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Joan D. Tabor

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ATTITUDES OF BROOKINGS HIGH SCHOOL STUDENTS TOWARD  
VARIANT MEDIA AND USE OF LIBRARY RESOURCES

BY

JOAN D. TABOR

A thesis submitted  
in partial fulfillment of the requirements for the  
degree Master of Science, Major in  
Journalism, South Dakota  
State University

1974

ATTITUDES OF BROOKINGS HIGH SCHOOL STUDENTS TOWARD  
VARIANT MEDIA AND USE OF LIBRARY RESOURCES

This thesis is approved as a creditable and independent investigation by a candidate for the degree Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Date

Head, Department of Journalism  
and Mass Communication

Date

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JDT

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## CHAPTER I

## STATEMENT OF THE PROBLEM AND OBJECTIVES OF THE STUDY

Introduction

A common cliché asserts that high school students of today are better informed individuals than any preceding generation. Peter Schrag<sup>1</sup> credits this to the school's role in the educational process:

Every school, no matter where located, is now educating children who will live somewhere else, and who will share a common culture. All of them will be exposed to the complexity and the moral and social ambiguities of a civilization that denies simple answers, ridicules schoolboy maxims and destroys those who have not learned efficient methods of dealing with technological and social machinery.

If schools indeed perform this role, this generates speculation as to whether a high school in agricultural South Dakota provides library resources perceived by students to be media that will help them adjust to potential metropolitan residence, exercise voting privileges at age 18, and become informed citizens.

The life of a high school student is busy and complicated, taken up with classes, homework, school-related activities, and a normal teenager's social life. Such socially interactive activities include both the formal and informal sharing of information and opinion in the classroom and among peers. Some of this interaction

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<sup>1</sup> Peter Schrag, Voices in the Classroom: Public Schools and Public Attitudes (Boston: Beacon Press, 1965), p. 2.

requires the student to utilize variant types of media as resources to secure desired information and formulate opinion, and in this complex world, such resources are likely to be mass media rather than individuated. As Rivers and Schramm<sup>2</sup> wrote:

Most of us depend upon mass communication products for a large majority of all the information and entertainment we receive during life. The expanse of our knowledge of public affairs must come from the mass media. There simply are no practical alternatives.

#### Statement of the Problem

This reality gave rise to the following research problem:

What media are used by Brookings High School students for information gathering and/or opinion forming concerning current issues, how does this use vary according to selected socioeconomic and scholastic factors, and how do these selected factors help explain use?

#### Importance of the Problem

A study such as this is important in that a student with the desire to keep abreast of current events should have an equal opportunity to read the current periodicals. If the home is unable financially to provide this material, the schools should assume the role of provider. If all students have access to current materials and do not depend upon library periodicals, perhaps the amount of money being budgeted cannot be justified.

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<sup>2</sup> William L. Rivers and Wilbur Schramm, Responsibility in Mass Communication, Revised Ed. (New York: Harper and Row, 1969), p. 14.

### Objectives of the Study

The objectives of this study were to determine:

1. What media did the students of Brookings High School use for information gathering and/or opinion formulation concerning current issues?
2. How the use of different types of media varied according to selected socioeconomic and scholastic achievement factors?
3. What socioeconomic and scholastic achievement factors helped explain variant use of the school library as a resource to aid in better understanding current issues?

## CHAPTER II

### REVIEW OF LITERATURE

#### Recent Selected Literature

For the purposes of this study literature published from 1960 to the present and related to the selection and use of media by high school students was reviewed. The year 1960 was chosen as the earliest date because before 1960 television was not a major media resource in South Dakota. This section of the study reports such literature and summarizes pertinent generalizations derived from the review.

Gary A. Steiner,<sup>1</sup> in The People Look at Television, reported a 1960 study of the adult television audience. The survey, conducted by the Roper Organization for the Bureau of Applied Social Research, was underwritten by the Columbia Broadcasting System. Of the 2,427 sampled respondents, seven percent were under 20 years of age. Findings pertinent to the study were:

1. The American television audience consists of major groupings varying according to the socioeconomic status of the household.

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<sup>1</sup> Gary A. Steiner, The People Look at Television: A Study of Audience Attitudes (New York: Alfred A. Knopf, 1963).

The type of formal schooling attained by the respondents explained most his selection into one of the observed major groupings.<sup>2</sup>

2. Respondents felt that newspapers provided a more thorough coverage of important events than radio, but radio reportage of the latest news was faster and with more frequent summaries. Newspapers were perceived as somewhat more thorough than television in the presentation of news, but the respondents saw no differences between newspapers and television as to fairness and bias.<sup>3</sup>

Robert T. Bower,<sup>4</sup> updating Steiner's work, reports a study conducted by the Bureau of Social Science Research and funded by the Columbia Broadcasting System. This field survey of 1,900 respondents was administered by the Roper Organization and included a heavy sampling of 18 and 19-year olds. As in 1960, formal schooling explained more of the observed variation in the attitudes of the respondents toward television than did other variables.

The respondents felt that:

1. Television had surged ahead of newspapers in giving the most complete news coverage.

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2 Steiner, p. 234.

3 Steiner, p. 266.

4 Robert T. Bower, Television and the Public (New York: Holt Rinehart and Winston, Inc., 1973).

2. Television had replaced radio as the medium that gives the latest news most quickly.<sup>5</sup>

3. Television surpassed both newspapers and radio in presenting the fairest, most unbiased news.<sup>6</sup>

The Steiner and Bower studies were underwritten by grants from the television industry; their findings must be viewed accordingly.

The Bureau of Advertising<sup>7</sup> reported the results of a newspaper readership survey conducted by W. R. Simmons and Associates. The survey found that 77 percent of all adults 18 years or older read one or more newspapers daily.

In 1966, the Opinion Research Corporation and the Bureau of Advertising surveyed 479 youth, age 12 to 20, regarding their exposure during the previous day to news from one or a combination of four major types of mass media. Responses of the teenagers indicated that on the preceding day 68 percent read a newspaper, 54 percent listened to the radio, and 37 percent watched the television news. Eleven percent of the teenagers reported no exposure to media the previous day. Totals were arrived at by combining all exposure whether each medium was used alone or in a combination of media. The findings are shown in Table 1.<sup>8</sup>

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5 Bower, p. 99.

6 Bower, p. 99.

7 The Arkansas Publisher, October 1971, p. 8.

8 Bureau of Advertising, A.M.P.A., When People Want to Know . . . Where Do They Go to Find Out? (New York: Bureau of Advertising, 1967), p. 103.

TABLE 1

YESTERDAY'S EXPOSURE TO NEWS FOR COMBINATION  
OF MEDIA BY TEENAGERS

Media	Proportion of Teenagers Exposed to Media
	<u>Percent</u>
Total Newspaper	68
Total Radio	54
Total Television	37
Newspaper Only	16
Television Only	6
Radio Only	11
Newspaper & Radio Only	25
Newspaper & Television Only	13
Television & Radio Only	4
All Three Media	14
No Exposure to Media News Yesterday	11
Base: Number of Teenagers = 100 percent <span style="float: right;">(479)</span>	

Note: The percentages add to more than 100 because respondents were exposed to several media.

Charles S. Steinberg<sup>9</sup> presents some general conclusions about the mass media audience and the media that apply to the teenagers in this study. Steinberg found:

1. The audience must be media and item selective because it is literally inundated with communication stimuli.
2. Each member of the audience will select media in terms of his own value system, educational background, and economic and social status.
3. Television's thrust is geared to the largest possible viewing audience and reaches the greatest cross-section of the public.
4. Although the demand is still great for newspapers as a source of information, research shows that audiences place greater credibility in information received from television news broadcasts.
5. Generally, the behavior of mass media audiences reveals considerable cross fertilization. The audience for one medium tends to seek exposure to other media.

A 1960 study made by Wilbur Schramm<sup>10</sup> and others reported the following observations about student readership:

1. In the eighth grade, 82 percent of the girls read the newspaper several times a week compared to 73 percent of the boys.

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9 Charles S. Steinberg, The Communicative Arts: An Introduction to Mass Media, Studies in Public Communication (New York: Hastings House, 1970), pp. 43-46.

10 Wilbur Schramm, Jack Lyle, and Edwin Parker, "Patterns in Children's Reading of Newspapers," Journalism Quarterly, 37:35-40 (Winter 1960).



By the time young people are seniors, the proportion of boys reading the paper at a given frequency is the same as for girls.

2. Brighter students began newspaper reading patterns earlier than slower students. The percentage of top students who read the paper increases from 65 percent to 70 percent from eighth to twelfth grade. Slower students make a greater readership gain during those same four years: 30 to 55 percent.

Although Schramm's study was intended to cover newspaper readership, the study also reported the children's exposure to television. Findings indicated that television watching patterns remained similar from the eighth to the twelfth grade for those students who watched at least two hours a day. For the top 20 percent scholastically, the proportion remained constant at 30 percent. For the lowest 20 percent scholastically, the percentage of viewing dropped slightly from 75 percent to 66 percent.

In a study of Wisconsin newspaper "non-readers", Westley and Severin<sup>11</sup> found that non-readers were lower on the occupation scale, lower in educational attainment, and lower in income. Non-readers regarded themselves as "working class," belonged to few formal organizations and had no political affiliation.

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11 Bruce H. Westley and Werner J. Severin, "A Profile of the Daily Newspaper Non-Reader," Journalism Quarterly, 41:45-60, 156 (Winter 1964).

Bradley S. Greenberg's<sup>12</sup> study of media use was a compilation of two 1964 surveys, one in San Jose, California, and a similar study in Lansing, Michigan. The report examined the factors which lead an individual to choose one medium rather than another. Findings from the study were:

1. More than 85 percent of the responses listed newspapers and television as the best sources of current event news.
2. Newspapers were no longer the sole principal news source; television had emerged as the principal source.
3. Respondents thought television a more believable source than newspapers.
4. Lower educated respondents were the heaviest television watchers.

#### Summary of Literature Review

The literature suggests the following propositions as applicable to the study of Brookings teenagers:

1. Each member of the audience will select media in terms of his own value system, educational background and economic and social status.
2. The use of different media will vary with the educational level of the audience: the higher the education, the greater the

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<sup>12</sup> Bradley S. Greenberg, "Media Use and Believability: Some Multiple Correlates," Journalism Quarterly, 43:665-670, 732 (Winter 1966).

reliance on print; the lower the education, the greater the reliance on audio-visual media.

3. The behavior of mass media audiences will show considerable cross fertilization. The audience for one medium tends to seek exposure to other media.

4. Newspapers are no longer the principal news source but have been replaced by television.

5. Newspaper readership increases as children mature chronologically and grow academically.

## CHAPTER III

## THEORETICAL FRAMEWORK

David M. White<sup>1</sup> has noted that in the field of communication research a large portion of the work must be credited to scholars from the academic disciplines. For many earlier studies basic knowledge from the disciplines of psychology, sociology, history, and education has been used as the framework for hypothesis testing.

For this study concepts and generalizations from the behavioral sciences will be used to devise a theoretical framework, together with associated hypotheses.

Theories and Concepts

Berelson and Steiner<sup>2</sup> conclude that men differ in social class, status, intelligence, personality, group, and institutional affiliations. Further they suggest that as part of this differentiation, observable variations exist in their attitudes, opinions, and beliefs.

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1 David M. White, "Mass-Communications Research: A View in Perspective," in Lewis A. Dexter and David M. White, eds., People, Society, and Mass Communications (New York: The Free Press, 1964), p. 521.

2 Bernard Berelson and Gary Steiner, Human Behavior: An Inventory of Scientific Findings (New York: Harcourt, Brace, & World, Inc., 1964), p. 557.

If this is true for members of society in general, it would appear that the attitude of teenagers toward media would also be a function of the variations in socioeconomic status and a factor of scholastic achievement.

Berelson and Steiner<sup>3</sup> state that in general, attitudes, opinions, and beliefs refer to a person's rational or emotional preference for one side or other of a controversial matter in public domain.

Opinions are short-run judgments or preferences usually concerned with public affairs: an expression or a guess.<sup>4</sup> Daniel Katz<sup>5</sup> adds that it is the verbal expression of an attitude.

Attitudes are judgments that are more lasting and encompassing than opinions and are often referred to as views or convictions.<sup>6</sup> Katz<sup>7</sup> states that attitude is the predisposition of the individual to evaluate aspects of his world for good or bad. Shaw and Wright<sup>8</sup> add that an attitude is a learned, relatively stable predisposition of an individual to act in a certain manner.

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3 Berelson and Steiner, p. 557.

4 Berelson and Steiner, p. 558.

5 Daniel Katz, "The Functional Approach to the Study of Attitudes," in Bernard Berelson and Morris Janowitz, eds., Reader in Public Opinion and Communication, 2d Ed. (New York: The Free Press, 1966), p. 55.

6 Berelson and Steiner, p. 558.

7 Katz, p. 55.

8 Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill Book Company, Inc., 1967), p. 13.

Beliefs are basic judgments dealing with the central values of life: values or sentiments.<sup>9</sup>

Communication is the act or process of transmitting, by the use of symbols, information, ideas, emotions, or skills. Mass media, which includes newspapers, books, magazines, television, radio, and films are extensions of personal transmissions providing the capacity to communicate from a single source to large numbers of people.<sup>10</sup>

The audience, composed of individual members, brings to any communication its background of information, interests, attitudes, status, and personality. This state is called predisposition. The individual's choice of media for communication reception will be determined by his opinions and attitudes--his predisposition.<sup>11</sup>

A number of theoretical orientations have been formulated to explain possible factors associated with the attitudes and media selection of the teenage audience in Brookings High School.

Berelson and Steiner<sup>12</sup> conclude that there are differences in attitudes that derive from the social strata in which people find themselves, or from their social characteristics, such as residence, class, and age.

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9 Berelson and Steiner, p. 558.

10 Berelson and Steiner, p. 528.

11 Berelson and Steiner, pp. 528-530.

12 Berelson and Steiner, pp. 528-572.

Regarding factors related to this study they report:

1. Students will reflect the social strata of their parents.
2. Students will reflect the economic and educational character of their parents.
3. People tend to consciously choose communications that are congenial to their predispositions.
4. Self-selection of communications exposure is complementary, not supplementary, and tends to concentrate, not to diffuse exposure.
5. The higher the educational level, the greater the reliance on print communications; the lower the education level, the greater the reliance on aural and picture media.
6. People tend to perceive and interpret communication in accordance with their own predispositions, and this perception and retention of factual information is seldom affected by the credibility of the communicator.
7. Although mass media can be a trusted source of information, face-to-face communication with a trusted source will be more influential.

Therefore:

Hypothesis 1. The higher the socioeconomic factor, the higher the use of current library materials.

Hypothesis 2. The higher the grade level of the student, the greater the use of current library materials.

Hypothesis 3. The greater the acquaintance with known community authorities, the greater the use of personal communication.

Hypothesis 4. The greater the use of newspapers or magazines at home, the greater the use of library periodicals.



## CHAPTER IV

### METHODOLOGY

#### Unit of Analysis

The unit of analysis for this study was an individual Brookings high school student who attended an English class on May 14, 1973.

#### General Procedures

To gather data a self-administered questionnaire was developed and pretested asking questions related to the respondent, his household, his use of media, and his attitudes toward media. The questionnaire asked the student to help us determine his interest in current national and international affairs, and to indicate the media he used to locate the information about current affairs.

The choice of English class was made to reach the largest percentage of the student body. Even though all seniors were not taking English IV, (some had substituted journalism or debate) no other series of classes reached as many students during the course of one day.

The returned questionnaires were checked for completion of data and recorded on IBM cards following standard coding procedures.

The first part of the questionnaire collected social and economic data for each respondent: age, grade level, grade point average, parental occupation, and place of residence.

Parental occupation was coded on a nine-point scale as follows: (1) proprietors, (2) executives and officials, (3) professional and technical, (4) clerical and sales, (5) farmers, (6) foremen and manual, (7) retired, (8) unemployed, and (9) homemaker. For this scale, ordinality was presumed, especially for values one through six. The place of residence was coded using concentric zones as areas with Main Avenue as the center.

The second section of the questionnaire sought to identify the media used by the students of Brookings High School. This section asked the number of newspapers and news magazines received in the homes, the number of times students had read same during the second week of May 1973, and the number of times they had watched national newscasts on television and/or had listened to radio newscasts during the same period.

Further, the number of times a student discussed national news was noted, and students indicated with whom they had had a discussion. Acquaintance or non-acquaintance with an authority was indicated by the students.

The third section used a seven-point Likert-type scale to determine the attitudes of the student toward the different media. Students were asked to indicate the extent of agreement or disagreement to stimulus statements pertaining to each medium, with strong agreement assigned the value of seven, undecided four, and strong disagreement one. All statements were phrased positively.

Respondents were also asked to check the medium they felt was the most accurate. The code was as follows: (1) books, (2) news magazines, (3) newspapers, (4) television newscasts, and (5) radio newscasts.

A copy of the questionnaire appears in the Appendix.

The number of completed questionnaires was 663, and frequencies and percentages for this total were figured. Not all respondents answered every question.

#### Dependent Variables

The dependent variables were:

1. Number of times the student read library newspapers during the designated reportage week ( $Y_1$ ).
2. Number of times the student read library news magazines during the designated reportage week ( $Y_2$ ).
3. Student use of library materials for research during the period January 22, 1973, to May 11, 1973 ( $Y_3$ ).

#### Independent Variables

The independent variables were:

1. Grade level of student ( $X_1$ ).
2. Age of student ( $X_2$ ).
3. Grade point average of student ( $X_3$ ).
4. Occupation of student's parent ( $X_4$ ).
5. Residential area ( $X_5$ ).

6. Number of siblings ( $X_6$ ).
7. Frequency of newspaper readership ( $X_7$ ).
8. Number of daily newspapers received in the student's home ( $X_8$ ).
9. Frequency of news magazine readership ( $X_9$ ).
10. Number of weekly news magazines received in student's home ( $X_{10}$ ).
11. Frequency of student exposure to television news broadcasts ( $X_{11}$ ).
12. Frequency of student listening to radio news broadcasts ( $X_{12}$ ).
13. Frequency of student discussion of current news with friends ( $X_{13}$ ).
14. Frequency of student discussion of news with acquaintance perceived as an authority ( $X_{14}$ ).
15. Extent student held that newspapers are a good news source ( $X_{15}$ ).
16. Extent student held that magazines are a good news source ( $X_{16}$ ).
17. Extent student held that television is a good news source ( $X_{17}$ ).
18. Extent student held that radio is a good news source ( $X_{18}$ ).
19. Extent student held that reference works are a good news source ( $X_{19}$ ).
20. Student's preferred news source ( $X_{20}$ ).

### Null-Hypothesis

To test possible associations certain variables were selected and conjectural relationships hypothesized in null form for each subsequent regression selection. The null-hypotheses are given in Chapter VI.

### Mode of Analysis and Significance Level

The statistical analysis used was a step-wise least squares multivariate linear regression. This means of analysis was designed to account for the variability of the dependent variables as they might be associated with the variability of the independent variables. This program permitted the researcher to test for multiple effects by assessing the relative importance of each of the independent variables as they were added or deleted, allowing some measure of the extent to which each of the independent variables contributed to the explained variation in the dependent variables when a given level of significance was specified.

The formula for the regression equation assumed the form

$$Y = a + b_1X_1 + B_2X_2 + \dots + b_kX_k.$$

The specified level of significance was 0.05.

### Definitions

All terms requiring definition are defined in the manuscript at the place of occurrence.

## CHAPTER V

MEDIA USED BY THE STUDENTS OF BROOKINGS HIGH SCHOOL  
FOR INFORMATION GATHERING AND/OR OPINION  
FORMULATION ABOUT CURRENT ISSUES

This chapter attempts to fulfill Objective One of this study; namely, to determine the media used by the students of Brookings High School for information gathering and/or opinion formulation about current issues. This chapter reports findings regarding:

1. Accessibility of media.
2. Respondent's exposure to media.
3. Respondent's discussion of current affairs.
4. Respondent's acquaintance with and use of community authorities.
5. Respondent's use of library periodicals.
6. Respondent's attitudes toward the various media and toward accuracy of media.

Respondent Exposure to Media

Almost 89 percent of the respondents received a daily newspaper in their homes (Table 2). Respondents indicated that 24.7 percent of the homes receive one newspaper daily, 50.6 percent received two, and 12.2 percent received three. Slightly over one percent received four or more (Table 3).

TABLE 2

NUMBER AND PERCENT OF RESPONDENTS WHO RECEIVE  
NEWSPAPERS AND MAGAZINES AT HOME

	YES		NO	
	N	%	N	%
Receive Newspapers	588	88.6	75	11.3
Receive News Magazines	375	56.4	288	43.6

N = 663

TABLE 3

NUMBER OF NEWSPAPERS AND NEWS MAGAZINES RECEIVED AT  
RESPONDENTS' HOMES, BY FREQUENCY AND PERCENT

	Newspapers		News Magazines	
	N	%	N	%
None	75	11.3	291	43.8
One	164	24.7	197	29.7
Two	336	50.6	115	17.3
Three	81	12.2	43	6.5
Four	6	0.9	11	1.7
Five or more	1	0.2	6	0.9

N = 663

News magazines are not subscribed to in the same frequency as daily newspapers in student homes. Replies show that 56.3 percent of the homes received a weekly news magazine (Table 2), with 29.7 percent of the homes receiving only one and 17.3 percent receiving two. Just over nine percent received three or more (Table 3).

Student exposure to media varied widely throughout the week both as to frequency of use and medium (Table 4). Only 7.4 percent of the respondents indicated they had not read a newspaper during the week, whereas 34.0 percent reported they had read the newspaper every day.

News magazines had the largest percentage of non-use among respondents: 33.3 percent reported they had not read one news magazine. The largest category of student exposure to magazines was two times a week, reported by 18.1 percent (Table 4).

Data regarding the frequencies for television newscast viewing produced no pronounced pattern but rather fairly even distributions. The largest number of students, 17.2 percent, reported viewing newscasts five times a week. Daily viewing of newscasts was reported by 16.7 percent of the students (Table 4).

The proportion of students listening to radio newscasts ranged from 25.6 percent, who listened daily, to 5.0 percent, who reported listening six times weekly (Table 4).



TABLE 4  
 RESPONDENTS' EXPOSURE TO VARIANT NEWS MEDIA,  
 BY NUMBER AND PERCENT

Exposure During Week	Newspapers		Magazines		Television		Radio	
	N	%	N	%	N	%	N	%
0	49	7.4	221	33.3	82	12.4	115	17.3
1	39	5.9	118	17.8	44	6.6	55	8.3
2	50	7.5	120	18.1	81	12.2	72	10.8
3	68	10.2	91	13.7	91	13.7	73	11.0
4	82	12.4	46	6.9	100	15.1	67	10.1
5	92	13.9	30	4.5	114	17.2	77	11.6
6	57	8.6	10	1.5	40	6.0	33	5.0
7	226	34.0	26	3.9	111	16.7	171	25.6

N = 663

Student Discussion of News and Opinion Formulation

The frequency with which students discussed current events with other persons during the week varied. Thirty percent of the students said they had not discussed current events with anyone, 49.6 percent said they had discussed current news from one to three times with other people, and 20.3 percent reported four or more conversations (Table 5).

TABLE 5

EXTENT STUDENTS DISCUSS CURRENT EVENTS WITH  
ADULT AUTHORITIES AND FRIENDS,  
BY NUMBER AND PERCENT

Number of times Discussed	Number of Students	Percent
0	199	30.0
1	110	16.6
2	128	19.3
3	91	13.7
4	50	7.5
5	26	3.9
6	17	2.6
7	42	6.3

N = 663

Student replies showed that 64.2 percent of the respondents knew personally someone who could be considered an authority on national and international news (Table 6). Although 64.2 percent indicated knowing authority, only 55.4 percent said they discussed news reports with others before they formed opinions (Table 7).

TABLE 6

NUMBER AND PERCENT OF RESPONDENTS WHO ARE PERSONALLY ACQUAINTED WITH AN AUTHORITY WHO HAS KNOWLEDGE OF NATIONAL AND INTERNATIONAL NEWS

	N	%
Acquainted	426	64.2
Not Acquainted	229	34.5
Don't Know	8	1.2
N = 663		

TABLE 7  
 NUMBER AND PERCENT OF RESPONDENTS WHO DISCUSS NEWS  
 REPORTS WITH OTHERS BEFORE FORMING OPINIONS

	N	%
Do Discuss	368	55.4
Don't Discuss	274	41.3
Sometimes Discuss	21	3.3
N = 663		

Students preferred mass media for information gathering when forming opinions (Table 8) with 60.5 percent of the students selecting mass media, 32.1 percent preferring personal advice, and 7.2 percent favoring a combination of the two.

#### Student Use of Library Periodicals

Use of library news magazines and daily newspapers by high school students is low. Students were asked to indicate the number of times within the preceding week that they had read a newspaper or news magazine from the school library and 88.4 percent of the students checked zero times for newspapers, and 79.5 percent checked zero times for news magazines (Table 9). Although use of library periodicals is low, general media use by students is high (Table 4).

TABLE 8

EXTENT RESPONDENTS FAVOR MASS MEDIA INFORMATION COMPARED  
TO PERSONAL ADVICE, BY NUMBER AND PERCENT

	N	%
Mass Media	402	60.5
Personal Advice	213	32.1
Combination of Mass Media and Personal Advice	48	7.2
N = 663		

TABLE 9

EXTENT RESPONDENTS USE LIBRARY PERIODICALS,  
BY NUMBER AND PERCENT

	Read Library Newspapers		Read Library Magazines	
	N	%	N	%
0	587	88.4	528	79.5
1	40	6.0	53	8.0
2	19	2.9	35	5.3
3	8	1.2	26	3.9
4	4	0.6	6	0.9
5	5	0.8	6	0.9
6	-	-	3	0.5
7	-	-	6	0.9

N = 663

When the students were asked if they had used library periodicals for research work during the period from January 22, 1973, to May 11, 1973, almost 60 percent indicated use (Table 10).

TABLE 10  
NUMBER AND PERCENT OF RESPONDENTS WHO USE SCHOOL  
LIBRARY PERIODICALS FOR RESEARCH

	N	%
Use Library Periodicals	396	59.6
Don't Use Library Periodicals	259	39.0
N = 663		

Student Attitudes on Selected Media as News Sources

The extent to which students agreed or disagreed that selected media were good sources of information regarding current affairs is shown in Table 11. The largest percentage (11.8) of the students strongly agreed that television is a good source of information. The largest group to hold that a given medium is not a good source were those who felt that reference works were not (19.7 percent). Selected percentages of students who held to some extent that each medium was a

TABLE 11

EXTENT RESPONDENTS HOLD THAT SELECTED MEDIA ARE BEST  
SOURCE FOR INFORMATION REGARDING CURRENT  
AFFAIRS, BY NUMBER AND PERCENT

	Newspapers		News Magazines		TV Newscasts		Radio Newscasts		Reference Works	
	N	%	N	%	N	%	N	%	N	%
Strongly Agree	16	2.4	57	8.6	78	11.8	28	4.2	20	3.0
Agree	154	23.2	189	28.5	205	30.9	129	19.4	38	5.7
Somewhat Agree	237	35.7	207	31.2	199	30.0	204	30.7	66	9.9
Undecided	93	14.0	104	15.7	80	12.1	126	19.0	87	13.1
Somewhat Disagree	86	13.0	69	10.4	63	9.5	104	15.7	105	15.8
Disagree	56	8.4	26	3.9	26	3.9	55	8.3	214	32.2
Strongly Disagree	20	3.0	11	1.7	12	1.8	17	2.6	131	19.7
N = 663										

good source for current information were: television, 72.6 percent; news magazines, 68.2 percent; newspapers, 61.3 percent; radio newscasts, 54.4 percent; and reference works, 18.8 percent.

When asked to choose the medium they felt the most accurate, students followed a pattern similar to that for choice of best source of information. Television newscasts were chosen by 42.0 percent of the respondents as possessing the greatest accuracy (Table 12), news magazines were second with 34.0 percent, and newspapers were third with 13.0 percent. Fourth place was given to reference works with 4.2 percent, and fifth was radio with 3.2 percent. A small group of students (3.6 percent) chose more than one medium.



TABLE 12  
 RESPONDENTS' RANK-ORDERED CHOICE OF SELECTED  
 MEDIA ON THE BASIS OF PERCEIVED ACCURACY,  
 BY NUMBER AND PERCENT

Rank	Type of Media	N	%
First	Television	279	42.0
Second	News Magazines	226	34.0
Third	Newspapers	86	13.0
Fourth	Reference Works	28	4.2
Fifth	Radio	21	3.2
More than one medium chosen		23	3.6
N = 663			

## CHAPTER VI

## ANALYSIS AND FINDINGS

This chapter reports the findings related to the association between selected independent variables and the respective dependent variables.

Statistical Test

For the purpose of testing the association between the variables, a step-wise least squares multiple regression analysis was used. The association between the variables was tested at the 0.05 level of significance.

The variables  $X_1$  through  $X_{20}$  were specified in Chapter IV as belonging to a variable set with each defined as follows:

$X_1$  = grade level of student,

$X_2$  = age of student,

$X_3$  = grade point average of student,

$X_4$  = occupation of student's parent,

$X_5$  = residential area,

$X_6$  = number of siblings,

$X_7$  = frequency of newspaper readership,

$X_8$  = number of daily newspapers received in the student's home,

$X_9$  = frequency of news magazine readership,

- $X_{10}$  = number of weekly news magazines received in student's home,
- $X_{11}$  = frequency of student exposure to television news broadcasts,
- $X_{12}$  = frequency of student listening to radio news broadcasts,
- $X_{13}$  = frequency of student discussion of current news with friends,
- $X_{14}$  = frequency of student discussion of news with authority,
- $X_{15}$  = extent student held that newspapers are a good news source,
- $X_{16}$  = extent student held that magazines are a good news source,
- $X_{17}$  = extent student held that television is a good news source,
- $X_{18}$  = extent student held that radio is a good news source,
- $X_{19}$  = extent student held that reference works are a good news source,
- $X_{20}$  = student's preferred news source.

The dependent variables were:

- $Y_1$  = number of times student read library newspapers during the designated reportage week,
- $Y_2$  = number of times student read library news magazines during the designated reportage week,

$Y_3$  = student use of library materials for research during the period from January 22, 1973, to May 11, 1973.

For the purposes of testing the significance of the association hypothesized between the independent variables and the dependent variables, a null-hypothesis was formulated.

Assuming a "multivariate normal" population, and that the least-squares equation represents the best estimate of the linear regression equation, and defining the multiple variables  $X_1, X_2, X_3, \dots, X_{20}$  as a set, then the null-hypothesis was:

The set of independent variables will not contribute significantly to the explanation of the variations observed in the dependent variables.

#### The Statistical Findings

Table 13 reports the sums of squares and the proportion of variance accounted for by the significant independent variables in order of importance as entered into the equation for each of the six multiple regression selections.

TABLE 13

SUM OF SQUARES AND PROPORTION OF VARIANCE ACCOUNTED FOR BY THE SIGNIFICANT INDEPENDENT VARIABLES IN ORDER OF IMPORTANCE AS ENTERED INTO THE EQUATION, FOR EACH DEPENDENT VARIABLE SELECTION

Variable Number By Dependent Variable Selection	Sum of Squares Accounted For	Proportion of Variation Explained	Cumulative Proportion (of Variation Explained	Regression Coefficient For Significant Variables	Y-Intercept
Selection I (Y <sub>1</sub> )					
X <sub>9</sub>	9.998	0.029	0.029	0.06460	0.24167
X <sub>5</sub>	2.586	0.007	0.036	-0.04337	
X <sub>6</sub>	2.072	0.006	0.042	-0.03303	
X <sub>8</sub>	1.210	0.003	0.046	-0.07327	
X <sub>7</sub>	1.930	0.006	0.051	0.02465	
X <sub>1</sub>	1.054	0.003	0.054	0.12754	
X <sub>2</sub>	2.090	0.006	0.060	-0.09668	
Selection II (Y <sub>2</sub> )					
X <sub>9</sub>	143.765	0.155	0.155	0.25612	0.35237
X <sub>10</sub>	16.171	0.017	0.173	-0.17985	
X <sub>3</sub>	12.357	0.013	0.186	0.21551	
X <sub>15</sub>	12.209	0.013	0.199	-0.07546	
X <sub>8</sub>	4.779	0.005	0.205	0.13965	
X <sub>5</sub>	5.436	0.006	0.210	-0.06829	
X <sub>17</sub>	4.475	0.005	0.215	-0.07155	
X <sub>1</sub>	5.650	0.006	0.221	-0.08378	
Selection III (Y <sub>3</sub> )					
X <sub>1</sub>	9.806	0.038	0.038	-0.09221	2.24080
X <sub>9</sub>	8.557	0.033	0.071	-0.04529	
X <sub>16</sub>	4.752	0.018	0.090	-0.05509	
X <sub>3</sub>	2.820	0.011	0.101	-0.08984	

In Regression Selection I the variables  $X_9$ ,  $X_5$ ,  $X_6$ ,  $X_8$ ,  $X_7$ ,  $X_1$ , and  $X_2$  were found to contribute to the explanation of the variation observed in dependent variable  $Y_1$ . The statement of null-association between these independent variables and the dependent variable  $Y_1$  is rejected.

Stated descriptively, the respondents who reported greater use of library newspapers for current information were characterized by the following:

1. Greater weekly frequency of news magazine readership.
2. Residential adjacency to the center of Brookings city.
3. Smaller number of siblings.
4. Fewer daily newspaper subscriptions received in student's home.
5. Greater weekly frequency of newspaper readership.
6. Membership in high school upper class grade.
7. Younger age.

In Regression Selection II the variables  $X_9$ ,  $X_{10}$ ,  $X_3$ ,  $X_{15}$ ,  $X_8$ ,  $X_5$ ,  $X_{17}$ , and  $X_1$  were found to contribute to the explanation of the variation observed in dependent variable  $Y_2$ . The statement of null-association between these independent variables and the dependent variable  $Y_2$  is rejected.

Stated descriptively, the respondents who reported greater use of library news magazines for current information were characterized by:

1. Greater weekly frequency of news magazine readership.
2. Smaller receipt of number of news magazines in student's homes.
3. Higher academic achievement.
4. Lower degrees of satisfaction with newspapers as a source of news information.
5. Greater receipt of number of daily newspapers in student's homes.
6. Residential adjacency to the center of Brookings city.
7. Lower degree of satisfaction with television as a source of news information.
8. Membership in high school lower class grade.

In Regression Selection III variables  $X_1$ ,  $X_9$ ,  $X_{16}$ , and  $X_3$  were found to contribute to the explanation of the variation observed in dependent variable  $Y_3$ . The statement of null-association between these independent variables and the dependent variable  $Y_3$  is rejected.

Stated descriptively, the respondents who reported greater use of library magazines for research purpose are characterized by the following:

1. Membership in high school lower grade.
2. Lower frequency of news magazine readership.
3. Lower degrees of satisfaction with magazines as a source of news information.
4. Lower academic achievement.

## CHAPTER VII

## SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter of the study includes the following:

1. A summary of the research problem, objectives, and design.
2. A summary of the major findings derived from the general analysis and from the research related to the three objectives of the study, together with the conclusions drawn from each set of findings.
3. A presentation of the implications for the Brookings High School library as suggested by the findings and conclusions.
4. A statement regarding the limitations of the study, with recommendations for further research.

Summary of the Research Problem, Objectives, and Design

Contemporary teenagers in the United States are bombarded by media disseminating the latest news of national tragedy, triumph, or holding action. The average student, virtually inundated with information from all media, must make choices as to which source he will use for gathering his data, and he must make a second choice as to which news items he will select to view, read, or hear.

When a media selection or item selection has been made, underlying individual attitudes are instrumental in the final decision. What media was chosen and what factors affected the choices? These



questions gave rise to the problem selected for investigation.

Namely: What media are used by Brookings High School students for information gathering and/or opinion forming concerning current issues; how does this use vary according to selected socioeconomic and scholastic factors; and how do these selected factors help explain use?

Based on the above problem, this study was developed around a set of objectives which were to determine:

1. What media the students of Brookings High School used for information gathering and/or opinion formulation concerning current issues.
2. How the use of different types of media varied according to selected socioeconomic and scholastic achievement factors.
3. What socioeconomic and scholastic achievement factors helped explain variant use of the school library as a resource to aid in better understanding of current issues.

Chapter II contained a review of selected literature related to the problem under study. Generalizations drawn from this review of literature relevant to the present study were summarized. Those applicable to the study of Brookings teenagers were:

1. Each member of the audience will select media in terms of his own value system, educational background, and economic and social status.
2. The use of different media will vary with the educational level of the audience: the higher the education, the greater the

reliance on print; the lower the education, the greater the reliance on picture media.

3. The behavior of mass media audiences will show considerable cross fertilization. The audience for one medium tends to seek exposure to other media.

4. Newspapers are no longer the principal news source but have been replaced by television.

5. Newspaper readership increases as children mature chronologically and grow academically.

Chapter III contained the theoretical orientation suggesting that the "attitude" of the individual is associated with factors such as social class, status, age, group affiliation, and institutional affiliation.

The hypotheses derived from the theoretical framework also attempted to predict that variations in selected socioeconomic factors and personal acquaintance with a person having authoritative knowledge would help explain variations in media selection and use of the school library.

A research methodology was designed using the individual Brookings High School student as a unit of analysis. A self-administered questionnaire was used, and the student indicated his use and attitudes toward media for data purposes. This data was analyzed to fulfill Objective One of this study.

To fulfill Objectives Two and Three of this study, the variations in selected socioeconomic and scholastic achievement factors were tested to determine variant use of media and the school library. The statistical test used was a step-wise least squares multi-variate linear regression. The specified level of significance was 0.05.

### Major Findings and Conclusions

The major findings and conclusions as related to the three objectives of the study were:

#### Objective One: Major Findings and Conclusions

Objective One of this study was to determine what media the students of Brookings High School used for information gathering and/or opinion formulation concerning current issues.

It was found that:

1. Daily newspapers are available to 88.6 percent of the students in their own homes. This number of respondents reported receiving at least one daily newspaper. Weekly news magazines are available in over half the students' homes with 56.3 percent reporting at least one subscription. Newspapers had a higher readership than news magazines with 92.6 percent of the students reading a newspaper at least once a week and 49.9 percent five times a week. News magazines had a 66.7 percent readership at least once a week.

2. National television newscasts were watched by 87.6 percent of the students at least once a week. Listening to radio newscasts at least once a week was reported by 82.7 percent of the respondents.

3. Students discussed current events with adults whom they considered authorities, but they favored mass media information when forming opinions.

4. Respondents (42.0 percent) perceived television to be the medium with the greatest accuracy. News magazines were ranked second with 34.0 percent; newspapers were third with 13.0 percent.

These findings suggest the following conclusions:

1. Brookings teenagers have access to the daily newspapers in their own homes, and they read them at least once a week.

2. News magazines are not as readily available as newspapers in the students' homes, but they are used by a majority of the high school students.

3. Students (60.5 percent) favor mass media information for opinion formulation on current affairs.

4. Teenagers believe television is the mass medium with the greatest accuracy in presenting the news.

#### Objective Two: Major Findings and Conclusions

Objective Two of this study was to determine how the use of different types of media varies according to selected socioeconomic and scholastic achievement factors.

It was found that:

1. Students from all residential zones read the daily newspaper. Almost the entire student body had access to a newspaper and

read at least one a week. However, greater use of library newspapers was made by the students living closer to the center of the city, and few students (11.6 percent) indicated use of library newspapers.

2. Fewer homes received news magazines and fewer students reported reading them. Figures indicate that 10.4 percent of the students had to read news magazines outside their own homes.

3. Students in the upper grades made greater use of the library newspapers.

4. Students with a lower chronological age used the library newspapers more often.

5. Students with higher grade point averages made greater use of the library news magazines.

6. Students in the lower grades made greater use of the library's news magazines.

7. Radio and television attracted more than 80 percent of the student body as an audience at least once a week.

These findings suggest the following conclusions:

1. Students of all socioeconomic levels use print media for gathering their information.

2. Newspapers are used by more students in the eleventh and twelfth grades.

3. News magazines are used by more students in the ninth and tenth grades.

4. Radio and television were used by students of all grades and socioeconomic levels.

### Objective Three: Major Findings and Conclusions

Objective Three of this study was to determine what socio-economic and scholastic achievement factors helped explain variant use of the school library as a resource to aid in better understanding current issues.

Socioeconomic variables that help explain the daily use of library newspapers were:

1. Residential adjacency to the center of the Brookings city.
2. Fewer daily newspaper subscriptions received in the home.
3. Smaller families.

Scholastic achievement variables that help explain the daily use of library newspapers were:

1. Chronologically younger.
2. Membership in high school upper class grade.

Socioeconomic variables that help explain use of library news magazines were:

1. Fewer magazine subscriptions received in the home.
2. Greater receipt of number of daily newspapers.
3. Residential adjacency to the center of Brookings city.

Scholastic achievement variables that help explain use of library periodicals for research were:

1. Membership in high school lower grade.
2. Lower grade point average.

Socioeconomic variables did not appear as factors that affected the use of library periodicals for research.

These findings suggest the following conclusions:

1. One factor appears to have a decided effect upon the use of current library materials--adjacency to the center of the city. If it can be stated that more affluent families live farther from the downtown section of town,<sup>1</sup> one might conclude that the students from lower-income families are heavier users of the library's current newspapers and news magazines. This conclusion is further substantiated by the fact that where home subscriptions are fewer, more use is made of the library.

2. Access to media generates further use of other media sources. Students who read the library newspapers are students who have news magazines in the home and read them.

3. Scholastic achievement and educational attainment figure in all three areas of analysis. Members of the upper classes (juniors and seniors) read more current newspapers, whereas freshmen and sophomores read more news magazines. The two lower grades use the school's materials for research assignments. Respondents with higher grade point averages use our current news magazines while those with lower grade point averages used the library for research problems.

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1. These statements are substantiated in part by a correlation of 0.33607 generated between the independent variables, residential zone and occupation. The conclusions are further validated by correlation coefficients of 0.30542 (residential zone and newspaper subscriptions) and 0.24414 (residential zone and magazine subscriptions).

### Implications for the Brookings High School Library

A review of the findings has certain implications for the school library.

1. Lower socioeconomic status appears to explain a student's greater use of the library's current newspapers and news magazines. Eleven percent of our student body come from homes that do not receive newspapers. If these students are to have exposure to the daily newspaper for information, it is the task of the school to provide this material.

2. Educational attainment level dictates use of various media; therefore, the type of media selected should be that appropriate to the educational attainment level and of sufficient variety to interest each student.

3. The library facilities should have more audio-visual resources, especially taped television programs. Facilities should be provided for students to watch national events as they appear on the television screen.

4. The school library cannot supplant television as an accepted carrier of information for students, but students should be made aware of other media concerned with the dissemination of information.

### Limitations of the Study

1. The questionnaire was administered in a classroom situation, and a number of questionnaires had to be discarded when they were found to be incomplete, thereby reducing sample size.



2. No in-depth interpretation could be made as no specific daily newspapers or news magazines were named by the students.

3. No specific data was available on just what the respondent "read" when he indicated reading a paper or magazine.

4. Results of this study are applicable only to Brookings High School English students.

5. This study has provided some answers relative to usage of high school libraries by various age and socioeconomic groups. It has not, however, attempted to explain the reasons why many students do not use these facilities. Future students may wish to investigate this subject from the standpoint of these non-users.

6. The cross-usage of media, categorized relative to socioeconomic and scholastic achievement factors, was not adequately incorporated into the computer programming for this study. For this reason, the results shown under Objective Two on pages 44 and 45 are not satisfactory to the author. Future researchers may wish to clarify these cross-classifications of media use and socioeconomic variables.

#### Recommendations for Future Study

1. It is recommended that a similar study be done but administered by personal interview to a random sample. Findings could then be compared for accuracy.

2. It is recommended that an effort be made to discover reasons for the attitude of the respondents toward media.

3. It is recommended that an effort be made to discover specific data on what is "read" in the newspaper and news magazine.

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## APPENDIX

1. Please check grade you are in this year:

     9      10      11      12

2. As of your last birthday your age is: (circle one)

14    15    16    17    18    19

3. Male           Female

4. Please list the semester letter grade for each subject you took the first semester.

\_\_\_\_\_

5. Please give the occupation of the head of your household.

\_\_\_\_\_

6. If a second adult in your family works, what occupation does he or she have?

\_\_\_\_\_

7. Your home is located where? The city of Brookings

Other than the city of Brookings \_\_\_\_\_

8. If you live in the city of Brookings, please check one of the following:

     0-5 blocks from Main Avenue

     6-10 blocks from Main Avenue

     11-15 blocks from Main Avenue

     16-20 blocks from Main Avenue

9. If you have brothers and/or sisters living at home, please indicate how many.
- \_\_\_\_\_ Brothers living at home
- \_\_\_\_\_ Sisters living at home
10. Within the past week how many times have you read a daily newspaper?
- \_\_\_\_\_ 0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 times
11. Do you receive a daily newspaper (Argus Leader, Minneapolis Tribune, or Brookings Register) in your home?
- \_\_\_\_\_ yes \_\_\_\_\_ no. If yes, how many? \_\_\_\_\_
12. Within the past week how many times have you read a newspaper from the school library?
- \_\_\_\_\_ 0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 times
13. Within the past week how many times have you read a news magazine?
- \_\_\_\_\_ 0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 times
14. Do you receive a weekly news magazine (Time, Newsweek, U.S. News) in your home?
- \_\_\_\_\_ yes \_\_\_\_\_ no. If yes, how many? \_\_\_\_\_
15. Within the past week how many times have you read a news magazine from the school library?
- \_\_\_\_\_ 0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 times
16. Within the past week how many times have you watched the evening news (ABC, CBS, or NBC network news) on television?
- \_\_\_\_\_ 0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 times

17. Within the past week how many days have you listened to the radio to hear news about national and international issues and problems?

     0      1      2      3      4      5      6      7 days

18. Within the past week how many times have you discussed current national and international issues with your friends?

     0      1      2      3      4      5      6      more than once a day

19. Do you know anyone personally, other than classroom instructors, who keeps up with the national and international news and with whom you can talk to learn what is really going on?      yes      no

20. Within the past week how many times have you discussed current national and international affairs with an adult, other than a classroom instructor, who in your opinion would be considered an authority in his field?

     0      1      2      3      4      5      6      7 times

21. When you hear news broadcasts on the radio or see them on TV or read the news in the papers, are you inclined to discuss such matters with someone before you make up your mind?      yes      no

22. Within the past semester have you used magazines from the school library for research work?      yes      no

PLEASE CHECK THE FOLLOWING AS TO HOW YOU FEEL ABOUT EACH STATEMENT

23. If you really want information on current affairs, newspapers are the best possible source.

     Strongly disagree  
     Disagree  
     Somewhat disagree  
     Undecided  
     Somewhat agree  
     Agree  
     Strongly agree

24. If you really want information on current affairs, news magazines are the best possible source.

Strongly disagree  
 Disagree  
 Somewhat disagree  
 Undecided  
 Somewhat agree  
 Agree  
 Strongly agree

25. If you really want information on current affairs, television news broadcasts are the best possible source.

Strongly disagree  
 Disagree  
 Somewhat disagree  
 Undecided  
 Somewhat agree  
 Agree  
 Strongly agree

26. If you really want information on current affairs, news broadcasts on radio are the best possible source.

Strongly disagree  
 Disagree  
 Somewhat disagree  
 Undecided  
 Somewhat agree  
 Agree  
 Strongly agree

27. If you really want information on current affairs, encyclopedias and yearbooks are the best possible source.

Strongly disagree  
 Disagree  
 Somewhat disagree  
 Undecided  
 Somewhat agree  
 Agree  
 Strongly agree

28. Check the media which you feel would give you the most accurate information about the Watergate Affair. (Check only one)

Newspapers  
 News magazines  
 Television news  
 Radio news broadcasts  
 Books

29. Did you favor mass media information or personal advice (from your parents, teachers, adult friends, or school friends) in forming your opinion about the Watergate Affair?

Mass media  
 Personal advice