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ABSTRACT

The impact of print and electronic media orientations upon the public affairs knowledge of older persons was investigated through interviews with 59 participants in a foster grandparents program, 68 participants in a retired senior volunteer program, and 23 members of a retired teachers association. Analysis of results indicated a clear pattern in which education is positively related to the use of print media which in turn is positively related to knowledge of public affairs. In the same way, the frequent meeting attender (who is also a high print consumer) is highly educated and highly knowledgeable about public affairs. The more educated older person goes out more often to visit friends, which is also associated with higher public affairs knowledge. Television, radio, movie, and phone use have little to do with level of education or with public affairs knowledge. Education, income, and race were important antecedent variables in this study, with age and sex showing no significant relationships with them. Interrelationships among the mass media exposure variables were also considered. (AA)

COMMUNICATION, PUBLIC AFFAIRS KNOWLEDGE, AND OLDER PERSONS

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*The authors' names are listed in alphabetical order. If possible, they would have been given simultaneously, to indicate that both contributed equally; the impossibility of such an arrangement is another limitation of the linear world of print.

Many individuals and organizations assisted in this study. The authors wish to thank the students in classes on public opinion and on research methods who assisted in all phases of the research. Also due thanks are Beverly Barnum, of the Communication Research Center, who helped with data analysis, and others in the Center; Norrie Sitton and others in the College of Journalism and Communications; the Center for Gerontological Research and Programs and the Center for Instructional and Research Computing Activities, University of Florida; the Foster Grandparent Program, the Retired Senior Volunteer Program, both of Gainesville, and the Alachua County Retired Teachers Association; and the 150 respondents, many of whom demonstrated to student interviewers fifty years their junior that charm and graciousness needn't fade with years.

COMMUNICATION, PUBLIC AFFAIRS KNOWLEDGE, AND OLDER PERSONS

Communication research concerning older persons is part commentary, part descriptive, but for the most part, nonexistent. While age distribution is usually included in studies as an independent, demographic variable, older persons seldom receive the focal attention of research investigation.

Some notable exceptions to the paucity of information about this particular segment of our society can be found in dissertations, theses, and occasional papers.[1] The Journal of Communication also carried a symposium of articles on the myths of old age.[2]

One topic which has received attention is the substitution hypothesis in which it is proposed that older persons who experience decrements in an activity tend to seek and find alternatives in which financial, social, physical, and other losses associated with aging do not count against them as severely. Graney and Graney looked to communications as possible activity substitutes.[3] Cassata examined the social disengagement hypothesis in relation to the mass communication behavior of older persons.[4]

When studies concerning older persons and public affairs opinions and knowledge are searched for, however, even less can be found.[5] It becomes necessary to turn to available evidence about communication behavior in general in order to establish some framework for prediction.

Most published research indicates that media use is heavy among older persons. Some of the obvious reasons include retirement, physical disability, and lack of transportation. The media

which are involved in these heavy usage patterns may, however, affect public affairs knowledge. Schramm speculated that the electronic media present a more superficial view of public affairs than printed forms of mass communication.[6] Therefore, one could expect that those who attend to the print media more might have a deeper knowledge of public affairs than those who are heavier users of the electronic media.

An important question, then, is what factors influence a person's attention to the print media. Schramm and White, in a newspaper readership study in 1949, were perhaps the earliest researchers to provide some clues to this question.[7] They found that all the data in their study indicated an increased use of the newspaper for public affairs viewpoints and information, and a decreased use for entertainment and diversion, among older persons, more highly educated persons, and persons in higher socio-economic groups.

But perhaps more interestingly, Schramm borrowed Freud's Reality Principle and Pleasure Principle to set forth a psychological theory of the news. It was proposed that readers or listeners select news in anticipation of a reward, which may be either the Immediate Reward of drive reduction or vicarious experience, or the Delayed Reward of "threat value" and general preparedness for reality. What we would call "hard" news today would be read for delayed reward, and "soft" news read for immediate reward.

Schramm comments:

> . . . let us pick out the statement that reading for delayed reward is a later and more sophisticated form of learned behavior. If that is so, we should expect this kind of reading to increase with education, start later and come to a peak at a later age than

> immediate reward learning, and increase more rapidly with economic status (which makes possible wider experience).[8]

Schramm is apparently talking about a socialization process in which age, education, economic status, and communication are important agencies. In this study, we will be concerned with a communication skills process in which an attempt will be made to further investigate the print and electronic media orientations of older persons for their impact on public affairs knowledge. The communication behaviors, both mass and interpersonal, of older persons are treated as intervening variables, affected by such antecedent variables as education, income, ethnic background, sex, age, and employment status, and in turn having their own effect on the consequent variable of public affairs knowledge. Figure 1 depicts this model.

It is hoped that this middle-range analysis will shed additional light on previous descriptive studies and provide guidelines for further research on the communication behaviors of older persons. Such analysis, recommended by Rogers, is based on establishing relationships among important concepts.[9]

METHOD

Data were gathered in personal interviews with members of three groups in Gainesville, Florida, chosen to represent a cross-section of older persons in that community.

The first group was the Foster Grandparents Program, a federally-funded project for low (or zero) income elderly. It had about 100 members at the time of the field work, early November 1974. The total number of respondents was 59. This represents all of the program participants who were available at their weekly training meetings.

The second group, the Retired Senior Volunteer Program (RSVP), represented a fairly wide range of income. Personal interviews were conducted in their residences. Completed interviews were obtained for 68 of the 111 RSVP members for whom contact attempts were made.

The third group was the Alachua County Retired Teachers Association, predominantly more wealthy than the other two. Twenty-eight members volunteered at a regular monthly meeting to take part in at-home personal interviews. Completed schedules were obtained for 23.

Education was indexed by the question "How much schooling have you had?" Probes were made until responses could be placed in one of seven precoded categories, ranging from "none" to "Master's degree or more" (several of the retired teachers had served as professors at the University of Florida).

Since pretests had indicated resistence to providing income information, it was obtained through a question in which respondents were merely asked to tell into which of three brackets their

annual income fell: under $5,000, $5,000 to $10,000, or $10,000 and over. Little difficulty was experienced with this formulation.

Interviewers coded ethnic background on the basis of their own observation. Only whites and blacks were present in the sample.

Employment status was determined through two questions. First was "Do you work anywhere?", followed by "Is that full-time or part-time?" All Foster Grandparents were coded as working part-time.

Exposure to six different mass media was determined. The questions were as follows:

> "How much time last week would you say that you spent reading news magazines, such as Time and Newsweek?"
> "About how many books have you read in the last month?"
> "About how much time do you spend reading the newspaper each day?"
> "About how many hours do you watch television each day?"
> "About how many times have you gone out to the movies in the last three months?"
> "About how many hours do you listen to the radio each day?"

Interpersonal communication behavior was measured in several ways. Participation in local groups was indicated by a question on how many meetings had been attended in the past month.

In another interpersonal communication item, respondents were asked, "About how much time do you spend talking on the phone each day?" An additional item of this type was, "About how many times a week do you get out to talk to friends -- that is, someone you know well?" Also asked was, "Do you live alone, or with someone else?"

Public affairs knowledge was indicated by the item, "Recently amnesty for Vietnam War resisters has been in the news. Can you tell something of what you remember of this?" Coded as remembering something were only those who could provide at least one correct statement concerning the amnesty program. This issue was chosen because it was felt there probably would be a substantial split among the respondents between those who knew something and those who knew nothing; this did occur.[10]

RESULTS

Independent Variables. Income and education of older Americans in this study are strongly related as can be seen in Table 1. All of the persons with a grade school education or less have incomes of below $5,000. Those with a college education have higher incomes than those with high school backgrounds. Those with graduate school training show the highest income levels, with 45 per cent having incomes of $10,000 or more. It should be noted, however, that 59 per cent of the total sample of older Americans have incomes of under $5,000.

Tables 2 and 3 indicate that the ethnic background of older Americans has a tremendous influence on their levels of education and income. While 88 per cent of older blacks earn under $5,000, only 35 per cent of the whites are in this bracket. And while two of three of the blacks have a grade school education or less, 69 per cent of the older whites have a college background, including graduate school (42 per cent).

Those who are employed (56 per cent; all part-time but one) obviously work because they have to -- 79 per cent of those employed have incomes of under $5,000. On the other hand, 68 per cent of those not employed have incomes of $5,000 and up. Seventy-one per cent of those who work have a grade or high school education (52 per cent have only grade school or less); 66 per cent of those not working have college or graduate school educations.

Race also has an influence on employment status: 88 per cent of the older blacks are employed, compared to 31 per cent of elderly whites.

Age and sex show no significant relationships to the other independent variables. The age distribution of older Americans in this study was 58-90, with a mean age of 67. Twenty-seven per cent were males; 73 per cent were females.

It becomes apparent, then, that education, income, and race are important focal independent variables.

Intervening Variables. Table 4 shows the interrelationships among the mass media exposure variables. Most of the strong relationships are among the print media -- news magazines, books, and newspapers. On the other hand, the electronic media (radio, TV) and movies have only weak relationships with one another. Radio exposure is independent of other media variables.

Book reading has a relatively strong and significant relationship with movie attendance. At least one interpretation of this finding is that persons want to see the movie version of a book, or read the book upon which a movie is based.

News magazine exposure is not associated with television or radio exposure or with movie attendance. Newspaper exposure, however, shows weak although significant relationships with television and movie exposure. One explanation might be that, in comparison to books and news magazines, newspapers provide persons with a headline-scanning function for information or entertainment purposes more comparable to television and movies.

Following this line of reasoning, then, radio might be utilized primarily for a background and companionship function. What might be working in the interrelationships of the mass media variables is a scale of depth coverage of information and entertainment by the particular media. Books and news magazines could be providing the most indepth coverage; newspapers, television, and movies provide a lesser degree of depth coverage; and radio is providing little or no depth coverage.

Examination of the interrelationships of interpersonal communication variables in Table 5 indicates that time spent talking on the phone each day correlates positively and significantly with two other measures of interpersonal communication, number of meetings attended during the previous month and number of times a week the older persons get out to talk to friends. There is, however, a significant negative correlation between talking on the phone and living with others, indicating that those who live alone spend more time talking on the telephone.

Those who live with someone are somewhat more frequent attenders of meetings. Living with someone appears, however, to have little relationship to the number of times older persons

get out to visit with friends. The number of meetings persons attend also has very little bearing on the number of times older persons get out to visit with friends. But those who talk on the phone are slightly more likely to get out to talk to friends.

The data appear to indicate that getting out to visit friends is common to the older persons in this study, whether they live alone or with someone and whether or not they are frequent meeting attenders. The more often persons attend meetings, however, the more likely they are to talk on the phone, indicated by the strongest correlation coefficient amont the interpersonal communication variables, .206. Overall, these variables are not strongly interrelated.

Table 6 indicates the importance of the print media -- news magazines, books, newspapers -- for those older persons who are frequent meeting attenders.

The time older persons spend talking on the phone is independent of all the mass media variables.

A relatively strong relationship is seen between the number of times older persons get out to talk to friends and the number of books read. Television exposure shows a weak although significant correlation with the same interpersonal communication variable.

Whether older persons live alone or with someone shows little relationship with exposure to mass media.

It is obvious that the mass and interpersonal communication variables generally are independent of one another.

Independent and Dependent Variables. Attention was focused on only one dependent variable, public affairs knowledge. In this study, public affairs knowledge was measured by whether the respondent remembered anything about President Ford's amnesty program.

Tables 7 and 8 indicate the strong influences that education and income have on public affairs knowledge. As educational and income levels increase, so does the percentage of older Americans familiar with this particular public affairs event.

The ethnic background of the individuals also shows a strong influence, as shown in Table 9. While more than three of four of the older whites knew something about the amnesty program, nearly an equal proportion of the blacks knew nothing about it.

To ascertain more precisely the relative importance of these and other independent variables to level of public affairs knowledge, each was held constant while examining the partial relationship in turn. This procedure revealed that education was the sole independent variable still related to knowledge. When level of education was held constant, the significant relationships disappeared between public affairs knowledge and income, and public affairs knowledge and ethnic background.[11] Therefore, the remainder of the data analysis will focus on the antecedent variable of education.

Independent and Intervening Variables. As Table 10 shows, exposure to the print media -- news magazines, books, newspapers -- is related to the independent variable of education, with Kendall's Tau C coefficients of .376, .226, and .444 respectively. The

contingency table reveals that 44 per cent of those older persons with a graduate school background have read between three and forty books during the previous month. Persons with an undergraduate college education show about an equal distribution on the categories of no books read, one to two books, and three to forty. Of those with a grade or high school education nearly half read not one book in the previous month.

Movie, television, and radio exposure are independent of the level of education.

Only "time spent on the phone each day" among the interpersonal communication variables is independent of educational level. The strongest association is between education and number of meetings attended in the last month, .313.

Contingency table analysis of education and the number of times a week older persons get out to talk to friends shows that a majority of those with a grade school education or less get out to talk to friends only two times a week or less. On the other hand, 38 per cent of those with graduate school education are out visiting friends six to fourteen times a week.

Intervening and Dependent Variables. Again, exposure to print media rather than to the electronic media shows significant relationships with the dependent variable of public affairs knowledge. The correlation coefficients in Table 10, for example, show that the more older persons are exposed to newspapers, the greater the likelihood they know about the amnesty program.

Obviously, the print media are providing older persons with enough information about a public affairs topic like amnesty to allow them to describe it in some detail, while the electronic media are not fulfilling this function.

Further analysis of attention to the "news" factor of the mass media (excluding movies) becomes even more revealing. The older Americans in this sample were asked if they read anything on the editorial page, if they watched news on television, and if they listened to news on the radio.

Only exposure to the editorial page showed a significant relationship with public affairs knowledge. Television and radio, it seems, may be supplying only "headline" news.

Of the interpersonal communication variables, only the number of meetings attended and the number of times older persons get out to visit friends shows significant, although relatively weak, correlations with public affairs knowledge.

Contingency table analysis with trichotomized interpersonal communication variables indicates that only at the highest levels of attending meetings and visiting friends is there a substantial increase in public affairs knowledge. For number of meetings attended, those in the highest category (five or more meetings a month) include 71 per cent who knew about amnesty program. In the two lower categories (no meetings, and between one and four), there was roughly an even split between those who knew nothing and those who knew something about the amnesty program.

In summary, those who pay attention to the print media, and spend a good deal of time attending meetings and visiting friends,

are more knowledgeable about public affairs, at least on the particular topic investigated in this study.

Mass and interpersonal communication variables showing significant relationships with education and with public affairs knowledge were controlled for to see if these particular intervening variables were having any influence on the relationships among antecedent and consequent variables. Removing the effects of mass and interpersonal communication did not diminish the significant relationship between education and public affairs knowledge in any case.

SUMMARY AND CONCLUSIONS

The summary and conclusions of this study will be humbly offered for we have a lot to be humble about. The degree to which the sample is representative of the population of older persons in Gainesville, Florida, cannot be stated, although efforts were made to assure distribution along socio-economic status and ethnic background variables. Group membership characteristics of the respondents may inflate some findings, deflate others. Operational definitions, for the most part, are too gross to get at some of the complexities in the lives of the persons represented in the sample.

Given these limitations, however, particular trends run through the data which appear to be important and to deserve further investigation.

Education, income, and race are important focal antecedents in this study, with age and sex showing no significant relationships

with them. Although nearly 60 per cent of the sample has incomes below $5,000 annually, it becomes clear upon further analysis that the vast majority (88 per cent) of these persons are black and that it is mostly blacks who are working, out of necessity obviously.

When these three important antecedent variables are examined in relation to the consequent variable of public affairs knowledge, it is usually the white, highly educated, high income older person who has knowledge about the particular public affairs topic examined in this study, not the black, lesser-educated, low income older person.

But in all of this interesting constellation of demographics and knowledge, the effect of education is predominant. It does reduce the impact of income level and ethnic background upon public affairs knowledge. Thus, level of education, at least in this study and in this form of operational definition, is the major focal antecedent variable.

The interrelationships of mass media exposure variables indicate that the more older persons read one of the print media -- newspapers, news magazines, books -- the more likely they are to read the others. On the other hand, those who pay attention to one of the electronic media will not necessarily watch or listen to the others.

There is some overlap between exposure to print and electronic media. Newspaper exposure is related to television and movie attendance; book reading shows a somewhat stronger relationship with movies than with newspapers. Exposure to news magazines, however, is independent of exposure to the electronic media; radio listening is independent of all of the other mass media.

The interrelationships of interpersonal communication variables overall are relatively weak. The strongest is number of meetings attended with time spent on the phone by older persons. It also appears that those who live with someone are more likely to attend meetings frequently than those who live alone. The latter are more likely to spend time talking on the phone each day than are those who live with someone. The number of times an older person gets out each week to talk to friends is usually not related or only weakly related to the other interpersonal communication variables.

The association between mass and interpersonal communication variables is generally low. However, exposure to print media is related to the number of meetings attended by older persons. Those who live alone are more likely to read books while those who live with someone are more likely to read news magazines. Are the phone and books substituting for companionship and interpersonal involvement?

There is obviously a communication behavioral pattern among some of the older persons in this study. These persons are relatively highly involved with news magazines, newspapers, books, meetings, and telephone usage. They would apparently have more to talk about than idle gossip or a new show on television.

Those who live alone also show some different communication patterns from those who live with someone. The former turn more often to book reading and talking on the phone while the latter are more active meeting goers and news magazine readers.

A very clear pattern, which may be called a communication skills process, emerges when the antecedent, intervening, and consequent variables are examined: education is positively related to the use of print media which in turn is positively related to public affairs knowledge. In the same way, the frequent meeting attender (who is also a high print consumer) is highly educated and highly knowledgeable about public affairs. The more educated older person goes out more often to visit friends, which is also associated with higher public affairs knowledge.

Television, radio, movie, and phone use have little to do with level of education or with public affairs knowledge.

None of the powerful communication variables, however, can substitute for or replace the influence of education upon public affairs knowledge in this study.

Attention to the news on the mass media is high among older persons in the sample, ranging from 99 per cent saying they watch TV news to 95 per cent listening to radio news to 82 per cent reading editorials. Fifty-one per cent indicated that television is the best way to keep up with problems facing the country, with newspapers falling behind (29 per cent), and friends and radio receiving only minimal consideration (10 per cent each). These results, combined with those that older persons spend more time with television (62 per cent spend three or more hours each day), means that this is an important medium for older persons. What purpose it serves in their lives deserves much more study.

One can conclude that certain kinds of information, such as that concerning the amnesty program, are not reaching all segments of the older population. Further, it appears that not all mass media carry enough depth information about some

public issues to give the consumer at least a talking knowledge of them. Radio and TV newscasts did not appear to supply the older respondents in this study with enough information to briefly describe the amnesty program correctly even though the program had the attention of the news media for several months.

What becomes crucially important is how older persons who are not print-oriented receive information on topics of vital importance to them, such as Medicare, social security, transportation facilities, health care services, and so forth. Are such persons receiving adequate information on these subjects?

What about those persons who are not avid readers of newspapers, news magazines, or books, and who do not attend meetings where important information may be circulated? How do these persons, mostly under-educated, mostly lower-income, mostly black, cope with the complexities of the aging process? Not very well, one might suspect.

And although we firmly believe that "old dogs can learn new tricks," the lifetime of learning that these older persons have experienced has still left some of them deficient in basic areas such as literacy. They don't have another lifetime to learn such skills. Catch-up or continuing education may be too late for these persons. How can mass and interpersonal communication channels be best utilized for older persons lacking communication skills?

One important applied dimension of this question concerns organization for political effectiveness. It has been estimated that by the year 2000, one-fourth of the American population will be over sixty-five years of age.[12] A social aggregate of such large proportions will have a tremendous potential effect on the

nature and quality of public life in the United States. Yet at this time older persons are just beginning to organize. Studies of mass communication use and processes may contribute to the development of a strong and cohesive voice for this segment of the population.

This study has not provided insights about the communication problems and patterns of older persons that we don't already have for the general population. But this is worth knowing -- older persons have communication behaviors which don't deviate all that much from those of most of us. Schramm's insights and findings do seem applicable for older persons too. But there is little information on how older persons' special interests and needs are being served by the mass media and interpersonal communication, if indeed they are.

Further study following the lines of this investigation calls for more refined measurements of employment, education, income usage, mass media content, interpersonal communication content, and the types of organizations belonged to; the addition of other older minority members; the differentiation of communication behavior between those who live alone and those who live with someone; and the assessment of information and entertainment needs and utility, from the perspectives of older persons themselves as well as from that of accumulated research knowledge. The important variable of physical and psychological disability for communication behavior among the aged, which played no role in this investigation, crucially needs more research attention.

Communication researchers have only recently begun to devote more attention to minority groups such as blacks, native Americans, Chicanos, and even that minoritized majority, women. To ignore the

one minority group which cuts across all the minorities -- the elderly -- will give us a truncated view of the socialization/ communication process.

NOTES

1. Neal Balanoff, "A Communication Patterns Study of Retired Faculty from Selected Missouri Institutions of Higher Learning" (unpublished Ph.D. dissertation, Northwestern University, 1966); Mary B. Cassata, "A Study of the Mass Communications Behavior and the Social Disengagement Behavior of 177 Members of the Age Center of New England" (unpublished Ph.D. dissertation, Indiana University, 1967); Richard H. Davis, "A Descriptive Study of Television in the Lives of an Elderly Population" (unpublished Ph.D. dissertation, University of Southern California, 1972); Jere Richmond Hoar, "Reading, Listening and Viewing Habits and Preferences of 200 Aged Persons in Oxford, Mississippi" (unpublished Ph.D. dissertation, University of Iowa, 1960); Allen Lichtenstein, "Anomie and Mass Media Use Among the Elderly" (unpublished M.A. thesis, University of Florida, 1974); Michael E. Collins, "Sixty Plus and Its Audience," Adding Life to Years, 10:9 (Supplement to the Bulletin; September, 1963), 3-6; Frederick E. Whiskin, "On the Meaning and Function of Reading in Later Life," 300-304 of Robert Kastenbaum (ed.), New Thoughts on Old Age (New York: Springer, 1964).

2. "The Myths of Old Age are the Myths of the Young: A Symposium" (five articles), Journal of Communication, 24:4 (Autumn 1974), 74-112.

3. Marshall J. Graney and Edith E. Graney, "Communications Activity Substitutions in Aging," Journal of Communication, 24:4 (Autumn 1974), 88-96. See also Marshall J. Graney, "Media Use as a Substitute Activity in Old Age," Journal of Gerontology, 29:3 (May 1974), 322-324.

4. Cassata, op. cit.

5. Among the sources searched were the Nathan Shock bibliography in the Journal of Gerontology; the Social Sciences and Humanities Index and its predecessor, the International Index; card catalogs; specialized bibliographies; and references in published and unpublished documents.

6. Wilbur Schramm, Men, Messages, and Media: A Look at Human Communication (New York: Harper & Row, 1973), 187-188.

7. Wilbur Schramm and David M. White, "Age, Education, Economic Status: Factors in Newspaper Reading," Journalism Quarterly, 26:2 (June 1949), 149-159. The authors would like to thank communication graduate student David Montoro for bringing this article to their attention.

8. Ibid., 158-159. Schramm later expanded this hypothesis, based on experimental evidence. See Wilbur Schramm, "The Nature of News," Journalism Quarterly, 26:3 (September 1949), 259-269.

9. Everett M. Rogers, Modernization Among Peasants (New York: Holt, Rinehart and Winston, 1969), 42-51.

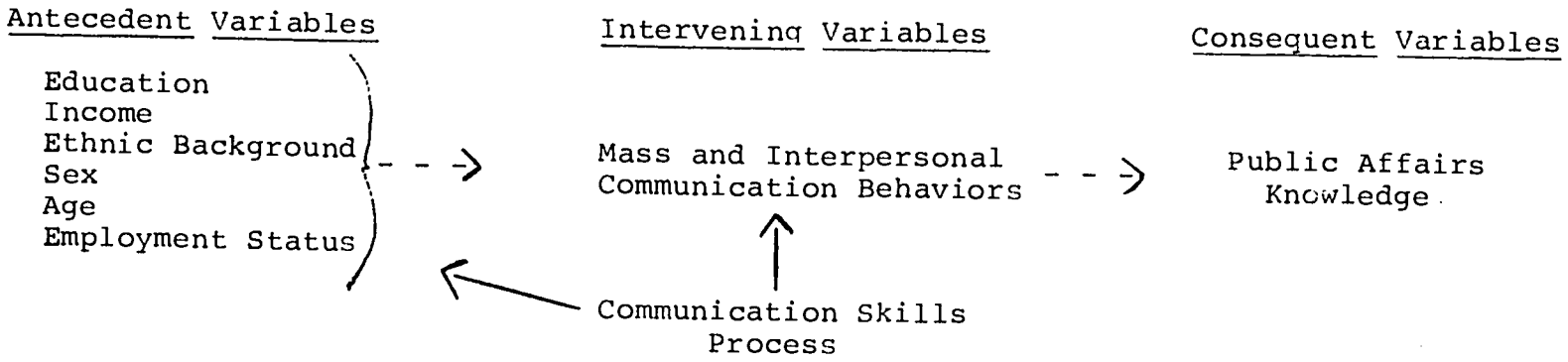
10. Physical disabilities of respondents were coded by interviewers' observations, rather than through direct questioning. Only a few of the 150 respondents suffered any apparent disabilities of hearing, eyesight, speech, or mobility, and thus disabilities were removed as a variable for this study.

11. The reduction of the influence of ethnic background when education is controlled for is in agreement with the findings of a study by Williams and Lindsay which had as its sample groups community leaders, social workers and clients. The authors note: "... differences were correlated primarily with the social stratification reflected in the differentiation of the influentials, social worker and client groups, rather than in the ethnic subgroupings... media habits and attitudes varied far more as a function of social stratification than of respondent ethnicity." See Frederick Williams and Howard Lindsey, "Ethnic and Social Class Differences in Communication Habits and Attitudes," Journalism Quarterly, 48:4 (Winter 1971), 672-678.

12. From a work sheet compiled by the Bureau of Economic Analysis (University of Florida, 1975).

FIGURE 1

Research Design of the Study



Note: The broken arrows suggest the logical time-order of the communication skills process with no intended causal representation nor regard for whatever the interaction of the variables are once the process is underway. Also, the design does not intend to imply that other antecedent and intervening variables are not important in this process but rather that the scope of this investigation and analysis is limited to the depicted dimensions.

TABLE 1

Relationship Between Income and Education Levels of Older Americans

	Grade School	High School	College	Graduate School	Total
Under $5,000	100% (49)	80% (20)	41% (9)	5% (2)	59% (80)
$5-10,000	0 (0)	16 (4)	32 (7)	50 (20)	23 (31)
$10,000+	0 (0)	4 (1)	27 (6)	45 (18)	18 (25)
Total	36% (49)	18 (25)	16 (22)	29 (40)	100%* (136)

$X^2=90.56$, df=6, $p < .001$

*Totals may not equal 100 per cent due to rounding procedures.

TABLE 2

Relationship Between Race and Income

	White	Black	Total
Under $5,000	35% (26)	88% (57)	60% (83)
$5-10,000	32 (24)	11 (7)	22 (31)
$10,000+	32 (24)	2 (1)	18 (25)
Total	53% (74)	47 (65)	100% * (139)

$X^2 = 41.65$, df=2, $p < .001$

*Totals may not 100 due to rounding procedures.

TABLE 3

Relationship Between Race and Education

	White	Black	Total
Grade School	8% (7)	66% (43)	34% (50)
High School	23 (19)	17 (11)	20 (30)
College	27 (22)	6 (4)	18 (26)
Graduate School	42 (34)	11 (7)	28 (41)
Total	56% (82)	44 (65)	100%* (147)

$X^2 = 57.09$, df=3, $p < .001$

*Totals may not 100 due to rounding procedures.

TABLE 4

Interrelationships* of Mass Media Variables

		(1)	(2)	(3)	(4)	(5)	(6)
(1)	Magazines	----					
(2)	Books	.242 (138) .001	----				
(3)	Newspapers	.152 (136) .004	.141 (138) .007	----			
(4)	TV	-.038 (139) NS	-.026 (142) NS	.112 (140) .024	----		
(5)	Movies	-.004 (138) NS	.149 (141) .004	.101 (140) .038	.052 (146) NS	----	
(6)	Radio	.058 (136) NS	.046 (139) NS	.086 (138) NS	-.074 (144) NS	-.084 (143) NS	----

*Figures for each relationship represent, top to bottom: Kendall's Tau, number of respondents, significance level. NS indicates not significant at or below .05 level.

TABLE 5

Interrelationships* of Interpersonal Communication Variables

		(1)	(2)	(3)	(4)
(1)	No. of Meetings Attended	----			
(2)	Time Spent on Phone	.206 (111) .001	----		
(3)	No. Times Out Visiting Friends	-.013 (116) NS	.104 (128) .041	----	
(4)	Live Alone or With Someone	.092 (122) NS	-.149 (134) .005	-.052 (140) NS	----

*Figures for each relationship represent, top to bottom: Kendall's Tau, number of respondents, significance level. NS indicates not significant at or below .05 level.

TABLE 6

Relationships* of Mass and Interpersonal Communication Variables

	Mags.	Books	Newsp.	TV	Movies	Radio
No. of Meetings Attended	.175 (117) .003	.132 (118) .017	.160 (116) .006	-.077 (123) NS	.099 (121) .054	-.072 (119) NS
Time Spent on Phone	.000 (129) NS	.078 (131) NS	.009 (128) NS	-.012 (135) NS	-.031 (133) NS	.052 (131) NS
No. Times out Visit Friends	.075 (133) NS	.170 (136) .002	.081 (135) NS	.099 (141) .041	-.039 (139) NS	-.006 (139) NS
Live Alone or With Someone	.093 (138) .053	-.107 (141) .030	-.032 (139) NS	.001 (147) NS	-.022 (145) NS	.036 (143) NS

*Figures for each relationship represent, top to bottom: Kendall's Tau, number of respondents, significance level. NS indicates not significant at or below .05 level.

TABLE 7

Public Affairs Knowledge by Education

	Grade School	High School	College	Graduate School	Total
Knows Something	18% (9)	57% (17)	73% (19)	90% (37)	56% (82)
Knows Nothing	82 (40)	43 (13)	27 (7)	10 (4)	44 (64)
Total	34% (49)	20 (30)	18 (26)	28 (41)	100%* (146)

$X^2=50.80$, df=3, $p<.001$

*Totals may not equal 100 per cent due to rounding procedures.

TABLE 8

Public Affairs Knowledge by Income Level

	Under $5,000	$5-10,000	$10.000+	Total
Knows Something	29% (24)	84% (26)	96% (24)	54% (74)
Knows Nothing	71 (58)	16 (5)	4 (1)	46 (64)
Total	59% (82)	22 (31)	18 (25)	100%* (138)

$X^2=49.02$, df=2, $p<.001$

*Totals may not equal 100 percent due to rounding procedures.

TABLE 9

Public Affairs Knowledge by Ethnic Background

	White	Black	Total
Knows Something	77% (65)	26% (17)	55% (82)
Knows Nothing	23 (19)	74 (48)	45 (67)
Total	56% (84)	44 (65)	100%* (149)

$X^2=36.82$, df=1, $p<.001$

*Totals may not equal 100 per cent due to rounding procedures.

Relationships* of Independent with Intervening, Intervening with Dependent Variables

Mass Media Exposure	Education	Public Affairs Knowledge+
Magazines	.376^{TC} (138) .000	.361^{Tb} (139) .000
Books	.226^{TC} (140) .000	.368^{TC} (142) .000
Newspapers	.444^{TC} (139) .000	.371^{TC} (140) .000
TV	-.023^{TC} (146) NS	.015^{TC} (148) NS
Movies	.074^{TC} (144) NS	.077^{Tb} (146) NS
Radio	-.010^{TC} (142) NS	.007^{TC} (144) NS
Interpersonal Communication		
No. of Meetings Attended	.313^{TC} (121) .000	.169^{TC} (122) .003
Time Spent on Phone	-.012^{TC} (133) NS	-.063^{Tb} (135) NS
No. Times Out Visit Friends	.155^{TC} (140) .003	.109^{TC} (141) .027
Live Alone, With Someone	.105^{TC} (145) .029	-.004^{Tb} (147) NS

*Figures for each relationship represent, top to bottom: Kendall's Tau B or C, number of respondents, significance level. NS indicates not significant at or below .05 level.

+Measured with dichotomous response, know nothing or know something (about amnesty).