

AN ABSTRACT OF THE THESIS OF

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Title: Differences Between Public Attention and Understanding  
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Redacted for privacy

Abstract approved: \_\_\_\_\_

// Harold C. Dorn \_\_\_\_\_

This thesis study attempts to differentiate between attention and understanding as separate phases of communication theory. To do this, additional analysis was made of data already gathered from a random sample of Oregonians by the Survey Research Center at Oregon State University. An additional objective was to determine the role adjudicated newspaper readership plays in dissemination of information to the community about school financial affairs.

Ten independent variables were tested for discrimination between the two attributes. Statistically significant variables were then subjected to discriminate function analysis to determine the relative importance of the variables. Results show that variables found to be statistically significant in discriminating between attention and understanding were (in order of importance) voting in the last school election, knowledge score, readership of an adjudicated newspaper and years of residence in Oregon. A selectivity bias was found to exist because

of homogeneity of the sample of 123 respondents who retained the sample newspaper containing three formats and who were willing to bring it to the phone.

A substantiation of "set" theory is a part of the results of this study. Readers of an adjudicated newspaper, who have previously experienced the opportunity of reading school budget information, were found to be more likely to read and evaluate that type of information in a sample newspaper containing three budget formats than were readers of non-adjudicated newspapers or non-readers of newspapers.

Results indicate a significant degree of discrimination among respondents between attention and understanding features of the formats and suggest a need for further study in this area of communication theory.

Results also show that readers of adjudicated newspapers are more knowledgeable about school financial affairs, engage in more interpersonal discussion about school financial affairs, are more likely to be registered to vote and are more likely to recall having seen a school budget in the past six months than are non-readers of these papers.

These results underscore the need to improve school budget formats to increase attention and understanding among readers. A shorter, better organized format should be substituted for the Standard Oregon one now used and larger type should be considered. A need is shown for a cooperative effort between school administrators and newspaper publishers to make school financial information more attractive and easier to understand for community residents.

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and Understanding of School Budget  
Formats Published in Newspapers

by

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# Differences Between Public Attention and Understanding of School Budget Formats Published in Newspapers

## I. INTRODUCTION

Communication theory defines attention and understanding as the first two steps in the process for changing an attitude or fostering behavior. One must first become aware of a topic or problem before understanding can occur. Understanding (not agreement, but comprehension) can then lead to yielding, retention and, finally, action. The entire process is dependent on the first step, attention, as each succeeding step is dependent on the preceding one.

Little effort has been made to differentiate empirically between the effects of attention and understanding, however. It is customary to analyze variables as they pertain to understanding, assuming attention has already occurred.

Therefore, one purpose of this study is to attempt a differentiation between the ability of a message to attract attention and its ability to create understanding. Since the data used concern preferences from among three school budget formats, a second purpose is to test the importance of availability of the budget information to the public. The variable used to do this is accessibility to an adjudicated newspaper\* which prints school budgets as ordered by law. (See \* on page 2.)

This research is considered important for two reasons:

First, this approach may have merit in adding to our knowledge of communication behavior, and

Second, any finding which suggests ways in which people in the community can be better informed about school budgets should be of value in its own right.

The remainder of this thesis is organized into the following chapters: first, an historical perspective and theoretical rationale are presented; next, methods of analysis are described and results are presented and discussed, and finally, the thesis is summarized and conclusions are drawn. A bibliography and appendices, which present technical information, are given.

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\* As defined by Oregon Revised Statute 294.255, an adjudicated newspaper designated to print public notices "must be within the county and shall be the newspaper having the largest bona fide circulation within the county and shall be selected for the calendar year by the county court or other governing body at its first regular meeting each year."



## II. HISTORICAL BACKGROUND AND THEORY

Newspapers are designated in each county of Oregon to print the public notices (paid advertisements) required by state law. Types of public notices now required to be published in Oregon total 335 (ONPA 1973). Every state has similar requirements. And, in recent years, nearly every state has witnessed confrontations between newspapers and state legislative bodies concerning this legal requirement to print, at governmental expense, public notices. The point at issue is the worth of these public notices. In other words, are these notices doing what is intended: communicating understanding?

The precedent for the printing of public notices goes back a long way. English newspapers started printing public notices in 1588. In 1655, The Publick Intelligencer was designated an "official" newspaper to carry public notices by Oliver Cromwell, Lord Protector of England (ONPA 1974).

American pioneers supported the people's right to know through legislation and all 50 states carry statutes detailing those proceedings of governmental bodies which must be made public by the dissemination of notices through mass media.

These notices cover such a diversity of public information as county expenditures, probate announcements and election schedules.

Cities, counties and some legislators assert that public notice ads, required by law, are too expensive, are ineffective and go unread (Association of Oregon Counties 1975).

Newspaper editors and publishers, on the other hand, defend the

public's right to access of public information and add that the cost is minute considering the ready accessibility of public information difficult to obtain any other way (ONPA 1975).

In at least three states -- Kansas, Missouri and Oregon -- bills designed to repeal public notice statutes have passed one body of the legislature before being tabled for further study. The bill in Oregon was restricted to the publishing of monthly expenditures by counties.

### A. Public Notice Issue in Oregon

In April of 1975, the Oregon House Committee on Local Government and Urban Affairs considered House Bill 3164, which would repeal mandatory published monthly reports of certain county expenditures. H. B. 3164 would not have affected the publishing of other public notices, but did cause concern that, if passed, it would be the proverbial foot-in-the-door that would lead to closed books of many of the agencies now required to publish public notices.

Actively supporting passage of H. B. 3164 was the Association of Oregon Counties (1975), on the following grounds:

The law this bill seeks to repeal is discriminatory, expensive, superfluous and potentially dangerous . . . and will not prohibit counties from publishing expenditure reports in local newspapers.

Their point is that an archaic statute enacted in 1891 needs to be repealed to save money now required for the publishing of, in their opinion, uninteresting and unread notices.

On the opposing side was the Oregon Newspaper Publishers Association (1975), which asserted that H. B. 3164 would:

Deny the citizens of Oregon's 36 counties easy access to information which is important to their understanding of county government and information to which they have an unalienable right.

Total cost of all public notices published in Oregon equals slightly over a dime per registered voter -- or about a nickel per capita population of the state.

When ONPA asked that the bill be tabled in June of 1975 pending an investigation of the publishing of public notices, the Senate agreed.

The House had already passed it in May of 1975. The bill has not been recalled for further debate at this date, but may well surface again in 1979 during the current legislative session.

## B. Public Notice Study

After the bill was tabled, ONPA contracted with the Survey Research Center at Oregon State University "to estimate the readership of public notices appearing in adjudicated newspapers in 35 Oregon counties and to determine its possible effects." Multnomah County was excluded because newspapers in this county do not publish county monthly expenses (Mason and Faulkenberry 1976).

Two specific types of public notices were selected for these studies: county monthly expenses, because of the tabled legislative bill, and school budgets prior to the first election that seeks voter approval of funds outside the six percent limitation, because format changes could easily be studied and changes recommended.

A Public Notice Study Committee, composed of representatives from both press and government, worked closely with SRC personnel in planning and carrying out the studies.

Results of the first study, Estimated Readership of Public Notices in Oregon, released in November of 1976, show that 55.3 percent of the total adult non-institutionalized population have access to a newspaper that carries public notices and 12.6 percent of the population had read at least one public notice the week of the interview. More than one-third of the respondents who had the sample newspaper at the time of their interview had read at least one of the 335 types of public notices.

Those most likely to read any type of public notice are 45 years of age or older who are long-time residents of the community apt to vote in

local elections and who are knowledgeable about local affairs (Mason and Faulkenberry 1976).

Eighty-seven percent of those who read public notices felt the notices should continue to be printed and 71 percent of the non-readers of public notices agreed. Another 10 percent of the readers and 7 percent of the non-readers wanted them continued in a more meaningful and readable format -- larger type, simplified language and use of summaries to make important points stand out, for example.

Results reported in an editorial in Editor and Publisher (Jan. 1, 1977) provide evidence that public notices are valued by Oregon residents and that they do provide the public with information in a form that is useful to them. Readers are afforded the opportunity to become informed, an opportunity that is seized by approximately one-third of the subscribers of adjudicated newspapers.

### C. Communication Theory and Public Notices

In order to understand more completely the importance of public notices in communicating specific information to the public, we need to discuss some specific aspects of communication theory.

Some social science researchers argue that attention is a necessary -- but not sufficient -- indicator of understanding. Others feel that attention is the end result -- that it is sufficient to cause understanding. Let's examine the relationship.

All do agree that information must be presented in a form that catches the attention of the reader. In order to effect an attitude change, at least five behavioral steps must be taken. These steps are attention, comprehension, yielding, retention and action. The receiver must go through each of these steps if communication is to have a persuasive impact, and each depends on the occurrence of the preceding step (McGuire 1969). An accurate picture of the situation must emerge from reading the information so that every reader has the same, or similar, interpretation because people must be talking about the same situation in order for understanding to occur.

More important, in terms of this study, is the "set" theory that states that a reader must already have an interest in a specific topic before he is apt to notice an article concerning that topic (Schramm 1973). A primary step in achieving attention and then understanding is to create interest in a topic in readers' minds so they will have a "set" for messages pertaining to that topic.

Even for readers "set" to read certain messages, the information

has to be presented in a format designed to attract attention. Then, and only then, will the reader accept or reject the message.

A reasonable hypothesis is that the most powerful effect of the mass media on public knowledge -- comparable even to the effect of the realism with which it can present distant events and places -- is the ability of the media to focus public attention on certain problems, persons, or issues at a given time. (Schramm 1973)

The tremendous power of the media to print or not to print can influence understanding among consumers. No one possibly can read all the vast amount of information printed. Readers must pick and choose, and their particular "sets" steer them to or away from certain messages.

Since a person must make selective choices in his reading, he is more likely to choose that information that triggers a previously held interest. Furthermore, his level of interest is affected by a message's presentation. Even with equal accessibility to information, prior interest will influence exposure (Weiss 1969).

If the mass media can succeed in focusing public attention on an issue, they have prepared their audience for the next step in the communication process, understanding -- not agreement, but cognition of the situation.

However, many researchers tend to lump attention and comprehension into one factor in conducting studies. This survey of the literature, including a search by the Library Information Retrieval Service, failed to turn up evidence of work designed to differentiate between these two steps in the communication process. McGuire (1969), for example, sums up the matter succinctly:

In actual empirical work it is usually difficult to distinguish between attention and comprehension, since negative results as regards message comprehension could represent a failure either of attention or comprehension



or both . . . It is usually necessary to simplify by lumping these two steps together into one general reception step.

Yet, the difference between attention and understanding remains an intriguing one. While it may be extremely difficult to separate the effect of these variables empirically, one can study their perceived differences by examining the preferences of people concerning the attention-attracting or understanding-enhancing attributes of competing messages. In this fashion, one is not studying the role of attention or understanding as elements of the communication process. Rather, one accepts these two elements as "givens" and studies instead the opinions of a sample of people concerning the ability of competing messages to foster attention and understanding.

The competing messages tested in this study are three synthetic school budgets. The budgets are similar to those required to be printed as public notices in adjudicated newspapers prior to the vote on school budgets.

Findings of the Survey Research Center study concerning this phase of the work were published in 1977 as Public Preferences for School Budget Formats.

#### D. Public Understanding of School Budgets

Oregon law specifies that schools must publish an operating budget prior to a budget election. The budget must be printed as a public notice in an adjudicated newspaper and paid for at the special low rate charged for public notices. The law includes minimum requirements for financial summaries, specific items to be included and the years to be covered. A format, hereafter referred to as the Standard Oregon format, is used generally throughout the state.

The main reason this law is on the state books is to promote greater public understanding of a school's financial situation by the voters of the district. Concern has been felt for some time by both educators and community leaders that the budget needs to be presented in a more effective manner to the public before attention and understanding can take place.

Therefore, in a study done by the Survey Research Center at Oregon State University (Mason and Faulkenberry 1977) in conjunction with the Oregon Newspaper Publishers Association, three formats for the same school budget were tested on a probability sample of Oregon adults. One was the Standard Oregon format; one was a Planned Program Budgeting effort developed by the Superintendent of the Salem Public Schools; and the third was constructed by a group of Medford civic leaders. The Medford budget emphasized detailed revenue sources as well as salary breakdowns by classes of occupations within the school system.

Preferences were obtained for two attributes -- the relative ability of formats to attract attention and to help one understand a school's

financial situation.

The three formats were printed in a four-page newspaper that included general news items. No city, county or area identification was given for the formats. They were labeled "Budget A," "Budget B" and "Budget C." The format and layout of the newspaper are shown as Appendix I, page 55.

This newspaper was distributed to one adult, selected at random, in each of 617 Oregon households chosen by random area methods in proportion to the state's population, excluding Multnomah County. Newspapers were accepted in 513 (84 percent) of the households. Specially trained interviewers explained the purpose of the survey and told respondents that they would be called in a few days for telephone interviews concerning the budgets. A total of 359 usable interviews was completed from the 513 attempted. About 35 percent of the 359 had kept a copy of the newspaper as requested and could answer the questions on budget format preference. A total of 123 respondents completed budget preferences and it is this group of 123 responses that provides the data for this thesis study. The questionnaire used in the study is shown as Appendix II, page 59.

It should be noted that the data suggest that a non-random group of people in the state retained copies of the special newspaper and answered the questions. It appears to be a group likely to have prior interest in school financial affairs and who were willing to be interviewed about the topic. The selection of this group of people for interviewing represents a potential sampling bias if the data are generalized to the total adult population of the state who live outside Multnomah County.

Table I (page 14) shows a breakdown of respondents' answers to the

attention and understanding questions.

TABLE I. "MOST LIKELY" PREFERENCES FOR FORMATS TO ATTRACT ATTENTION AND TO COMMUNICATE UNDERSTANDING OF BUDGET INFORMATION

Attract attention	Understand				Total	(N)
	Standard Oregon	Salem	Medford	No difference		
	%	%	%	%	%	
Standard Oregon	9.8	4.1	2.4	1.6	17.9	(22)
Salem	2.4	23.6	6.5	0	32.5	(40)
Medford	3.3	0.8	36.6	0.8	41.5	(51)
No difference	<u>0.8</u>	<u>0.8</u>	<u>1.6</u>	<u>4.9</u>	<u>8.1</u>	<u>(10)</u>
Total	16.3	29.3	47.1	7.3	100.0	(123)
(N)	(20)	(36)	(58)	(9)	(123)	

The Medford budget format received the most votes, with Salem following. Both of these budget versions were shorter and less expensive than the Standard Oregon format, which came in a poor third. Since a 70 percent overlap was found to exist between attention and understanding -- 70 percent of the respondents agreed that the same format ranked highest in both categories -- analysis focused on understanding of budget format and ignored the attention factor, as shown in Table I. Justification for this approach was:

Public understanding is ultimately what we are seeking to explain and the reasons for format preferences for one attribute are highly related to the other. (Survey Research Center 1977)

Conclusions of the study included evidence that the presentation of school budget information in newspapers can be improved by organizing

budgets into more meaningful categories of material that would present the substance of a school's financial plan in a way the public believes is easier to understand. Savings in printing costs would be a side benefit.

The 30 percent difference shown by respondents who selected one format for its attention-gaining qualities and another for its aid to understanding indicates that additional information can be obtained from these data by considering attention as a separate factor in the analytical model. Therefore, variables related to format preference for attention-seeking as well as for understanding should be carefully examined for consistency of preferences. No a priori reason exists to make us suspect that variables related to preferences won't also discriminate between consistent and inconsistent ones (consistent attention/understanding preferences and inconsistent ones).

### E. Variables to be Studied

It seems reasonable to expect that those persons who take the time and trouble to review budgets, for example, also have the ability to discriminate between attention-seeking and understanding features. Variables associated with this ability to discriminate should be of interest to those trying to communicate budget information to the public. But, more importantly, also these variables should add to knowledge concerning relationships between attention and understanding in the communication process.

The literature concerning public support for school budgets shows that a number of variables are related to this support and a review of this literature should enable one to specify and justify a set of variables associated with discriminating between attention/understanding aspects of school budgets.

For example, persons most apt to show an interest in schools by talking to others outside the household about schools either have or will have a child in school (high parent orientation) and/or belongs to one or more non-school organizations (high citizen orientation). High parent orientation has nearly double as strong a relationship with communicatory activity (Carter and Odell 1966). The effectiveness of parent orientation in predicting informal communicators is greater among those with more than one child and among those who glean school information from the media. Therefore, we can also hope to find a higher ability to discriminate between attention and understanding features by involved parents who keep up with the media. It seems important, then,

to ascertain if respondents are parents and also if they are in the habit of discussing school budgets with others outside their households. Information is not available to make decisions about opinion leaders or to use the two-step flow theory.

Education also plays a role in determining who votes how. The more education a person has, the more interested he tends to be in education and the more likely he is to see the benefits. One can postulate that the highly educated person is also more able to discriminate between attention and understanding. On the other hand, those with little education are more sensitive to economic considerations than to concern for schools (Carter and Odell 1966). Clearly, education is a variable to take into consideration.

Length of time lived in the state and community must also be taken into account in determining ability to discriminate between attention and understanding factors as studies indicate more interest in school affairs among long-time residents. Newcomers, particularly non-parents, would not be expected to be able to discriminate as well as "old-timers."

Age is an important variable, coupled with parenthood. Younger, childless persons would be expected to show less interest in school elections and less ability to discriminate between attention and understanding than would parents of school-age children (usually positively interested) or older residents on fixed incomes (usually negatively interested).

Other relevant variables are whether or not respondents are registered to vote and if they voted in the last school election. Those interested enough to vote once are more apt to remain interested in future

elections and are more likely to discriminate in choosing features that relate to attention and understanding. A much lower percentage of eligible voters turns out for a school election than for a presidential vote -- a normal turnout might be 25 percent versus 67 percent. A large turnout is indicative of a deeply felt community conflict and usually spells defeat for the budget (Carter and Odell 1966). In these days of high prices and increased taxes, more citizens are exercising their voices at the polls with a "no" that indicates general resentment of the economy as much as a specific disapproval of the school budget.

Sixty-one percent of citizens polled in the Tenth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools say they have a "fair amount" of confidence in their local school board (1978) although the West is the area least satisfied with schools. Nearly 40 percent of the eligible voters is a formidable number to be discontented with local school boards and suggests the seriousness of the problem faced by school administrators seeking to pass budgets. Classrooms were closed for nearly two months in Eagle Point, Ore., in the 1976-77 school year in a battle over the budget (Downey 1977) and an editorial in the American School Board Journal (1977) puts the situation this way:

Until now, though, the consequences have rarely entailed the closing of schools. What public education in the U. S. suffered last winter was a distinct escalation of a long-standing trend. And those in the midst of the trouble believe this is just the beginning.

Another important variable is access to newspapers. Newspapers are sometimes used for school information by citizens who do not have high levels of active participation (Carter and Odell 1966). Olien et. al. (1978) have found that the configuration of newspaper information available to the average citizen tends to differ sharply from one com-



munity to another and may have a number of outcomes for level of citizen understanding and participation in public issues.

Of even greater importance, then, is whether or not a person has access to the adjudicated newspaper in his community and therefore is exposed to a school budget in printed form. All newspapers carry information on school budget elections, but usually only go into detail on local elections, making it important that readers see a local newspaper. And, only the officially designated, or adjudicated, newspaper will carry the school budget in full. Therefore, readership of an adjudicated newspaper may be the chief mechanism through which a reader can be the most fully informed about the substance of a local budget.

### F. Adjudicated Newspaper Influence

Our hypothesis is that readers of an adjudicated newspaper will tend to be more selective in differentiating between attention and understanding features in school budget formats because they have had the opportunity of reading and evaluating school budget information compared to those who do not read an adjudicated newspaper. This hypothesis assumes that the presentation of school budgets in adjudicated newspapers is the only channel through which large segments of the community can receive accurate information about school budgets. This variable was not considered in the Survey Research Center study, but will become a key part of our analytical model.

Readership of school budget information may have additional implications. The literature concerning mass media effects is replete with studies showing a positive relationship between use of the mass media and differential growth of knowledge among subgroups of the American population (Tichenor, et. al., 1970).

As well, there is some support to indicate that persons with high knowledge scores about school operations tend to hold either positive or negative opinions about schools, i. e., they will proffer a substantive opinion position (Chaffee and Ward 1968).

It seems reasonable, therefore, to expect that respondents with higher knowledge scores concerning school finances also should be more discerning and discriminating about the attention/understanding aspects of school budget formats. A variable measuring a person's knowledge about school financing will be included in the model.

Many of the variables associated with discriminating among attention/understanding aspects of different budgets also may be related to readership of an adjudicated newspaper. One should compare readership of these newspapers with the variables specified above in order to learn more about the impact of adjudicated newspapers per se.

Specifically, we will look for higher knowledge scores among readers of adjudicated newspapers and will expect a higher percentage of persons who read these papers to discuss school matters outside the home and to have voted in the last school election. In addition, they may well be better educated.

### G. Summary of Variables to be Studied

It is our expectation that a higher level of discrimination between features leading to attention and to those leading to understanding will be found among the following:

1. Parents who either have a child in school at the present time or who will have a child in school;
2. Persons engaging in interpersonal discussions concerning school budget information;
3. Persons with some college or university education;
4. Persons who have lived in Oregon and in their community more than three years;
5. Respondents of 30 years of age and older;
6. Persons registered to vote or who have voted in the last school election;
7. Readers of adjudicated newspapers; and
8. Persons with high knowledge scores concerning school budgets in their community.

The relationship between readers of adjudicated newspapers and the following variables also will be explored:

1. Knowledge scores,
2. Interpersonal discussions concerning school budgets,
3. Voting record (whether or not they voted) and
4. Education.

### III. METHODS OF ANALYSIS

Since this thesis study is a re-analysis of a research project conducted by the Survey Research Center at Oregon State University, data collection and reduction already were available. The purpose of this analysis is to extend the methodology to answer questions raised in the theory chapter.

As a first step, the scoring of respondents was completed to ascertain if they took an adjudicated newspaper, a non-adjudicated newspaper, both or none.

This was accomplished by reviewing each interview schedule and scoring the respondent into one of the following three categories:

1. A code of 2 was assigned when the coder judged that an adjudicated newspaper came into the home;<sup>1/</sup>
2. A code of 1 was assigned when the coder judged that a non-adjudicated newspaper came into the home; and
3. A code of 0 was assigned when a respondent said that no newspaper came into the home.

The second step was to evaluate the questionnaires and the code key to ascertain if the variables of interest were present so further analyses could be made. The variables present were coded as follow:

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<sup>1/</sup> The term "came into the home" was used in the interview schedules to include newsstand purchases and exchanges with neighbors, as well as subscriptions.

1. Child or children in school. This variable was measured on a scale of 1 for no to 2 for yes.

2. Level of formal education. The code ranged from 1 to 17 for number of grades completed in school, from grade 1 through post-graduate work.

3. a. Length of residency in Oregon. This variables was coded for number of years of residence. The range was from 0 to 82.

3. b. Number of years lived in the community. Coded as above. The range was 0 to 82.

4. Age. This variable was also coded to correspond with the actual number of years. Range was 18 to 94.

5. a. Voter registration. This variable was measured on a scale of 1 for not registered to 2 for registered.

5. b. Voted in last school election. The same measurement was used here with 1 for not voted and 2 for voted.

6. Level of adjudicated newspaper readership, explained earlier in this section.

7. Level of knowledge scores. This variable was scored on a scale of 1 to 10, depending upon number of correct answers to specific knowledge questions.

8. Level of interpersonal discussion of school finances outside the household. This variable was scored on a scale of 0 to 3, with 0 equaling none; 1, little; 2, quite a bit; and 3, a lot.

### A. Discriminant Function Analysis

A comparison was made between consistent and inconsistent groups in terms of the means of each of the independent variables specified in the model. Statistically significant differences were found with being a parent, level of education, length of residence in Oregon, voting in the last school election, readership of adjudicated newspapers and knowledge scores. Statistically significant differences were not found for interpersonal discussion, length of residence in the community, age and voter registration.

A common model that sought to account for differences between consistent and inconsistent groups was then constructed, utilizing the six significant independent variables. Discriminant analysis was employed using an equation of the form:

$$D = d_1X_1 + d_2X_2 + d_3X_3 + d_4X_4 + d_5X_5 + d_6X_6$$

where D is the score on the discriminant function and the X's are the standardized values of the discriminating variables:

$X_1$  = child in school (1 to 2)

$X_2$  = education (1 to 17)

$X_3$  = residence in Oregon (0 to 82)

$X_4$  = voting in the last school election (1 to 2)

$X_5$  = adjudicated newspaper readership (0 to 2)

$X_6$  = knowledge score (1 to 10)

$d_1 \dots d_6$  = weighting coefficients

The dependent variable was dichotomous with a value of one if a

person scored inconsistent and two if he scored consistent. Estimates of d's for the best linear function are given in Table III (page 32).<sup>2/</sup>

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<sup>2/</sup> Prior probabilities for classification were equal, since no a priori reason existed to set them differently.



### B. Additional Two-way Analysis

A statistical analysis was completed between readership of adjudicated newspapers and other variables specified in the theory chapter. For grouped data, a chi-square test of significance was employed. For scalar or continuous measures, a one-way analysis of variance was used. In addition to the variables specified earlier, the relationship between adjudicated newspapers and budget preferences for attention as well as understanding also was examined.

#### IV. RESULTS AND DISCUSSION

Respondents were asked separate questions to determine their preference of the three school budget formats in terms of attention and then in terms of understanding (see questionnaire, Appendix II). The results show that none of the variables was related to the attention-enhancing features of the three budget formats, as shown by analysis of variance. This analysis is summarized in Appendix Table I.

We must keep in mind that we are dealing with a relatively homogeneous sample in this study. That is, only persons who kept the copy of the sample newspaper and who were willing to bring it to the phone for the interview are represented. Selectivity suggests that variability within the group who rated budget formats is going to be much lower than it would be among the population as a whole.

We need not be surprised to find that none of the independent variables was related to attention-getting features of the different formats. In the Survey Research Center study, age was the only variable that was related to format preference when tested by features related to understanding. The conclusion was that a larger sample size was needed to detect preference differences within this homogeneous group of people who have greater interest in school affairs.

A comparison of group means for respondents bringing the sample newspaper to the telephone and those not bringing it to the phone shows that those who brought the paper to the phone are more likely to have children in school, have more education, have spent less time in Oregon but more years in their community, be older, be more likely to be regis-

tered voters and to have voted in the last school election, more likely to read an adjudicated newspaper, have higher knowledge scores and engage in more interpersonal discussion. Statistically significant (in order of importance) are being registered to vote, having a child in school, level of education and knowledge score. These results are shown in Appendix Table II.

Responses to budget preferences also were then compared to determine if consistent and inconsistent respondents differed by scores on the independent variables. Respondents scored as inconsistent were considered more discriminating than were consistent respondents (see Table II, page 30).

The F-statistic is used to test the statistical significance between inconsistent and consistent group means. The F-value must be sufficiently high to point to a valid reason for inclusion of the independent variable in a common model. Since years in the community, age, registered to vote and interpersonal discussion are clearly not statistically significant in the mean value test, these independent variables were dropped from further testing.

A satisfactory explanation of why some variables were not related to inconsistent/consistent group differences does not suggest itself. One can note, however, that the selectivity bias alluded to on page 13 may well operate differently for inconsistent/consistent group differences than in budget preferences. Note that the differences in group means were far greater for the significant variables found in Table II than for differences in group means among those who could and could not bring the paper to the phone.

The argument advanced for explaining no differences in Appendix

TABLE II. MEAN VALUES FOR INDEPENDENT VARIABLES OF CONSISTENT AND INCONSISTENT BUDGET FORMAT APPRAISALS (N = 108) <sup>a/</sup>

Independent variables	Inconsistent (N = 34)	Consistent (N = 74)	F <sup>b/</sup>
Child in school . . . . .	1.32	1.51	<u>3.44</u>
Education . . . . .	14.03	13.39	1.24
Years in Oregon . . . . .	34.79	26.86	<u>4.06</u>
Years in community . . . . .	18.06	16.18	0.38
Age . . . . .	50.88	46.46	1.67
Registered to vote . . . . .	2.00	2.00	0.00
Voted last school election . . . . .	1.85	1.62	<u>6.10</u>
Readership of adjudicated newspaper . . . . .	0.79	0.64	<u>2.75</u>
Knowledge score . . . . .	6.24	6.72	<u>2.78</u>
Interpersonal discussion . . . . .	1.35	1.39	0.04

<sup>a/</sup> Sample of only 108, rather than 123 cases, was analyzed because missing observations on independent variables produced a deletion of 13 cases.

<sup>b/</sup> F-values in italics are statistically significant at the .10 level or less.

Table I must be tempered by realizing that selectivity bias referred to earlier may, and probably has, operated to account for the effects reported in Table II. This bias probably should have been anticipated and one should evaluate the results with this effect in mind. For instance, one should not generalize the results to all adults in the state, but only to those who were willing to cooperate by studying the sample newspaper and bringing it to the telephone when the interviewer called. For example, an interesting aside shows up when we look at the range and means for the variable, being registered to vote. We see that the group

who brought their papers to the phone all were registered; therefore, no difference was possible. Education, on the other hand, was retained on the basis of a marginally high F-value (significant at  $P < .08$ ) when tested with the total model subjected to a discriminant function analysis. Although it is a doubtful variable at this point, discretion dictates including education for additional testing.

We now want to continue analyzing the independent variables that were significant. These are (in order of significance of F-values):

1. Voting in the last school election,
2. Years of residence in Oregon,
3. Child or children in school,
4. Knowledge score,
5. Reading of adjudicated newspapers and
6. Education.

We know now that differences in scores between the consistent and inconsistent groups do exist. To investigate this situation beyond the one-variable-at-a-time analysis, the two response groups were used in a discriminant function analysis.

This analysis was completed for the six independent variables with significant differences in Table II (see Table III, page 32).

The magnitude of the coefficients (standardized so that size indicated the relative importance of each) and the corresponding F-values show the best linear function of the independent variables for discriminating between consistent and inconsistent groups. Canonical correlations of the discriminant function for the groups (statistically significant at the .05 level) and the centroid values (over-all means for consistent and inconsistent groups) are also shown.

TABLE III. DISCRIMINANT FUNCTION ANALYSIS OF CONSISTENT AND INCONSISTENT SCHOOL BUDGET FORMAT PREFERENCES (N = 121) <sup>a/</sup>

	Standardized Coefficient	F <sup>b/</sup>
<u>Variables:</u>		
Voted last school election . . . . .	-.508	<u>3.51</u>
Years in Oregon . . . . .	-.469	<u>4.05</u>
Child in school . . . . .	.335	1.61
Readership of adjudicated paper . . . . .	-.486	<u>3.66</u>
Knowledge score . . . . .	.501	<u>2.75</u>
Education . . . . .	-.433	2.44
<u>Centroids in reduced space:</u>		
Inconsistent group . . . . .	-.59	
Consistent group . . . . .	.27	
<u>Canonical correlation:</u> . . . . .	<u>.375</u>	
<u>Percent of cases correctly classified:</u> . . . . .	66.9	

<sup>a/</sup> Sample of 121, rather than 123 cases, was analyzed because missing observations on independent variables produced a deletion of 2 cases.

<sup>b/</sup> F-values and canonical correlation in italics are statistically significant at  $p < .10$ .

Based on the canonical correlation, 14 percent of the variability in the discriminant function can be accounted for by group differences. These values, together with the scatter plot of the data (not shown) indicate considerable overlap between the group means. Statistical significance of the discriminant function, however, shows there are mean differences between consistency groups. Statistically significant variables in this set for discriminating among these two groups are (in order of importance):

1. Voted in the last school election,
2. Knowledge score,
3. Readership of adjudicated newspaper and
4. Years of residence in Oregon.

The most important variable is voting in the last school election. In considering the importance of this variable, we must note the wider range for selectivity due to the relatively low voter turn-out for school elections (see page 18). Even though our homogeneous sample had all registered to vote, not all had actually voted in the last school election so we find greater differences between group means. This statistically significant independent variable, then, turns out to be associated with respondents who are more discriminating in their choice of formats for attention and understanding attributes.

A high knowledge score, on the other hand, while next in order of importance, is associated with a consistence response. We will study this puzzling finding later.

The next variable is readership of an adjudicated newspaper, a relationship that was postulated by the "set" theory discussed in Chapter II. Those respondents who had previous opportunity to see school budgets in printed form in their newspaper should have more interest in such topics through previous awareness. This awareness of budget information should provide a "set" for people. These individuals may well have a higher ability to analyze the formats in terms of specific qualities. Further testing of this variable is called for in the form of two-way analysis as described in Chapter III to help determine the exact nature of the relationship between readership of adjudicated newspapers and the other variables specified.

But, first we need to discuss the independent variable with the weakest statistically significant effect, years of residence in Oregon. Looking at the means in Table II, we can note that respondents showing inconsistent preferences among budget formats had lived approximately eight years longer in Oregon than had respondents who gave consistent appraisals. This fact suggests a relationship between the ability to discriminate and the number of years a person has lived in the state. The longer a person has lived in the state, the more familiar he may be with school budget information and therefore the more able he may be to single out aspects of budget formats pertaining to attention as opposed to understanding.

It is important to remember, when discussing these results, that 17 percent of the answers are over and above what would occur by chance. One way to evaluate the quality of a statistical model is to consider how much it improves upon chance in classifying respondents. Since we are trying to place respondents in one of two categories, consistent or inconsistent, the chance is 50 percent for doing so. This model achieves correct classification of the cases in an additional 17 percent. This gain suggests some theoretical relevance, especially as regards the previously stated "set" theory, as well as applied importance in the sense that some formats had higher attention scores than understanding scores.

Established "set" theory would lead one to expect that persons accustomed to seeing school budgets printed in adjudicated newspapers would be more apt to have a "set" for such information and therefore would more likely read school finance items, including budgets, than would persons not accustomed to seeing school budgets in their non-ad-



judicated newspapers, or in a few cases, in no paper at all. The data support this expectation.

Regarding applied significance, the Salem budget format was preferred by 32.5 percent of the respondents for attention and by 29.3 percent for understanding, a difference favoring attention by 3.2 percent (see Table I, page 14). Conversely, the Medford budget format showed an attention preference of 41.5 percent with a 47.1 percent for understanding, a net difference of -5.6 percent for attention. Even though the Medford budget received the highest combined preference rating, the net gain in the Salem budget suggests something about that format that appeals to the respondents more for attracting attention than for fostering understanding. Both budget format length and content confound the interpretation so that an unequivocal explanation cannot be made. However, one cannot rule out the advantage of keeping a budget short in order to enhance its attention-getting characteristics.

We might worry more about results being skewed by page location of the formats in the sample newspaper if Rarick (1967) hadn't found that location on the page proved to be unimportant in attracting readership. We can therefore assume that the page location of the Salem format does not contribute to its net gain in attention preference. The shorter length remains the strongest explanation for this finding.

Two variables in the model, level of education and having a child in school, were not significant. Education was not anticipated to have an effect, anyway, but we did predict that having a child in school would produce a significant effect. One explanation may be that this variable correlated highly with the variables that were significant and these other variables had a stronger partial relationship for discrimin-

ating between group means.

When one reviews the size of the significant standardized coefficients in Table III, it becomes apparent that inconsistent responses are related to voting in the last school election, readership of an adjudicated newspaper, more years of residence in Oregon, but to lower knowledge scores. Low knowledge scores do not seem logical, since the pattern of relationships found for the other variables would suggest that higher knowledge scores should be associated with an inconsistent response. Those who vote in school elections, read adjudicated newspapers and are longer-term residents should be more knowledgeable as well. In order to sort out this puzzling result, our next step is to test the relationship between readership of an adjudicated newspaper with the other independent variables, including knowledge scores, to see if we can explain more completely what is happening.

Therefore, the adjudicated newspaper variable was tested by two-way analysis with each of the variables found significant in the discriminant function analysis. The chi-square statistic was used to test the statistical significance of a relationship for grouped data and a one-way analysis of variance was used for scalar variables.

### A. Further Knowledge Score Testing

Several steps in testing are necessary in attempting to discover why knowledge scores tested as consistent rather than inconsistent. When the variables were tested by two-way analysis with the adjudicated newspaper variable, results show that a statistically significant relationship was found for only one variable, knowledge of school finances. Reading of an adjudicated newspaper was not significantly related to voting in the last school election or number of years lived in Oregon. The relationship between readership of adjudicated newspapers and knowledge scores is shown in Table IV.

TABLE IV. KNOWLEDGE MEANS AND F-VALUES FOR ADJUDICATED NEWSPAPER GROUPS

Group	Knowledge Mean	(N)	F	p
Access to adjudicated newspaper . . .	6.17	(226)	4.59	.01
Access to non-adjudicated paper . . .	5.58	(110)		
No newspaper . . . . .	5.48	(23)		
Total . . . . .	5.94	(359)		

The results in Table IV show that respondents who are exposed to an adjudicated newspaper scored higher on a knowledge test about school finances and that this difference is significant statistically. But, this was an over-all test for the total sample, not just for those who brought a newspaper to the phone. When one conducts the same analysis for this reduced sample, the results show a different picture, as noted in Table

V.

TABLE V. KNOWLEDGE MEANS FOR ADJUDICATED NEWSPAPER GROUPS AMONG RESPONDENTS WHO BROUGHT NEWSPAPERS TO PHONE

Group	Knowledge Means	(N)	Student's "t" Values for Group Comparisons
1. Access to adjudicated newspaper . . . . .	6.47	(86)	Gp. 1 vs. Gp. 3: $t = 0.92$
2. Access to non-adjudicated paper . . . . .	6.15	(41)	Gp. 1 vs. Gp. 2: $t = 0.96$
3. No paper . . . . .	7.14	(7)	Gp. 2 vs. Gp. 3: $t = 1.35$
Total . . . . .		(134)	

None of the "t" values was significant in the above test.

The relationship between exposure to adjudicated newspaper scores to knowledge scores is not significant for those who could bring the sample newspaper to the phone. This shows that selectivity bias does indeed affect the relationship between these two variables. For instance, the data in Tables IV and V show that persons who are exposed to an adjudicated newspaper had the highest knowledge scores. When one controls for bringing the newspaper to the phone, this relationship vanishes.

The impact of selectivity bias (i.e., bringing the newspaper to the phone) suggests caution in generalizing results to the total newspaper-reading population or to the general population itself. The data in Appendix Table II provide additional information concerning the nature of this selectivity bias inherent in the data. Those who bring the newspaper to the phone represent a relatively homogeneous group and a larger sample is required to detect significant effects within this group.

### B. Summary of Results

To briefly summarize results of this analysis, we'll itemize them here and discuss possible implications in the following chapter:

1. None of the studied independent variables showed a relationship to the attention-getting feature of the budget formats.
2. Independent variables showing statistical significance in discriminating between attention and understanding features of the formats are (in order of significance) voting in the last school election, years of residence in Oregon, having a child in school, knowledge score and reading an adjudicated newspaper.
3. A discriminant function analysis showed a statistically significant effect for voting in the last school election, knowledge, readership of an adjudicated newspaper and years of residence in Oregon. All except knowledge were associated with an inconsistent preference between attention and understanding aspects of budget formats. A high knowledge score was associated with a consistent response.
4. These findings support "set" theory and suggest tangible ways in which school administrators might improve school budget formats to attract attention.
5. A positive relationship was found between readership of adjudicated newspapers and knowledge scores for the total sample. This relationship vanished when one controlled for bringing the paper to the phone and shows that caution should be used in generalizing results of the discriminant function analysis beyond the group studied.

### C. Correlates for Readership of Adjudicated Newspapers

We turn now to an empirical test of the second major part of our theoretical model concerning the relationship between readers of adjudicated newspapers and the independent variables we postulated would interact. These variables are knowledge scores, interpersonal discussion, voting in the last school election and level of education.

Voting in the last school election and education were not significantly related, by chi-square analysis, to readership of an adjudicated newspaper. One explanation concerning this null relationship between readership of an adjudicated newspaper and voting may be the low number of citizens who vote in school elections. Only a quarter of the eligible voters customarily cast their ballots at school elections and this situation may not provide sufficient numbers in our sample to detect differences here.

Education plays no significant role with readers of adjudicated newspapers versus non-adjudicated papers. A likely reason for this finding is that many persons in this state, regardless of area, have access to The Oregonian, a non-adjudicated newspaper. There may well be a relationship between persons of higher education and preference for The Oregonian or other large city newspapers not adjudicated for the county in which the respondent lives. For example, many Corvallis residents have access to the Salem Oregon Statesman, an adjudicated newspaper for Marion County but not for Benton County. School budgets carried in the Statesman are for school districts in Marion County and would not be expected to hold any great degree of interest for readers in Benton County.

Benton County budgets are printed only in the adjudicated newspapers for that county. A similar pattern may well exist in other communities, explaining the weak showing for education in the analysis.

On the other hand, knowledge score proves to be statistically related to readership of adjudicated newspapers. This variable is a particularly important one in our model because budget information can only be read in its entirety in an adjudicated newspaper. Hence, these readers should -- and do -- have a higher knowledge score on questions concerning school budget financing than the general population. A more complete discussion of this relationship is found in the preceding section.

Interpersonal discussion is also a statistically significant variable when tested against readership of an adjudicated newspaper (see Table VI).

TABLE VI. INTERPERSONAL DISCUSSION MEANS AND F-VALUE FOR NEWSPAPER GROUPS

Group	Interpersonal discussion		F	p
	Mean	(N)		
Access to adjudicated newspaper . . . . .	1.24	(225)	3.89	.02
Access to non-adjudicated paper . . . . .	1.06	(107)		
No newspaper . . . . .	0.78	(23)		
Total . . . . .	1.16	(355)		

We can see, by comparing means for the three groups of respondents -- readers of adjudicated newspapers, readers of non-adjudicated newspapers and non-readers of newspapers -- that readers of adjudicated newspapers, in which school budgets have customarily appeared, do discuss school finances more outside the home. This relationship fits our formu-

lation. Readers of adjudicated newspapers appear to be more socially active concerning discussions of school finances and this relationship should be of interest to those who are concerned with communicating school budget information to the public.

We also completed a chi-square analysis on the other available variables to see if we could account more completely for readership of adjudicated newspapers. We did find that persons registered to vote are more likely to read an adjudicated newspaper (see Table VII). This was the only other variable found to be significant.

TABLE VII. RELATIONSHIP BETWEEN REGISTERED TO VOTE AND READERSHIP OF ADJUDICATED NEWSPAPERS

Group	No Paper	Non-adj. Paper	Adj. Paper	Total	(N)
	%	%	%	%	
Registered to vote . . . .	5.5	28.1	66.4	100	(292)
Not registered to vote . .	10.4	41.8	47.8	100	(67)
Total . . . . .	6.4	30.6	63.0	100	(359)

$$\chi^2 = 8.46, 2df; p < .01$$

Up to now, we have found that readership of an adjudicated newspaper is related to higher knowledge scores about school budgets, to frequency of interpersonal discussion about school finances and to being a registered voter. One additional analysis was made to verify our expectation that these persons would be more likely to keep informed on school budget matters. One question asked in the Survey Research Center survey was if the respondent had seen a school budget in the past six months. It seems reasonable to expect that if those who read ad-



judicated newspapers also had higher knowledge scores and were more active in discussing school matters, they also should recall seeing a budget since these budgets are printed only in adjudicated newspapers.

Therefore, we completed a chi-square analysis to determine who had seen a school budget in the past six months and found the expected result: higher proportions of respondents who had seen a budget were readers of adjudicated newspapers. These data are shown in Table VIII.

TABLE VIII. RELATIONSHIP BETWEEN PERCEPTION OF A SCHOOL BUDGET AND READERSHIP OF ADJUDICATED NEWSPAPERS

Group	No Paper	Non-adj. Paper	Adj. Paper	Total	(N)
	%	%	%	%	
Saw a school budget . . . .	4.7	23.8	71.5	100	(193)
Did not see a budget . . . .	8.2	37.7	54.1	100	(159)
Total . . . . .	6.3	30.1	63.6	100	(352)

$$\chi^2 = 11.47, 2df; p < .003$$

The results in Table VIII show that 71.5 percent of those who saw a school budget were readers of an adjudicated newspaper while 28.5 percent were non-readers. This difference, while statistically significant, still shows that many people say they have access to this information without using an adjudicated newspaper. We are not sure how these people acquire this information about school budgets. Part of the answer may lie in response error -- some people either lied to the interviewer or misunderstood the question. Some may actually see school budgets by reading an adjudicated newspaper occasionally rather than regularly. Others may use alternate channels. Some school districts,

for example, may send budget summaries to parents via their children. Regardless of how non-adjudicated newspaper readers may acquire budget information, a higher proportion of readers do report seeing a budget and this finding lends credence to our hypothesis concerning the role of adjudicated newspapers in communicating school budget information to the public.

Taken together, all the results only partially support our original hypothesis concerning readers of adjudicated newspapers. These readers do have higher knowledge scores than the general population. They do engage in more interpersonal discussion about school financial affairs. They do not, however, necessarily vote any more regularly in school elections although they are more apt to be registered to vote. A higher proportion of readers recalled seeing a school budget in the past six months. Education plays no significant role with readers of adjudicated newspapers versus non-adjudicated papers.

#### D. Profile of Adjudicated Newspaper Readers

To sum up our picture of readers of adjudicated newspapers:

1. They are more knowledgeable about school financial affairs than the rest of the population.
2. They engage in more discussion outside the home about school financial affairs than do non-readers of adjudicated newspapers.
3. They are more likely to be registered to vote than the general population, although they are no more likely to have voted in the last school election.
4. They are more likely to recall seeing a school budget in the past six months.
5. Education plays no statistically significant role in this relationship.

## V. SUMMARY AND CONCLUSIONS

Further analysis was made from data already gathered from a random sample of Oregonians by the Survey Research Center at Oregon State University. Purposes of this thesis research were two-fold: to establish more explicitly the relationship between attention and understanding in communication theory and to determine the role of adjudicated newspapers in disseminating information about school financial affairs to the community.

Ten independent variables were tested for their association in describing the type of respondent who discriminates between school budget formats in terms of attention and understanding. Variables found to play a significant role were (in order of importance) voting in the last school election, years of residence in Oregon, having a child in school, knowledge score, readership of an adjudicated newspaper and, possibly, education.

When a discriminant function analysis was completed among these significant variables, only voting in the last school election, knowledge score, readership of an adjudicated newspaper and years of residence in Oregon remained significant statistically. A selectivity bias was found to exist due primarily to the homogeneity of the sample of respondents who retained the sample newspaper containing the three formats of the same school budget and were willing to bring it to the phone.

These results, however, point to more discrimination among respondents for the attention/understanding features of a school budget format. This finding adds vital information to an area of the communication pro-

cess previously ignored. Researchers should not assume that attention and understanding are the same empirically or that a difference between the two attributes does not exist. More studies need to be done, with a larger sample of a less homogeneous population, to test implications of these results.

Differences do exist between attention and understanding in communication theory, according to this study. The results of this study strongly suggest that discriminating readers are drawn more to one type format for its attention-catching features and to another for its ease of understanding.

Practical applications of this finding should benefit school administrators seeking to inform voters about school budgets. They would be well advised to consider using a condensed, better organized budget format than the Standard Oregon one now in use. Either of the alternate formats won favor with respondents in terms of both attention and understanding. Certainly, a shorter budget format is recommended. Also, an organization of financial information more like that of the Medford format would produce more understanding of complex school financial information.

Our findings also serve to substantiate "set" theory as postulated in our theory chapter. We find that readership of an adjudicated newspaper is important in determining which respondents will show discrimination in choosing one format for its attention-enhancing qualities and another for its greater ease of understanding. Readers of an adjudicated newspaper at least have had prior opportunity to observe school budgets printed in a paper found in their home. "Set" theory is predicated on the idea that persons are more likely to read about a topic with which

they are already familiar than they are about a subject new to them. It follows that readers of a newspaper that habitually carries school budget information will be more likely to read and evaluate that information in a sample newspaper containing three school budget formats than will readers of newspapers not carrying budget information or non-readers of newspapers.

Related to this finding is the role we find adjudicated newspapers playing in the dissemination of school financial news. Publishers and editors of adjudicated newspapers in Oregon counties can argue from the findings here that their newspaper readers are better informed than anyone else concerning school budget matters and are involved more in discussions outside the home concerning school financial matters. These newspapers have a singular advantage of providing information about school budgets. They also have an obligation to present this information in a form more comprehensible to the readers. Instead of burying school budgets next to classified ads in agate type, editors should experiment with more obvious placement and larger type. They should work with school administrators to find a budget format that will attract more attention, lead to a greater degree of understanding and, hopefully, stimulate a higher voter turnout at the polls for an issue that is defined these days in many voters' minds simply as higher taxes.

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## VII. APPENDICES

APPENDIX TABLE I. MEANS FOR INDEPENDENT VARIABLES OF SCHOOL BUDGET FORMATS (N = 130) <sup>a/</sup>

Variables	<u>ATTENTION</u>			
	Budget A (N = 26)	Budget B (N = 41)	Budget C (N = 53)	No difference (N = 10)
Child in school . . . . .	1.35	1.39	1.49	1.10
Education . . . . .	12.50	13.73	13.43	14.70
Years in Oregon . . . . .	30.92	24.42	27.83	37.80
Years in area . . . . .	18.08	13.34	16.40	19.40
Age . . . . .	49.23	43.42	45.89	55.10
Registered to vote . . . . .	1.96	1.88	1.89	1.90
Voted in school election . . . . .	1.84	1.75	1.64	1.56
Readership of adjudicated newspaper . . . . .	1.54	1.63	1.55	1.60
Knowledge score . . . . .	6.31	6.44	6.51	6.40
Interpersonal discussion . . . . .	1.46	1.51	1.13	1.40

<sup>a/</sup> Mean differences among budgets not statistically significant.

APPENDIX TABLE II. MEANS FOR INDEPENDENT VARIABLES OF BRINGING  
NEWSPAPER TO TELEPHONE (N = 358)

Variables	Bring to phone Aware (N = 134)	Not bring Aware (N = 96)	Unaware (N = 129)	Significance Level
Child in school . . . . .	1.40	1.25	1.35	< .03
Education . . . . .	13.42	12.57	12.01	< .03
Years in Oregon . . . . .	28.44	29.37	28.68	NS
Years in area . . . . .	16.38	14.92	16.77	NS
Age . . . . .	46.42	45.14	44.06	NS
Registered to vote . . . . .	1.90	1.80	1.73	< .05
Voted in school election . . . . .	1.70	1.62	1.62	NS
Readership of adjudicated newspaper . . . . .	1.59	1.56	1.54	NS
Knowledge score . . . . .	6.40	5.75	5.61	< .01
Interpersonal discussion . . . . .	1.32	1.21	.94	NS



2 A Oregon, Friday, July 2, 1976

## Oregon Briefs

### Springfield cuts sports program

SPRINGFIELD (UPI) — The Springfield School Board cut about \$30,000 Wednesday from next year's after school sports program. The cut was approved by the school board committee in February, and was needed to balance the 1976-77 budget.

By a 5-2 vote, the board approved the administration's recommendations to slide nearly \$15,000 from the elementary and junior high athletics programs, and passed a modified plan for trimming high school sports.

The cuts affect both inter-school and intramural sports.

### McCarthy tries convention route again

PORTLAND (UPI) — A second nominating convention will be held in Portland in an effort to have Eugene McCarthy, the independent presidential candidate, placed on Oregon's November ballot.

John Callahan, chairman of the McCarthy forces in Oregon, said the second convention will be held because of a failure to provide evidence that 1,000 registered voters came to McCarthy's June 24 convention at Portland State University.

Callahan said the second convention would be held July 14.

### \$89 million Multnomah budget skayed

PORTLAND (UPI) — Multnomah County Commissioners started the 1976-77 fiscal year Thursday by approving an \$89 million budget that includes two new taxes.

The budget also calls for the elimination of nine county jobs and six that were funded by federal grants.

The commissioners also approved five labor contracts with various groups that perform services for the county.

### Six-car wreck snarls Portland's I-50

PORTLAND (UPI) — A six vehicle smash-up on Interstate 50N Thursday afternoon blocked the westbound lanes for more than an hour, but no one was injured, police reported.

The wreck involved four cars, a double trailer semi-truck and a jeep-style mail truck. The rear of one of the cars was trapped beneath the front of the semi-truck.

Police said they did not know how the accident occurred.

### Georgia-Pacific donations ruled legal

SALEM (UPI) — Georgia-Pacific Corporation may legally contribute to political campaigns in Oregon, a ruling of State Clay Myers said today.

Henry Kane, a candidate for a position on the Oregon Court of Appeals during the May Primary election filed a complaint with Myers accusing Attorney General Lee Johnson of illegally accepting contributions from Georgia-Pacific.

Johnson was the winning candidate for the Court of Appeals position.

### Oregon City woman dies in collision

OREGON CITY (UPI) — Kim Dawn Calhoun, 19, Oregon City, was killed Thursday morning when her car was driving apparently cross the center line on Highway 99E and collided with a Tri-Met bus, police said.

Miss Calhoun died a short time after the 7:30 a.m. accident at a nearby hospital.

The driver of the bus, Raymond L. Valentine, Portland, was not injured, according to police.

### Train hits truck, killing driver

JEFFERSON (UPI) — Ernest B. Henningsen, 74, Scio, was killed Thursday when the pickup truck he was driving was struck by a Southern Pacific freight train engine at the Jefferson-Scio Road crossing. The accident occurred shortly before the noon hour.

### Vets receive loans at record pace

SALEM (UPI) — A new dollar volume record was set for the state veterans home and farm loan program last month when loans worth \$22,300,000 were granted to 1,806 veterans.

Veterans Affairs Director H. C. Sealfield said the loan volume represents nearly \$2.4 million in loans each business day.

The previous high month for dollar volume was October, 1975, when 2,145 veterans borrowed \$21,386,422. That month also holds the record for the highest number of loans issued.

### Counties seek business reassurance

SALEM (UPI) — Local officials from four eastern Oregon counties Thursday asked Gov. Rob Straub for assurances that he will not oppose two important proposed industrial developments in their area — the Almatum plant and the Pebble Springs nuclear plant.

The officials asked to meet with Straub after which they heard news reports in which the governor said he does not believe the Almatum aluminum plant will ever be built in Oregon and that he has doubts about the need for the nuclear power plant.

### Haircut now costs \$4 at Portland

PORTLAND (UPI) — Portland area union barber Thursday boosted the price of a haircut 50 cents.

Prices on other union barber services went up 25 to 50 cents.

The new price of a haircut now is \$4, while a shave costs \$3.75, shampoo \$2.50 and a beard trim \$3.

## Straub to reappoint Jackson as chairman

SALEM (UPI) — Gov. Rob Straub has decided to reappoint Glenn Jackson to another term as chairman of the Oregon Transportation Commission, UPI learned today.

Jackson, 74, has been on the Transportation Commission and its predecessor, the Highway Commission, since April 17, 1969, when he was appointed by then Gov. Mark Hatfield. Hatfield named Jackson chairman of the commission on April 3, 1962.

"It is the governor's intent to reappoint," Straub's executive assistant, Keith Burns, said Thursday.

Jackson's present term expires Wednesday.

The five-member Transportation Commission was created by the legislature in 1973. It combined the Highway, Aeronautics and Ports Commissions into one large commission whose members created the statewide Department of Transportation. Jackson, voted by the legislature as the most powerful man in Oregon, is chairman of the executive committee of Pacific Power and Light Co. and president of the Democratic-Herald Publishing Co., Albany.

Jackson makes his home in Medford, but lives in Portland during the week.

Jackson is also a director of the Pacific International Livestock Exposition in Portland, a director of the Agr-Business Council of Oregon, a trustee of Willamette University and a former director of the U.S. Chamber of Commerce.

### Slump may be over?

SEATTLE (UPI) — A Boeing company spokesman said the 1976 slump of the aircraft industry may be ending.

#### PUBLIC NOTICE

NOTICE OF BUDGET HEARING			
School District No. 100			
For Year July 1, 1976 to June 30, 1977			
SUMMARY OF TAX LEVY AND OTHER BUDGET RESOURCES			
	Last Year	This Year	Next Year
Levy within 4% Limitation	\$1,233,250	\$1,294,645	\$1,374,444
Levy outside 4% Limitation	6,133,542	7,492,232	9,742,952
Not Subject to Limitation	444,455	449,840	490,488
TOTAL PROPOSED LEVY (To be certified by assessor)	\$7,811,247	\$9,236,717	\$11,607,884
Total Budget Resources from Levy	\$95,981	1,154,726	1,733,569
Total Resources Except Tax to be Levied from Levy	5,375,836	5,688,749	5,815,870
TOTAL BUDGET ALL FUNDS	\$13,250,117	\$15,182,700	\$16,647,440

SUMMARY OF INDEBTEDNESS			
Type of Debt	This Fiscal Year as of July 1, 1975	Debt Outstanding Next Fiscal Year as of July 1, 1976	Next Year
Bonds	\$3,031,000	\$2,694,500	
TOTAL INDEBTEDNESS	\$3,031,000	\$2,694,500	

#### FUNDS REQUIRING THE LEVY OF AN AD VALOREM TAX TO BALANCE THE BUDGET

	Last Year	This Year	Next Year
Total Instruction	7,492,959	8,579,626	
Total Supporting Services	5,446,918	5,997,691	
Total Community Services	3,175	505	
Total All Other Requirements	104,862	155,728	176,350
(Funds Requiring the Levy of an Ad Valorem Tax to Balance the Budget—cont.)			
Total Requirements (including transfers)	11,618,504	13,528,280	14,749,572
Total Resources Except Tax to be Levied	5,345,376	5,828,749	5,645,149
Ad Valorem Taxes Received	6,273,228		
Ad Valorem Tax Required to Balance	7,209,541	9,104,421	
Estimated Tax Not to be Received	1,079,736	1,502,230	
Total Ad Valorem Tax to be Levied	6,788,877	10,606,651	
Levy Within 4% Limitation		1,294,645	1,374,444
Levy Outside 4% Limitation		7,492,232	9,232,207

	Last Year	This Year	Next Year
Total Requirements (including transfers)	403,040	439,484	477,020
Total Resources Except Tax to be Levied	69,969	60,000	56,000
Ad Valorem Taxes Received	413,051		
Ad Valorem Tax Required to Balance		429,484	421,020
Estimated Tax Not to be Received		60,136	69,468
Total Ad Valorem Tax to be Levied		489,620	490,488
Not Subject to Limitation		489,640	490,488
(Funds Requiring the Levy of an Ad Valorem Tax to Balance the Budget—cont.)			
Total Requirements (including transfers)	6,520		
Total Resources Except Tax to be Levied	6,520		
Total Instruction		176,068	
Total Supporting Services		33,720	
Total Requirements (including transfers)		209,788	
Total Resources Except Tax to be Levied		114,721	
Ad Valorem Tax Required to Balance		95,067	
Estimated Tax Not to be Received		15,686	
Total Ad Valorem Tax to be Levied		110,753	
Levy Outside 4% Limitation		110,753	

#### FUNDS NOT REQUIRING AN AD VALOREM TAX TO BE LEVIED

	Last Year	This Year	Next Year
Auxiliary Cash Working Fund			
Total Instruction		73,940	55,900
Total Supporting Services		16,431	10,576
Total All Other Requirements	36,721	39,429	7,000
Total Budget Requirements	135,101	127,000	73,476
Total Budget Resources	135,101	127,000	72,574
(Funds Not Requiring an Ad Valorem Tax to be Levied—cont.)			
School Lunch Fund			
Total Supporting Services	475,074	714,117	782,490
Total All Other Requirements	104,662	66,983	64,825
Total Budget Requirements	779,736	780,000	847,315
Total Budget Resources	779,736	780,000	837,319
Electronic Data Proc. Working Fund			
Total Supporting Services	103,014	126,888	140,894
Total All Other Requirements	124		691

#### PUBLIC NOTICE

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#### PUBLIC NOTICE

	Last Year	This Year	Next Year
Total Budget Requirements	107,340	126,888	141,585
Total Budget Resources	107,340	126,888	141,585
School Library Resources Title II ESF Fund			
Total Supporting Services	17,592	17,657	
Total All Other Requirements	918		
Total Budget Requirements	14,510	17,657	
Total Budget Resources	14,510	17,657	
Disadvantaged and Handicapped Program Vocational Educ. Act 1968 Fund \$15-549-028			
Total Supporting Services	3,519		
Total All Other Requirements	824		
Total Budget Requirements	4,343		
Total Budget Resources	4,343		
(Funds Not Requiring an Ad Valorem Tax to be Levied - cont.)			

	Last Year	This Year	Next Year
Total Instruction	6,900	6,900	
Total Supporting Services	3,900	3,900	
Total All Other Requirements	1,908		
Total Budget Requirements	7,823	9,900	9,900
Total Budget Resources	7,823	9,900	9,900

	Last Year	This Year	Next Year
Unemployment Insurance Res. Fund			
Total Instruction	13,000	24,000	
Total Supporting Services	17,000	34,000	
Total All Other Requirements	9,910		
Total Budget Requirements	10,000	30,000	60,000
Total Budget Resources	10,000	30,000	60,000

	Last Year	This Year	Next Year
Hull Memorial Fund			
Total Supporting Services	56,181	55,080	
Total All Other Requirements	55,882		
Total Budget Requirements	55,882	56,181	55,080
Total Budget Resources	55,882	56,181	55,080
Consumer and Homebased Vocational Education Act Project \$15-549-027 Fund			
Total Budget Requirements	25,582		
Total Budget Resources	25,582		

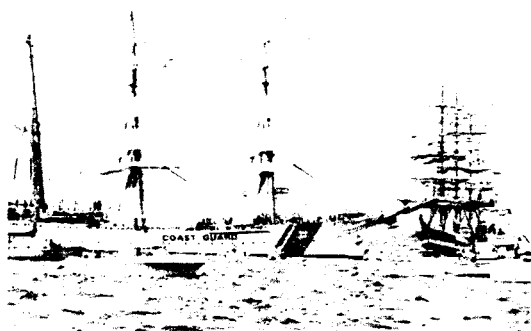
	Last Year	This Year	Next Year
Public Employment Act, Emergency Employment Act of 1971 - Project \$5 Fund			
Total Budget Requirements	980		
Total Budget Resources	980		

	Last Year	This Year	Next Year
Multiple Attach on Educational Disadvantaged Projects \$1, 2 and 3 Fund			
Total Budget Requirements	79,196		
Total Budget Resources	79,196		
Program for Optional Development of Student Potential, Title I Pk. \$9-13 Fund			
Total Budget Requirements	3,916		
Total Budget Resources	3,916		

	Last Year	This Year	Next Year
Pre-School Disability Identification and Prevention USOE \$120394 Title VI Fund Pk. \$1-210			
Total Budget Requirements	3,374		
Total Budget Resources	3,374		
Pre-School Disability Identification and Prevention Grant, \$2176 Title VI Fund Pk. \$1-230			
Total Budget Requirements	28,528		
Total Budget Resources	28,528		

	Last Year	This Year	Next Year
Career Education Planning Grant Project \$15-548-234 Fund			
Total Budget Requirements	2,835		
Total Budget Resources	2,835		
Energy and Man's Environment Fund			
Total Budget Requirements	4,547		
Total Budget Resources	4,547		

Total Budget Resources	4,547		
(Funds Not Requiring an Ad Valorem Tax to be Levied - cont.)			
	Official County Educational Radio Fund		
	<u>Last Year</u>	<u>This Year</u>	<u>Next Year</u>
Total Budget Requirements	76		
	-----		
Total Budget Resources	76		
	Oregon National Research and Development Committee and		



## Tall ships head for New York

NEWPORT, R.I. (UPI) — Smoke from the last blast of cannon fire barely was visible against the white sky as the last of 20 Tall Ships melted into the sea beyond the harbor.

Down at a bar on Goa Island, heads barely lifted from mugs of beer as the old Newport yachting guard breathed deeper just to hear the cannons signal the end

"It's over," sighed a bicycle concession stand owner just back from a hop across the boardwalk to quaff a few at the Black Pearl, a chic outdoor bar that mushroomed this week into the hub of the Tall Ships street scene.

A half million tourists and 4,000 sail-training cadets left a jingle in the ears of city businessmen and a strayed-around-the-edges look on this picture-book city. America's first resort.

The big ships put out into the Atlantic to skirt the south shore of Long Island en route to Operation Sail Independence Day festivities

**Duncan fo**

In New York Harbor. Smaller craft heeled into Long Island Sound for short hops to Westchester and North Shore towns before docking July 1 outside New York.

[illegible]

**Ships will assemble in New York Harbor July 3-4**

### 13 remain off jobs at Ontario

## Striking policemen short of funds

ONTARIO, Dec. 13 (UPI). — Three policemen began the second day of a strike for higher pay today by picketing patrolmen acknowledged it for more than a decade.

"It's a token effort," Patrolman DeChilson said. "If the city doesn't want to meet our demands, we'll be gone. We won't be back for a long time."

Patrolman Roger Alexander, president of the Police Association and an eighteen-year veteran of the force, said he was on a day-to-day line, waiting for a strike line.

If the strike goes another week without settlement, Alexander said, the strikers will have to consider looking for work in the enforcement jobs of the police-part-time, more Ontario Ten or the 13 striking officers are married, he said, and worried about bills.

The Fourth of July weekend will have been the longest the patrolmen said. "Ontario will be without patrolmen and it problems arise the city may budge."

The council made that clear. Colson said, "If the police want to come to us in good faith and bargain we will call a special meeting."

"But the council will not go to the police and ask for new negotiations," Chubson said the walkout would be ended only if the city would agree to handing Arbitration.

"We would agree to that and go back to work today," Chubson said.

Several of the strikers said they expected to be fired by the city and replaced by recruits. If that happens, the two sergeants — still working along with three other supervisors — say they also will be fired by the department.

"We could sue the department," Sgt. Louis Charns said, adding he and Sgt. Ray Hartley will not remain if the rest are fired.

The city council offered the officers seven per cent raises each year under a three-year contract, plus cost of living

## Judge rejects Kersey's claim

**PORTLAND (UPI)** — A federal court judge ruled Thursday that author Ken Kesey was too slow in seeking more money from producers of the movie "One Flew Over the Cuckoo's Nest" and cannot recover damages for fraud or emotional distress.

The ruling left standing Kesey's other claims for damages from producers of the Academy Award-winning movie based on his 1962 novel. No trial date was set.

Kesey filed suit Feb. 19 in U.S. District Court seeking \$180,000 he said the producers failed to pay him for writing a screenplay from his book plus 5 percent of the gross profits from the film and \$750,000 in other damages, including \$100,000 for emotional distress.

Judge Otto R. Swannell ruled

that Kelsey "knew" or should have known of the existence of any fraud claim more than two years prior to the commencement of this action."	OTHER
"State law provides that the statute of limitations for fraud claims must be filed any time within six years after the claim, Scoppio said.	T
Scoppio denied defense motions to move trial of the remaining claims to California and to dismiss the remainder from the complaint.	C
Kelsey, a resident of Pleasant Hill, Ore., claimed he had an oral contract to write the screenplay for the movie	T
	H.

### Auto shuttle trips started by state

**SALEM (UPI)** — An expanded shuttle operation was launched Thursday in an effort to make a 50 per cent reduction in the number of automobile trips state employees make between Portland and Salem.

Gov. Bob Straub described the six month experimental program as "an exciting experiment that can produce dividends in three vital areas: saving lives, saving tax dollars, and saving gasoline."

Straub urged all state agency heads to schedule business meetings around the new timetable for the shuttle bus which has been renamed "shuttlebug". The new schedule provides for 12 departure times throughout the day. Travel is done in late vans.	DEPT. ST.	Ta	Ot	TO
Surveys have indicated that an average of 53 vehicles make round trips between Salem and Portland each day for official state business.				TO

## Wild restrictions on timber planned

PORTLAND (UPI) — The U. S. Forest Service said Thursday it plans to adopt two proposals aimed at reducing speculative bidding on national forest timber.

The two other proposals will be given further study because of their controversial nature. They are opposed by timber buyers.

Lois Gabel, administrator of the program for the northwest Region, said one proposal to be adopted soon will require that buyers who have defaulted on terms on which they received timber for financial ability before they may bid again on federal timber.

The other would include in each contract the provisions that would allow the government to extend the time for cutting purchased trees could be extended.

W granted \$799,962 DEBT SER  
for humanities work PR  
SEATTLE (UPI) - The

SEATTLE (UPI) - The University of Washington is to receive what may be the largest, single U.S. government grant ever awarded to undergraduate humanities department.

per annum rate to \$100.00 a year

PUBLIC NOTICES		PUBLIC NOTICES		
NOTICE OF BUDGET HEARING SCHOOL DISTRICT NO. 100 FOR FISCAL YEAR 1, 1978 to June 30, 1979		BUDGET B		
TAX LEVY SUMMARY				
FUND	Last Year	This Year	Next Year	
CE FUND				
As levied that do not require voter approval within the 4 1/2 limitation - District Tax Rate	\$ 2,233,256	\$ 2,396,645	\$ 2,374,444	
As levied that require voter approval outside the 4 1/2 limitation	6,271,228	7,982,072	9,833,450	
<b>GENERAL FUND OPERATING LEVY</b>	<b>7,494,478</b>	<b>9,278,717</b>	<b>11,207,894</b>	
Rate for each one thousand dollars of assessed valuation	\$14.83	\$14.95	\$15.79	
Estimated Tax Levy				
= Total Assessed Valuation				
FEES				
Fees previously authorized by the voters not subject to the 4 1/2 limitation	419,571	489,840	601,241	
Instruction Books	- - -	- - -	- - -	
OTHER LEVIES				
	419,571	489,840	601,241	
Rate for each one thousand dollars of assessed valuation	\$0.82	\$0.78	\$0.84	
Estimated Tax Levy				
= Total Assessed Valuation				
TAX LEVY REQUIREMENTS				
	\$7,914,049	\$9,768,557	\$11,809,135	
UNDED TAX RATE (per \$100.00)	\$15.65	\$15.78	\$16.61	
TAX LEVY SUMMARY - CONT'D				
FUND	Last Year	This Year	Next Year	
As expected to be collected	\$7,485,818	\$8,866,214	\$10,461,458	
Less total operating levy as estimate for uncollected taxes:				
Sources (I.E.D., Local, State, Federal)	5,345,276	5,828,749	5,645,149	
<b>GENERAL FUND RESOURCES</b>	<b>\$2,831,042</b>	<b>\$1,694,961</b>	<b>\$16,106,607</b>	
CE FUND				
As expected to be collected	419,681	487,737	560,833	
Sources	- - -	- - -	- - -	
DEBT SERVICE FUND				
RESOURCES - Funds arising from the levy of optional taxes	\$11,275,174	\$15,182,700	\$16,467,440	
REVENUE OF BUDGET APPROPRIATION FOR Operating Accounts				
FUND	Last Year	This Year	Next Year	
Instruction (Salaries, salaries, Travel, etc.)	\$ 820,582	\$ 876,385	\$ 922,570	
Instruction (Teachers Salaries, Instructional supplies, textbooks, etc.)	6,488,870	7,442,969	8,189,930	
Transportation (Gasoline, Salaries, etc.)	421,800	427,907	449,224	
Maintenance and Operation Plant	1,530,635	1,625,744	1,804,785	
Capital Outlay	206,661	315,001	317,384	
Utility Services	62,320	66,411	67,237	
Charges	2,980,726	3,136,293	4,051,894	
Expenses (Contingency, transfers to other funds, etc.)	255,343	392,146	415,920	
<b>GENERAL FUND REQUIREMENTS</b>	<b>\$12,747,139</b>	<b>\$14,832,860</b>	<b>\$16,120,952</b>	
CE FUND				
Capital & Interest payments	419,551	489,840	490,488	
Expenses - for debt service	69,987	60,000	\$6,000	
REQUIREMENTS	\$1,289,138	\$1,189,280	\$1,189,280	





## Appendix II

Final OREGON STATE UNIVERSITY - Budget Preference 9/7/76

"Hello, I'm \_\_\_\_\_ -- I'm working on a survey for Oregon State University and I'd like to ask you some interesting Questions, if you don't mind...

- 1 - 2 Yes, read (Ask Q. 1a) You may recall that one of our interviewers gave you a  
 1 No (See INT after 1a) little 4-page newspaper a few days ago that contained  
 9 DK, NA (See INT. 1a) three school budgets. Have you had a chance to read  
 these budgets, or not?

- 1a- 2 Thoroughly Did you happen to read the budgets thoroughly  
 1 Glanced or just glance at them?  
 9 DK, NA; Won't read  
 0 Paper discarded (Skip to Q. 4)

(INT: Ask R to bring newspaper to phone. If R has not read the paper ask him to read through the budgets rather quickly.) If R has thrown paper away or will not bring to phone, circle code 0 and SKIP to Q. 4).

2 - Most

- 3 Budget A Suppose you were thumbing through a newspaper, which  
 2 Budget B budget would be most likely to catch your attention  
 1 Budget C so you would read it -- Budget A (see page 2),  
 0 No difference (Skip to Budget B (see page 3) or Budget C (see page 4)?  
 Q. 3)  
 9 DK, NA (Skip to Q. 3)

2a- Why do you think this budget would be most likely to catch your attention? (PROBE!)

Anything else?

2b- Next Most

- 3 Budget A Which budget would next most likely catch  
 2 Budget B your attention?  
 1 Budget C  
 0 No difference  
 9 DK, NA

3 - Most

- 3 Budget A Now, forgetting about the order in which the budgets  
 2 Budget B would attract your attention, which budget would be  
 1 Budget C most likely to help you understand how or in what  
 0 No difference (Skip to ways your school district planned to spend your money  
 Q. 4) -- Budget A (see page 2), Budget B (see page 3) or  
 9 DK, NA (Skip to Q. 4) Budget C (see page 4)?

- 3a- Why do you think this budget would be most likely to help you understand how your school district planned to spend your money? (PROBE!)

Anything else?

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3b- Next Most

- 3 Budget A
- 2 Budget B
- 1 Budget C
- 0 No difference
- 9 DK, NA

Which budget would next most likely help you understand how your school district planned to spend your money?

(ASK OF EVERYONE)

4 - \_\_\_\_\_

May I ask which daily newspaper, or newspapers, if any, came into your home either yesterday or today?

5 - \_\_\_\_\_

What weekly newspaper, or newspapers, if any, came into your home last week, or anytime last month?

- 6 - 2 Yes
- 1 No (Skip to Q. 10)
- 9 DK, NA (Skip to Q. 10)

Some newspapers in Oregon print budget notices prior to bond elections while others do not. Do you happen to recall seeing any budget notices printed within the past six months, or not?

- 7 - 3 Thoroughly
- 2 Glance
- 1 Skipped (Skip to Q. 10)
- 9 DK, NA (Skip to Q. 10)

Did you happen to read the budget information thoroughly, just glance at it, or skipped it altogether?

- 8 - 3 Continue (Skip to Q. 9)
- 2 Changed (Go to Q. 8a)
- 1 Discontinue (Skip to Q. 9)
- 9 DK, NA

Do you think the budget notices appearing in the newspaper should be continued, continued but changed, or discontinued?

- 8a- In what way or ways should this budget information be changed? (PROBE!)
- 

Anything else?

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- 9 - From what you know or have heard, why or for what reason is a budget summary published in your local newspaper? (PROBE!)

Anything else?

I have a list of statements that have been made lately about school budgets. As I read each one, will you please tell me quickly if you think it is true or false? First...

	<u>True</u>	<u>False</u>	<u>DK, NA</u>	
10 -	0	1	9	A school superintendent is a member of the school board.
11 -	1	0	9	The school budget committee is composed of members of the school board plus an equal number of citizens.
12 -	1	0	9	Property taxes support more than half of your school district's operating costs.
13 -	0	1	9	A school's tax base and tax levy mean the same thing.

---

And now, a few true - false questions about county government. First...

	<u>True</u>	<u>False</u>	<u>DK, NA</u>	
14 -	1	0	9	County commissioners serve on the county's budget review committee.
15 -	1	0	9	Property owners have the right to appeal the assessed valuation of their property.
16 -	0	1	9	All monies supporting county government come from property taxes.
17 -	0	1	9	Monthly expenditures for the county are published in your local newspaper as a public service.

Finally, one or two additional questions about your county government...

18 -	3	5	7 (DK 9)	How many county commissioners are there for your county -- three, five or seven?
19 -	6	10	12 (DK 9)	How much can county government legally increase the tax base without a vote of the people? -- 6, 10 or 12 percent?

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20 -	2	Registered	May I ask if you are presently registered to vote in Oregon, or not?
	1	Not regist. (Skip to Q 22)	
	9	DK, NA	
<hr/>			
21 -	2	Voted	Some people voted in the last election concerning school budgets while others didn't have a chance. Did you happen to vote in the last school budget election, or not?
	1	Not vote	
	9	DK, NA	

- 22 - 3 Lot                      How much, if any, do you discuss school or county budgets  
       2 Quite a bit            with others outside your immediate household -- a lot,  
       1 Little                 quite a bit, a little, or none at all?  
       0 None  
       9 DK, NA

And now, a few questions about yourself...

- 23 - \_\_\_\_\_ Years        How many years have you, yourself, lived in Oregon?  
       99 DK, NA

- 24 - \_\_\_\_\_ Years        Approximately how long have you lived in this particular  
       99 DK, NA                community?

- 25 - \_\_\_\_\_              In which county do you live?  
       99 DK, NA

- 26 - 2 Yes, have              Do you happen to have any children in public schools in  
       1 No                        this area at the present time?  
       9 DK, NA

- 27 - \_\_\_\_\_              In which school district do you live?  
       99 DK, NA

- 28 - \_\_\_\_\_ Grade        Would you mind telling me the last grade you completed  
       99 DK, NA                in school?

- 29 - \_\_\_\_\_ Type        What type of work does the chief breadwinner of the  
       \_\_\_\_\_ Industry     household do?  
       0 Unemployed (As occupation of last job)  
       1 Retired (Ask occupation before retirement)  
       9 DK, NA

- 30 - \_\_\_\_\_ Age            May I ask your approximate age?  
       99 DK, NA

THANK YOU FOR YOUR COOPERATION

COMMENTS:

\_\_\_\_\_  
 (INT. SIGNATURE)

\_\_\_\_\_  
 (DATE)