interest	12	16	23	51
Low Vested Interest	3	13	38	54
No Vested Interest	7	11	34	52
Column Total	22	40	95	157

The analysis of the subject's response to the value of the establishment of a Student Employment Center based on the high, low or no vested interest of the speaker revealed significant differences across treatment groups ($\chi^2 = 10.26, DF = 4, P < .04$). As reflected in Table 3, significantly more subjects disagreed to the value of the establishment of a Student Employment Center in the high vested interest condition than did subjects in the low vested interest and no vested interest condition.

Table 4

Frequency Distributions of Subject Responses to the
Value Question Manipulating Mode of Presentation

	1-4	5	Row Total
Written Message	6	24	30
Recorded Message	21	16	37
Video Message	19	27	46
Live Message	16	28	44
Column Total	62	95	157

The analysis of the subjects' response to the value of the establishment of a Student Employment Center based on mode of presentation revealed significant differences across treatment groups ($\chi^2 = 9.63$, $DF = 3$, $p < .02$). As indicated in Table 4, the recorded media had more people disagree than agree, while other media conditions had more subjects agree than disagree. Further analysis across type of media revealed that type of media was a major factor in the subjects' determination of value for the Center. Those receiving the live presentation were more persuaded to value than were those receiving the video message. Those receiving the video message were more persuaded of the value of the Center than were those receiving the recorded message. Those receiving the written message were more persuaded that a

value existed for the Center than were those receiving the video or recorded message. The live presentation still was determined to be the most effective, as reflected by the majority of subjects responding in agreement to value (see Table 4).

A Chi Square analysis of need ratings produced nonsignificant differences across the levels of vested interest ($\chi^2 = 8.38$, $DF = 4$, $P < .08$). Analysis of the subjects' responses to the need question revealed that the majority of the subjects responded in great agreement at the high end of the Likert scale while few responded at the low end of the scale in great disagreement. This pattern was consistent across levels of vested interest, as reflected in Table 5.

Table 5

Frequency Distribution of Subject Responses to the
Need Question Manipulating Vested Interest

	1-3	4	5	Row Total
High Vested Interest	10	17	24	51
Low Vested Interest	2	17	35	54
No Vested Interest	7	12	33	52
Column Total	19	46	92	157

As was previously discussed, it was felt that the directions given for completing the Likert scale could well have been the

reason for nonsignificance. For this reason, those subjects responding on the scale from 1 to 3 points were combined and differences measured against those subjects responding with 4 points and 5 points. Five points represents those subjects responding with greatly agree. One to three points represents those subjects responding with greatly disagree.

Table 6 reveals that the subjects responded more frequently with disagreement than with agreement when the medium used in message presentation was the recorded medium. Further analysis of Table 6 reveals that the live message was indeed the most persuasive medium with 28 subjects responding in agreement and 16 responding in disagreement. Condition 1, the written message, had three times as many subjects respond in agreement than in disagreement. Condition two, the recorded message, however, had almost twice as many disagree as agree, while the video and live presentation had more agree than disagree with the need for a Student Employment Center. As a result, the type of medium used in presentation revealed significant differences ($\chi^2 = 9.82$, $DF = 3$, $P < .02$).

Table 6

Frequency Distribution of Subject Responses to the
Need Question Manipulating Mode of Presentation

Written Message	8	22	30
	<hr/>		
Recorded Message	23	14	37
	<hr/>		
Video Message	18	28	46
	<hr/>		
Live Message	16	28	44
	<hr/>		
Column Total	65	92	157

DISCUSSION

It would seem that Croft's et al. (1969) conclusion regarding the ability to influence an audience through more personal channels, and Pastore and Horowitz (1955) as well as Zadny and Gerard's (1974) findings that motive plays a major part in the subject's acceptance of author statements and the degree of persuasibility of the subject, have been further supported through this study.

Hypotheses 1, 2 and 3, previously discussed, were supported regarding the generosity of subjects exposed to live messages, video taped message and recorded messages. Those receiving a live presentation were motivated to the greatest degree of generosity in comparison to those receiving the video taped message. Those receiving a video taped message were motivated to greater degree of generosity than those receiving the recorded message yet they were less generous than those receiving the live message. Subjects exposed to the recorded message were as predicted, less generous than those subjects exposed to the live or video taped message. The fourth hypothesis was not confirmed. Hypothesis 4 stated that subjects receiving a written message would be less generous than

those receiving the tape recorded message. The reverse was actually true, with the written message being more effective than the recorded message in all vested interest conditions and in response to all questions provided on the questionnaire. Disregarding the written message for the moment, the three other forms of media, live, video taped and recorded, did in fact support Hsia's findings in 1968. Croft, Stimpson, Ross, Bray and Breglio (1969) found that their results strongly supported the live presentations as a more effective means of persuasion than the video tape or audio presentation with the same material content. The study reported in this paper tends to support the findings of Croft et al. (1969) with the exception of the written message which they found to be the least effective in changing attitudes. This study did, however, support the findings of Wall (1971). Wall investigated these four types of medium as a replication to the Croft et al. (1969) study. An analysis of Wall's results determined that the written message produced more attitude change than either the live or the video taped message contrary to the original findings of Croft et al. (1969).

The results of the live media condition combined with vested interest support the first and fifth hypotheses stating that a live presentation and a low vested interest persuader would be more effective in soliciting acts of generosity. The results obtained in the written medium surpassed those of the video

condition in all responses to the questionnaire with the exception of the dollar category, and then it was third most effective medium, placing very close to second most effective. These results were not in keeping with the predictions that the video presentation would be second most effective, the recorded third most effective and the written the least effective. Possible explanations for this could be obtained through further investigation into Wall's replication of Croft's et al. (1969) study.

Wall's study resulted in the written message being the ^{most} most effective in comparison to the video taped presentation. Wall indicated that the written message offered precise control over the presentation, with the video message having more control of cues and vocal variation than the live, yet less control over cues than the written. Cues can aid in interpretation and understanding of messages, but can also harm in the subject's reaction to the persuader if the cues observed are perceived in a negative manner. ^{Thought-listing} The live presentation provided the greatest degree of channel variation as discussed by Croft et al. (1969) and also produced the greatest degree of generosity. The video taped presentation provided visual as well as vocal cues with more precise control of these variables as discussed by Croft et al. (1969) was expected to produce less attitude change, and did indeed result in less generosity. The recorded message provided even less channel variation as it eliminated visual cues and provided

only vocal cues. Results indicated that the recorded message was the least effective medium of transmission. The written message was predicted to be the least effective medium in motivating generosity, based on findings of Croft et al. (1969), yet proved to be the second most effective. Possible explanations could be that the nature of the message was purely visual and demanding more attention for comprehension as was evidenced in Hsia's (1968) study. (More attention demanding stimulus and the opportunity to read the message at the individual's own pace could provide the answer to this medium's success in the persuasive process.)

The recorded message provided only one type of stimulus, the auditory, yet the message was heard one time at the pace that the speaker set and subjects were asked to complete questionnaires without opportunity to hear the message again. The subjects' lack of comprehension due to the limited channel variation and, as indicated in the Warland, Travernight and Gruner (1966) study the lack of interest associated with less immediate channels would account for the low mean responses to the questionnaires. The video taped message provided the visual and the auditory channel variation, which provided the same channel variations as the live speaker with limited visual cues. The limitation of visual cues could provide an explanation much the same as Croft's et al. (1969) when he suggested that the video tape reduced the realness

of the live presentation and presented an image quite different from that of a live speaker, thus reducing message effectiveness.

The findings of motive on audience persuasion by Zadny and Gerard (1974) and Pastore and Horowitz (1955) were further supported by the manipulation of vested interest in this study. In addition, the results of this study support many previous findings of researchers dating from 1914 to 1974. Previous findings suggest that type of medium used plays a great part in attitude change, message comprehension and interest in topic. They also suggest that the perceived motive of the persuader plays a large part in the ability of that individual to persuade an audience. The study conducted here supports the majority of the studies on medium and supports all studies reviewed in this paper, pertaining to perceived motive of the persuader.

If it is true that the live presentation is so effective in obtaining generous responses with an average contribution of \$3.76 per subject in the experimental situation, in comparison to the third and sometimes second most effective medium, the written message which resulted in generous responses averaging \$2.63 per subject, why then, do not the private gift solicitors use this form of medium. It would be projected that the expense of personal appeals in time and energy in relation to mass mail outs would be the preventive factor.

Could it be realized, however, that through this experiment

alone, the live medium produced a combined contribution of \$165.00, the video presentation; \$128.00, the written message; \$78.00 and the recorded message; \$51.00, it would be more tempting to use the more effective mode of communication. In addition to the type of media used, when combined with low vested interest, we find that the live presentation produced a combined contribution of \$165.00, the video presentation; \$149.00, the written message; \$95.00 and the recorded message; \$94.00.

Taking this into consideration, one might wish to re-evaluate the gift solicitation methods found in most organizations to provide for more effective solicitation evidenced by greater responses of generosity.

Conclusion

A relationship exists between the type of media used in presenting a persuasive message and the degree to which a person will be persuaded to acts of generosity. Individuals who receive a live message are more likely to respond generously than are individuals who receive a video recorded, audio recorded or written message. [In the same respect, however, individuals who receive the written message will respond more generously than will individuals who receive the video taped message.] And again, those receiving the video taped message will be more willing to respond generously than will those receiving a recorded message, with the recorded message being the least persuasive.

A relationship exists between the speaker's perceived vested interest and the degree to which a subject will be persuaded into acts of generosity. Those individuals perceiving the persuader as having a high vested interest in the outcome of the persuasion, will be less effective in the persuasive process than will those individuals perceived as having a low vested interest in the outcome of the persuasion.

Implications for Future Research

The purpose of this experiment was to determine if the type of media used had any effect on the persuasibility of the audience and if the speaker's perceived interest in the topic was a factor in his ability to persuade. These two factors were shown to have definite effect on the ability of a speaker to persuade. This particular study investigated the four most common types of media used by the solicitor or persuader motivation persons to acts of generosity. The written message was used to provide a condition similar to mass mail outs, while the audio recorded condition was used to provide a condition similar to persuasion of the masses through the use of the radio. The video recorded condition provided the same stimulus that television would provide the solicitor. The live presentation was used to provide a media condition similar to personal appearance at a convention, rally or banquet.

Further possible investigation into the variables considered would be the actual results of relaying a persuasive message through the media channels of communication; television, radio, mail outs, and live presentations at conventions rather than using a captive audience and a simulated condition through video tape, recorded, and fictitious mail outs. Investigating in this manner may provide different results as the audiences used in this study were captive . . . they were recruited from classes at Brevard Community College, told by the professors to participate and each subject hearing the message could be accounted for and was required to respond in some way. In the case of mail outs, radio advertising and television advertising, the solicitor has no way of knowing who received the message, the audience is not forced to receive the message, or to respond to it.

The live presentation is perhaps the most closely simulated condition, as the audience at a convention or banquet could be considered captive in the respect that the persuader or solicitor knows they are there and a response is required of them.

Other possibilities of investigation would be the aspect of the two-sided message versus the one-sided message combined with vested interest of speaker when soliciting acts of generosity. Sex of the persuader and how it effects audience persuasibility could be considered. Age could be a factor when soliciting for acts of generosity. Of special interest might be the effectiveness

of a senior citizen when soliciting other senior citizens for trusts or endowments. Is the senior citizen more effective as Brock's (1965) findings suggest, due to character similarity, or is a younger individual with perceived expertise more effective in soliciting for donations?

Another possibility would be the perceived ego involvement of the persuader with the topic. How effective is an individual perceived to be highly ego involved in relation to an individual perceived to have a low ego involvement?

These are all questions that should be answered when considering the most appropriate person to use when soliciting funds, no matter what medium is adopted.

Summary

Several investigators have found that those who are highly susceptible to persuasion are susceptible as a result of the type of media used. The more personal the media, the more persuasible the subject (Croft, 1969). Ferguson (1966) defines perception of an information process as an extraction of various cues in the given situation. If more cues are available, more information is gained, thus the ability to persuade becomes greater. Paired with this is the ability to persuade an individual into acts of generosity when they perceive the persuader as having certain attributed vested interests. Zadny and Gerard (1974) suggested that attributions about intentions were more potent determiners of

the characterization of the individual than were actual observable characteristics.

This study was designed to investigate the possibility that a relationship existed between the perceived vested interest of the persuader and that individuals ability to persuade. It also investigated the possibility that a relationship exists between the type of medium used and the degree to which a person could be persuaded.

Subjects were one hundred and fifty seven basic communication students at Brevard Community College. Subjects were randomly assigned to one of four media situations; live presentation, video recorded, audio recorded, and written. Subjects were again randomly assigned to one of the three vested interest conditions within each media situation by way of a treatment message attached to the back side of the questionnaire. Subjects listened to persuasive message regarding need for a Student Employment Center. They filled out questionnaires measuring persuasibility of need and value of Center through use of a Likert scals. Measures of generosity were obtained with the third and fourth question pertaining to contributions of time and dollars. Values were assigned each number of hours and each number of dollars contributed to measure degrees of generosity.

Hypothesis 1 predicted that subjects would be more generous as a result of a live presentation. Hypothesis 2 predicted that, given the same conditions, subjects receiving a video recorded

message would be less generous than those receiving a live presentation. Hypothesis 3 predicted that subjects would be less generous when given a recorded message than were those receiving a video or live presentation. Hypothesis 4 predicted that the written message would be the least effective in motivating generosity than were any of the other three media conditions. Hypothesis 5 predicted that subjects would be less generous when perceiving the speaker as having a high vested interest in the topic than those subjects receiving a message perceived to be delivered by a low vested interest speaker.

There were two principle conclusions drawn from the study. Individuals receiving a more personal message, with the exception of the written message, were more persuaded into acts of generosity. The live presentation being the most effective, the written message being the next most effective, the video taped message being the third most effective, and the recorded being the least effective. It was also determined that the perceived vested interest of the speaker plays a role in the ability of that person to persuade. The high vested interest person is the least successful in persuading subjects to acts of generosity, while the low vested interest person is the most successful in persuading subjects to acts of generosity.

APPENDIX A

Precondition Treatment Messages

Treatment Messages to Characterize Vested Interest

High Vested Interest: The message you are about to receive is addressed to you by an individual who has determined that a great need exists in the community college for an employment center. This concerned individual has volunteered to coordinate the campaign with every hope of working in the recruiting center should the campaign be successful.

Low Vested Interest: The message you are about to receive is addressed to you by an individual who has determined that a great need exists in the community college for an employment center. The concerned individual has volunteered to coordinate the campaign.

APPENDIX B

Message

Are your thoughts far enough into the future to be wondering about that first day out looking for a job? If they are . . . then you're only one of many individuals thinking of the same problem. I can call it a "problem" because of the great numbers of college graduates that hit the streets upon each graduation date. They're all looking for that high paying, perfect job for their qualifications and standards. Not only is the number of unemployed seeking employment a problem, but the high unemployment rate in Brevard, Orange and surrounding counties creates a dismal picture for the new graduate. Last year alone, the area community colleges and universities graduated a total of 4,500 students with a county unemployment rate of 14.5% in Brevard County. But, one cannot truthfully say that the college graduate is necessarily a portion of that unemployment figure. Many college graduates are finding jobs . . . and many are not . . .

According to the Chronicle of Higher Education in 1975 . . . 8.5% of those graduating with B.A.'s remained unemployed. Of those graduating with A.A.'s and A.S.'s an even smaller portion 6.6% remained unemployed upon graduation. These are nationwide averages . . . and as we are all aware . . . Brevard and Orange counties cannot be compared to these averages, as our county is one of the hardest hit by economic influences and therefore, suffers the largest toll on unemployment rates when the going gets rough. However, these figures do indicate that jobs are available elsewhere in the state and nation for the graduate. The problem, is . . . how do we locate the jobs? Well . . . we could get our diploma in our hot little hand and run over to the state employment agency. No . . . that usually doesn't work. They will tell you about the skilled labor jobs, the clerical or service positions . . . nothing available for your academic qualifications. Well . . . you could go to a personnel agency, pay them a percent off the top of that yearly salary you will be earning at that new job you have been placed in. That got you a job . . . but at a rather high cost to you.

An even better idea that has been used in many institutions of higher education is the Student Employment Center. The operation of this type of center provides for the prospective employer to come to the student body rather than each interested student traveling to a corporation. This way the corporation sends a representative to the college to interview students. This cuts down on cost to the student and allows for a greater selection of and exposure to the job market for the graduate. A weekly log of companies expecting to interview, what time they will be at the institutions and what major and experience they are looking for will be available to any student at a central location. Appointment

times can be made for the student by simply registering for an interview time in the log. This would eliminate all the phone calls, and waiting in line.

As was mentioned, many institutions have this service today. Brevard Community College does not. Should you, the student body, feel the need for a Student Employment Center such as the one I have described to you, it would be a simple matter of employing a coordinator who would be capable of establishing such a center. The details would involve finding space for interviewing, contacting corporations and businesses and providing for student body and the Student Employment Center coordination.

The plan that has just been presented to you was met with great enthusiasm by the administration of this institution. In the past, Brevard Community College has been able to provide for most of the student services. With money getting tighter in higher education, the college is not able to provide for the full cost of this particular program. They will, however, be able to match the amount of funds the student body can come up with their own contributions if the desire for such a program is present.

Won't you consider the possibility of such a facility that could be available to you? It would save you money and time in traveling, make you more aware of and give you more exposure to many companies for interviewing for just a small contribution. Think about it! This might be your way to a successful career!

APPENDIX C

Questionnaire

Place an X in the space closest to the term that best describes the way you feel about the statement made. Place only one X on each scale provided for each question. (If you place an X in the space at the far left it means you strongly agree with the statement made. An X closest to strongly disagree would mean that you do not agree with the statement made).

- 1. There is a need for the establishment of a Student Employment Center on this campus.

Strongly Agree _____ Strongly Disagree

- 2. A Student Employment Center would be of value to the student body.

Strongly Agree _____ Strongly Disagree

- 3. How many hours per week would you be willing to contribute for organizing and operationalizing this program?

- 1 Hour _____
- 2 Hours _____
- 3 Hours _____
- 4 Hours _____
- 5 Hours+ _____

- 4. How much would you be willing to contribute for this program?

- \$1.00 _____
- \$5.00 _____
- \$10.00 _____
- \$15.00 _____
- \$20.00+ _____

Name _____

Address _____

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