To the Graduate Council:

I am submitting herewith a dissertation written by Charles T. Hoy entitled "An Exploratory Study of Mass Media Use Among Gay Males." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Communications.

Dhyana Ziegler, Major Professor

We have read this dissertation
and recommend its acceptance:

Barbara Moore

Herbert W. Howard

Ronald E. Taylor

Thomas C. Hood

Accepted for the Council:

Associate Vice Chancellor and
Dean of the Graduate School

AN EXPLORATORY STUDY OF MASS MEDIA USE AMONG GAY MALES

A Dissertation
Presented for the
Doctor of Philosophy Degree

The University of Tennessee, Knoxville

Charles T. Hoy
May 1997

Copyright © Charles T. Hoy, 1997
All Rights Reserved

DEDICATION

This dissertation is dedicated to my parents

Norman S. Hoy, Sr. (deceased)

and

Viola (King) Hoy

They deserve more credit than they know

ACKNOWLEDGEMENTS

My feelings about those people who have contributed to this work and the eventual attainment of one of my life's major goals is difficult to express. A hearty thank-you must be extended to the people who participated in this research project. The difficulty encountered in recruiting people to complete the diaries makes the contribution of those who did participate even more special.

I must also give acknowledgment to two of my fellow students, Terence Scott and Mary Kathleen Latham. They often served as sounding boards for ideas and as listeners to gripes about my work. Friendships like this are valuable and I value theirs.

The committee of professors assembled to guide me through this project deserve a special thanks. As was probably the case in most research projects, each committee member assumed a different role. Dr. Ron Taylor spent many moments just hearing me out and offering invaluable suggestions. I felt as if I had found a home from his insight and enthusiasm for qualitative research.

Dr. Herbert Howard assisted with the creation of the diary instrument used in this project and was always helpful in where to go next. No matter how busy, Dr. Howard was always available for consultation or just to talk.

Dr. Barbara Moore always had an encouraging word particularly during the bleak periods. Those bleak periods were many and her words of encouragement appreciated.

Dr. Thomas Hood in sociology was always enthusiastic about my work constantly offering direction and references. The independent readings taken with Dr. Hood remain one of the most interesting courses I have ever taken and a great learning experience. For me, the readings he suggested brought the entire course of my doctoral study into focus.

I thank my family for their patience with me. Although they may not always understand me they stood by me and provided me both sympathy

and consolation and at times even money. I particularly want to express thanks to my sister Harriet Rudy. Also of importance, my son Nicholas provided me with competition. Though he won, we both came out winners in the end.

Love and gratitude are expressed to both my partner and proofreader Daniel Cowden. Though he often did not understand what I wrote, he had the patience I did not to read and reread my work and point out the corrections needed. He agonized with me over the rewrites and shared my elation at the completion of this project. Also, he provided both emotional and financial support when it seemed as if this project would never end.

A great debt is owed to Betty Bradley, the hard working assistant to Dr. Howard. She always went above and beyond what was required in not only seeing I made it through the program but that all doctoral students survive. She is owed so much by so many.

Lastly, I must thank my committee chairperson, Dhyana Ziegler. Dr. Ziegler was not only my chairperson, but she was also a mentor and more importantly a friend. Though often busier then a kite flyer in a tornado, she always made time to listen and provide direction and guidance. From the coffee and donuts (cream and sugar with a chocolate frosted cake) to the numerous lunches she was there. Out of the many things discussed one resonated within my head. As Dhyana was running off to one place or another she always said: "Don't worry, we'll get you through." I would be lying if I said I didn't worry, and she would know it. As always she was right there was no need to worry. Because if you have picked up this research study and are reading it you too will know she got me through. Thanks Dhyana!

ABSTRACT

Among the many different mass media audiences studied, knowledge about the gay and lesbian audience was lacking. This project's goal was to provide a study of mass media use among gay males. The group studied consisted of gay male college students and non-students.

The uses and gratifications research approach to mass media audiences consists of several theoretical paradigms. Lazarsfeld's paradigm for audience studies was primarily used. Lazarsfeld's first step that required a description of the audience based on frequency tables was used. Other literature reviewed included: gay and lesbian images shown in media over the past five years. Over time, these images gradually became less stereotypical. There was literature on queer theory and gay and lesbian audiences and their relationship to this project.

A diary/survey instrument was used to gather the data. The original sample was composed of members of lesbian, bisexual and gay student groups from universities around the country. Due to a low instrument return rate the sample population was expanded to include members of a gay male social group in Knoxville, Tennessee.

Results of this diary/survey of media use indicated a group who primarily used media in the privacy of their home or car. Media use among the group participants was fairly equal across days of the week. Entertainment was the primary reason this group used electronic media such as broadcasting and radio. Print media was used primarily for information.

As an exploratory study of gay and lesbian media audiences this project raised more questions than it answered. The use of individual media by this group needed more in-depth study. Particularly why the media was used. Other studies proposed included comparing media use between gays and lesbians and other groups. A study needed to be done

exclusively on lesbian media use. Gay and lesbian audiences were difficult to study due to their invisibility, but there is a great deal of knowledge to learn about this audience subgroup. Future researchers may make use of this study as a first step in building a body of knowledge about gay and lesbian media audiences.

TABLE OF CONTENTS

CHAPTER

I. INTRODUCTION:
- Introduction 1
- Overview of Gay and Lesbian Mass Media Images 4
- Advertisers Targeting Gays and Lesbians 5
- Gay and Lesbian Market 6
- Statement of the Problem 8
- Research Questions 8
- Significance of the Study 9
- Study Limitations 11
- Definition of Terms 13
- Organization of Chapters 15

II. LITERATURE REVIEW:
- Introduction 16
- Uses and Gratifications Studies 16
  - Introduction 16
  - Criticism of Uses and Gratifications 17
  - Lazarsfeld's Uses and Gratifications Research 18
  - Herzog's Uses and Gratifications Studies 19
  - Lasswell's Uses and Gratifications Study 21
  - Charles Wright's Uses and Gratifications Paradigm 22
  - Palmgreen and Rayburn 23
  - Rubin and Windahl 24
  - Other Uses and Gratifications Research 25
  - A Selection of Uses and Gratifications 27
- Queer Theory Literature 32
- Gays and Lesbians and the Mass Media 37
- Gay and Lesbian Mass Media Images 1990 - Present 39
  - Introduction 39
  - Television 40
  - Film/Video 50
  - Print 54
  - Miscellaneous 57
- Gay and Lesbian Audiences 63
- Interactive and Interpretive Community Studies 64
- Mass Media Audiences 65
  - Introduction 65
  - Television 66
  - Other Media 68
  - Newspapers 68
  - Radio 68
  - Film 69
  - Books 69

III. RESEARCH METHODS:
- Introduction 70
- Diaries 70
- Sampling 72
- Diary/Survey Instrument 75
- Relationship of Instrument to Theory 78
- Analysis 78

IV. RESULTS: 80
Introduction . . . 82
Instrument Survey Questions . . . 82
Participant Demographic Information . . . 86
Survey Questions on Television Viewing . . . 88
Survey Questions on Radio Listening . . . 90
Survey Questions on Film/Video Use . . . 90
Survey Questions on Book Reading . . . 91
Survey Questions on Periodical Use . . . 94
Survey Questions on Gay/Lesbian Media Use . . . 94
Survey Questions on Recorded Music Use . . . 96
Instrument Diary Questions . . . 96
Diary Questions on Television . . . 104
Diary Questions on Radio Listening . . . 109
Diary Questions on Periodical Reading . . . 114
Diary Questions on Film/Video Viewing . . . 118
Diary Questions on Book Reading . . . 120
Correlations of Diary and Survey Questions . . . 123
Comparison of Students With Non-students . . . 123
Introduction . . . 124
Results of t-tests . . . 126
Review of Diary/Survey Instruments . . . 126
Introduction . . . 126
Review of Combined Instruments . . . 128
Review of Individual Instruments . . . 153

V. DISCUSSION: 153
Discussion . . . 153
Discussion of Research Questions . . . 158
Overview of Results . . . 159
Comparison to Society . . . 160
Relationship to Theory . . . 167
Conclusions . . . 169
Recommendations for Further Research . . . 172

REFERENCES: . . . 209

APPENDICES:
APPENDIX A: Tables . . . 253
APPENDIX B: Figures . . . 276
APPENDIX C: Diary/Survey Instrument . . . 300
APPENDIX D: Statement of Confidentiality . . . 302
APPENDIX E: List of Lesbigay Student Organizations . . . 321
APPENDIX F: Letters . . . 328
APPENDIX G: List of Variables and Categories . . . 355

VITA: . . .

LIST OF TABLES

TABLE		PAGE
1.	Hours Watching TV Daily	210
2.	Where is TV Usually Watched	210
3.	Daily Hours Listening to Radio	211
4.	Location of Radio Listening	211
5.	Number of Films/Videos Viewed Monthly	212
6.	Number of Books Read Monthly	212
7.	Number of Books Read Yearly	213
8.	Number of Periodicals Read Weekly	213
9.	Number of Periodicals Read Monthly	214
10.	Number of Newspapers Read Daily	214
11.	Titles of Television Programs Viewed	215
12.	Day-of-the-Week Television Viewing Occurred	219
13.	Average Time Spent Watching Television Program	219
14.	Why Television Was Watched	220
15.	Location Where Radio Listening Occurred	221
16.	Time Spent Listening to Radio	221
17.	Radio Listening by Day-of-the-Week	222
18.	Reason for Listening to Radio	223
19.	Titles of Periodicals Read	224
20.	Time Spent Reading Periodical	226
21.	Day-of-the-Week Periodical Was Read	226
22.	Titles of Films/Videos Viewed by Participants	227
23.	Location Where Film/Video Was Viewed	229
24.	Reason Why Participant Viewed Film/Video	230
25.	Titles of Books Read	231
26.	Where Book Was Obtained	232
27.	Location Where Books Was Read	232
28.	Reason Why Book Was Read	233
29.	Correlation of Media Use and Survey Data for Gay Males	234

LIST OF FIGURES

FIGURE		PAGE
1.	Ethnic Background of Participants	254
2.	Radio Format Favored by Participants	255
3.	Use of Gay and Lesbian Media	256
4.	Types of Gay and Lesbian Media Used by Participants	257
5.	Correlation of Network/Cable Channel Viewed and Television Program	258
6.	Favorite Radio Format	259
7.	Correlation of Where Did You Listen and How Long Did You Listen	260
8.	Correlation of Why Did You Read This Publication and Time Spent Reading	261
9.	Correlation of Why Did You Read This Publication and How Was Periodical Obtained	262
10.	Film Ratings of Films Viewed by Participants	263
11.	Correlation of Why Did you View Film and Film Comments	264
12.	Correlation of Where Book Was Read and Publication Title	265
13.	Correlation of Why Did You Read This Publication and Favorite Musician	266
14.	Correlation of Films Viewed Monthly and Music Purchased Monthly	267
15.	Correlation of Why Did Your Read This Publication and Gay/Lesbian Media Used	268
16.	Correlation of Why Did You Read Periodical and Daily Hours Spent Watching TV	269
17.	Correlation of Books Read Monthly and Films Viewed Monthly	270
18.	Correlation of Periodicals Read Monthly and Periodicals Read Weekly	271
19.	Correlation of Own Video Recorder/Player and Owns Television	272
20.	Correlation of Where TV Was Watched and Owning a Television	273
21.	Correlation of Music CD'S/Tapes Purchased Monthly and Books Read Monthly	274
22.	Correlation of Age and Student/Non-Student	275

CHAPTER I

INTRODUCTION

INTRODUCTION

Research on mass media audiences has been conducted for years. In the 1920s several studies were commissioned on audiences and mass media. These studies were known as the Payne Fund Studies. Their purpose was to discover relationships between audiences and mass media particularly media effects on children. The studies looked at many different aspects of audiences from morals to health (Lowery and DeFleur, 1988, pp. 33-40).

Many other audience research projects were undertaken in the decades following the Payne Fund Studies. These projects have looked at uses and gratifications of mass media by audiences, the composition of audiences, as well as many other different types of audiences. In fact mass media audience research seems to have been done almost continuously since the inception of mass media. Corporations such as Arbitron, Nielsen and others survey mass media audiences frequently. These research corporations divide the audience into categories by age, gender, ethnicity, economic status and other categories. The information gathered by researchers proves profitable when sold to an ever increasing number of advertisers and media outlets who use it to make marketing and programming decisions.

During the late Twentieth Century the number of media outlets increased, splintering the mass audience into smaller groups. A review of television guides provided a view of the many different formats targeting specific minority and audience segments. There were channels such as "Food TV," "Court TV," "The Outdoor Channel," "Home Shopping Channel," "Black Entertainment Television," "Music Television," "The Cartoon Network," "Spanish Information Network," and "Gay TV." Research concerning how these segmented audiences use mass media and why is needed, as these channels divide audiences into ever more specific

groups. Both marketing and media use research is required in order to provide information to both advertisers and mass media programmers on these audience segments. Many advertisers and programmers have commissioned their own research studies.

This segmentation of the audience, or the splintering of the mass heterogeneous audience into more homogeneous groups, has also led media outlets to pursue narrowcasting with greater specificity. Narrowcasting is the programming of media outlets with material targeted to a narrow segmented audience group. Many of these segmented groups such as African-Americans, Hispanics, and Asian-Americans are being targeted for ever more selective advertisements through programming targeted at them. As a result these audience groups are now being targeted by researchers. Referring to audience segmentation in the broadcasting industry, Wick (1989) stated:

> ..., increased competition for the viewing public in an increasingly congested marketplace may prompt some broadcasters to consider developing program formats suited to audience segments instead of the mass market.

Kielwasser and Wolf (1992, pp. 364-365) concluded audience studies of one narrow audience group benefited other groups. In other words studies of one group were applicable to other groups. However, they did not propose audience studies be limited to one group.

A survey of academic audience research reflected studies of many narrow audience groups. Studies were found on African-Americans, women, men, children, adolescents, Asian Americans, Hispanics and even police officers. Many media organizations use this and other research information to target programming to these audiences.

However, one audience segment that was missing from this audience research mix on media use was comprised of gays and lesbians. As Larry Gross (1994) stated:

> Finally, in addition to studies of the people and the institutions responsible for producing the images of lesbian and gay people that are absorbed by millions in this country and beyond, we need more studies of how actual audience members, gay as well as nongay, interpret

and respond to these messages.

> In the case of lesbian and gay characterizations in the mass media, there is even less reason to assume that 'general' audiences would be moved to adopt oppositional decodings, but this is an empirical question worth asking. In the case of lesbian and gay audiences we have even less research evidence available, but these questions are well worth pursuing.... The challenge of understanding the responses of lesbian and gay viewers to network television and to other media as well - MTV, independent lesbian and gay film, pornography - should provide more than enough terra incognia to tempt adventurous explorers.

Additionally, Fejes and Petrich (1993) wrote:

> Finally, the reception studies on gays and lesbians, though few, provide a start in understanding how gays and lesbians can live and create in a society that denies them their humanity. No doubt some have been able to develop complex interpretive strategies for mainstream media texts that affirm their identity while blunting the heterosexist bias of the media. But, as Gross (in press) points out, we know very little empirically about the oppositional readings of gays and lesbians, much less the readings given by the heterosexual audience to gay or lesbian images. Commitment to any one methodological perspective is far less important than developing a body of knowledge that would have relevance in real life and that would strengthen an affirmative sense of identity and community in all its diversity and creativity.

Both Gross and Fejes and Petrich referred to gay and lesbian media images. Positive images were important to minority audiences. This is because they helped define a minority group's relationship to mainstream society as well as helping to define themselves. Many minority audiences sought programming supporting a positive image of their group.

One researcher found images of gays and lesbians less than ideal, perfect or positive. Howes (1993, p. xi) provided a view of the gay and lesbian images produced by British broadcasters:

> Television and Radio throw out irreconcilable differences at us all the time; controversy and name-calling, shock tactics, daggers drawn. But essentially they aim for consensus, and letting sleeping dogs lie. Less airtime is made available for gradations of opinion, subtleties of emotion and feeling, crossovers of sense and sensibility. Perhaps this explains why, among not a few lesbians and gay people, broadcasting (by which most mean television) is viewed with the weary suspicion of the oft-seduced and oft-abandoned.

> The huge space of time broadcasting needs to fill - coupled with the extreme potency of a section of society whose lives and behaviour are (or were until very recently) secret, off limits and condemned - mean that, per head of the gay population at least, certain aspects of the homosexual's lot are rarely off the sound and vision channels. The picture, so runs the litany, is skewed. Even the best intended programmes emerge as partial, defended by clauses and asterisks, unrepresentative of the 'normal', 'ordinary' lesbian woman or gay man living in Basildon, Essex or Swansea, Wales or, for that matter, Peoria, Illinois or Dubbo, Australia.

The above words were from the preface of Broadcasting It. This was Keith Howes' voluminous encyclopedia on gay and lesbian broadcast images. Howes' words were applicable to American broadcasting and its population of gay and lesbian people. As Howes stated: "or for that matter, Peoria, Illinois."

OVERVIEW OF GAY AND LESBIAN MASS MEDIA IMAGES

There Is a large body of literature dealing with gay and lesbian media portrayals. An earlier article provided a history of gay male portrayals on prime-time television programming up to that time (Hoy, 1984). Fejes and Petrich provided a more recent study (1993). Concerning television entertainment programming, they found gay and lesbian images problematic. When gays were represented they were secondary or occasional characters (Ibid., p. 401-402). Fejes and Petrich also stated mainstream press heterosexized gays and lesbians. This was accomplished by obscuring portions of the gay and lesbian identity, behavior and culture (Ibid.).

Larry Gross (1991, p.20) wrote about the invisibility of gays and lesbians and how problematic they were for mainstream media. Because gays and lesbians were a threat to the natural order of things it affected how media depicted this group. These depictions had an effect on how society and members of this minority group viewed homosexuality (Gross, 1991, p. 20). Writing about television, Gross (1991, p. 31-32) stated:

> ...it is no surprise therefore that gay characters have mostly been confined to television's favorite problem-of-the-week-genre, the made-for-TV movie, with a very occasional one-shot appearance of a gay character on a dramatic series (examples include episodes of 'Lou Grant,' 'Medical Center' and 'St. Elsewhere,' among others). Continuing gay characters tend to be so subtle as to be readily misunderstood by the innocent (as in the case of Sidney in 'Love Sidney,' whose homosexuality seemed to consist entirely of crying at the movies and having a photo of his dead lover on the mantlepiece), or confused about their sexuality and never seen in an ongoing romantic relationship (as in the case of the off-again-on-again Steven Carrington in 'Dynasty,' whose lovers had an unfortunate tendency to get killed).

Corless Smith (1991) found differences in how television program genres portrayed gays and lesbians. The author concluded situation comedies were more likely to have images of gays and lesbians, but many of these images were the target of humor. This in turn provided society with an image of gays and lesbians as people to be laughed at (Smith, 1991).

These problematic media images of gays and lesbian show how difficult it is for gays and lesbians to find positive images of homosexuals. It is not fully known whether gays and lesbians are even viewing these problematic images of themselves. Uses and gratifications research of the gay and lesbian audience may provide some answers to this question. Additionally, this type of research may prove beneficial to advertisers.

ADVERTISERS TARGETING GAYS AND LESBIANS

For whoever the advertiser and whatever the product, an expanded knowledge of gay and lesbian mass media audiences may serve to improve the efficiency of advertising purchases targeting this group.

For many advertisers, purchases of media time to reach gay and lesbian audiences are performed with little or no information about the demographics or socio-economic status of the gay and lesbian audiences (Johnson, 1994). As some media buyers are aware, to reach a gay audience advertising space is purchased in gay media like The Advocate,

Out, and Genre. Other than some disputed numbers provided by select marketing companies, little is known about gay media audiences (Ibid.).

Advertisements using gay themes and targets are no longer limited to gay and lesbian media (Horovitz, 1994). The recent airing of an advertisement for the furniture retailer Ikea on mainstream television used two gay men. One advertising person thought other advertisers may follow Ikea's lead. As Horovitz (1994, p. D6) stated:

> Danzig expects that advertisers from airlines to financial services may eventually follow Ikea's lead and feature identifiable gays in TV ad campaigns. Until now, only a handful of major advertisers have acknowledged the gay lifestyle in ads - but almost exclusively in print campaigns, where the impact is usually far more subdued.
>
> Firms like Benetton, Banana Republic and Calvin Klein have all used gay imagery in ads placed in mainstream publications. At the same time, more than a dozen major advertisers-including American Express and Apple Computer-have gay-targeted ads running in popular gay and lesbian publications.

Concerning studies of gays, lesbians and the media and how they benefited humankind, Kielwasser and Wolf (1992, 364-365) stated:

> For more than the status of gays and lesbians is at issue here, of course. All factions of U.S. society-and of the global village-stand to benefit from a fuller appreciation of homosexuality (and the reduction of heterosexism and homophobia).

Kielwasser and Wolf's research indicated everyone stood to benefit in a reduction of homophobia by an increased knowledge about gays and lesbians. This included knowledge about gay and lesbian mass media use and gratification.

GAY AND LESBIAN MARKET

Part of the increased visibility of gays and lesbians in mainstream mass media is due to a shift in attitudes about homosexuality and recognition by advertisers of the lucrative gay and lesbian market. One advertising agency carved out a niche for itself by representing companies who wanted to reach the gay and lesbian audiences. Mulryan/Nash found the gay and lesbian segment of the United States

population was somewhere between ten and twenty million people depending on whose research the figure was based upon.

Mulryan/Nash produced two brochures concerning gay markets and advertising. The first brochure is "Reaching the Gay Market." According to this brochure, the profile of the average gay person is as follows:

a. Lives in an urban area, often with a domestic partner.

b. Spends more on clothing and home furnishings.

c. Has pets instead of children.

d. Frequently entertains and has dinner parties.

e. Goes out to dinner more often, drinks more often, and rents more movies.

f. Stays informed on current events and gay issues.

g. Belongs to a gay organization.

h. Seventy-eight percent have household incomes over $30,000.

i. Forty two percent have household incomes over $60,000.

j. Donates money to gay and AIDS causes (Mulryan/Nash, 1994, p. 10).

In their second brochure "Advertising Spending in the Gay Press," Mulryan/Nash reviewed the gay press. They found the gay press has a circulation of 1.5 million and a readership of 4 million (Mulryan/Nash, 1994 Jun. 1, p. 6). According to an April 1994 study undertaken by the advertising agency, the following companies have advertised in either the national, local or regional gay press: Virgin Atlantic Airways, BMW, Volkswagen, Ford, Chevrolet, and other auto makers, Budweiser, Coors, Miller, Harper Collins, Chemical Bank Merrill Lynch, Cellular One, Century 21 as well as a host of other companies from the travel to the telecommunications industry.

One of the biggest events for gay characters occurred in 1994 when Ikea, the Swedish furniture retailer, used a gay couple in a television ad. The ad appeared March 30th in New York City, Philadelphia and Washington, D.C.. Some criticized the commercial as stereotypical by

showing homosexuals as knowing more about interior decorating. The intentions of the agency that developed the ad, Deutsch, Inc. was to represent gays as part of the broader spectrum (Gallagher, 1994 May 3, pp. 24-27).

These articles support the justification that companies and advertisers seek to include gays and lesbians as a unique marketing niche. Mulryan/Nash represents many of these major mainstream companies that seek to market to the lucrative gay and lesbian consumer market.

STATEMENT OF THE PROBLEM

The purpose of this research is to explore the use of mass media among a group of gay males and examine why they use this media. Among the media studied are television, radio, periodicals, films/videos and books. Specifically, this project seeks to describe mass media use among a group of gay males.

Lazarsfeld's first step in uses and gratifications research is the development of an audience description. From this description comes conceptualization and work on the theoretical level (Lazarsfeld, 1940, p. 64). This project's purpose is to accomplish Lazarsfeld's first purpose in uses and gratifications research and provide a description of mass media use among a group of gay males. An additional purpose of this study is to determine why a group of gay males use mass media. This study is just one step toward research on gay and lesbian mass media audiences. Several studies will be required to acquire substantial knowledge and to learn about this audience segment's media use.

RESEARCH QUESTIONS

As previously stated, the purpose of this research is to explore the use of mass media among a group of gay males and examine why they use this media. Because of the lack of research in this area, this

study offers no particular hypotheses but instead seeks answers to the following questions:

1. What mass media did a group of gay males use?
2. How frequently did they use different mass media?
3. How much time did they spend with mass media?
4. How a group of gay males felt about their mass media use?
5. How mass media use differed within a group of gay males?
6. Why, or for what purpose, were they selecting or using the media they did?

Before proceeding with finding answers to these questions it is first necessary to review those research projects that have already looked at the gay and lesbian audience.

SIGNIFICANCE OF THE STUDY

Howes talked of the weary suspicion with which gays and lesbians viewed media, particularly television (Howes, 1993). Only four research studies could be found to offer any support to Howes' statement.

One study was by Sean O'Neil (1981). O'Neil explored how agents of socialization affected a person's acceptance and eventual self-identification as gay. A portion of O'Neil's study dealt with the role media played in the construction of a gay identity. It did not deal specifically with mass media use and gratification.

Cohen (1991) examined "how a gay sexual orientation as a sociocultural identity was made relevant in meaning." The researcher reviewed comments made by both heterosexuals and homosexuals exposed to the teleplay, "Tidy Endings," by Harvey Fierstein. According to Cohen the play dealt with, "...comparison of a heterosexual and gay love relationship." Cohen's study exhibited a difference between homosexual and heterosexual interpretations of the play and the meaning each gave it. Its theoretical perspective came from the interpretative communities' paradigms and not uses and gratifications.

Hoy, Ziegler and Johnson (1995) explored differences between heterosexual and homosexual reactions to a gay radio program. Like the Cohen study, this one used a specific program. Though it explored radio use among the research participants, the findings were not generalizable to a broader audience. The research was limited to the focus groups exposed to one episode of one gay radio program.

The fourth study, by Kielwasser and Wolf (1992) examined how mainstream television affected the gay and lesbian subculture and the development of gay adolescents. While dealing with the mass medium of television, Kielwasser and Wolf avoided a sampling of gay and lesbian adolescent audiences by using a critical approach to their study.

These studies were important because they added to the body of knowledge about gay and lesbian media audiences. However, these studies researched only one program or they used a socio-psychological perspective. They did not explore the gay and lesbian audiences' uses of mass media nor the gratifications it affords. These studies represented a beginning in the creation of a body of knowledge about gay and lesbian mass media audiences.

As previously cited, researchers have studied gay and lesbian media portrayals. However, insufficient research exists on gay and lesbian audiences' mass media use. Insufficient knowledge also exists about this group's reasons for using media. Motivations and gratifications, as well as textual readings of programs watched by gay and lesbian people may be unique (Fiske 1986). This research proposes to contribute to the knowledge contained in the four previously cited studies on gay and lesbian mass media audiences. Unlike the other studies this one takes a uses and gratifications approach. Further, this project may have serve to complement the knowledge acquired in previous studies on gay and lesbian media images and interpretive readings of media texts.

Summarizing, several factors justify a study of gay and lesbian

mass media audiences. There is the concept of social justice in learning more about mass media audiences particularly that of an overlooked section of society. Research such as this may provide potential advertisers with information about mass media use among this sought after lucrative market segment. This is information that is currently lacking. Another reason for studying this group is to provide mass media outlets information about a segment of their audience. Further, this research have may serve to complement research on interpretative communities and media images as they interrelate to audiences.

STUDY LIMITATIONS

The first and greatest limitation of this study is its lack of a population obtained through random sampling. Since there is no listing of the gay and lesbian population in this country, it is impossible to obtain a random sampling of this group.

The original sample of gay male college students was an attempt to obtain a homogeneous group of gay men. Due to the abysmal diary/survey return rate, this strategy failed. Expanding the sample to a local gay social group in Knoxville, TN. increased the diary/survey return rate to a usable level at a cost of homogeneity among the participants.

Another of this study's limitations is that the results are not generalizable to the larger gay and lesbian population. However, the results may be used as a stepping stone to a study with greater generalizability. Though the sample is not random nor generalizable, it is one of the first projects undertaken that looked at mass media use among gay males.

Another limitation of this study is the completion of the diary by the participants. Optimally, completion of the diaries should have occurred concurrently with each other. With their geographical dispersion and the difficulty in getting enough survey instruments

returned, it was impossible to ensure concurrent completion of the diaries. While this is a limitation, it is not considered a major one. The information obtained in the diaries/surveys was usable in that it provided a means for describing the uses and gratifications of mass media among a group of gay males.

Due to the many problems encountered in gathering enough diaries to make a viable sample, it was necessary to address this issue here. Several problems seemed to be at work. First, was the problem of the diary distribution. Originally, the use of college students seemed an excellent idea in order to achieve some homogeneity among the participants. Many students and lesbigay student leaders communicated good intentions of interest and a willingness to voluntarily help with this project. Unfortunately, as the saying goes, "the road to hell is paved with good intentions." Obviously, other items were of greater importance to these students or they feared being identified publicly as gay. Even the promise of money would not encourage greater participation.

Second was the problem of identifying a sample of gay and lesbian people to survey. It is an invisible minority. This minority also has a great deal of stigmatism attached to it by mainstream heterosexual society. Therefore, many people did not want to participate for fear of being exposed as gay or lesbian. An example of this occurred when trying to expand the sample population beyond students. This study placed notices in the church bulletins and newsletters of the Metropolitan Community Churches (aka the gay church) of Knoxville, Tennessee and Shreveport, Louisiana. The notices promised a five dollar donation to the church for every completed diary. There were no takers.

Though these limitations were considerable, they did not need to distract from this project's accomplishments. The main accomplishment of this study was the first attempt to study this "closeted" and at times "difficult to define population" of gays and lesbians. If

anything was accomplished, it was the opening of a door to the viable inclusion of a societal subgroup in uses and gratifications studies.

DEFINITION OF TERMS

Bisexual: a person who identifies with having the attributes of both gays and heterosexuals and engages in relationships, including sexual, with males and females.

Cinema: denotes any film/movie released theatrically. Film/movie may be used synonymously.

College student: defined as any person enrolled in an undergraduate program at a four year school.

Coming out: term used to denote the process of revealing one's gay self-identity to others including family, friends and acquaintances. As this was a process, a person may be at any one of several stages of gay-self identity/revelation.

Cross dresser: a person, regardless of sexual orientation, who dresses in clothes usually worn by people of the opposite gender.

Drag queen: a person who cross dresses for entertainment reasons.

Gay: as a noun refers to homosexuals who share social and psychological attributes such as positive self-identity (as far as their sexual orientation is concerned); and as an adjective should modify only such nouns as are consistent with the future explicated psychological and socially-oriented qualities (Donovan, 1992, p. 41).

Gay identity: recognized as that portion of individual self-concept

based upon one of the several models of disclosure of sexual-orientation as homosexual.

Gay media: used to denote any mass media, such as magazines, radio and television programs, cinema, music and books targeted to a homosexual audience. Examples would be The Advocate, Christopher Street, "Gay Cable Network" and "This Way Out." This mass media may be produced by either heterosexuals and/or homosexuals/gays and lesbians.

Heterocentrist: a hegemonic term used to denote control of the culture, including media by those who define their sexual orientation as heterosexual.

Heterosexual: a person who primarily has sexual and emotional relationships with a person of the opposite gender.

Homophobic: a term to denote hatred and bigotry directed against gays and lesbians. May be used synonymously with homohatred.

Homosexual: a psychological clinical term used to define a person who primarily had sexual relationships with a person of the same sex. Such persons may or may not have identified with being gay.

Interpretive community: 'Community' therefore referred to commonalities of purpose and practice, even though members of a community need not be symmetrical or homophilic in their power or knowledge or roles (Lindlof, p. 92).

Lesbian: used to denote females who were gay. A separate term was used due to the differences, based upon gender experiences, between homosexual males and females.

lesbigay: an acronym used to refer to lesbian, bisexual and gay people.

Queer theory: a term used to denote theories applying to gays and lesbians such as the models of gay identity, interpretive community, culture and lifestyle.

Straight: term used synonymously with heterosexual.

ORGANIZATION OF CHAPTERS

Chapter One: Introduction. This chapter introduces the topic to be studied. It stated the problem and why this study is significant. Additionally, it provides the research questions this study seeks to answer, limitations of the study and a definition of terms used in the narrative.

Chapter Two: Review of Literature. The literature (books, journals, periodicals, etc.) for this project is divisible into several broad groups and subgroups. The categories into which the literature divided into, are gay and lesbian media images, television audience research, uses and gratifications research and queer theory. Some literature crosses group divisions, such as articles on gay and lesbian media audiences, or gay and lesbian textual (interpretive) readings of media.

Chapter Three: Research Methods. The chapter on research methods discusses the method used to gather and analyze the data. The method used is a combination of a diary and survey. It further details selection of the sample participants.

Chapter Four: Results. This chapter analyzes the collected data. It detailes the results obtained from the coding of the data in both the diaries and surveys.

Chapter Five: Discussion. Chapter five discusses the meaning and importance of the data results. A summary of the project is provided.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

This chapter reviews the literature relevant to this research. This literature included the study's theoretical perspective and related studies on gays and lesbians and mass media.

Uses and gratifications was the main theoretical perspective used for this project. A more thorough review of this mass media theoretical area follows. This review includes studies going back to the early 1940's quiz programs, (Hertzog, 1940) and soap opera viewing, done by Hertzog, (1944), to Palmgreen and Rayburn's uses and expectancy approach, (1984).

USES AND GRATIFICATIONS STUDIES

Introduction

The main theoretical or methodological perspective used as the basis for this project was uses and gratifications. Blumler found uses and gratification researchers shared an elementary set of concepts. The most noted of these was that of an active audience who seeks out media for their own purposes (Blumler, 1979, pp. 11-12).

Under the uses and gratifications paradigm the audience did not just sit idly by allowing media messages to pass over them like one wave after another. Instead the audience only used those media that served a purpose in their lives. For example having watched a situation comedy on television for entertainment. Another example might have been to read the newspaper for information about a candidates in an upcoming election. Summarizing the audience used media to fulfill some need.

Uses and gratifications borrowed from the areas of sociology and psychology. From sociology came functionalism and structuralism. Psychology provided theories on behavior, motivation and needs. This

resulted in a large body of literature about this mass media theoretical perspective.

It was beyond the scope of this paper or any paper to attempt to cover all of the literature available on uses and gratifications. To adequately provide a review of all the literature in this area would have required far more to be written than was needed for this project. Therefore the review of the uses and gratifications literature was limited to the paradigms proposed by various researchers to follow when conducting research using this theory of mass media. The review of this literature was begun with criticism of uses and gratifications.

Criticism of Uses and Gratifications

It was recognized by Blumler and other researchers uses and gratifications was not one theoretical perspective but an umbrella term encompassing several different paradigms. Uses and gratifications was criticized as not being theoretical but methodological and atheoretical, (Swanson, 1977, 1979). An active uses and gratifications' researcher, Blumler stated there was no such thing as a uses and gratifications theory. He found there were many theories about uses and gratifications. These theories were numerous and often conflicting. At the same time these paradigms offered similarities among them an active audience (Blumler 1979).

The argument put forth by Blumler was that undeniably there were problems within the uses and gratifications framework. This argument made an important point. The uses and gratifications framework was invaluable in trying to further knowledge about media audiences. Its use, even when not theoretically underpinned, though empirically valid, broadened our knowledge of media audiences.

Other criticisms included uses and gratifications studies were nothing more than data collecting strategies with poorly defined concepts. Researchers have also complained the paradigm focused too closely on the individual's psychological makeup ignoring media's place

in the social structure (Lichtenstein and Rosenfeld, 1983, pp. 97-109). Still other researchers disputed one of uses and gratifications key concepts, that of the active audience (Severin and Tankard, 1992, pp. 272-274). The active audience was one that consciously selected mass media to fulfill some type of gratification (Lometti, Reeves and Bybee, 1977, pp. 321-338).

The debate about this mass communication paradigm would probably continue for years to come. Criticisms researchers have directed against this theoretical perspective were recognized. Whether this paradigm was theoretical or not must be decided by each individual. To provide a background for this study and possibly assist individuals in deciding whether uses and gratifications was theoretical a review of literature which showed the differing paradigms espoused in this research area followed.

Lazarsfeld's Uses and Gratifications Research

One of the first researchers who studied and observed how audience members used media was Paul F. Lazarsfeld, (1940). Lazarsfeld's studies included not only media use, but also the reasons for media use, or the gratifications audiences received from using media. He addressed the issue of why it was important to study who listened to what and why. Lazarsfeld suggested the importance of using this research approach when he stated:

> The advantages and limitations of using the radio for the communication of ideas has thus become especially timely since this manuscript was finished (Lazarsfeld, 1940).

Lazarsfeld gave importance to his work with this statement by showing the importance radio had obtained in society.

Lazarsfeld proposed a three level approach to uses and gratifications studies. Lazarfeld proposed that first a researcher must get a description of the audiences' media use. This included the type of media used as well as the reason for the use. Second, the researcher took the data gathered from the audience and categorized it according to

similar concepts. The third step was to use these concepts to work on the theoretical level. Lazarfeld stated the goal of this process was to obtain a frequency distribution. The distribution was used to look for differences which may have existed between different groups based on the gratifications each group received from mass media. It can be assumed by groups Lazarsfeld meant those based on various demographic factors (Lazarsfeld, 1940, p. 64).

Summary

Lazarsfeld became one of the first researchers who proposed a uses and gratifications paradigm for studying mass media use. His paradigm offered a three step process with the final goal being a frequency distribution based on group differences. The work done by Lazarsfeld and his subsequent proposal influenced other researchers of the time.

Herzog's Uses and Gratifications Studies

Among the researchers influenced by Lazarsfeld were Herta Herzog (1940, 1941) and Bernard Berelson, (1949). Harold Lasswell (1948), proposed his own schema for uses and gratifications research.

Later uses and gratifications researchers recognized Herzog for two important studies. The first was a study of a radio quiz program in Herzog's "Professor Quiz: A Gratification Study" (1940). The second was Herzog's "What Do We Really Know About Daytime Serial Listeners?" (1941).

In the "Professor Quiz" study Herzog identified several appeals (uses), each with its own gratification(s). These appeals and their gratifications were: competitive and self-esteem; identification and resentment; educational and diversified knowledge; self-rating and finding out about self; and sporting and pleasure. For example the program appealed to the audience because it allowed them to compete with the contestants. When an home listener got the correct answer before the program's contestant it gratified their self-esteem. Each gratification had sub-categories. Herzog defined the audience as being

from a lower socio-economic group.

Herzog based the conception and operationalization of the different appeals upon in-depth interviews conducted with audience members. Competitive appeal gratifications were classified into the three broad concepts of self-esteem, resentment and identification (Herzog, 1940, pp. 64-94).

Each concept was described as an appeal. Operationalization of these concepts was determined by the gratification audience members obtained from each appeal.

By definition, each of the above concepts related to the other. Competition encompassed resentment of education. The education appeal related to self-rating and self-esteem. Self-rating related to education and sporting appeals. The sporting appeal related to competition and self-rating.

It was almost as if each concept was defined using a variation of the other three. This interrelationship was so strong that the four concepts were conceivable as one. By conceiving the concepts as one, it was obvious there was no dependent or independent variable. Though the concepts were interrelated no one concept was dependent on any other.

Herzog's interest was not in measuring the extent of the appeals and subsequent gratifications, as much as it was a process of identification and labeling. Herzog's research offered no theoretical underpinning to the uses and gratifications approach to media research. Though her work may be of interest only to herself and the producers of "Professor Quiz," its applicability was extendable to more general applications that interest more people.

Summary

Herzog's research was important for its use of Lazarsfeld's working model of uses and gratifications research. Herzog's interest differed from Lazarsfeld's. She was seeking the reason behind media use in one particular group. She did this by applying Lazarsfeld's three

step approach to the audiences of the two programs she studied. From these she developed a profile of the why these programs appealed to the audience.

Lasswell's Uses and Gratifications Study

Two contemporaries of Herzog's who worked in a uses and gratifications framework were Berelson and Lasswell. Berelson examined what it meant for people to miss the newspaper. This study was conducted during a newspaper strike (Berelson, 1949). Lasswell took a more functional view of media.

In his article, "The Structure and Function of Communication in Society," Lasswell (1948) reviewed the relationship of communications to social processes. He divided these processes into structure and function. He identified the three functions of communications as: surveillance of the environment; the correlation of the parts of society in responding to the environment; the transmission of social heritage from one generation to the next (Lasswell, 1948).

In a political environment, each of the media functions of surveillance, correlation, and transmission of heritage had specialists performing each function. These specialists included diplomats, journalists and educators.

Each specialist served a different communication function in the world political order. Lasswell described this as attention in world society. This world attention process was a series of attention frames (Ibid.).

He continued dividing communications between message handling and message control centers. A message handling center was like the post office. This was a place where messages were processed and distributed. In turn message controllers were those who affected the content of communications. These included editors, politicians, creators and others.

Lasswell described people as living forms who maintained a state

of internal equilibrium by modifying the environment in the process of need gratification. He used the concept of values, which he stated are: "in reference to categories of relationships that are recognized objects of gratification" (Lasswell, 1948, p. 43).

Lasswell described efficient communication as a process that encompassed rational judgments that implement value-goals. This concept was in actuality a restatement of the uses and gratifications paradigm. It reflected an active audience through the concepts of rational judgments and gratifications as value-goals (Ibid.).

Summary

Lasswell's functional approach to media varied the uses and gratifications paradigm. No longer were audience members haphazardly using media for various gratifications but its use was dependent on their role in society. Media was used not for personal gratification but for the value it held in achieving an individual's societal goal. This in essence became gratification through media.

Charles Wright's Uses and Gratifications Paradigm

In the early 1970's researchers again began to employ the uses and gratifications approach to media studies. During the intervening period several researchers' studies were of note. Among these were Charles Wright (1960) Wilbur Schramm, et.al., (1961) Elihu Katz (1965) and Jay Blumler and Denis McQuail (1968).

At this time researchers recognized the lack of a theoretical foundation for uses and gratifications studies. Wright (1960) proposed a functional analysis theoretical approach to uses and gratifications studies. He stated both latent and manifest functions should be considered when researching audience gratifications (Wright, 1960).

Wright's proposal was specifically for mass communications. He achieved this by combining Merton's functional theory, with Lasswell's functional theory of communications. As stated by Wright he asked the formulaic question: "What are the manifest and latent functions and

dysfunctions of mass communicated surveillance (news) correlation (editorial activity) cultural transmission and entertainment for the society subgroups individual and cultural systems?" (Ibid.).

He defined the concepts in the formula based upon their function and dysfunction in the societal institution of mass communications. Wright provided a method to analyze mass communications. It was a workable method for analyzing mass communications use from society's largest to its smallest components.

Summary

Wright's paradigm brought together the disciplines of sociology and mass communication. He viewed media as a societal institution that served a function or gratified some need for each of society's components from the largest, the entire society, to the smallest component of the individual.

Palmgreen and Rayburn

During the 1980's and 1990's Palmgreen and Rayburn were just two of the researchers who led a resurgent interest in the uses and gratifications mass communication paradigm. They termed their version of this paradigm expectancy value theory. The theory was based on one previously promulgated by Fishbein. It briefly states that behavior had intentions and attitudes. These intentions and attitudes were a function of expectancy. In essence people pursued those behaviors they perceived had a positive affect on their intentions and attitudes. This was were expectancy came into play (Palmgreen & Rayburn 1984, p. 538).

Palmgreen and Rayburn applied this idea to media. Their focus was more on the gratifications portion of the uses and gratifications theory. They found that the gratifications people sought from media were a continuing function of both belief and evaluations. The idea here was people believe that when they used media this use resulted in a particular outcome. For example if a person watched the evening news for information they would have expected to be informed. If they were

the behavior was reinforced and they might have repeated it. If they were not informed they would then have evaluated their options and possibly changed behaviors (Ibid., p. 539).

Palmgreen and Rayburn stated the model for their variation of the uses and gratifications theory as:

> The products of beliefs, expectations and evaluations influence the seeking of gratifications, which influence media consumption. Such consumption results in the perception of certain gratifications obtained, which then feed back to reinforce or alter an individual's perceptions of the gratification-related attributes of a particular newspaper, program, program genre, or the like. If the expected outcome is obtained the belief is reinforced. If the level is higher or lower then expected the belief is altered with a change in motivation, (Ibid.).

This model contained several key concepts. These concepts were: beliefs, attitude, evaluations, gratifications sought, media consumption, and (perceived) gratifications obtained. Belief was the subjective probability that a media object (x) possessed some attribute or that a behavior related to x had a particular outcome. Attitude was the general predisposition to act in a consistently favorable or unfavorable manner toward some object and did not necessarily predispose a person to any specific behavior. Evaluations were the stable elements that were products of an individual's needs and value system. Gratifications sought were the valued outcome mediated the expectancy of obtaining that outcome. Media consumption was not defined, however, it was assumed. The concept of gratifications obtained was the perceived outcomes of engaging in a particular behavior such as media use.

Palmgreen and Rayburn, (1979), put forth two separate models based on the expectancy value theory. The first model's equation stated that gratifications sought was a function of beliefs and evaluations, or $GS_i = b_i e_i$. The equation for the second model was a variation of the first only gratifications obtained was added to the equation.

Schematically represented, gratifications sought were a product of beliefs and evaluations which than influence media consumption. Media consumption related to gratifications obtained, which feedback and

influence beliefs and evaluations. Depending on the level of gratification obtained, beliefs and evaluations were altered and the motivational behavior could than change.

Palmgreen and Rayburn's later model showed a direct relationship between media content and media use. There model was almost circular in that media is used to satisfy some gratification or in this model an expectancy. The media selected is based on an individuals beliefs and their ability to evaluate what media meet their expectations. Afterwards, the media selected influenced future selections by altering beliefs and evaluations possibly leading to a behavioral change.

Summary

Palmgreen and Rayburn's variation of the uses and gratifications paradigm added the concept of expectancy. It also provided a feedback mechanism based on how the expectations were fulfilled. Expectations was a synonym for gratifications. Whether expectations or gratifications both were based on an individuals beliefs and values.

Rubin and Windahl

Alan M. Rubin and Sven Windahl's model was called "The Uses and Dependency Model of Mass Communication" (Rubin and Windahl, 1986). This model looked at media's role in relationship to other societal institutions. The idea was that as people become more and more removed from society's institutions they placed greater reliance on mass media to maintain contact (Ibid.).

Rubin and Windahl discussed three media relationships. These were between society and media, the audience and media, and the audience and society. The first relationship between society and media is concerned with advertising and the consumption of goods and services. The second relationship between audience and media discussed the affect on how people used media depending on the social system. Third, the researchers stated society influenced media use by individuals through norms, values, knowledge and laws. In conclusion the authors found mass

media had an intermediary role between society's various structural elements.

One important concept Rubin and Windahl proposed was:

> Media use is the selecting, consuming, processing and interpreting of media and their content (Ibid., p 286).

This was another and the most recent model where media content had a direct bearing on media used.

Summary

Rubin and Windahl proposed a paradigm for uses and gratifications research that could be termed macro. While they were interested in the individual they were more interested in the interrelationships between media, the individual and society's institutions. The concept of an active audience was maintained only the influences on an audiences choices was broadened.

Other Uses and Gratifications Research

Schramm, et.al., used a uses and gratifications approach in their study of children and television. In their book Television in The Lives of Our Children, they wrote about the programs children viewed. They discussed what variables predicted heavy television use, and the predictors of program taste. It was one of the most comprehensive studies of children and television ever conducted.

The researchers concluded that television could have some effect on some children some of the time. They did classify how children used television from entertainment to education (Schramm, et.al., 1961).

Blumler and McQuail contributed to the uses and gratifications field with a study on how the audience used television in political campaigns and what influence it had. The researchers determined that television provided the audience with both political and non political uses (Blumler and McQuail, 1968).

Elihu Katz was a researcher, working at the forefront of communications' studies. An example of Katz's work was "On the Use of Mass Media as 'Escape': Clarification of a Concept" (Katz and Foulkes,

1965). Katz later worked with Blumler and Gurevitch (Katz, Blumler and Gurevitch, 1973-74).

Katz, Blumler and Gurevitch formulated a uses and gratifications paradigm in the early 1970s. This paradigm stated:

> The social and psychological origins of needs which generate expectations of mass media or other sources, which lead to differential patterns of media exposure (or engagement in other activities), resulting in need gratifications and other consequences perhaps unintended ones (Katz, Blumler and Gurevitch, 1973-74, p. 510).

From this paradigm can be seen the early seeds for the model used by Palmgreen and Rayburn. These three researchers discussed expectations leading to patterns of use. This use than satisfied a need.

Karl Rosengren expanded upon this same paradigm with his own. Rosengren stated:

> Certain basic human needs of lower and higher order, under interaction with differential combinations of intra - and extra-individual characteristics, and also with the structure of the surrounding society, including media structure, result in differential combinations of individual problems being more or less strongly felt, as well as perceived solutions to these problems; the combination of problems and solutions constituting differential motives for attempts at gratification making or problem-solving behavior, resulting in differential patterns of actual media consumption, and differential patters of other behavior, both behavior categories giving differential patters of gratifications or non-gratifications, and possibly affecting the individual's combination of intra- and extra-individual characteristics, as well as, ultimately, the media structure and other social political cultural and economic structures in society (Rosengren, 1974, p. 272).

A key difference between Rosengren paradigm and others was the concept of higher and lower order needs. Rosengren's paradigm took into account both the macro and micro aspects of mass media use. Additionally, Rosengren took into account individual environments when he discussed intra and extra characteristics.

A Selection of Uses and Gratifications Studies

As previously stated, many articles exist concerning uses and gratifications, as well as, many different studies using one of the many paradigms described. Researchers have used uses and gratifications in

studies of different groups use of different media.

Alan Rubin provided questionnaires to children and adolescents to ascertain their use of television. Rubin's interest was in the motivation behind television use and he determined six motivational factors. Though Rubin did not describe the audience's actual use he did study the why behind a mass medium's use (Rubin, 1979, pp. 109-120).

Constance Swank used the other end of the demographic continuum in a study of media uses and gratifications of elderly. Like Rubin Swank studied why elderly use media and what satisfaction it provides them. While Rubin took a behavioral or psychological approach Swank uses more of sociological approach. The differences in approaches was noted through the research questions each person asked (Swank, 1979, pp. 95-117).

Bantz tried to determine if there was any relationship between the reason a person reports using television and the uses made of a favorite program type. In his study Bantz discussed four major approaches to uses and gratifications research. No concrete difference was found by Bantz in the uses of television compared to the uses of a favorite program (Bantz, 1982, pp. 352-379).

Lawrence Wenner specifically looked at the gratifications obtained from watching the television news magazine "60 Minutes." He compared the gratifications of those sought with those obtained from watching this program. Wenner found a strong relationship between the two items (Wenner, 1982, pp. 539-560).

Donohew, Palmgreen and Rayburn tried using a social and psychological approach in trying to relate media use to lifestyle. These researchers stated people vary widely in their uses of mass media. In conclusion, they stated many factors contribute in a complex way to influence media usage and consumption (Donohew, Palmgreen and Rayburn, 1987, pp. 255-278).

The use and gratification of horoscope reading was the subject of

a study conducted by Gabriel Weimann. Weimann used a state-trait anxiety inventory in conducting his research of horoscope use among students in a sociology and political science class. He found horoscopes functioned in several different ways to reduce anxiety (Weimann, 1982, pp. 274-290).

The use of Jamaican talk radio was the subject of Surlin's research. Surlin's goal was to compare the use of talk radio in a developing nation to the United States. The researcher found that radio was used primarily for information and surveillance in Jamaica while in the U.S. the use was for reinforcement and companionship. As with the previous studies, Surlin was interested more in the why than the actual use (Surlin, 1986, pp. 459-462).

Rubin and Perse studied the involvement of audiences with soap operas. They termed their study a uses and effects investigation as opposed to uses and gratifications. While acknowledging the concept of the active audience they segmented the audience according to how active they were. Rubin and Perse also used a sample of college students, and limited their group to those who viewed soap operas. They found that interaction with soap operas may serve as a functional alternative to interpersonal interaction (Rubin and Perse, 1987, pp. 246-268).

Returning to media use among children, Zohoori used a cross-cultural approach. More specifically, Zohoori was looking at the acculturation of children resulting from their media use. Based on uses and gratifications literature, Zohoori hypothesized that differences in cultural backgrounds would result in differences in motivations for watching television. He found that there seems to be a difference in children's motivations for media use depending on culture. Further, he concluded that a longitudinal study was needed to determine changes in media use as a child is acculturated (Zohoori, 1988, pp. 105-113).

Perse and Rubin tried to determine the relationship between television viewing of news and soap operas with chronic loneliness.

These researchers were attempting to use psychological indicators of media use as compared to use based on demographic and lifestyle variables. Using a psychological loneliness scale they determined those people who were chronically lonely had greater media use (Perse and Rubin, 1990, pp. 37-53).

Abelman researched the uses and gratifications of religious television. Abelman was able to confirm that consumers of religious television programs fit into previous patterns of religious television program users and users of other types of programs (Abelman, 1987, pp. 293-307).

The effect personal computers may have on traditional use of news media was the question asked by John Schweitzer. After surveying a city in the Southwest, Schweitzer was able to determine owning a computer had no significant effect on media use (Schweitzer, 1991, pp. 689-697).

Reruns of programs often are shown on television. Lamude and Anderson studied the uses and gratifications rerun programs had for their audience. They found one reason for viewing reruns may be familiarity and the need to parasocial interaction (Lamude and Anderson, 1992, pp. 362-372).

All of these uses and gratifications have some commonalities. They either focus on one program, program type, or audience. All of these studies assume audience media use. Indeed, there was and is a great deal of audience studies available on mass media use from research organizations such as Arbitron and Nielsen. However, these companies do not separate out gays and lesbians from heterosexuals. Therefore, it is impossible to determine media use among homosexuals even though it can be assumed.

One of the first steps in uses and gratifications research is to describe the audience based on frequency tables. For those studies reviewed above this was already accomplished and they were able to concentrate on the gratifications portion of this communications

research area. This study provides a description of the gay and lesbian media audience upon which future studies on gay and lesbian media gratifications can be based. If the past literature is any indication differences can be expected between gays and lesbian and heterosexuals due to differences in culture and lifestyle.

Summary

All uses and gratification studies shared one common concept. This common concept was of an active audience seeking out and using media for their own purposes, gratifications and/or expectations. This concept of an active audience was the first step in uses and gratifications paradigms. It was evident whether the paradigm was based in sociology or psychology. The literature suggested to begin working in this paradigm a description of the audience was required.

The previously reviewed uses and gratifications studies provided several paradigms for this project. Lazarsfeld proposed a three step approach to uses and gratifications research. This approach began with a description of the audience. Herzog, Lasswell and Wright provided ways to conceptualize audience data. Other researchers provided models of uses and gratifications research that varied from the macro to the micro level. The research suggested uses and gratifications was not always theoretical but provided needed knowledge about audiences.

It was shown through a review of uses and gratifications studies that media use was and is assumed. These researchers had available to them information which detailed media use. This information was not yet available concerning gays and lesbians. As a result studies on other groups were able to concentrate on the more theoretical aspects of uses and gratifications.

For this project it was not a theory that was being searched for but knowledge about a particular audience. From these researchers' previous studies several ideas were used. First and foremost became Lazarsfeld's idea of creating a frequency distribution of the audience.

Unlike Lazarfeld who used this frequency distribution for between group differences this research borrowed from Herzog in that it viewed one particular audience group. It borrowed from Wright in that it researched a societal subgroup, that of a group of gay men and the function media had for them.

QUEER THEORY LITERATURE

Queer theory referred to those critical studies about gay and lesbian relationships to a heterocentric society. It discussed the discourse between the dominant heterosexual group and the gay and lesbian subgroup and how gays and lesbians adapted this dominant discourse to their lives. The literature further provided a means for reviewing unique textual readings gays and lesbians gave to mainstream media. Further it provided an understanding of gay and lesbian culture as a viable societal group.

According to D'Emilio, modern gay history had its beginnings in World War II. He termed this period as: "something of a nationwide coming-out experience" (1993, p 61). He continued this article by providing an account of the creation of a gay community from the Mattachine Society and the Daughters of Bilitis up through the current AIDS crisis (Ibid.). D'Emilio discussed how urbanization contributed to a gay identity and culture. This in turn resulted in a activism for same rights based on sexual orientation.

A leading source of recent literature on queer theory was an edited book titled: The Lesbian and Gay Studies Reader (Abelove, Barale and Halperin, 1993). This book was broken into several sections that included the following: politics and representation; spectacular logic; subjectivity, discipline, resistance; the uses of the erotic; the evidence of experience; collective identities/dissident identities; and, between the pages. Only certain chapters related to this project.

Under the Politics and Representation section there were three

relevant articles. The first was by Gayle S. Rubin (1993) "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." Rubin's argued the 1880's were comparable to the 1950's. In these decades he suggested media attacked those who did not conform to the dominative model of sexual correctness (Rubin, 1993).

In its discussion of media, this essay focused on the heterocentric hegemonic discourse. This was discussion based on upon the view of the dominate group, that of heterosexuals. Rubin discussed the use of media by homophobes to turn the tragedy of AIDS against its main victims, gay males. Of primary importance was Rubin's following statement:

> According to the mainstream media and popular prejudice, the marginal sexual worlds are bleak and dangerous. They are portrayed as impoverished, ugly, and inhabited by psychopaths and criminals. New migrants must be sufficiently motivated to resist the impact of such discouraging images. Attempts to counter negative propaganda with more realistic information generally meet with censorship, and there are continuous ideological struggles over which representations of sexual communities make it into the popular media, (Ibid).
>
> Information on how to find, occupy and live in the marginal sexual worlds is also suppressed (Ibid.).

Rubin's remarks though dealing with content were directly related to audience's use of the media particular gay and lesbian audiences. He mentioned the resistance of negative images to newly aware gay and lesbian people. To resist these images Rubin suggested an active audience. The statement can be related directly to Kielwasser and Wolf's research on how gay adolescents were affected by media. Though hardly not the only article to do so, but by suggesting an active audience this article was related directly to uses and gratifications paradigms.

An audience who resisted negative images became active media users searching for images that were positive. In the case of gays and lesbians as with other audiences media use could not be separated from

media content. One often influenced the other working in a symbiotic relationship. It can be stated minority audiences, including gays and lesbians, seek out the mass media that provided positive images of their group.

Eve Kosofsky Sedgwick's (1993) "Epistemology of the Closet," discussed differences in the concept of gay and homosexual. She also discussed the issues of privacy versus disclosure as related to sexual orientation. Further, she discussed gay male identity, presenting a model of gay/straight definition based on overlapping sexuality and gender (Sedgwick, p. 58).

These ideas of Sedgewick's were important. The definition assigned to gay or lesbian had a direct relationship on the size of the gay and lesbian population and therefore on the sample of any project designed to study this group. As Sedgewick discussed if society termed everyone who had a homosexual experience gay the population would be quite large. Gay self-identity was important in defining who were gays and lesbians. Gay self-identity became important in how the participants for this study were selected (Ibid.).

In "Deviance, Politics and the Media," Hall discussed the role of deviance in politics and the role the media played in supporting the dominant ideology and culture. Hall concluded mass media was one of three main agencies that provided the common sense definitions in the area of political deviance (1993, p. 73).

Hall's paradigm was related to Wright's functional theory. In this case the media functioned as a tool to support the dominant ideology and culture. This support prevented other groups from being heard. To be heard they had to use the same media to influence dominant culture or create their own media outlets. Again there was a relationship between media content and media use. It was expected societal subgroups creating their own media outlets would than use them. Though the data was unavailable it can be assumed narrowcasting achieved

this purpose.

The balance of this book dealt with gay and lesbian existence in a heterocentric world. Part of the discourse related to the establishment of a gay and lesbian societal group. One article took a historical perspective stating gays and lesbians had existed throughout history (Halperin, 1993, pp. 416-431). The other perspective was one where gay and lesbian identity did not come about until the late nineteenth century (D'Emilio, 1993, pp. 467-493). The position taken by Halperin and D'Emilio depended on the definition used to define what was gay and what was homosexual.

These particularly articles helped in defining the gay and lesbian population. It showed that depending on viewpoint gays did not exist prior to World War II, only homosexuals. Media created for and used by gay and lesbian peoples had a great deal to do with the creation of a gay and lesbian identity among homosexuals. This again showed a relationship between the media used and its content.

Alexander Doty's (1993) Making Things Perfectly Queer, was another book on queer theory. Doty approached his topic from a critical, cultural, and queer textual perspective. Doty's approach was to critically study mass media use from a queer, not gay and lesbian, interpretation. Doty defined the word queer as odd, different or strange. He made a point of differentiating it from a gay and lesbian interpretation, but stated gays and lesbians may have given a queer interpretation.

Doty suggested that different interpretations of media developed in three ways. The first way was how the text was influenced during its production. Second was the specific cultural reading gays, lesbians and others gave to texts based upon their use of the text. Third came acceptance or as Doty said adoption of the culturally specific reading of the text. A person's sexuality or gender had no relationship to the adopted text.

Doty viewed media from the standpoint of how a person interprets the media they use. This was related to so called reception studies. In Doty's case he was concerned with the odd or queer interpretation or reception of texts. Queer interpretations of text can be manipulated by both producer and user alike.

Much of this difference in interpretations between and among societal groups such as gays and lesbians was based on cultural factors. Summarizing, Doty found gays and lesbians use of media and the interpretation of what they saw, heard and read may have been related to their cultural perspective. This interpretation of media influenced how gays and lesbians used media. Like other researchers, Doty suggested a relationship between media use and media content particularly as it related to gays and lesbians (Doty, 1993, p. xi).

Doty (1993, p. 1) wrote:

> ...mass culture studies begin to analyze reception more ethnographically by focusing upon dense patterns and practices 'of daily life and the way in which the media are integrated and implicated within it'.

The role media played in one's life, was, in essence, how they integrated and implicated the media within it. In this instance role can be related to gratifications, expectations, value or function as discussed by uses and gratifications researchers. Doty discussed this concept in great detail. He defined how mass culture (including media) was queerly interpreted, and how these interpretations must not remain silent but voiced.

Doty suggested the audience incorporated media into their lives. From studying mass media usage patterns and practices researchers can determine how the audience accomplished this incorporation or in Doty's words integration of media into daily lives (Ibid.).

Herbert L. Minton (1992) in his edited book, Gay and Lesbian Studies, reviewed sexual preference in textual interpretations of media. Additionally, he reviewed the status of gay and lesbian studies. Concerning these studies Minton (1992, p. 3), wrote:

> Perhaps, one of the most basic issues in gay and lesbian studies is the extent to which sexual identity affects how we interpret spoken and written discourse, as well as other forms of cultural codes and practices. Flannigan-Saint-Aubin deals specifically with male homosexuality and concludes that sexual identity plays a unique and central role in informing and structuring the reading of texts.

This statement is important to this project. From Minton and other queer theorists it can be deduced that gays and lesbians interpret media in unique ways. This unique interpretation had a direct relationship on the media used and why media was used.

Summary Queer Theory

From the literature on queer theory it was demonstrated that gays and lesbians gave the media they used a unique interpretation. These unique interpretations were based on cultural heterosexual hegemony. Researchers differ on when gays and lesbians became a societal and cultural subgroup.

The researchers did seem to agree interpretation affected media use. This would lead to a belief that their could be some differences between how gays and lesbians used media and for what reason as compared to heterosexuals. It was not the purpose of this paper to explore this hypothesis but only to recognize its possible influence on the participants in this study.

GAYS AND LESBIANS AND THE MASS MEDIA

Two recent books about gays and mass media were written by Larry Gross and Michelangelo Signorile. The first book, by Larry Gross (Gross, 1993) covered the subject of outing, the term applied to revealing a person's sexual orientation without their permission. It also applied to the revelation of secrets and closeted skeletons people would rather keep hidden.

Concerning gay and lesbian life and the mass media, Gross stated most young gays get their first introduction to a gay life from mainstream media. He suggested this was one reason the mass media were

singled out by the gay movement as a source of oppression and self-oppression (Gross, 1993, p. 114).

Much of Gross' book was an account of the gay and lesbian communities' relationship with the press and Hollywood, particularly as this relationship revolved around the issue of outing. It also discussed the issue of how closeted gays abused their power.

Signorile's (1993) book Queer in America: Sex, the Media, and the Closets of Power reviewed the issue of closeted gays and lesbians in positions of political and media power. According to Larry Gross, Signorile was one of the people to begin the outing process. The other person to start outing was Armistead Maupin (Gross, 1993, p.x). The beginnings of outing were addressed in Signorile's book. He gave a detailed account of the outing of Defense Department spokesperson Pete Williams.

Signorile wrote many statements about gays, lesbians and the media. The following two statements in the introduction about New York media and the Hollywood entertainment industry stood out as summations of what was found in his book:

> The media industry, centered in New York: This power structure keeps most truths about homosexuals-including news of who is homosexual-from the public. The media force the public to know everything there is to know about heterosexuals who are public figures-including information about their personal lives they would rather not see made public. The media create the impression that there are far fewer homosexuals than there really are and that reporting that someone is homosexual-unless they've 'admitted' it-is unacceptable and horrible but that reporting that someone is heterosexual-even if they haven't 'admitted' it-is always acceptable. This makes the closeted feel even more isolated and more fearful of ever coming out and tells them that homosexuality is grotesque and unreportable while heterosexuality is normal and right.
>
> The entertainment industry, centered in Hollywood: By distorting and demonizing homosexuals depicted in the products of mass culture-or by keeping them completely invisible-this power structure makes sure that negative and often violent reactions to gays persist. The net result is to ensure that coming out of the closet remains a risky, dangerous, and dubious thing to do (Signorile, 1993, p.xiv-xv).

Herek (1993) discussed aspects of "Cultural Heterosexism." Herek concluded cultural heterosexism was ubiquitous and homosexuality hidden. When homosexuality was discussed it was condemned and stigmatized. Mass media was one of the four major institutions responsible for this condemnation of homosexuality (Ibid., p. 90).

In reference to the mass media, Herek stated portrayals of homosexuality were infrequent and typically negative. When homosexuals were portrayed the focus was on their sexuality and not the nonsexual aspects of their lives (Ibid. p. 92).

These previously mentioned books and articles dealt primarily with the portrayal of gay and lesbian life in mainstream media, and culture. They reviewed the relationship between gay and lesbian audiences, and creative people and the mass media.

Research studying gay and lesbian relationships to media had two central themes. The first theme was heterosexual mass media hegemony. This literature reviewed the gay and lesbian media images and the impact they have on both gay and straight society. The previous section on Queer Theory provided research indicating a relationship between mass media images and gay and lesbian audiences. A question now became what were the gay and lesbian images in mainstream mass media?

GAY AND LESBIAN MASS MEDIA IMAGES 1990-Present

Introduction

As previously cited there were indications in the literature on queer theory of a relationship between gays and lesbians and mass media content. This relationship was also indicated in the literature on uses and gratifications. The books by Gross, Signorile, and Herek discussed many different aspects of this relationship and its effects on both straight and gay society they did not provide a comprehensive review of these images. Because mass media images may have a direct effect on mass media use among gays and lesbians it became necessary to see what

these images have been.

In the following section the images of gay and lesbians found in the mass media for the past five years are reviewed. The section is broken into several parts. These parts are gay and lesbian images in the individual media of television, film/video, print and miscellaneous.

Television

A review of The Advocate, billed as the national gay and lesbian news magazine, and other periodicals covered images of gays and lesbians in the mass media including television. The first male to male kiss on a television program occurred on the Fox Network on October 18, 1990. According to Christopher Wittke, in an episode of the "Simpsons," Homer was kissed by his secretary. Wittke called this:

> the first animated program in television history to feature a gay character in a guest starring role and the first cartoon male-male kiss (Wittke, 1990 Oct. 27 - Nov. 2, p. 9).

In New York City, gay activists known as Queer Nation staged a boycott against the PBS television affiliate WNET-TV. The group's demands included financing a weekly gay and lesbian public affairs programming and appointment of a gay person to the station's advisory board. The station's director of broadcasting, a gay man, said the station would not meet the group's demands and that no one had provided the resources to produce the requested program (Bull, 1990 Dec. 18, p. 32).

Ehrenstein accused NBC television of pulling the plug on a television news magazine story about a gay man with AIDS. The story, about San Francisco television newscaster D.W. Moffett, was rescheduled twice by NBC. Before the episode aired, NBC removed the program "Lifestories," from its schedule due to low ratings. A new date for the airing of the AIDS episode was never set by the network.

Samir Hachem cited Linda Bloodworth-Thomason for her positive portrayal of gay and lesbian people on "Designing Women." Bloodworth-Thomason was co-executive producer and writer of this program and was

credited with writing most of the scripts dealing with gay and lesbian themes. Responses from viewers were not all positive. Responses to a program about a main character finding out an old college friend was gay were overwhelmingly negative. On an episode about AIDS, Hachem stated the program received little media attention (Hachem, 1991 Feb. 26, p. 73).

In 1990, ABC's "thirtysomething" aired an episode showing two men in bed. The resulting uproar from various anti-gay pressure groups resulted in ABC losing an estimated $1.5 million in revenues. In 1991, the producer/director/head-writer of the program, Richard Kramer, aired a program about the gay character finding out he was HIV positive. Sadownick wrote desensitizing gay lives made them seen natural (Sadownick, 1991 Apr. 23, p. 76). This statement had more meaning for heterosexuals than homosexuals. It was heterosexuals who were sensitive to gay lives not gays and lesbians. However, this process of desensitization provided gays and lesbians characters to which they could relate.

John O'Connor found television's 1991 season to be sending mixed signals on gay images. O'Connor found gays demanded fairer television coverage and improved images. The author found two views conflicted on homosexual representation in media. According to O'Connor, some singled out gay characters for special treatment while others absorbed them into scripts with a minimum of fuss. The latter was gaining momentum.

In 1991, O'Connor found recurring gay and lesbian characters scarce. Stereotypes were always a dramatic convention. But, O'Connor found heterosexual stereotypes encompassed a broad and thorough group while homosexual stereotypes were too often defined by sexuality. He found gays and lesbians wanted to see themselves integrated into story lines. "Homosexuals as a group, it seems, are at least as diverse as heterosexuals," stated O'Connor (O'Connor, 1991 May 19, S2, p. 1).

The PBS program "P.O.V," came under attack in 1991 for airing

"Tongues United," a documentary film about gay black men. Part of the $40,000 funding for the program came from the National Endowment of the Arts, which also came under attack for providing the $5,000 grant. Many PBS affiliates chose not to air the program or delayed its broadcast till after the prime-time period. This program was not without acclaim. "Tongues United" was named best documentary at the Berlin International Film Festival, best independent/experimental work by the Los Angeles Film Critics, and best video at the New York Documentary Film Festival" (Prial, 1991 Jun. 25, p. 13C). The reason this film came under fire was because of its use of nudity and images of men kissing men (Ibid.).

The airing of this program by only about half of PBS's affiliates resulted in a backlash. In August 1991, PBS dropped its plans to air "Stop the Church," a documentary about the activist group AIDS Coalition to Unleash Power's (ACT UP) protest at New York City's St. Patrick Cathedral. The documentary was produced by Robert Hilferty, who also funded the work (Provenzano, 1991 Sep. 24, p. 76).

Joe Clark wrote that in the 1991-92 television season "Star Trek: The Next Generation" would feature gay and lesbian characters. One gay science fiction fan and director of Boston's Gaylactic Network found the addition of gay and lesbian characters provided "Star Trek" an opportunity to expand on its utopian theme (Clark, 1991 Aug. 27, p. 72).

NBC found itself embroiled in controversy during the Fall of 1991. The network stated it would hold producers responsible for any advertiser withdrawal from the episode of "Quantum Leap," featuring a gay plot line. The plot line concerned a gay teenager contemplating suicide. GLAAD, the gay media watchdog group, found NBC may have had reason for opposing this episode (Carter, 1991 Oct. 1, p. C18). One author wrote the network's beef was based on an announcement by a gay watchdog group (Schmuckler, 1991 Oct. 7, p. 7).

While NBC became embroiled in controversy, one gay media critic found ABC's prime-time soap "thirtysomething," returning to television

screens more "queer than ever," (Murphy, 1991 Oct. 22, p. 66). According to Murphy, gay television viewers watched the program in large numbers due to its gay character. Not only did gays watch, they helped to transform the program into a cultural phenomenon. Creators involved in the story, found the gay character to be strong and non-stereotypical, showing a positive side to gay life (Ibid., pp. 67-69).

Beginning in 1992, Vicki McConnell wrote about changing attitudes concerning gay material on television. She quoted "thirtysomething," writer/director Richard Kramer as stating:

> 'Despite the effort of pressure groups to censor gay material, there is definitely a change occurring in television,' says former 'thirtysomething' writer-director Richard Kramer, commenting on the surprising number of gay and lesbian characters, themes, and story lines to appear on prime-time TV so far this season. 'This reflects the change in the larger culture,' he says (McConnell, 1992 Jan 14, p. 70).

McConnell reported during the fall of 1991 at least a dozen shows had gay characters or themes. Concerning these gay characters and themes McConnell quoted TV Guide's Hollywood bureau chief as stating gay theme programs were no longer news and did not stir up advertisers any longer because of their frequent occurrence (Ibid.). However, McConnell reported some in the television industry doubted viewers and advertisers would ever completely accept gay material (Ibid., p. 72).

Both Ross Perot and Barbara Walters were taken to task by gay activists in 1992. During an appearance on "20/20," Perot stated he would refuse to appoint an openly gay member to his cabinet to avoid any controversy. Walters found the reaction to this anti-gay comment surprising. Gay activists felt if the comment had been made about any other group, Barbara Walters would have found it outrageous (Zeh and Wofford, 1992 Jun. 6-19, p. 1).

During the summer of 1992, the Fox Network premiered "Melrose Place." The show was noted for its gay character, Matt Fielding. According to the show's producer Matt's character was used to explore gay and lesbian issues. Additionally, the character was not seen solely

in terms of his sexual identity. It was reported the character's sexuality was dealt with in the same way as all the other characters (Ehrenstein, 1992 Jul. 14, pp. 68-69).

During the 1992-93 television season, "In The Life" was termed the new gay and lesbian national variety program. The program, produced by WNET-TV and PBS in New York after a struggle with gay activists, was offered to other PBS affiliates by satellite. As of 1993, only twenty-five of the three hundred twenty affiliates carried the program regularly. Unlike many PBS programs, this one received no production funds from the network. All monies for the production came from private donations. Various critics, producers, and audiences felt the program was a problem for PBS (Bull, 1993 Jan. 12, p. 84-86).

HBO completed production in 1993 on the adaptation of Randy Shilts book, And The Band Played On, The story chronicled the early discovery and fight against AIDS. The production of this adaptation went through many trials and tribulations. It aired later in the year (Schmaltz, 1993 Feb. 28, Sect. 2 p. 1, 26).

It was announced in early 1993 that Armistead Maupin's chronicle of life at San Francisco's fictional 28 Barbary Lane would go into production as a television mini-series in Great Britain. The story "Tales of the City," first appeared in the 1970's as a serial in The San Francisco Chronicle. Maupin encountered many problems in trying to get the story produced. One major problem was the gay characters in the story. One director wanted to make the gay gynecologist a serial killer, and another stated the gay and lesbian characters would be written out. Maupin stated the premise of gay people in his story was that they were a part of life. Further, his story was about all of us interacting with each other (Sharkey, 1993 Feb. 28, Sect. 2 p 27).

June is gay pride month across the United States. During this time many gays and lesbians around the country celebrate with parades. New York Times critic Walter Goodman took television news to task for

coverage of these parades and gay issues. He stated television can help to clarify homosexual life in America. However, TV news' portrayals of gays and lesbians were often cheap and played into people's preconceptions (Goodman, 1993 Jul. 20, p. C16).

In connection with the 1993 Fall television premieres, Amanda Bearse, who played Marcy on "Married...With Children," used an interview with The Advocate as an opportunity to reveal she was a lesbian. It was believed she was the first regular prime-time television actor to reveal her homosexuality. When asked about what she thought the chances were for a homosexual character on prime-time, she discussed the lesbian couple on "Roseanne." Additionally, she looked at the economic basics of gay characters and felt if it made money Hollywood was ready (Greenberg, 1993 Sep. 21, pp. 38-44).

Drag queens, both straight and gay, have been, and are part of, gay culture. On television people such as Milton Berle, Flip Wilson, Tom Hanks, Peter Scalari, and Les Patterson all performed drag routines. Gabriel Gomez saw a resurgence of drag on cable access in 1993. The author tied this resurgence to "queer" desire. Concerning these drag queen programs, he concluded:

> Access to electronic media can foster a sense of identity which can in turn stimulate political action. Queers know that RuPaul is indeed powerful, and for them her appearances in the straight world of commercial television reiterates that possibility. Her presence alone, however, cannot overturn bigotry and ignorance there. But, as she herself noted, it may help those who need it. All the TV drag queen styles examined here, from Summer Caprice with her performance art sensibility, to DeAundra's strange club land demeanour; from the gritty streetside manner of Brenda and Brenda to (even) the carefully edited Jane, create forms of expression where the overtly political and the cultural coalesce in a Queer identity that is visible, open and powerful (Gomez, 1993 Fall, p. 11).

December 3, 1993, became another historical day in gay representation on television. The cable channel, Comedy Central, aired "the first all-queer TV comedy special," titled "Out There" (Freed, 1993 Dec. 14, p. 56). Freed wrote of one critic's view when she stated there was an audience for comedy with a gay sensibility (Ibid.).

In 1994, the gay kiss came to the forefront of gay media issues. One quotation stated: "The networks have learned to tolerate gay male characters, but only PBS lets them kiss," (Maupin, 1994 Jan. 9, p. 29). During the taping of "And the Band Played On," an HBO executive had a gay kiss edited out of the final version in order not to gross out the audience. While television has dealt with gay characters for more than twenty years, never during that time had they been allowed to be shown in any kind of romantic scene. Maupin thought there were still too many people, like Senator Jesse Helms and Donald Wildmon, who wished to impose their vision of America on others (Ibid.).

The 1993-94 television season was termed the season of the lesbian, both on TV and in news magazines. Among others, Newsweek and Vanity Fair had lesbians on their covers. Television portrayed lesbians in programs from MTV's "The Real World," to ABC's "Roseanne." Gay males were not entirely absent from the small screen. Michele Kort found the entire spectrum of homosexuality had never been so "high" on TV. While gay characters were there in quantity, it was not often quality. Kort wrote even with all the improvements in gay media portrayals, there were only two themes. These themes were coming out and homophobia (Kort, 1994 Jan. 25, p. 120).

This author found a glimmer of hope in the images of gays and lesbians on TV. Yet, Kort found "unextraordinary" integration of gay and lesbians was missing from television programs (Ibid. pp. 121-122).

The Swedish furniture retailer, Ikea, moved television advertising into a new era when it featured a gay male couple who bought a dining room table. This commercial was ground-breaking in its use of gay characters. Ikea was noted for its urban locations and other lifestyle advertisements. The gay ad was just one of several (Fitzgeralds, 1994 Mar. 28, p. 3).

In May 1994, CBS became the first network to show a gay male wedding in a television program. The one thing missing from this

wedding was the kiss. "Northern Exposure" was the program on which two recurring gay male characters got married. Creative people involved with the program appreciated the controversy this episode caused, but the emphasis of the program was on a relationship between two men, not their homosexuality (Isherwood, 1994 Apr. 19, p. 54-56).

In early 1994, Armistead Maupin's "Tales of the City," became PBS's highest rated program in over a decade. To the surprise of the program's producers PBS pulled out of an agreement with Britain's Channel Four to fund a sequel. Some blamed right-wing activism in three states for PBS's funding withdrawal. The PBS affiliate in Chattanooga, Tennessee, was threatened with a bomb if it aired the program. Politicians in Oklahoma and Georgia threatened to cutoff state funds to PBS. All of this before the program even aired. Others blamed PBS's new head, Ervin Duggan, for refusal to fund a sequel. Whatever the reason, San Francisco critic, Steve Greenberg, termed it a case of either stupidity or cowardice. In New York, a columnist stated PBS can not afford Duggan (Greenberg, 1994 May 31, pp. 56-59).

Television produced by and for gays has been around for several years. In 1994, founders of two separate groups Gay Entertainment Television (GET) and Gay Cable Network (GCN) met in New York City. The year 1994 was the first time GET attended the National Association of Television Program Executives' convention. With two gay television services, problems were numerous. These included: content, quality, financing, distribution, visibility, marketing and the radical right. Most gay programs were produced for cable access channels in major urban areas with large gay populations (Closs, 1994 Sep. pp. 60-66, 120-123).

Success in media usually meant a sequel. In 1994, Comedy Central provided a sequel to its first gay comedy program "Out There," with "Out There II." The host of the program was lesbian actress Amanda Bearse. The program was considered more polished than the first (Frutkin, 1994 Oct. 4, p. 72-73).

According to Rex Poindexter, teleplay writer Joe Keenan was the person responsible for steering the television series "Frasier" through gay issues. Of course Joe Keenan was gay. Keenan stated there was no problem being out in Hollywood. Problems only arose when you got into producing gay material, then it was a matter of whether the return on investment was there (Poindexter, 1994 Dec. 13, p. 57-58).

One of television's more noted recurring gay characters was Matt Fielding on "Melrose Place." The actor playing Matt, Doug Savant, felt the "physicalization of the character" was an issue. Savant felt the character of Matt should have had more intimate moments. Homo Studies 101 for Americans, was how Savant labeled his role on the program (Bull, 1994 Dec. 27, pp. 44-49).

Garrett Glaser described 1994 as a "surprisingly good year for gay and lesbian content and characters on national television (Glaser, 1995 Jan. 24, pp. 90-92). Some of the highlights Glaser cited included: Tom Hanks' Oscar acceptance speech for the Best Actor Award for the movie "Philadelphia;" Elton John talking honestly about his gay life with Barbara Walters; Pedro Zamora, AIDS victim and openly gay member of MTV's "Real World;" PBS's airing of "Tales of the City;" Roseanne's kiss with Mariel Hemingway; the gay wedding on "Northern Exposure;" HBO's production of "And the Band Played On;" and, a host of characters on programs such as "Beverly Hills 90210," "May So-Called Life," "Daddy's Girls;" "Melrose Place;" and, a host of talk shows. For Glaser gays and lesbians were making progress when it came to television, but daily programming presented by the religious right was detrimental since a balanced view was not presented (Ibid.).

On February 6, 1995, NBC-TV aired "Serving in Silence: The Margarethe Cammemeyer Story." One reviewer said the actresses' portrayals of the lesbian couple were that of individuals and not stereotypes. The reviewer further said the program was "light-years

beyond what TV had ever shown about lesbian relationships" (Kort 1995 Feb. 7, pp. 59-60).

In 1995 the U.S. Congress cut funding for PBS, NPR and CPB for both 1996 and 1997 by 15% and 30% respectively. Many believed the issue was one of removing liberal programming, including pro-gay programs from the public networks. Others cited the diversity in programming on the new array of cable and broadcast channels as a reason for the cuts (Jansen, 1995 Apr. 4, pp. 22-23).

The television talk show "Jenny Jones," was embroiled in murderous controversy after a taping of an episode. The program dealt with people's secret admirers. In one case, it was a gay man who had a crush on his heterosexual neighbor. Three days after taping the program the straight man shot and killed his gay admirer. Responding to this incident GLAAD recommended gay and lesbian program guests ensure producers and others involved with these programs have had sensitivity training regarding gay and lesbian issues before appearing on their programs (Bull and Gallagher, 1995 Apr. 18, pp. 20-22).

NBC-TV's program "Friends" became the first series program to have lesbian parents. The characters Carol and Susan gave birth to a baby boy on the episode that aired May 11, 1995. According to David Crane, co-creator of "Friends," the birth of the baby allowed the show to explore issues surrounding lesbian parenting (Frutkin, 1995 May 30, pp. 30-31).

October 11, 1995, was National Coming Out Day. In conjunction with this day PBS aired a four-part series exploring the history of the gay and lesbian civil rights movement titled "The Question of Equality." The program explored the gay movement from the 1950's Mattachine Society up through the challenges gay and lesbian people faced today (Glaser, 1995 Oct. 3, pp. 61-62).

In late 1994 and early 1995, producers Craig Zadan and Neil Meron were putting the finishing touches on their docu-drama "Serving in

Silence: The Margarethe Cammemeyer Story," for NBC-TV. Actress Glenn Close was selected by executive producer Barbara Streisand to play the lead. About their movie and gay subject matter on TV, Zadan and Meron stated:

> A star project like 'Serving in Silence' could open more doors for gay subject matter on TV. All you need is one accessible piece in a genre, and you create a window. It may not be permanent; it may be fragile. But it's open. Our desire is to keep opening windows (Isherwood, 1995 Jan. 24, pp.71).

Summary Gay Television Images

Murder, men kissing, men marrying men, lesbian images, public television funding were all issues covered by the previously cited literature. This literature reflected increasing numbers of gay characters and programs with gay themes on television. However the literature indicated the stories lacked variety. Lesbians began appearing more frequently on television programs. An issue of importance revolved around the lack of any physical aspects of love between gays being shown on television. Homer Simpson may have received the first male-to-male kiss on television, but if trends continue as this literature suggested he will not be the last.

Film/Video

Cindy Patton wrote of gay and lesbian images in film. Patton felt it was difficult to show gay and lesbian characters without marking them as different using stereotypes. In essence Patton felt there was "a lack of cinematic language to tell us that characters were gay/lesbian without simultaneously employing stereotypes" (Patton, 1990 May, p. 110). Patton cited the films "Cotton Club" and "Silkwood" for their ordinary gay and lesbian characters (Ibid., p. 111).

In September 1990, GLAAD (Gay and Lesbian Alliance Against Defamation) ran an advertisement in Variety, claiming Hollywood contributed to gay bashing. The ad cited several recent movies with offensive gay and lesbian images. GLAAD stated the reason for the article was to raise Hollywood's consciousness and increase knowledge in

hope it would curtail stereotypical portrayals of gays (Ocamb, 1990, Nov. 6, p. 55).

In a review of the movie "Miller's Crossing," Vito Russo stated: "Gays have an unbroken tradition of being played as either buffoons or villains." This film featured two gay characters, who Russo claimed were portrayed, in a non-stereotypical fashion (Russo, 1990 Nov. 20, p. 69).

During late 1990 to early 1991, the Jonathan Demme thriller "Silence of the Lambs" was released by Orion Pictures. One gay and lesbian activist leader, Larry Kramer, denounced the film for the portrayal of a gay serial killer. Demme stated he did not want to be perceived as a homophobe (Ehrenstein, 1991, March 12, p. 77).

Although Demme received Ehrenstein's wrath, Paul Schrader received his praise. The reason Ehrenstein praised Schrader was for his film "The Comfort of Strangers." Ehrenstein praised this film for its realistic gay bar scene. He concluded no one in Hollywood had ever seen the inside of a gay bar. It was refreshing when someone such as Schrader got it right (Ehrenstein, 1991, Mar. 26, p. 73).

Blake Edwards was a movie director known for using gay characters in his film. In an interview with David Ehrenstein, Edwards made the following statement about these characters:

> What I choose to do in my films is to show gay life as naturally as possible, and for me that means not so much in conflict with the straight world. Maybe it's how I would like to see it. Maybe it doesn't really exist that way. But for me it does. It comes from a desire on my part to say that there are all kinds of people in the world, and when I do a film that has a gay person in it, I try to show it as just another part of the world (Ehrenstein, 1991 Apr. 23, p. 69).

Though the film was not be released until 1992, gay media activists tried to stop the filming of "Basic Instinct." Their concern was an anti-gay portrayal. The film was about a lesbian murderer. Gay activists called it the most controversial film of the decade for them (Gallagher, 1991 Jun. 3, p. 46).

Film director Gus Van Sant's film "My Own Private Idaho," premiered in September 1991. The film was about a male hustler and his best friend. Ehrenstein praised both the film and Van Sant for its honest and realistic portrayal and for providing gay moviegoers with a beachhead in their struggle for cinematic representation. Ehrenstein stated "My Own Private Idaho," was a challenge to mainstream filmmaking's homophobia (Ehrenstein, 1991 Sep. 24, p. 85).

In contrast, director, Oliver Stone and his film "JFK" were heavily criticized by Advocate film critic David Ehrenstein. Ehrenstein said Stone made the main character of this movie, Jim Garrison, a man of "unimpeachable moral rectitude." This, while Stone portrayed Clay Shaw as a "sinister sadomasochist" (Ehrenstein, 1992 Jan. 14, p. 78). Stone's film was termed the most homophobic to come out of Hollywood and more offensive than "Basic Instinct." Ehrenstein stated this film reflected the absence of gays and lesbians from mainstream media's agenda (Ehrenstein, 1992 Jan. 14, p. 81).

Protests against two other films from 1991 continued into early 1992. Protesters picketed awards dinners where the films "Silence of the Lambs," and "Basic Instinct" were being honored. Cohen stated while television was growing in its depiction of gays and lesbians, Hollywood only reinforced every homophobic stereotype. According to Cohen heterosexual audiences accepted gay as shorthand for evil, and Oliver Stone's homosexual stereotypes in "JFK" as hurting the moral integrity of the film (Cohen, 1992 Jan. 29, p. 20).

In early 1993, Jonathan Demme, the producer who received so much criticism for "Silence of the Lambs," finished filming Hollywood's first major film dealing with gay males and AIDS. The film was "Philadelphia." Meanwhile, "The Mayor of Castro Street," the film about San Francisco gay rights leader Harvey Milk, began filming with gay director Gus Van Sant at the helm (Schmaltz, 1993 Feb. 28, Sect. 2 p. 1,

26).

In June 1993, CBS/Fox Video released a version of the telefilm "The Lost Language of Cranes." The film was about a son and father who each came to terms separately with his homosexuality. Promotional and advance material produced and sent out by CBS/Fox Video carefully avoided the word gay or homosexual. Instead, the materials concentrated on the good reviews received by the play (Kraft, 1993 May 18, p. 34-36).

Though television dealt with homosexuality and the AIDS issue in the mid-eighties, Hollywood did not do so until 1994's release of "Philadelphia," starring Tom Hanks. Like so many media vehicles dealing with gays, the movie received both praise and criticism for its portrayals (Dowell, 1994 Jan. 10, p. 31).

From "M Butterfly" to "Philadelphia," Galvin's review of recent gay films showed they portrayed gays and lesbians as "a bunch of hideous liars," and "frustrated neurotic creatures who scheme and cheat to get what they want" while betraying their loved ones (Galvin, 1994 Jan. 25, p. 115). Galvin cited and applauded two films, "Orlando" and "Silverlake Life: The View From Here" for their positive portrayals of gay life (Ibid. p. 116).

Major film studios realized the market potential of gays and lesbians in 1994 and began targeting this audience in film marketing strategies. The problem for one movie marketing executive was how to market to the gay and lesbian audience without offending straights. Another executive thought it easier to reach gays in mainstream media than in specialized publications (Loud, 1994 Oct. 4, p. 64).

In an Advocate interview Whoopi Goldberg discussed her life, gay characters and her portrayal of a lesbian in "Boys on the Side." Whoopi said gay people will go through stages in movies as blacks did. She stated Hollywood would never allow gay actors to come out because it ruined the dream image (DeLaria, 1995 Feb. 7, pp. 46-52).

Disney was lambasted by groups such as The American Life League

and The Catholic League in 1995. The reason for the controversy was the release of the film "Priest," by Disney's subsidiary, Miramax. The film depicted a gay priest. The American Life League threatened to make Disney the unhappiest place on earth if it did not pull the film from release (Advocate, 1995 May 2, p. 11-12).

Summary of Gay Images in Film

This literature suggested the trend in films was nonexistent. They either had positive or negative gay images. The literature indicated Hollywood had begun to find the gay and lesbian market lucrative. At the same time depictions of gays and lesbians resulted in protests from other groups. It appeared films/videos had made little progress since 1990 falling far behind television in its more accurate and realistic portrayals of gays and lesbians.

Print

Gays protested an article appearing in the tabloid paper Weekly World News. The article was about an attack on two gay men by passengers on an airline flight from the Canary Islands to London. Editor of the paper, Eddie Clontz, stated: "I think it's a tasteless and insensitive article, but some things do slip through sometimes" (Bull, 1990 Aug. 28, p. 29).

St. Patrick's Day in 1991 was the day when then New York City Mayor David Dinkins marched with the controversial gay and lesbian contingent in the city's parade. The contingent drew many hecklers who threw things at the group. Many were surprised at the support the mayor and the gay and lesbian group received from the city's newspapers and columnists from Newsday, The New York Times, The New York Post and The Irish Voice. These papers and others condemned the hecklers and laid responsibility for their actions at Cardinal John O'Conner's doorstep (Michaud, 1991 Apr. 23, p. 25).

In March 1992, The New York Times reported the gay and lesbian press was starting to emerge into the mainstream. Reasons provided for

this emergence were a sense of pride and openness instead of privacy among a new generation of gays and lesbians, and, makeovers undertaken by various gay periodicals. Also credited was a new advertiser interest in the gay market estimated to total twenty-five million (Carmody, 1992 Mar. 2, A1).

In this same issue of the paper, Georgia Dullea reported advertisers were looking to acknowledge homosexuals in mainstream media without alienating heterosexuals. To reach a gay market some advertisers were actively courting the gay press (Dullea, 1992 Mar. 2, p. D9).

One mainstream newspaper made history when it inaugurated a weekly column on gay and lesbian issues. The columnist was Deb Price, and the newspaper was the Detroit News. Reactions to the column were mostly positive with some expressing outrage (Purnell, 1992 Jun. 30, p. 65).

Several newspapers around the country refused to carry the comic strip "For Better or Worse" during a five-week period beginning in late March, 1993. The reason was one character's revealed his homosexuality. Two papers completely canceled the comic strip. About the same time, "Outland" ran a storyline about Bill the Cat's gay affair with the Clinton's cat Socks. While not all comic strips added gay characters, many tackled gay related issues (Hartinger, 1993 May 4, pp. 66-67).

Victoria Brownworth discussed the media coverage lesbians received in 1993. According to Brownworth, Vogue, Newsweek, Vanity Fair, and Mademoiselle all had stories on lesbians. Brownworth termed lesbians mainstream media's "new hot ticket" (Brownworth, 1993 Jul. 27, p. 80).

During 1993, the competition for market share among comic book publishers heated up. Trying to attract comic book readers, publishers created female and minority super-heroes. Gays were among these newly created super-heroes (Miller, 1993 Oct. 11, p. 53).

Gay issues were not always urban issues. In January 1993, the Salinas Journal, in Salinas Kansas, made history by publishing a gay

wedding announcement. The editor and others at the paper agonized over whether to publish the announcement. Their decision came down to the fact they could not argue in their editorial pages for equal treatment of homosexuals and not print gay wedding announcements. On January 24, 1993, the paper printed a wedding announcement for Steven Durant and Skip Bishop. To accompany the announcement, the paper's editor decided to put together an article about the couple and the ramifications of their wedding. The paper received both praise and criticism for printing the announcement. They did not lose any advertisers, but 112 subscriptions were cancelled (Pyle, 1993 Nov. 2, p. 5).

In early 1994, Time, Inc. announced it was developing a magazine for the gay market. The proposed title of the periodical was Tribe. Other publishers of gay magazines felt Time, Inc's size could have a huge impact on this reader segment (Huhn, 1994 Jan. 3, p. 3).

Ikea was not the only retailer using gay characters in advertisements. Footwear designer Kenneth Cole used gay and lesbian images in ads placed in GQ and Vogue. His ads won an award for not only selling shoes but also for making consumers aware of gay and lesbian issues (Kraft, 1994 May 3, p. 64-65).

New York city gossip columnists had plenty to talk about when Rolling Stone, publisher Jann Wenner left his wife of twenty-six years for a man. The importance of this incident was not the divorce but mainstream media's attitude toward outing. Only a few years early outing was controversial and practiced only by the gay press as detailed by Signorile's book (Signorile, 1994). Now it slipped into mainstream media and was practiced daily by journalists (Gallagher, 1995 Mar. 21, pp. 24-27).

Summary Gay Images in Print

This literature reflected gay print images from the farm country of Kansas to the concrete canyons of New York City. The adversarial relationship between gays and the press continued. Lesbians had more

representation and became darlings of print media during the mid 90's.

Miscellaneous

A concern of gay people, particularly lesbians, was the lack of gay women in the media. Karin Schwartz wrote the coverage lesbians received was "sensationalistic, defamatory or both" (Schwartz, 1991 Mar/Apr., p. 6). For Scwartz, when the media focused on gay people, they focused on men. As proof of this statement, Schwartz cited articles in Parenting, and New York Daily News, as well as recurring gay male characters on television's "Hooperman," "Doctor, Doctor," and "thirtysomething." (Ibid.). Concerning this subject, Cyndra MacDowall stated:

> The vast majority of images of lesbians and lesbian sexuality have been produced by and for the pleasure of heterosexual men (MacDowall, 1991 Spring, p. 25).

On October 1, 1990, actor Dack Rambo announced he was HIV positive. Rambo's credits included such television programs as "Dallas," "Another World," "Paper Dolls," and "All My Children." According to Rambo Hollywood society was very homophobic yet very homosexual (Chunovic, 1991, Mar. 26, p. 63).

In an article in Independent, Marlon Riggs wrote about gay black males and the media. Concerning gay black male images in media, Riggs wrote:

> Negro Faggotry is in vogue. Madonna commodified it into a commercial hit. Mapplethorpe photographed it and art galleries drew fire and record crowds in displaying it. Black macho movie characters dis' - or should we say dish? - their antagonists with unkind references to it. Indeed reference to, and representation of, Negro Faggotry seems a rite of passage among contemporary Black male rappers and filmakers. Observe the pageantry (Riggs, 1991 Apr. p. 32).

Riggs concluded black gay male representation was an affront to nature and humanity and were saddled by historic caricatures (Ibid., p. 33).

One group in Britain took action to counter negative gay images. The group, Pop Against Homophobia, used posters, t-shirts and advertisements to introduce positive images of same-sex relationships.

The group's goal was to change media representations and desensitize British society (Coffey, 1991 Jun., p. 21).

One story to make headlines during the summer of 1991 was the revelation of the grizzly murders of at least seventeen gay men committed by Jeffrey Dahmer. Grass said one local Milwaukee Wisconsin radio talk show host stated the victims paid for the bad decisions they made. The author found many papers ignored the racist and homophobic motivations for Dahmer's crimes (Grass, 1991 Sep., p. 13).

One gay and lesbian leader said most people looking at the headlines about Dahmer may have come away with a false and negative impression of gays. Yang wrote:

> Greg Herrick, a social psychologist at the University of California/Davis, told GCN that 'It is not unusual for media reports of murder or molestation to emphasize the fact that the perpetrator was engaged in some kind of homosexual behavior.' He said, 'Part of that is because in the mainstream media everyone is assumed to be heterosexual. You will never see a headline that reads 'Heterosexual Serial Killer Apprehended."
>
> According to Herrick, people within a community where there are few visible gay men and lesbians are likely to latch onto negative stereotypes that the media reinforce in such cases. 'People remember what they see especially if it is an unusual event. If these stories are the only way people in Milwaukee are exposed to gay people, it is potentially quite damaging,' he said (Yang, 1991 Jul. 28, p. 17).

Pee Wee Herman (aka Paul Reubens) became a topic for the media in 1991. Paul Reubens, best known for his character, Pee Wee Herman, and the children's program "Pee Wee's Playhouse," was arrested for masturbating in an adult movie theatre in St. Petersburg, Florida. One writer commented: "radio shows seized on the arrest as a venue for a slew of off-color and incipiently homophobic jokes" (Bronski, 1991 Aug. 4-10, p. 1). Reasons provided for the Pee Wee bashing included a discomfort among adult heterosexuals with the character and his program. Bronski suggested "Pee Wee's Playhouse" was infused with a gay sensibility (Ibid., p. 6).

In another article, Bronski said the media had a field day with

homophobic innuendoes that were not only inventive but hateful. About the program and Pee Wee and why it was upsetting to adults, Bronski wrote:

> It is no wonder that adults found Pee-wee upsetting. He was a living example of how the cultural repression we all live with, and to a large degree accept, distorts sexuality. But the irony was that children love Pee-wee especially on 'Pee-wee's Playhouse.' The show was in part a postmodern 'Captain Kangaroo' mixed with the gender and sexual subversiveness of early Warhol movies with a touch of a Madonna video tossed in. It was charming, funny, weird, and gay. Boy, was it gay (Bronski, 1991 Sep., p. 65).

On September 29. 1991, California Governor Pete Wilson vetoed legislation protecting gays and lesbians from job discrimination. As a direct result of this action, gays and lesbians took to the streets of California in angry and sometimes violent demonstrations. According to Whitington, this news story was largely ignored by America's national media outlets. The author discovered national media coverage shoddy, incomplete, and momentary, and wondered whether it was homophobia or West Coast phobia. Concluding, the author regarded it unfortunate the media closed its eyes to the birth of a new civil rights movement (Whitington, 1991 Dec. 3, p. 54-55).

During the same year, American Demographics reported gays and lesbians to be a most lucrative market. The problem businesses had with courting this market was not homophobia, but lack of information. Joe Schwartz reported:

> The gay market is overlooked for reasons that go beyond homophobia. Businesses that want to target gays are stymied by a lack of data on gay demographics, attitudes, media use, and purchase behavior. Until recently, standard market research tactics could not identify gay Americans because few gays would identify themselves (Schwartz, 1992 Apr., p. 10).

In late March, a man with AIDS was arrested in Philadelphia for allegedly paying young boys for sex. For many gay leaders, both nationally and in Philadelphia, the emphasis was on the more lurid aspects of the crime extrapolated to all gays and lesbians (Bull, 1992 May 5, p. 17).

Michael Kort reported on two gay roles played by gay actor Sir Ian McKellan. McKellen came out, or announced his homosexuality in 1988 on BBC Radio. Queen Elizabeth knighted Sir McKellen in 1991, making him the first openly gay nobleman. In 1993, McKellen played the role of Bill Kraus in HBO's "And The Band Played On" and a small role in the gay telefilm "Tales of the City." McKellen considered gay actors were welcomed by the world, and if they were honest, got a round of applause from journalists. The actor regarded this as a sign of hope (Kort, 1993 Sep. 7, pp. 59-61).

The play "Boys In the Band," which was credited with flinging open Broadway's closet door, celebrated its 25th anniversary. After its opening the play received both praise and criticism (Kramer, 1993 Oct. 31, p. H8).

One year after Clinton's attempt at allowing gays in the military, Jamie McClelland critiqued gay media coverage. The critic said media coverage of gays was less than realistic. The author concluded such coverage to be a combination of an advertisement for Gap clothing and the Armed Forces more than a reflection of reality (McClelland, 1994 Mar. p. 21).

Matt Marco considered media coverage of gay youth a two edged sword. While any coverage was good, it usually ended up more like an op-ed piece than news. Even though mainstream media may perpetuate stereotypes, in 1994 they covered lesbian and gay issues as never before (Marco, 1994 Mar./Apr. p. 15).

In the past few years there has been an explosion of personal computers and the internet. Gays and lesbians were becoming a part of this new multimedia. A problem on the internet was child pornography and sexually explicit material. One author suggested that as the government goes after child pornographers and others, the various on-line services were still friendly to gays and lesbians (Morales, 1995 Feb. 21, pp. 24-25). Because of child pornography problems with German

authorities, Compuserve removed subscriber access to all gay and lesbian material from its on-line service.

During 1995 horror book author Clive Barker came out as a gay man. Barker stated his attempts to get two positive gay theme horror projects produced in Hollywood failed. The author thought the idea was too scary for the producers. This surprised him since one purpose of horror films was to make people feel uncomfortable (Isherwood, 1995 Feb. 21, pp. 48-51).

Not to be outdone by 1995's Oscars, Broadway awarded its Best Leading Actress Award in a Play to an out lesbian, Cherry Jones, for her role in "The Heiress." Before going on stage to accept her award, Jones kissed her partner of nine years ("Cherry's Jubilee," 1995 Jul. 11, p. 69).

While television programs avoided gay kissing, music did not. The music group Red Hot Chili Peppers' lead singer and guitarist kissed in the video of their single "Warped." The video was shown on MTV. Two other members of the group, Flea and Navarro, kissed for the October 1995 cover of "Guitar." The MTV video received few complaints, but the magazine cover came under siege. Many of the calls came from retailers and wholesalers who claimed the cover was pornographic ("Hot Lips," 1995 Oct. 17, p. 71-72).

In the world of music, gay and lesbian musicians performed for the first time at Opryland's Roy Acuff Theatre in conjunction with National Coming Out Day. The concert brought the audience to their feet for three standing ovations ("Gay Ole Opry," 1995 Nov. 28, p. 79).

After operating for about one year KGAY, the first national gay and lesbian satellite radio station ceased to exist in 1994. It was the first effort to provide gay and lesbian radio programming on a national basis. However, the Colorado based station failed after a year due to funding problems and became a case study about radio station management (Johnson, Hoy and Ziegler, 1995).

Entertainment Weekly devoted an issue to what it termed "The Gay 90's: Entertainment Comes Out of the Closet." The magazine looked at various mass media including, music, cinema, television, and books. In the magazine, Jess Cagle wrote:

> Just as Elvis and his ilk plumbed African-American musical traditions and turned them into mainstream rock & roll in the 1950s, moviemakers, TV producers, media people, and rock stars have turned entertainment on its head by freely mining the gay culture for its sarcasm and style, its glitter and grit, its secrets and celebrations. In 1995, the gay stream flows freely into the mainstream (Cagle, 1995 Sep. 8 p. 22).

According to Cagle, gay characters were multiplying on both large and small screens. While the change was occurring both gradually and suddenly, Cagle credited most of it to the fact that gay sold. The advertising industry was credited with being at the vanguard by realizing gays and lesbians made a desirable demographic. Cagle stated the gay media revolution driven by the marketplace was the only kind Hollywood can trust (Ibid. pp. 20-31). In conclusion, Cagle wrote:

> The commercialization of gay culture is probably more than a passing fad - after all, the closer you cut to the heart of consumerism, the more acceptance, if not outright enthusiasm, reveals itself. But even those who think the novelty will eventually wear off may find themselves in a different world when it does. It may well be a more tolerant and compassionate place, at least for one minority (Ibid., p. 31).

The implication here was as creative people began to commercialize gay culture it became more acceptable to the heterosexual mainstream.

Summary of Gay Images in Miscellaneous

The literature on gay and lesbian images reflected the increasing presence of gay and lesbian characters in all forms of media from comic books to broadcasting to movies. Not only had the number of characters increased but also changes in the portrayal of gay characters were noted. Over the years programs became more inclusive of gays. However, often lesbians had been left out.

These characterizations attracted critics from both the heterosexual and homosexual population. At times they were praised and condemned by both sides. In the end, the literature reflected

economics and money were the driving forces behind mass media's images of gays and lesbians. Though their may be a relationship between media use by gays and lesbians and media images of their group it appeared advertisers played an important role in providing these images both good and bad.

GAY AND LESBIAN AUDIENCES

There were articles dealing specifically with a gay and lesbian audience. These include Cohen's "Intersecting and Competing Discourses in Harvey Fierstein's Tidy Endings" (1991, p.205) who concluded critical attention needs to be given to the ways gender is constructed.

Kielwasser and Wolf (1992, p.365) concluded:

> Mainstream, commercial television is not innocent in contributing to the symbolic annihilation, silencing, and, ultimately, oppression of gay and lesbian youth. But the power of its oppression is precisely drawn from the range of social phenomena that constitute gay and lesbian adolescents as a vulnerable category, and in contributing to those phenomena we may all be complicit. A greater awareness of this weighty problematic will at least ensure that our complicity does not become criminal.

These conclusions were made from a study the authors did on television and adolescent homosexuality. Their conclusions represented the interrelationship between media content and gays and lesbians. In this case the researchers suggested oppressive media images of gays and lesbians may be detrimental to gay adolescent audiences.

O'Neil (1984) undertook a study of the role of media in identity formation of gay males. He suggested the media was a potent force in the shaping of beliefs, actions and self-perceptions (Ibid., p.206).

In their exploratory study, Hoy, Ziegler, and Johnson (1994) researched differences between heterosexual and homosexual college students' reactions to a gay radio program. They concluded radio played an important role by increasing society's awareness and knowledge about other groups.

Some researchers concluded sexual orientation could influence

meaning given to mass media product. Minton wrote sexual identity played a central role in structuring and reading of texts (1992 p. 3-4): The idea of homosexuality influencing and structuring the reading of texts related directly to the idea of interaction and interpretive community studies.

Summary Gay Media Audiences

This literature suggested mass media may have had an effect on gay identity. The effect depended on the images media showed of gays and lesbians. One article indicated differences existed between gays and straights in their reaction to a gay radio program. Another study reviewed how homosexuality may affect textual readings.

INTERACTIVE AND INTERPRETIVE COMMUNITY STUDIES

The literature on uses and gratifications and queer theory both pointed to the interrelationship between media use and media content. In connection with media use, the literature on queer theory discussed interpretation of content and its effect on media use. Therefore the following was a presentation of some of the literature on interpretative community studies to provide a background to this separate but related theoretical area.

Television effects studies and uses and gratifications studies both assumed some type of audience interaction with the medium. Huston, et. al. write:

> The viewer's levels of understanding, knowledge, motivation, personality, attitudes, and purposes for viewing affect how the television content is used and understood by that viewer (1992 p. 6).

Lindlof had a great deal to say about mediated communications and interpretative communities. On media use, he stated it was situation specific. Media use evolved out of participation in interpretative communities (1988, p. 81). Concerning interpretative audiences, he wrote they were subcultures. These subcultures shared behavioral norms of the dominant social order (Ibid., p. 82).

He further stated:

> 'Community' therefore refers to commonalities of purpose and practice, even though members of a community need not be symmetrical or homophilic in their power or knowledge or roles (Ibid., p. 92).

Interpretative audience studies were not without critics. In a critical comparison of uses and gratifications studies and interpretative studies, Evans (1990, p. 152) wrote there was no difference between the two approaches because both assumed the power to create meaning from media laid with the user. Evans also stated interpretative studies were manifested in cultural studies and their offshoots (Ibid., p. 147).

In their critique of cultural studies, (interpretative studies), Lembo and Tucker suggested cultural studies analyzed interpretation in terms of struggles between dominant and subordinate groups. They stated this perspective failed to conceptualize the formation of shared meanings (1990, p. 97).

Concerning the interpretative audience Fiske (1988) wrote TV viewing was preceded by the individual's construction by their social history. In summary he stated: "So let us start with a reversal: the audience preceded the text" (Ibid.).

Summary

The above literature shows a connection between both uses and gratifications and interpretive studies. Both assumed an active audience. Interpretative studies assumed some type of audience commonalities as did some uses and gratifications research. There was some discussion as where interpretive studies belonged. Some researchers believe them cultural others found them to be nothing more than a version of uses and gratifications studies.

MASS MEDIA AUDIENCES

Introduction

The purpose and goal of this study was stated in Chapter One and

restated in Chapter Five. One item that was not a goal of this study was a comparison to other media audiences including heterosexual male audiences. It was recognized that in order to provide a baseline for the results of this study it necessitated providing a view of media use among a mainstream mass media audience. The following was an effort to meet this need without turning a descriptive study of one audience group into a comparison to other groups.

Television

The average television viewing time per week varied by time period. On average a person spent 4 hours and 10 minutes weekly watching television between the hours of 10:00a.m. and 4:30p.m. Monday through Friday. During the early evening between the hours of 4:30p.m. and 7:30p.m. the average person watched 3 hours and 23 minutes of television each week. Prime-time, 8:00p.m. to 11:00p.m., had the highest average number of hours spent watching television at 7 hours and 59 minutes weekly. Late night viewing between the hours of 11:30p.m. and 1:00a.m. had the least average viewing time per week at 1 hour and thirteen minutes (World Almanac, 1996, p. 260).

Based on all viewers television watching peaks on Monday and declines during the week reaching a low on Saturday. At any given time 89.5 million people are watching television during prime-time. The greatest number, 98.2 million watch on Monday and it declines to 78.2 million on Saturday (Information Please Almanac, 1996, p. 742).

For men age 18 and up viewing times were slightly less except for during the prime-time period when it was slightly higher. Men age 18 and up spent an average of 8 hours and 27 minutes a week watching television during the hours of 8:00p.m. to 11:00p.m. Monday through Sunday. During the time period of 10:00a.m. to 7:30p.m. Monday through Friday men 18 and up spent an average of 6 hours and 24 minutes watching television each week (World Almanac, 1996, p. 260).

When broken out by age average number of hours spent watching

television each week varied with older men watching more television. Men age 18 to 24 spent an average of 5 hours and 54 minutes each week watching television during the hours of 8:00p.m. to 11:00p.m. Monday through Sunday. At an average weekly time of 7 hours and 56 minutes those men age 25-54 spent up to two hours more each week watching television during prime-time (Ibid).

The average number of hours spent watching television each week was 22 hours and 41 minutes for men age 18 to 24 and 27 hours and 13 minutes for men 25-54. This breaks down to approximately 3 hours and 20 minutes a day spent watching television for men 18 to 24 and 4 hours and 27 minutes for men 25 to 54. Daily figures were unavailable (Information Please Almanac, 1996, p. 743).

The ranking of cable channels based on the number of subscribers found ESPN number one followed in order by: CNN, TBS, TNN, USA, Discovery, TNT, C-Span, Family Channel, A&E, MTV, Lifetime, Nickelodeon, CNN Headline News, and The Weather Channel. Almost 65 percent of U.S. households were cable subscribers (World Almanac, 1996, p. 261).

In order from number one down, the top ten television programs for the 1994-95 television season were: "Seinfeld," "E.R.," "Home Improvement," "Grace Under Fire," "NFL Monday Night Football," "60 Minutes," "NYPD Blue," "Friends," "Roseanne," "Murder She Wrote" and "Mad About You." Concerning syndicated television programs the top ten beginning with number one were: "Wheel of Fortune," "Jeopardy," "Oprah Winfrey Show," "Buena Vista I," "Entertainment Tonight," "Star Trek," "National Geographic on Assignment," "Star Trek: Deep Space Nine," "Magic I," and "Roseanne" (Ibid., p. 261).

Concerning penetration of electronic equipment, television sets could be found in 98.3 percent of all households. The average household had 2.2 television sets and 77.1 percent of households had a VCR. Radios were found in 99 percent of U.S. households with each household having an average of 5.6 radio sets. At least 60 million households out

of over 95.4 million, subscribed to a newspaper which almost equals the number of cable subscribers at 57.2 million households (Statistical Abstract of the United States, 1994, p. 567).

On a daily basis 93.7 percent of men watched television while 79.3 percent watched during prime-time. Additionally, 61.5 percent of watched cable, 87.6 percent listened to radio, and 84.8 percent read at least one newspaper (Ibid.).

Other Media

Looking at media other than television the average number of hours a week a person spent using these media during 1996 is estimated as follows: recorded music 5.17 hours, newspapers 3.23 hours (45 minutes daily), periodicals 1.57 hours, books 1.94 hours, videos 1.08 hours (4.66 hours monthly), and films .17 hours (.75 hours monthly) (Statistical Abstract of the U.S., 1994, p. 568).

Newspapers

The top ten newspapers based on circulation in order beginning with number one were: Wall Street Week, USA Today, New York Times, Los Angeles Times, Washington Post, New York Daily News, New York Newsday, Chicago Tribune, Detroit Free Press, and Chicago Sun-Times (World Almanac, 1996, p. 256). The top ten selling magazines in order beginning with number one were: NRTA/AARP Bulletin, Modern Maturity, Reader's Digest, TV Guide, Conde Nast Select, Better Homes and Gardens, Good Housekeeping, Ladies Home Journal, Family Circle (Ibid., p. 254). No periodical or newspaper targeting a gay and lesbian audience ranked in the top 100.

Radio

In radio the top ten formats based on number of stations were: country, adult contemporary, news/talk, religious, rock, oldies, spanish/ethnic, adult standards, urban, and top 40, (Ibid., p. 257). This differed from the top ten music preferences based on sales. These preferences were: rock, country, pop, urban, rap, classical, jazz,

gospel, soundtracks, and children's (Ibid.).

Film

Top ten movies for the year based on ticket grosses were: "The Lion King," "Forrest Gump," "True Lies," "The Santa Clause," "The Flintstones," "Clear and Present Danger," "Speed," "The Mask," "Mrs. Doubtfire," and "Maverick" (Ibid. p. 249). The biggest video rentals were: "Mrs Doubtfire," "The Fugitive," "The Firm," "Ace Ventura: Pet Detective," "Jurassic Park," "Tombstone," "Sleepless in Seattle," "Aladdin," "Barney," and "Cliffhanger" (Ibid., p. 250).

Books

Book use was reported in sales and divided into groups such as fiction, non-fiction, poetry, and paperbacks. The top fiction book was The Chamber. Highest selling non-fiction book was In the Kitchen With Rosie. Best selling paperback was Schindler's List (Ibid., p. 255).

Summary

From the top ranked newspaper, film, video and book to the number one ranked radio format and the average time spent with different media the previous section offers a base for comparison to the results obtained in this study. All the previously quoted figures and rankings were the most recent available and broken out by gender where possible. Again, the purpose and goal of this research study was not to do a comparison of a gay male audience to the general population but provide a description of a gay male audience. The previous figures and rankings were provided only as a courtesy to the reader as a baseline to use when reviewing the results of this study.

CHAPTER III

METHODS

This research project's goal was to describe mass media use among a group of gay males. Specifically, the method used sought to answer several questions. These questions were: What mass media were a group of gay males using? How frequently did they use different mass media? How much time did they spend with mass media? How did a group of gay males feel about their mass media use? How did mass media differed within a group of gay males? Why, or for what purpose, were they selecting or using the media they did?

Two methods were used in this project to collect the data to answer the research questions. A diary and a survey were the two methods. The diaries were designed to obtain data about mass media use by a group of gay males. The survey was designed to assess demographic information about the participants and provide data on mass media use. These two methods were combined into one instrument known as a diary/survey.

DIARIES

Though commonly used by broadcast research firms like A.C. Nielsen and Arbitron, information on diaries as a research method was difficult to find. Two articles on the subject were "Post Modern Research and the Arts," (Kent 1994) and "Diary Measurement of Radio Listening" (Brown, 1992).

Brown dealt specifically with the radio audience. He detailed the special characteristics of the radio audience compared with other mass media (Brown, 1992, p. 202). A main topic of this article was determining the size of the radio audience. The size of the audience affected the amount of diaries placed. The larger the audience the more diaries were required up to a statistical point were the placement of

additional diaries did not lead to greater reliability in the responses.

Kent described the diary as capturing data on consumer behavior longitudinally. For Kent diary keeping was ongoing with entries made concurrently with the activity in this case mass media use. Diary periods usually were for one week, but longer periods were sometimes used (Kent 1994).

Kent further described how a diary was structured and placed. He stated diaries were normally placed by the interviewer and could be used to gather information on an individual or a household. Precoding of the diaries with channel and program information was sometimes done and they were usually arranged by time segments of 15 minute or 30 minute intervals (Ibid., pp 7-8).

The diary method was not without problems. One of the most egregious of these was related to the diary keeper. Kent (Ibid.) wrote about the following potential sources of errors in diary-keeping:

> The diary-keeper forgets to enter listening, viewing or reading in the diary. This will often be because instead of making entries as they go along, many respondents will try to remember after a couple of days or even at the end of the week before sending the diary off.
>
> The record-keeper makes an entry, but makes a mistake on the details through faulty memory or erroneous recording.
>
> The diary is deliberately falsified either by omission of some media use, or by the inclusion of imaginary uses.
>
> The diary-keeper is unaware of media use activity by other members of the household.

He went on to state the factors affecting these sources of error included: the type of program, newspaper or magazine; the frequency of media use; the position of a page in the diary; the position and prominence of the entry on the page; the complexity of the entry; the overall length and workload involved; the method of contact between researcher and respondent (Ibid., p. 9). Kent also stated a diary had an advantage in that it acted as a "reminder" to participants to do the reporting.

Fletcher (Fletcher, 1981, pp. 18-20) also discussed the diary method. His discussion centered on the actual data collection procedures used by research organizations employing diary methods. He stated the first step in the process was to send a letter to a randomly selected sample of households. These letters were then followed up by telephone calls. After the telephone calls, the diaries were sent out to the individual households.

Diary placement was then followed up by two additional telephone calls. The first call was to remind the diary-keeper about his/her obligation in keeping the diary. Second, a call was made to remind the diary-keeper to mail the diary back when completed.

Fletcher (Ibid. p. 19) stated the advantage of a diary was:

> The great appeal of the diary data collection method is that so much viewing or listening information may be collected in a single data collection instrument, thus reducing to a minimum the cost of collecting of information about the audience.

Fletcher wrote a disadvantage with the diary method was in the subject response error. At times this error was substantial. For Fletcher the advantages outweighed the disadvantages. Fletcher stated there was no method comparable to diaries available today (Ibid.).

The drawbacks to diary data collection were recognized. Fletcher (1981) and Kent (1994) both concluded it was still the best instrument available to collect the data on mass media use. This included mass media used by a group of gay males.

Appendix C provided a copy of the diary/survey instrument used. The diary portion of the instrument covered one week period of mass media use. The diaries/surveys were designed to obtain the answers to the previously stated six research questions.

SAMPLING

This study's original sample was gay male college students. This sample was selected as an attempt to obtain the most homogeneous

audience possible. Previous research (Hoy, Ziegler and Johnson, 1995) indicated this group's average age was twenty-one. Unlike other gay groups that spanned the socio-economic spectrum, students offered a more accessible and homogeneous gay population. The original sample for the study was generated from the various lesbigay campus student organizations around the country. According to the Gayellow Pages, 1992/93, there were 187 such organizations. Appendix E provided a complete listing of these organizations.

Before diaries/surveys were placed, a letter of introduction was sent to the president of each gay and lesbian group. Copies of all letters sent to the lesbigay groups were found in Appendix F. This letter introduced the researcher and informed the group of the diaries to be sent. The letter requested the groups' voluntary participation in the project. The sample for this study was 186 because one gay and lesbian student organization response indicated they were composed strictly of women attending an all female college.

During the Spring of 1995, 500 diaries/surveys of mass media use, were sent to the 186 gay and lesbian student groups. The 500 diaries/surveys did not divide equally among the 186 groups. Therefore, three diaries/surveys were sent to 128 of the groups while 58 groups were sent two diaries/surveys for a total of 500. The groups receiving only two diaries/surveys were selected using a random number table.

Enclosed with the diaries/surveys was a letter to the group. The letter again requested the groups' voluntary cooperation and that each diary/survey was to be filled out by a gay male member of the group. Each diary/survey contained a self addressed stamped envelope for its return.

Approximately two weeks after the diaries were sent, a follow-up letter was sent out to each group. The letter thanked the group for their participation and urged them to return the diaries/surveys as soon as possible.

A couple of weeks after the follow-up letter was sent, several organization leaders sent electronic-mail advising the researcher their gay and lesbian organizations were no longer meeting due to the end of the school year. They sought instructions on what to do with the diaries/surveys. By this time, out of the 500 diaries/surveys sent, only twelve were returned.

It was determined at this point to hold the data gathering phase of this research project in abeyance until school resumed in the Fall of 1995. Two more diaries/surveys were returned during the remainder of the summer for a total number of fourteen diaries/surveys returned.

Another 500 diaries/surveys were sent out during the Fall of 1995. The breakdown of the groups that received three diaries and the groups that received two remained the same. The second mailing included a letter to the group detailing the problem with the previous Spring's mailings and once again requested the group's voluntary participation in the study.

Within three weeks of the second mailing another follow-up letter was sent. The second letter and mailing resulted in the return of only five additional diaries/surveys for a total return of 19. One group telephoned the researcher wanting to know whether this survey was for real.

Groups were then contacted by telephone and/or electronic mail. Telephone numbers and electronic mail addresses were obtained for 117 of the 186 gay and lesbian student groups. Each group was called. Most of the telephone calls were answered by a machine. Some calls were answered by an individual. Whether a machine or person answered the telephone, the importance of the study was stressed and recipients were urged to return the diaries/surveys. This effort resulted in two more diaries/surveys being returned for a total of 21. This was less than a 5 percent return rate.

To keep this project viable, it was determined 50 diaries were

needed. It was decided to contact several lesbigay student groups and try to work with them individually. Additionally, a $5.00 incentive was added as a donation to the group for each diary/survey they returned. Through telephone calls, electronic mail, and regular mail, four groups agreed to work on this project. Forty-five diaries/surveys were placed with these four groups.

After repeated telephone calls and electronic mails, an additional seven diaries were received for a total of 29, or a 6 percent return rate. At this point it was decided to expand the sample population in order to obtain the required number of diaries/surveys.

The participation of a gay social group in Knoxville, Tennessee was sought. Many members of the group agreed to participate in the study. A total of 48 diaries/surveys were placed in person with each of the group's members participating in the study. After three followup telephone calls, 18 of the 48 diaries/surveys were returned. This brought the total number of diaries/surveys returned to 47. This figure became acceptable for data processing.

Based on an original mailing of 500 diaries/surveys the return rate was 9 percent. The return rate for the gay social group was 38 percent while for the gay male students it was six percent. The gay social group was not offered the $5.00 incentive. This may be significant for future researchers studying gay and lesbian mass media audiences. Both the return rate and sampling were addressed further in Chapter One under limitations.

DIARY/SURVEY INSTRUMENT

The diary/survey instrument used consisted of two main sections and several sub-sections. The two main sections were a diary of mass media use and a survey. Thirty questions on mass media use and demographic information comprised the survey section. The survey section was originally designed for gay male college students and was

not changed for the gay male social group. Therefore, several questions did not apply to this group. This included questions on class status (i.e. sophomore, junior), major area of study and where the student lived (i.e. on-campus, off-campus or with parent or guardian).

Nine of the survey section questions sought demographic information such as: gender, age range, sexual orientation, religious preference, where the participant lived and their ethnic background. One question asked whether participants owned various types of electronic mass media delivery systems or hardware, including: video recorders/players, television, computer, CD player, audio cassette recorder/player and a video game system.

Three questions concerned television viewing. These questions covered items such as number of daily hours usually spent watching TV, where TV was usually watched and an open ended question asking them their favorite program.

An additional three questions concerned radio listening. Like the TV questions, the radio questions sought to find out the number of hours each person spent with radio each day and where they usually listened. The survey section also asked the radio format each person preferred.

One survey section question dealt with the number of films/videos the participant viewed each month. Two survey section questions concerned the number of books read monthly and yearly.

Five questions related to periodicals and newspapers. These questions sought to ascertain the number of periodicals read weekly and monthly, and how many were subscribed to. Additionally, the diary/survey asked whether a daily newspaper was read and subscribed to.

Two questions dealt specifically with gay and lesbian media. One sought to determine whether the participant used any media targeting a gay and lesbian audience and, if so, which ones did they use.

Music was covered in three survey section questions. These concerned the number of CD's purchased monthly, favorite music type and

favorite musician or group. The final question was left open for any comments the participant wanted to make.

The second major part of the diary/survey instrument was the actual diary. The diary section covered a period of one week for television, radio and periodicals and one month for films/videos and books. Each medium was broken out separately in the diary section. Participants were requested to begin their entries in the diary section on the first Sunday after they received it and that the entries be made daily for seven days.

The information for television included: daily viewing habits, the program title, network it aired over, where participants viewed the program, how long he watched the program, why he viewed the program and any comments. Radio listening requested: daily radio listening, station, format, where, how long and why the participant listened and any comments. Periodical reading asked for: daily periodical reading, title, how the item was obtained, where and how long did he read, why was the publication selected and any comments on their reading.

Besides the information on television, radio and periodicals, participants were asked to list film/videos viewed and books read during the previous 30 days. The film/video section asked for the title of the film, its rating, where it was viewed, did he view it completely and why did he view this film. Participants were also given an opportunity to provide any comments they had about the film.

The book section sought much the same information. It requested the title of the book, where it was obtained and read, whether the respondent read it in its entirety and why it was selected. A comments section was also provided.

The diary/survey instrument also contained an instruction page on filling out and returning the diary and a consent agreement with a statement of confidentiality. A copy of the consent agreement and statement of confidentiality is provided in Appendix D.

RELATIONSHIP OF INSTRUMENT TO THEORY

As previously cited several researchers found the diary the best method to track media use over a period of time by a large group. Since this study dealt with providing a description of mass media use by an audience segment over time, as detailed by Lazarsfeld, the diary became the best method.

The diary was a convenient and inexpensive instrument in providing the necessary information for a uses and gratifications study. Other options included daily contact with participants either in person or by telephone to ascertain the media they used. Considering the original sample this method would have been both costly and extremely time consuming. It would have also required participants provide information based on recall. While it was recognized this may have also been true of the diaries the ideal situation stated they would be filled out concurrently with the activity thereby avoiding recall problems. This then provided a truer picture of media use.

Another even more costly option would have become a participant observer and observe media use among the men in this group. However, this became even more problematic and intrusive for both researcher and participant. The diary was again found as the least intrusive instrument available to collect the information necessary to answer the research questions.

It was recognized there are many ways to collect data on mass media use and gratification. However in conclusion in order to meet Lazarfeld's step of providing a description of the audience based on frequency tables the use of a diary was the best least expensive available instrument for gathering the data for this research project.

ANALYSIS

Both the diary/survey were analyzed using Statistical Package for the Social Sciences for Windows (SPSS for Windows). Each diary/survey

was provided a numeric code by which it was identified. A file was then created for each separate medium in the diary section and for the questions in the survey section of the instrument. This created six separate files and permitted separate analysis of each medium and the survey section questions. To allow for separate data analysis between student and non-student participants, correlations and t-tests of the means, all files were combined together into one.

To input the data into each file, a number was assigned to the categories of each nominal variable. An example was the variable of network/cable channel watched under television viewing. Each network category received a numerical equivalent (i.e. ABC = one, FOX = nine, and HBO = twenty-six). Due to the large number of variables and their individual categories, they were not listed here. A complete list of all the variables and their numeric equivalents was provided in Appendix G.

This coding resulted in varying numbers of observations depending on the medium. For example, television programs were coded according to program title and day-of-the week the show was watched. Among the 47 participants a total of 765 programs or incidents of television viewing were recorded for the seven-day period.

Several statistical tests were run after the completion of the data coding and input. These tests included the frequencies for each variable and its categories and the creation of corresponding bar charts and tables. Frequencies provided both a number for each variable's categories as well as a percentage, valid percentage and cumulative percentage.

A group of descriptive statistics was run separately for each medium's variables in both the instrument's diary and the survey sections. These statistics included the mean, standard deviation, range as well as the maximum and minimum for each variable.

To find any relationships between variables within a medium a

series of correlation coefficients were calculated. This test was performed for each medium. A chi-square test was not run on this data due to unreliability. According to Ott (1988, p. 224) if the number of categories was large and the n was small, there was a high probability of creating a Type II error in interpretation due to unreliability of the goodness of fit test.

All individual responses on mass media use in the diary section and the questions in the survey section variables were combined into one file. In other words the six individual statistical files for each medium and for the demographic questions were combined into one data set. This allowed running of correlation coefficient tests of variables between the media used and the survey questions. Again, this test was performed to determine if there was any relationship among all the variables. The combining of files also allowed for an analysis of differences between students and non-students.

Besides the correlation tests, the data lent itself to a series of t-tests of the means. The population sample divided conveniently into two separate groups, students and non-students. This natural division of the data into two separate groups provided an opportunity to determine if any difference in media use existed between these two groups. Therefore, the t-tests of the means were done between these two groups. A factor analysis were completed to determine if any of the variables could be combined for ease of analysis.

Statistical tests of data did not reveal many things. Each diary/survey was viewed visually to determine if any patterns existed that might not be revealed in a statistical analysis.

Based upon the results of the statistical tests performed, it was determined no other tests were required. The results of the study were reported in Chapter IV.

CHAPTER IV

RESULTS

INTRODUCTION

The results were divided into major sections and these were further divided into different subsections. Each major section corresponded to a part of the instrument. Those questions that were a portion of the survey section of the instrument were discussed first.

This section was subdivided into several areas. The first subsection discussed those survey questions numbered 1 through 5 and 25 through 30 that pertained to demographic information.

Second, was a discussion on survey questions 6 through 8 on television viewing habits. This was followed by reports on radio listening, film/video use, book reading, periodical use and the use of recorded music. Each question's discussion was in three parts. These parts were students, non-students and the two groups combined.

The next major section was a discussion of the instrument's diary questions. This section is subdivided according the medium. The diary questions were discussed in order beginning with the medium of television and followed by radio, periodicals, films/videos and books.

Each part of the diary results reviewed the use of an individual mass medium by this gay male audience group. Media use was for a period of seven days beginning with Sunday. Media use was described in three ways. It was described for students, than non-students, and for both groups combined. This was followed by a report on the correlation of each medium's diary section variables.

Presented next was the combination of the instrument's survey and diary data sets combined. This section discussed possible relationships that existed between the variables in the survey and each medium and between media. A review of possible differences between the two groups,

student and non-student followed. Lastly was a view of the patterns of mass media use. These were items from the diaries not discernible by statistics, but may have been of some importance.

INSTRUMENT SURVEY QUESTIONS

Participant Demographic Questions

As stated in Chapter Three the demographic questions from the survey section of the instrument were designed to yield specific information about the participants. This information was: religious preference, ethnicity, major area of study, college class, ownership of different mass media electronic equipment, age, gender, and sexual orientation. Each question was addressed individually. The results of the survey section's demographic questions were presented on a question by question basis. These questions were numbers 1 through 5 and 25-30.

Survey Question 1: What do you consider to be your age range?

Thirty-three of the 47 participants, or 70 percent, reported an age of 25 plus years. Five participants reported an age of 18-20. Four participants reported an age of 21-22 and 23-25, while one participant did not give an age. The average age of this group of gay males was over 25.

Among the non-students all 18 participants reported their age to be greater then 25. Meanwhile 15 student participants reported an age greater then 25 while 5 were between 18 to 20, and 4 each were between 21 to 22 and 23 to 25 years old.

Survey Questions 2 and 3: What do you consider your gender to be? What o your consider your sexual orientation to be?

All 47, or 100 percent, of the participants responded they were male and their sexual orientation was homosexual. This led to the assumption that all of the participants self-identified as a gay male. No breakdown between students and non-students was provided on this question because of the previously stated responses.

Survey Question 4: What class do you consider yourself to be in?

As previously stated, this sample consisted of students and non-students. Of the twenty-eight students, most identified their class position as a senior or graduate student. The total for each group was nine. Five participants reported being juniors, four sophomores and one a freshman. This question did not apply to the non-student group so separate breakdowns were not provided.

Survey Question 5: What is your major are of study? Please list:

The largest number of participants in any one major was three. This number of students reported majoring in human services and business/accounting. All other majors had two or fewer participants. Responses for other majors included: engineering, political science, music, biology, education, computer science, communication/media and religion. Question five reflected a diversity in course study among this portion of the sample. Separate breakdowns were not provided because this question was only applicable to students.

Survey Question 25: Please indicate whether you own a VCR, television, computer, video game system, cassette recorder/player and CD player.

Of the 46 people responding to the question about owning a VCR, 42 respondents owned a VCR. Four people did not own a VCR and 1 person did not respond. All of the non-students owned a VCR. The four who did not own a VCR were students and 1 student did not respond.

Among this audience group 44 participants reported owning a television. One participant did not answer the question and two reported not owning a television. The two participants who reported not owning a television were both students. Therefore, all of the non-students owned a television.

Twelve participants in this group owned a video game system. Forty-one owned an audio cassette recorder/player, while 40 participants owned a CD.

Slightly more then half, or 27, of the participants owned a computer. The balance of the forty-six participants who responded to

this question, or 19 did not own a computer. This related directly to the type of gay media used. Only six participants reported using gay and lesbian computer bulletin boards, whereas over half the group members had the equipment to do so.

At least 85 percent of both groups owned a CD player and almost 90 percent owned an audio cassette recorder. Seventy-two percent of the non-student participants owned computers while only fifty percent of the student participants owned a computer. This may have been due to the better economic situation expected among non-student adults. Concerning video games 67 percent of non-students did not own one as did 79 percent of students.

Survey Question 26: What is your religious preference?

For those that stated a religious preference, Protestant was the response listed most often. Thirteen participants considered themselves Protestant. The second largest group was other with a total of ten participants. Other included Taoists, Druid, Buddhist and Hindu. The largest figure, 35 percent or fully one third of the participants had no religious preference or they did not respond to this question. Of this 35 percent, 15 percent had no religious preference and 20 percent did not respond.

Breaking this question out by the two groups showed some different results. Ten of the non-students reported their religious preference as Protestant, 1 reported being Catholic, 5 reported no preference and 2 reported other.

Among the students the largest number, 11, reported no preference or none, 8 reported other as their religious preference, 5 stated they were Catholic, 3 reported being protestant and 1 said they were Jewish.

Survey Question 27: Where do you live?

Of 46 participant responses to where do you live, eight reported living in on-campus housing, 34 reported living off-campus and four reported living with his parents/guardian. This question was designed

for the students only. Of the students 8 lived on campus, 20 lived off-campus. Of the 20 living off campus, 4 lived with their parent or guardian.

Survey Question 28: Is the campus where you attend school in

The greatest number of participants, 21, lived in a mid-size city. Twenty-six percent of the participants lived in a small town. Only one participant lived in a rural area and three in a small city. Those who lived in a large city totaled nine and one did not respond.

As with question 27, this question was also designed for students. However, all but 1 participant responded to this question. Out of the 18 non-students 15 lived in a mid-size city, two lived in a small city and 1 lived in a large city. Twelve of the students lived in a small town, 8 lived in a large city, 6 lived in a mid-size city and 1 each lived in a small city and rural area.

Survey Question 29: What do you consider to be your ethnic background?

The vast majority, 39, of the participants, reported their ethnicity as Caucasian. The next largest group was Asian-American at four participants. There was one response each from those who considered their ethnicity as African-American, Latino, and Native American. One person did not respond as indicated in Figure 1.[1]

There were 16 Caucasians, 1 Native American and 1 African-American among the non-students. There were 23 Caucasians, 4 Asian-Americans and 1 Latino among the students. In both groups the largest majority of the participants were Caucasian.

Survey Question 30: Any additional comments?

No participant responded to this question. This would be a reflection of other questions in the instrument requesting comments.

---

[1]Figures are presented in Appendix B in numeric order.

Survey Questions on Television Viewing

This section provided the results of questions six through eight of the survey section concerning television viewing habits. Responses were reported for the group than they were discussed for students and non-students.

Survey Question 6: During the average day how many hours do you usually pend watching television?

The greatest number of participants, 34, spent from one to three hours daily watching television. Table 1[2] reflected the next largest group was nine. They spent less than one hour a day watching TV. Two participants watched from four to six hours of television daily, while one participant watched none, and one did not report.

The majority of both groups spent from 1 to 3 hours daily watching television. Fourteen non-students and 20 students responded in this manner. For non-student participants 1 did not watch, 2 spent less than 1 hour a day with TV and 1 spent an average of 4-6 hours daily watching TV. For the student participants 7 spent less than 1 hour a day watching TV and 1 spent from 4 to 6 hours daily with TV.

Survey Question 7: Where do you usually watch television?

Home was the place where this group usually watched television. Of the 47 participants, 43, reported home as the place they usually watched television. Among the other four participants, one usually watched TV at work, another watched in a bar, another in some other location and one did not report. The other location reported was a dormitory room as reflected in Table 2.

For the vast majority of both groups home was were television was usually watched. Among the non-students 17 reported they watched at home and 1 in a bar or restaurant. Twenty-six of the students watched at home, 1 watched TV at work and 1 watched in a dormitory room.

---

[2]Tables are presented in Appendix A in numeric order.

Survey Question 8: What is your favorite television program? Please list:

The responses to this question reflected the diversity among this group of gay males. None, or no favorite television program was the answer this group's participants gave most often. A total of seven participants answered none. Twenty-eight different programs were listed by the other 40 respondents as their favorite. The top eight programs according to number of participants were: "Melrose Place," with four participants, "Cybil" with three participants, and with two participants each, "Friends," "X-Files, "Roseanne," "Star Trek: Voyager," "ER," and "Home Improvement."

The balance of the twenty-eight programs had one participant each. Some of these programs were: "Doctor Who," "Star Trek," "One Life to Live," "Mad About You," "CNN Headline News," "Simpsons," "Stooge Mania (The Three Stoogies)," and "Wheel of Fortune."

When these programs were viewed by genre, the list changed slightly. Thirteen participants selected situation comedies as their favorite. Eight others selected science fiction and eight selected soap operas (both daytime and prime-time serials). Four participants selected dramas, and two selected police dramas. The balance of the genres were chosen by one participant each.

Among this audience, group situation comedy was the most favored program genre on television. There was no one absolute favorite program in this or any other genre. This demonstrated a diversity of television program selection among this group of gay males.

When divided out between students and non-students the results were still diverse. The most favorite program among students was "Melrose Place" with 4 participants, followed by no favorite with three participants and with 2 each "Friends," "Roseanne," and "E.R." All other programs listed as a favorite by the students had only 1 response each.

Favorite program for the non-students was a tie between "Cybil"

and no favorite with 3 participants each. All other programs chosen as a favorite by the non-student group had 1 response each. The vast majority of the favorite programs among the two groups were situation comedies

Survey Questions on Radio Listening

Survey questions 9 through 11 asked participants to provide data on their radio listening habits. Participants responses to these questions follow.

Survey Question 9: During the average day how many hours do you usually pend listening to radio?

Among the participants 19 spent less than one hour daily listening to radio. Fifteen spent from one to three hours listening to radio and five participants, spent no time listening to radio. Another five participants spent four to six hours listening to radio while two spent more than six hours a day listening to radio. One person did not answer this question.

This research indicates that 41 participants spent some time each day listening to radio. Of this amount 34 spent three hours or less listening to radio each day. Table 3 reflected six of the participants did not listen to radio for one reason or another.

Fourteen of the students spent less than one hour a day listening to radio while 10 of the non-students spent the same time listening to radio. The next largest time period spent listening to radio for both groups was from 1-3 hours. This was reported by 10 students and 5 non-students. One participant from each group reported spending more than six hours a day with radio while 2 non-students and 3 students reported spending 4 to 6 hours a day listening to radio. The results showed the two groups very similar on this variable.

Survey Question 10: Where do you usually listen to radio?

Almost half of the participants usually listened to radio in their car. Twenty-three of the participants chose this answer. The second largest number of radio listeners in this group listened at home. The

total for this category was 14. The balance either never listened, listened at work or somewhere else as shown in Table 4.

At 12 responses, slightly less than half the students listened to radio in their cars. This compares to 11 or almost two-thirds of the non-students who listened in their car. The next highest number of responses for both groups was home. Ten students listened to radio at home while 4 non-students did. Two students did not respond to this question and 1 reported listening somewhere else.

Survey Question 11: When you listen to radio what is the format you refer to listen to?

The top five formats in order with the number of participants were: rock - 14 participants, easy listening and other formats - seven participants each, country - five participants, and adult contemporary with four participants as Figure 2 demonstrated. Urban and classical formats were favored by three participants each while news/talk and oldies were favored by one person each.

While a rock music radio format was favored by almost one third of this audience group, the results of this question also reflected the group's diversity. There was no one overwhelming radio format favored by this audience group.

Among the students Rock with 10 responses was the most favored radio format. This was followed by Urban, Adult Contemporary and other with 4 responses each. Urban and News/Talk received 1 response and 1 participant did not respond.

There was no clear favorite format among the non-students. Country had the most responses with 5 followed by Rock at 4, Easy Listening and Other with 3 each. An Oldies format had 1 response. Though Country was the format with the most responses it was not as clear of a favorite as Rock was for students. Though students reported listening to more different types of radio formats they responses were not as evenly distributed among the choices.

Survey Questions on Film/Video Use

Participants were requested to provide information on the number of films and videos they viewed each month. Responses to this question are discussed in the following section.

Survey Question 12: Other than for a college course of study, on average, how many films/videos do you view a month?

Table 5 reflected more than one-half, or 27 of the participants viewed from one to three films/videos monthly. Another 9 participants viewed between four and six films/videos each month. Four of this group's participants did not view any films/videos each month while 4 participants viewed ten or more. Two participants viewed seven to nine films/videos monthly and one participant did not respond.

There was a dramatic difference between the two groups on films viewed monthly. For the students the breakdown is 20 viewed 1 to 3 films, 4 viewed 4 to 6 and 2 each viewed 7 to 9 and 10 or more films each month. One student did not respond.

In the non-student group the breakdown was 4 viewed no films each month, 7 viewed 1 to 3, 5 viewed 4 to 6 and 2 viewed 10 or more films each month. The differences could have been representative of dating among the younger student participants in the group.

Survey Questions on Book Reading

The average number of books read each month and year by the participants was the topic of the next two survey questions. A review of the participants responses answers to these questions follows.

Survey Question 13: Other than for a college course of study, on average, how many books do you read a month?

Most of the participants, 24, reported reading from one to three books a month. Thirty-two of the group's participants did not read any books a month as demonstrated in Table 6. Six people reported reading from four to six books monthly and one person reported reading seven to nine books. No one reported reading more than ten books per month while one person did not respond.

Most of the non-students, or 9, reported reading from 1 to 3 books each month. Non-students reading no books numbered 7 and 2 read from 4 to 6 books each month.

Fifteen of the students read 1 to 3 books each month and 8 read no books. Four of the students read 4 to 6 books a month, one each read 7 to 9 books monthly and 1 did not report.

Survey Question 14: Other than for a college course of study, on average, how many books do you read a year?

One person did not respond to this question. Five participants did not read any books while 5 read 4 to 6 books annually. Eight participants, reported reading seven to nine books each year and ten participants, reported reading from one to three books yearly. Table 7 indicated the greatest number, 18 reported reading ten or more books each year. Over half of this group read more than seven books annually.

The number of books read yearly among the non-students was evenly distributed across the variable's categories. Four non-students read no books, 3 read from 1 to 3, 3 read from 4 to 6, 2 read 7 to 9 and 6 read 10 or more books each year.

In the student group 1 participant read no books, 7 read 1 to 3 books, 2 read 4 to 6 books, 6 read 7 to 9 books and 12 read 10 or more books each year. One student did not respond. There was no discernible reason for the differences between these two groups rankings on this variable.

Survey Questions on Periodical Use

Survey questions 15 through 19 were used to ascertain periodical usage among the participants. These included questions on number of periodicals and newspapers read daily and weekly as well as the number of periodicals subscribed to by the participant.

Survey Question 15: Other than for a college course of study, on average, how many magazines, periodicals, and journals do you read each week?

Two-thirds of this group of gay males read at least 1 and as many as 3 periodicals each week. Table 8 reflected 9 group participants read

from four to six periodicals weekly, while two participants reported reading no periodicals. Two people reported reading seven to nine periodicals weekly and ten or more periodicals weekly. One person did not respond.

The results of this variable for the two different groups resembled the combined totals. In the student group 18 participants read from 1 to 3 periodicals each month. From 4 to 6 periodicals were read by 7 student participants each week followed by 2 reportedly reading 7 to 9, 1 student read 10 or more periodicals weekly and 1 did not respond.

None or no periodicals read weekly was the response given by 2 non-students and 2 responded 4 to 6 periodicals. The category with the greatest number of responses was 1 to 3 periodicals with 13 non-student participants. As with the students only 1 person reported reading 10 or more periodicals each month.

Survey Question 16: Other than for a college course of study, on average, how many magazines, periodicals and journals do you read each month?

The number of periodicals read monthly versus weekly was more evenly distributed throughout categories. Table 9 demonstrated the greatest number, 17 participants, reported reading from four to six periodicals monthly while 26 percent, or 12 participants, reported reading from one to three periodicals each month. Thirteen percent of this group read seven to nine periodicals and 19 percent reported reading more then ten periodicals monthly. Table 9 showed the mean number of periodicals read monthly was from four to six while the mean number for those read weekly was from one to three.

Among the students 4 reported reading 1 to 3 periodicals a month, 10 read 4 to 6, 5 read 7 to 9 and 9 student participants read 10 or more periodicals each month. One did not respond. For the non-students the breakdown was 2 read none, 8 read 1 to 3, 7 read 4 to 6 and 1 person reported reading 7 to 9 periodicals each month.

Survey Question 17: How many magazines do you subscribe to?

A quarter of these gay males, or 12, did not subscribe to any periodicals. Twenty-two participants subscribed to at least one and as many as three periodicals. This was also the mean number of periodicals subscribed to by this group of gay males. Ten subscribed to four to six periodicals, one subscribed to seven to nine and another participant to more then ten periodicals monthly. One person did not respond.

Half of the non-student participants subscribed to 1 to 3 periodicals. Of the other 9 non-student participants 5 reported not subscribing to any periodicals and 4 subscribed to 4 to 6 periodicals.

The student breakdown was similar to that of the non-student. Almost half or 13 students subscribed to 1 to 3 periodicals, 7 reported none and 6 student participants subscribed to 4 to 6 periodicals. One student each subscribed to 7 to 9 periodicals and 10 or more.

Survey Question 18: Other than for a college course of study, on average, how many newspapers do you read each day?

When newspaper reading was broken out 16 participants reported not reading a daily newspaper. Table 10 reflected 30 participants reported reading one newspaper per day and one person did not answer this question. No one in this group read more than one newspaper per day.

The non-students had the largest number of newspapers readers at 14. Only 4 of the non-students did not read a newspaper.

The students split almost evenly on this variable with 12 not reading newspapers and 16 reading newspapers. The differences between the two groups could be a reflection of either access or economics as much as it is age.

Survey Question 19: Do you subscribe to a daily newspaper?

While 30 participants reported reading a daily newspaper, less than 15 subscribed to a daily newspaper. Two people did not answer this question. The vast majority, 32 of the participants, did not subscribe to a daily paper.

About the same number of students and non-students subscribed to a

newspaper at 7 and 6 respectively. Non-subscribers numbered 11 among the non-students and 21 among the students. One non-student and one student did not respond to this question.

Survey Questions on Gay/Lesbian Media Use

The following questions were used to discover the frequency of use of media targeting a gay and lesbian audience. Additionally, question 21 was used to reflect what media targeting a gay and lesbian audience was being used by this group.

Survey Question 20: Do you ever use media targeted to a gay and lesbian audience?

Chart 3 reflected two-thirds, or 31 of the respondents used gay and lesbian media. Less than one-third, or 14, did not use gay media. Two of the respondents did not reply to this question as demonstrated in Figure 3. Two-thirds of both groups, student and non-student participants, used gay and lesbian media.

Survey Question 21: If you answered yes to question 20, which gay and lesbian media have you used? Please list:

Of those participants who reported using gay and lesbian media, 19 respondents reported using periodicals only. Six respondents reported using computer bulletin boards targeted to gay males. As shown by Figure 4, the balance of the six respondents reported using either television, (two respondents) or some combination of gay media from magazines and videos, books, magazines and videos, and periodicals and computers.

Within the non-student group about half the participants used periodicals and half used computer bulletin boards and on-line services. In the student group 12 used periodicals only and 9 did not use gay and lesbian media.

Survey Questions on Recorded Music Use

Questions 22 through 24 were used to determine recorded music use among the participants. This included questions on favorite musical group and type to the number of CD's and tapes a participant purchased

monthly.

Survey Question 22: On average, how many music CD's (compact discs) or prerecorded cassette tapes do you purchase each month?

Well over half the participants, or 28, reported purchasing from one to three prerecorded CD's or audio cassettes each month. Eight participants did not purchase any prerecorded music monthly, and four purchased ten or more CD's or tapes each month. Five participants reported purchasing from four to six tapes and CD's monthly, while only one person said they purchased seven to nine prerecorded music selections each month.

Seven non-students did not purchase any music monthly, 6 bought 1 to 3 music selections, 3 bought 4 to 6 and 1 non-student participant each bought 7 to 9 and 10 or more CD's or cassette tapes each month. One student did not respond and one student bought no tapes or CD's each month. The largest of number of students, 22, bought 1 to 3 music selections monthly, 2 bought 4 to 6 and 3 bought ten or more music selections each month.

Survey Question 23: What is your favorite type of music?

Seven of the participants had no favorite music type. The largest number of participants, 9, preferred dance/disco music. The next greatest number of participants, 4, preferred classical and three each preferred easy listening, rock, pop, top forty, and country. Other music types favored included: oldies, alternative folk, earth music, adult contemporary, showtunes, gospel, jazz and rhythm and blues. Sixteen different music types were favored by 40 participants. This again represented the diversity to be found in this small group of gay males.

Dance/disco was the music type most favored by 4 non-student participants followed by country with 3 participants and with 2 participants each easy listening, rock, Top 40, and none. Five students stated dance/disco was their favorite music type. This was followed by

4 students reporting no favorite, 3 each reporting classical and country, and 2 each reported adult contemporary, oldies and alternative.

Survey Question 24: Who is your favorite singer, musician or musical group?

The greatest number, four, reported Madonna as their favorite musician. All other musicians were favored by one to two participants each. There was no leading musician or group selected by the participants. Instead they spanned the musical spectrum from classical, country, alternative, rock, new age, pop, and jazz. The answers to this question again reflected the diversity of tastes found within this small group of 47 gay males.

When the two groups were broken out no clear musician was favored. However, the listing of musicians did differ between the two groups and both groups covered a wide range of musical styles.

INSTRUMENT DIARY QUESTIONS

Diary Questions on Television

Part of the diary section of the instrument concerned television viewing. Participants listed the television programs they watched. This was done daily for a period of seven days beginning on a Sunday.

The 47 participants reported a total of 765 cases of television programs viewed. Participants listed 217 different programs watched during a seven day period. No one program was watched more frequently than any other. Table 11 provides a complete list of the programs participants viewed and the number of viewings of each program.

Diary Question 1: Please list the title of television program you viewed today.

The survey section of the instrument reflected participants preferred situation comedies as a program genre. Based on individual programs the diary section of the instrument reflected news programs as the most watched with participants listing 73 cases of television news viewing. This amounts to 10 percent of the programs viewed. This

figure reflected all news programs, both national and local for all locales. Television movies with 30 cases, or 4 percent, was the next largest program group listed as most viewed by the participants. As with the news program, there was no one movie but several, from television releases of theatrical films to made-for-TV films. The Weather Channel was listed as the third most watched program with 22 of the 765 reported cases of television viewing.

Among individual programs, the most watched were "Today," "The Simpsons," and "Jeopardy." During one week each of these programs were viewed by the participants 19 times or 3 percent of the total. Each of these programs aired daily Monday through Friday. This was taking into account "The Simpsons" as a syndicated program airing daily Monday through Friday.

Next in number of viewings was "Home Improvement." This program had 16 viewings cases, or 2.1 percent of the total. This program was followed by "The Andy Griffith Show," with 14 viewings, also 1.8 percent of the total. Both of these programs were syndicated with only "Home Improvement" still in first run.

The next most watched programs with 12 viewings each were "America's Funniest Home Videos," and "The Young and the Restless." This was followed by those programs with 11 viewings each. These were "Coach," "Friends," "One Life to Live," and "Oprah." Of these programs, only "Friends" was not in syndication and aired only once a week. Among prime-time commercial network programs, "Friends" was the most popular among this group of gay males. However, the number of viewings of "Friends," at 11, compared to a total number of program viewings of 765, shows this group did not overwhelming favor one program among those viewed.

One item of interest was that only five cases of sports program viewing was reported by these participants. The programs watched were the "NFL Draft," "NFL Football," "ESPN Sportscenter" and "NHL Hockey."

This suggested gay males may have had little interest in sports programs. Since the diaries were completed over a period of time all different types of sports were covered. So it appeared unlikely the lack of sports programming was in any way related to the types of sports being aired.

A better way at looking at these programs was by genre. When the data for each incident of television viewing was coded so was a corresponding genre. By far the most popular genre of this group was situation comedies. Situation comedies were viewed a total of 189 times by the participants. Of the total number of television viewings, 25 percent were of situation comedies.

Survey question 8 also addressed favorite program. Participants responses to this question showed situation comedies were favored over other genres. Participants viewing patterns of television programs reflected situation comedies as the genre most often viewed.

The next most viewed program genre with 18 percent of the total, or 140 cases, was news programs. Talk shows ranked third as the most viewed genre with 63 viewings. This was followed by soap operas with 57, dramas with 47, science fiction with 45 and movies with 34 viewings among the 47 participants. Among the 765 viewings of the 217 programs, the genre was undetermined for 33 viewings.

The results between students and non-students differed somewhat. First for the students the most watched program was news with 29 viewings out of a reported 388 television program viewing incidents. The next most popular program was "Charlie Perez," with 12 followed by "One Life to Live" with 11 and with 10 viewings each "Today," and "Oprah." Several soap operas had 8 viewing incidents each. Among prime-time programs "Melrose Place" had the greatest number of viewing incidents with 8. This was followed by "Star Trek: Voyager" at 7 and "Friends" at 5 viewing incidents each.

When viewed by genre The largest number of viewing incidents 86

were of situation comedies. This was followed by news at 61, soap operas at 57, talk shows had 36 and science fiction 29 viewing incidents.

The non-students reported 377 incidents of television viewing. This was very close to the same number of incidents reported by the students only it occurred among 10 fewer participants. Like the students news was the most popular program among the non-students with a reported 38 incidents each. This was followed by movies with 19 incidents, The Weather Channel with 16, "The Simpsons" and "The Andy Griffith Show" with 13 incidents and "Jeopardy" with 12 incidents of viewing.

Among prime-time programs the most popular were "Home Improvement" and "America's Funniest Home Videos" with 9 viewing incidents each. This was followed by "Coach" and "Friends" with 6 viewing incidents.

When non-student television program viewing incidents was broken by genre the results somewhat mirrored the student group. Of the 377 viewing incidents 103 were of situation comedies, 74 were of news programs, talk shows had 27 and dramas had 22 incidents of viewing.

Diary Question 2: Please list the network/cable channel of television programs your viewed today.

Participants in this study reported watching programs on 39 different networks/cable channels. NBC was the network participants reportedly watched more than any other. This network was watched 194 times. Twenty-five percent of all viewing by these participants took place on NBC. After NBC, this group of gay males reported the most watched network was ABC with 18.5 percent of the television viewing cases. A total of 139 viewing cases were with ABC. CBS and Fox virtually tied for third place in the network/cable channel viewed. Fox reflected 114 viewings, or 14.9 percent of the total, while CBS had 110, or 14.4 percent.

From this point the number of viewings occurring on a specific network/cable channel decreased significantly. PBS was the next largest

in this category with 27 viewings, or 3.5 percent, followed by The Weather Channel with 21, Nickelodeon at 17, UPN at 14, CNN with 13, independent stations 11 and HBO and TNT with ten each.

NBC was the network reportedly viewed most often by the students group with 93 viewing incidents. This was followed in order by ABC with 81, CBS with 62, Fox had 60 and PBS 17 incidents of viewing.

NBC was also the most popular network among the non-students with 95 viewing incidents. Among the non-students ABC was second with 58, Fox third at 54, CBS had 48 and Nucleation had 17 viewing incidents. Again, there is little difference between the two groups on this variable.

Diary Question 3: Day of the week television viewing occurred.

Participants listed the day-of-the-week when television program viewing took place. Table 12 reflected a constancy of viewing from day to day during the period of Monday through Thursday. Among these days, Thursday reflected the greatest number of viewing incidents with 140, or 18.3 percent, of the total. This was followed by Monday with 137, or 17.9 percent, and Tuesday and Wednesday both with 128, or 16.7 percent. Saturday was the day when television programs were least likely to be viewed. Of the 765 viewing cases, only 53, or 6.9 percent, took place on a Saturday. The remaining two days of the week, Sunday and Friday, had 98 and 81 incidents of viewing respectively.

The constancy of viewing throughout the week was not as dramatic when divided out between the two groups, but it was still fairly constant. Monday had the greatest amount of viewing for the students with 83 incidents. This was followed by Thursday with 80, Tuesday with 75 and Wednesday with 65. Sunday, Friday and Saturday respectively had 52, 46 and 42 viewing incidents.

Wednesday was the day with the most incidents of viewing among the non-students at 70. This was followed closely by Thursday with 60, Tuesday with 59 and Monday with 57 viewing incidents. As with the

students Sunday, Friday and Saturday had the least number of television viewing.

Diary Question 4: How long did you watch television?

When a participant did watch a program, he usually watched for a period of thirty minutes or less. Of the 765 cases of television viewing reported, 55 percent, or 421, were for thirty minutes or less. The next period most frequently reported was for one hour. Thirty-one percent, or 237, cases of television viewing lasted for at least one hour. Table 13 showed all other time periods had minimal cases of program viewing. Many participants reported watching more than one program daily. This corresponded to the amount of daily time of one to three hours they reported watching television in the survey.

The same breakdown was true when the two different groups were reviewed. Over two hundred incidents of students television viewing lasted for 30 minutes. This was compared to more 250 incidents for the non-students that lasted for the same amount of time. For both groups the next highest number of incidents lasted for 1 hour.

Diary Question 5: Where did you watch the television program?

Home was the response most participants gave as the place these television viewings took place. Almost all or 94 percent of all television viewing took place at home. This corresponded to the answers given to survey question seven. Responses to this question also reflected home as the place where television viewing most likely occurred.

The figures for the student and non-student groups mirrored the results for the two groups combined. For the students 90 percent of television viewing took place at home and 98 percent of the viewing by non-students took place at home. When dorm rooms and parents home were taken into account the figure for students increases to 95 percent.

Diary Question 6: Why did you watch this television program?

Entertainment was far and above all other reasons given why

television was watched by this group of gay males. Among the 765 cases of television viewing the participants reported 527, or 68.9 percent, were for entertainment. The second major reason was for information. Of the 765 incidents 174 or 22.7 percent were for information. Among the 11 other reasons given for watching television, none ranked higher than 3 percent. Table 14 provided the other reasons for watching television were: background noise, bored, education, enjoyed, fill time, fun, it was there, self-improvement, taping for someone, and nothing else to do.

Entertainment was the reason most students and non-students watched television. Among students 70 percent watched TV for entertainment while 68 percent of the non-students did the same. The next largest item for both groups was news at 17 percent for the students and 28 percent for the non-students. The students reported using television for background where non-students did not. All other comments rated less then 1 percent of the total.

Diary Question 7: Please provide any comments on television programs you viewed.

Most of the participants had very few comments about the programs viewed on television. Among the 765 incidents of television viewing there was no comment for 630, or 82.4 percent, of the total. The rest of the comments were broadly distributed among 38 other categories. Of these the comments "classic tv at its best" had the largest frequency reported at 19. This was followed by "interested by subject matter," at 12 and "funny," at 11. Other comments ranged from favorite program, like host, help unwind, weird, good, sexual, cute boys in swimsuits and good gay portrayal. No one comment stood out above the others.

Ninety percent of the non-students had no comment on their TV viewing. The greatest number of non-student comments totaled 12 and were classic TV at its best. Only 75 percent of the students had no comment and the comments had a much broader spectrum than the non-students. The second comment for students was funny at 11 incidents,

followed by subject matter and cooking and household with 8 comments each.

Diary Questions 1 through 7: Correlation Matrix of Television Viewing

In addition to the above frequencies, a series of correlations were run to determine if there was any linear relationships between the variables in questions 1 through 7 of the diary section. The test resulted in ten significant correlations. Significant correlations were defined as those with a probability of significance $\leq .05$.

None of these correlation coefficients were very strong. A strong correlation was defined as one with a coefficient $\geq .75$ while a modest correlation was defined as being between .50 and .75. The strongest of these linear relationships was between program title and the network or channel watched, with a correlation coefficient of .3614 at a significant probability of .001 based on 765 cases as seen in Figure 5. All other correlation coefficients were less then .2. Based on the above criteria Table 10 reflected the linear relationship among and between these variables was weak. Due to the significantly weak correlation coefficients, tests on other measures of linearity such as regression and analysis of variance were not ran. Also correlations were not run separately for the two different groups.

Summary Television Viewing Results

From these results it was determined the participants in this group favored a diverse group of programs. Among these programs the favored genre was situation comedy. Most television viewings took place with either NBC, ABC, Fox or CBS. The group's viewing was fairly constant through the work week of Monday through Friday, reaching its lowest point on Saturday. Almost all viewing took place in the home with only minor television viewing done elsewhere. When the participants did view television their primary reason for doing so was entertainment followed by information.

While there are some noticeable differences between the student

and on-student groups these differences could be attributable as much to geography as to age. The results showed most students reported an age of 25 or greater. Students were more likely to comment on their viewing than their non-student counterparts. There were also some differences among favorite programs but these became less clear when viewed by genre.

Diary Questions on Radio Listening

Introduction

The following questions pertained to participants radio listening. Participants reported listening to 46 different radio stations during 236 incidents of radio listening. The questions were designed to ascertain radio listening use among the participants.

Diary Question 8: Please list call letters of radio stations you listened to today.

Participants listed 46 different radio stations' call letters. Some participants did not know the call letters and gave the station's frequency or its slogan.

WIVK-FM was the station most mentioned as the one listened to by the participants. Twenty-eight cases of radio listening, or almost 12 percent of the total, listed WIVK-FM. WIVK-FM was located in Knoxville, Tennessee and had a country format. Many of the participants lived in or near the Knoxville, Tennessee area.

It serves no purpose to compare the two groups on this variable. The non-students are all from Knoxville and reflected radio stations in the area. Students were from across the country and the call letters reflected this. It is evident the non-student group skewed the results on this question in favor of WIVK-FM.

Diary Question 9: Please list the format(s) of radio station(s) you listened to today.

When the type of radio stations this group of gay males listened to was viewed by format, a better picture emerged as to types of radio stations this group preferred. The formats used were those listed by

the participants in the diaries. Participants listed 18 different radio formats they listened to.

Though WIVK-FM with a country format was the station listened to most frequently, Top Forty was the format this group listened to most often. Almost 21 percent of the radio listening occurred to Top Forty stations. At almost 12 percent, a Country format was the second most listened to format. Twenty-eight out of 236 cases of radio listening were to country stations.

Third on the list with almost 9 percent of the total or 21 recorded cases was Easy Listening. Figure 6 demonstrated this was followed by Alternative with 20 cases, Soft Rock at 18 cases, Rock at 17 cases and News/Talk at 16 cases. Other formats included music from the 80's and 90's (Oldies), Adult Contemporary, Classical, Club/House, Jazz, Lite, NPR, Oldies, Rhythm and Blues and Pop.

At first glance the results from the diary section on radio format did not correspond to answers given in the survey section on favorite radio format. The most frequently given response on favorite format in the survey section was rock followed by easy listening and country. When all the various rock formats mentioned in the diary section were combined they exceeded the number of participants listing stations with a Top Forty format.

The format listened to most often by the students was Top 40 with 46 listening incidents. This was followed by Alternative with 18, Rock and News/Talk with 13 and Adult Contemporary and Easy Listening with 9 listening incidents each.

There was a noticeable difference in radio formats listened to by the non-students. Their most listened to formats in order were Country with 22, Soft Rock with 17, Easy Listening with 12 and Oldies and Pop with 8 listening incidents each. Again these responses reflected the skewing of the sample to Knoxville, Tennessee. WIVK-FM with 22 listening incidents was a Country station. A sample of non-students

drawn from a broad geographical area might have reflected listening similar to the students.

Diary Question 10: When you listened to radio where did you listen?

Of the 236 listening cases, the car was the place most often listed as the one where radio listening took place with 123 cases. This means 52.1 percent of all radio listening took place in the car. Table 15 reflected the next largest group was listening at home with 81 incidents, or 34.3 percent, of the total.

Other places listed included: the gym, room, work and multiple locations. Multiple locations referred to listening done at home, work, etc. Only 5.5 percent of all listening took place in multiple locations.

Fifty-one percent of the students listening incidents occurred in the car. Only 50 percent of the non-students listening occurred in the car. The next largest item reported by both groups was home. The students listening incidents at home was 40 percent and for non-students it was 28 percent. Non-students were more likely to listen at work in multiple locations. Even considering these minor differences, places were radio listening took place did not vary greatly between the two groups.

Diary Question 11: When you listened to radio how long did you listen?

The most frequently listed time period was 16-30 minutes. Of the 236 listening cases, 82, or almost 35 percent, lasted for a period of 16-30 minutes. The second time period participants recorded most often as time being spent listening to radio was one hour. Of the cases of radio listening 20.3 percent, or 48, were for one hour. Table 11 indicated this was followed by two hours at 12.7 percent and 15 minutes or less at 12.3 percent. All other time periods had less than seven percent of the total incidents of radio listening.

As with the combined groups, the time spent listening to radio most frequently reported by the student participants was 16-30 minutes

at 41 percent. This was followed by one hour at 19 percent, 2 hours at 13 percent and 15 minutes or less at 11 percent all other time periods had less than 10 percent of the total.

The results change slightly with the non-students whose greatest number of listening incidents, 23 percent, were for one hour and 20 percent was for 16-30 minutes. The next time period was for 15 minutes with 14 percent and 2 hours at 13 percent. All other categories had less than ten percent of the total.

Diary Question 12: Day of the week radio listening occurred.

As with television viewing, radio listening was fairly evenly distributed throughout the seven day period. Table 12 cited incidents of radio listening ranged from a low 11.4 percent on Saturday, to a high of 17.4 percent on Monday. Incidents of listening for all other days of the week ranged from 13.6 percent to 14.8 percent.

The differences between the two groups on this variable were not substantial. Non-students did 16 percent of their listening on Monday and students did 18 percent. The low point for both groups was again on Saturday with student listening at 9 percent and non-students at approximately 13 percent. The major difference between the two groups was that non-student listening was more evenly distributed throughout the week than student listening.

Diary Question 13: Why did you listen to radio?

Again, as with television, the vast number of the responses, or 69.5 of the total cases, were for entertainment reasons. Unlike television the next closet reason that was given for listening to radio was background noise. This was the reason for 8.5 percent, or 20 cases, of radio listening. Table 13 listed other reasons given for listening to radio were: dance music, great station, Guy/Les show, information, relaxation, to wake up and to depress myself.

For the students 63 percent listened to radio for entertainment. The next reason for listening to radio at 11 percent was for background.

This category was followed by no reason given at 8 percent and information at 7 percent. All other categories were below seven percent.

Entertainment was also the major reason why the non-students listened to radio. At least 78 percent of non-students incidents of radio listening were for entertainment. The next largest group was information at 8 percent. All other categories were below 8 percent.

Diary Question 14: Please provide any comments on your radio listening.

Most of the participants chose not to comment on their incidents of radio listening. Of the 236 cases of radio listening 180 listed no comment. The balance of the comments were wide ranging. The most frequent comment, at 5.1 percent, was to pass the time while driving. The next most frequent comment at 3.4 percent was noise while driving. Other comments were mostly positive. These comments covered liking the host, it was good, nice to sing to, too many commercials and a great way to start the day.

Most of the participants from both the student and non-student group did not respond to this question. As many as 93 incidents of radio listening among the students received no comment and 81 incidents among the non-students were no comment. All other categories for both groups had less than 1 percent of the total except for passing the time for students. This comment category reflected 8 percent of the total incidents of radio listening among the students.

Diary Questions 8 through 14: Correlation Matrix of radio listening.

The correlation of the radio listening variables resembled those of television viewing. This resemblance was in the number of correlated variables with a probability of significance of $\leq .005$. Again, the correlations were mostly weak. Weak correlations are those $\leq .50$.

The greatest correlation was between the time spent listening to radio and where it was listened to. This correlation had a coefficient of .3672 with a probability of .001 as indicated by Figure 7.

Summary of Radio Listening

Based on these results, it could be said this group listened to radio on a regular or daily basis for approximately 16-31 minutes while driving in their cars. They preferred an entertaining station with a Rock, Top 40, or Country format. Like television, radio listening was fairly evenly distributed throughout the work week. Though a participant listened for individual periods of time ranging up to thirty minutes they may had listened during more than one period each day. For example a participant may have listened to radio during their commute to and from work. This resulted in an average daily time of one hour participants spent with radio.

As with television viewing there were few differences between the two groups radio listening. Those differences that were noted could have been related as much to geographic differences instead of differences based on age.

Diary Questions on Periodical Reading

Introduction

Periodical use was the next section covered by the diaries. Periodicals included newspapers, magazines and journals that were not read for a college course or academic research.

Data from the diary section of the instrument for periodicals reflected this group of 47 gay males reported 181 incidents of reading periodicals. The time period was daily over a seven day period beginning on a Sunday.

Diary Question 15: Please list titles of magazines, papers and periodicals you read today.

In reference to the first variable, periodical title, the participants reported a total of 63 different periodicals read. Many of these periodicals were local newspapers.

Other than local newspapers, several gay males read The Advocate. This periodical was one of several national gay and lesbian magazines. Of the 181 cases, 7.7 percent were readings of The Advocate. The New

York Times, was next with 8 cases, or 4.4 percent of the total. This was followed by Entertainment Weekly at 2.8 percent and Out! and Esquire both at 2.2 percent as exhibited in Table 19.

There was a difference between the two groups on this variable. The students reported reading more types of periodicals read than their non-student counterparts. The Advocate and The New York Times had the greatest number of reading incidents at 12 and 8 each. All others had less than four including 10 different gay periodicals.

Among the non-students most reading incidents, or 31, were with the Knoxville News-Sentinel. When newspapers were removed only two gay periodicals were read by the non-student group. These were The Advocate and Out. Other magazines included Entertainment Weekly, Southern Voice, and Reader's Digest.

Diary Question 16: How did you obtain this publication?

Over 50 percent of the participants subscribed to the periodicals they read while 11.6 percent purchased them from a news stand and 10.5 percent received them free. All other categories for this variable ranked below ten percent. Other ways participants obtained periodicals were: from a friend, found it, library, lesbigay center, and picked up from various locations.

Over sixty percent of the non-student participants periodical readings were subscribed to while only 43 percent of the student periodical reading was with subscribed journals. Eleven percent of the non-students and 10 percent of the students incidents of periodical reading was with free publications. However this was not the second highest for either group. For non-students 13 percent of the periodical reading incidents were from journals obtained from friends. The second highest reported category for students at fifteen percent was purchased from a news stand. All other categories had less than ten percent of the total.

Diary Question 17: Where did you read this periodical?

Just over one-half the incidents of periodical reading took place in the home. Home, at 94 incidents or 51.9 percent of the total, was the most likely place a participant read a periodical. The second most likely place to read was at the office or work. Thirty-eight out of 181 cases of periodical reading took place at the office. The balance of the 17 locations reported by the participants reflected less than ten percent of the total cases of periodical reading reported. Some of these locations included: campus, coffee house, friends, parents, park, train, library and car.

Most periodical reading incidents among the two groups took place either at home or work. For non-students 53 percent of the incidents took place at home and 37 percent took place at work. Students reported 51 percent of periodical reading was at home and 12 percent at work. This difference may have reflected fewer employed men among the students than non-students.

Diary Question 18: How long did you read this periodical?

Time spent with these periodicals was usually 30 minutes or less. Of the 181 cases of periodical reading 54.1 percent of them lasted from 16 to 30 minutes while 27.6 percent lasted for fifteen minutes or less. No participant reported spending more than an hour at any one time with a periodical. Only 14.4 percent, or 26, of the cases of periodical reading lasted for one hour. Table 20 reflected 3.9 percent of the incidents were between 31-59 minutes.

The totals between the student and non-student groups were similar to the combined group of gay men. Among the non-students 54.4 percent of the cases of periodical reading lasted for 16 to 30 minutes and the figure for students was 54.5 percent. The other scores for the two groups were almost identical to the combined totals.

Diary Question 19: Day-of-the week periodical reading took place.

Unlike the use of radio and television, which was fairly equal

across the days of the week, periodical use peaked on Sundays then gradually declined through the week to Saturday when it rose again. Table 21 showed of the periodical reading cases reported 23.2 percent occurred on Sunday, 16 percent on Monday, decreasing to a low point of 10.5 percent on Fridays. As with the time spent reading periodicals the totals for students and non-students closely matched the total for the two groups combined.

Diary Question 20: Why did you select this publication?

The reasons for reading these publications ranged from they're free to interested in the obituaries. The most prevalent reason given for reading periodicals was for information. Information accounted for 26.5 percent of the total periodical reading cases. This was followed by news at 16.0 percent. When news and information reasons were combined they accounted for over one-third, or 42.5 percent, of the reasons why periodicals were read by this group.

Entertainment, at 6.1 percent of the total, ranked fifth after no reason reported and read for the articles which accounted for 7.2 percent and 6.6 percent respectively of the total reasons why a periodical was read. This compared to entertainment ranking as the first reason for watching television and listening to the radio.

In the non-student group 29.4 percent of the cases of reading were for information while 25 percent of the students incidents were for the same reason. The next reason for both groups was for news. Cases of periodical reading among non-students for news was 22.1 percent and among students it was 11.6 percent. All other percentages were under 10. Students did cite a greater number of reasons for reading periodicals, but this could have been a reflection of the groups larger size.

Diary Question 21: Comments on periodical read today.

As with radio and television use, participants reported no comments for most of their incidents of periodical use. No comments

were given for 74.6 percent of the periodical reading cases. The next largest group, at 5.5 percent, was interesting article followed by awful at 3.3 percent, great magazine at 2.8 percent and favorite sections at 2.2 percent. All other comments ranked below 2.2 percent.

Over 92 percent of the non-students reported no comments on their periodical reading and 63 percent of the students did the same. All other categories in the student group had less than 5 percent

Diary Questions 15 through 21: Correlation of periodical reading variables.

Correlation coefficients were run for the periodical reading variables. Only two correlations were significant at $p \leq .05$ level and both were very weak with a coefficient $\leq .50$. The time spent reading showed a significant correlation with why a periodical was read with a probability of significance $\leq .05$. The coefficient for this correlation was weak at -.1423 as seen in Figure 8.

The other correlation was how a periodical was obtained with why it was read. The significant level here was p=.057 with a coefficient of .1419 as seen in Figure 9. Though there was a significant probability of a relationship among some of the periodical reading variables the coefficients show these relationships to be weak. Therefore, further investigation of these relationships was determined to be unnecessary.

Summary of periodical reading

There was no one statement that summed up this group's periodical reading. It was noted incidents of periodical reading were two-thirds less than that of television viewing. It appeared members of this group most likely read a periodical on a Sunday for up to thirty minutes for information and news. This may have reflected Sunday newspaper reading.

One noticeable difference between broadcast media and periodicals was that periodicals were just as likely to be read away from home as at home. Only slightly more than 50 percent of the participants reported reading a periodical at home. This might have reflected a periodicals

portability. Periodicals that were read were most likely ones participants subscribed to.

The previous comments on periodical use could have been just as applicable to the student group as it was the non-student. Again, there were no major differences between the two groups in their use of periodicals.

Diary Questions on Film/Video Viewing

Introduction

The next medium participants were asked to report on in the diary section of the instrument was film/video viewing for the past thirty days. These responses were based on recall. There were 110 different films/videos this group of gay males reported viewing. Table 22 provided a complete list of the films/videos titles viewed.

Diary Question 22: Please list the title of films/videos viewed during the past 30 days.

The first diary section variable was the title of the film. No one film title received more then 3.1 percent, or 4 cases, of the total films/videos viewed. Only three films/videos reflected 4 cases or 3.1 percent of films/videos viewed. These were "The Birdcage," "To Wong Foo...Thanks for Everything Julie Newmar," and "Jeffrey." The next most viewed film after these three was "The Adventures of Priscilla Queen of the Desert," at 2.3 percent.

Though only a minor percentage of the films/videos viewed, the top four ranked films all had some type of gay theme. Three of the four films/videos had drag or crossdressing as their central themes. If all the gay themed films/videos listed by the participants were totaled together they would account for almost 22 percent of this group's films/videos viewed incidents. Slightly over one-fifth of the films/videos this group viewed had some type of gay theme as shown in Table 22. The number of film/video titles viewed, reflected a broad diversity in choices among this group of gay males.

No film among those viewed by the students was viewed by more than

one person and among the non-students only six films had more than one viewer and those only had two. Both groups reflected a diversity of film titles but at least one person in each group viewed the previously mentioned gay films. The student group had a greater number of film titles mentioned. Again, this might have represented the group's larger size.

Diary Question 23: Please provide the rating of films/videos viewed during the part 30 days.

The second variable concerned the rating of the film/video. Participants were given six choices based on the Motion Picture Association of America's rating system. Among the 110 films/videos viewed, the largest group, 45 or 34.6 percent, were rated R or restricted. Figure 10 reflected the next largest group was PG, or parental guidance suggested at 28.5 percent followed by not rated at 25.4 percent. The other two categories had less than ten percent each with adult films/videos at 6.9 percent and films/videos rated G at 3.8 percent as indicated in Figure 10.

Fifty percent of the films viewed by non-students were rated either R or PG and 37 percent were unrated. In the student group 70 percent of the films were either R or PG and 19 percent were unrated. This could have meant students watched more adult films or non-students were more unfamiliar with the rating of the films viewed. Considering that 37 percent of the films being unrated by the non-student group this could have been a strong possibility.

Dairy Question 24: Please indicate whether you completely watched the films/videos viewed during the past 30 days.

Of the 130 viewing cases of 110 films, 90.8 percent were viewed in their entirety and 9.2 percent were not. Almost 13 percent of the cases of films/videos viewed were not completed. The totals for both the student and non-student participants mirror those of the combined groups.

Diary Question 25: Please list the location where films/videos were viewed during the past 30 days.

According to the data results in Table 23, 56.9 percent of films viewed by this group over a 30 day period were viewed at home. Another 25.4 percent were viewed in a theater. As Table 23 indicated the balance of the films were viewed in other places including: the library, friends house, party, partner's home, parents' home, work and a school function.

There was a difference between the two groups on this variable. For the non-students 78 percent of films/videos viewed were done at home. Only 45 percent of the student viewings of films/videos took place at home. Almost one third or 31 percent of student viewings took place in the theatre while only 15 percent of non-student viewing did. Again, this could have reflected dating among the younger student participants.

Diary Question 26: Please list why you viewed films/videos watched during the past 30 days.

When asked why they viewed films, 83.1 percent of the participants listed entertainment. The balance of the fifteen responses all had percentages under 3 percent each. These responses listed in Table 24, ranged from horny, to for a review.

Non-students viewed films more for entertainment reasons than students. Entertainment was the reason given for 93 percent of non-students film/video viewing compared to 77 percent for students. All other category rankings were below 5 percent for both groups for this variable.

Diary Question 27: Please provide any comments on films/videos viewed during the past 30 days.

Those participants in this study viewing films/videos were more likely to comment about them then those using other media. Of the 130 films/videos viewed, comments were provided for 65.4 percent of the total. The comments were almost as broad and diverse as the listing of film titles. The two most reported comments were good and bad, at 5.4

percent and 4.6 percent respectively.

Other comments were critiques of the film such as too much hype, awful film, or dirty, dirty, dirty. Some comments concerned actors such as "I like Sandra Bernhard (sic)," "Whoopi's the funniest" or "hubba hubba on Robin." A third category of comments fell under comments on the film such as favorite movie, bizarre or NBC tear jerker.

The most frequent comment given by non-students was none at 54 percent followed by funny at 11 percent. Among students 24 percent gave no comment with the balance of the responses ranking below 5 percent.

Diary Questions 22 through 27: Correlation Matrix of Films/Videos viewed.

As with the other media, the film/video variables were tested for linear relationships using a correlation coefficient table. Like the other media, there were correlations with a probability of significance of $\leq .05$, but the coefficients were weak. Weak coefficients are $< .50$.

Among the film/video variables, there was only one significant correlation with $p \leq .05$. Why a film was viewed correlated with comments on a film with a significance level of p=.023 see Figure 11. The coefficient for this correlation was a weak .2000. Based on the results of these correlations, there were no pursuits for other tests of linearity among these variables.

Summary of film/video viewing:

Films/videos viewed among this group showed a diversity in selection of titles comparable to that of television programs. Ownership of video recorders may be a reflection of the fact most films/videos viewed took place in the home. Only 25 percent of films viewed occurred in a theatre. Of those participants viewing films a greater percentage were willing to provide comments about their viewing.

There were some differences between the non-student and student viewers in this media category. Much of this difference may be explained by dating. Movies were a great place to go for a date and students would have been more likely to date than non-students.

Diary Questions on Book Reading

Introduction

Reading books was the last medium on which participants were requested to provide information about. Like the film/video category, items listed under this medium were based on a 30 day recall. Additionally, survey section questions 13 and 14 of the instrument concerned the number of books read.

Diary Question 28: Please list the titles of books read during the past 30 days.

Table 25 showed a total of 48 books were read by the 47 participants. Out of the 47 participants, only 19 reported reading at least one book during the past thirty days. Of these books, 48 different titles were read. No two people read the same book. Of these books 35 were read by students and 13 by non-students.

Diary Question 29: Please list how you obtained books read during the past 30 days.

As Table 26 demonstrated, participants who reported reading books, purchased 34 of the 48 books read. Another ten books were obtained from a library. A small number were obtained from a friend or at work.

In the non-student group 10 of the books read were purchased and 3 were obtained from a library. In the student group 24 of the books were purchased, 7 obtained from a library and 2 each borrowed from a friend and obtained from work. When looked at from a percentage perspective there was only a small difference between the two groups.

Diary Question 30: Please list the location where you read books during the past 30 days.

Most book reading took place at home. Of the 48 books reportedly read by the participants 28 of them were read at home as shown in Table 27. The next largest category of where books were read was in various locations including library, work, home, park and public transportation as Table 27 showed.

For the non-student group most book reading, or 9 readings, took

place in various places compared to the student group where 25 book readings took place at home. The next most likely place for non-students to read a book was home while it was various places for students. Again, there was no discernible reason for the difference between the two groups.

Diary Question 31: Please indicate of the books you read during the past 30 days whether you read them in their entirety.

Of the forty-eight books read, 36 were read in their entirety. The balance or 12 of the books were not read in their entirety. The breakdown between the two different groups was similar. At least 76 percent of the non-students and 74 percent of the students read their books in their entirety.

Diary Question 32: Please indicate why you selected the book(s) read during the past 30 days.

Participants gave 16 different reasons why they selected a particular book. The most frequently mentioned reason, interest, was reported by 4 participants. The next reason for reading a book was for information with 3 of the books read for this reason. Two of the books read were based on a recommendation by someone else as Table 28 showed. Participants reported 5 of the books were read based on their liking the author.

Most non-student book readers, or 4 read their books because of a recommendation by someone. Another 3 read a book because they found it interesting and 2 liked the author.

In the student group most, or 9 read a book because of an interest in the topic. This was followed by 8 who read for information, and 3 participants each who read because they liked the author, the book was recommended or they saw the series.

There were differences between the 2 groups. Many of these differences may have been related to the size of the two samples.

Diary Question 33: Please indicate any comments you have on books read during the past 30 days.

Over 9 of the participants gave the books they read a good rating.

Another 4 participants rated their book as excellent while only 6 of the participants gave no comment on the books they read. There was little difference between the combined groups comments and the individual groups of student and non-student participants.

Diary Questions 28 through 33: Correlation of book reading variables.

The only significant correlation between the books read variables was between location for reading the book and the title of the publication. This correlation had a probability $\leq .05$. The coefficient for this correlation was .5428. Among the book reading variables this was the only correlation to receive a coefficient $\geq .50$. This represented a modest relationship at best as shown in Figure 12. There was no apparent reason to pursue this correlation further.

Summary of book reading

As with some of the other media the selection of books titles reflected a diversity of interests among this group of gay males. When this group did read books they were most likely to read them at home. Less then half the participants reported reading a book during the previous thirty days. This result may have indicated this group of gay men were not voracious book readers, but they did read.

Some differences were noted between the student and non-student group. No reason could be given for these differences other than the very small sample size that comprised the two groups.

CORRELATIONS OF DIARY AND SURVEY QUESTIONS

In order to determine if there were any relationships among the various diary section and the survey section variables a correlation coefficient table was run. A total of 43 variables were correlated between media use recorded in the diary and the 30 question survey.

There were many significant correlations among these variables. However most had a weak coefficient. A significant correlation was one with a probability or $p \leq .05$. Any correlation with a coefficient score

< .50 was considered weak. The only correlated variables discussed were those with a significance of $p \leq .05$ and a coefficient value of $\geq .50$ as reflected in Table 29.

The variable of why a person read a book correlated with a persons favorite musician. Figure 13 showed the linear association was very modest and positive with a coefficient of .5318 at a significance of p=.023. This seemed to indicate participants who read books for a certain reason may be more inclined to have a favorite music type. No definitive reason could be given for this correlation but it appeared why a person read a book may have had a bearing on their favorite musician. However, this may be an indication of dual media use. Those participants who read books may have been more likely to also listen to music at the same time. The music they listened to may have been a favorite musician.

The next correlation was the amount of music bought with number of films/videos viewed each month. The linear relationship was a positive one and rather strong with a coefficient score of .7803 at a significance level of $p \leq .05$. This was the strongest linear correlation of any among the variables as shown in Figure 14. The linear relationship implied that the more music a participant bought the more films/videos they were likely to view each month. The reverse may also be true.

There was a correlation between the type of media targeting a gay and lesbian audience a participant used and why they read books. For example a participant who used gay periodicals may have read books for information. The correlation was very modest and positive with a coefficient of .5807 at a significance of p=.012 see Figure 15. The number one reason a participant read a book was interest. It may be expected this group of gay males were interested in reading material targeted toward them.

As shown in Figure 16 the next correlation was between the

variables of the average number of hours a person usually watched television with why a person read a periodical. The correlation here was negative with a coefficient of -.6032 and a p=.000. The more time a person spent reading, the less time there was for television watching. The number one reason given for reading periodicals was information. This may be an indication that those participants who were more interested in obtaining information sought out reading material and watched less TV.

Figure 17 showed another modest correlation occurred between the number of books a person read each month and the number of films/videos they viewed. Persons who viewed more films/videos were more likely to read more books each month. The correlation coefficient for these variables was .5150 with a significance of p=.001 as shown in Table 29.

The number of magazines read weekly correlated with the number of magazines read monthly as exhibited by Figure 18. Table 29 showed the probability of significance was p=.001 with a correlation coefficient of .5821. This may have indicated participants who read more magazines per week were likely to read more per month.

A strong correlation was found between owning a video recorder/player and owning a television set as seen in Figure 19. The significance was $p < .001$ with a coefficient value of .7758. This implied if you owned a video recorder you would likely own a television. Of course to watch a video recorder necessitates owning a television.

Owning a television strongly correlated with where a television was usually watched as Figure 20 showed. The correlation coefficient value was .7384 with a $p < .001$. Most of the participants stated they watched television at home and this required they own a television set. Indeed all of the participants except one reported owning a television set.

Both the number of books read per month and books read per year showed a very modest correlation with the number of magazines read each

month. Coefficient values for these two correlations were .52, $p<.001$ and .056, $p < .001$ respectively as indicated in Table 29. This correlation was indicative of those participants who were readers. If you read more books, you may be inclined to read more magazines.

The number of books read each month correlated positively with the amount of recorded music a person bought. The coefficient was .5337 with a $p < .001$. As exhibited by Figure 21, the linear relationship was only modest.

The final two correlations were both modest. Figure 22 presented the variable of age positively correlated with being a student. Table 29 reflected the coefficient as .55 with a $p < .001$. The other correlation was between owning a video recorder and where you watched television. The coefficient was .55 with a $p < .001$.

There were no other correlations with a significance of $\leq .05$ or a coefficient of $> .50$. It was unexpected that only one media usage variable, why a person read a book, correlated with any other variables. Expectations were more media usage variables would correlate with more of the survey variables. The indications from this research data were use of one media was not affected by or correlated with the use of other media.

COMPARISON OF STUDENTS WITH NON-STUDENTS

Introduction

A t-test comparison of the means was used to test for differences between the student and non-student participants on 35 different variables. These variables were from both the survey and diary sections of the instrument. The t-tests ran gave values for the equality of variances and the equality of means. Only those tests resulting in significant levels of $\leq .05$ were discussed. Expectations in running these tests were that the two groups, student and non-student would differ. This related directly to research question five on how mass

media use differed within this group of participants.

Results of t-tests

The first variable of any significance was where film/video viewing took place. The equality of variances scored for this variable was F=26.065 and p < .001. Because of the low significance level and the large F score, it appeared likely the variances between students and non-students on this variable were unequal. Therefore it was likely students and non-students viewed films/videos in different places.

When a test was done on the equality of means, they were not equal. The t-value for equality was 1.80 with a two-tailed significance of p=.081. The unequal values were t=2.17 with a two-tailed significance of p=.037. This seemed to indicate that indeed there was a difference between student and non-students as to where they viewed a film/video. As previously discussed there was a difference between the two groups. Students were more likely to view films in a theatre while non-students were more likely to watch films at home.

The next variable with a significance level of $\leq$ .05 was why a participant read a periodical. The equality of variance resulted in a F=5.840 at a significance of p=.022. Though the F score was not high, it appeared the two groups' variances differed at a significant level. However a test on the means did not reveal any significance. For equality of the means the t--value was .13 with a two-tailed significance of .895. Unequal variances had a t-value of .12 at significance of p=.904. It appeared the means were as likely to be equal as unequal. From this it might be concluded students and non-students would be just as likely to read periodicals for the same reason as they were for different reasons.

Whether a participant subscribed to a newspaper was the next variable of any significance. The equality of variances test resulted in an F=5.578 at a p=.023. This again indicated the variances may be unequal. When a t-test on the equality of the means was performed, the

significance figures are .218 for equal means and .255 for unequal means. The t-values are 1.25 and 1.16 respectively. The levels of significance indicated the means were as likely to be equal as unequal. Students and non-students were just a likely to subscribe to a newspaper as they were not to. The data indicated non-students subscribed to a newspaper more frequently than students.

When a test on the equality of variances was done on the variable of whether a television was owned, it was unequal with an F value of 6.217 and a p=.016. The t-test on the equality of the means did not have a significance level $\leq$ .05. For a two-tailed test, the significance levels were .256 and .161 with t-values of 1.15 and 1.44 respectively. It appeared students and non-students were just as likely to own a television set. As previously reported all but one participants owned a television set.

There did not appear to be a difference between the students and non-students on VCR ownership. The equality of variance score for this variable was an F=16.529 at $p < .001$. The t-test for equality of the means resulted in the following scores for equal variance t-value 1.69 degrees of freedom of 44 with a two-tailed significance of .097. Unequal variances were t-value 2.12 degrees of freedom (df) of 27 with a two-tailed significance of .043. This indicated there were some differences between the two groups on whether they owned a video recorder. All the non-students owned a VCR, only most of the students did.

The variables of favorite television program, favorite musician, and films/videos viewed all had a significant probability of $p \geq .05$. Due to the diversity of answers within, as well as between groups, a low significance level would be expected.

The number of magazines read monthly was the next variable with a significance level of $\leq .05$. Figures for the test of equality of variances indicated an F=5.359 and a p=.025. When the t-test for

equality of means was performed the t-values were equal t=4.35, df=44 two-tailed significance $p < .001$. Unequal figures were t=4.68, df=43.44 two-tailed significance of $< .001$. It appeared probable the means would be as likely to be equal as unequal. The number of magazines read among the two different groups were just as likely to be the same as different.

No other variables had a significance level $\leq .05$. These variables included amount of time spent with radio, TV, and periodicals. Other tested variables included: why each medium was used and where it was used. The t tests on the means were performed on whether certain media were used and also whether certain pieces of hardware were owned by the participants. Some of these variables may lend themselves to further statistical testing.

Summary of t-tests

These t-tests suggested there were few differences in media use between the students and non-students. Most tests found the means for both groups to just as likely be equal as unequal.

REVIEW OF DIARY/SURVEY INSTRUMENTS

Introduction

A visual inspection of the diaries/surveys immediately brought two items to the forefront. The first was the individuality of each diary/survey. Every participant seemed to prefer different media for differing lengths of time. It was a diverse group when it came to media selection and use.

Review of Combined Instruments

When more than one participant chose a particular media outlet they likely lived in the same locale. This may indicate media use was as much a factor of where you lived as who you were.

The second most noticeable fact about the participants diaries/surveys was how habitual media use was. If a participant

listened to a radio station in their car on Monday, he was just as likely to listen to that same station, for the same amount of time, in the same place for the rest of the work week.

This was also true of syndicated television programs. If a participant watched a syndicated program on Monday, they would just as likely watched it the rest of the week. If these diaries/surveys were extended for a period beyond one week, it might have been expected one week would be a mirror of the other.

Other possible patterns concerned adult or X rated films. The only people who reported using them were students. Not only did they report adult film/video viewing but none of the films were viewed in their entirety. This did not necessarily mean the non-students did not watch adult films/video, only that they did not report such viewing.

Another pattern that did not show up in the statistics was that most newspaper reading took place on a Sunday. While some participants read the newspaper throughout the week, more seemed to read a Sunday newspaper.

It also appeared from a visual inspection of the diaries/surveys the student group was more likely to use media targeting a gay and lesbian audience. Most of the participants, 66 percent, reported using gay and lesbian media. Reviewing the diaries, more students seemed to mention the use of gay media in their diaries than did the non-students. Those people mentioning gay media more likely subscribed to it than having purchased it at a news stand. However, this was also true of other periodicals participants read.

The other item of note was the number of sports programs this group mentioned. Out of all the television programs mentioned, only about five sports programs were viewed. Considering this group was comprised of all males this was an unexpected result. It was unknown whether this was a reflection of being gay or the sample. It can be stated this group of participants were just as likely to watch a musical

as they would an action-adventure program.

The last question of the diary/survey asked participants if they had any additional comments. All 47 of the participants left this question blank.

Review of Individual Instruments

Introduction

It became appropriate to review each diary for possible patterns. Diaries were referred to by letter or combination of letters to protect the confidentiality of each participant's responses. Based on the results from the survey/diary questions no distinction was made between student and non-student group participants. These results showed few if any differences between the two groups.

Survey/Diary Review

Participant A watched from two to three television programs daily except for Sunday. Most of the programs he watched were either dramas or science fiction. Only one situation comedy was watched and one news broadcast.

This participant listened to radio primarily in the home for periods not exceeding one-half hour. Listening occurred mainly Wednesday through Saturday. Saturday radio listening showed an exception to the other days of the week. The listening was performed in the car during a two hour trip.

Participant A read 5 different periodicals during the 7 day period. Only one periodical was a newspaper. One periodical was bought from a news stand, one was found in a hotel room and the other 3 were subscribed to.

Two videos were watched and one book was read by this participant during the previous 30 days. One video was viewed at work and the other at home. One video had a gay theme while the other was a romantic comedy. The book was purchased.

Participant A did not comment on his media use. However, with the

exception of radio and the book, all media used was for the purpose of entertainment. The radio was listened to for background and the book was read because he liked the author.

Participant B was a television and print information junkie. This person watched at least one and sometimes two news programs daily. These were either an evening news broadcast or a morning news program.

Person B did not listen to radio at all, but did read a newspaper daily. With the exception of Sunday this paper was subscribed to. This individual also read two other periodicals one of which was a gay targeted publication.

During the past thirty days participant B watched two movies. One of these movies had a sexually ambiguous character and the other was an old melodrama. Other than the movies, which were watched for entertainment reasons, all other media used was for information and or news.

The next participant, C, was similar to B in that he too did not listen to radio. However, instead of news and information television programming this person watched situation comedies and sci-fi programs. At least two and sometimes up to four television programs a day were watched except for Saturday when no television programs were viewed. All of these programs were watched for entertainment reasons and no news programs were viewed.

This person read at least one and as many as three periodicals a day. All of these periodicals were newspapers and one paper was a gay oriented publication. Different reasons were provided for reading this publications, but all related to liking a particular section of the paper such as editorials, world events, upcoming activities, etc.

No films/videos were viewed by this participant. No books were read by person C. This participant stated he was too busy for movies and most of them weren't worth watching.

Participant D used all media. This person watched television

everyday except Friday. Usually the program watched was science fiction. One talk show and two situation comedies were also watched. Usually this person spent from 1 to 2 hours a day watching TV. the only reason he watched was for entertainment.

This gay man was mainly a weekend radio listener. He listened to radio on Thursday, Saturday and Sunday only. Most of his listening, up to 2 hours, was done on Sunday. C listened mainly to rock music but did tuned in some classical. All radio listening was done for entertainment purposes.

Newspapers were read three times by this man. The reason he read them was because they were just there (at parents' home) or it was free.

This person's movie viewing was strictly for entertainment. He watched two gay films one of which was X rated. The other 4 movies he viewed ranged from a musical to science fiction. All viewing took place at home except for the documentary which occurred in a library.

Books were consumed almost as much as movies. He read 5 books all for information purposes. Most of the books were purchased and read in their entirety. Many of the books centered around pagan beliefs and traditions particularly those of the Druids and Celts.

Man E used television during the week and radio and print on Saturday. No media was used on Sunday. When participant E watched television he mainly viewed talk and information programs. The reason he watched was given as a combination of entertainment and information. This man commented he hated the talk shows and was sick of the their exploitation of homosexuals. He spent anywhere from 1 to 3 hours a day with TV.

In regards to participant E's radio listening he did so only on Monday and Saturday. His listening spanned the spectrum from pop to rhythm and blues. This listening was for entertainment purposes only. This man read only 1 newspaper on a Saturday. He subscribed to this paper and read it for the news.

Like participant D, person E watched a X rated film. The only other film watched had a gay theme and was about AIDS. He also read three books. Two were for information or self-education and one was read for entertainment.

Participant F was mainly a television viewer. He watched at least 1 hour of television daily. He watched a variety of television programs from game shows to reruns of situation comedies. Except for two news programs all television programs were viewed for entertainment purposes.

F only listened to radio once. The listening occurred in a car and lasted for 30 minutes. The station had a Top 40 format and was listened to for entertainment only.

Four periodicals were read over the 7 day period. Two of these magazines were gay oriented, one was a mainstream newspaper and the other a lifestyle magazine. Up to 30 minutes was spent with each periodical.

Four movies were watched by this man. All of them for entertainment. This person's viewing occurred in several locations from home, to theatre, to a friend's home. F did not read any books.

Except for Sunday, participant G seemed to use the same media for the same purpose everyday Monday through Saturday. G reported watching television only once a day for one-half hour. He watched a game show for entertainment.

He listened to a three different radio stations for up to 1 hour at a time. Most of the listening took place with a news/talk formatted station for information purposes.

With the exception of two publications, participant G read a periodical daily but only when it was free or available from another source. Two periodicals were subscribed to for their content. Unlike the previously discussed men, G did not use any media targeting gays and lesbians. Time spent with periodicals ranged from 15 to 30 minutes.

G watched 2 old films both for entertainment. He liked both

movies he viewed. He also read two books both on the suggestion of a friend or colleague.

Participant H was a syndicated rerun program television viewer. He watched the same two programs daily Monday through Friday for a period of 90 minutes. He occasionally watched some other programs mainly situation comedies. Except for one news program, which was watched for information, all television viewing was done for entertainment.

H listened to one radio station everyday except for Saturday. The alternative formatted station was listened to for a period of up to 40 minutes a day while in the car.

No periodicals or books were read by this man, but he did list 5 films he viewed. All but one of the films were science fiction or action. One film was a romantic comedy. All films except one were viewed for entertainment. The one film not viewed for entertainment, the participant watched in order to write a review. According to his comments he did not say much in the review.

Participant I watched television for as long as 4 hours a day, but he only watched on two days. Sunday and Tuesday were the days he watched television. He favored no particular program instead watching solely for background noise.

Person I listened to several different radio stations. Unlike television he listened to radio daily for up to an hour or more. His format preference was Top 40/Rock, but he also tuned to an easy listening station. He listened for entertainment, background noise and to wake up. Listening for this participant occurred mainly in the car with some listening at home.

Only two periodicals were listed as being read by I. He read a men's magazine and a gay oriented publication. He spent from 30 to 60 minutes reading the two publications. Reading was done for a combined reason of information and entertainment.

Participant I viewed 6 films, one of which was X rated. The other films varied from horror to action to comedy. All films were viewed for entertainment and he found them all except one to be from good to great.

No books were read by this man. He stated he had no time to read stories. This participant could be typed as an undiscriminating media user, non-user. It appeared media was used but usually for background serving no other real purpose except to entertain.

Person J was an electronic media user, except for Sundays and Saturdays. This man watched a minimum of 2 hours of television a day and usually watched more. He listened to radio at least once a day and watched several films. Sunday and Saturday were the only days he read. During those days he read four magazines and several comic books spending up to 90 minutes reading. Two of the magazines he read were gay oriented. The reason he read was for information and entertainment.

J preferred an alternative rock station. He usually listened in his car for slightly over 30 minutes a day. Entertainment was why he listened to radio.

J's television viewing varied. Many different situation comedies were viewed, but so were other program genre's including news. He primarily watched television for entertainment except when he watched news for information.

Three films were viewed by this man for entertainment reasons. All films were watched in a theatre and two of the films had gay themes or subplots. J read no books and gave no comments on his media use

A soap opera fan is the best way to describe participant K. This man watched from four to five soap operas during the weekdays of Monday through Friday. This resulted in up four to five hours of television viewed a day for entertainment. This pattern changed on weekends when only information programs were watched. Only two hours or less were spent watching television on Saturday and Sunday.

This man listened to the same public radio station for up to 3 hours a day. The listening usually took place at home with some listening in the car. K's listening was done for entertainment, news and information.

K also read a newspaper each day which he obtained from friends. With the exception of Sunday he spent about 20 minutes a day reading the paper. He also reported reading three other periodicals all of which were gay publications.

All of K's film viewing took place in a theatre. Many of the films he watched (up to 14) were part of a gay and lesbian film festival in his city. The other films ranged from a black comedy to a suspense thriller. For K movie attendance was a social event. All the reasons he gave for the films he viewed had to do with taking someone to the movie or be taken by someone to a movie.

Several books were also read by K. None of the books were read in their entirety, but instead the reading was ongoing. One book was read for religious reasons and the other two because they looked interesting. All reading took place at home.

Sports and soap operas best described participant L's television viewing. Unlike K who watched several hours daily of soap operas L only watched for two hours daily Monday through Friday. Occasionally he would watch another program like a game show or drama. On weekends he viewed sports programs from baseball to football to hockey. He watched up to two hours of sports programs on both Saturday and Sunday. All television programs were viewed for entertainment.

Except for Saturday L listened to radio for up to four hours a day in his car. The format he preferred was talk radio which he listened to for entertainment. Saturday his radio listening was shorter and he listened to a pop/rock formatted station.

L only read two periodicals and did so for information purposes. His comments indicated he read the publication for its content. All

reading took place in the home.

Two movies were viewed by L. One was an suspense thriller the other a gay themed film. Both were viewed for entertainment. He did not report reading any books.

Man M was a television viewer. He spent up to four hours a day watching television. He did not favor one program format, but watched more situation comedies than any other type of program. He did not watch soap operas or news. All television viewing was for entertainment except for one program which he watched for information. He did not view television on Friday or Saturday.

M was also a voracious radio listener. When M listened to radio it was usually for a period of up to 3 hours at home. The station he usually listened too had an alternative format. His primary reason for listening was entertainment.

Other than a paper he obtained for free M had no other reported periodical usage. He also did not report reading any books.

M did watch one film at a friends house. He stated the reason for watching the film was cultural.

The unique aspect of M's media use was that it seemed greatest on Sunday then it gradually declined through the week to become almost non-existent by Saturday. This might have been an unusual week for this participant or his pattern of media use may be related to some late week activities.

Participant N was a media non-user. This person only reported using one medium during the seven day period. N watched a situation comedy for about 15 minutes to overcome boredom. No other media use was reported by this man.

Person O used television, radio and print on a daily basis. He would spend from 1 to 5 hours a day with television. Television viewing was at its least on Friday and Saturday. O watched a variety of different programs for reasons ranging from self-improvement to

entertainment.

He also listened to radio at home. He seemed to prefer either a Top 40 or alternative formatted station. When he did listen it was for a period of 30 minutes at a time. His primary reason for listening was entertainment followed by background noise. O commented there were too many advertisements on the stations he listened too.

This man read four periodicals during the period. Two were read on a train and two read at home. He did read one gay oriented magazine, two newspapers and a lifestyle magazine. Time spent reading averaged about 30 minutes per incident.

Film viewing was done for entertainment. O viewed three films, two of which were dramas and one a horror film. His comments on the films were that they were good. He did not read any books.

Man P could have been classified as a reader. He did not spend much time watching television. Out of the seven days he watched TV only on four days spending an average of 30 minutes per day with the medium. Mostly his viewing was done for entertainment.

P listened to radio only on two days of the week. Both times for a period of about thirty minutes at work. Primarily he listened to a particular program about news and events.

P read at least one periodical a day and sometimes more. He read everything from newspapers to trade magazines to gay magazines. Usually he spent about 30 minutes with each publication and spent an average of one hour a day reading periodicals.

Films were another favored medium of participant P. He reported watching 8 films/videos either at home or in a theatre. Three of these films had gay themes, and one was popular among gay men. Films were watched primarily for entertainment except for two which were done for free.

P reported reading six books all of which were purchased. All six books had gay themes. Four of the books were read because he saw the

series and two were read because he found them of interest. All reading was done at home and all books were read in their entirety.

P was primarily a print user. Not a day went by that he did not read something. While he used electronic media it was for short periods and the use was not consistent. However, among the electronic media he seemed to prefer film over radio and television.

The habitual use of media was noticeable after reviewing participant Q's responses. Q spent 1 hour a day Monday through Friday watching a soap opera for entertainment. Twice during this period he watched a newscast. There was no viewing on Saturday and on Sunday he watched a situation comedy.

Monday through Friday he listened to the same radio station for the same twenty minutes in his car. The station was a Top 40 and he listened to it for entertainment. On Saturday Q listened to two other stations one of which was disco and the other contemporary.

Q only read four periodicals. Two were read on Sunday at home for a total period of 20 minutes each. The other two periodicals were read either at the office or elsewhere. His reasons for reading varied from entertainment to there was an article about him in the paper. He did read one gay oriented periodical.

Participant Q watched a large number of films/videos. Q watched eleven films/videos all for entertainment. Four of the videos were concerts and the others varied. He did watch two gay themed movies one of which was adult.

Only one book was read by Q. The book had a gay theme and was purchased in a bookstore. Q's media use varied little from day to day. The only noticeable variances were between the weekend and weekdays. He did seem to watch a greater than average number of films and videos.

Person R was not a big media user. He usually watched television for about 1 hour a day. When he did watch it was usually a news or information program and he did so because he enjoyed it. When he

watched other programs it was done for entertainment.

Man R listened to a classical radio station on a daily basis for about 30 minutes each time. When he did listen he did so for entertainment. Once he listened because they played his favorite program.

A weekend reader was the best way to describe R's periodical usage. He read only two different periodicals, both of which were read on the weekend. His reason for reading was news and he did so for up to two hours. R did not view any films or read any books.

The next participant, S, was mainly a television viewer. He would watch up to four hours of TV a day. The main reason he gave for his television viewing was entertainment. His program preference was either for action or sci-fi shows. He did do some news viewing for information.

S did not listen to any radio stations and read only two publications. The publications were read for information and one was gay oriented. One of the publications he obtained by downloading it onto his computer.

Two movies were viewed by S in a theatre. He found the one movie childish and the other the worst he ever saw. Both movies were action adventure films.

He did read three books all in their entirety. The books he read were rated either excellent or good. His reading was done for interest in the subject matter.

Participant T was another television watcher. The programs he viewed varied from documentaries to news to situation comedies and dramas. He spent up to 4 hours a day watching television. He watched TV for entertainment, information and because he liked the show.
T did not listen to any radio during the period and only read two periodicals. One of these was a Sunday newspaper and the other a news magazine. Both periodicals were obtained from family or friends.

Two films were viewed by T. Both of the films had a gay theme and one was X rated. He did not read any books.

The unusual thing about T's diary were the number of comments about his viewing. The comments ranged from I like an occasional dirty movie to not liking radio because of the hate mongering talk shows. Most of the comments on his television viewing centered around his liking the program. Though primarily a television viewer T was vocal about all the media he used.

A light media user was the best way to describe participant U. The most time he spent with any one medium was two hours on Sunday with television. He watched a variety of programs but usually only about 1 to 2 per day. No comments were made on his viewing except that he watched for entertainment and information.

Radio listening occurred daily and it was with the same country station. U's listening usually lasted for up to 30 minutes and was done primarily at home with some listening taking place in the car. The radio listening was done for entertainment.

U read one daily paper during the week and spent only about 15 minutes doing so. He did not read any books and viewed only one film at home for entertainment.

This man is another whose media use peaks on Sundays and declines throughout the week to become non-existent by a Saturday. A term for this type of media user might be the decliner.

Participant V is the print/television weather/situation comedy watcher. V watched TV for up to 2 hours a day. During the weekdays he tuned daily to the weather channel for at least a 15 minute period. Many of the other programs he watched were situation comedies. Other than watching the weather channel for information person V watched television for entertainment.

A radio station was only listened to by V on a Sunday. The station had a rock format and was listened to for entertainment. V

commented it was traveling music while listening for 3 hours in his car.

A daily newspaper was subscribed to by V which he spent at least 20 minutes with. He read the paper for news and did so at home. The newspaper was the only media V reported using on a Saturday.

V read no books and watched two films. The two films were both comedies and were watched for entertainment. V found the films funny and enjoyable.

Situation comedies were the television programs enjoyed by participant W. This man spent about 2 hours per day watching mainly situation comedies. He did occasionally watch the weather channel for up to 15 minutes and watched one horror program. All television watching was done for entertainment except for the Weather Channel. This program was watched for information.

Once a day except for Friday W listened to a radio station in his car for approximately one hour. He usually listened to an oldies station but also did some listening to rock music.

Only one publication was read by W. This publication was read on a Sunday and was subscribed to. W spent 30 minutes with this gay oriented magazine. He did not read any books

However, W did watch two films. One was watched at home and the other in a theatre. Both movies were viewed for entertainment and they were both comedies, one with a gay theme.

Most of this participant's media use occurred during the week. He had very little media use on weekends. He was a weekday user.

Participant X was also a weekday television viewer. During the period of Monday through Friday X would watch up to 5 hours of TV a day. However, he had no television use on Saturday or Sunday. He watched everything from soap operas to game shows to the weather channel. Other than news programs all viewing was done for entertainment.

Only 1 periodical was read by this man. This paper was obtained from a friend and used for only 20 minutes on a Monday. X had no media

use on the weekends and he did not listen to radio, watch any films or read any books.

Unlike the other participants, Y was a radio and print user. Y only watched two television programs during the week. Both programs had a country music theme.

Country music was Y's favorite radio format. In fact radio could be called Y's favorite medium. He would listen to radio for up to 12 hours a day always to the same country station. His reason for listening was entertainment. His listening occurred in various places, like work, home and car.

Y did subscribe to a daily newspaper. He would spend about 5 to 10 minutes a day reading it for the news. It was the only periodical reading he reported. Y did not view any films or read any books.

The only thing constant about Z's media use was his radio listening and periodical reading. Z's television viewing was in a seesaw pattern. Some days he watched for several hours and others he did no watching at all. He watched many different types of programs for both entertainment and information.

An adult contemporary radio station was listened to by Z every day except Saturday. When he listened he usually did so in his car for a period of 30 minutes. Z listened to the radio for entertainment.

Z subscribed to a daily newspaper which he spent up to 30 minutes a day with. He also read two other publications one targeting a gay male audience. The other publication was a local paper.

No books were read by Z but he did view two films for entertainment. One film had a gay theme. His comments on the films he viewed was that they could have been better.

Participant AA was a variety media user. His television viewing varied from as little as 20 minutes a day up to 2 hours. He mainly watched situation comedies and news and information programs. The comedies he watched for entertainment while all other programs were

watched for information.

An average of 45 minutes a day was spent listening to a pop music/Top 40 radio station. The listening was for entertainment and took place in AA's car.

Six different periodicals were read by AA. He subscribed to three different gay magazines all of which he read for information and news. He spent up to 1 hour with each periodical. Three different newspapers were read by AA. Each paper was purchased at a newsstand. He read them for different reasons based on content.

Ten different films were viewed by AA. Two of the films were X rated. Six of the ten films had a gay theme. Eight films were viewed for entertainment and two were viewed for information. He commented on all the films viewed except for the X rated ones. His comments ranged from good to sad to funny.

This participant read seven books. Six of the books he read had a gay theme. Most of the books were purchased and all were read in their entirety. Reasons for reading the books ranged from interesting to friend's suggestion to planning a wedding. AA commented on all the books he read. He found all his books excellent, fabulous or good.

Participant AB mainly listened to radio which he did daily. He did watch some television usually one program every two to three days.

This man did listen to the same pop formatted radio station everyday for at least an hour. The radio station was listened to in a car or ambulance while working. He listened either for entertainment or as background.

Person AB read only one periodical during the 7 days. This was a newspaper which he spent less than 30 minutes with.

He did watch four films, one with a gay theme. The films were watched for interest, for a date and to alleviate boredom. Comments on the films ranged from strange to good to terrible.

One book was read by AB. He read this book at the office based on

his interest in it. His comment on his reading was good - I cried. Participant AB was another light user of all media not spending large amounts of time using any of the different media.

A light television soap opera viewer was the best way to describe participant AB. AB watched one program a day Monday through Friday. This program was an hour long soap opera. It was watched for entertainment.

Participant AC did not listen to radio. He did read one gay themed magazine during the reporting period. He subscribed to the magazine.

One film was viewed by AC. He viewed the film because it seemed interesting. AC did read 5 different books all dealing with homosexuality. Most of the books were borrowed from the library.

Participant AD watched a television news magazine program each day Sunday through Thursday. He also watched two sitcoms. The longest time spent watching television was one hour. Participant AD did not listen to radio or read periodicals and books.

He did view 3 separate films all in a theatre. He gave no reason for watching these films nor did he comment on his viewing.

Participant AD was a extremely light media user. His interest were in the electronic visual media of film and television. He had very little to say about the programs he watched. He was almost a uninterested user.

Participant AE was a light to moderate mass media user. He watched television everyday except Saturday for at least 30 minutes but no longer than 2 hours. The programs he viewed for entertainment were mainly science fiction shows and situation comedies. He did view a shopping channel for what he said was consumer product reasons.

Participant AE listened to radio everyday except Sunday. Most of his listening took place in the car for a period of 40 minutes. He listened to a soft rock station for entertainment. AE also read two

newspapers during the week.

Three films were viewed by AE. Two of the films were gay themed. The other film was a romantic comedy. Person AE read one book because it contained some family history. He found the book very informative.

Print was the primary media used by AF. He read at least one periodical a day. AF spent a total of three hours watching television on three of the seven days. He watched six situation comedies for entertainment. He did not listen to radio.

This man spent 15 to 30 minutes a day with a daily newspaper. In addition he also read two other papers one of which was gay. His reasons for reading were information and entertainment.

Participant AF viewed six films/videos. Four films were dramas, one a comedy and one a documentary. All the films were viewed for entertainment reasons. AF also read three books because of the subject matter. One book he found too academic for leisure reading.

A big television viewer was how AG was described. He watched at least one hour of TV a day and usually watched up to several hours daily. He watched at least one news program and sometimes two everyday except Sunday and Monday. He watched these programs for information. Most of the other programs were either science fiction or situation comedies. All of these programs were watched for entertainment.

Except for Tuesday, participant AF listened to an easy listening radio station for two hours a day for entertainment. All the listening took place in one hour time periods in the car.

A Sunday newspaper was the only reading done by person AF. He read the paper for information over a period of 30 minutes. He did not watch any films or read any books.

Person AH spent two to three hours watching television everyday except for Saturday. He watched several different types of programs. AH watched situation comedies, cartoons, drama and sci-fi programs. All of these he watched for entertainment. This man had several comments

about the programs he viewed. Many of these comments related to his attraction for the characters.

Radio was listened to by AH for only three days, Sunday through Tuesday. When he did listen it was done in the car and at work for up to several hours. AH classified the station he listened to as having an easy format. His main reason for listening to this station was to pass the time and it was the only station they received at work.

This man's periodical reading showed someone who liked both cars and television. He read two car oriented periodicals and the "TV Guide." The car magazines were obtained from work and he bought the "TV Guide." AH did not view any films or watch any books.

Person AI viewed television Sunday through Thursday. When he did view it was usually for 3 to 4 hours a day. He watched a variety of programs except for news. All the programs were watched for entertainment.

Radio was listened to by this participant several hours a day in his car while working. Some days he listened to radio for six hours or more. The stations he listened to had either a classical or rock format. He listened to radio for both entertainment and information.

This man also read a paper Monday through Friday. His reason for reading the paper was the crossword puzzle. It was usually read at work. AI had no media use on Saturday and he did not watch any films or read any books.

Participant AJ was another habitual media user. He spent at least one hour a day with television Monday through Friday when he watched a morning news program. This was done for information. On the weekends AJ watched two to three movies a day on pay cable channels. These were his heaviest television viewing days.

Monday through Friday AJ listened to a country music station for an hour each day. The listening was done in his car. He listened for the pleasure of it. This person also read a daily paper for about 30

minutes each day. He subscribed to this paper and read it in various locations. AJ reported no film or book use.

Participant AK's media use was very similar to AJ's. This led to a belief these two men are domestic partners. AK spent one hour a day Monday through Friday watching a morning news program on television. On the weekends he watched movies on pay cable.

AK also listened to a country music radio station in his car everyday Monday through Friday. He listened for 30 minutes for entertainment. He also read a daily newspaper for news. AK also reported no film or book use. Taken together and assuming domestic partnership these two participants showed the influence others have on media use.

Television was the only medium reportedly used by participant AL. He watched TV everyday except for Wednesday. AL watched news, talk, situation comedies and other program types. Two to three hours a day were usually spent watching television by this man. No other media use was reported by this person. Therefore, he becomes classified as a television viewer.

The man coded as AM spent an average of 3 to 5 hours a day Monday through Friday watching television. He had a voracious tube appetite. Soap operas, news, game shows, situation comedies, dramas and sci-fi programs were all viewed by this man. News was viewed for information while all other shows were viewed for entertainment.

This participant did not use radio and read six periodicals. These papers and magazines were read only on five of the seven days. Most of the reading was done for the articles and rarely lasted for more than 15 minutes.

Several films and books were used by AM. He watched three movies. One was a comedy the other two horror films. He termed the comedy his favorite film.

Three books were also read by this gay man. All of the books had

to do with automobiles and automobile repair. He read the books for interest and suggestions.

Another voracious television user was identified from AN's diary entries. This man averaged from 3 to 6 hours a day viewing television. He viewed all types of programs for both information and entertainment. He would usually view a morning and evening news program and a game show Monday through Friday. Additionally, he also seemed to view the same talk show during the same weekday time period.

Participant AN listened to a popular radio station daily Monday through Friday. He usually only listened for 10 minute periods while in his car. No reason other than entertainment was given for this listening.

AN reported he watched six movies. They were all viewed for entertainment. With the exception of the gay themed movie all viewing took place at home. AN also read four books. Each of these books was read based on a friend's suggestion and they were all purchased from a book store.

Another television user was participant AO. Other than listening to a radio station three times during the seven days, and reading only one book, AO watched television. Like the previously mentioned television user he watched many different programs for both entertainment and informational reasons. He usually spent at least 3 hours watching TV each day and sometimes as much as 8 hours. AO did not use any media on Saturday.

During the three days he listened to radio he did so for two hours. The station he listened to was classical and he listened both at home and in his car. AO listened to radio for entertainment. He also read one book which he found to be boring. His reason for reading this boring book was because he had read all of the other books written by this author.

Participant AP was a multi-media user except for Friday and

Saturday when he reported no media use. AP could almost be declared a decliner as his greatest media use was on Sunday and gradually declined or held steady through the week to Friday and Saturday when media use became non-existent. This man was a fan of "The Simpsons" which he watched everyday he viewed television. He also watched other programs including news, talk, and weather channel forecasts. AP spent a maximum of four hours watching television on Sunday to a minimum of two hours on Thursday.

AP listened to several different radio stations during the period Monday through Wednesday. The stations formats were, Top 40, country, and talk. He usually listened to the station for several hours at a time. His listening occurred primarily at work with secondary listening occurring in a car. AP listened to radio for the music and contests.

AP read four different periodicals over the reporting period. He read the Sunday newspaper for the coupons and puzzles. The other magazines he read for news and information.

AP also viewed several films and read one book. He watched six films two of which had gay themes. The genres of the movies he watched varied from musicals to dramas. The book he read was purchased and he read it for its political humor.

The next participant, AQ, watched a variety of television programs but usually did not spend more than two hours a day doing so. Most programs were watched for their entertainment value while others were watched for information. This was one of the few participants to watch any sports programs. Those programs were primarily informational shows on ESPN.

AQ listened to two different radio stations. One was a rhythm and blues station and it was listened to twice. The other station was a Top 40 station which AQ listened to every day except Sunday. Most radio listening lasted for 20 minutes and took place at home. All radio listening occurred for entertainment.

Several periodicals were read by AQ, one of which had gay content. This gay man also read two weekly news magazines. He read these two magazines because of the eye catching covers. The gay magazine he read for its content. All magazines were obtained from a library and only one was read at home.

AQ watched one movie and read one book. He watched the movie which he said was one of his all time favorites for entertainment. The book which he had not yet finished was a gift from a friend. It was a book about the coming out process. He said it was an emotional and informative book.

Participant AR was another multi-media user. He spent time using each media but not a great deal of time with any one medium. When AR watched television it was for a period of 60 minutes or less. Mostly he watched situation comedies and some science fiction programs. Entertainment was the only reason AR watched television.

Monday through Friday AR spent an hour each day listening to a soft rock radio station at home. He listened to this station for information and entertainment. On Sunday his musical taste changed slightly to a pop formatted station. He listened to this station for a period of 5 hours for entertainment.

AR spent one hour each day Monday through Friday reading the daily paper. He read for news. On Sunday he read a magazine which he subscribed to for about one hour. He read for the information in the magazine and commented on its good reviews.

This participant did not read any books and watched only one movie. He termed the movie bizarre and reportedly watched it for its entertainment value.

Participant AS did not use any radio but did have moderate to heavy television use. AS spent an average of two or more hours a day using TV. Many of the programs he watched were news and information oriented. As a result his main reason for watching television was

information. He did watch some programs for entertainment but they numbered less than those watched for information.

In addition to television AS subscribed to and read a daily newspaper. He read the paper for information, news, sales and advertisements. AS never spent more than 20 minutes reading the paper.

Five films were viewed by AS and he read no books. Among the five films he viewed one had a gay theme. All films were viewed for entertainment both at home and in a theatre. His comments on the films ranged from awful, to good, to excellent gay flick.

Participant AT was another electronic media user. He was also a habitual user. AT spent an average of one and a half hours per day watching the same programs. Mostly he watched news and information programming and one entertainment program a day. The only day that differed from the rest was Sunday. This day he primarily watched entertainment programs and spent 2 hours with TV.

AT listened to the same two radio stations everyday for the same amount of time. He listened to a soft rock station at home for 15 minutes each day. In his car he listened to an oldies station for an hour each day. He listened for entertainment and commented he liked oldies.

This man read only one periodical during the week. The incident occurred on Saturday for a time length of 30 minutes. He subscribed to the publication and read it to stay in touch with gaydom.

AT read no books but did view four movies. All movies were viewed for entertainment and most were comedies. One of the movies had a gay theme.

The final participant AU used all media but spent more time listening to radio. AU listened to radio for at least one and a half hours per day and on two days he listened for more than 7 hours. AU did not listen on Sunday. His favorite station, according to him, and the one he listened to everyday, was a easy listening station. He listened

to this station both in his car and at work. The other station he listened to was a country station, which he listened to at work. He only listened for entertainment.

AU spent 60 minutes a day or less with television. When he did watch he usually viewed a game show or situation comedy. The most viewing occurred on Sunday and than was steady through the rest of the week.

During the seven day period AU read three periodicals. Two periodicals were Sunday newspapers one of which was provided by a hotel. The other paper was subscribed too. He only spent a total of 25 minutes with both papers. AU also read a national gay magazine which he subscribed to. He spent 45 minutes reading this magazine for its content.

Seven films were watched by AU. Five were watched at home and two in a theatre. He watched five of them for entertainment and one of them for what he termed popular demand. His comments on all the films were good to excellent.

AU also read two books which he purchased. His reading took place at home and work. One book was selected for the author's reputation and the other for its content. He found both books to be good.

Summary of Diary/Survey Review

From a review of the diary information several media user types could be discerned. There were those termed the decliners who had heavy media use on Sunday which than declined during the week to no media use on Saturday.

Another type was the television only user. This person only used the television medium. They tended to have higher television viewing use times. The programs they watched spanned the genre spectrum.

The multi-media user used all the different media not spending a great deal of time with any one medium. Several of these people were habitual users whereby they tended to use the same medium for the same

program or reason each day.

Other user types included the electronic user, the radio user, and the television/print user. There were also variations of each type of media user. For example a decliner television user, or a heavy or light decliner user.

The important point here was that other than the use of gay oriented media, there was nothing that led to a conclusion that any of these user types differed from heterosexual mass media users. There was also no one prominent user among this group of men. Indeed a mass media user type could almost be created for each of these participants. Again, the individuality of these participants media use came through.

This research instrument only scratched the surface of gay and lesbian media use. However, it did conform with the first step in Lazarsfeld's uses and gratifications paradigm. It provided a description of a gay male audience. Further, it provided some behavior and media use patterns. Discussion on proposals for future research projects followed in the next section.

CHAPTER V

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

DISCUSSION

This research project set out as its goal to describe the use and uses of media by a group of gay males. The collected data and subsequent analysis provided several areas for discussion.

As part of this project several research questions were posed. The answers to these questions were discussed first. This discussion was followed by a general discussion of the data; a comparison of the data to media use by the general population; and, the relationship of this project to the uses and gratifications paradigms reviewed in Chapter Two.

Discussion of Research Questions

Six research questions were posed in Chapter One. It was the purpose of this project to provide answers to these questions. The answers to these questions were reviewed in order as follows:

What mass media are a select group of gay males using?

Results from the diary/survey showed gay males were using all types of media from broadcast to print. The broadcast media of television and radio showed greater use than print materials. This included both periodicals and books. The quantity of films/videos viewed laid between the quantity of television programs watched and periodicals read.

Results also showed most of the participants used media that targeted a gay and lesbian audience. The type of media used targeting a gay and lesbian audience varied. Participants reported using everything from periodicals such as The Advocate, computer bulletin boards, videos and books.

The visual inspection of the diaries showed that the media each participant used varied from individual to individual. Also the

combination of media used varied. Across the sample all types of mass media were used.

How frequently do they use different mass media?

The results from the data did not provide a clear picture of how frequently this group used media. Results did show media use occurred daily. There were fluctuations in the amount of media used from day to day and particularly between weekends and the work week.

Among the different media, television was used most frequently. The number of incidents of television viewing were more than three times that of the next most frequently used medium of radio. Both broadcast media reflected fairly steady use throughout the work week. On the weekend media use declined. The results seemed to indicate television was most frequently watched on Thursdays and radio most listened to on Monday. Radio listening then declined through the week.

Periodical use peaked on Sunday then declined through the week. Reviews of the diaries indicated the reason for this was the reading of Sunday newspapers.

Most participants seemed to average three films/videos per month or almost one per week. There was no indication what day-of-the-week film viewing was most likely to occur. Based on experience attendance at films was greatest during the weekend as were video rentals. There was no reason to expect differences in this group. Less use of other media, particularly on Saturday, may have been a reflection of film/video viewing.

From an inspection of the diaries it was found the frequency of mass media use varied. There were some types that could be categorized. These types were the decliners, weekday users, and habitual users. It would be expected that mass media use would vary greatly among any sample population.

How much time do they spend with mass media?

The answer to this question seemed related directly to the medium

being used. Television was by far the medium most frequently used by this group. When they did watch television, the results indicated most programs were of one-half hour in duration, followed by those that were one hour. Most participants listed watching several programs in a row. In the survey section of the instrument most participants stated they watched two to three hours of television daily. This response corresponded to the answers participants gave in the diary section. The diary portion of the instrument reflected much of this group on average spent up to three hours a day watching television.

Radio listening occurred for shorter periods of time. Results indicated most incidents of radio listening among this group lasted for less than 30 minutes. However, there were usually two periods a day of this length. Most of these periods seemed to correspond to a participants commute to and from work. Based on these responses most of the participants in this group spent up to one hour per day with radio. The few participants responding with longer periods indicated they were traveling or working.

As with radio, cases of periodical use lasted for thirty minutes or less with results reflecting an average of fifteen minutes per incident. Print differed from radio in that it was only used once a day. Based on the results, use of print averaged about 15 minutes per incident with usually only one incident reported per week.

Taking television, radio and print into account it appeared the participants in this study spent up to five hours per day using some type of media. Film/video and book use seemed more sporadic and may have affected the amount of time participants spent with other media.

The visual inspection of the diaries showed this group had some people who were light users and others who were heavy users of mass media. While averages can be discussed and mentioned the truth was none of these users were average. Only the data computations and interpretations provided this conclusion.

How does a select group of gay males feel about their media use?

Data results made this question difficult to answer. Most of the participants did not provide comments on their media use. However participants viewing films/videos and reading books more likely responded to how they felt about the use of these media. There was little evidence to interpret participants feelings about the media used. More research is needed.

When the comments from the visual inspection of the diaries were considered this question was still difficult to answer. Overall you could say this group mainly felt good about their media use. Most of them used media for entertainment. As previously stated more research is needed.

How does mass media use differ among a select group of gay males?

One noticeable result from the diaries was the diversity of media use among this group. Media use among this group differed as one individual does from the other. Evidence of this was found in the diversity of programs, films, and print selections to comments on their use.

When taken as a group, there did not seem to be a great deal of difference between students and non-students. T-tests on the means between student and non-student participants exhibited no real difference for most variables. A visual inspection of the diaries reflected some variances. For example students were more likely to use X rated adult films, which were not viewed in their entirety. This was opposed to non-student participants who reflected no viewing of X rated films. Non-students more likely subscribed to and read a daily newspaper. Non-students seemed to read fewer books. So some differences were noted, but they were not statistically significant.

When discussing differences in media use, location of media use must be considered. The most likely location for media use was the home

for television and films/videos, the car for radio, and just about anywhere for print. This appeared to be a result of the portability of print material and the ability to read it in a wide variety of settings. It was much easier to remove from a briefcase or bag a favorite magazine brought from home than it was a television set or VCR. Overwhelmingly, media use among this group occurred in the home.

Also when the result for the non-students and students were viewed together there appeared to be few if any differences. A reason for this may be that the majority of the student group fell within the same age range as the non-student group that of 25 years old or more.

Why or for what purpose are they selecting or using the media they do?

A response to this question can be summed in one word, entertainment. Overwhelmingly, these participants selected the medium of television as the one they used most frequently for entertainment. It was also the reason for viewing a film/video and listening to the radio.

Print media differed significantly from the electronic media on this question. Use of print media was primarily for news and information purposes. If a participant wanted to find out about the world they more likely turned to print media particularly periodicals.

Secondary responses for why a participant used a particular medium varied. Radio was used for background noise while driving or doing other things. In many respects it became a companion or company. It was always there, always talking but never interfering.

Information and news was the secondary reason people used television. This response also reflected the most viewed program as various newscasts. Participants primarily turned to television for entertainment, but enjoyed some information. Over 90 percent of the participants used films/videos for entertainment. It did not seem to matter whether these were viewed in the home or a theatre.

The visual inspection of the diaries led to the same conclusion.

This group used media mainly for entertainment followed by information.

Overview of Results

As previously stated one of the most significant findings from this study was the diversity of responses given by the participants. This group of gay males used many different media for many different reasons. Much of the media use done by this group of gay males was habitual.

The men seemed to use media targeted to them when it was available. This was determined by the large number of participants who responded they used gay and lesbian media. Additionally, many participants subscribed to gay media.

Though not discussed in Chapter Four, many of the responses to the survey questions served as support to the responses to the questions in the diary portion of the survey. For example participants stated in the survey section of the instrument that on average they watched three hours of television daily. The results from the diary confirmed this point.

Other direct relationships between survey and diary questions included favorite radio format. Both the survey and diary supported the conclusion that rock was the radio format most favored by this group. The responses in the diary concerning the number of films/videos watched corresponded with participants answers in the survey on the average number of films and videos they viewed each month.

These relationships between survey and diary responses were important because they provided validity to the results. The participants actually did what they said they did. If they said they watched three hours of television a day in the survey section of the instrument they reflected this fact in the diary section.

Concerning the factor analysis, no variables factored together. Therefore, no report was given on this analysis. No discussion about this analysis was provided in Chapter Five.

Comparison to Society

Chapter Two provided a view of mass media use in society and among men. There is nothing in these results that would lead any researchers to believe this group of gay men was significantly different in their media use than others.

It was true they did use gay oriented media, but this was not unusual. Previous uses and gratifications research indicated African-Americans use media targeted to them as did Latinos and other groups.

The only difference that might be worth mentioning would be the lack of sports programs viewed by this group. As previously mentioned it might be expected a group of men would be heavier users of sports programs than was indicated here. Among mainstream viewers ESPN is the number one cable channel. This was not the case with this group of gay males. ESPN was barely mentioned as being watched. A larger sample size and further research may provide clarification on this issue.

While the differences between this group of gay males and mainstream audiences were few the similarities were significant. This included the amount of time spent with media and the type of media used. These similarities were significant because from exploring them commonalities can be extracted. From commonalities discussions between groups became possible.

Like mainstream audiences, media use by participants in this group peaked at the beginning of the week and then declined. There did not appear to be a great difference in the amount of time spent using media between the two groups. Both groups used television for an average of three hours daily. Most people watched television on a daily basis and so did the participants in this group. The same appeared true of the amount of time spent using other media.

It can be stated from a perspective of media use there appeared to be little significant difference between a mainstream audience and the gay males in this study. Differences may have been found in the reasons

for media use and interpretations of media use. In fact the literature seemed to indicate differences would exist on these items. This was particularly true of the literature on Queer Theory. Proving the validity of this statement required the creation of a study that specifically sought to answer this question.

Relationship to Theory

From the beginning the goal of this study was to accomplish the first phase of Lazarsfeld model for uses and gratifications studies. It was a step in most of the models presented. First and foremost a description of the audience to be studied was to be provided. This description was based on frequency tables.

This study met its goal. It provided several frequency tables which were used to describe this audience group. Further, each diary submitted by the participants was reviewed for viewing patterns from which several different media user types were identified.

By meeting Lazarsfeld's first step in uses and gratifications research five of the six research questions were answered. The data provided a partial answer to the other.

Though this project achieved Lazarsfeld's first step in uses and gratifications research, several other paradigms were presented in Chapter Two. To determine this project's significance and its relationship to theory necessitated analyzing and discussing the date in relationship to other uses and gratifications paradigms.

Herzog identified four appeals with subsequent gratifications for the viewers of the program "Professor Quiz." Not all of these appeals had application to this project's data. Using Herzog's paradigm appeals and gratifications could be developed from this data.

The first appeal applicable to this audience was that of entertainment. From this appeal several gratifications were discernible. These gratifications were based on why the participants used media and the comments made about that use ranging from passing

time, background, change mood and tradition.

The second appeal was information. From this appeal the following specifications were extracted: education, interest in subject, and self-improvement.

As with Herzog's study the appeals and gratifications found in this data were not always clear. At times these appeal and gratification categories overlapped and could be subdivided into many different groups.

It was apparent the data from this study required adjustments to fit the uses and gratifications paradigm espoused by Herzog. The reason for this was that Herzog's study concentrated on one radio program while this project's focus covered several media.

Lasswell's functional approach to media use also did not fit this project's data. Lasswell was more interested in the political. This research study went beyond the political use of media. It included all reasons for mass media use.

There was one statement made by Lasswell that appeared applicable to the participants in this study. It was suggested by Lasswell communication was a process that required rational judgements that implemented value goals. From this study's data, it appeared the participants were making rational judgements to implement a goal. To determine whether these goals were value oriented required a subjective decision on the part of the researcher. "Objectivity" was an important element of this study. As a result it was decided Lasswell's uses and gratifications paradigm did not fit this project's data.

Lasswell was not the only theorist to propose a functional approach to uses and gratifications. Charles Wright also proposed a functional analysis approach to mass media studies. Wright posed the question of what latent and manifest functions media served for different sociological elements.

Entertainment and information were the primary manifest functions

mass media served for this study's participants. Determining the latent functions was more difficult. This required turning to answers of why participants in this study used media and the comments they made about their media use.

When this type of analysis was performed, the functions still remained manifest. It appeared that to comprehend the full range of latent media functions for these participants required more in-depth information than the data in this study provided.

Palmgreen and Rayburn's uses and gratifications paradigm used an expectancy value approach. The data from this study and Palmgreen and Rayburn's paradigm appeared to be a good fit.

From the comments participants provided, it appeared they expected to receive some type of benefit from their mass media use. For this study's participants mass media use seemed based upon some type of belief, expectation or evaluation.

These expectations or beliefs may have been as simple as expecting a particular program to be on at a definite day and time. If the beliefs and expectations of these participants were not being met, it seemed unlikely their media use would have appeared so habitual. In summary, participants received an expected outcome and their beliefs were reinforced.

It was more difficult to determine some of the less obvious expectations and beliefs this group of gay males may have held concerning their media use. Some of the comments did not provide enough information and were too few in number to tallow for any statements to be made on this subject.

From this study's participants responses it appeared the paradigm best suited to this project may have been a synthesis between the functional approach proposed by Wright with the expectancy value paradigm discussed by Palmgreen and Rayburn. With a study structured differently than this one it might be determined a relationship exists

between manifest and latent functions of mass media and expectations, values and beliefs.

Depending on how well the media meets the required manifest and latent functions an audience member expects based on what they believe and value has a direct relationship on the level of reinforcement received. The stronger the reinforcement to functional expectations served by the mass media use, the more likely the behavior occurred again.

This concept combines together an expectancy value theoretical approach to mass media audience studies and a functional paradigm. In order for an audience member to be satisfied with this media use and to continue this media usage pattern required mass media meet the function it was expected to serve.

For example, in this study one of the most frequently reported reasons for attending a movie was for a date. The movie offered a manifest function of being an activity two people enjoyed together. To meet this function the movie had to meet the expectations of both people.

How well the movie functioned as an appropriate date and whether it met the expectation of entertainment for the couple would have affected selection of future movies. For a group of gay males, their socialization of homosexuality as a stigmatized position in society, as well as a final acceptance of that decision has a direct bearing on the beliefs and values used to select mass media for both the function and expectations it provided.

Anytime an initial study is undertaken of a new audience group more questions were raised than answered. These questions will hopefully become answered by future researchers studying this audience group.

Summary of Discussion

Although it should not be unexpected the diversity of media used among this group of 47 was astounding. It was not so much the amount of

media being consumed but what was being consumed. When asked to give the title of a television program viewed, or a periodical read, or film/video watched, participants offered a wide range of selections and they did not duplicate program or periodical titles with any significance.

No two participants read the same book. Only a few watched the same television program or viewed the same film. However, this diversity of media tastes may not have been a reflection of the sample. While participants were from geographically diverse areas most of them came from Knoxville, Tennessee, and the majority were white males. This would lead to an assumption that the sample had some homogeneity which would have resulted in similarities in media use.

On the other hand research indicated this diversity of media use may be a reflection of what gay and lesbian leaders have been saying for sometime. The population of gays and lesbians reflected the diversity of the American population, (National Lesbian and Gay Journalists Association - Seattle, 1994, p. 32). Even though the results from this study were not generalizable, they concurred with this point.

When ethnicity was viewed this statement became clearer considering the group of participants were comprised primarily of white males. The diversity of responses might have been far greater if people from ethnic groups other than caucasian chose to participate. While this group's participants included Asian-Americans, African-Americans, Native Americans and Latinos, these groups were represented only in small numbers. In fact, other than four Asian-Americans, the other ethnic groups had only one participant each.

This may have reflected sample selection. It must be pointed out the original sample was national in scope. Lesbigay student organizations from coast to coast were included in the original sample. While it has to be questioned why return rates were so low from these groups, it must also be questioned why minorities were not represented

in larger numbers. It may be a matter of group membership. It must be questioned whether minority gay and lesbian people were welcome within these groups, both student and social and to what extent did they participate?

Reviewing diary entries, one thing stood out; and that was why these participants used media. There was a division between print (books and periodicals) and electronic media (television, radio and films). Most of the participants used print media to obtain information while using electronic media for entertainment.

It seemed hard to believe that for these participants media mainly served only two major functions, entertainment and information. Reasons why a participant used media depended on the media format or delivery method such as electronic or print. This may reflected the wording of the questions. Whatever the reason, answers to these questions need to be explored further.

Questions on why participants used media seemed valid, yet, they did not provoke the diversity of responses expected. As previously stated, the overwhelming majority of the participants used print media for information and electronic media for entertainment. It can be stated that if a participant in this group sought information, he most likely turned to print media to gratify this need. Conversely, if he were seeking entertainment he most likely turned to electronic media to gratify this need. Other reasons why a person used media should not be ignored as they provided some insight into other possible gratifications.

The third major reason given why a person used radio was for background. It was the fourth major reason for watching television. This answer may have reflected some need among the participants for company or companionship. They may have enjoyed or needed to have someone talk to them while performing other tasks. By turning the television or radio on, this need was gratified in some manner. There

was a great deal left unexplored by these questions of why media was used or the gratification received from media use.

The literature seemed to offer few if any answers as to why the responses to gratifications sought from media use were so few. Herzog and others explored the why with more depth. When Lazarsfeld's reason for a three prong approach were considered, the results from this study form a beginning. Lazarsfeld stated the first level in uses and gratifications research was to obtain an audience description. This research project accomplished that task.

Second, was conceptualization followed by work on the theoretical level (Lazarsfeld, 1940). To some small extent this project began a conceptualization of this groups media use. Corroboration on the theoretical level required more data gathering, expansion of the sample and other studies for comparison.

It was shown how the results of this study could be adapted to the various uses and gratifications paradigms. However, on one paradigm provided a good fit to the data. The best fit for the data seemed to be provided by a synthesis of an expectancy value theoretical approach with a functional paradigm. The creation of study was needed to prove these two theoretical perspectives could be synthesized.

However, in meeting Lazarsfeld's first step there were items to learn from this group. Media use and gratification among this group can be summarized. Generally speaking, the participants in this group were most likely to use media in the privacy of their home or car. When using media, they overwhelmingly used television, but they also used a variety of media. They spent an average of thirty minutes or less with media per day. They used electronic media for entertainment and print media satisfied their need for information. Media usage did not vary much from day-to-day.

CONCLUSIONS

From the inception of this study and throughout it, one thought kept recurring. Why researchers had avoided studying a lucrative market segment such as gays and lesbians? An answer may be found in a word that kept recurring during this study, sensitivity. A study of gay and lesbian issues and people proved a sensitive topic for both the researchers and participants. Maybe the time has come for a desensitization of homosexuality for the benefit of all.

Judging from the results of this study, part of this desensitization could begin with coming up with another term besides the politically correct sexual orientation. The word implied sexual activity, something the American public had always been sensitive about whether heterosexual or homosexual. Perhaps a better term might have been gender orientation. It encompassed the broader range of same-gender as well as opposite-gender relationships. Perhaps it was time to include a question on all surveys concerning gender orientation. The results could be interesting and serve as being inclusive of the gay and lesbian population.

Gays and lesbians must overcome their irrational fear of being identified by completing anonymous and confidential surveys and diaries. They must overcome their fear of being identified to further understanding between gender oriented groups. In other words the closet doors have to be opened so the heterosexual majority can see just how much they resemble the diverse gay and lesbian population. These were obviously idealistic suggestions. They may be achieved, but what is important was being able to research a societal minority.

Because of the invisible nature of this group, a random sample of its population was impossible and will remain impossible until we can identify gays and lesbians. Several suggestions were offered. The Advocate has had some success in surveying the gay and lesbian population by enclosing surveys within their magazine. The obvious

problem was the population was comprised of The Advocate readership. As noted in the results, most of the readers of this magazine were subscribers. However, it was a way to access a large gay and lesbian population. It would be useful for a study which sought a large sample size. This would provide for greater statistical accuracy, but would require an expensive undertaking. Again, the results would not be generalizable but they could shed some light on the subject.

For researchers who sought an alternative, it was suggested they seek out an accessible gay and lesbian group within their locale. This did not mean researchers were restricted to the gay and lesbian enclaves of major cities like New York and San Francisco. Many smaller cities and towns had active gay and lesbian populations. Resources, such as The Gayellow Pages, existed which provided information on various groups in cities and towns across America and around the world.

The problem with this alternative was the same problem encountered in this study. The sample size ended up being small. This resulted in less accurate statistical tests. Groups like these would be better analyzed using qualitative techniques such as case studies and in-depth interviewing.

Had this study contributed anything to the field of mass communication or mass media? The answer had to be yes. It has not created another theory, such as Gerbner's cultivation theory or Ziegler's enculturation theory. Nor did it even come close to proposing a theory. What this research did, was add another audience subgroup to the mix of those already being studied. It provided knowledge about mass media use among a gay population group.

Probably the major thing this study did was to create a host of questions. This study's main purpose was to discuss mass media use among a group of gay males. It did not set out to prove or disprove any hypotheses or answer any great theoretical questions. It succeeded in accomplishing the goal as it was originally proposed. However, on the

way to its' goal, this research study raised many questions and offered some possible hypotheses about gay and lesbian media use.

The use that can be made of this study by others would be pure conjecture. It may have some marketing potential if the sample was expanded. Others may find the information was useful upon which to build future research studies. As stated by Kielwasser and Wolf study of one audience group has applicability to other groups. On one subgroup of society exists within a vacuum.

Uses for this and any other research study were only limited by the creativity of the people who read them. It was these people who determined the use to be made of this study.

RECOMMENDATIONS FOR FURTHER RESEARCH

The problem here is where to begin. This study reveals there are many possibilities for further research. Foremost is the idea that the gay and lesbian mass media audience are able to be studied. Although at times this group is difficult to study. This audience is important to mass media. This study only cracks the door of knowledge about this audience subgroup.

A primary area, and one of the first to pursue, should be a study on media use among lesbians. Far too often lesbians are left out of the gay mix. This study does not address them as an audience. A reason for leaving them out of this study is to avoid differences in media use based on gender.

Further research needs to address differences in media use based on gender orientation. It might be hypothesized that media use is similar in heterosexual and homosexual women, and heterosexual and homosexual men but different between genders. There are many hypotheses one can establish for a study like this.

Future studies need to broaden the sample size and be more inclusive of minorities. This may be difficult to accomplish. One

possible suggestion is to fund a study of media usage among gays and lesbians by The Advocate. As previously mentioned, the magazine funds other studies it believes interests its readers.

This research leads to the concept that people trying to inform a gay and lesbian population may best do so through print media. A comparison study can be completed on which media actually does inform a gay and lesbian audience.

It is suggested any further studies concentrate on one medium. This allows for greater depth in a study. Lastly, the data collected and analyzed for this study can be subjected to further analysis. The correlations can be tested further using regressions and analysis of variance. Film titles can be grouped into genres and analyzed. Literature concerning gay images during the past five years can be analyzed for patterns.

Additionally, a study about gay and lesbian use of the internet needs to be conducted. This adds another medium to those already researched by this project.

Questions on why these participants use media require further examination. For example, if a participant responds they use media for information a researcher can try to discover exactly what kind of information they were using media for, such as news, how-to make repairs or health. This can be accomplished through in-depth interviews with participants.

In reference to entertainment, the gratification aspect needs to be explored further. For example, how does a particular program entertain someone? Does the program make them laugh, or cry, or maybe it is thought provoking? Other possible reasons are escapism, relaxation, etc..

The important point is that research on gay and lesbian audiences does not end here. There are too many questions to answer, too many hypotheses to prove. Maybe, just maybe a new mass media theory might be

generated.

This study provides only one step towards work on conceptualizing a theoretical view of mass media uses and gratifications among gays and lesbians. As Confucius states, a journey of a thousand miles begins with the first step.

REFERENCES

REFERENCES

(1973) Uses and Gratifications Studies: Theory & Methods. Proceedings 3rd-5th October. Stockholm: Hotel Foresta.

Abelman, R. (1987). Religious Television Uses and Gratifications. Journal of Broadcasting and Electronic Media, 31, 293-307.

Abelove, Henry., Barale, Michele Aina., Halperin, David M., (Eds.), (1993). The Lesbian and Gay Studies Reader. New York: Routledge, Inc..

Abrams, Dominic and Hogg, Michael A., (Eds.) (1990). Social Identity Theory: Constructive and Critical Advances. New York: Harvester Wheatsheaf.

Action for Children's Television, (1983). Fighting TV Stereotypes: An ACT Handbook. Newtonville: Action for Children's Television.

Adams, Mary Louise, (1986, January/February). "AIDS Plagued by Media." Herizons, 4, (p. 4).

Adoni, Hanna and Mane, Sherrill, (1984). "Media and The Social Construction of Reality: Toward an Integration of Theory and Research." Communication Research, 11, (pp. 323-340).

Adoni, H. (1979). The Functions of Mass Media in the Political Socialization of Adolescents. Communication Research, 6, 84-106.

Akers, Ronald L., (1985). Deviant Behavior: A Social Learning Approach, (3rd ed.). Belmont: Wadsworth Publishing Company.

Albarran, Alan B. and Umphrey, Don. (1993). "An Examination of Television Motivations and Program Preferences by Hispanics, Blacks, and Whites," Journal of Broadcasting and Electronic Media, 37, (pp. 95-103).

Allen, I. L. (1975). Research Report - Everyday Conversations About Media Content. Journal of Applied Communications Research, 27-32.

Allen, Robert C., (Ed.), (1987). Channels of Discourse: Television and Contemporary Criticism. Chapel Hill: The University of North Carolina Press.

Allor, Martin, (1988). "Relocating the Site of the Audience." Critical Studies In Mass Communication, 5, (pp. 217-233).

Anderson, J. A. & Meyer, T. P. (1975). Functionalism and The Mass Media. Journal of Broadcasting, 19, 11-22.

Anderson James A., (1987). Communication Research Issues and Methods. New York: McGraw-Hill Book Company.

Anderson, James A. and Meyer, Timothy P., (1988). Mediated Communication: A Social Action Perspective. Newbury Park: Sage Publications.

Andrews, Nancy, (1994, June 14). "Family." The Advocate, 657, (pp. 25-31).

Ascher-Walsh, Rebecca; Carter, Alan; Farber, Jim and Karger, Dave, (1995 September 8). Entertainment Weekly, 291, (pp. 38-44).

Austin-Smith, Brenda, (1991, July/August). "Positive Images of Gays & Lesbians." Canadian Dimension, 25, (p. 32).

Babrow, Austin S., (1988). "Theory and Method in Research on Audience Motives." Journal of Broadcasting and Electronic Media, 32, (pp. 471-487).

Babrow, Austin S., (1989). "An Expectancy-Value Analysis of the Student Soap Opera Audience." Communication Research, 16, (pp. 155-178).

Baggaley, Jon, Ferguson, Margaret and Brooks, Philip, (1980). Psychology of the TV Image. New York: Praeger Publishers.

Bantz, C. R. (1982). Exploring Uses and Gratifications: A Comparison of Reported Uses of Television and Reported Uses of Favorite Program Type. Communication Research, 9, 352-379.

Bawer, Bruce, (1995 May 16). "Canon Fodder." The Advocate, 681, (p. 80).

Beard, Jay and Glickhauf-Hughes, Cheryl, (1994). "Gay Identity and Sense of Self: Rethinking Male Homosexuality." Journal of Gay and Lesbian Psychotherapy, 2, 21-37.

Becker, L.B. (1979). Measurement of Gratifications. Communication Research, 6, 54-73.

Beery, Steve, (1985 September 17). "Pillow Talk Revisited: Ross Hunter's H'wood Untouchables." The Advocate, 429, (pp.37-38).

Berelson, B. (1949). What "Missing the Newspaper" Means. In P. F. Lazarsfeld & F. N. Stanton (Eds.), Communication Research 1948-49 (pp. 111-129). New York: Harper & Brothers.

Bernstein, Sharon, (1992, September 26). "TV Spots Against Gay Bashing Face Fight." Los Angeles Times, 111, (P. F1, F10).

Bernstein, Sharon, (1992, June 24). "Gay Themes on PBS Draw Fire From All Sides." Los Angeles Times, 111, (pp. F1, F9).

Biocca, Frank A., (1988). "Opposing Conceptions of the Audience: The Active and Passive Hemispheres of Mass Communication." Communication Yearbook, 11, (pp. 51-80).

Blackwood, Evelyn, (1993). "Breaking the Mirror: The Construction of Lesbianism and the Anthropological Discourse on Homosexuality." in Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp. 297-315), New York: Columbia University Press.

Block, Adam, (1985 November 26). "The Story Behind NBC's AIDS Drama." The Advocate, 434, (pp. 43-47).

Blumer, Herbert, (1969). Symbolic Interactionism: Perspective and Method. Berkeley: University of California Press.

Blumler, J.G. (1979). The Role of Theory in Uses and Gratifications Studies. Communication Research, 6, 9-36.

Blumler, J.G. & McQuail, D. (1968). Television in Politics: Its Uses and Influence. London: Faber and Faber, Ltd..

Blumler, Jay G. and Spicer, Carolyn Martin, (1990). "Prospects for Creativity in the New Television Marketplace: Evidence from Program-Makers." Journal of Communication, 40,

Boehlert, Eric. (1993, December 12). Gay Radio Comes Out Commercially. Billboard, pp 64, 66.

Bono, Chastity, (1995 June 27). "Women In Love." The Advocate, 684, (pp. 53-57).

Borowski, Walta. (1990, April 22). "One of Ours: Andre's Mother Deals with Feelings of Death and Irreparable Loss." Gay Community News, 17, (p. 20).

Botkin, Michael. (1986, October 12-18). "Gay Images in TV Movies: An Overview." Gay Community News, 14, (pp. 6-7, 10).

Bourgault, Louise M., (1985). "The 'PTL Club' and Protestant Viewers: An Ethnographic Study." Journal of Communication, 35, (pp. 132-148).

Bowen, Angela and Harris R.. (1986, Summer). "Two Views On 'The Color Purple.'" Black/Out, 1, (pp. 15-17).

Brantley, Doug. (1993, May 18). "Kelly Girl: Hollywood's Hot Star." The Advocate, 629, (pp. 66-69).

Bristow, Joseph and Wilson Angelia R., (Eds.), (1993). Activating Theory: Lesbian, Gay, Bisexual Politics. London: Lawrence & Wishart.

Broadcasting and Cable Yearbook. (1993). New York: Cahners Publishing.

Bronski, Michael. (1987, October 4). "No Hooray for Hollywood." Gay Community News, 15, (pp. 14, 25).

Bronski, Michael. (1991, May 26). "The March of Time." Gay Community News, 18, (pp. 9, 12-13).

Bronski, Michael. (1991, August 4-10). "I Know You Are, But What Am I? Why the Mainstream Media is Out to Get Pee-Wee Herman." Gay Community News, 19, (pp. 1, 6).

Bronski, Michael. (1991, September). "Zeitgeist Peewee." Z Magazine, 4, (pp. 64-67).

Bronski, Michael. (1991, October 20-26). "Presumed Guilty." Gay Community News, 19, (pp. 1, 6).

Bronski, Michael. (1992, May). "Basic Insult." Z Magazine, 5, (pp. 85-87).

Bronski, Michael. (1994, April). "What is Wrong With This Picture." Z Magazine, 7, (pp. 50-52).

Brosius, Hans-Bernd, Wober, Mallory and Weimann, Gabriel, (1992). "The Loyalty of Television Viewing: How Consistent is TV Viewing Behavior?" Journal of Broadcasting and Electronic Media, 36, (pp. 321-335).

Brown, Michael (1992). "Diary Measurement of Radio Listening." Journal of the Market Research Society, 34, (pp. 201-214).

Brownworth, Victoria A.. (1993, July 27). "More Than Just A Trend." The Advocate, 634, (p. 80).

Brownworth, Victoria A.. (1994, August 23). "Working Girl." The Advocate, 661/662, (pp. 83-89).

Brownworth, Victoria A.. (1994, November 29). "The Secret Life of Nancy Drew." The Advocate, 669, (pp. 59-60).

Bruce, K.. (1988, October 25). "GayToons: Calling All Animated Characters." The Advocate, 510, (pp. 32-37).

Bull, Chris. (1988, August 7). "Homophobia Continues After Shooting of Two Ithaca Lesbians." Gay Community News, 16, (p. 1, 7).

Bull, Chris. (1990, August 28). "Tabloid Apologizes for Gay Slurs." The Advocate, 558, (p. 29).

Bull, Chris. (1990, December 18). "Boycott Targets NY Public TV." The Advocate, 566, (p. 32).

Bull, Chris. (1990, February 27). "A Few Homophobic Minutes With Andy Rooney." The Advocate, 545, (pp. 11-13).

Bull, Chris. (1992, May 5). "Philadelphia Case Prompts Allegation of Poor Coverage." The Advocate, 602, (p. 16-17).

Bull, Chris. (1993, January 12). "Tune In, Turn On, Turn Gay." The Advocate, 620, (pp. 84-86).

Bull, Chris. (1994 November 15). "AIDS TV." The Advocate, 668, (pp. 31-32).

Bull, Chris. (1994, December 27). "Acting Gay." The Advocate, 671, (pp. 44-49).

Bull, Chris and Gallagher, John, (1995 April 18). "Talked to Death." The Advocate, 679, (pp. 20-22).

Busch, Charles, (1995 January 24). "He's Every Woman." The Advocate, 672/673, (pp. 60-65).

Busch, Charles, (1995 September 5). "Risky Business." The Advocate, 689, (pp. 48-54).

"Business Workshop Looks At Media." (1986, May). Out!, 4, (p. 3).

"Buzz, The." (1994 June 28). The Advocate, 658, (p. 111).

"Buzz, The." (1994 July 12). The Advocate, 659, (p. 79).

"Buzz, The." (1994 September 20). The Advocate, 664, (p. 79).

"Buzz, The." (1994 October 4). The Advocate, 665, (p. 79).

"Buzz, The." (1994 October 18). The Advocate, 666, (p. 79).

"Buzz, The." (1994 November 1). The Advocate, 667, (p. 79).

"Buzz, The." (1994 November 15). The Advocate, 668, (p. 95).

"Buzz, The." (1994 November 29). The Advocate, 669, (p. 79).

"Buzz, The." (1994 December 27). The Advocate, 671, (p. 73).

"Buzz, The." (1995 April 18). The Advocate, 679, (p. 71).

"Buzz, The." (1995 May 2). The Advocate, 680, (p. 69).

"Buzz, The." (1995 June 13). The Advocate, 683, (p. 67).

"Buzz, The." (1995 June 27). The Advocate, 684, (p. 69).

"Buzz, The." (1995 July 11). The Advocate, 685, (p. 69).

"Buzz, The." (1995 July 25). The Advocate, 686, (p. 71).

"Buzz, The." (1995 September 5). The Advocate, 689, (p. 69).

"Buzz, The." (1995 October 3). The Advocate, 691, (p. 69).

"Buzz, The." (1995 October 17). The Advocate, 692, (p. 71).

"Buzz, The." (1995 November 28). The Advocate, 695, (p. 79).

"Buzz, The." (1995 December 26). The Advocate, 697, (p.61-62).

Byron, Stuart, (1989 November 7). "Where Have All The Good Gays Gone?" The Advocate, 537, (p. 43).

"Cable TV Brings Gays Into Milwaukee Homes." (1985, June). Out!, 3, (p. 5).

Cagle, Jess, (1995 September 8). "American Sees Shades of Gay." Entertainment Weekly, 291, (pp. 20-31).

"Calvin Klein Buys Ad In Gay Magazine." (1992, October 19). The New York Times, 142, (p. D7).

Cantor, Muriel G., (1990). "Prime-Time Fathers: A Study in Continuity and Change." Critical Studies In Mass Communication, 7, (pp. 275-285).

Carmody, Deirdre. (1992, March 2). "Gay, Lesbian Press Is Starting to Emerge Into the Mainstream." The New York Times, 142, (pp. A1, D9).

Carragee, Kevin M., (1990). "Interpretative Media Study and Interpretive Social Science." Critical Studies In Mass Communication, 7, (pp. 81-96).

Carter, Bill. (1991, October 1). "NBC Defends Move On 'Quantum Leap'." The New York Times, 141, (p. C18).

Chan, Connie S., (1993). "Issues of Identity Development Among Asian-American Lesbians and Gay Men." in Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp. 376-388), New York: Columbia University Press.

Chaplin, Ken. (1984, March). "Mall Washroom Blitz Nets 33 Arrests." The Body Politic, 1, (p. 13).

Chunovic, Louis. (1991, October 22). "Universal's Sid Sheinberg." The Advocate, 588, (pp. 41-43).

Chunovic, Louis. (1991, November 5). "A Quantum Leap Into Controversy." The Advocate, 589, (p. 86-87).

Chunovic, Louis (1992 January 14). "Gay Quantum Leaps NBC Censors." The Advocate, 594, (p. 72).

Chunovic, Louis. (1992, August 13). "A Straight Director Not Afraid to Play Gay." The Advocate, 609, (p. 70).

Clark, Joe. (1991, August 27). "Star Trek: The Next Generation." The Advocate, 584, (pp. 72-74).

Clark, Sally J., (Ed.), (1994). Triangle: A Professional's Guide to Covering Lesbians, Gays and Bisexual in Washington State. Seattle: National Lesbian and Gay Journalists Association.

Clarke, Liz. (1990, June). "Standard's Lesbians a Real Treat." Rites, 7, (p. 5).

Clayton, Devon. (1988 November 8). "Put The Blame On Mame: The Movie Characters That Made Us Gay." The Advocate, 511, (pp. 47-51).

Clayton, Devon. (1991, September 24). "Dear John Gets The Queer Story Straight." The Advocate, 586, (p. 89).

Closs, Larry. (1994, September). "I Want My Gay TV." Out, 68, (pp. 60-66, 120-123).

Coffey, Irene. (1991, June). "What is Pop Against Homophobia?" Spare Rib, 224, (pp. 20-21).

Cohen, Dan. (1991, December 18). "Contested Terrain." The Guardian, 44, (p. 20).

Cohen Dan. (1992, January 29). "Contested Terrain." The Guardian, 44, (p. 20).

Cohen, Jodi R., (1991). "Intersecting and Competing Discourses in Harvey Fierstein's Tidy Endings." Quarterly Journal of Speech, 77, (pp. 196-207).

Cohen, Jodi R., (1991). "The 'Relevance' of Cultural Identity in Audiences' Interpretations of Mass Media." Critical Studies In Mass Communication, 8, (pp. 442-454).

Collis, Rose. (1988, February). "Out On Tuesdays." Spare Rib, 198, (p. 33).

Comstock G. & Cobbey, R. E. (1979). Television and the Children of Ethnic Minorities. Journal of Communication, 29, 105-115.

"Congressional Criticism of PBS Focuses on Gay Content." (1995 Winter). Alternatives, 5, (p. 1).

Conway, Joseph C. and Rubin, Alan M., (1991). "Psychological Predictors of Television Viewing Motivation." Communication Research, 18, (pp. 443-463).

Cooper, Peter, (1989). "Comparison between the UK and US: The Qualitative Dimension." Journal of the Market Research Society, 31, (pp. 509-525).

Cooper, Roger, (1993). "An Expanded Integrated Model for Determining Audience Exposure to Television." Journal of Broadcasting and Electronic Media, 37, (pp. 401-418).

Cowles, D. (1989). Consumer Perceptions of Interactive Media. Journal of Broadcasting and Electronic Media, 33, 83-89.

Cruse, Howard. (1991, Winter). "Andy We Hardly Knew You." Outlook, 11, (pp. 79-81).

Culbertson, D. Frank, (1984 March 20). "The Wit and Wisdom of Eddie Murphy No Laughing Matter." The Advocate, 390, (pp. 41-42, 57).

Cummings, Peter, (1985 September 3). "Paris FM Station Makes Gay Waves." The Advocate, 428, (p. 16).

Cummings, Peter. (1989 April 25). "Gay News Show Debuts in Britain." The Advocate, 523, (p. 12).

Curran, James; Gurevitch, Michael and Woollacott, Janet, (Eds.), (1979). Mass Communication and Society. Beverly Hills: Sage Publications.

D'Augelli, Anthony R., (1991). "Gay Men In College: Identity Processes and Adaptations." Journal of College Student Development, 32, (pp. 140-146).

D'Emilio, John, (1992). Making Trouble: Essays on Gay History, Politics, and the University. New York: Routledge.

D'Emilio, John, (1993). "Gay Politics and Community in San Francisco Since World War II." in Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp. 59-79). New York: Columbia University Press.

Dale, Wendy, (1995 March 21). "Double Vision." The Advocate, 677, (pp. 65).

Dambrot, Faye H.; Reep, Diana C. and Bell, Daniel, (1988). "Television Sex Roles In the 1980's: Do Viewers' Sex and Sex Role Orientation Change the Picture?" Sex Roles, 19, (pp. 387-401).

Davis, Dennis K., (1987). "Review and Criticism: Phenomenology of Media Audiences." Critical Studies In Mass Communication, 4, (pp. 301-324).

Davis, K. (1959). The Myth of Functional Analysis as a Special Method in Sociology and Anthropology. American Sociological Review, 24, 757-772.

Davis Riccardo A., (1994 May 30). "Marketers Game for Gay Events." Advertising Age, (p. S1, S5).

Day, Susie, (1985 August 3). "What Becomes a Lesbian Most." Gay Community News, 13, (pp. 10-11).

De Stefano, (1986 December 9). "The New York Times vs. Gay America." The Advocate, 461, (p. 42-47, 112-115).

De Monteflores, Carmen, (1993). "Notes on the Management of Difference." in Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp.

218-247), New York: Columbia University Press.

Del Boca, James K. and Ashmore, Richard D., (1980). "Sex Stereotypes and Implicit Personality Theory. II. A Trait Inference Approach to the Assessment of Sex Stereotypes." Sex Roles, 6, (pp. 519-538).

DeLaria, Lea, (1995 February 7). "Whoopi Goldberg: Lesbian At Work." The Advocate, 674, (pp. 46-52).

DeLynn, Jane, (1995 February 21). "Crown Jewel." The Advocate, 675, (pp. 52-55).

Denzin, Norman K. (1989). "Interpretive Biography." Qualitative Research Methods (Vol. 17). Newbury Park: Sage Publications.

Deutsch, Nicholas, (1986 August 10). "As Is." Gay Community News, 14, (p. 15).

Diffloth, Natalie, (1990 March 11). "The Handmaid's Tale." Gay Community News, 34, (p. 9).

Dominick, Joseph R., and Fletcher, James E., (1985). Broadcasting Research Methods. Boston: Allyn and Bacon Inc..

Donohew, L., Palmgreen, P., & Rayburn II, J. (1987). Social and Psychological Origins of Media Use: A Lifestyle Analysis. Journal of Broadcasting and Electronic Media, 31, 255-278.

Donovan, James M., (1992). "Homosexual, Gay, and Lesbian: Defining the Words and Sampling the Populations." in Minton, Henry L., (Ed.) (1992). Gay and Lesbian Studies. (pp. 27-45). New York: Harrington Park Press.

Doty, Alexander. (1993). Making Things Perfectly Queer: Interpreting Mass Culture. Minneapolis: University of Minnesota Press.

Dowell, Pat, (1994 January 10). "And The Band Played One." In These Times, 18, (pp. 30-31).

Drake, David, (1996 February 6). "Life of the Party." The Advocate, 700, (pp. 47-50).

Dreitzel, Hans Peter, (Ed.), (1969). Recent Sociology. London, The MacMillan Company.

Duberman, Martin, (1993). Stonewall. New York: The Penguin Group.

Dullea, Georgia, (1992 March 2). "With Varying Degrees of Openness, More Companies Lure Gay Dollars." The New York Times, (p. D9).

Dunn, Jr., E.W. (1975). Mexican-American Media Behavior: A Factor Analysis. Journal of Broadcasting, 19, 3-10.

Dyer, Richard, (1985 December). "Rock: the Last Guy You'd Have Figured." The Body Politic, 121, (pp. 27-29).

Editorial, (1994, April 4). "Ikea's Tasteful Reflection." Advertising Age, (p. 28).

Ehrenstein, David, (1990 December 18). "Network Pulls the Plug." The Advocate, 566, (p. 76).

Ehrenstein, David, (1991 February 26). "Robert Downey Sr's 'Too Much Sun' Doesn't Spawn Honest Laughter." The Advocate, 571, p. 65).

Ehrenstein, David, (1991 March 12). "Of Lambs and Slaughter/Director Jonathan Demme." The Advocate, 572, (p. 77).

Ehrenstein, David, (1991 March 26). "I'Ve Been Accused of Seeing Homosexuality As Dangerous." The Advocate, 573, (p. 73).

Ehrenstein, David, (1991 April 23). "Switch and Swish." The Advocate, 575, (pp. 68-70).

Ehrenstein, David, (1991 September 24). "Gus Van Sant Is An Exception Among Gay Filmmakers." The Advocate, 586, (p. 85).

Ehrenstein, David, (1991 November 19). "The Latest Twist Cute Lovable Stereotypes." The Advocate, 590, (p. 90).

Ehrenstein, David, (1992 January 14). "'JFK' A New Low For Hollywood." The Advocate, 594, (p. 78).

Ehrenstein, David, (1992 January 14). "'JFK' Is More Offensive Than 'Basic Instinct'." The Advocate, 594, (p. 81).

Ehrenstein, David, (1992 April 21). "'Basic Instinct:' This Is A Smart, Hot, Sexy Commercial Film?" The Advocate, 601, (p. 87).

Ehrenstein, David, (1992 July 14). "Fox Tales: 90210's Gayer Sister." The Advocate, 607, (pp. 68-69).

Elliott, P. (1974). Uses and Gratifications Research: A Critique and A Sociological Alternative. In J.G. Blumler & E. Katz, (Eds.), The Uses of Mass Communications (pp. 249-268). Beverly Hills: Sage Publications.

Elliott, Victoria Stagg, (1992 Summer). "Strange Town Where Men Aren't Wanted and Other Tabloid Shockers." Outlook, 17, (pp. 14-19).

Escoffier, Jeffrey, (1992). "Generations and Paradigms: Mainstreams in Lesbian and Gay Studies." in Minton, Henry L., (Ed.), (1992). Gay and Lesbian Studies, (pp. 7-26), New York: Harrington Park Press.

Espin, Olivia M., (1993). "Issues of Identity in the Psychology of Latina Lesbians." in Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp. 348-363), New York: Columbia University Press.

Ettema, James S. and Whitney, D. Charles, (Eds.), (1994). Audiencemaking: How The Media Create The Audience. Thousand Oaks: Sage Publications.

Evans, William A., (1990). "Interpretive Turn In Media Research: Innovation, Iteration, or Illusion?" Critical Studies In Mass Communication, 7, (pp. 147-168).

"Fall Preview." (1995 September 19). The Advocate, 690, (p. 25).

Fejes, Fred and Petrich, Kevin. (1993). Invisibility, Homophobia and Heterosexism: Lesbians, Gays and the Media. Critical Studies in Mass Communications, 10, 396-422.

Ferguson, Michael, Ph.D., (1989). "City of Night: A Self Psychological Perspective." Journal of Gay and Lesbian Psychotherapy, 1, (pp. 47-61).

Finn, S. (1992). Television "Addition?" An Evaluation of Four Competing Media-Use Models. Journalism Quarterly, 69, 422-435.

Fisher, Christy, (1994 May 30). "Local Print Bumps Into National Ad Walls." Advertising Age, (p. S2).

Fiske, John, (1986). "Television: Polysemy and Popularity." Critical Studies in Mass Communication, 3, (pp. 391-408).

Fitzgerald, Kate, (1994, March 28). "Ikea Dares to Reveal Gays Buy Tables, Too." Advertising Age, (pp. 3, 41).

Flanders, Laura, (1993 June). "Hate on Tape: The Video Strategy of the Religious Right." Extra!, 6, (pp. 5-7).

Flannigan-Saint-Aubin, Arthur, (1992). "The Mark of Sexual Preference in the Interpretation of Texts: Preface to a Homosexual Reading." in Minton, Henry L., (Ed.), (1992) Gay and Lesbian Studies, (pp. 65-89), New York: Harrington Park Press.

Fletcher, James E., (Ed.), (1981). Handbook of Radio and TV Broadcasting: Research Procedures in Audience, Program and Revenues. New York: Van Nostrand Reinhold Company.

Folland, Tom, (1991). "Ruined Representations: Reading Gay Life In The Popular Press." Fuse, 14, (pp. 33-35).

Foster, R. Daniel, (1995 November 14). "When Talk Turns Deadly." The Advocate, 694, (pp. 38-46).

Fraser, Brad, (1984 July). "Coming Out In the Comics." The Body Politic, 1, (pp. 31-34).

Fraser, Jean and Boffin Tessa, (1991 Summer). "Tantalizing Glimpses of Stolen Glances." Feminist Review, 38, (pp. 20-32).

Frayenheim, Edward, (1989 August 6). "Media Report of Troubled Homosexual Cloud Iowa Case." Gay Community News, 17, (pp. 3, 6).

Free, Mimi, (1993 December 14). "Are They Laughing Out There?" The Advocate, 644, (pp. 56-57).

Freiberg, Peter, (1986 January 7). "Gays Protest NY Post Homophobia." The Advocate, 437, (p. 16).

Freiberg, Peter, (1986 April 15). "PLGTF Media Project." The Advocate, 444, (p. 10-11).

Freiberg, Peter, (1987 July 21). "The New York Times Finally Okays Use of Gay." The Advocate, 477, (pp. 14-15).

Freiberg, Peter, (1989 September 12). "Philadelphia Gays Ask FCC To Yank City TV Permits." The Advocate, 533, (p. 10).

Freimuth, Vicki S., Hammond, Sharon Lee, Edgar, Timothy, and Monahan, Jennifer L., (1990). "Reaching Those At Risk: A Content Analytic Study of AIDS PSA's." Communication Research, 17, (pp. 775-791).

Frutkin, Alan, (1994 July 12). "MTV's Real Gay World." The Advocate, 659, (pp. 56-57).

Frutkin, Alan, (1994 September 20). "TV: Leslie Jordan." The Advocate, 664, (pp. 45-47).

Frutkin, Alan, (1994 October 4). "Television: Inside Jokes." The Advocate, 665, (pp. 72-73).

Frutkin, Alan, (1995 May 30). "Family Outings." The Advocate, 682, (pp. 30-31).

Frutkin, Alan, (1995 September 5). "Bonnie and Bonnie." The Advocate, 689, (pp. 56-58).

Frutkin, Alan, (1995 November 14). "Spike Speaks." The Advocate, 693, (pp. 49-50).

Futterman, Ellen; Wiman, Al and Thomas, Jim, (1987 March). "Raised to Be Who Your Are Not." The St. Louis Journalism Review, 15, (p. 10).

Furna-Lamude, Diane and Anderson, James (1992 Summer). "The Uses and Gratifications of Rerun Viewing." Journalism Quarterly, 69, (pp. 362-372).

Gaert, Liz, (1988 February 28). "Hello Oprah? Dykes Crash Daytime TV - and Ms. Winfrey's Still Confused." Gay Community News, 15, (pp. 18, 10).

Gaines, Kelly, (1989 November 5). "Watch Out For Those Dykes." Gay Community News, 17, (pp. 9, 11).

Gaist, Liz, (1992 April 25). "Two Girls and An Ice Pick." Gay Community News, 19, (p. 7).

Gallagher, John, (1991 June 4). "Hollywood Under Fire." The Advocate, 578, (pp. 46-47).

Gallagher, John, (1994 July 26). "Juiceless: the O.J. Simpson Story Takes The Tang Out of the Stonewall Media Coverage." The Advocate, 660, (pp. 28-31).

Gallagher, John, (1995 March 21). "Like A Rolling Stone." The Advocate, 677, (pp. 24-27).

Gallagher, John, (1995 May 3). "Ikea's Gay Gamble." The Advocate, 654, (pp. 24-27).

Gallagher, John, (1995 June 27). "The Royko Affair." The Advocate, 684, (pp. 21-25).

Gallagher, John and Frutkin, Alan, (1995 April 4). "The Gay Oscars." The Advocate, 678, (pp. 37-43).

Galliher, John F., (1991). Deviant Behavior and Human Rights. Englewood Cliffs: Prentice Hall.

Galvin, Peter, (1994 January 25). "Worst of Times." The Advocate, 646, (pp. 115-117).

Galvin, Peter, (1994 July 12). "Prime-Time AIDS." The Advocate, 659, (pp. 58-59).

Galvin, Peter, (1994 November 1). "Johnny Depp Drag Superstar." The Advocate, 667, (pp. 48-53).

Galvin, Peter, (1995 April 18). "Holyman." The Advocate, 679, (pp. 53-55).

Gantz, W. (1978). How Uses and Gratifications Affect Recall of Television News. Journalism Quarterly, 55, 664-672.

Garfield, Bob, (1994, April 4). "AD REVIEW: Ikea Pops Out of Closet With Some Good Ideas." Advertising Age, (p. 50).

Garfield, Kim, (1984 September 4). "England's Marek Kanievska: Upper-Class Exile in 'Another Country'." The Advocate, 402, (pp. 33, 35).

Garfield, Kim, (1985 February 5). "Consenting Adult Up Close: Marlo Thomas." The Advocate, 413, (p. 22+).

Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. New York: Columbia University Press.

Gays Illustrated. (1993, May 4). The Advocate. 628. (p. 65).

Geertz, Clifford, (1973). The Interpretation of Cultures. New York: Basic Books, Inc., Publishers.

Gelbert, Bruce Michael, (1986 April 5). "PBS Runs Anti-Black, Anti-Gay AIDS Show." Gay Community News, 13, (pp. 3, 8-9).

Gerhard, Susan, (1994 March). "The Queen of Festivals." The Independent, 17, (pp. 27-29).

Gershick, Zsa Zsa, (1993 November 2). "Back In The Saddle." the Advocate, 641, (pp. 56-61)

Gessen, Masha, (1992 Summer). "Journalism's Hidden Agenda." Outlook, 17, (pp. 27-29).

Giantvalley, Scott, (1987 December 22). "An Open Letter From A Gay Former Fan." The Advocate, 488, (p. 9).

Giese, Rachel, (1994). "Once Upon A Time." Border/Lines, 32, (pp. 27-29).

Gill, Ernest, (1986 March 18). "A Trio of Filmmakers Crosses Political and Artistic Boundaries to Enlighten Audiences." The Advocate, 442, (p. 38).

Glaser, Garrett, (1995 January 24). "Television: Small Sacrifices." The Advocate, 672/673, (pp. 90-92).

Glaser, Garrett, (1995 December 26). "Life Goes On." The Advocate, 697, (p. 58).

Glaser, Garrett; Bono Chastity; Levy Emanuel; Walters, Barry and Pela, Robert L., (1995 October 3). "Television: Equal Time." The Advocate, 691, (pp. 61-67).

Goffman, Erving, (1959). Presentation of Self in Everyday Life. Garden City: Doubleday & Company, Inc.

Goffman, Erving, (1974). Stigma: Notes on the Management of Spoiled Identity. New York: Jason Aronson, Inc.

Goffman, Erving, (1974). Frame Analysis: An Essay On the Organization of Experience. New York: Harper Colophon Books.

Goldman, Kevin, (1991 September 30). "NBC To Hold Show's Producers Liable For Advertiser Response to Gay Plot." The Wall Street Journal, (p. B4).

Gomez, Gabriel, (1993 Fall). "DQTV: Public Access Queers." Fuse Magazine, 17, (pp. 8-11).

Gooch, Brad, (1993 December 14). "A Philadelphia Story." The Advocate, 644, (pp. 45-52).

Goodman, R. Irwin, (1990). "Television News Viewing by Older Adults." Journalism Quarterly, 67, (pp. 137-141).

Goodman, Walter, (1993 July 20). "When Gay Images and Reality Conflict." The New York Times, 142, (p. C16).

Goodwin, Joseph P., (1989). More Man Than You'll Ever Be: Gay Folklore and Acculturation in Middle America. Bloomington: Indiana University Press.

Gordon, Chad and Gergen, Kenneth J., (1968). The Self In Social Interaction. New York: John Wiley & Sons, Inc..

Gordon, Geoff, (1995 June 13). "Gay For Pay." The Advocate, 683, (pp. 53-56).

Grass, Gary, (1991 September). "Gays Cry Foul Over Dahmer Coverage." Lies Of Our Times, 2, (pp. 13-14).

Green, Frances, ed. (1992) Gayellow Pages, 1992/93 (19th ed.). New York: Renaissance House.

Greenberg, Steve, (1993 September 21). "Amanda Bearse: Married... With A Child." The Advocate, 638, (pp. 38-44).

Greenberg, Steve (1994 May 31). "No More Tales." The Advocate, 656, (pp. 56-59).

Grenville, Doug, (1986 May). "Beating The Mardi Gras Media Bash." The Body Politic, 114, (p. 19).

Gripsrud, Jostein, (1990). "Toward a Flexible Methodology in Studying Media Meaning: 'Dynasty' in Norway." Critical Studies In Mass Communication, 7, (pp. 117-128).

Gross, Larry, Ph.D., (1991). "Gays, Lesbians, and Popular Culture." Journal of Homosexuality. 21, (pp. 19-46).

Gross, Larry, (1993). Contested Closets: The Politics and Ethics of Outing. Minneapolis: University of Minnesota Press.

Gross, Larry. (1994) What Is Wrong with This Picture? Lesbian Women and Gay men on Television. In Jeffrey Ringer (Ed.), Queer Words, Queer Images (pp. 145-158). New York: New York University Press.

Grosswiler, Paul, Ph.D., (1994, August 10-13). "A Q-Study of Media and Ideology Orientations Exploring Medium Theory, Critical Theory and Cultural." Paper Presented at Association for Education in Journalism and Mass Communication Annual Conference. Atlanta, GE.

Gunter, Barrie, (1988). "Finding the Limits of Audience Activity." Communication Yearbook, 11, (pp. 108-126).

Gunter, Barrie, (1988). "Perceptive Audience." Communication Yearbook, 11, (pp. 22-50).

Guthmann, Edward, (1985 December 24). "A Colorful Spectrum of Gay Characters on Silver Screen." The Advocate, 436, (p. 54).

Guthmann, Edward, (1985 February 5). "Harvey Milk's Dilemma: Critical Raves, But Apathetic Audiences." The Advocate, 413, (p. 34).

Guthmann, Edward, (1986 January 7). "Dynasty: the Behind-the-Scenes Story of a Television Phenomenon." The Advocate, 437, (pp. 43-43-49).

Guthmann, Edward, (1986 June 10). "Last Dance for an Odd Couple; No Where to Go From St. Elsewhere." The Advocate, 443, (p. 54).

Guthmann, Edward, (1987 April 28). "Prick Up Your Ears Tells of Prankster Playwright Joe Orton's Life and Death." The Advocate, 471, (p. 28).

Guthmann, Edward, (1988 August 16). "The Good Fairies." The Advocate, 505, (pp. 54-55).

Guthmann, Edward, (1990 January 2). "Prime-Time Pillow Talk: Gay Characters Come of Age with the 'thirtysomething' Generation." The Advocate, 541, (pp. 50-52).

Hachem, Samir, (1984 July 24). "Breaking New Ground with Television's First Gay Sitcom." The Advocate, 399, (pp. 32-33, 47).

Hachem, Samir, (1984 October 30). "A Green Light for Brothers and Lovers." The Advocate, 406, (pp. 50-51).

Hachem, Samir, (1985 February 19). "From Making Love to Crimes of Passion: Barry Sandler's New Takes On Old Taboos." The Advocate, 414, (pp. 32-33).

Hachem, Samir, (1986 April 29). " New Gay Naturalism Brought to Screen in My Beautiful Launderette." The Advocate, 445, (pp. 56-57).

Hachem, Samir, (1987 March 17). "Inside The Tinseled Closet." The Advocate, 468, (pp. 42-49).

Hachem, Samir, (1988 May 24). "Losing It At The Movies." The Advocate, 499, (pp. 64-65).

Hachem, Samir, (1991 February 26). "Designing Woman." The Advocate, 571, (p. 73).

Hadley-Garcia, George, (1985 February 19). "Hot Flashes, Hopeful Flickers: The Gay Image on '85 Screens." The Advocate, 414, (pp. 37-38).

Halberstam, Judith, (1992 November). "Some Like It Hot: The New Sapphic Cinema." The Independent, 15, (pp. 26-29, 43).

Hanke, Robert, (1990). "Hegemonic Masculinity in 'Thirtysomething'." Critical Studies In Mass Communication, 7, (pp. 231-248).

Hardy, Robin, (1989 December 5). "Andy Warhol Goes Straight." The Advocate, 539, (pp. 58-60).

Harper, Phillip Brian, (1988 March 27). "Lesbian and Gay Men of Color Speak Out." Gay Community News, 15, (p. 97).

Harris, Mary B. and Voorhees, Sara D., (1981). "Sex-Role Stereotypes and Televised Models of Emotion." Psychological Reports. 48, (p. 826).

Hartinger, Brent, (1993 May 4). "Mainstream Comics Discover Gay Issues." The Advocate, 628, (pp. 66-67).

Hawkins, Robert P., Reynolds, Nancy and Pingree Suzanne, (1991). "In Search of Television Viewing Styles." Journal of Broadcasting and Electronic Media, 35, (pp. 375-383).

Hayes, Loie, (1986 April 19). "Leapin Lesbians." Gay Community News, 13, (pp. 8-10).

Haynes, W. Lance, (1988). "Of That Which We Cannot Write: Some Notes on the Phenomenology of Media." Quarterly Journal of Speech, 74, (pp. 71-101).

Henrikson, Frank, (1985). "A New Model of the Duplication of Television Viewing: A Behaviorist Approach." Journal of Broadcasting and Electronic Media, 29, (pp. 135-145).

Herdt, Gilbert, (Ed.), (1992). Gay Culture in America: Essays From the Field. Boston: Beacon Press.

Herdt, Gilbert, (1989). "Introduction: Gay and Lesbian and Youth, Emergent Identities, and Cultural Scenes at Home and Abroad." Journal of Homosexuality, 17, (pp. 1-41).

Herek, Gregory M., (1993). "The Context of Antigay Violence: Notes on Cultural and Psychological Heterosexism." in Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp. 89- 108). New York: Columbia University Press.

Herek, Gregory M., (1993). "On Heterosexual Masculinity: Some Psychical Consequences of the Social Construction of Gender and Sexuality." in Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp. 316-330), New York: Columbia University Press.

Hernandez, Romel. (1992, November 20) Nation's First All-Gay Radio Station on the Air. Rocky Mountain News p. 22.

Herzog, H. (1940). Professor Quiz - A Gratification Study. In P. F. Lazarsfeld, Radio and the Printed Page (pp. 64-93). New York: Duell, Sloan and Pearce.

Herzog, H. (1944). What Do We Really Know About Daytime Serial Listeners? In P. F. Lazarsfeld & F. N. Stanton (Eds.), Radio Research 1942-43 (pp. 3-29). New York: Duell, Sloan and Pearce.

Holley, Steve, (1985 April 30). "'Positive Images' Wanted: New Markets and Means for Gay Video Access." The Advocate, 419, (pp. 37-38),

Holley, Steve, (1985 June 11). "TV's Silent Pioneers: Gay Characters In Networks' Fall Line-Up." The Advocate, 422, (pp. 45-46).

Holley, Steve, (1985 October 15). "What's New? Many Gay Debuts On Big Screens, Little Screens This Fall." The Advocate, 431, (pp. 53-54).

Holley, Steve, (1987 April 28). "Annual AGLA Awards, Tony Show Honers Gay Portrayals in Media." The Advocate, 471, (pp. 36-37, 125).

Homans, G. C. (1964). Bringing Men Back In. American Sociological Review, 29, 809-818.

Horne, Larry, (1987 December 22). "Sex On The Tube." The Advocate, 488, (pp. 52-53, 69).

Hornig, Susanna, (1990). "Television's 'NOVA' and the Construction of Scientific Truth." Critical Studies in Mass Communication, 7, (pp. 11-23).

Horovitz, Bruce, (1994, April 5). "TV Commercial Featuring Gay Couple Creates A Madison Avenue Uproar." Los Angeles Times, (pp. D1, D5).

Howard, Herbert H. and Kievman, Michael S., (1986). Radio and TV Programming. New York: MacMillan Publishing Co.

Howes, Keith, (1993). Broadcasting It: An Encyclopedia of Homosexuality on Film, Radio and TV in the U.K. 1923-1993. London: Cassell.

Hoy, Charles, (1984). An Historical Look at Male Homosexual Characters On Prime-Time Entertainment Programs, Carbondale: Southern Illinois University. Unpublished Master's Thesis.

Hoy, Charles T.; Ziegler, Dhyana and Johnson, Phyllis, (1995). "Homosexual and Heterosexual Reactions to Gay Radio: An Exploratory Study." paper presented at the Broadcast Education Association, Las Vegas, NV.

Hudis, Mark, (1993 December 13). "Gays Back In Primetime." Mediaweek, (p. 14).

Hudis, Mark, (1994 January 3). "Major Advertisers Devise New Products for Gay Consumers." Mediaweek, (p. 2).

Huhn, Mary, (1994 January 3). "Time Inc. Ventures Mulls Magazine for Gays." Mediaweek, (p. 3).

Huston, Aletha C., Donnerstein, Edward., Fairchild, Halford., Feshbach, Norma D., Katz, Phyllis A., Murray, John P., Rubinstein, Eli A., Wilcox, Brian L., and Zuckerman, Diana. (1992). Big World, Small Screen: The Role of Television in American Society. Lincoln: University of Nebraska Press.

Huston, Jan, (1987 January 25). "Fans Make Desert Hearts A Cult Classic." Gay Community News, 14, (pp. 8-9).

Hwang, Bao-hui and He, Zhou, (1994, August 10-13) "Media Uses and Acculturation Among Chinese Immigrants: A Uses and Gratifications Approach." Paper Presented at the Association for Education in Journalism and Mass Communication Annual Conference, Atlanta, GE.

Information Please Almanac Atlas & Yearbook. (1996) 49th ed. Boston: Houghton Mifflin Company. (pp. 310, 740-745).

Inglis, F. (1990). Media Theory. Cambridge: Basil Blackwell, Inc..

"Inside TV." (1994 July 12). The Advocate, 659, (p. 53).

Isherwood, Charles, (1990 June 5). "Playing People Like Us." The Advocate, 552, (pp. 58-59).

Isherwood, Charles, (1992 January 14). "Hollywood Homophobia Doesn't Stop Everyone." The Advocate, 594, (pp 76-77).

Isherwood, Charles, (1994 April 19). "Northern Expose." The Advocate, 653, (pp. 54-56).

Isherwood, Charles, (1994 November 1). "His So-Called Life." The Advocate, 667, (pp. 59-60).

Isherwood, Charles, (1995 January 24). "The Men Behind Glenn." The Advocate, 672/673, (pp. 69-71).

Isherwood, Charles, (1995 December 26). "Ace Actor." The Advocate, 697, (pp. 48-50).

Jansen, Eric, (1995 April 4). "Endangered Species." The Advocate, 678, (pp. 22-23).

Jansen, Eric, (1995 Winter). "Public Broadcasting Cuts: Will Queer Coverage Be the First to Go?" Alternatives, 5, (p. 8).

Jenks, Richard J., (1986). "Perceptions of Two Deviant and Two Nondeviant Groups." The Journal of Social Psychology. 126, (pp. 783-790).

Jensen, Klaus Bruhn, (1987). "Qualitative Audience Research: Toward An Integrative Approach to Reception." Critical Studies In Mass Communication, 4, (pp. 21-36).

Johnson, Bradley, (1994 May 30). "Far Right Attacks Losing Out to $$." Advertising Age, (p. S7).

Johnson, Phylis, Hoy, Charles and Ziegler, Dhyana, "KGAY: A Case Study." Journal of Radio Studies, 1995.

Judell, Brandon, (1986 April 1). "Good Sex and Bodacious Advice From Dr. Ruth." The Advocate, 443, (pp. 48-49).

Judell, Brandon, (1988 March 29). "Miz Liz Quizzed." The Advocate, 495, (pp. 39-41).

Kalafut, Kathy, (1992 September 14). "Alternative Demos." Mediaweek, (p. 32).

Kameny, Franklin E., (1995 March 24). "Where Did That 10 Percent Figure Come From?" The Washington Blade, (p. 41).

Kameny, Franklin E., (1994 December 9). "Gays Are a Minority, Despite Efforts to Deny It." The Washington Blade, (p. 47).

Katz, E. (1979). The Uses of Becker, Blumler, and Swanson. Communication Research, 6, 74-83.

Katz, E., Blumler, J.G., & Gurevitch, M. (1973). Uses and Gratifications Research. Public Opinion Quarterly, 37, 509-523.

Katz, E., Blumler J. G. & Gurevitch, M. (1974). Utilization of Mass Communication by the Individual. In J. G. Blumler & E. Katz, (Eds.), The Uses of Mass Communications (pp. 19-34). Beverly Hills: Sage Publications.

Katz, E. & Foulkes, D. (1962). On the Use of the Mass Media as "Escape": Clarification of a Concept. Public Opinion Quarterly, 4, 377-388.

Kelly, Keith J. (1994 May 30). "Healthcare Fuels Magazine Growth." Advertising Age, (p. S4).

Kemp, Jim, (1988 May 8). "AIDS In The Left Media." Gay Community News, 15, (p. 5).

Kennedy, Dana, (1995 September 8). "Can Gay Stars Shine?" Entertainment Weekly, 291, (pp. 32-36).

Kent, Raymond, (Ed.). (1994). Measuring Media Audiences. New York: Routledge.

Kielwasser, Alfred P. and Wolf, Michelle A., (1992). "Mainstream Television, Adolescent Homosexuality, and Significant Silence." Critical Studies In Mass Communication, 9, (pp. 350-373).

Kilday, Gregg, (1995 September 8). "Hollywood's Newest Players," Entertainment Weekly, 291, (pp. 42-43).

Kim Albert, (1995 September 8). "Poll: Divided We Stand." Entertainment Weekly, 291, (p. 27).

Kim, Young Yun, (1988). Communication and Cross-Cultural Adaptation: An Integrative Theory. Clevedon: Multilingual Matters, Ltd..

Kinsman, Gary, (1993 January). "The Hughes Commission: Making Homosexuality the Problem Once Again." New Maritimes, 11, (pp. 17-19).

Kirk, Marshall and Madsen, Hunter, (1989). After the Ball: How American Will Conquer its Fear and Hatred of gays in the '90s. New York: Penguin Group.

Kirsch, Jeff and Rodman Mike, (1986 September). "Love Breaks Barriers In Launderette." Out!, 4, (p. 7).

Koltin, Hal, (1987 June 21). "Not All Parents Are Straight." Gay Community News, 14, (p. 15).

Koskovich, Gerard, (1988 March 1). "On the Beat With Jim Dickey." The Advocate, 493, (p. 33).

Kort, Michele, (1993 September 7). "Call Him Sir." The Advocate, 637, (pp. 59-61).

Kort, Michele, (1993 October 19). "MOTV." The Advocate, 640, (pp. 56-57).

Kort, Michele, (1994 January 25). "Television: Season of Light." The Advocate, 646, (pp. 119-122).

Kort, Michele, (1994 July 12). "The Positively True Adventures of Jane Anderson." The Advocate, 659, (pp. 54-55).

Kort, Michele, (1994 September 20). "Lauren Lloyd." The Advocate, 664, (pp. 38-41).

Kort, Michele, (1995 February 7). "Television: Close Ranks." The Advocate, 674, (pp. 59-60).

Kraft, Ronald Mark (1993 May 18). "Can You Say Gay?" The Advocate, 629, (pp. 34-37).

Kraft, Ronald Mark (1994 May 3). "If The Shoe Fits." The Advocate, 654, (pp. 64-65).

Kramer, Richard, (1993 October 31). "A Play of Words About A Play." The New York Times, 143, (p. S1, S8-S9).

Kroll, Gerry, (1996 February 6). "Resurrection." The Advocate, 700, (pp. 40-46).

Kulp, Denise, (1986 June). "Whatever's For Us: Lesbians in Popular Culture." Off Our Backs, 16, (pp. 24-25).

Kirkby, Ian, (1985 August). "High Tech Sex Cops Strike Again." The Body Politic, 117, (p. 17).

KQED Takes Expensive Stand on 'Monitor Radio.' (1990, February 5). Broadcasting, p. 73.

Labonte, Richard, (1988 August 16). "Shelf Life." The Advocate, 505, (p. 55).

Labonte, Richard, (1988 November 8). "Gay Bashing At The New York Times." The Advocate, 511, (p. 65).

Labonte, Richard, (1994 June 28). "Title Bout." The Advocate, 658, (pp. 60-61).

Laermer, Richard, (1984 December 11). "Controversial But Cautious Steps on the Little Screen." The Advocate, 409, (pp. 60-61).

Laermer, Richard, (1985 December 24). "The Televised Gay: An American Image." The Advocate, 436, (pp. 58-59).

Laermer, Richard, (1985 February 5). "The Televised Gay: How We're Pictured on The Tube." The Advocate, 413, (p. 20-24).

Laermer, Richard, (1987 January 6). "Lesbian Lives and AIDS Crisis Dominate Gay Imagery On The Tube." The Advocate, 463, (pp. 62, 126).

Lamble, David, (1984 September 4). "Autobiography as Salvation: 'The Terence Davies Trilogy'." The Advocate, 402, (pp. 32, 34).

Lamude, Diane and Scudder, Joseph N., (1990). "Predicting the Frequent, Occasional and Infrequent Rerun Viewer: An Examination of Motives, Demographics and Socio-demographic Characteristics." Communication Quarterly, 38, (pp. 27-42).

Landau, Penny M., (1984 March 6). "From Sister George to All My Children Lesbians and the Soap Opera Life." The Advocate, 389, (pp. 34-35).

Lassell, Michael, (1985 April 30). "Invasion of Gays' Privacy?" The Advocate, 419, (p. 15).

Lasswell, H. (1948). The Structure and Function of Communication in Society. In L. Bryson (Ed.), The Communication of Ideas (pp. 37-52). New York: Institute for Religious and Social Studies.

Lazarsfeld, P. F. (1940). How to Study the Appeal of Programs. In P. F. Lazarsfeld, Radio and the Printed Page (pp. 55-63). New York: Duell, Sloan and Pearce.

Lazarsfeld, P. F. and Dinerman (1949). Research for Action. In P. F. Lazarsfeld & F. N. Stanton (Eds.), Communications Research 1948-49 (pp. 73-110). New York: Harper & Brothers.

Lazarsfeld, P. F. and Merton, R. K. (1948). Mass Communication, Popular Taste and Organized Social Action. In L. Bryson (Ed.), The Communication of Ideas (pp. 95-118). New York: Institute for Religious and Social Studies.

Lazarsfeld, P. F., Berelson, B., & Gaudet, H. (1968) The People's Choice. (3rd ed.). New York: Columbia University Press.

Lee, Eui Bun and Browne Louis A., (1981). "Television Uses and Gratifications Among Black Children, Teenagers, and Adults." Journal of Broadcasting, 25, (pp. 203-208).

Lehman, J. Lee, (Ed.), (1975). Gays On Campus. United States National Student Association.

Lembo, Ronald and Tucker, Kenneth H., Jr., (1990). "Culture, Television, and Opposition: Rethinking Cultural Studies." Critical Studies In Mass Communication, 7, (pp. 97-116).

Lemish, Dafna, (1985). "Soap Opera Viewing In College: A Naturalistic Inquiry." Journal of Broadcasting and Electronic Media, 29, (pp. 275-293).

"Lesbians Hit Prime Time." (1990 June). Spare Rib, 213, (p. 39).

"Lesbians Lick The Media." (1985 September). Spare Rib, 158, (p. 11).

"Lesbian Wastelands and Desert Hearts." (1985 September). Spare Rib, 158, (pp. 20-22).

Levin, Gary (1994 May 30). "List-Generating Hot - To Direct Mail's Delight." Advertising Age, (pp. S1, S8).

Levy, M. (1978). The Audience for Television News Interview Programs. Journal of Broadcasting, 22, 339-347.

Levy M. R. (1978). Television News Uses: A Cross-National Comparison. Journalism Quarterly, 55, 334-342.

Levy, M.R. & Windahl, S. (1984). Audience Activity and Gratifications: A Conceptual Clarification and Exploration. Communication Research, 11, 51-78.

Lichtenstein, A. & Rosenfeld, L. B. (1983). Uses and Misuses of Gratifications Research: An Explication of Media Functions. Communication Research, 10, 97-109.

Lichtenstein, Allen and Rosenfeld L., (1984). "Normative Expectations and Individual Decisions Concerning Media Gratification Choices." Communication Research, 11. (pp. 393-413).

Lieberman, Leslie and Lieberman, Leonard, (1977). "The Family in the Tube: Potential Uses of Television." The Family Coordinator. (pp. 235-242).

Lin, C. A. (1993). Exploring the Role of VCR Use in the Emerging Home Entertainment Culture. Journalism Quarterly, 70, 833-842.

Lin, C. A. (1993). Adolescent Activity Gratifications in a New Media Environment. Mass Comm Review. 20, 39-50.

Lin, Carolyn A., (1992). "Audience Selectivity of Local Television Newscasts." Journalism Quarterly, 69, (pp. 373-382).

Lindlof, T. R. (1986). Social and Structural Constraints on Media Use in Incarceration. Journal of Broadcasting and Electronic Media. 30, 341-355.

Lindlof, Thomas R., (1988). "Media Audiences As Interpretative Communities." Communication Yearbook, 11, (pp. 81-107).

Lindlof, Thomas R. and Grodin, Debra, (1990). "When Media Use Can't Be Observed: Some Problems and Tactics of Collaborative Audience Research." Journal of Communication, 40, (pp. 8-28).

Livingston, Jennie, (1995 January 24). "Movies: When Worlds Collide." The Advocate, 672/673, (pp. 87-90).

Livingstone, Sonia M., (1989). "Interpretive Viewers and Structured Programs." Communication Research, 16, (pp.25-57).

"Local Conservatives Call For Censorship." (1995 Winter). Alternatives, 5, (p. 5).

Loiacano, Darryl K., (1993). "Gay Identity Issues Among black Americans: Racism, Homophobia, and the Need for Validation." in Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp. 364-375), New York: Columbia University Press.

Lometti, G. E., Reeves, B. & Bybee, C. R. (1977). Investigating the Assumptions of Uses and Gratifications Research. Communication Research, 4, 321-338.

Loud, Lance, (1993 July 27). "AIDS In The Hood." The Advocate, 634, (p. 77.).

Loud, Lance, (1993 August 24). "Lezzie Fare." The Advocate, 636, (p. 65).

Loud, Lance, (1993 September 7). "Reel Sex." The Advocate, 637, (p. 65).

Loud, Lance, (1994 October 4). "To Market, To Market." The Advocate, 665, (p. 64).

Loud, Lance, (1994 November 1). "Out Loud: The Women." the Advocate, 667, (p. 64).

Lovett, Kendall, (1989 November 5). "Grin And Air It." Gay Community News, 17, (p. 16).

Lowery, Shearon A. and DeFleur, Melvin L., (1988). Milestones in Mass Communication Research: Media Effects. New York: Longman, Inc.

Lull, J. (1980). The Social Uses of Television. Human Communication Research, 6, 197-209.

Linebarger, Charles, (1987 March 1). "Gay Men/Lesbians Boycott KQED." Gay Community News, 14, (p. 1, 12).

MacDowell, Cyndra, (1991 Spring). "Sapphic Scenes." Fuse Magazine, 14, (pp. 25-39).

MacDonald, A.P. Jr., and Games, Richard G. (1974). Characteristics of Those Who Hold Positive and Negative Attitudes Toward Homosexuals. Journal of Homosexuality, 1(1), 9-27.

Mackey, W.D. and Hess, D.J., (1982). "Attention Structure and Stereotypy of Gender on Television: An Empirical Analysis." Genetic Psychology Monographs. 106, (pp. 199-215).

Mahoney, John (1993, February). Colorado Gay Radio. The Progressive, p. 16.

Mains, Shelley, (1986 April 19). "TV Shows Dykes As Yuppie Gay Women." Gay Community News, 13, (p. 6).

Mains, Shelley, (1990 March 11). "Jump For My Love." Gay Community News, 17, (p. 9, 11).

Mangels, Andy, (1989 August 1). "New Superheroes Step Out Of Closet Into Comics." The Advocate, 530, (pp. 54-60).

Mangin, Daniel, (1993 August 24). "Tell Me Why." The Advocate, 636, (p. 73).

Marco, Matt, (1987 March/April). "Covering Gay Youth: From Invisibility to Trendiness to Respect." Extra!, 7, (p. 15).

Marcus, Eric, (1992). Making History: the Struggle for Gay and Lesbian Equal Rights 1945 - 1990 An Oral History. New York: Harper Collins Publishers.

Marshall, Catherine and Rossman Gretchen B., (1989). Designing Qualitative Research. Newbury Park: Sage Publications.

Maupin, Armistead, (1994 January 9). "A Line That Commercial TV Won't Cross." The New York Times, 143, (p. H29).

Maynard, Steven, (1994). "What Colour Is Your Underwear: Class, Whiteness & Homoerotic Advertising." Border/Lines, 32, (pp. 4-9).

McAuley, J.V., (1995 June 27). "Hair." The Advocate, 684, (pp. 59-60).

McConnell, Vicki P. (1992 January 14). "Changing Channels." The Advocate, 594, (pp. 70-72).

McClelland, Jamie, (1994 March). "Year of the Queer." Z Magazine, 7, (pp. 21-25).

McCracken, Grant, (1990). "Culture and Consumer Behaviour: An Anthropological Perspective." Journal of the Market Research Society, 32, (pp. 3-11).

McDonald, Daniel G., (1990). "Media Orientation and Television News Viewing." Journalism Quarterly, 67, (pp. 11-20).

McDonald, Daniel G. and Reese, Stephen D., (1987). "Television News and Audience Selectivity." Journalism Quarterly, 64, (pp. 763-768).

McDonald, Sharon, (1984 September 4). "Convention-al Folly in Media Over S.F. Gays." The Advocate, 402, (pp. 16-17).

McGehee, Peter, (1988 January). "In My Opinion." Rites, 4, (p. 14).

McGhee, Paul E. and Fruch, Terry, (1980). "Television Viewing and the Learning of Sex-Role Stereotypes." Sex Roles. 6, (pp. 179-190).

McGuire, W. J. (1974). Psychological Motives and Communication Gratification. In J. G. Blumler & E. Katz, (Eds.), The Use of Mass Communications (pp. 167-196). Beverly Hills: Sage Publications.

McKinney, Kevin, (1987 August 18). "So Long, Northstar, We Hardly Knew You." The Advocate, 478, (pp. 31-33).

McQuail, D. (1992). Media Performance: Mass Communication and the Public Interest. London: Sage Publications.

McQuail D. & Gurevitch, M. (1974). Explaining Audience Behavior: Three Approaches Considered. In J. G. Blumler & E. Katz, (Eds.), The Uses of Mass Communications (pp. 287-302). Beverly Hills: Sage Publications.

"Media Myopia." (1984 April). Out!, 2, (p. 4).

Meers, Erik, (1996 January 23). "Gawk Soup." The Advocate, 698/699, (pp. 48-53).

Meers, Erik Ashok, (1996 February 6). Web of Intrigue. The Advocate, 700, (pp. 34-36).

Meehan, Eileen R., (1986). "Conceptualizing Culture as Commodity: The Problem of Television." Critical Studies In Mass Communication, 3, (pp. 448-457).

Mendelsohn, H. (1974). Some Policy Implications of the Uses and Gratifications Paradigm. In J. G. Blumler & E. Katz, (Eds.), The Uses of Mass Communications (pp. 303-318). Beverly Hills: Sage Publications.

Merton, R. K. (1949). Patterns of Influence: A Study of Interpersonal Influence and of Communications Behavior In a Local Community. In P. F. Lazarsfeld & F. N Stanton (Eds.), Communication Research 1948-49 (pp. 180-222). New York: Harper & Brothers.

Michaud, Christopher, (1991 April 23). "Columnists Line Up to Back Marchers In Parade Dispute." The Advocate, 575, (p. 25).

Miller, Cyndee, (1992 July 20). "Mainstream Marketers Decide Time Is Right to Target Gays." Marketing News, 26, (pp. 8, 15).

Miller, Cyndee, (1992 July 20). "Two New Firms Market Exclusively To Gays." Marketing News, 26, (p. 8).

Miller, Cyndee, (1993 October 11). "Comic Book Publishers Battle For Market Share, Advertisers." Marketing News, 27, (pp. 1-2).

Miller, Cyndee, (1994 June 23). "Top Marketers Take Bolder Approach In Targeting Gays." Marketing News, 28, (pp. 1-2).

Miller, Mark H. and Reeves, Byron, (1976). "Dramatic TV Content and Children's Sex-Role Stereotypes." Journal of Broadcasting. 20, (pp. 35-50).

Mills, Kim I., (1995 Winter). "GOP-Controlled Congress: Outlook for Gay Journalists." Alternatives, 5, (pp. 1, 7).

Minkowitz, Donna, (1992 May 19). "The Newsroom Becomes a Battleground." The Advocate, 603, (pp. 31-37).

Minkowitz, Donna, (1995 August 22). "A New Enterprise." The Advocate, 687/688, (pp. 64-78).

Minton, Henry L., Ph.D., (Ed.) (1992). Gay and Lesbian Studies. New York: Harrington Park Press.

Money, John, (1993). "Sin, Sickness or Status? Homosexual Gender Identity and Psychoneuroendocrinology." in Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp. 130-167), New York: Columbia University Press.

Morales, Jorge, (1995 February 21). "Cybersnare." The Advocate, 675, (pp. 24-25).

Morales, Jorge, (1995 May 2). "Death By Outing." The Advocate, 680, (pp. 20-22).

Morales, Jorge, (1995 May 2). "Air America." The Advocate, 680, (pp. 42-43).

Moreau, John, (1984 September). "Discovering The Hype Behind The Headlines." The Body Politic, 4, (p. 9).

Morgan, Michael, (1982). "Television and Adolescents' Sex-Role Stereotypes: A Longitudinal Study." Journal of Personality and Social Psychology. 43, (pp. 947-955).

Mugny, Gabriel and Perez, Juan A., (1991) the Social Psychology of Minority Influence, translated by Vivian Waltz Lamongie, Cambridge: Cambridge University Press.

Mulligan Thomas S., (1991, October 2). "Gay Group Back NBC in Episode Flap." Los Angeles Times, 110, (p. D3).

Mulryan/Nash (1994 June 1). Advertising Spending in the Gay Press, New York: Mulryan/Nash Advertising, Inc.

Mulryan/Nash (1994). Reaching The Gay Market. New York: Mulryan/Nash Advertising, Inc.

Murphy, Ryan, (1991 October 22). "Dynasty Returns More Queer Than Ever." The Advocate, 588, (pp. 66-69).

The National Lesbian and Gay Journalists Association and The Radio Television News Directors Foundation, (1995). Another Perspective: A Report On Gay and Lesbian Issues in Electronic Journalism. Sebastopol: NLGJA.

Newman, Jeffrey, (1994 September 20). "Michael Feinstein." The Advocate, 664, (pp. 33-37).

Nicolino, Donna, (1994 July/August). "PBS Denies Funding After Religious Right Pressure." Extra!, 7, (pp. 20-21).

O'Connor, John J. (1991 May 19). "Gay Images: TV's Mixed Signals." The New York Times, 140, (pp. H1, H32).

O'Connor, John J. (1993 May 11). "Good Guys Are Suddenly Bad Guys." The New York Times, 142, (p. C18).

O'Loughlin, Ray, (1984 February 21). "Setting The Dial for gay News Radio." The Advocate, 388, (pp. 39-40).

O'Neil, Sean, (1984). "The Role of the Mass Media and Other Socialization Agents in the Identity Formation of Gay Males." In Sari Thomas, (Ed.), Studies In Mass Communication and Technology (pp. 201-206). Norwood: Ablex Publishing Corporation.

O'Quinn, Danny, (1992). "War On: Naked Lunch." Border/Lines, 24, (pp. 3-6).

Oates, W. J. (1948). Classic Theories of Communication. In L. Bryson, (Ed.), The Communication of Ideas (pp. 27-36). New York: Institute for Religious and Social Studies.

Ocamb, Karen, (1990 November 6). "GLAAD Bashes Back At Hollywood." The Advocate, 563, (p. 55).

Osborn, Torie and Smith David M., (1992, June 4). "At Last, The Mainstream Agenda Opens to Gay and Lesbian Issue." Los Angeles Times, 111, (p. B7).

Ott, L. (1988). An Introduction to Statistical Methods and Data Analysis, 3rd ed. Boston: P.W.S.-Kent.

Pacanowsky, Michael E. and Anderson, James A., (1982). "Cop Talk and Media Use." Journal of Broadcasting, 26, (pp. 741-755).

Pally, Marcia, (1985 February 5). "Patrice Chereau: Defending a Difficult, Tragic Wounded Man." The Advocate, 413, (p. 35).

Pally, Marcia, (1986 May 27). "Predictable Liberalism in ABC's My Two Loves." The Advocate, 447, (p. 41).

Pally, Marcia, (1987 April 28). "In Prick Up Your Ears." The Advocate, 471, (pp. 30-31, 127).

Palmgreen, P. & Rayburn II, J. D. (1979). Uses and Gratifications and Exposure to Public Television: A Discrepancy Approach. Communication Research, 6, 155-180.

Palmgreen, P. & Rayburn II, J.D. (1982). Gratifications Sought and Media Exposure: An Expectancy Value Model. Communication Research, 9, 561-580.

Palmgreen, P. & Rayburn II, J.D. (1983). A Response to Stanford. Communication Research, 10, 253-257.

Parkerson, Michelle, (1992 January). "Queer Aesthetic in Video and Film." Lambda Book Report, 3, (pp. 16-17).

Pasternak, Judith, (1987 February 25). "Invisibility Yardstick: How Gay Is It." The Guardian, 39, (pp. 10-11).

Patton, Cindy, (1990 May). "What Is A Nice Lesbian Doing In a Film Like This?" Z Magazine, 3, (pp. 108-111).

"PBS Mini-Series Rejected In N. Dakota." (1992 July 20). The New York Times, 141, (p. C14).

Pela, Robert L., (1995 February 21). "Family Affairs." The Advocate, 675, (pp. 63-64).

Perloff, Richard M., (1977). "Some Antecedents of Children's Sex-Role Stereotypes." Psychological Reports. 40, (pp. 463-466).

Perse, E. M. & Rubin, A. M. (1990). "Chronic Loneliness and Television Use." Journal of Broadcasting and Electronic Media, 34, 37-53.

Perse, Elizabeth M., (1990). "Audience Selectivity and Involvement in the Newer Media Environment. Communication Research, 17, (pp. 675-697).

Perse, Elizabeth M. and Rubin, Rebecca B., (1989). "Attribution in Social and Parasocial Relationships." Communication Research, 16, (pp. 59-77).

Peterson, Robert W. (1988 December 6). "Midnight Madness AIDS Activists Take Aim At A TV Show." The Advocate, 513, (pp. 10-11).

Petrow, Steven, (1993 December 14). "Being Brave." The Advocate, 644, (pp. 58-61).

Plummer, Ken, (Ed.), (1992). Modern Homosexualities: Fragments of Lesbian and Gay Experience. New York: Routledge.

Poindexter, Rex, (1994 December 13). "Laughing Matters." The Advocate, 670, (pp. 56-58).

"The Prattle Over Priest." (1995 May 2). The Advocate, 680, (pp. 11-12).

Preston, John, (1994 January). "Slave dale & me." Lambda book Report, 4, (p. 35).

Prial, Frank J. (1991 June 25). "TV Film About Gay Black Men Is Under Attack." The New York Time, 140, (p. C13).

Provenzano, Jim, (1991 September 24). "PBS Flight From Controversy Causes A Furor." The Advocate, 586, (p. 76-77).

Provenzano, Jim, (1992 January 28). "Dream Weaver Clive Barker." The Advocate, 595, (pp. 58-61).

Provenzano, Tom, (1994 September 20). "TV: Dan Butler." The Advocate, 664. (pp. 42-44).

Provenzano, Tom, (1995 August 22). "Great Scott." The Advocate, 687/688, (pp. 83-89).

Purnell, John, (1992 June 30). "All The (Gay) News That's Fit To Print." The Advocate, 606, (p. 65).

Provenzano, Tom, (1994 June 28). "The Lion In Summer." The Advocate, 658, (pp. 64-70).

Pyle, George B. (1993 November 2). "For Better, For Worse." The Advocate, 641, (p. 5).

Rapping, Elayne, (1985 November 27). "AIDS Film Too Tame For Its Own Good." The Guardian, 38, (p. 17).

Rashid, Ian, (1993 Fall). "Cruising Media." Fuse, 17, (pp. 6-7).

Ray Ellen and Schaap William H. (1991 September). "The Hatchet Man On Wacky Media Watchdogs." Lies of Our Times, 2, (p. 24).

Rayburn II, J.D. & Palmgreen, P. (1984). Merging Uses and Gratifications and Expectancy-Value Theory. Communication Research, 11, 537-562.

Raymond, G. (1990 February 27). "Mothers and Other Strangers." The Advocate, 545, (pp. 58-60).

Reed, Christopher, (1988 May 15). "Exposing The Media's Treatment of AIDS." Gay Community News, 15, (p. 10).

Reep, Diana C. and Dambrot, Faye H., (1989). "Effects of Frequency Television Viewing On Stereotypes: 'Drip, Drip' or 'Drench'?" Journalism Quarterly. 66, (pp. 542-550).

Reid-Pharr, Robert F. (1993-94 Winter). "Mix: The 7th New York Lesbian and Gay Experimental Film and Video Festival." Fuse, 17, (p. 43-44).

Rich, B. Ruby, (1994 December/January). "The TV Generation." Out. (pp. 60 -62, +66).

Rich, Frank, (1994 April 3). "Gay Shopping Spree." The New York Time, 143, (p. E11).

Richardson, Diane, (1993). "Recent Challenges to Traditional Assumptions About Homosexuality." Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp. 117-129), New York: Columbia University Press.

Ricketts, Wendell, (1988 August 16). "Lighting Fires For The Next Revolution." The Advocate, 505, (pp. 60-62).

Riggs, Marlon, (1991 April). "Black Macho Revisited." the Independent, 14, (pp. 32-34).

Ringer, Jeffrey, (Ed.), (1994). Queer Words, Queer Images. New York: New York University Press.

Ringer, R. Jeffrey, (Ed.), (1994). Queer Words, Queer Images. New York: New York University Press.

Roberts, Churchill, (1970). "The Portrayal of Blacks on Network Television." Journal of Broadcasting. 15, (pp. 45-53).

Roberts, Churchill L., (1983). "Attitudes and Media Use of the Moral Majority." Journal of Broadcasting, 27, (pp. 403-410).

Rodgerson, Gillian, (1985 May). "TV Beer Ad Canned After Gay Protest." The Body Politic, 114, (p. 16).

Roper Starch Worldwide, (1995). America's Watching: Public Attitudes Toward Television. New York: Roper Starch Worldwide, Inc.

Rosengren, K. E. (1974). Uses and Gratifications: A Paradigm Outlined. In J. G. Blumler & E. Katz, (Eds.), The Uses of Mass Communications (pp. 269-286). Beverly Hills: Sage Publications.

Rosengren, Karl Erik, Wenner, Lawrence A., and Palmgreen, Philip, (1985). Media Gratifications Research: Current Perspectives. Beverly Hills: Sage Publications.

Rotello, Gabriel, (1995 April 18). "The Inning of Outing." The Advocate, 679, (p. 80).

Rowland, Craig, (1986 April 1). "A Question of Standards: Gay Cable Network - Vision or Compromise?" The Advocate, 443, (pp. 49-50).

Rowland, Willard D., Jr. and Watkins, Bruce, (Eds.), (1984). Interpreting Television: Current Research Perspectives. Beverly Hills: Sage Publications.

Rubenstein, Anne, (1993 May 4). "The Gay & Lesbian Press Draws A Blank." The Advocate, 628, (p. 68).

Rubin, A. M. (1979). Television Use By Children and Adolescents. Human Communication Research, 5, 109-120.

Rubin, A. M. (1983). Television Uses and Gratifications: The Interactions of Viewing Patterns and Motivations. Journal of Broadcasting and Electronic Media, 27, 37-51.

Rubin, A. M. (1986). Uses, Gratifications, and Media Effects Research. In J. Bryant & D. Zillmann (Eds.), Perspectives on Media Effects (pp. 281-302). Hillsdale: Lawrence Erlbaum Associates, Publishers.

Rubin, A. M. & Perse, E. M. (1987). Audience Activity and Soap Opera Involvement: A Uses and Effects Investigation. Human Communication Research, 14, 246-268.

Rubin, A. M., Perse, E. M. & Powell, R. A. (1985). Loneliness, Parasocial Interaction, and Local Television News Viewing. Human Communication Research, 12, 155-180.

Rubin Alan M. and Rubin, Rebecca B., (1985). "Interface of Personal and Mediated Communication: A Research Agenda." Critical Studies In Mass Communication, 2, (pp. 36-53).

Rudd, Mike; Entman, Robert M. and Steinman, Clay, (1990). "The Affirmative Character of U.S. Cultural Studies." Critical Studies In Mass Communication, 7, (pp. 169-184).

Rushin, Kate, (1992 March 8). "A View From The Audience." Gay Community News, 19, (pp. 7, 9).

Russo, Vito, (1984 January 24). "Coming to Terms with Reality vs. Correctitude at the New York Gay Film Festival." The Advocate, 386, (pp. 38-40).

Russo, Vito, (1984 September 4). "Movies and the News Gay Realism." The Advocate, 402, (p. 32).

Russo, Vito, (1984 September 4). "Holland's Paul Verhoeven: A Matter-of-Fact 'Fourth Man'." The Advocate, 402, (pp. 33, 35).

Russo, Vito, (1984 September 4). "AIDS Documentary to Air Nationally Aug. 29: Profile of an Epidemic." The Advocate, 402, (pp. 36-37).

Russo, Vito, (1985 December 24). "Life At the Movies Gay Documentaries Restore The Past, Create A Future." The Advocate, 436, (pp. 55, 64-65).

Russo, Vito, (1986 June 10). "Dona Herlinda and Her Son: gay Stereotypes Deflated in New Hit Comedy From Mexico." The Advocate, 448, (pp. 28-29).

Russo, Vito, (1988 June 7). "Vanities of the Networks." The Advocate, 500, (p. 59).

Russo, Vito, (1988 September 27). "The Temptation of Acceptable Lies." The Advocate, 508, (p. 69).

Russo, Vito, (1989 February 14). "A Mixed Bag of New Gay Characters On-Screen." The Advocate, 518, (p. 47).

Russo, Vito, (1990 February 13). "Hollywood On Hudson." The Advocate, 544, (p. 53).

Russo, Vito, (1990 June 5). "Malice At the Movies/Bigots and Spineless Gays." The Advocate, 552, (p. 60).

Russo, Vito, (1990 September 25). "Why Hollywood Can't Get Past Its Gay Stereotypes." The Advocate, 560, (p. 73).

Russo, Vito, (1990 November 20). "Gays Are Traditionally Played As Either Buffoons or Villains." The Advocate, 564, (p. 69).

Saalfield, Catherine, (1991 October). "Tongue Tied." The Independent, 14, (pp. 4-5).

Sadownick, Doug, (1991 April 23). "To Tell The Truth." The Advocate, 575, (pp. 76-77).

Sagarin, Edward, (1975). Structure and Ideology in An Association of Deviants. New York: Arno Press.

St. George, A. & Robinson-Weber, S. (1983). The Mass Media, Political Attitudes and Behavior. Communication Research, 10, 487-508.

Salvaggio, J. L. & Bryant, J. (Eds.) (1989). Media Use in the Information Age: Emerging Patterns of Adoption and Consumer Use. Hillsdale: Lawrence Erlbaum Associates, Publishers.

Santora, Ron, (1995 Winter). "Gay Public Broadcasting Consortium Forming To Explore New Programs." Alternatives, 5, (p. 9).

Scanlan, Dick, (1995 November 14). "Hot Property." The Advocate, 694, (pp. 80-84).

Scherer, Klaus R., (1970). "Stereotype Change Following Exposure to Counter-Stereotypical Media Heroes." Journal of Broadcasting. 15, (pp. 91-100).

Schmalz, Jeffrey, (1993 February 28). "From Visions of Paradise to Hell on Earth." The New York Times, 142, (p. H26).

Schmuckler, Eric, (1991 October 7). "Program Content Controversy Nags NBC and ABC Series." Mediaweek, (p. 7).

Schoenberg, Robert, (1989). Lesbian/Gay Identity Development During the College Years. (Doctoral Dissertation, University of Pennsylvania, 1989).

Schoofs, Mark, (1994 June 28). "Gay Uber Alles." The Advocate, 658, (pp. 81-86).

Schoofs, Mark, (1994 December/January). "Media Bombshells of 1993 No Quick Fix." OUT, (pp. 85-91).

Schramm, W., Lyle, J. & Parker, E. B. (1961). Television in the Lives of Our Children. Stanford: Stanford University Press.

Schroeder, Jim, (1989 April 11). "Something Gay In The Air." The Advocate, 522, (p. 13).

Schwartz, Joe, (1992 April). "Gay Consumers Come Out Spending." American Demographics, (p. 10).

Schwartz, Karin, (1991 March). "Lesbian Invisibility in the Media." Extra!, 4, (p. 6).

Schweitzer, J.C. (1991). Personal Computers and Media Use. Journalism Quarterly, 68, 689-697.

Seiter, Ellen, (1986). "Stereotypes and the Media: A Re-evaluation." Journal of Communications 36, (pp. 14-26).

Selnow, Gary W. and Reynolds, Hal, (1984). "Some Opportunity Costs of Television Viewing." Journal of Broadcasting, 28, (pp. 315-322).

Severin, Werner J. and Tankard, James W., Jr., (1992). Communication Theories: Origins, Methods and Uses In the Mass Media. (3rd ed.). New York: Longman Publishing, Inc.

Sharkey Betsy, (1993 February 28). "Maupin's Dream of the Future, Set in the Past." The New York Times, 142, (p. H27).

Sharples, B. (1986 August). "Are We Being Served?" Spare Rib, 165, (p. 31).

Shaw (1986 June). "A Celluloid Valentine To the Gay Community." The Body Politic, 127, (p. 32).

Shear, Marie, (1986 September/October). "Media Watch: Leaving Out Lavender." New Directions For Women, 15, (p. 8).

Sherif, Muzafer, (1968). "Self Concept." in David L. Sills, (Ed.), (1968) International Encyclopedia of the Social Sciences, (pp. 150-159), New York: The MacMillan Company.

Shilts, Randy, (1993). Conduct Unbecoming. New York: St. Martin's Press.

Shively, Michael G. and DeCecco, John P. (1993). "Components of Sexual Identity." in Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp. 80-88), New York: Columbia University Press.

Signorile, Michelangelo, (1993). Queer In America: Sex, The Media, and the Closets of Power. New York: Random House.

Signorile, Michelangelo, (1992 May 5). "Out At The New York Times, Part I." The Advocate, 602, (pp. 34-42).

Signorile, Michelangelo, (1992 May 19). "Out At The New York Times, Part II." The Advocate, 603, (pp. 38-42).

Simmons, Todd, (1995 February 21). "Snow Job." The Advocate, 675, (p. 28).

Special Report, (1993, January 18). "Marketing to Gays & Lesbians." Advertising Age, (pp. 3, 29-37).

Special Report, (1994, May 30). "Marketing to Gays & Lesbians." Advertising Age, (pp. S1-S8).

Stanford, S.W. (1983). Comment on Palmgreen and Rayburn, "Gratifications Sought and Media Exposure." Communication Research, 10, 247-251.

Staples, Robert and Jones, Terry, (1985). "Culture, Ideology and Black Television Images." The Black Scholar. (pp. 10-20).

Statistical Abstract of the United States, (1994), Washington D.C. U.S. Department of Commerce. (pp. 254, 574-581).

Steele, Bruce C., (1994 December/January). "Counselors for Brotherly Love." Out, (pp. 56-57).

Stevens, Noreen, (1994). "Billboarding Homoerotica." Border/Lines, 32, (pp. 10-13).

Stevens, Robin, (1995 Winter). "Garrett Glaser Couldn't Wait Until Sweeps To Come Out." Alternatives, 5, (p. 6).

Stockwell, Anne, (1994 September 20). "Fall Film." The Advocate, 664, (p. 41).

Stockwell, Anne, (1994 September 20). "Fall TV." The Advocate, 664, (p. 47).

Strauss, Anselm and Corbin, Juliet. (1990). Basics of Qualitative Research: Grounded Theory Procedures and Techniques. Newbury Park: Sage Publications.

Stuart, Jason, (1993 September 21). "GWM Seeks Serious Roles." The Advocate, 638, (p. 5).

Surlin, S. H. (1986). Uses of Jamaican Talk Radio. Journal of Broadcasting and Electronic Media, 30, 459-467.

Swank, Constance (1979 September/October). "Media Uses and Gratifications: Need Salience and Source Dependence in a Sample of the Elderly." American Behavioral Scientist, 23, 95-117.

Swanson, D.L. (1979). Political Communication Research and the Uses and Gratifications Model: A Critique. Communication Research, 6, 37-53.

Swanson, D. L. (1979). The Continuing Evolution of the Uses and Gratifications Approach. Communication Research, 6, 3-8.

Swanson, D. L. (1987). Gratification Seeking, Media Exposure, and Audience Interpretations: Some Directions for Research. Journal of Broadcasting and Electronic Media, 31, 237-254.

Talenti, Pier Carlo, (1993 April 20). "Sister Swoosie." The Advocate, 627, (pp. 69-70).

Tan, Alexis S., (1982). " Television Use and Social Stereotypes." Journalism Quarterly. 59, (pp. 119-122).

Taylor, Ella, (1989). Prime-Time Families: Television Culture in Postwar America. Berkeley: University of California Press.

Taylor, S.J. and Bogdan, R. (1984). Introduction to Qualitative Research: The Search for Meanings. New York: John Wiley.

Thomas, Sari, (Ed.) (1981) Studies in Communication, (Vol. 1). Norwood: Ablex Publishing Corporation.

Thomas, Sari, (Ed.), (1986). Studies In Communication, (Vol. 4). Norwood: Ablex Publishing Corporation.

Tief, Jaymes; Demuth, Jerry and Cordova, Jeanne. (1995 April 18). "Gay Money Gay Power." The Advocate, 679, (pp. 28-35).

Timmons, Stuart, (1984 November 27). "The Deceased Was Not Married: How the Press Has Covered Hollywood's 'Dark' Side." The Advocate, 408, (p. 38).

Timoner, Rachel, (1992 June 6). "Castro Queers Question Hollywood's Harvey Milk." Gay Community News, 19, (p. 1).

Tremble, Bob; Schneider, Margaret; and, Appathurai, Carol, (1989). "Growing Up Gay or Lesbian in A Multicultural Context." Journal of Homosexuality, 17, (pp. 253-267).

"Trial by Media." (1994 March/April). Chartist, 147, (pp. 22-23).

Troiden, Richard R., (1989). "The Formation of Homosexual Identities." Journal of Homosexuality, 17, (pp. 43-73).

Troiden, Richard R. (1993). "The Formation of Homosexual Identities." in Garnets, Linda D. and Kimmel, Douglas C., (Eds.) (1993) Psychological Perspectives on Lesbian and Gay Male Experiences. (pp. 191-217). New York: Columbia University Press.

Tucker, Ruthann, (1991 November/December). "Hot Shots." Rites Magazine, 75, (p. 15).

Tunstall, J. (Ed.) (1970). Media Sociology: A Reader. Urbana: University of Illinois Press.

Turner, Guinevere, (1996 January 23). "Gay Is...Gay Ain't." The Advocate, 698/699, (pp. 89-91).

Vandervelden, Mark, (1987 March 3). "San Francisco Gays vs. KQED." The Advocate, 467, (pp. 10-12).

Vandervelden, Mark, (1987 July 21). "San Diego Paper Criticized." The Advocate, 477, (p. 17).

Vilanch, Bruce, (1995 October 3). "Airing Out Vito's Closet." The Advocate, 691, (p. 59).

Vilanch, Bruce, (1996 January 23). "Triumph and Trash." The Advocate, 698/699, (pp. 91-93).

Voland, Howard. (1991). The Gay and Lesbian Minority and the Media: A Bibliography. (Available from [Howard Voland, P.O. Box 280, Monroe, WA 98272]).

Walker, James R., (1988). "Inheritance Effects in the New Media Environment." Journal of Broadcasting and Electronic Media, 32, (pp. 391-401).

Walter, Dave, (1988 December 6). "Sweet-talking The Media." The Advocate, 513, (p. 35).

Walter, Dave, (1990 August 28). "Throw Out The Sex Stereotypes." The Advocate, 558, (p. 35).

Walter, Kate, (1988 May 10). "Out On The Airwaves." The Advocate, 498, (p. 45).

Walters, Barry, (1995 March 7). "Women On Top." The Advocate, 676, (pp. 59-60).

Waters, Jack, (1991). "Madonna Having It Both Ways." Fuse Magazine, 14, (pp. 55-57).

Watson, Michael A., (1992). "Research Minorities." Journal of the Market Research, 34, (pp. 337-344).

Webster, James G. and Newton, Gregory D., (1988). "Structural Determinants of the Television News Audience." Journal of Broadcasting and Electronic Media, 32, (pp. 381-389).

Webster, Nancy C. (1994 May 30). "Playing to Gay Segments Opens Doors to Marketers." Advertising Age, 65, (p. S6).

Weimann, G. (1982). The Prophecy that Never Fails: On the Uses and Gratifications of Horoscope Reading. Sociological Inquiry, 52, 274-290.

Wenner, L. A. (1982). Gratifications Sought and Obtained In Program Dependency: A Study of Network Evening News Programs and 60 Minutes. Communication Research, 9, 539-560.

Whittington, G. Luther, (1991 December 3). "The Revolution Nobody Noticed." The Advocate, 591, (pp. 54-55).

Wicks, Robert H., (1989). "Segmenting Broadcast News Audiences in the New Media Environment." Journalism Quarterly, 66, (pp. 383-391).

Wiebe, G. D. (1973). Two Psychological Factors In Media Audience Behavior. Public Opinion Quarterly, 37, 523-536.

Wieder, Judy, (1994 July 26). "Melissa Rock's Great Dyke Hope." The Advocate, 660, (pp. 45-56).

Windahl, S., Hojerback, I. & Hedinsson, E. (1986). Adolescents without Television: A Study in Media Deprivation. Journal of Broadcasting and Electronic Media, 30, 47-63.

Winick, C. (Ed.) (1978). Deviance and Mass Media. Beverly Hills: Sage Publications.

Wittke, Christopher, (1987 September 6). "First Lady of TV." Gay Community News, 15, (p. 87).

Wittke, Christopher, (1990 October 27). "Media Watch." Gay Community News, 18, (p. 9).

Wober, Mallory and Gunter, Barrie. (1988). Television and Social Control. Aldershot: Gover Publishing Co. Ltd.

Wockner, Rex, (1988 February 21). "Chicago Activists Forces Concessions From Brewery." Gay Community News, 15, (pp. 1, 11).

Wockner, Rex, (1988 June 19). "Kellogg Serves Up Homophobia for Breakfast." Gay Community News, 15, (pp. 3, 11).

Wolf, Michelle A., Ph.D., Kielwasser, MA, (Eds.) Journal of Homosexuality, (Vol. 21). New York: Hayworth Press.

Wolf, Michelle A., Meyer, Timothy P., and White, Christopher, (1982). "A Rules-Based Study of Television's Role in the Construction of Social Reality." Journal of Broadcasting, 26, (pp. 813-829).

Wontorek, Paul and O'Heir, Sean, (1995 September 8). "Pit Stops on the Yellow Brick Road: Four Decades of Gay Milestones in Entertainment History." Entertainment Weekly, 291, (p. 25).

World Almanac and Book of Facts. (1996). Mahwah: Funk and Wagnalls Corporation. (pp. 250-261).

Wright, C. R. (1960). Functional Analysis and Mass Communication. Public Opinion Quarterly, 24, 605-620.

Wright, C. R. (1974). Functional Analysis and Mass Communication Revisited. In J. G. Blumler & E. Katz, (Eds.), The Use of Mass Communications (pp. 197-212). Beverly Hills: Sage Publications.

Wroblewski, Roberta and Huston, Aletha C., (1987). "Televised Occupational Stereotypes and Their Effects on Early Adolescents: Are They Changing?" Journal of Early Adolescence. 7, (pp. 283-297).

Yang, Jacob Smith, (1991 July 28). "Media Disaster In Milwaukee." Gay Community News, 19, (pp. 1, 6).

Yarbrough, Jeff, (1991 October 22). "Fox's Barry Diller In." The Advocate, 588, (pp. 38-42).

Yarbrough, Jeff, (1992 April 7). "Heart Of Stone/Oliver Stone." The Advocate, 600, (pp. 44-48).

Ziegler, Dhyana, (1991). "Multiculturalism: An Opportunity for Educators." Feedback, (pp. 2-4).

Zohoori, A. R. (1988). A Cross-Cultural Analysis of Children's Television Use. Journal of Broadcasting and Electronic Media, 32, 105-113.

APPENDICES

APPENDIX A

TABLES

Table 1 - Hours Watching TV Daily				
Hours	**Frequency**	**Percent**	**Valid %**	**Cum. %**
No Report	1	2	2	2
None	1	2	2	4
Less Than 1	9	19	19	23
1-3 Hours	34	72	72	95
4-6 Hours	2	5	5	100
Total	47	100	100	

Table 2 - Where is TV Usually Watched				
Location	**Frequency**	**Percent**	**Valid %**	**Cum. %**
No Report	1	2	2	2
Home	43	92	92	94
Work	1	2	2	96
Bar/Rest.	1	2	2	98
Other	1	2	2	100
Total	47	100	100	

Table 3 - Daily Hours Listening to Radio				
Hours	**Frequency**	**Percent**	**Valid %**	**Cum. %**
No Report	1	2	2	2
None	5	11	11	13
Less Than 1	19	40	40	53
1-3 Hours	15	32	32	85
4-6 Hours	5	11	11	96
More Than 6	2	4	4	100
Total	47	100	100	

Table 4 - Location of Radio Listening				
Location	**Frequency**	**Percent**	**Valid %**	**Cum. %**
No Report	3	6	6	6
Home	14	30	30	36
Work	6	13	13	49
Car	23	49	49	98
Other	1	2	2	100
Total	47	100	100	

Table 5 - Number of Films/Videos Viewed Monthly				
Film/Video	**Frequency**	**Percent**	**Valid %**	**Cum. %**
No Report	1	2	2	2
None	4	9	9	11
1-3 Films	27	57	57	68
4-6 Films	9	19	19	87
7-9 Films	2	4	4	91
10 or More	4	9	9	100
Total	47	100	100	

Table 6 - Number of Books Read Monthly				
Books Read	**Frequency**	**Percent**	**Valid %**	**Cum. %**
No Report	1	2	2	2
None	15	32	32	34
1-3 Books	24	51	51	85
4-6 Books	6	13	13	98
7-9 Books	1	2	2	100
Total	47	100	100	

Table 7 - Number of Books Read Yearly				
Books Read	**Frequency**	**Percent**	**Valid %**	**Cum. %**
No Report	1	2	2	2
None	5	11	11	13
1-3 Books	10	21	21	34
4-6 Books	5	11	11	45
7-9 Books	8	17	17	62
10 or More	18	38	38	100
Total	47	100	100	

Table 8 - Number of Periodicals Read Weekly				
Periodical	**Frequency**	**Percent**	**Valid %**	**Cum. %**
No Report	1	2	2	2
None	2	4	4	6
1-3 Period.	31	66	66	72
4-6 Period.	9	20	20	92
7-9 Period.	2	4	4	96
10 or More	2	4	4	100
Total	47	100	100	

Table 9 - Number of Periodicals Read Monthly				
Periodical	**Frequency**	**Percent**	**Valid %**	**Cum. %**
No Report	1	2	2	2
None	2	4	4	6
1-3 Period.	12	26	26	32
4-6 Period.	17	36	36	68
7-9 Period.	6	13	13	81
10 or More	9	19	19	100
Total	47	100	100	

Table 10 - Number of Newspapers Read Daily				
Newspapers	**Frequency**	**Percent**	**Valid %**	**Cum. %**
No Report	1	2	2	2
None	16	34	34	36
1 Newspaper	30	64	64	100
Total	47	100	100	

Table 11 - Titles of Television Programs Viewed

PROGRAM TITLE	FREQUENCY	PERCENT	VALID %	CUM. %
20/20	1	.1	.1	.1
90210	4	.5	.5	.7
A DIFFERENT WORLD	1	.1	.1	.8
ABSOLUTELY FABULOUS	1	.1	.1	.9
ALIENS II	2	.3	.3	1.2
ALL IN THE FAMILY	1	.1	.1	1.3
AMERICA'S FUNNIEST HOME VIDE	12	1.6	1.6	2.9
ANOTHER WORLD	8	1.0	1.0	3.9
ARCHAEOLOGY	1	.1	.1	4.1
ARE YOU BEING SERVED	4	.5	.5	4.6
AS THE WORLD TURNS	3	.4	.4	5.0
ASIA NOW	1	.1	.1	5.1
BABYLON V	5	.7	.7	5.8
BATMAN	2	.3	.3	6.0
BAYWATCH	1	.1	.1	6.1
BOLD AND BEAUTIFUL	8	1.0	1.0	7.2
BRADY BUNCH	1	.1	.1	7.3
CBS MORNING	6	.8	.8	8.1
CHARLIE ROSE	1	.1	.1	8.2
CHEERS	1	.1	.1	8.4
COACH	11	1.4	1.4	9.8
CRITIC	1	.1	.1	9.9
CROSSFIRE	1	.1	.1	10.1
CYBIL	7	.9	.9	11.0
DATELINE	3	.4	.4	11.4
DAYS OF OUR LIVES	8	1.0	1.0	12.4
DEADLY GAMES	1	.1	.1	12.5
DESIGNING WOMEN	4	.5	.5	13.1
DONOHUE	2	.3	.3	13.3
ELLEN	4	.5	.5	13.9
ENTERTAINMENT TONIGHT	2	.3	.3	14.1
ER	4	.5	.5	14.6
EXTRA	10	1.3	1.3	15.9
FAMILY MATTERS	1	.1	.1	16.1
FOOTBALL NFL	2	.3	.3	16.3
FOREVER KNIGHT	3	.4	.4	16.7
FRAISER	5	.7	.7	17.4
FRIENDS	11	1.4	1.4	18.8
GABRIELLE	1	.1	.1	19.0
GENERAL HOSPITAL	1	.1	.1	19.1
GOLDEN GIRLS	1	.1	.1	19.2
GOOD MORNING AMERICA	6	.8	.8	20.0
GRACE UNDER FIRE	5	.7	.7	20.7
HARD COPY	1	.1	.1	20.8
HAVEN	1	.1	.1	20.9
HIGHLANDER	1	.1	.1	21.0
HOCKEY NFL	1	.1	.1	21.2
HOLIDAY PARADE	1	.1	.1	21.3
HOME TIME	1	.1	.1	21.4
HOME IMPROVEMENT	16	2.1	2.1	23.5
I LOVE LUCY	4	.5	.5	24.1
TONIGHT SHOW	4	.5	.5	24.6
JEOPARDY	19	2.5	2.5	27.1
JERRY SPRINGER	5	.7	.7	27.7
JOHN LARROQUETTE	2	.3	.3	28.0

TABLE 11 - Continued:

PROGRAM TITLE	FREQUENCY	PERCENT	VALID %	CUM. %
KEEPING SECRETS	2	.3	.3	28.2
KEEPING UP APPEARANCES	2	.3	.3	28.5
KIDS IN THE HALL	1	.1	.1	28.6
LAW AND ORDER	5	.7	.7	29.3
LEEZA	2	.3	.3	29.5
LITTLE HOUSE ON THE PRAIRIE	1	.1	.1	29.7
LOVE CONNECTION	1	.1	.1	29.8
MAD ABOUT YOU	1	.1	.1	29.9
MARK WAHLBERG	1	.1	.1	30.1
MARTIN SHORT SPECIAL	1	.1	.1	30.2
MARTHA STEWART	1	.1	.1	30.3
MAURY POVICH	2	.3	.3	30.6
MEDICINE BALL	1	.1	.1	30.7
MEDICINE MAN	1	.1	.1	30.8
MELROSE PLACE	8	1.0	1.0	31.9
MICHAEL JACKSON SPECIAL	1	.1	.1	32.0
MIKE AND MATY	1	.1	.1	33.0
MONTEL WILLIAMS	1	.1	.1	32.3
MOVIES	29	3.8	3.8	36.1
HONEY I BLEW UP THE KID	1	.1	.1	36.2
MTV	3	.4	.4	36.6
MURPHY BROWN	9	1.2	1.2	37.8
MYSTERY SCIENCE THEATER	1	.1	.1	37.9
NANNY	7	.9	.9	38.8
NATURAL WORLD	1	.1	.1	39.0
NATURE	1	.1	.1	39.1
NEWS	73	9.5	9.5	48.6
NIGHTLINE	6	.8	.8	49.4
NORTHERN EXPOSURE	5	.7	.7	50.1
NYPD BLUE	1	.1	.1	50.2
ONE LIFE TO LIVE	11	1.4	1.4	51.6
OPHRAH	11	1.4	1.4	53.1
OUTER LIMITS	1	.1	.1	53.2
PICKET FENCES	2	.3	.3	53.5
POLITICALLY INCORRECT	1	.1	.1	53.6
PRIME-TIME LIVE	4	.5	.5	54.1
REAL WEST	2	.3	.3	54.4
REGIS AND KATHI LEE	2	.3	.3	54.7
RIKKI LAKE	6	.8	.8	55.4
ROLANDA	1	.1	.1	55.6
ROSEANNE	6	.8	.8	56.3
SEAQUEST	1	.1	.1	56.5
SEINFELD	8	1.0	1.0	57.5
SIGHTINGS	1	.1	.1	57.6
SIMPSONS	19	2.5	2.5	60.1
SINGLE GUY	1	.1	.1	60.3
SLIDERS	3	.4	.4	60.7
STAR TREK: VOYAGER	9	1.2	1.2	61.8
STAR TREK: NEXT GENERATION	9	1.2	1.2	63.0
STAR TREK: DEEP SPACE NINE	9	1.2	1.2	64.2
STATE GOVERNMENT	1	.1	.1	64.3
STEPHANIE MILLER	1	.1	.1	64.4
STRETCHING	2	.3	.3	64.7
BOX, THE - MUSIC VIDEOS	2	.3	.3	65.0
THIS OLD HOUSE	2	.3	.3	65.2
THINK TANK	1	.1	.1	65.4
THUNDER ALLEY	1	.1	.1	65.5

Table 11 - Continued:

PROGRAM TITLE	FREQUENCY	PERCENT	VALID %	CUM.%
TO THE CONTRARY	1	.1	.1	65.6
TODAY	19	2.5	2.5	68.1
TWENTIETH CENTURY	1	.1	.1	68.2
UNKNOWN TITLE	5	.7	.7	68.9
UNSOLVED MYSTERIES	1	.1	.1	69.0
VH1	4	.5	.5	69.5
WEATHER CHANNEL	22	2.9	2.9	72.4
WHITE DWARF	1	.1	.1	72.5
WHO'S THE BOSS	2	.3	.3	72.8
WILD CHICAGO	1	.1	.1	72.9
WINGS	3	.4	.4	73.3
WONDER WOMAN	1	.1	.1	73.5
X-FILES	7	.9	.9	74.4
X-MEN	4	.5	.5	74.9
YOUNG AND RESTLESS	12	1.6	1.6	76.5
CHARLIE PEREZ	1	.1	.1	76.6
MARRIED WITH CHILDREN	2	.3	.3	76.9
ALL MY CHILDREN	1	.1	.1	77.0
SALLY JESSE RAPHAEL	2	.3	.3	77.3
PINNACLE	1	.1	.1	77.4
MONEYLINE	1	.1	.1	77.5
TWO STUPID DOGS	1	.1	.1	77.6
ALMOST PERFECT	3	.4	.4	78.0
GOOD COMPANY	1	.1	.1	78.2
WHEEL OF FORTUNE	9	1.9	1.9	79.3
CAROLINE IN THE CITY	1	.1	.1	79.5
MURDER SHE WROTE	2	.3	.3	79.7
NASH BRIDGES	1	.1	.1	79.9
ROCK & JOCK B'BALL	1	.1	.1	80.0
MCLAUGHLIN GROUP, THE	1	.1	.1	80.1
SPORTSCENTER (ESPN)	2	.3	.3	80.4
KINDRED,THE	1	.1	.1	80.5
BOSTON COMMON	4	.5	.5	81.0
WOMEN OF BREWSTER PLACE	1	.1	.1	81.2
SUPERMARKET SWEEP	1	.1	.1	81.3
NFL DRAFT	1	.1	.1	81.4
SIXTY MINUTES	4	.5	.5	82.0
LEGENDARY TRAILS	2	.3	.3	82.2
ANDY GRIFFITH SHOW	14	1.8	1.8	84.1
48 HOURS	2	.3	.3	84.3
NEW YANKEE WORKSHOP	1	.1	.1	84.4
JULIA'S KITCHEN	2	.3	.3	84.7
FRUGAL GOURMET	1	.1	.1	84.8
VICTORY GARDEN	1	.1	.1	85.0
INSIDE EDITION	2	.3	.3	85.2
ACADEMY OF COUNTRY MUSIC	3	.4	.4	85.6
KUNG FU, THE LEGEND	1	.1	.1	85.8
THIRD ROCK FROM THE SUN	5	.7	.7	86.4
TOM SNYDER	4	.5	.5	86.9
TOUCHED BY AN ANGEL	3	.4	.4	87.3
TALES FROM THE CRYPT	2	.3	.3	87.6
SATURDAY NIGHT SPECIAL	1	.1	.1	87.7
NEWS RADIO	2	.3	.3	88.0
IN THE HEAT OF THE NIGHT	2	.3	.3	88.2
MIGHTY MORPHIN POWER RANGERS	2	.3	.3	88.5
SPIDER-MAN	2	.3	.3	88.8

Table 11 - Continued:

PROGRAM TITLE	FREQUENCY	PERCENT	VALID %	CUM. %
ROCKO'S MODERN LIFE	1	.1	.1	88.9
BONANZA	3	.4	.4	89.3
STOOGE MANIA	4	.5	.5	89.8
TRAVEL NEWS NOW	2	.3	.3	90.1
TALK SOUP	3	.4	.4	90.5
WHY PLANES CRASH	2	.3	.3	90.8
GUIDING LIGHT, THE	5	.7	.7	91.4
DIAGNOSIS MURDER	1	.1	.1	91.5
WHEN ANIMALS ATTACK	1	.1	.1	91.6
BEFORE THEY WERE STARS	1	.1	.1	91.8
BARBARA WALTERS SPECIAL	1	.1	.1	91.9
AMERICA'S MOST WANTED	1	.1	.1	92.0
LANCE BARTONI: MAGIC	1	.1	.1	92.2
DREW CAREY	3	.4	.4	92.5
FACULTY,THE	2	.3	.3	92.8
DAVE'S WORLD	1	.1	.1	92.9
BIG 80'S, THE	1	.1	.1	93.1
SPACE 1999	1	.1	.1	93.2
NATIONAL GEOGRAPHIC	1	.1	.1	93.3
GOOD COMPANY	1	.1	.1	93.5
DAVID LETTERMAN SHOW	2	.3	.3	93.7
NATURE	1	.1	.1	93.9
MYSTERY	1	.1	.1	94.0
PRIME TIME COUNTRY	1	.1	.1	94.1
MASH	1	.1	.1	94.2
FINAL JUSTICE	1	.1	.1	94.4
SECOND NOAH	1	.1	.1	94.5
TRAVEL	4	.5	.5	95.0
MARY TYLER MOORE	8	1.0	1.0	96.1
KNOTS LANDING	9	1.2	1.2	97.3
BENSON	2	.3	.3	97.5
COPS	2	.3	.3	97.8
BEWITCHED	1	.1	.1	97.9
ONE DAY AT A TIME	2	.3	.3	98.2
LUCY SHOW, THE	1	.1	.1	98.3
MUNSTERS,THE	1	.1	.1	98.4
KNIGHT RIDER	2	.3	.3	98.7
FLORIDA	1	.1	.1	98.8
APPALACHIAN STORIES	1	.1	.1	99.0
FAMILY VALUES	1	.1	.1	99.1
SISTERS	1	.1	.1	99.2
BIOGRAPHY	1	.1	.1	99.3
AWARDS PROGRAM	1	.1	.1	99.5
DEBT	1	.1	.1	99.6
COMEDY NETWORK CENTRAL	1	.1	.1	99.7
QVC	2	.3	.3	100.0

TABLE 12 - DAY-OF-THE WEEK TELEVISION VIEWING OCCURRED				
DAY	FREQUENCY	PERCENT	VALID %	CUM. %
SUNDAY	98	12.8	12.8	12.8
MONDAY	137	17.9	17.9	30.7
TUESDAY	128	16.7	16.7	47.5
WEDNESDAY	128	16.7	16.7	64.2
THURSDAY	140	18.3	18.3	82.5
FRIDAY	81	10.6	10.6	93.1
SATURDAY	53	6.9	6.9	100
TOTAL	765	100	100	

Mean	3.693	Standard Error	.064	Media	4.000
Mode	5.000	Standard Devia.	1.782	Variance	3.176
Valid Cases	765	Missing Cases	0		

TABLE 13 - AVERAGE TIME SPENT WATCHING TELEVISION PROGRAM				
TIME PERIOD	FREQUENCY	PERCENT	VALID %	CUM. %
15 MINS OR LESS	47	6.1	6.1	6.1
16-30 MINUTES	421	55.0	55.0	61.2
31-59 MINUTES	22	2.9	2.9	64.1
1 HOUR	237	31.0	31.0	95.0
2 HOURS	34	4.4	4.4	99.5
3 HOURS	4	.5	.5	100.0
TOTAL	765	100	100	

Mean	2.741	Standard Error	.041	Median	2.000
Mode	2.000	Standard Devia.	1.125	Variance	1.265
Valid Cases	765	Missing Cases	0		

TABLE 14 - WHY TELEVISION WAS WATCHED				
REASON	FREQUENCY	PERCENT	VALID %	CUM. %
NO REASON GIVEN	23	3.0	3.0	3.0
BACKGROUND	10	1.3	1.3	4.3
BORED	1	.1	.1	4.4
EDUCATION	4	.5	.5	5.0
ENJOYED	7	.9	.9	5.9
ENTERTAINMENT	527	68.9	68.9	74.8
FILL TIME	3	.4	.4	75.2
FUN	7	.9	.9	76.1
INFORMATION	174	22.7	22.7	98.8
IT WAS THERE	4	.5	.5	99.3
SELF-IMPROVE.	2	.3	.3	99.6
TAPING	1	.1	.1	99.7
NOTHING TO DO	2	.3	.3	100
TOTAL	765	100	100	

Mean	5.550	Standard Error	.065	Median	5.000
Mode	5.000	Standard Devia.	1.802	Variance	3.248
Valid Cases	765	Missing Cases	0		

TABLE 15 - LOCATION WHERE RADIO LISTENING OCCURRED				
LOCATION	FREQUENCY	PERCENT	VALID %	CUM. %
CAR	123	52.1	52.1	52.1
GYM	1	.4	.4	52.5
HOME	81	34.3	34.3	86.9
ROOM	2	.8	.8	87.7
WORK	16	6.8	6.8	94.5
MULTIPLE	13	5.5	5.5	100
TOTAL	236	100	100	

Mean	2.263	Standard Error	.099	Median	1.911
Mode	1.000	Standard Devia.	1.527	Variance	2.331
Valid Cases	236	Missing Cases	0		

TABLE 16 - TIME SPENT LISTENING TO RADIO				
TIME	FREQUENCY	PERCENT	VALID %	CUM. %
15 MINUTES OR LESS	29	12.3	12.3	12.3
16-30 MINUTES	82	34.7	34.7	47.0
31-59 MINUTES	16	6.8	6.8	53.9
1 HOUR	48	20.3	20.3	74.2
2 HOURS	30	12.7	12.7	86.9
3 HOURS	13	5.5	5.5	92.4
4 HOURS	3	1.3	1.3	93.6
5 HOURS	5	2.1	2.1	95.8
6 OR MORE HOURS	10	4.2	4.2	100
TOTAL	236	100	100	

Mean	3.441	Standard Error	.132	Median	2.980
Mode	2.000	Standard Devia.	2.032	Variance	4.128
Valid Cases	236	Missing Cases	0		

TABLE 17 - RADIO LISTENING BY DAY-OF-THE-WEEK				
DAY	FREQUENCY	PERCENT	VALID %	CUM. %
SUNDAY	32	13.6	13.6	13.6
MONDAY	41	17.4	17.4	30.9
TUESDAY	34	14.4	14.4	45.3
WEDNESDAY	35	14.8	14.8	60.2
THURSDAY	34	14.4	14.4	74.6
FRIDAY	33	14.0	14.0	88.6
SATURDAY	27	11.4	11.4	100
TOTAL	236	100	100	

Mean	3.869	Standard Error	.127	Median	3.812
Mode	2.000	Standard Devia.	1.947	Variance	3.791
Valid Cases	236	Missing Cases	0		

TABLE 18 - REASON FOR LISTENING TO RADIO				
REASON	FREQUENCY	PERCENT	VALID %	CUM. %
NONE	13	5.5	5.5	
BACKGROUND	20	8.5	14.0	
DANCE MUSIC	1	.4	14.4	
DEPRESS MYSELF	3	1.3	15.7	
ENJOYMENT	8	3.4	19.1	
ENTERTAINMENT	164	69.5	88.6	
GREAT STATION	1	.4	89.0	
GUY/LES SHOW	2	.8	89.8	
INFORMATION	17	7.2	97.0	
RELAXATION	4	1.7	98.7	
TO MAKE UP	3	1.3	100	
TOTAL	100	100		

Mean	4.682	Standard Error	.131	Median	4.895
Mode	5.000	Standard Devia.	2.012	Variance	4.048
Valid Cases	236	Missing Cases	0		

TABLE 19 - TITLES OF PERIODICALS READ

PERIODICAL TITLE	FREQUENCY	PERCENT	VALID %	CUM. %
*ADVOCATE	14	7.7	7.7	7.7
BILLBOARD	1	.6	.6	8.3
BINGHAMTON PRESS	6	3.3	3.3	11.6
BUSINESS WEEK	2	1.1	1.1	12.7
CHICAGO SUN-TIMES	3	1.7	1.7	14.4
CHICAGO TRIBUNE	4	2.2	2.2	16.6
CINCINNATI ENQUIRER	3	1.7	1.7	18.2
CLEVELAND DAILY BANNER	2	1.1	1.1	19.3
COMIC BOOKS VARIOUS	1	.6	.6	19.9
DAILY BEACON	7	3.9	3.9	23.8
DENVER POST	1	.6	.6	24.3
DETAILS	2	1.1	1.1	25.4
DRAGAZINE	1	.6	.6	26.0
ENTERTAINMENT WEEKLY	5	2.8	2.8	28.7
ESQUIRE	4	2.2	2.2	30.9
*GAY AND LESBIAN TIMES	2	1.1	1.1	32.0
GUARDIAN U.C. SAN DIEGO	2	1.1	1.1	33.1
HAWTHORNE PRESS	1	.6	.6	33.7
ITHACA TIMES	1	.6	.6	34.3
*LESBIAN GAY NEWS TELEGRAPH	1	.6	.6	34.8
LOS ANGELES TIMES	1	.6	.6	35.4
NATIONAL GEOGRAPHIC	2	1.1	1.1	36.5
NEW YORK DAILY NEWS	1	.6	.6	37.0
NEW YORK TIMES	8	4.4	4.4	41.4
NEWSWEEK	3	1.7	1.7	43.1
*OUT FRONT - DENVER	1	.6	.6	43.6
*OUT!	4	2.2	2.2	45.9
PORTLAND CRESCENT	1	.6	.6	46.4
READER, THE (CHICAGO)	2	1.1	1.1	47.5
SACRAMENTO BEE	4	2.2	2.2	49.7
SCHOOL PAPER	3	1.7	1.7	51.4
SCIENTIFIC AMERICAN	1	.6	.6	51.9
SEGGRAPH CONFERENCE	1	.6	.6	52.5
ST LOUIS POST DISPATCH	2	1.1	1.1	53.6
TIME	3	1.7	1.7	55.2
US	1	.6	.6	55.8
USA TODAY	2	1.1	1.1	56.9
VEGETARIAN TIMES	1	.6	.6	57.5
VIRGINIAN PILOT	1	.6	.6	58.0
*WINDY CITY TIMES	2	1.1	1.1	59.1
JEMS	1	.6	.6	59.7
NORTHERN IOWAN	1	.6	.6	60.2
ATLANTA JOURNAL/CONST.	1	.6	.6	60.8
WALL STREET JOURNAL	1	.6	.6	61.3
*CHRISTOPHER STREET	1	.6	.6	61.9
*NEW YORK NATIVE, THE	1	.6	.6	62.4
TUSCALOOSA NEWS	5	2.8	2.8	65.2
*ADVOCATE MEN	1	.6	.6	65.7
SOUTHERN VOICE	2	1.1	1.1	66.9
DAILY NEWS	9	5.0	5.0	71.8
MARYVILLE DAILY TIMES	5	2.8	2.8	74.6
TV GUIDE	1	.6	.6	75.1
HOT ROD	1	.6	.6	75.7
MOTOR TREND	1	.6	.6	76.2
KNOXVILLE NEWS SENTINEL	31	17.1	17.1	93.4
TRAVEL HOLIDAY	1	.6	.6	93.9

TABLE 19 - continued

PERIODICAL TITLE	FREQUENCY	PERCENT	VALID %	CUM. %
CRUISE TRAVEL	2	1.1	1.1	95.0
LOS ANGELES READER	1	.6	.6	95.6
U.S. NEWS AND WORLD	1	.6	.6	96.1
MCCREARY COUNTY RECORD	1	.6	.6	96.7
METROPULSE	3	1.7	1.7	98.3
READER'S DIGEST	2	1.1	1.1	99.4
ORLANDO SENTINEL	1	.6	.6	100.0
TOTAL	181	100.0	100.0	

* Indicates periodical of gay oriented material

TABLE 20 - TIME SPENT READING PERIODICAL				
TIME PERIOD	FREQUENCY	PERCENT	VALID %	CUM. %
15 MINUTES OR LESS	50	27.6	27.6	27.6
16-30 MINUTES	98	54.1	54.1	81.8
31-59 MINUTES	7	3.9	3.9	85.6
ONE HOUR	26	14.4	14.4	100
TOTAL	181	100	100	

Mean	2.050	Standard Error	.070	Median	1.885
Mode	2.000	Standard Devia.	.944	Variance	.892
Valid Cases	181	Missing Cases	0		

TABLE 21 - DAY OF WEEK PERIODICAL WAS READ				
DAY	FREQUENCY	PERCENT	VALID %	CUM. %
SUNDAY	42	23.2	23.2	23.2
MONDAY	29	16.0	16.0	39.2
TUESDAY	26	14.4	14.4	53.6
WEDNESDAY	22	12.2	12.2	65.7
THURSDAY	21	11.6	11.6	77.3
FRIDAY	19	10.5	10.5	87.8
SATURDAY	22	12.2	12.2	100
TOTAL	181	100	100	

Mean	3.530	Standard Error	.154	Median	3.271
Mode	1.000	Standard Devia.	2.075	Variance	4.306
Valid Cases	181	Missing Cases	0		

TABLE 22 - TITLES OF FILMS VIEWED BY PARTICIPANTS

FILM TITLE	FREQUENCY	PERCENT	VALID %	CUM. %
1492: CONQUEST OF PARADISE	1	.8	.8	.8
ABSOLUTELY FABULOUS	2	1.5	1.5	2.3
*ADVENTURES OF PRISCILLA	3	2.3	2.3	4.6
ALIEN	1	.8	.8	5.4
ALIEN II	1	.8	.8	6.2
AMERICAN PRESIDENT, THE	2	1.5	1.5	7.7
AMY GRANT MUSIC VIDEO	1	.8	.8	8.5
ARE YOU BEING SERVED	1	.8	.8	9.2
BATMAN FOREVER	2	1.5	1.5	10.0
*BIGGER THE BETTER, THE	1	.8	.8	11.5
BLACK WIDOW	1	.8	.8	12.3
CANNERY ROW	1	.8	.8	13.1
CLASH OF THE TITANS	1	.8	.8	13.8
CONGO	1	.8	.8	14.6
COPY CAT	1	.8	.8	15.4
DELORES CLAIBORNE	1	.8	.8	16.2
DIE HARDER (DIE HARD III)	1	.8	.8	16.9
DONNA SUMMER CONCERT	1	.8	.8	17.7
*DOUBLE EXPOSURE	1	.8	.8	18.5
DUMB AND DUMBER	1	.8	.8	19.2
ED WOOD	1	.8	.8	20.0
EMPIRE STRIKES BACK, THE	1	.8	.8	20.8
ENDLESS SUMMER	1	.8	.8	21.5
*FORBIDDEN LOVES	1	.8	.8	22.3
FOREST GUMP	1	.8	.8	23.1
GAY & LESBIAN FILM FESTIVAL	1	.8	.8	23.8
GET SHORTY	1	.8	.8	24.6
GREASE	1	.8	.8	25.4
*HOME FOR THE HOLIDAYS	1	.8	.8	26.2
I LIKE IT LIKE THAT	1	.8	.8	26.9
INTERVIEW WITH A VAMPIRE	1	.8	.8	27.7
ITS PAT THE MOVIE	1	.8	.8	28.5
*JOCKS	1	.8	.8	29.2
KISS OF DEATH	1	.8	.8	30.0
*LONG TIME COMPANION	1	.8	.8	30.8
*MALE TRIANGLE	1	.8	.8	31.5
MEXICO CELEBRATES DAY OF DEAD	1	.8	.8	32.3
MURIEL'S WEDDING	1	.8	.8	33.1
NELL	1	.8	.8	33.8
OUTBREAK	1	.8	.8	34.6
PRAGUE	1	.8	.8	35.4
*PRIEST	1	.8	.8	36.2
PULP FICTION	1	.8	.8	36.9
SERIAL	2	1.5	1.5	38.5
SHOWGIRLS	1	.8	.8	39.2
SISTER ACT	1	.8	.8	40.0
SOME FLOOD MOVIE	1	.8	.8	40.8
STAR TREK: GENERATIONS	1	.8	.8	41.5
STAR WARS	1	.8	.8	42.3
STAR TREK VI	1	.8	.8	43.1
*SUM OF US, THE	1	.8	.8	43.8
*TALES OF THE CITY	1	.8	.8	44.6
TO WONG FOO...	4	3.1	3.1	47.7
TRUE LIES	1	.8	.8	48.5
VILLAGE OF THE DAMNED	1	.8	.8	49.2
WHATEVER HAPPENED TO BABY JANE?	1	.8	.8	50.0
WHEN HARRY MET SALLY	1	.8	.8	50.8

TABLE 22 - Continued

FILM TITLE	FREQUENCY	PERCENT	VALID %	CUM.%
WHILE YOU WERE SLEEPING	1	.8	.8	51.5
WIZARD OF OZ	1	.8	.8	52.3
BIRDCAGE, THE	4	3.1	3.1	55.4
A FAMILY THING	1	.8	.8	56.2
TWELVE MONKEYS	1	.8	.8	56.9
JEFFREY	4	3.1	3.1	60.0
NAT'L LAMPOON'S SENIOR TRIP	1	.8	.8	60.8
DON JUAN DE MARCO	1	.8	.8	61.5
*ULTIMATE TARGET OF THE GAY AGENDA, THE	1	.8	.8	62.3
*PHILADELPHIA	1	.8	.8	63.1
1776	1	.8	.8	63.8
DOWN PERISCOPE	1	.8	.8	64.6
SISTER ACT II	1	.8	.8	65.4
STEEL MAGNOLIAS	1	.8	.8	66.2
*EROTIC CHOICES	1	.8	.8	66.9
*STUDENT AFFAIRS	1	.8	.8	67.7
*A LONG HOT SUMMER	1	.8	.8	68.5
COLOR PURPLE	1	.8	.8	69.2
LIKE WATER FOR CHOCOLATE	1	.8	.8	70.0
ARSENIC & OLD LACE	1	.8	.8	70.8
SORRY WRONG NUMBER	1	.8	.8	71.5
BEST OF EVERYTHING	1	.8	.8	72.3
SHOWBOAT	1	.8	.8	73.1
BLUE VELVET	1	.8	.8	73.8
MYRA BRECKENRIDGE	1	.8	.8	74.6
X-FILES	1	.8	.8	75.4
STAND, THE	1	.8	.8	76.2
WAITING TO EXHALE	2	1.5	1.5	77.7
KIDS IN THE HALL	2	1.5	1.5	79.2
HACKERS	2	1.5	1.5	80.8
MR HOLLAND'S OPUS	1	.8	.8	81.5
FARGO	1	.8	.8	82.3
LEAVING LAS VEGAS	1	.8	.8	83.1
LIFE IS SWEET	1	.8	.8	83.8
STORY OF ENGLISH, THE	1	.8	.8	84.6
DIABOLIQUE	1	.8	.8	85.4
WATERWORLD	1	.8	.8	86.2
CLUELESS	1	.8	.8	86.9
MORTAL KOMBAT	2	1.5	1.5	88.5
*FIRST TIMERS	1	.8	.8	89.2
*WIGSTOCK	1	.8	.8	90.0
USUAL SUSPECTS, THE	1	.8	.8	90.8
ODD COUPLE, THE	1	.8	.8	91.5
DEADLY TOWER	1	.8	.8	92.3
POLTERGEIST THE LEGACY	1	.8	.8	93.1
BRAIN CANDY	1	.8	.8	93.8
*CAPTIVE MEN	1	.8	.8	94.6
MORE ABBA GOLD	1	.8	.8	95.4
NET, THE	1	.8	.8	96.2
BEST OF ROGER RABBIT	2	1.5	1.5	97.7
SON-IN-LAW	1	.8	.8	98.5
TWISTER	1	.8	.8	99.2
MISSION IMPOSSIBLE	1	.8	.8	100.0
TOTAL	130	100.0	100.0	

*Indicates movie with gay theme or central character who is gay.

TABLE 23 - LOCATION WHERE FILM/VIDEO WAS VIEWED				
LOCATION	FREQUENCY	PERCENT	VALID %	CUM. %
DORMITORY ROOM	1	.8	.8	.8
DRIVE-IN	2	1.5	1.5	2.3
FRIEND'S HOME	8	6.2	6.2	8.5
HOME	74	56.9	56.9	65.4
LIBRARY	1	.8	.8	66.2
PARTNER'S HOME	2	1.5	1.5	67.7
PARTY	1	.8	.8	68.5
SCHOOL FUNCTION	5	3.8	3.8	72.3
THEATRE	33	25.4	25.4	97.7
WORK	1	.8	.8	98.5
PARENTS' HOME	2	1.5	1.5	100
TOTAL	130	100	100	

Mean	5.523	Standard Error	.216	Median	4.453
Mode	4.000	Standard Devia.	2.460	Variance	6.050
Valid Cases	130	Missing Cases	0		

TABLE 24 - REASON WHY PARTICIPANT VIEWED FILM/VIDEO				
REASON	FREQUENCY	PERCENT	VALID %	CUM. %
NONE	3	2.3	2.3	2.3
BOUGHT VIDEO	1	.8	.8	3.1
CAMPUS VIEWING	1	.8	.8	3.8
CULTURAL	1	.8	.8	4.6
ENTERTAINMENT	108	83.1	83.1	87.7
FOR A REVIEW	1	.8	.8	88.5
FREE	1	.8	.8	89.2
FRIEND TOOK ME	2	1.5	1.5	90.8
INFORMATION	3	2.3	2.3	93.1
SEEMED INTERESTING	3	2.3	2.3	95.4
GAY COMMUN. SUPPER	1	.8	.8	96.2
TOOK PARENT	2	1.5	1.5	97.7
TOOK FRIEND	1	.8	.8	98.5
DATE	1	.8	.8	99.2
HORNY	1	.8	.8	100
TOTAL	130	100	100	

Mean	4.500	Standard Error	.182	Median	4.092
Mode	4.000	Standard Devia.	2.073	Variance	4.298
Valid Cases	130	Missing Cases	0		

TABLE 25 - TITLES OF BOOKS READ

TITLE	FREQUENCY
ALTERED FATES	1
BABYCAKES	1
BHAGRAT GETA	1
BOYS AND A BABY	1
DRUID TRADITION, THE	1
ENDLESS VOYAGE	1
FURTHER TALES OF THE CITY	1
GRAIL LEGACY, THE	1
HERB PITTS PICTURE BOOK	1
HOT ZONES	1
JULIAN	1
KINSEY REPORT ON SEX	1
LANGUAGE INSTINCT	1
LOST WORLD	1
LEAVES OF GRASS	1
MALE RELATIONSHIPS	1
MAYBE THE MOON	1
MORE TALES OF THE CITY	1
NIGHTFALL	1
PSYCHIC OF EVERYDAY THINGS	1
SELF-AWARE UNIVERSE	1
PAGAN PATH, THE	1
UNFINISHED ANIMAL, THE	1
UNOFFICIAL GAY MANUAL	1
LEAP YEAR	1
PRAYERS FOR BOBBY	1
IT TAKES A VILLAGE	1
SACRED LIPS OF THE BRONKS	1
FRONT RUNNER, THE	1
ESSENTIAL GUIDE TO GAY WEDDINGS	1
COMING OUT IN COLLEGE	1
MGR'S GUIDE TO SEXUAL ORIENTATION	1
STRGHT TLK ABOUT GAYS IN THE WRKPL	1
COMING OUT: AN ACT OF LOVE	1
RUSH LIMBAUGH: A BIG FAT LIAR	1
COMING OUT OF SHAME	1
NO TITLE GIVEN	1
PATSY: THE PATSY CLINE STORY	1
LAURA INGALLS WILDER	1
QUEEN OF THE DAMNED	1
WRATH OF LASHER	1
USURPER, THE	1
WAY BENEATH, THE	1
HOW TO YOUR VW	1
THUNDERBIRD OWNER'S MANUAL	1
RUNNING JURY, THE	1
DILBERT PRINCIPLE	1
DISASTER ON THE MISSISSIPPI	1

TABLE 26 - WHERE BOOK WAS OBTAINED				
WHERE OBTAINED	FREQUENCY	PERCENT	VALID %	CUM. %
PURCHASED	34	70.8	70.8	70.8
LIBRARY	10	20.8	20.8	91.7
FROM A FRIEND	2	4.2	4.2	95.8
WORK	2	4.2	4.2	100.0
TOTAL	48	100	100	

Mean	1.417	Standard Error	.111	Median	1.318
Mode	1.000	Standard Devia.	.767	Variance	.589
Valid Cases	48	Missing Cases	0		

TABLE 27 - LOCATION WHERE BOOK WAS READ				
LOCATION	FREQUENCY	PERCENT	VALID %	CUM. %
HOME	28	58.3	58.3	58.3
FRIEND'S HOME	3	6.3	6.3	64.6
VARIOUS PLACES	16	33.3	33.3	97.9
WORK	1	2.1	2.1	100
TOTAL	48	100	100	

Mean	1.792	Standard Error	.143	Median	1.645
Mode	1.000	Standard Devia.	.988	Variance	.977
Valid Cases	48	Missing Cases	0		

TABLE 28 - REASON WHY BOOK WAS READ				
REASON	FREQUENCY	PERCENT	VALID %	CUM. %
ENTERTAINMENT	1	2.1	2.1	2.1
FOUND IT	2	4.2	4.2	6.3
HAD NOT READ	1	2.1	2.1	8.3
INFORMATION	9	18.8	18.8	27.1
INTEREST	12	25.0	25.0	52.1
LIKE AUTHOR	5	10.4	10.4	62.5
LOOKED LIKE FUN	1	2.1	2.1	64.6
SOMEBODY RECOMMENDED	7	14.6	14.6	79.2
RELIGIOUS FAITH	1	2.1	2.1	81.3
SAW SERIES	3	6.3	6.3	87.5
SELF-IMPROVEMENT	1	2.1	2.1	89.6
SEQUEL	1	2.1	2.1	91.7
WANTED TO REREAD	1	2.1	2.1	93.8
POLITICAL HUMOR	1	2.1	2.1	95.8
GIFT	1	2.1	2.1	97.9
FAMILY HISTORY	1	2.1	2.1	100
TOTAL	48	100	100	

Mean	6.604	Standard Error	.488	Median	5.588
Mode	5.000	Standard Devia.	3.382	Variance	11.436
Valid Cases	48	Missing Cases	0		

TABLE 29 - CORRELATION OF MEDIA USE AND SURVEY DATA FOR GAY MALES						
VARIABLE	**AGE**	**CASSETTE**	**CDPLAY**	**COMPUTER**	**DAYOFWK**	**FAVMUSI**
AGE		.2404 P=.104	.2573 P=.081	.1758 P=.237	-.3179 P=.029	.2099 P=.157
CASSETTE	.2404 P=.104		.2602 P=. 077	.2866 P=.051	-.0097 P=.949	.3082 P=.035
CDPLAY	.2573 P=.081	.2602 P=.077		.4437 P=.002	.0524 P=.726	.2830 P=.054
COMPUTER	.1758 P=.237	.2866 P=.051	.4437 P=.002		.0610 P=.684	.0853 P=.569
DAYOFWK	-.3179 P=.029	-.0097 P=.949	.5024 P=.726	.0610 P=.684		-.0796 P=.595
FAVMUSIC	.2099 P=.157	.3082 P=.035	.2830 P=.054	.0853 P=.569	-.0796 P=.595	
FAVTVPRO	.3279 P=.024	.2875 P=.050	.1606 P=.281	-.1100 P=.462	-.1123 P=.452	.4048 P=.005
FILMSMTH	.2311 P=.118	.1372 P=.358	.0527 P=.725	-.0861 P=.565	.1997 P=.178	.1716 P=.249
GLMEDUSE	.1726 P=.246	-.0512 P=.732	.0603 P=.687	-.0893 P=.551	-.2004 P=.177	.2785 P=.058
HRSRADIO	.1088 P=.466	.2359 P=.110	.4709 P=.001	.1883 P=.205	-.0809 P=.589	.1952 P=.189
HRSTVWAT	.3660 P=.011	.3694 P=.011	.1097 P=.463	.1567 P=.293	-.3156 P=.031	.2310 P=.118
LISTRAD	.1934 P=.193	.1383 P=.354	-.1891 P=.203	.0621 P=.679	-.0188 P=.900	.0849 P=.570
MAGSMONT	-.0086 P=.954	.2791 P=.057	.1624 P=.275	.2331 P=.115	-.1129 P=.450	-.0436 P=.771
MAGSWKLY	.0646 P=.666	.1204 P=.420	.2224 P=.133	.2871 P=.050	-.0772 P=.606	.0333 P=.824
MUSBUY	.1324 P=.375	-.0433 P=.773	.0023 P=.988	-.1281 P=.391	.1602 P=.282	.0551 P=.713
MUSTYPE	.2991 P=.041	.1920 P=.196	.1182 P=.429	.0834 P=.577	-.2052 P=.166	.3266 P=.025
NETCHNL	.0474 P=.752	-.1457 P=.328	-.1243 P=.405	-.1290 .388	.1027 .004	.2422 P=.101

TABLE 29 - CONTINUED						
VARIABLE	**AGE**	**CASSETTE**	**CDPLAY**	**COMPUTER**	**DAYOFWK**	**FAVMUSI**
OWNTV	.1881 P=.206	.2228 P=.132	.4314 P=.002	.2588 P=.079	.2158 P=.145	.0785 P=.600
OWNVCR	.1128 P=.450	.1427 P=.338	.4807 P=.001	.3591 P=.013	.1153 P=.440	.0008 P=.996
PROTYPE	-.0084 P=.955	.0625 P=.677	.0364 P=.808	-.0067 P=.964	.0449 P=.215	-.2272 P=.125
RADFORMA	.0407 P=.786	.1175 P=.431	.1218 P=.415	.2710 P=.065	.0681 P=.649	-.0725 P=.628
RADFORT	-.1370 P=.478	.2105 .273	-.0708 P=.715	-.3749 P=.045	.0889 P=.173	-.0910 P=.639
STUDENT	.5598 P=.000	.1821 P=.220	.1307 P=.381	-.0393 P=.793	-.1026 P=.492	.4284 P=.003
TIME	-.0403 P=.788	.0044 P=.976	-.1899 P=.201	-.0554 P=.711	.0139 P=.702	.1047 P=.484
TIMEREAD	-.0488 P=.791	-.1037 P=.572	-.2962 P=.100	-.0740 P=.688	.0715 P=.339	-.0704 P=.702
TIMELIST	.3470 P=.065	-.0982 P=.612	.1477 P=.444	.2649 P=.165	-.0186 P=.776	.1851 P=.336
USEGLMED	.0394 P=.793	.2313 P=.118	.1884 P=.205	.2614 P=076	.2212 P=.135	-.0453 P=.762
VIDGAME	.2981 P=.042	.2678 P=.069	.2846 P=.053	.4306 P=.003	.0548 P=.714	-.1613 P=.279
WATCHTV	.1599 P=.283	.0446 P=.766	.3722 P=.010	.1620 P=.277	.1567 P.293	.1117 P=.455
WHEWATH	-.1435 P=.336	-.0627 P=.676	.1728 P=.245	.2641 P=.073	.0829 P=.022	-.0345 P=.818
WHRLIST	-.0014 P=.994	-.1521 P=.431	.1371 P=.478	.0237 P=.903	-.0628 P=.337	.0501 P=.796
WHRREAD	-.0221 P=.904	-.0909 P=.621	.1317 P=.473	-.0214 P=.907	.1044 P=.162	.2936 P=.103
WHRVIEW	-.0172 P=.922	.1081 P=.537	-.3464 P=.041	.0072 P=.967	-.0699 P=.429	-.2286 P=.187
WHYLIST	-.670 P=.730	-.1536 P=.426	.0330 P=.865	.2470 P=.196	.0968 P=.138	-.1635 P=.397

TABLE 29 - CONTINUED						
VARIABLE	**AGE**	**CASSETTE**	**CDPLAY**	**COMPUTER**	**DAYOFWK**	**FAVMUSI**
WHYREAD	.1109 P=.661	-.2463 P=.325	.0686 P=.787	-.0296 P=.907	-.3500 P=.015	.5318 P=.023
WHYVIEW	.0756 P=.666	-.0615 P=.725	.0788 P=.653	-.0756 P=.666	-.0452 P=.610	.0790 P=.652
WHYWATH	.2316 P=.117	-.1005 P=.501	.0008 P=.996	-0755 P=.614	.0603 P=.096	.0323 P=.829
WRREAD	-.3665 P=.135	-.1881 P=.455	-.0844 P=.739	-.2146 P=.393	.1852 P=.208	-.0660 P=.795
WHRDPER	-.0050 P=.978	-.860 P=.640	.1673 P=.360	.0230 P=.900	.1066 P=.153	-.0155 P=.933
BOOKSMTH	.1825 P=.220	-.0188 P=.900	.0721 P=.0630	-.0293 P=.845	.1444 P=.333	-.0581 P=.698
BOOKSYR	.0381 P=.799	.0085 P=.955	.0663 P=.658	-.0275 P=.854	.2104 P=.156	.1110 P=.458
HOWOBTN	-.1953 P=.284	.0582 P=.752	.0741 P=.119	.0682 P=.711	-.0392 P=.601	-.2471 P=.173
PUBOBTN	.6073 P=.791	-.1795 P=.476	.3805 P=.119	-.1585 P=.530	.2344 P=.109	-.0502 P=.843
	FATVPRO	**FILMSMTH**	**GLMEDUSE**	**HRSRADIO**	**HRSTVWAT**	**LISTRAD**
AGE	.3279 P=.024	.2311 P=.118	.1726 P=.246	.1088 P=.466	.3660 P=.011	.1934 P=.193
CASSETTE	.2875 P=.050	.1372 P=.358	-.5012 P=.732	.2359 P=.110	.3694 P=.011	.1383 P=.354
CDPLAY	.1606 P=.281	.0527 P=.725	.0603 P=.687	.4709 P=.001	.1097 P=.463	-.1891 P=.203
COMPUTER	-.1100 P=.462	-.0861 P=.565	-.0893 P=.551	.1883 P=.205	.1567 P=.293	.0621 P=.678
DAYOFWK	-.1123 P=.452	.1997 P=.178	-.2004 P=.177	-.0809 P=.589	-.3156 P=.031	-.0188 P=.900
FAVMUSIC	.4048 P=.005	.1716 P=.249	.2785 P=.058	.1952 P=.189	.2310 P=.118	.0849 P=.570
FAVTVPRO		2.942 P=.045	.0140 P=.926	.4100 P=.004	.2032 P=.171	.0913 P=.541

TABLE 29 - CONTINUED						
VARIABLE	**FATVPRO**	**FILMSMTH**	**GLMEDUSE**	**HRSRADIO**	**HRSTVWAT**	**LISTRAD**
FILMSMTH	.2942 P=.045		.0816 P=.586	.0835 P=.577	.2649 P=.072	.3181 P=.029
GLMEDUSE	.0140 P=.926	.0816 P=.586		-.2679 P=.069	.3472 P=.017	.0737 P=.623
HRSRADIO	.4100 P=.004	.0835 P=.577	-.2679 P=.069		.2828 P=.054	-.0387 P=.796
HRSTVWAT	.2032 P=.171	.2649 P=.072	.3472 P=.017	.2828 P=.054		.3620 P=.012
LISTRAD	.0913 P=.541	.3181 P=.029	.0737 P=.623	-.0387 P=.796	.3620 P=.012	
MAGSMONT	-.0520 P=.728	.2770 P=.059	-.354 P=.813	.2778 P=.059	.2936 P=.045	.0844 P=.573
MAGSWKLY	-.1037 .488	.0688 P=.655	-.0305 P=839	.4086 P=.004	.4296 P=.003	.0238 P=.874
MUSBUY	.2198 P=.138	.7803 P=.000	-.0564 P=.707	.1793 P=.228	.1557 P=.296	.1574 P=.291
MUSTYPE	.4987 P=.000	.2220 P=.134	.1561 P=.295	.1377 P=.356	.3883 P=.007	.0884 P=.555
NETCHNL	.2634 P=.074	-.0722 P=.629	.0918 P=.540	-.0421 P=.779	-.2448 P=.097	.0586 P=.696
OWNTV	.1083 P=.469	.1266 P=.396	.1222 P=.413	.1224 P=.413	.2856 P=.052	-.0864 P=.564
OWNVCR	.0231 P=.878	.0492 P=.743	.1711 P=.250	.2242 P=.130	.3753 P=.009	-.0834 P=.577
PROTYPE	.1716 P=.249	.1350 P=.365	-.1487 P=.319	.1643 P=.270	.0832 P=.578	-.0128 P=.932
RADFORMA	.0694 P=.643	-.0404 P=788	-.1298 P=.385	.2491 P=.091	.1108 P=.458	-.3631 P=.012
RADFORT	.4003 P=.031	-.0089 P=.964	.0722 P=.710	.0895 P=.644	-.2348 P=.220	-.0562 P=.772
STUDENT	.4906 P=.000	.0813 P=.587	.1742 P=.242	.1708 P=.251	.2646 P=.072	.2518 P=.088
TIME	-.0845 P=.572	-.2989 P=.041	.0697 P=.642	-.1141 P=.445	.1558 P=.296	.2153 P=.146

TABLE 29 - CONTINUED						
VARIABLE	**FATVPRO**	**FILMSMTH**	**GLMEDUSE**	**HRSRADIO**	**HRSTVWAT**	**LISTRAD**
TIMEREAD	.1325 P=.470	-.3530 P=.047	-.1749 P=.338	-.0187 P=.919	-.0246 P=.894	-.1980 P=.277
TIMELIST	.2611 P=.171	-.0062 P=.975	-.4352 P=.018	.2087 P=.277	-.2943 P=.121	-.0244 P=.900
USEGLMED	.0695 P=.642	-.1086 P=.468	-.4953 P=.000	.4286 P=.003	.0646 P=.666	-.0931 P=.534
VIDGAME	-.1119 P=.454	-.0932 P=.533	.0585 P=.696	.0061 P=.967	.0906 P=.545	.0687 P=.646
WATCHTV	.0773 P=.606	.1657 P=.266	.1768 P=.234	-.1250 P=.402	.1201 P=.421.	-.1654 P=.267
WHEWATH	-.1714 P=.249	.0744 P=.619	.0070 P=.963	-.1624 P=.276	-.0937 P=.531	.0201 P=.894
WHRLIST	.2200 P=.252	-.3907 P=.036	-.0088 P=.964	.2016 P=.294	-.3126 P=.099	-.2719 P=.154
WHRREAD	.2390 P=.188	.0378 P=.837	-.0054 P=.976	.1487 P=.417	.0302 P=.870	.0857 P=.641
WHRVIEW	.0639 P=.715	-.0245 P=.889	-.2302 P=.183	.0230 P=.896	.1478 P=.397	.1630 P=.350
WHYLIST	-.4040 P=.030	-.1852 P=.336	.0312 P=.873	-.1099 P=.570	.0106 P=.957	.0516 P=.790
WHYREAD	.0390 P=.878	.0898 P=.723	.5807 P=.012	-.0485 P=.848	.2630 P=.292	-.0127 P=.960
WHYVIEW	-.1347 P=.440	0161 P=.927	-.0081 P=.963	-.2011 P=.247	-.0606 P=.729	-.0387 P=.825
WHYWATH	-.0844 P=.573	.3529 P=.015	.0888 P=.553	.0100 P=.947	.0471 P=.753	-.0076 P=.959
WRREAD	.3251 P=.188	.2742 P=.271	.0000 P=1.00	-.0357 P=.888	-.0518 P=.838	.1491 P=.555
WYRDPER	-.0245 P=.894	-.2213 P=.224	-.3406 P=.056	.1402 P=.444	-.6032 P=.000	-.3280 P=.067
BOOKSMTH	.0564 P=.706	.5150 P=.000	-.0553 P=.712	.0433 P=.772	.0712 P=.634	.2062 P=.164
BOOKSYR	.0323 P=.829	.3860 P=.007	.1648 P=.268	-.0233 P=.876	.1537 P=.302	.0798 P=594

TABLE 29 - CONTINUED						
VARIABLE	**FATVPRO**	**FLMSMTH**	**GLMEDUSE**	**HRSRADIO**	**HRSTVWAT**	**LISTRAD**
HOWOBTN	-.0150 P=.935	-.0608 P=.741	-.3300 P=.065	.1301 P=.478	-.2537 P=.161	.0096 P=.958
PUBOBTN	-.0702 P=.782	-.0951 P=.707	.2206 P=.379	.0057 P=.982	-.1418 P=.575	.0287 P=.910
	MAGMONT	**MAGSWKLY**	**MUSBUY**	**MUSTYPE**	**NETCHNL**	**OWNTV**
AGE	-.0086 P=.954	.0646 P=.666	.1324 P=.375	.2997 P=.041	.0474 P=.752	.1881 P=.206
CASSETTE	.2791 P=.057	.1204 P=.420	-.0433 P=.773	.1920 P=.196	-.1457 P=.328	.2228 P=.132
CDPLAY	.1624 P=.275	.2224 P=.133	.0023 P=.988	.1182 P=.429	-.1243 P=.405	.4314 P=.002
COMPUTER	.2331 P=.115	.2871 P=.050	-.1281 P=.391	.0834 P=.577	-.1290 P=.388	.2588 P=.079
DAYOFWK	-.1129 P=.450	-.0772 P=.606	.1602 P=.282	-.2052 P=.166	.1027 P=.004	.2158 P=.145
FAVMUSIC	-.0436 P=.771	.0333 P=.824	.0551 P=.713	.3266 P=.025	.2422 P=.101	.0785 P=.600
FAVTVPRO	-.0520 P=.728	-.1037 P=.488	.2198 P=.138	.4987 P=.000	.2634 P=.074	.1083 P=.469
FILMSMTH	.2770 P=.059	.0668 P=.655	.7803 P=.000	.2220 P=.134	-.0722 P=.629	.1266 P=.396
GLMEDUSE	-.0354 P=.813	-.0305 P=.839	-.0564 P=.707	.1561 P=.295	.0918 P=.540	.1222 P=.413
HRSRADIO	.2778 P=.059	.4086 P=.004	.1793 P=.228	.1377 P=.356	-.0421 P=.779	.1224 P=.413
HRSTVWAT	.2936 P=.045	.4296 P=.003	.1557 P=.296	.3883 P=.007	-.2448 P=.097	.2856 P=.052
LISTRAD	.0844 P=.573	.0238 P=.874	.1574 P=.291	.0884 P=.555	.0586 P=.696	-.0864 P=.564
MAGSMONT		.5821 P=.000	.2570 P=.081	.0436 P=.771	-.2454 P=.096	.1307 P=.381
MAGSWKLY	.5821 P=.000		.1370 P=.359	.0082 P=.956	-.2917 P=.047	.2581 P=.080

TABLE 29 - CONTINUED						
VARIABLE	MAGMONT	MAGSWKLY	MUSBUY	MUSTYPE	NETCHNL	OWNTV
MUSBUY	.2570 P=.081	.1370 P=.359		.0842 P=.573	-.1119 P=.454	.1409 P=.345
MUSTYPE	.0436 P=.771	.0082 P=.956	.0842 P=.573		.2313 P=.118	.0614 P=.682
NETCHNL	-.2454 P=.096	-.2917 P=.047	-.1119 P=.454	.2313 P=.118		-.2613 P=.076
OWNTV	.1307 P=.381	.2581 P=.080	.1409 P=.345	.0614 P=.682	-.2613 P=.076	
OWNVCR	.2000 P=.178	.3821 P=.008	.0874 P=.559	.0404 P=.787	-.2847 P=.052	.7758 P=.000
PROTYPE	-.0811 P=.588	-.0425 P=.777	.0288 P=.847	-.0226 P=.880	-.0558 P=.123	-.0171 P=.909
RADFORMA	.0275 P=.854	.1479 P=.321	-.0378 P=.801	.2589 P=.079	-.1248 P=.403	.1552 P=.298
RADFORT	-.3044 P=.108	-.1748 P=.364	-.1458 P=.450	.0461 P=.812	.1138 P=.116	.1651 P=.392
STUDENT	-.3259 P=.025	-.0197 P=.895	-.0096 P=.949	.2467 P=.095	.0900 P=.548	.1032 P=.490
TIME	-.1462 P=.327	-.0347 P=.817	-.2137 P=.149	.1373 P=.357	.0223 P=539	-.0703 P=.638
TIMEREAD	-.2326 P=.200	-.0447 P=.808	-.3982 P=.024	.1476 P=.420	.0705 P=.413	-.3464 P=.052
TIMELIST	-.2247 P=.241	-.0522 P=.788	.0588 P=.762	-.1700 P=.378	.0217 P=.765	-.1766 P=.360
USEGLMED	-.0423 P=.778	.1927 P=.194	-.0111 P=.941	.0074 P=.961	-.2457 P=.096	.1200 P=.422
VIDGAME	.1901 P=.201	.0226 P=.880	-.1298 P=385	-.0980 P=.512	-.1467 P=.325	.3871 P=.007
WATCHTV	-.0424 P=.777	.0391 P=.794	.0832 P=.578	.0954 P=.524	-.2512 P=.088	.7384 P=.000
WHEWATH	-.0073 P=.961	.0319 P=.832	.1737 P=.243	-.0850 P=.570	-.0176 P=.628	.2685 P=.068
WHRLIST	-.2151 P=.262	-.2073 P=.281	-.2811 P=.140	.0369 P=.849	.1456 P=.044	.2065 P=.283

TABLE 29 - CONTINUED						
	MAGMONT	MAGSWKLY	MUSBUY	MUSTYPE	NETCHNL	OWNTV
WHRREAD	.1680 P=.358	-.0369 P=.841	.2418 P=.182	.2089 P=.251	-.0116 P=.893	.1065 P=.562
HRVIEW	-.0346 P=.843	-.1073 P=.539	-.0083 P=.962	.0396 P=.821	-.0439 P=.647	.0072 P=.967
WHYLIST	.1848 P=.337	.0920 P=.635	-.1392 P=.471	-.1496 P=.438	.0319 P=.661	-.3828 P=.040
WHYREAD	-.4665 P=.051	-.1478 P=.558	-.0082 P=.974	.1665 P=.509	.4678 P=.003	DID NOT COMPUTE
WHYVIEW	.0336 P=.848	.1537 P=.378	-.1535 P=.379	-.0022 P=.990	-.0933 P=.330	.1726 P=.322
WHYWATH	.1676 P=.260	.0511 P=.733	.2650 P=.072	-.1199 P=.422	.0985 P=.006	-.0346 P=.817
WRREAD	.0687 P=.787	.0677 P=.789	.4177 P=.085	.0866 P=.732	-.2146 P=.189	DID NOT COMPUTE
WYRDPER	-.2805 P=.120	-.2792 P=.122	-.0627 P=.733	-.2191 P=.228	-.0009 P=.992	-.2359 P=.194
BOOKSMTH	.5236 P=.000	.3778 P=.009	.5337 P=.000	-.1011 P=.499	-.1696 P=.254	.2431 P=.100
BOOKSYR	.5662 P=.000	.4174 P=.004	.4108 P=.004	-.1286 P=.389	-.1365 P=.360	.3073 P=.036
HOWOBTN	.1222 P=.505	.0833 P=650	-.0533 P=.772	-.0360 P=.845	.1388 P=.106	.000 P=1.000
PUBOBTN	.1216 P=.631	.1855 P=.461	-.1150 P=650	.4251 P=.079	-.0509 P=.758	DID NOT COMPUTE
	OWNVCR	PROTYPE	RADFORMA	RADFORT	STUDENT	TIME
AGE	.1128 P=.450	-.0084 P=.955	.0407 P=.786	-.1370 P=.478	.5598 P=.000	-.0403 P=.788
CASSETTE	.1427 P=.338	.0625 P=.677	.1175 P=.431	.2105 P=.273	.1821 P=.220	.0044 P=.976
CDPLAY	.4807 P=.001	.0346 P=.808	.1218 P=.415	-.0708 P=.715	.1307 P=.381	-.1899 P=.201
COMPUTER	.3591 P=.013	-.0067 P=.964	.2710 P=.065	-.3749 P=.045	-.0393 P=.793	-.0554 P=.711

TABLE 29- CONTINUED						
VARIABLE	OWNVCR	PROTYPE	RADFORMA	RADFORT	STUDENT	TIME
DAYOFWK	.1153 P=.440	.0449 P=.215	.0681 P=.649	.0889 P=.173	-.1026 P=.492	.0139 P=.702
FAVMUSIC	.0008 P=.996	-.2272 P=.125	-.0725 P=.628	-.0910 P=.639	.4284 P=.003	.1047 P=.484
FAVTVPRO	.0231 P=.878	.1716 P=.249	.0694 P=.643	.4003 P=.031	.4906 P=.000	-.0845 P=.572
FILMSMTH	.0492 P=.743	.1350 P=.365	-.0404 P=.788	-.0089 P=.964	.0813 P=.587	-.2989 P=.041
GLMEDUSE	.1711 P=.250	-.1487 P=.319	-.1298 P=.385	.0722 P=.710	.1742 P=.242	.0697 P=.642
HRSRADIO	.2242 P=.130	.1643 P=.270	.2491 P=.091	.0895 P=.644	.1708 P=.251	-.1141 P=.445
HRSTVWAT	.3753 P=.009	.0832 P=.578	.1108 P=.458	-.2348 P=.220	.2646 P=.072	.1558 P=.296
LISTRAD	-.0834 P=.577	-.0128 P=.932	-.3631 P=.012	-.0562 P=.772	.2518 P=.088	.2153 P=.146
MAGSMONT	.2000 P=.178	-.0811 P=.588	.0275 P=.854	-.3044 P=.108	-.3259 P=.025	-.1462 P=.327
MAGSWKLY	.3821 P=.008	-.0425 P=.777	.1479 P=.321	-.1748 P=.364	-.0197 P=.895	-.0347 P=.817
MUSBUY	.0874 P=.559	.0288 P=.847	-.0378 P=.801	-.1458 P=.450	-.0096 P=.949	-.2137 P=.149
MUSTYPE	.0404 P=.787	-.0226 P=.880	.2589 P=.079	.0461 P=.812	.2467 P=.095	.1373 P=.357
NETCHNL	-.2847 P=.052	-.0558 P=.123	-.1248 P=.403	.1138 P=.116	.0900 P=.548	.0223 P=.539
OWNTV	.7758 P=.000	-.0171 P=.909	.1552 P=.298	.1651 P=.392	.1032 P=.490	-.0703 P=.638
OWNVCR		-.0647 P=.666	.1859 P=.211	-.1778 P=.356	-.0108 P=.942	-.1095 P=.464
PROTYPE	-.0647 P=.666		.1191 P=.425	-.0187 P=.796	.1576 P=.290	-.1864 P=.000
RADFORMA	.1859 P=.211	.1191 P=.425		.0376 P=.846	.0775 P=.605	-.3033 P=.038

TABLE 29 - CONTINUED						
VARIABLE	OWNVCR	PROTYPE	RADFORMA	RADFORT	STUDENT	TIME
RADFORT	-.1778 P=.356	-.0187 P=.796	.0376 P=.846		.4217 P=.023	-.0589 P=.417
STUDENT	-.0108 P=.942	.1576 P=.290	.0775 P=.605	.4217 P=.023		.0125 P=.933
TIME	-.1095 P=.464	-.1864 P=.000	-.3033 P=.038	-.0589 P=.417	.0125 P=.933	
TIMEREAD	-.3910 P=.027	.1117 P=.194	.2270 P=.212	-.0330 P=.759	-.0265 P=.886	-.0393 P=.649
TIMELIST	-.0982 P=.612	.1636 P=.023	.0524 P=787	-.1461 P=.025	.3192 P=.091	-.0173 P=.812
USEGLMED	.0297 P=.843	.3686 P=.011	.2552 P=.083	.0467 P=.810	.2063 P=.164	-.0947 P=.527
VIDGAME	.3837 P=.008	-.1047 P=.484	.2909 P=.047	-.1571 P=.416	.0863 P=.564	-.0107 P=.943
WATCHTV	.5559 P=.000	.0426 P=.776	-.0550 P=.713	.1651 P=.392	.0502 P=.737	-.1581 P=.289
WHEWATH	.1773 P=.233	-.0169 P=.641	-.1748 P=.008	.0978 P=.177	-.0721 P=.630	.0659 P=.069
WHRLIST	.0722 P=.710	.1643 P=.023	.4814 P=.008	-.0330 P=.614	.2160 P=.260	-.1109 P=.126
WHRREAD	.0967 P=.599	.0500 P=.562	-.055 P=.763	-.0798 P=.457	.1503 P=.412	-.1171 P=.069
WHRVIEW	.0473 P=.787	-.0115 P=.987	.1260 P=.471	-.1998 P=.140	-.2994 P=.081	-.1732 P=.069
WHYLIST	.0246 P=.899	.0204 P=.779	.1715 P=.374	-.0437 P=.504	-.1172 P=.545	-.1122 P=.121
WHYREAD	DID NOT COMPUTE	-.0864 P=.601	.3835 P=.116	.2807 P=.275	.2640 P=.290	.1113 P=.500
WHYVIEW	.0468 P=.789	.1330 P=.164	-.0901 P=.607	.1361 P=.317	.0484 P=.782	-.0450 P=639
WHYWATH	-.0818 P=.585	-.0958 P=.008	.0812 P=587	.0624 P=.390	.0244 P=.871	-.1021 P=.005
WRREAD	DID NOT COMPUTE	.0859 P=.603	-.0371 P=.884	.3366 P=.1061	.2109 P=.401	.0054 P=.974

TABLE 29 - CONTINUED						
VARIABLE	**OWNVCR**	**PROTYPE**	**RADFORMA**	**RADFORT**	**STUDENT**	**TIME**
WYRDPER	-.2313 P=.203	-.0733 P=.395	-.0254 P=.890	.1061 P=.322	-.1448 P=.429	-.1903 P=.026
BOOKSMTH	.1375 P=.357	-.2095 P=.157	-.2038 P=.169	-.1061 P=.584	.0136 P=928	-.1708 P=.251
BOOKSYR	.2901 P=.048	-.2757 P=.061	-.1849 P=.213	-.2096 P=.275	-.0425 P=.777	-.1843 P=.215
HOWOBTN	.0741 P=.687	-.0113 P=.895	.1469 P=.422	.0970 P=.366	-.2115 P=.245	-.1138 P=.185
PUBOBTN	DID NOT COMPUTE	-.1687 P=.305	.0088 P=.972	.0519 P=.844	-.2378 P=.342	.1171 P=.478
	TIMREAD	**TIMELIST**	**USEGLMED**	**VIDGAME**	**WATCHTV**	**WHEWATH**
AGE	-.0488 P=.791	.3470 P=.065	.0394 P=.793	.2981 P=.042	.1599 P=.283	-.1435 P=.366
CASSETTE	.1037 P=.572	-.0982 P=.612	.2313 P=.118	.2678 P=.069	.0446 P=.766	-.0627 P=.676
CDPLAY	-.2962 P=.100	.1477 P=.444	.1884 P=.205	.2846 P=.053	.3722 P=.010	.1728 P=.245
COMPUTER	-.0740 P=.688	.2649 P=.165	.2614 P=.076	.4306 P=.003	.1620 P=.277	.2641 P=.073
DAYOFWK	.0715 P=.339	-.0186 P=.336	.2212 P=.135	.0548 P=.714	.1567 P=.293	.0829 P=.022
FAVMUSIC	-.0704 P=.702	.1851 P=.336	-.0453 P=.762	-.1613 P=.279	.1117 P=.455	-.0345 P=.818
FAVTVPRO	.1325 P=.470	.2611 P=.171	.0695 P=.642	-.1119 P=.454	.0733 P=.606	-.1714 P=.619
FILMSMTH	-.3530 P=.047	-.0062 P=.975	-.1086 P=.468	-.0932 P=.533	.1657 P=.266	.0744 P=.619
GLMEDUSE	.1749 P=.338	-.4352 P=.018	-.4953 P=.000	.0585 P=.696	.1768 P=.234	.0070 .963
HRSRADIO	-.0187 P=.919	.2087 P=.277	.4286 P=.003	.0061 P=.967	-.1250 P=.402	-.1624 P=.276
HRSTVWAT	-.0246 P=.894	-.2943 P=.121	.0646 P=.666	.0906 P=.545	.1201 P=.421	-.0937 P=.531

TABLE 29 - CONTINUED						
VARIABLE	TIMREAD	TIMELIST	USEGLMED	VIDGAME	WATCHTV	WHEWATH
LISTRAD	-.1980 P=.277	-.0244 P=.900	-.0931 P=.534	.0687 P=.464	-.1654 P=.267	.0201 P=.894
MAGSMONT	-.2326 P=.200	-.2247 P=.241	-.0423 P=.778	.1901 P=.201	-.0424 P=.777	-.0073 P=.961
MAGSWKLY	-.0447 P=.808	-.0522 P=.788	.1927 P=.194	.0226 P=.880	.0391 P=.794	.0319 P=.832
MUSBUY	-.3982 P=.024	.0588 P=.762	-.0111 P=.941	-.1298 P=.385	.0832 P=.578	.1737 P=.243
MUSTYPE	.1476 P=.420	-.1700 P=.378	.0074 P=.961	-.0980 P=.512	.0954 P=.524	-.0850 P=.507
NETCHNL	.0705 P=.413	.0217 P=.765	-.2457 P=.096	-.1467 P=.325	-.2512 P=.088	-.0176 P=.628
OWNTV	-.3464 P=.052	-.1766 P=.360	.1200 P=.422	.3871 P=.007	.7384 P=.000	.2685 P=.068
OWNVCR	.3910 P=.027	-.0982 P=.612	.0297 P=.843	.3837 P=.008	.5559 P=.000	.1773 P=.233
PROTYPE	.1117 P=.194	.1636 P=.023	.3686 P=.011	-.1047 P=.484	.0426 P=.776	-.0169 P=.641
RADFORMA	.2270 P=.212	.0524 P=.787	.2552 P=.083	.2909 P=.047	-.0550 P=.713	-.1748 P=.240
RADFORT	-.0330 P=.759	-.1461 P=.025	.0467 P=.810	-.1571 P=.416	.1651 P=.392	.0978 P=.177
STUDENT	-.0265 P=.886	.3192 P=.091	.2063 P=.164	.0863 P=.564	.0502 P=.737	-.0721 P=.630
TIME	-.0393 P=.649	-.0173 P=.812	-.0947 P=.527	-.0107 P=.943	-.1581 P=.289	.0659 P=.069
TIMEREAD		-.0597 P=.578	.1128 P=.539	-.2056 P=.259	-.2190 P=.229	-.1369 P=.111
TIMELIST	-.0597 P=.578		.3356 P=.075	-.0579 P=.765	-.1766 P=.360	-.0847 P=.243
USEGLMED	.128 P=.539	3356 P=.075		-.0344 P=.818	-.0321 P=.830	-.0200 P=.894
VIDGAME	-.2056 P=.259	-.0579 P=.765	-.0344 P=.818		.1128 P=.450	.2245 P=.129

TABLE 29 - CONTINUED						
VARIABLE	**TIMREAD**	**TIMELIST**	**USEGLMED**	**VIDGAME**	**WATCHTV**	**WHEWATH**
WATCHTV	-.2190 P=.229	-.1766 P=.306	-.0321 P=.830	.1128 P=.450		.3861 P=.007
WHEWATH	-.1369 P=.111	-.0847 P=.243	-.0200 P=.894	.2245 P=.129	.3861 P=.283	
WHRLIST	.0353 P=.742	.3672 P=.000	.0097 P=.960	.3442 P=.067	.2065 P=.283	-.0367 P=.614
WHRREAD	-.0807 P=.280	.1629 P=.127	-.0615 P=.738	-.0739 P=.688	.0008 P=.997	.0213 P=.804
WHRVIEW	.1494 P=.255	.0881 P=.519	.1686 P=.333	.0765 P=.662	-.2502 P=.147	-2099 P=.027
WHYLIST	-.0984 .359	.0240 P=.714	.0193 P=.921	.1172 P=.545	-.3628 P=.040	-.1542 P=.033
WHYREAD	.1383 P=.491	.0130 P=.961	-.3086 P=.213	-.2371 P=.343	DID NOT COMPUTE	.1402 P=.395
WHYVIEW	.0959 P=.466	-.0440 P=.747	-.960 P=.583	.1222 P=.484	.2237 P=.197	.0997 P=.298
WHYWATH	-.1704 P=.046	-.0208 P=.774	-.1994 P=.179	-.0192 P=.898	.0528 P=.724	.0100 P=.783
WRREAD	-.1408 P=.484	.1326 P=.612	-.0199 P=.938	-.1850 P=.462	DID NOT COMPUTE	.0859 P=.603
WYRDPER	-.1423 P=.056	.0863 P=.421	.2029 P=.265	-.0321 P=.861	-.3208 P=.073	-.0326 P=.706
BOOKSMTH	-.3571 P=.045	.0605 P=.755	-.0906 P=.545	.0734 P=.624	.1308 P=.381	.2080 P=.130
BOOKSYR	-.4770 P=.006	-.0043 P=.982	-.1158 P=.438	.0904 P=.546	.1724 P=.246	.2241 P=.130
HOWOBTN	.0295 P=.694	.0280 P=.795	.0844 P=.646	-.0739 P=.688	.1054 P=.566	.0194 P=.822
PUBOBTN	-.1470 P=.464	-.2956 P=.249	.0244 P=.930	.1585 P=.530	DID NOT COMPUTE	-.0728 .659

TABLE 29 - CONTINUED						
VARIABLE	WHRLIST	WHRREAD	WHRVIEW	WHYLIST	WHYREAD	WHYVIEW
AGE	-.0014 P=.994	-.0221 P=.094	-.0172 P=.922	-.0670 P=.730	.1109 P=.661	.0756 P=.666
CASSETTE	-.1521 P=.431	-.0909 P=.621	.1081 P=.537	-.1563 P=.426	-.2463 P=.325	-.0615 P=.725
CDPLAY	.1371 P=.478	.1317 P=.473	-.3464 P=.041	.0330 P=.865	.0686 P=.787	.0788 P=.653
COMPUTER	.0237 P=.903	-.0214 P=.907	.0072 P=.967	.2470 P=.196	-.0296 P=.907	-.0756 P=.666
DAYOFWK	-.0628 P=.337	-.1044 P=.162	-.0699 P=.429	.0968 P=.138	-.3500 P=.015	-.0452 P=.610
FAVMUSIC	.0501 .796	.2936 P=.103	-.2286 P=.187	-.1635 P=.397	.5318 P=.023	.0790 P=.652
FAVTVPRO	.2200 P=.252	.2390 P=.188	.0639 P=.715	-.4040 P=.030	-.0390 P=.878	-.1347 P=.440
FILMSMTH	-.3907 P=.036	.0378 P=.837	-.0245 P=.889	-.1852 P=.336	.0898 P=.723	.0161 P=.927
GLMEDUSE	-.0088 P=.964	-.0054 P=.976	-.2302 P=.183	.0312 P=.873	.5807 P=.012	-.0081 P=.963
HRSRADIO	.2016 P=.294	.1487 P=.417	.0230 P=.896	-.1099 P=.570	-.0485 P=.848	-.2011 P=.247
HRSTVWAT	-.3126 P=.099	.0302 P=.870	.1478 P=.397	.0106 P=.957	.2630 P=.292	-.0606 P=.729
LISTRAD	-.2719 P=.154	.0857 P=.641	.1630 P=.350	.0516 P=.790	-.0127 P=.960	-.0387 P=.825
MAGSMONT	.2151 P=.262	.1680 P=.358	-.0346 P=.843	.1848 P=.337	-.4665 P=.051	.0336 P=.848
MAGSWKLY	-.2073 P=.281	-.0369 P=.841	-.1073 P=.539	.0920 P=.635	-.1478 P=.558	.1537 P=.378
MUSBUY	-.2811 P=.140	.2418 P=.182	-.0083 P=.962	-.1392 P=.471	-.0082 P=.974	-.1535 P=.379
MUSTYPE	.0369 P=.849	.2089 P=.251	.0396 P=.821	-.1496 P=.436	.1665 P=.509	-.022 P=.990
NETCHNL	.1456 P=.044	-.0116 P=.893	-.0439 P=.647	.0319 P=.661	.4678 P=.003	-.0933 P=.330

TABLE 29 - CONTINUED						
VARIABLE	**WHRLIST**	**WHRREAD**	**WHRVIEW**	**WHYLIST**	**WHYREAD**	**WHYVIEW**
OWNTV	.2065 P=.283	.1065 P=.562	.0072 P=.967	-.3828 P=.040	DID NOT COMPUTE	.1726 P=.322
OWNVCR	.0722 P=.710	.0967 P=.599	.0473 P=.787	.0246 P=.899	DID NOT COMPUTE	.0460 P=.789
PROTYPE	.1643 P=.023	.0500 P=.562	-.0015 P=.987	.0204 P=.779	-.0864 P=.601	.1330 P=.164
RADFORMA	.4814 P=.008	-.0555 P=763	.1260 P=.471	.1715 P=.374	.3835 P=.116	-.0901 P=.607
RADFORT	-.0330 P=.614	-.0798 P=.457	-.1998 P=.140	-.0437 P=.504	.2807 P=.275	.1361 P=.317
STUDENT	.2160 P=.260	.1503 P=.412	-.2994 P=.081	-.1172 P=.545	.2640 P=.290	.0484 P=.782
TIME	-.1109 P=.126	-.1171 P=.173	-.1732 P=.069	-.1122 P=.121	.1113 P=.500	-.0450 P=.639
TIMEREAD	.0353 P=.742	-.0807 P=.280	.1494 P=.255	-.0984 P=.359	.1383 P=.491	.0959 P=.466
TIMELIST	.3672 P=.000	.1629 P=.127	.0881 P=.519	.0240 P=.714	.0130 P=.961	-.0440 P=.747
USEGLMED	.0097 P=.960	-.0615 P=.738	.1686 P=.333	.0193 P=.921	-.3086 P=.213	-.960 P=.583
VIDGAME	.3442 P=.067	-.0739 P=.688	.0765 P=.662	.1172 P=.545	-.2371 P=.343	.1222 P=.484
WATCHTV	.2065 P=.283	.0008 P=.997	-.2502 P=.147	-.3828 P=.040	DID NOT COMPUTE	.2237 P=.197
WHEWATH	-.0367 P=.614	.0213 P=.804	-.2099 P=.027	-.1542 P=.033	.1402 P=.395	.0997 P=.298
WHRLIST		.1567 P=.142	.2200 P=.103	.0093 P=.887	.1950 P=.453	.1571 P=.248
WHRREAD	.1567 P=.142		-.1367 P=.298	.0477 P=.657	-.1329 P=.509	-.0352 P=.789
WHRVIEW	.2200 P=.103	-.1367 P=.298		-.2123 P=.116	-.1314 P=.395	.1034 P=.242
WHYLIST	.0093 P=.887	.0477 P=.657	-.2123 P=.116		.0827 P=.752	-.1062 P=.436

TABLE 29 - CONTINUED						
VARIABLE	**WHRLIST**	**WHRREAD**	**WHRVIEW**	**WHYLIST**	**WHYREAD**	**WHYVIEW**
WHYREAD	.1950 P=.453	-.1329 P=.509	-.1314 P=.395	.0827 P=.752		-.2067 P=.178
WHYVIEW	.1571 P=.248	-.0352 P=.789	.1034 P=.242	-.1062 P=.436	-.2067 P=.178	
WHYWATH	-.993 P=.170	-.0833 P=.333	-.0408 P=.670	.1460 P=.043	.1205 P=.465	-.0290 P=.762
WRREAD	.0147 P=.955	.2457 P=.217	-.2244 P=.143	.3750 P=.138	-.2353 P=.107	-.1157 P=.455
WYRDPER	.2482 P=.019	.0475 P=.525	.1388 P=.290	.0820 P=.445	.0406 P=.841	-.2341 P=.072
BOOKSMTH	-.2850 P=.134	.0198 P=.914	-.1039 P=.552	-.1224 P=.527	-.3860 P=.114	.1171 P=.503
BOOKSYR	-.2192 P=.253	.1329 P=.468	-.0170 P=.923	-.0464 P=.811	-.4512 P=.060	.0805 P=.646
HOWOBTN	.2796 P=.008	.0698 P=.351	.0205 P=.876	-.1074 P=.316	.1434 P=.475	-.333 P=.009
PUBOBTN	.2381 P=.357	.0000 P=1.00	.0538 P=.729	-.3135 P=.263	-.1647 P=.263	.2194 P=.152
	WHYWATH	**WRREAD**	**WYRDPER**	**BOOKSMTH**	**BOOKSYR**	**HOWOBTN**
AGE	.2316 P=.117	-.3665 P=.135	-.0050 P=.978	.1825 P=.220	.0381 P=.799	-.1953 P=.284
CASSETTE	-.1005 P=.501	-.1881 P=.455	-.0860 P=.640	-.0188 P=.900	.0085 P=.955	.0582 P=.752
CDPLAY	.0008 P=.996	-.0844 P=.739	.1673 P=.360	.0721 P=.630	.0663 P=.658	.0741 P=.687
COMPUTER	-.0755 P=.614	-.2146 P=.393	.0230 P=.900	-.0293 P=845	-.0275 P=.854	.0682 P=.711
DAYOFWK	.0603 P=.096	.1852 P=.208	.1066 P=.153	.1444 P=.333	.2104 P=.156	-.0392 P=.601
FAVMUSIC	.0323 P=.829	-.0660 P=.795	-.0155 P=.933	-.0581 P=.698	.1110 P=.458	-.2471 P=.173
FAVTVPRO	-.0844 P=.573	.3251 P=.188	-.0245 P=.894	.0564 P=.706	.0323 P=.829	-.0150 P=.935

TABLE 29 - CONTINUED						
VARIABLE	WHYWATH	WRREAD	WYRDPER	BOOKSMTH	BOOKSYR	HOWOBTN
FILMSMTH	.3529 P=.015	.2742 P=.271	-.2213 P=.224	.5150 P=.000	.3860 P=.007	-.0608 P=.741
GLMEDUSE	.0888 P=.5553	.0000 P=1.00	-.3406 P=.056	-.0553 P=.712	.1648 P=.268	-.3300 P=.065
HRSRADIO	.0100 P=.947	-.0357 P=.888	.1402 P=.444	.0433 P=.772	-.0233 P=.876	.1301 P=.478
HRSTVWAT	.0471 P=.753	-.0518 P=.838	-.6032 P=.000	.0712 P=.634	.1537 P=.302	-.2537 P=.161
LISTRAD	-.0076 P=.959	.1491 P=.555	-.3280 P=.067	.2062 P=.164	.0798 P=.594	.0096 P=.958
MAGSMONT	.1676 P=.260	.0687 P=.787	-.2805 P=.120	.5236 P=.000	.5662 P=.000	.1222 P=.505
MAGSWKLY	.0511 P=.733	.0677 P=.789	-.2792 P=.122	.3778 P=.009	.4174 P=.004	.0833 P=.650
MUSBUY	.2650 P=.072	.4177 P=.085	-.0627 P=.733	.5337 P=.000	.4108 P=.004	-.0533 P=.772
MUSTYPE	-.1199 P=.422	.0866 P=.732	-.2191 P=.228	-.1011 P=.499	-.1286 P=.389	-.0360 P=.845
NETCHNL	.0985 P=.006	-.2146 P=.189	-.009 P=.992	-.1696 P=.254	-.1365 P=.360	.1388 P=.106
OWNTV	-.0346 P=.817	DID NOT COMPUTE	-.2359 P=.194	.2431 P=.100	.3073 P=.036	.0000 P=1.00
OWNVCR	-.0818 P=.585	DID NOT COMPUTE	-.2313 P=.203	.1375 P=.357	.2901 P=.048	.0741 P=.687
PROTYPE	-.0958 P=.008	.0859 P=.603	-.0733 P=.395	-.2095 P=.157	-.2757 P=.061	-.0113 P=.895
RADFORMA	.0812 P=.587	-.0371 P=.884	-.0254 P=.890	-.2038 P=.169	-.1849 P=.213	.1469 P=.422
RADFORT	.0624 P=.390	.3366 P=.186	.1061 P=.300	-.1061 P=.584	-.2096 P=.275	.0970 P=.366
STUDENT	.0244 P=.871	.2109 P=.401	-.1448 P=.429	.0136 P=.928	-.0425 P=.777	-.2115 P=.245
TIME	-.1021 P=.005	.0054 P=.974	-.1903 P=.026	-.1708 P=.251	-.1843 P=.215	-.1138 P=.185

TABLE 29 - CONTINUED						
VARIABLE	**WHYWATH**	**WRREAD**	**WYRDPER**	**BOOKSMTH**	**BOOKSYR**	**HOWOBTN**
TIMEREAD	-.1704 P=.046	-.1408 P=.484	-.1423 P=.056	-.3571 P=.045	-.4770 P=.006	.0295 P=.694
TIMELIST	-.0208 P=.774	.1326 P=.612	.0863 P=.421	.0605 P=.755	-.0043 P=.982	.0280 P=.795
USEGLMED	-.1994 P=.179	-.0199 P=.938	.2029 P=.265	-.0906 P=.545	-.1158 P=.438	.0844 P=.646
VIDGAME	-.0192 P=.898	-.1850 P=.462	-.0321 P=.861	.0734 P=.624	.0904 P=.546	-.0739 P=.688
WATCHTV	.0528 P=.724	DID NOT COMPUTE	-.3208 P=.073	.1308 P=.381	.1724 P=.246	.1054 P=.566
WHEWATH	.0100 P=.783	.0859 P=.603	-.0326 P=.706	.2080 P=.161	.2241 P=.130	.0194 P=.822
WHRLIST	-.0993 P=.170	.0147 P=.955	.2482 P=.019	-.2850 P=.134	-.2192 P=.253	.2796 P=.008
WHRREAD	-.0833 P=.333	.2457 P=.217	.0475 P=.525	.0198 P=.914	.1329 P=.468	.0698 P=.351
WHRVIEW	-.0408 P=.670	-.2244 P=.143	.1388 P=.290	-.1039 P=.552	-.0170 P=.923	.0205 P=.876
WHYLIST	.1460 P=.043	.3750 P=.138	.0820 P=.445	-.1224 P=.527	-.0464 P=.811	-.1074 P=.316
WHYREAD	.1205 P=.465	-.2353 P=.107	.0406 P=.841	-.3860 P=.114	-.4512 P=.060	.1434 P=.475
WHYVIEW	-.0290 P=.762	-.1157 P=.455	-.2341 P=.072	.1171 P=.503	.0805 P=.646	-.3333 P=.009
WHYWATH		-.0299 P=.856	.0648 P=.452	.1991 P=.180	.0239 P=.874	-.0719 P=.403
WRREAD	-.0299 P=.856		-.1779 P=.375	.1134 P=.654	.1743 P=.489	-.1259 P=.532
WYRDPER	.0648 P=.452	-.1779 P=.375		-.1249 P=.496	-.2230 P=.220	.1419 P=.057
BOOKSMTH	.1991 P=.180	.1134 P=.654	-.1249 P=.496		.8233 P=.000	.0217 P=.906
BOOKSYR	.0239 P=.874	.1743 P=.486	-.2230 P=.220	.8233 P=.000		-.1432 P=.434

TABLE 29 - CONTINUED						
VARIABLE	**WHYWATH**	**WRREAD**	**WYRDPER**	**BOOKSMTH**	**BOOKSYR**	**HOWOBTN**
HOWOBTN	-.0719 P=.403	-.1259 P=.532	.1419 P=.057	.0217 P=.906	-.1432 P=.434	
PUBOBTN	-.1636 P=.320	.1450 P=.326	-.0765 P=.704	-.1892 P=.452	-.1521 P=.547	-.0390 .847
	PUBOBTN		**PUBOBTN**		**PUBOBTN**	
AGE	.0673 P=.791	**MUSBUY**	-.1150 P=.650	**WATCHTV**	DID NOT COMPUTE	
CASSETTE	-.1795 P=.476	**MUSTYPE**	.4251 P=.079	**WHEWATH**	-.0728 P=.659	
CD PLAY	.3805 P=.119	**NETCHNL**	-.0509 P=.758	**WHRLIST**	.2381 P=.357	
COMPUTER	-.1585 P=.530	**OWNTV**	DID NOT COMPUTE	**WHRREAD**	.0000 P=1.00	
DAYOFWK	.2344 P=.109	**OWNVCR**	DID NOT COMPUTE	**WHRVIEW**	.0538 P=.729	
FAVMUSIC	-.0502 P=.843	**PROTYPE**	-.1687 P=.305	**WHYLIST**	-.3135 P=.220	
FAVTVPRO	-.0702 P=.782	**RADFORMA**	.0088 P=.972	**WHYREAD**	-.1647 P=.263	
FILMSMTH	-.0951 P=.707	**RADFORT**	.0518 P=.844	**WHYVIEW**	.2194 P=.152	
GLMEDUSE	.2206 P=.379	**STUDENT**	-.2378 P=.342	**WHYWATH**	-.1636 P=.320	
HRSRADIO	.0057 P=.982	**TIME**	.1171 P=.478	**WRREAD**	.1450 P=.326	
HRSTVWAT	-.1418 P=.575	**TIMEREAD**	-.1470 P=.464	**WYRDPER**	-.0765 P=.704	
LISTRAD	.0287 P=.910	**TIMELIST**	-.2956 P=.249	**BOOKSMTH**	-.1892 P=.452	
MAGSMONT	.1216 P=.631	**USEGLMED**	.0224 P=.930	**BOOKSYR**	-.1521 P=.547	
MAGSWKLY	.1865 P=.461	**VIDGAME**	.1585 P=.530	**HOWOBTN**	-.390 P=.847	

APPENDIX B

FIGURES

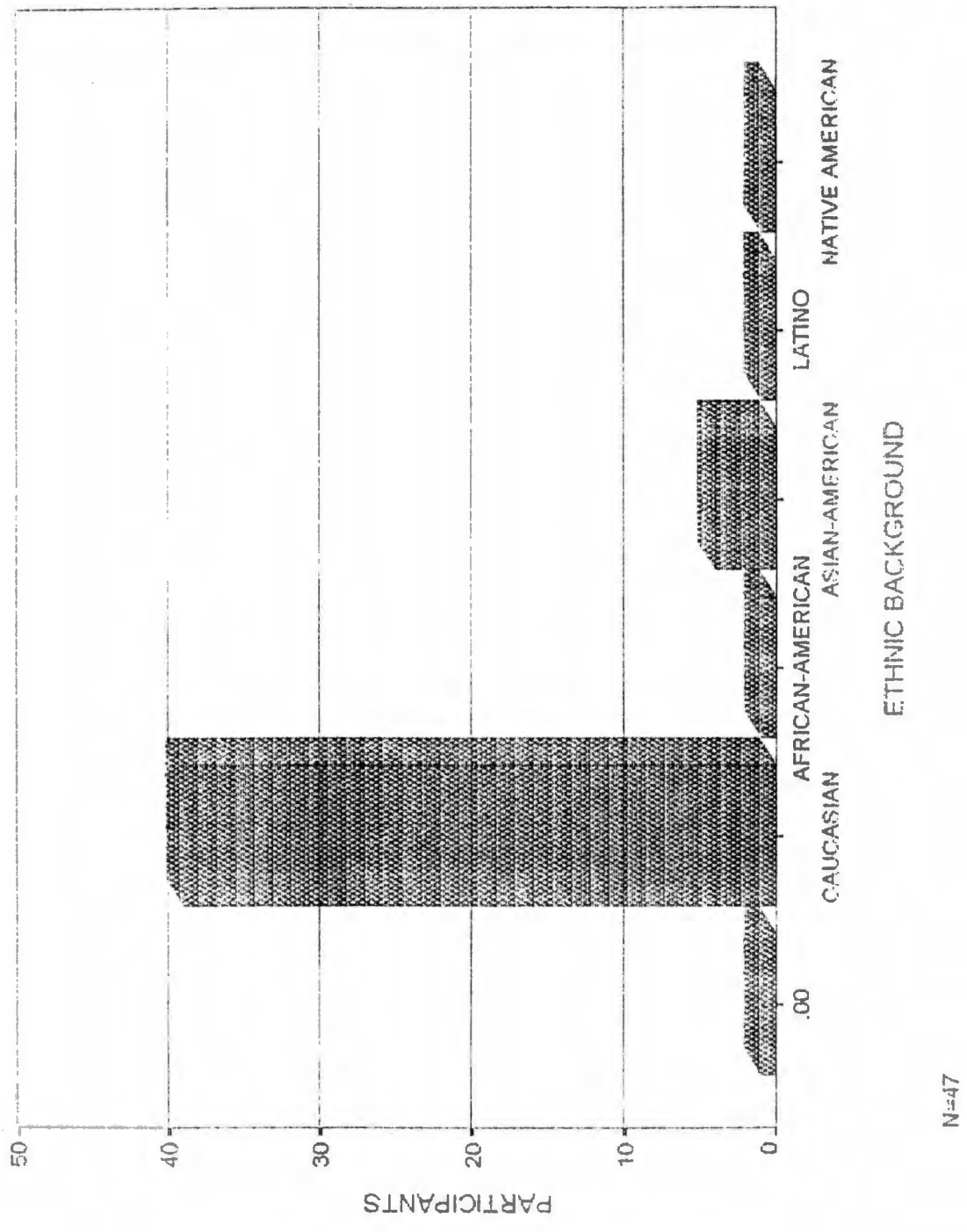


FIGURE 1 - ETHNIC BACKGROUND OF PARTICIPANTS TELEVISION

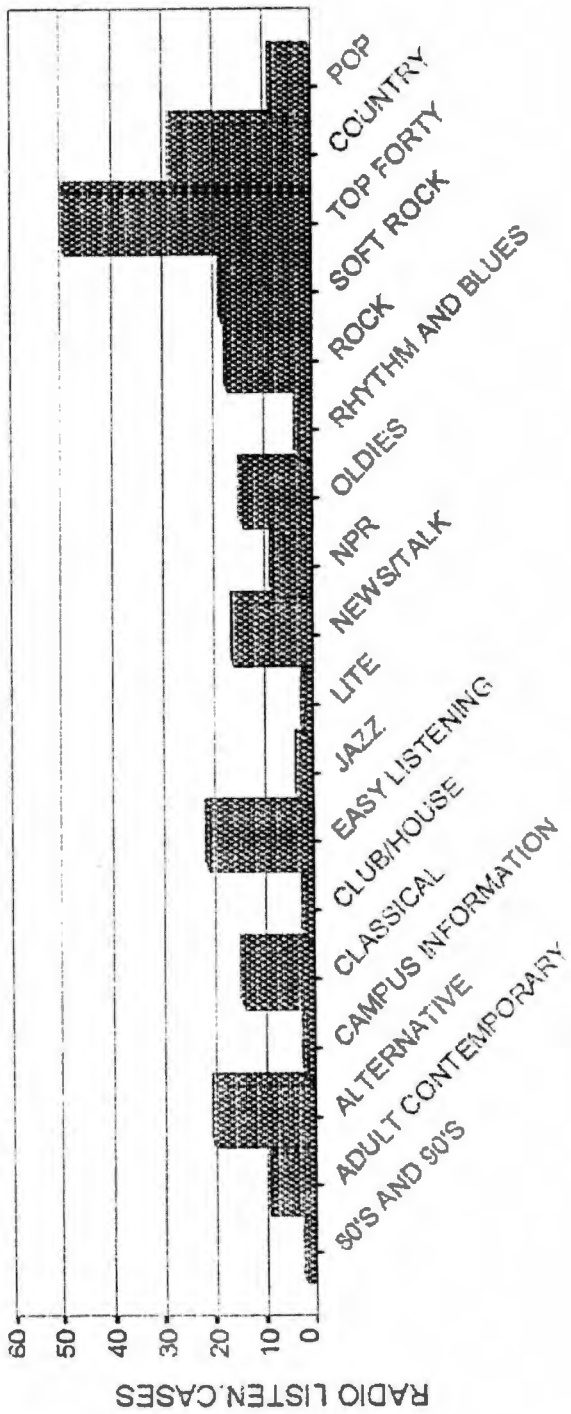


FIGURE 2 - RADIO FORMAT FAVORED BY PARTICIPANTS

FIGURE 3 - USE OF GAY AND LESBIAN MEDIA

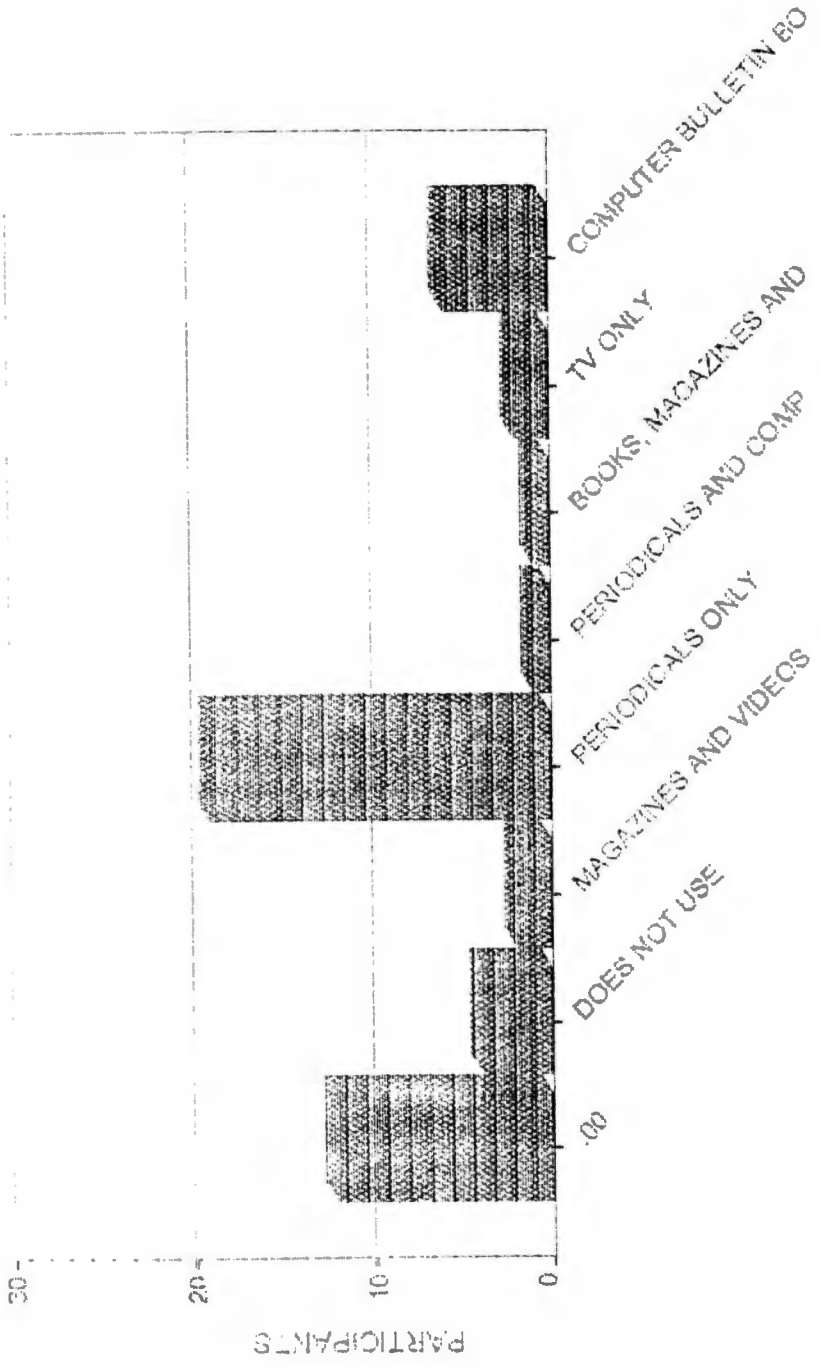


FIGURE 4 - TYPES OF GAY AND LESBIAN MEDIA USED BY PARTICIPANTS

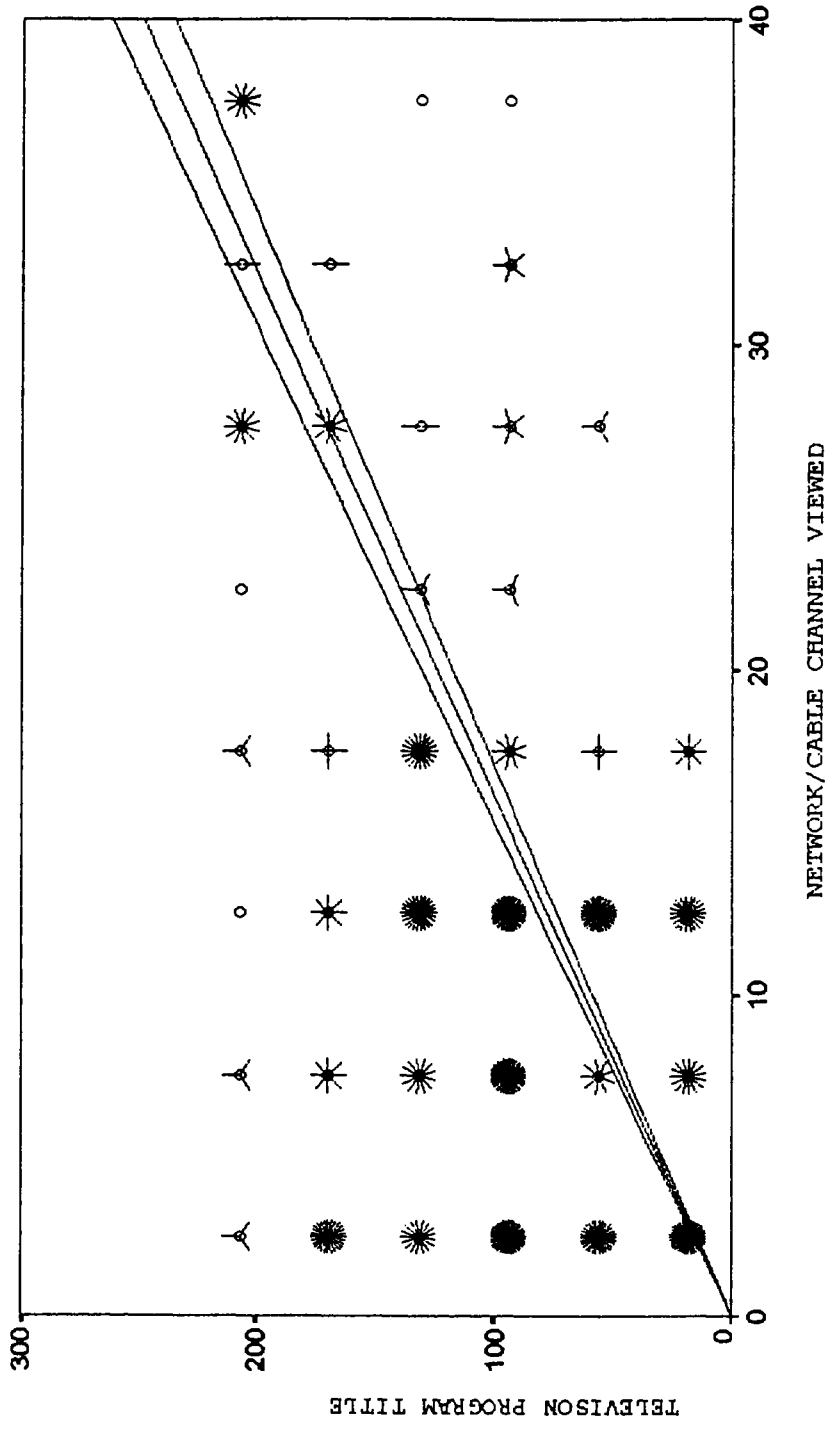


FIGURE 5 - CORRELATION OF NETWORK/CABLE CHANNEL VIEWED AND TELEVISION PROGRAM TITLE

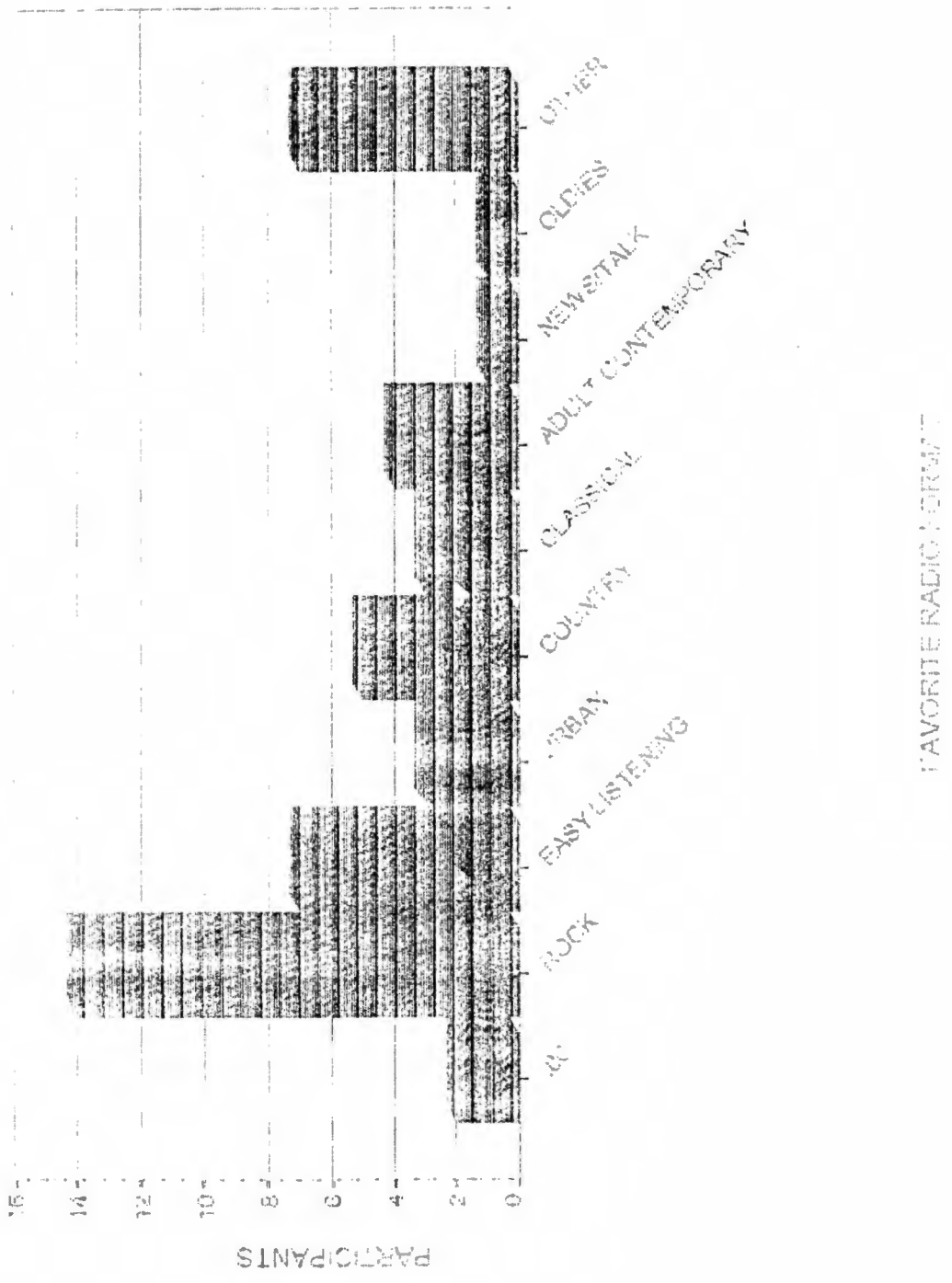


FIGURE 6 - FAVORITE RADIO FORMAT

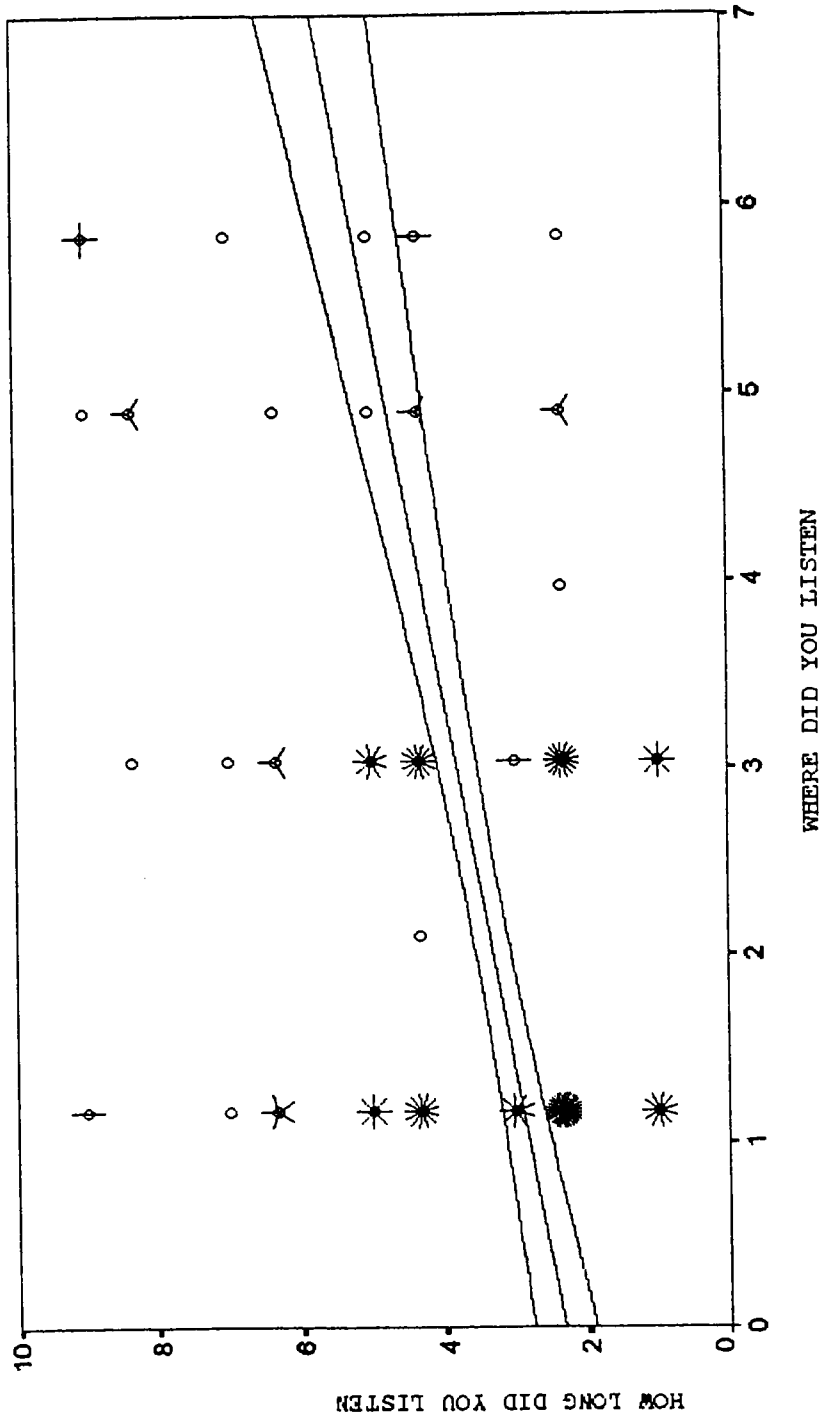


FIGURE 7 - CORRELATION OF WHERE DID YOU LISTEN AND HOW LONG DID YOU LISTEN

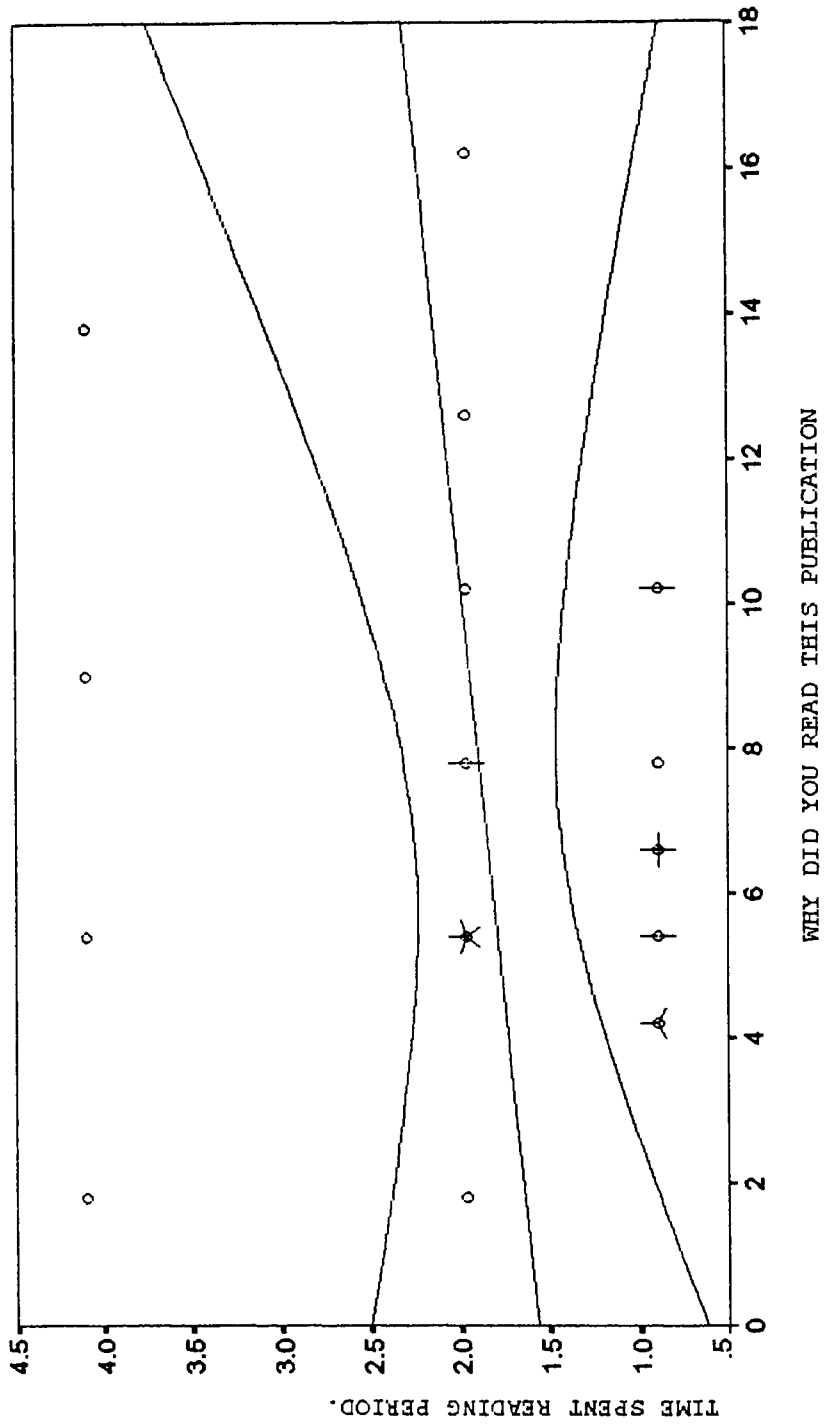


FIGURE 8 - CORRELATION OF WHY DID YOU READ THIS PUBLICATION AND TIME SPENT READING PERIODICAL

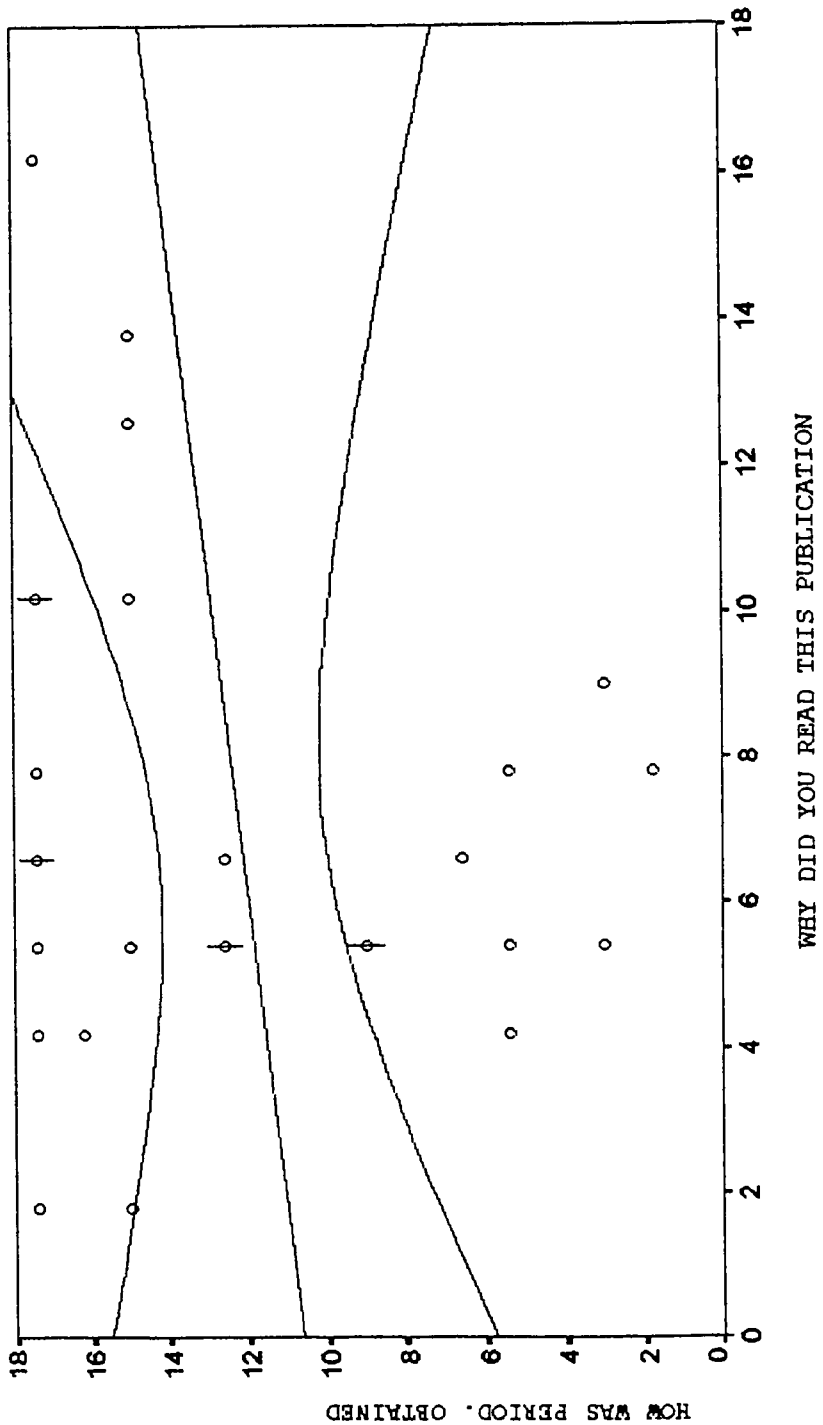


FIGURE 9 - CORRELATION OF WHY DID YOU READ THIS PUBLICATION AND HOW WAS PERIODICAL OBTAINED

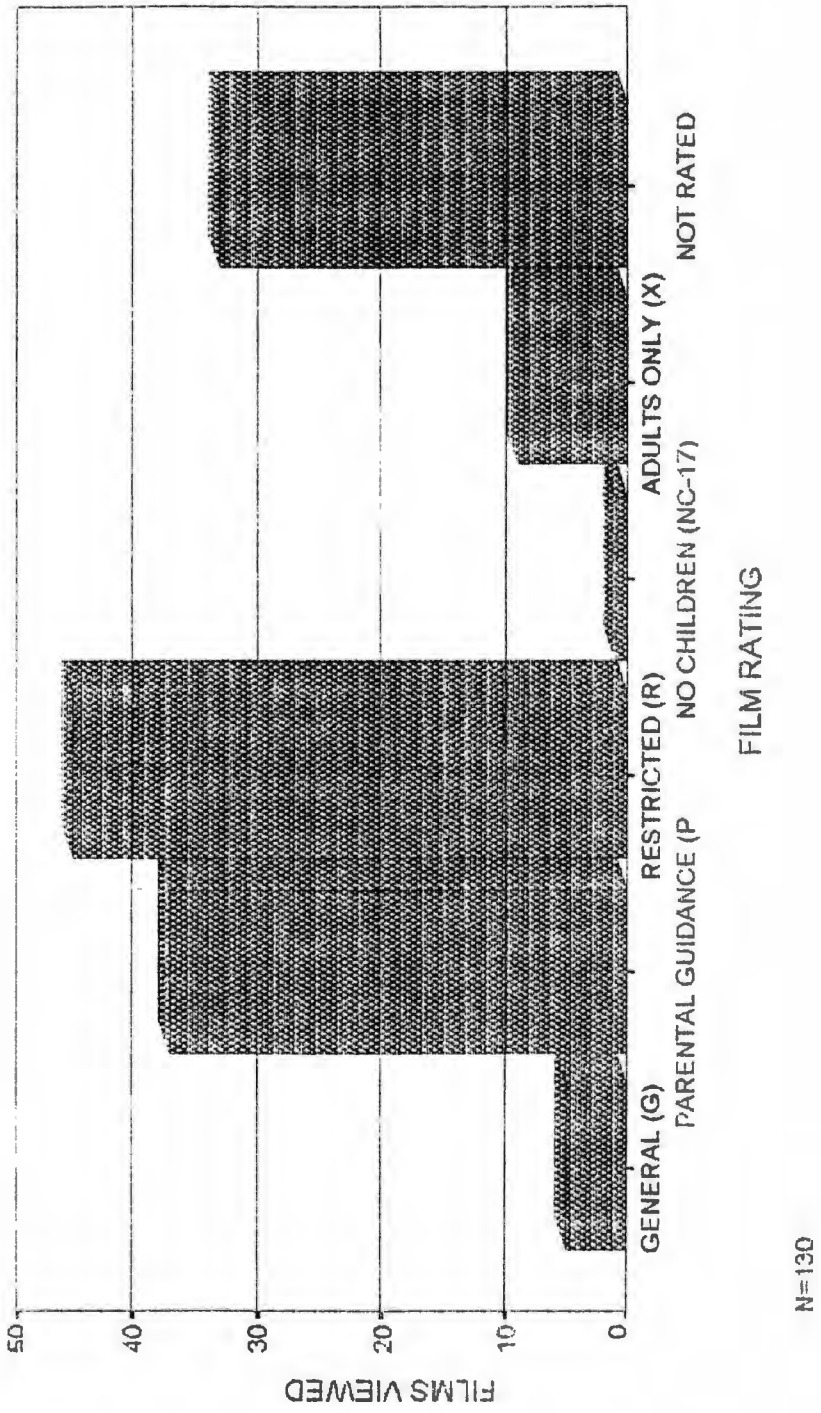


FIGURE 10 - FILM RATINGS OF FILMS VIEWED BY PARTICIPANTS

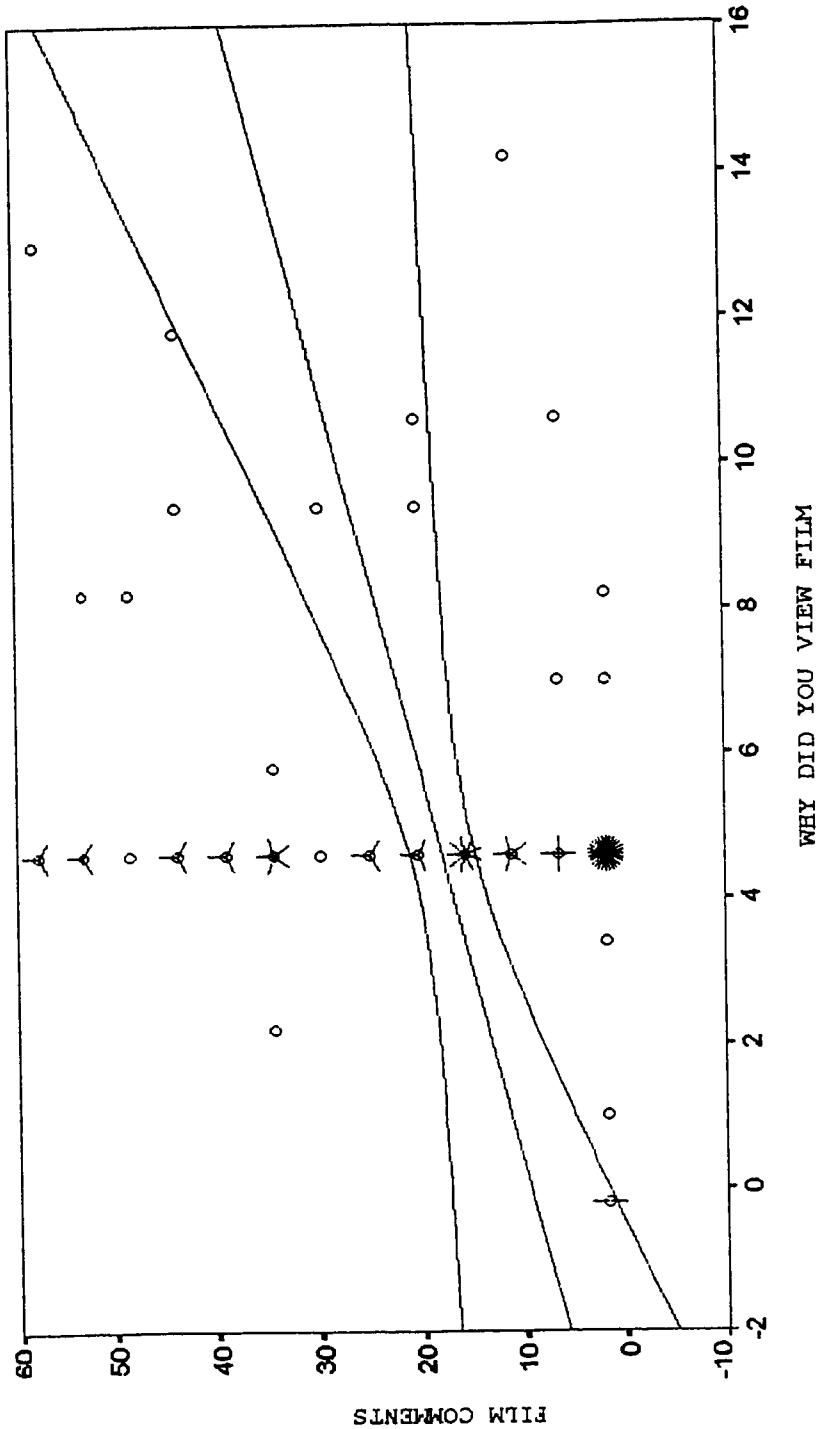


FIGURE 11 - CORRELATION OF WHY DID YOU VIEW FILM AND FILM COMMENTS

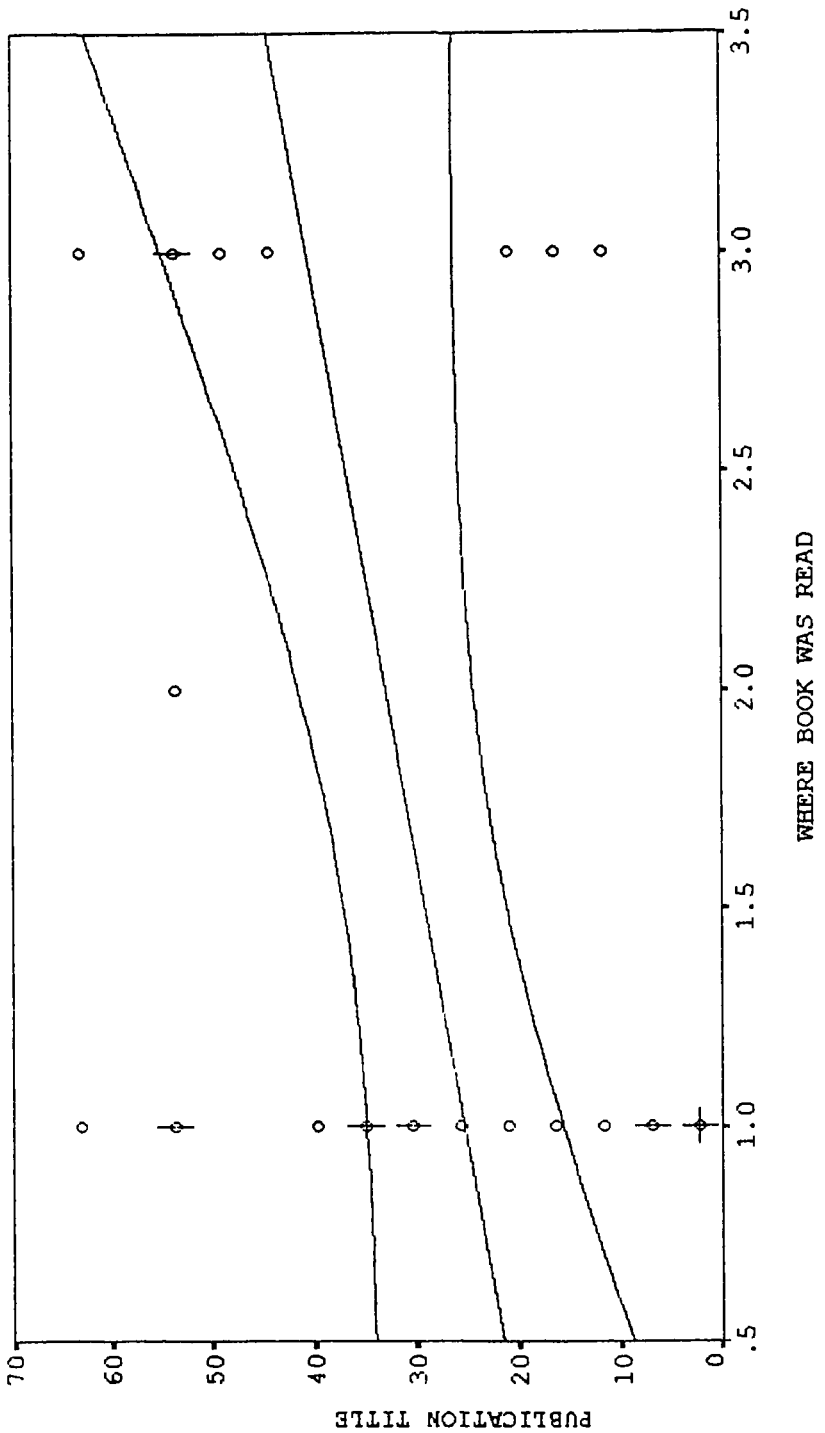


FIGURE 12 - CORRELATION OF WHERE BOOK WAS READ AND PUBLICATION TITLE

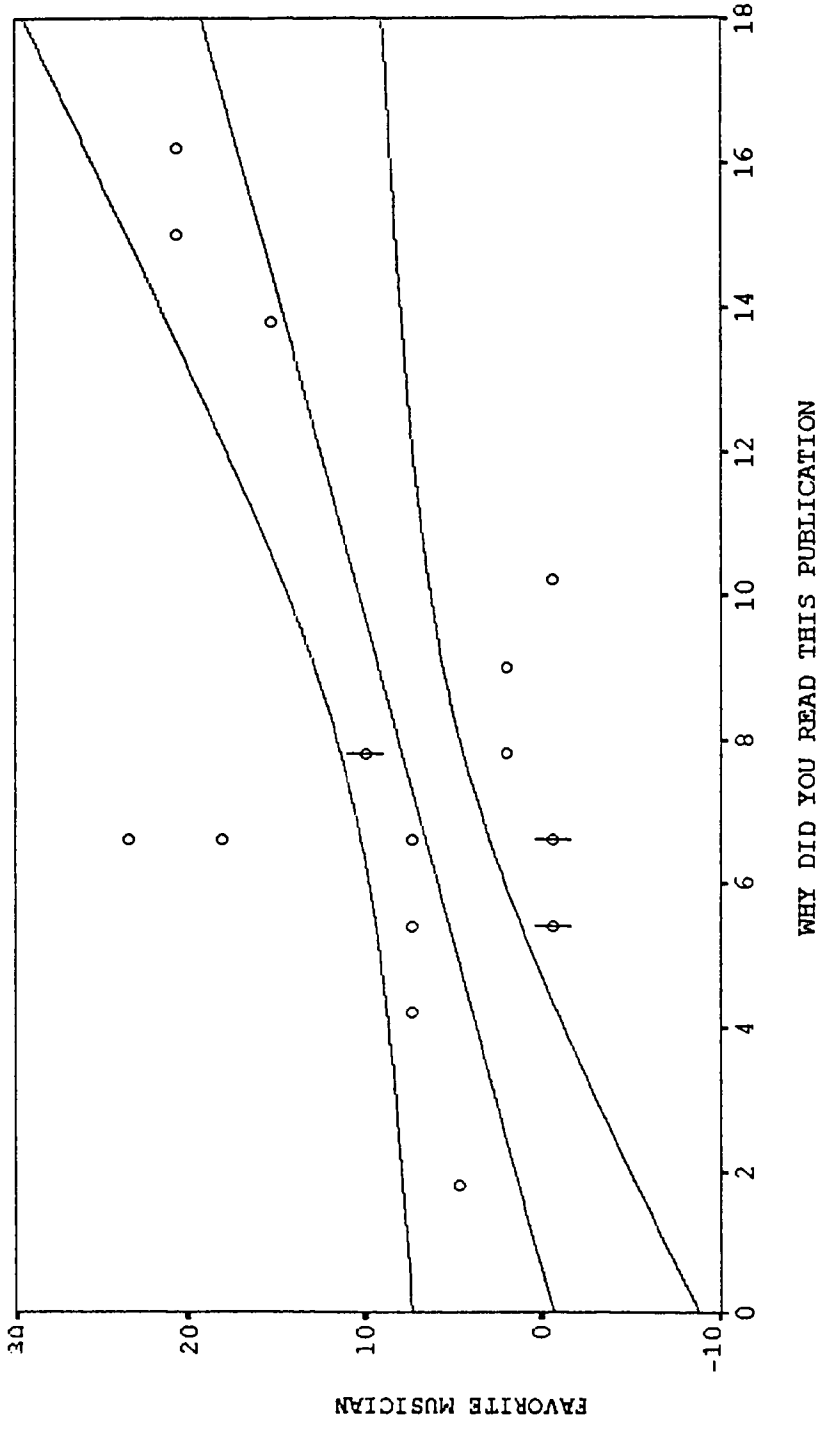


FIGURE 13 - CORRELATION OF WHY DID YOU READ THIS PUBLICATION AND FAVORITE MUSICIAN

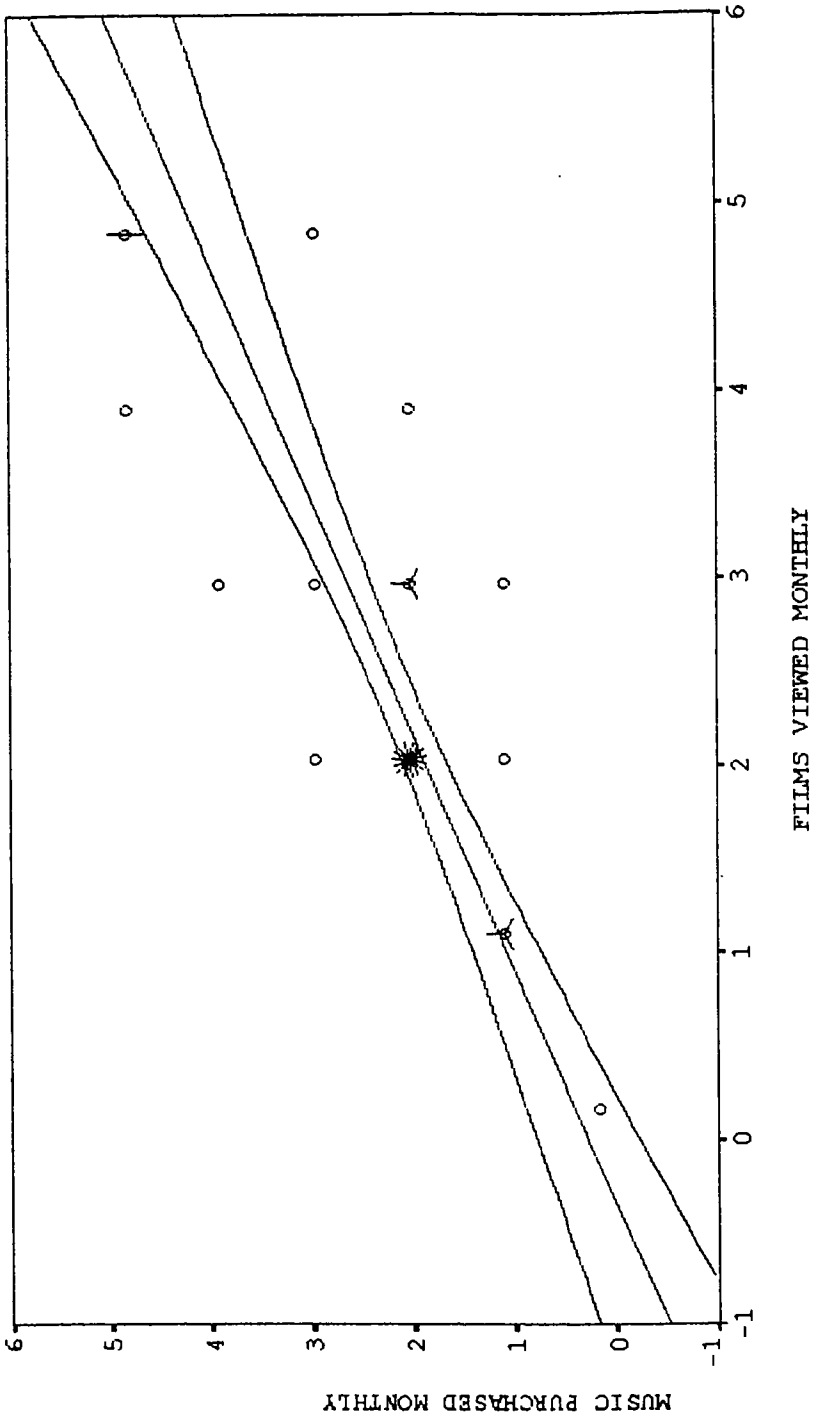


FIGURE 14 - CORRELATION OF FILMS VIEWED MONTHLY AND MUSIC PURCHASED MONTHLY

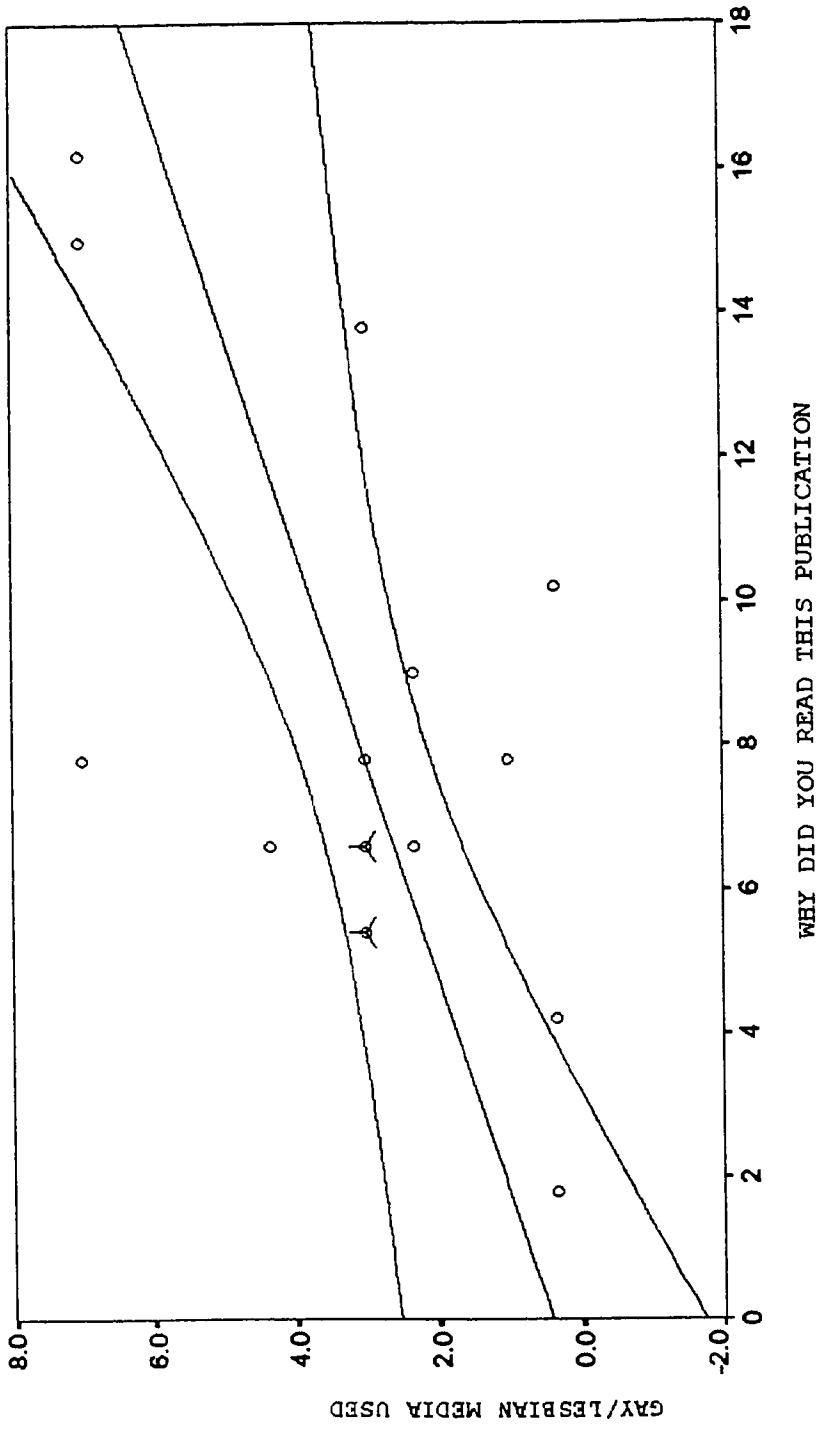


FIGURE 15 - CORRELATION OF WHY DID YOU READ THIS PUBLICATION AND GAY/LESBIAN MEDIA USED

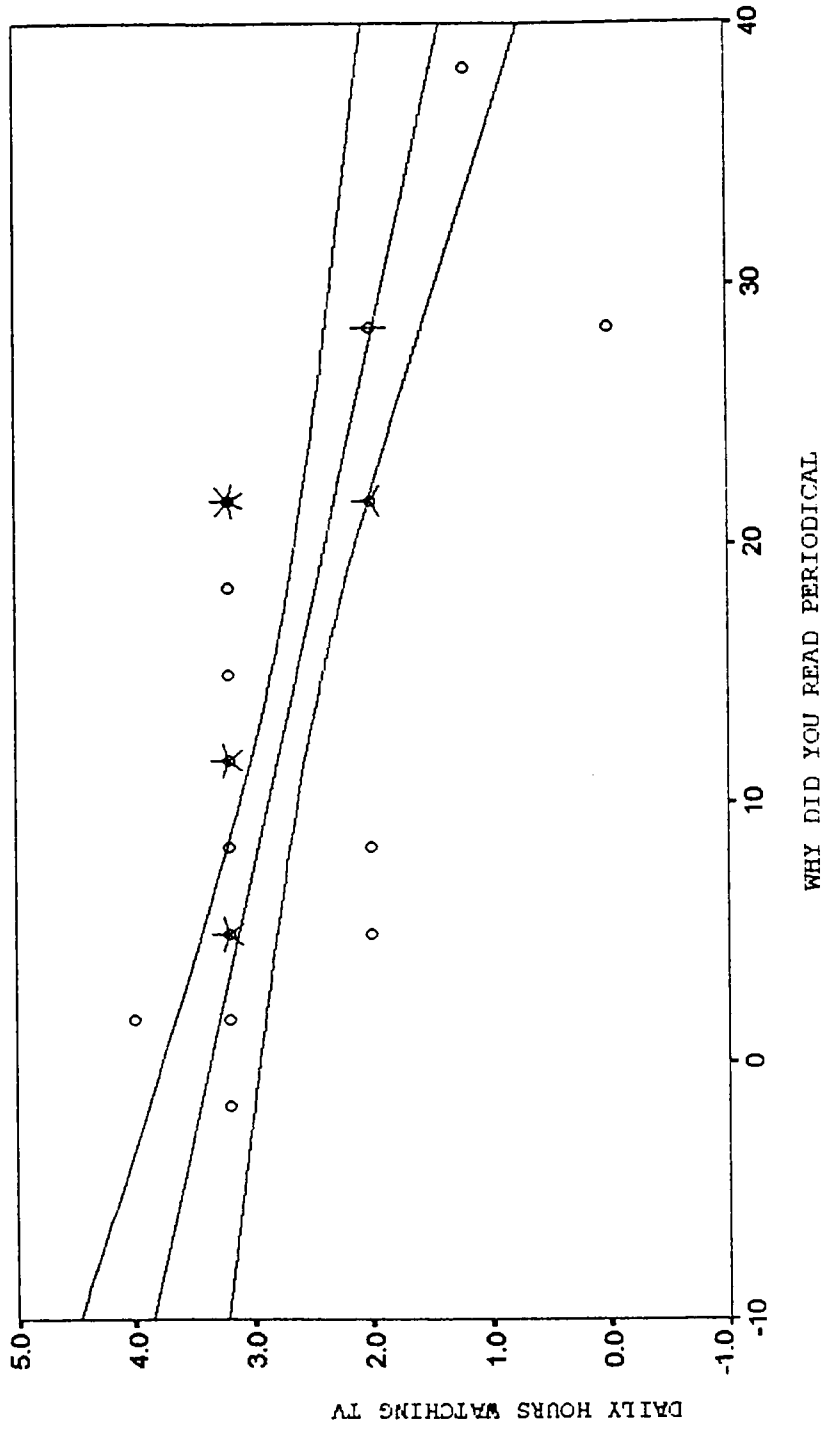


FIGURE 16 - CORRELATION OF WHY DID YOU READ PERIODICAL AND DAILY HOURS SPENT WATCHING TV

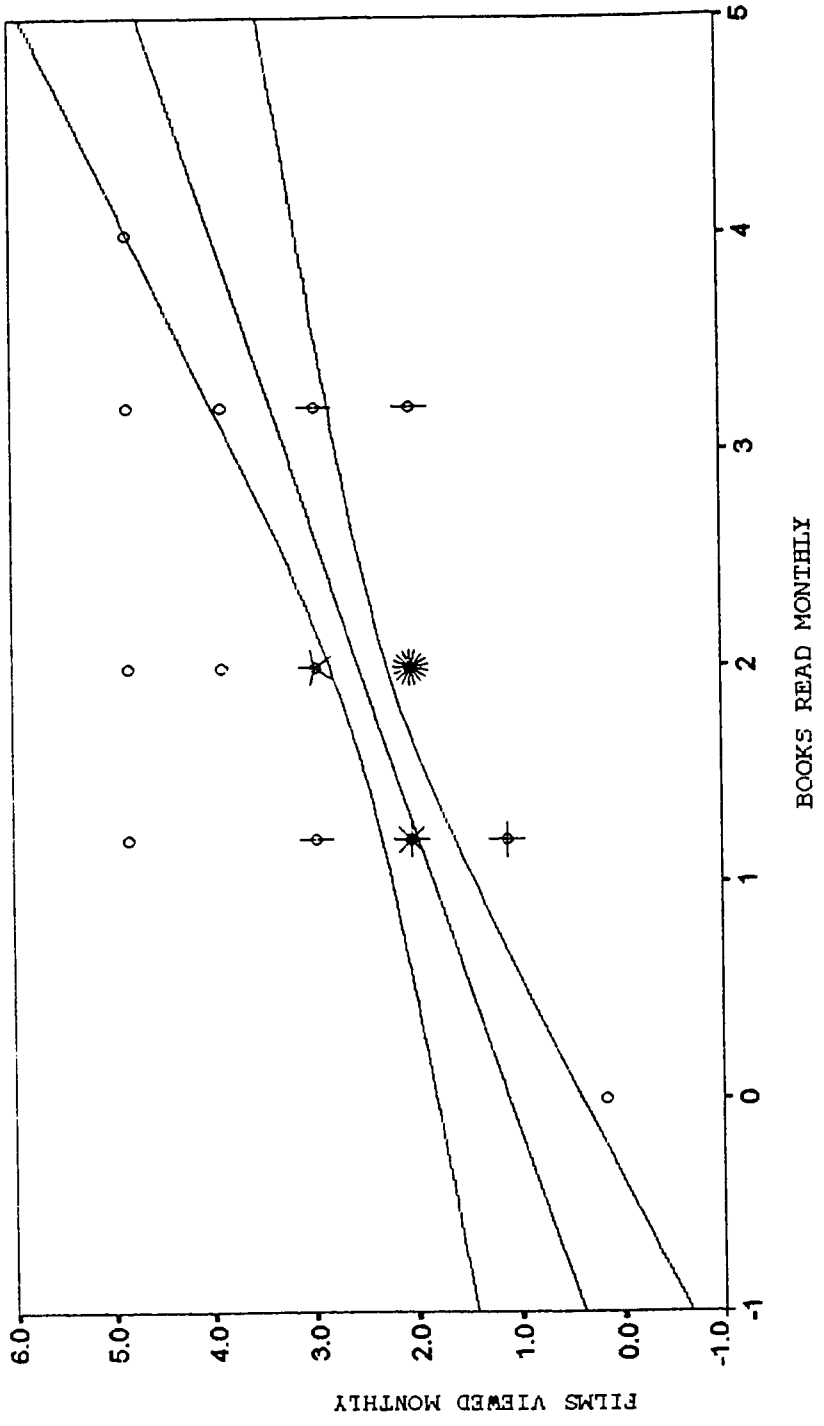


FIGURE 17 - CORRELATION OF BOOKS READ MONTHLY AND FILMS VIEWED MONTHLY

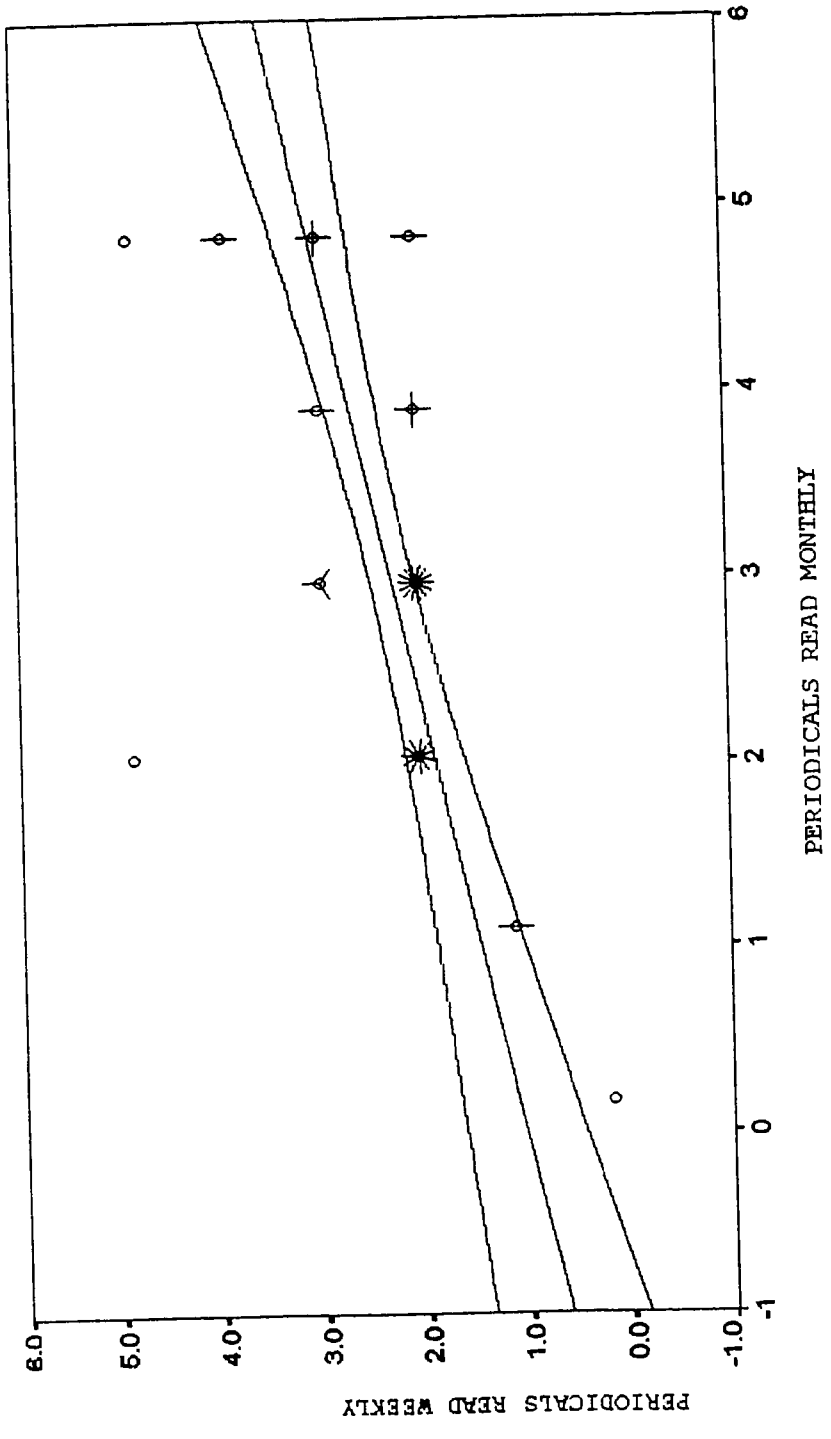


FIGURE 18 - CORRELATION OF PERIODICALS READ MONTHLY AND PERIODICALS READ WEEKLY

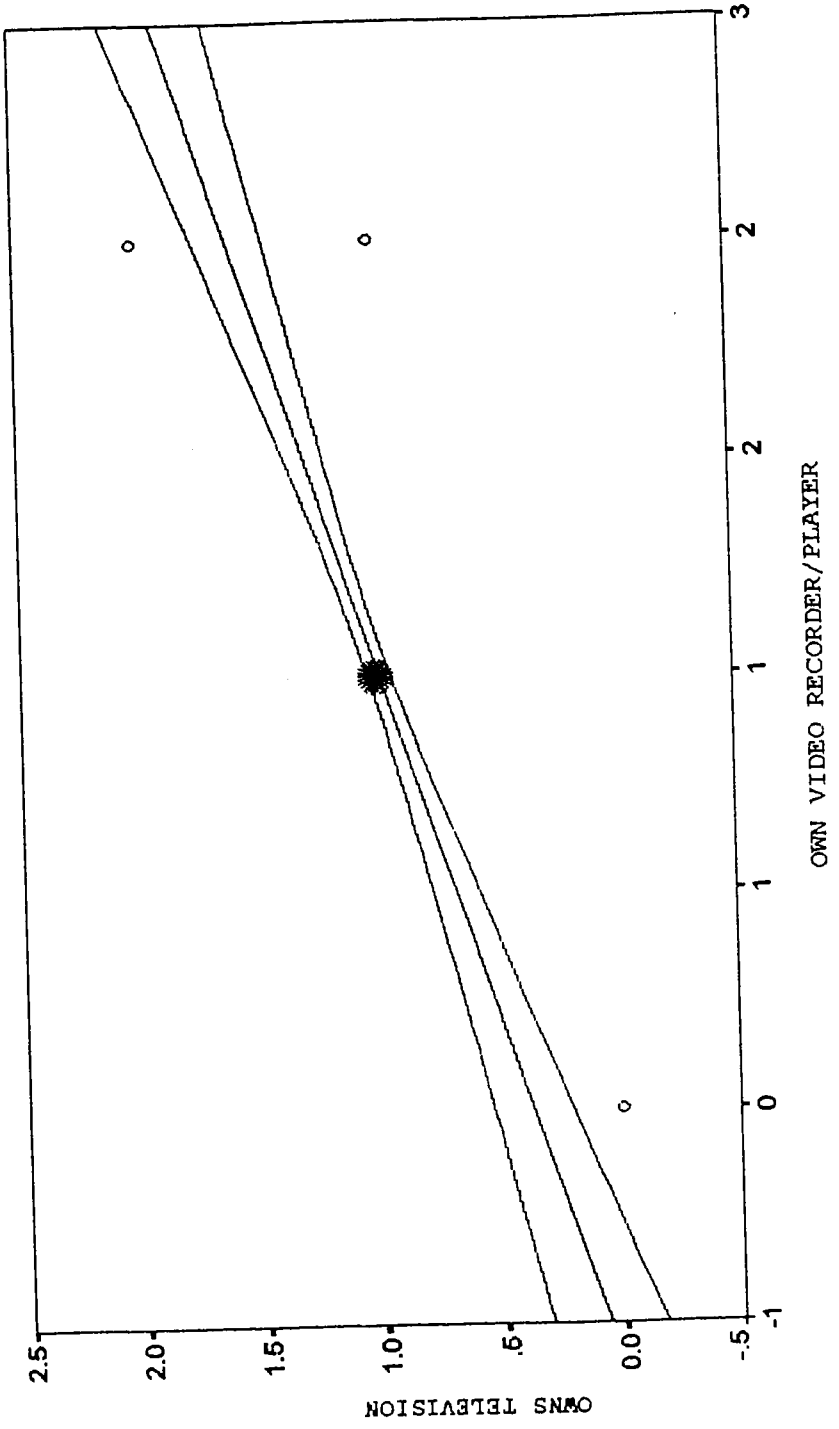


FIGURE 19 - CORRELATION OF OWN VIDEO RECORDER/PLAYER AND OWNS TELEVISION

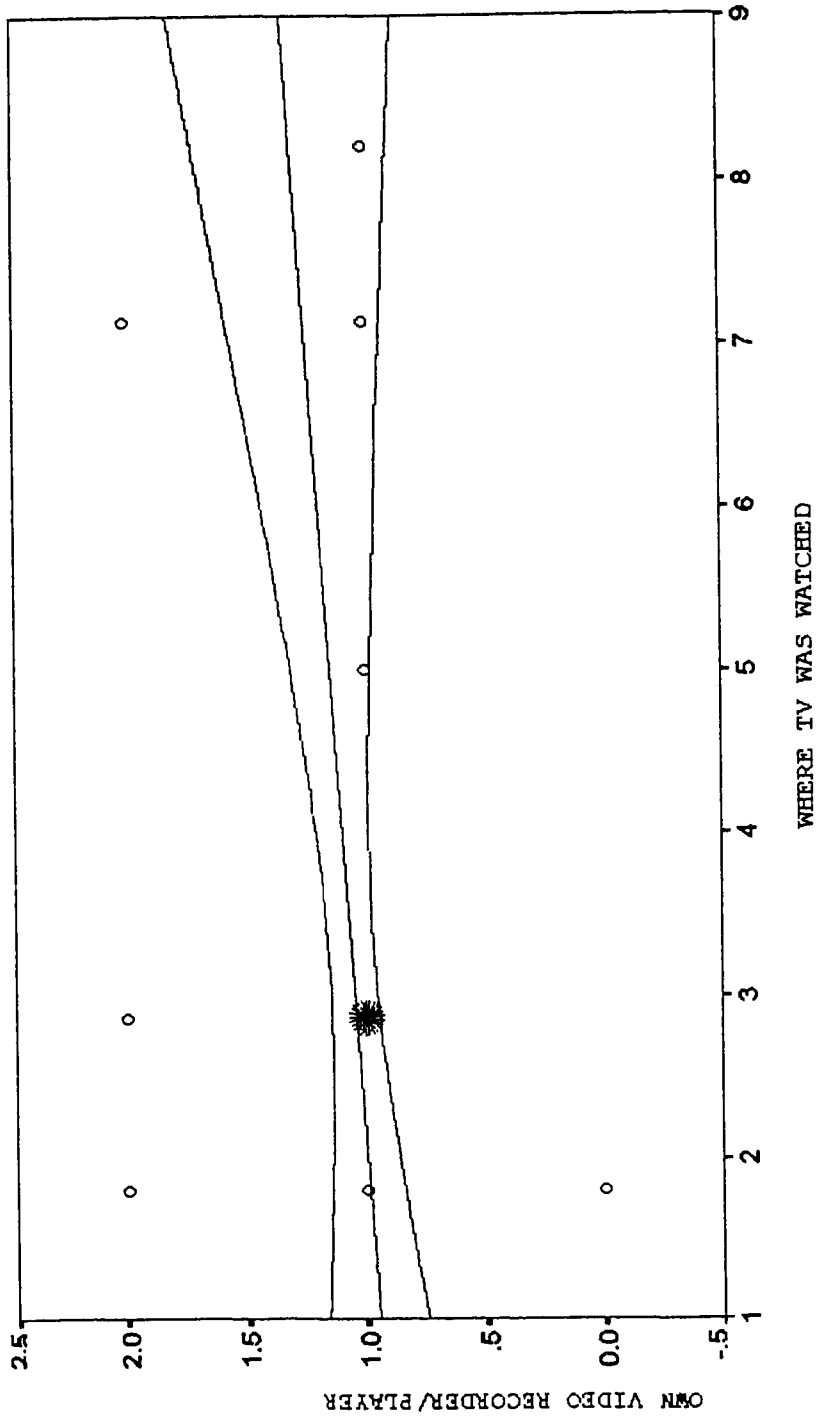


FIGURE 20 CORRELATION OF WHERE TV WAS WATCHED AND OWNING VIDEO RECORDER/PLAYER

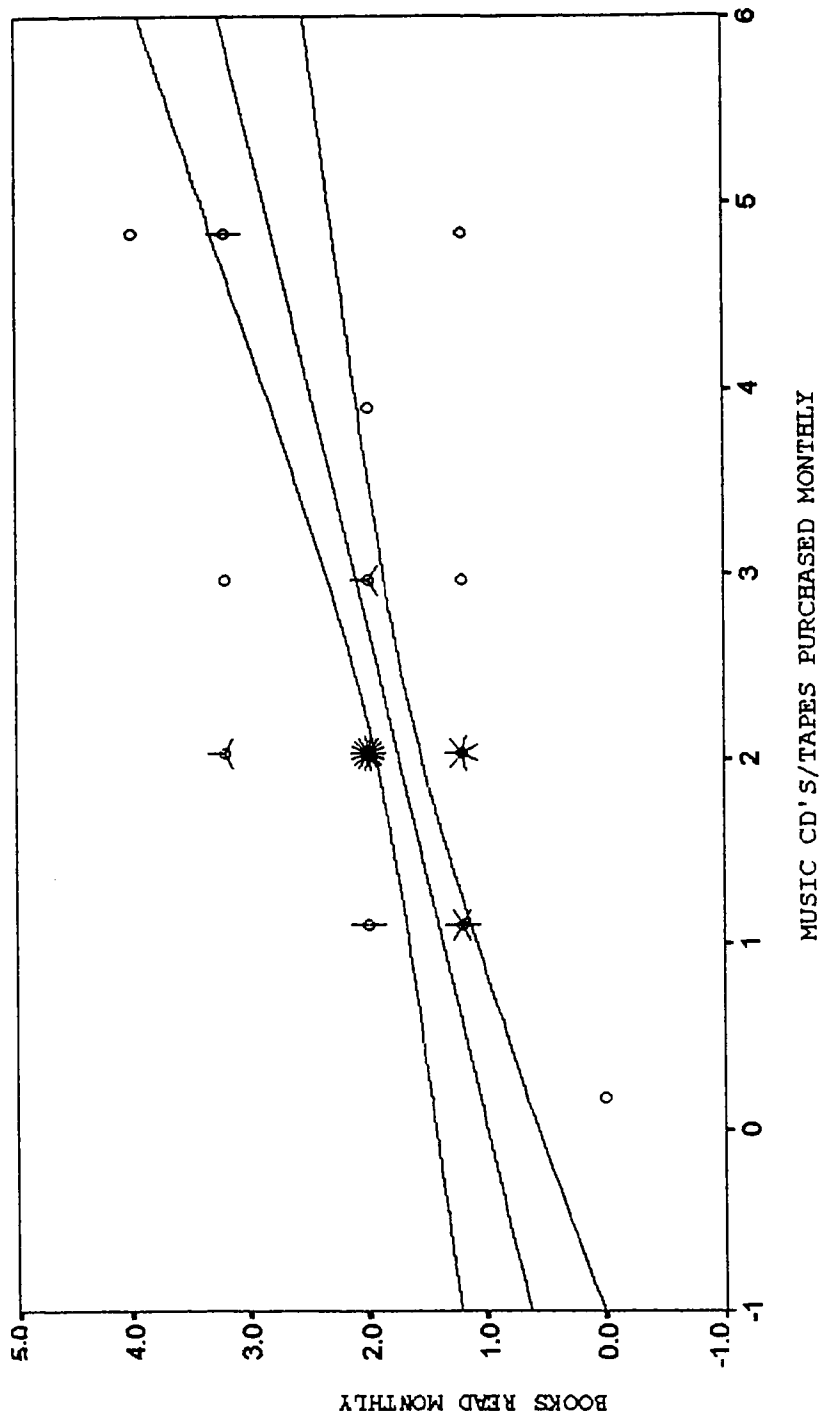


FIGURE 21 - CORRELATION OF MUSIC CD'S/TAPES PURCHASED MONTHLY AND BOOKS READ MONTHLY

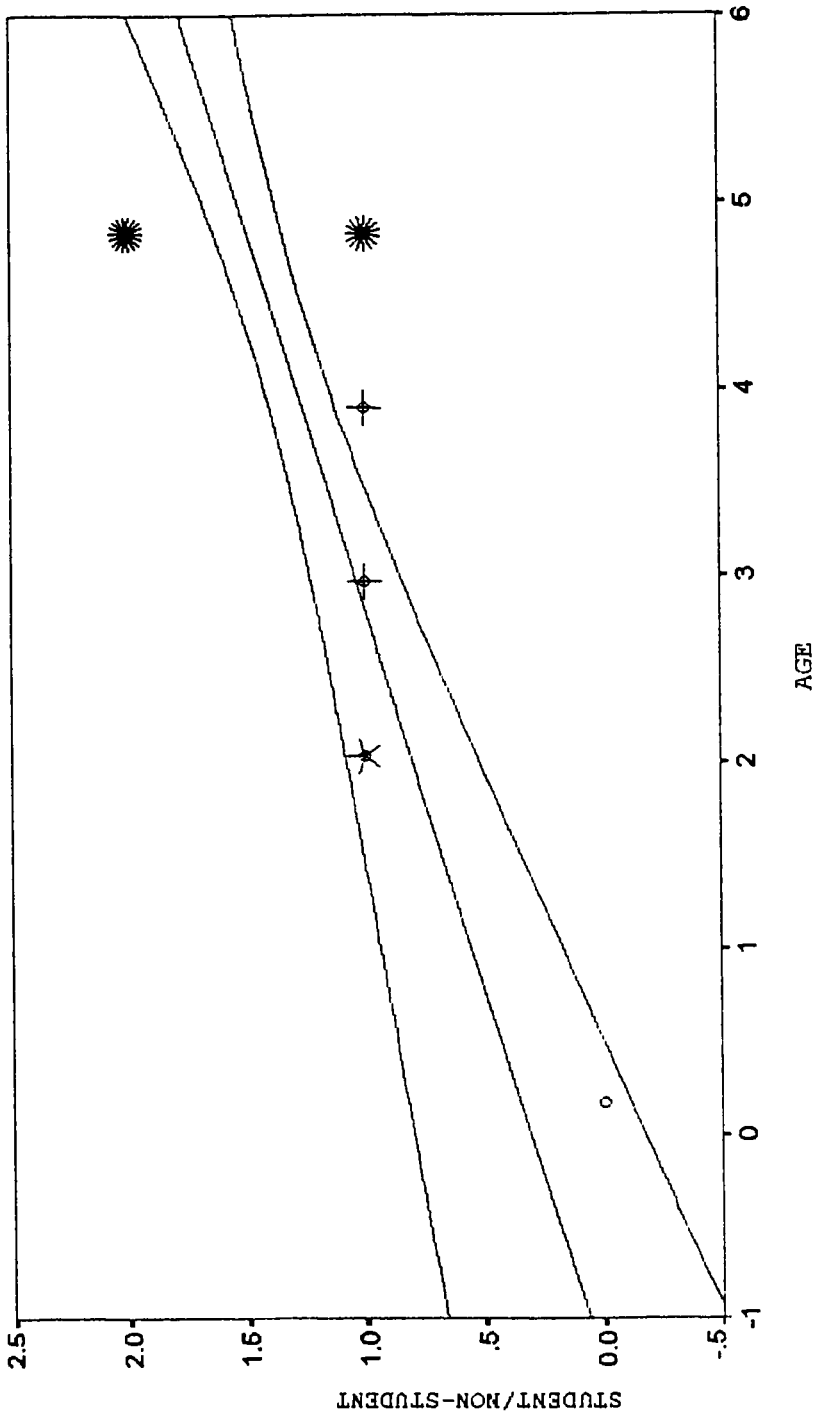


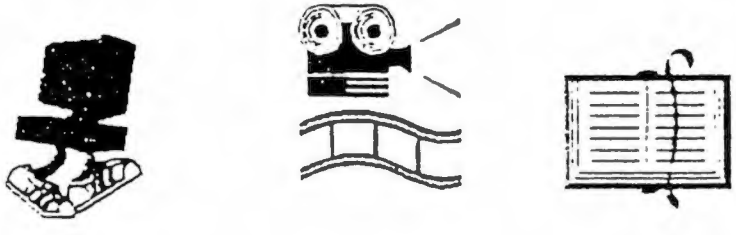
FIGURE 22 - CORRELATION OF AGE AND STUDENT/NON-STUDENT

APPENDIX C

DIARY/SURVEY INSTRUMENT



DIARY OF MASS MEDIA USE



Dear Participant:

Thank you very much for agreeing to be a part of this study of mass media usage. Your responses are important to the study and will be kept confidential. No individual's identity will be revealed in this study.

It is requested that you begin keeping this diary on the first Sunday after it is received. It is requested you make daily entries of your mass media usage into the diary. The diary is to be kept for a period of seven days, or one week. Examples are provided in each section on how to complete the diary. Please do not include media used as part of a college course of study such as textbooks and educational films. Please do not forget to complete the questionnaire at the end of the diary. The answers to these questions will be used for analysis only. Individual diary information will be kept confidential.

At the end of the one week period, it is requested you return the completed diary in the enclosed postage paid envelope. If the envelope is lost, please return the completed diary to: Chuck Hoy; Department of Broadcasting; Communications 333; University of Tennessee; Knoxville, TN 37997-0333.

Should you have any questions or problems, you may contact the researcher at the above address or by telephone at (615) 974-4291, or by E-mail at HOY@UTKVX.UTK.EDU. Again, thank you for your time and participation in this study.

Sincerely,



Chuck Hoy

CONSENT AGREEMENT

I understand I am being asked to participate in a study concerning mass media use among gay male college students. The purpose of this study will be to document uses of mass media among gay male college students and ascertain the gratification behind such usage.

I understand I will be asked to complete a diary of my mass media usage. While it is anticipated participants will have no difficulty completing the diary some people my become upset and troubled for personal reasons. Should you become so troubled you may leave the study. There will be no questions asked. Your feelings regarding this matter will be fully respected.

I understand the risks involved in participating in this study are minimal. I further understand all information obtained from the diaries will be confidential, and that my name will not appear on any materials, nor will my responses be identifiable in any publication(s) which may result from this research. I also understand the diaries and consent forms will be maintained under lock and key. I understand my participation in this study is voluntary and that I will receive no compensation my participation.

I have read the above statement, and understand my role in the project and the risks involved. In addition, I am aware that:

1. My name, comments, and opinions will remain confidential;
2. I am entitled to have any further inquiries answered regarding the procedures involved:
3. I may withdraw my consent and discontinue my participation at any time without penalty or prejudice toward me.

If you have any questions concerning this research project they may be directed to the Project Director, Chuck Hoy, at (615) 974-4291 (work) or (615) 546-3170 (home) Hoy@UTKVX.UTK.EDU (e-mail). On completion, copies of the final research project will be made available to all participants upon request of the Project Director.

Signature:_____ Date:_____

Project Director: Chuck Hoy Date: 5-5-95

Check here if you wish to receive a copy of the results:_____

DAY: SUNDAY_____ ___, 19___

PLEASE LIST TELEVISION PROGRAMS YOU VIEWED TODAY			
PROGRAM TITLE	NETWORK/ CABLE CHANNEL	WHERE DID YOU WATCH	HOW LONG DID YOU WATCH
(i.e.) Star Trek Next Generation	Fox WFOX	At Home	1 Hour
(i.e.) Evening News	ABC	Friend's House	15 Minutes

PLEASE LIST RADIO STATIONS YOU LISTENED TO TODAY			
RADIO STATION CALL LETTERS	RADIO STATION FORMAT	WHERE DID YOU LISTEN	HOW LONG DID YOU LISTEN
(i.e.) WKVX	Country	Car	20 Minutes

PLEASE LIST MAGAZINES, PAPERS AND PERIODICALS YOU READ TODAY			
TITLE OF PUBLICATION	HOW DID YOU OBTAIN THIS PUBLICATION	WHERE DID YOU READ	HOW LONG DID YOU READ
(i.e.) Daily News	Subscribe	Home	10 Minutes

WHY DID YOU VIEW THIS PROGRAM	COMMENTS
Entertainment	None
Information	None

WHY DID YOU LISTEN	COMMENTS
Entertainment	It was boring

WHY DID YOU SELECT THIS PUBLICATION	COMMENTS
Its Comics	The comics are funny

DAY: MONDAY_____ ___, 19____

PLEASE LIST TELEVISION PROGRAMS YOU VIEWED TODAY			
PROGRAM TITLE	NETWORK/ CABLE CHANNEL	WHERE DID YOU WATCH	HOW LONG DID YOU WATCH
(i.e.) Star Trek Next Generation	Fox WFOX	At Home	1 Hour
(i.e.) Evening News	ABC	Friend's House	15 Minutes

PLEASE LIST RADIO STATIONS YOU LISTENED TO TODAY			
RADIO STATION CALL LETTERS	RADIO STATION FORMAT	WHERE DID YOU LISTEN	HOW LONG DID YOU LISTEN
(i.e.) WKVX	Country	Car	20 Minutes

PLEASE LIST MAGAZINES, PAPERS AND PERIODICALS YOU READ TODAY			
TITLE OF PUBLICATION	HOW DID YOU OBTAIN THIS PUBLICATION	WHERE DID YOU READ	HOW LONG DID YOU READ
(i.e.) Daily News	Subscribe	Home	10 Minutes

WHY DID YOU VIEW THIS FILM/VIDEO	COMMENTS
Entertainment	It was very funny and enjoyable

WHY DID YOU SELECT THIS PUBLICATION	COMMENTS
Friend's Suggestion	Enjoyed it

DAY: TUESDAY_____ ___, 19___

PLEASE LIST TELEVISION PROGRAMS YOU VIEWED TODAY			
PROGRAM TITLE	NETWORK/ CABLE CHANNEL	WHERE DID YOU WATCH	HOW LONG DID YOU WATCH
(i.e.) Star Trek Next Generation	Fox WFOX	At Home	1 Hour
(i.e.) Evening News	ABC	Friend's House	15 Minutes

PLEASE LIST RADIO STATIONS YOU LISTENED TO TODAY			
RADIO STATION CALL LETTERS	RADIO STATION FORMAT	WHERE DID YOU LISTEN	HOW LONG DID YOU LISTEN
(i.e.) WKVX	Country	Car	20 Minutes

PLEASE LIST MAGAZINES, PAPERS AND PERIODICALS YOU READ TODAY			
TITLE OF PUBLICATION	HOW DID YOU OBTAIN THIS PUBLICATION	WHERE DID YOU READ	HOW LONG DID YOU READ
(i.e.) Daily News	Subscribe	Home	10 Minutes

WHY DID YOU VIEW THIS PROGRAM	COMMENTS
Entertainment	None
Information	None

WHY DID YOU LISTEN	COMMENTS
Entertainment	It was boring

WHY DID YOU SELECT THIS PUBLICATION	COMMENTS
Its Comics	The comics are funny

DAY: WEDNESDAY_____ ___, 19____

PLEASE LIST TELEVISION PROGRAMS YOU VIEWED TODAY			
PROGRAM TITLE	NETWORK/ CABLE CHANNEL	WHERE DID YOU WATCH	HOW LONG DID YOU WATCH
(i.e.) Star Trek Next Generation	Fox WFOX	At Home	1 Hour
(i.e.) Evening News	ABC	Friend's House	15 Minutes

PLEASE LIST RADIO STATIONS YOU LISTENED TO TODAY			
RADIO STATION CALL LETTERS	RADIO STATION FORMAT	WHERE DID YOU LISTEN	HOW LONG DID YOU LISTEN
(i.e.) WKVX	Country	Car	20 Minutes

PLEASE LIST MAGAZINES, PAPERS AND PERIODICALS YOU READ TODAY			
TITLE OF PUBLICATION	HOW DID YOU OBTAIN THIS PUBLICATION	WHERE DID YOU READ	HOW LONG DID YOU READ
(i.e.) Daily News	Subscribe	Home	10 Minutes

WHY DID YOU VIEW THIS PROGRAM	COMMENTS
Entertainment	None
Information	None

WHY DID YOU LISTEN	COMMENTS
Entertainment	It was boring

WHY DID YOU SELECT THIS PUBLICATION	COMMENTS
Its Comics	The comics are funny

DAY: THURSDAY_____ __. 19___

PLEASE LIST TELEVISION PROGRAMS YOU VIEWED TODAY			
PROGRAM TITLE	NETWORK/ CABLE CHANNEL	WHERE DID YOU WATCH	HOW LONG DID YOU WATCH
(i.e.) Star Trek Next Generation	Fox WFOX	At Home	1 Hour
(i.e.) Evening News	ABC	Friend's House	15 Minutes

PLEASE LIST RADIO STATIONS YOU LISTENED TO TODAY			
RADIO STATION CALL LETTERS	RADIO STATION FORMAT	WHERE DID YOU LISTEN	HOW LONG DID YOU LISTEN
(i.e.) WKVX	Country	Car	20 Minutes

PLEASE LIST MAGAZINES, PAPERS AND PERIODICALS YOU READ TODAY			
TITLE OF PUBLICATION	HOW DID YOU OBTAIN THIS PUBLICATION	WHERE DID YOU READ	HOW LONG DID YOU READ
(i.e.) Daily News	Subscribe	Home	10 Minutes

WHY DID YOU VIEW THIS PROGRAM	COMMENTS
Entertainment	None
Information	None

WHY DID YOU LISTEN	COMMENTS
Entertainment	It was boring

WHY DID YOU SELECT THIS PUBLICATION	COMMENTS
Its Comics	The comics are funny

DAY: FRIDAY_____ __, 19___

PLEASE LIST TELEVISION PROGRAMS YOU VIEWED TODAY			
PROGRAM TITLE	NETWORK/ CABLE CHANNEL	WHERE DID YOU WATCH	HOW LONG DID YOU WATCH
(i.e.) Star Trek Next Generation	Fox WFOX	At Home	1 Hour
(i.e.) Evening News	ABC	Friend's House	15 Minutes

PLEASE LIST RADIO STATIONS YOU LISTENED TO TODAY			
RADIO STATION CALL LETTERS	RADIO STATION FORMAT	WHERE DID YOU LISTEN	HOW LONG DID YOU LISTEN
(i.e.) WKVX	Country	Car	20 Minutes

PLEASE LIST MAGAZINES, PAPERS AND PERIODICALS YOU READ TODAY			
TITLE OF PUBLICATION	HOW DID YOU OBTAIN THIS PUBLICATION	WHERE DID YOU READ	HOW LONG DID YOU READ
(i.e.) Daily News	Subscribe	Home	10 Minutes

WHY DID YOU VIEW THIS PROGRAM	COMMENTS
Entertainment	None
Information	None

WHY DID YOU LISTEN	COMMENTS
Entertainment	It was boring

WHY DID YOU SELECT THIS PUBLICATION	COMMENTS
Its Comics	The comics are funny

DAY: SATURDAY_____ ___, 19___

PLEASE LIST TELEVISION PROGRAMS YOU VIEWED TODAY			
PROGRAM TITLE	NETWORK/ CABLE CHANNEL	WHERE DID YOU WATCH	HOW LONG DID YOU WATCH
(i.e.) Star Trek Next Generation	Fox WFOX	At Home	1 Hour
(i.e.) Evening News	ABC	Friend's House	15 Minutes

PLEASE LIST RADIO STATIONS YOU LISTENED TO TODAY			
RADIO STATION CALL LETTERS	RADIO STATION FORMAT	WHERE DID YOU LISTEN	HOW LONG DID YOU LISTEN
(i.e.) WKVX	Country	Car	20 Minutes

PLEASE LIST MAGAZINES, PAPERS AND PERIODICALS YOU READ TODAY			
TITLE OF PUBLICATION	HOW DID YOU OBTAIN THIS PUBLICATION	WHERE DID YOU READ	HOW LONG DID YOU READ
(i.e.) Daily News	Subscribe	Home	10 Minutes

WHY DID YOU VIEW THIS PROGRAM	COMMENTS
Entertainment	None
Information	None

WHY DID YOU LISTEN	COMMENTS
Entertainment	It was boring

WHY DID YOU SELECT THIS PUBLICATION	COMMENTS
Its Comics	The comics are funny

PLEASE LIST FILMS/VIDEOS VIEWED DURING THE PAST 30 DAYS			
FILM/VIDEO TITLE	RATING	WHERE DID YOU WATCH	DID YOU WATCH IT COMPLETELY
(i.e.) Mask	PG	At Home	Yes

PLEASE BOOKS READ DURING THE PAST 30 DAYS			
TITLE OF PUBLICATION	HOW DID YOU OBTAIN THIS PUBLICATION	WHERE DID YOU READ	DID YOU READ THE COMPLETE BOOK
(i.e.) Catcher In The Rye	Library	Home	YES

WHY DID YOU VIEW THIS PROGRAM	COMMENTS
Entertainment	None
Information	None

WHY DID YOU LISTEN	COMMENTS
Entertainment	It was boring

WHY DID YOU SELECT THIS PUBLICATION	COMMENTS
Its Comics	The comics are funny

DEMOGRAPHIC QUESTIONNAIRE

1. What do you consider to be your age range?

a. 16-18 b. 18-20 c. 21-22 d. 23-25 e. 25 +

2. What do you consider your gender to be?

a. Male b. Female e. Transgender/other

3. What do you consider your sexual orientation to be?

a. Heterosexual b. Homosexual c. Bisexual d. Other

4. What class do you consider yourself to be in?

a. Freshman b. Sophomore c. Junior d. Senior e. Graduate Student

5. What is your major area of study? Please list:

6. During the average day how many hours do you usually spend watching television?

a. None b. Less than 1 c. 1-3 d. 4-6 e. More than 6

7. Where do you usually watch television?

a. Home b. Work c. Bar/Restaurant d. Friend's Home e. Other

8. What is your favorite television program? Please list:

9. During the average day how many hours do you usually spend listening to radio?

a. None b. Less than 1 c. 1-3 d. 4-6 e. More than 6

10. Where do you usually listen to radio?

a. Home b. Work c. Car d. Walkman e. Other - please state:

11. When you listen to radio what is the format you prefer to listen to?

a. Rock b. Easy Listening c. Urban d. Country e. Jazz f. Classical

g. Adult Contemporary h. Spanish i. News/Talk j. Oldies

k. Other - please list:_____ .

12. Other than for a college course of study, on average, how many films/videos do you view a month?

a. None b. 1-3 c. 4-6 d. 7-9 e. 10 or more

13. Other than for a college course of study, on average, how many books do you read a month?

a. None b. 1-3 c. 4-6 d. 7-9 e. 10 or more

14. Other than for a college course of study, on average, how many books do you read a year?

a. None b. 1-3 c. 4-6 d. 7-9 e. 10 or more

15. Other than for a college course of study, on average, how many magazines, periodicals, and journals do you read each week?

a. None b. 1-3 c. 4-6 d. 7-9 e. 10 or more

16. Other than for a college course of study, on average, how many magazines, periodicals and journals do you read each month?

a. None b. 1-3 c. 4-6 d. 7-9 e. 10 or more

17. How many magazines do you subscribe to?

a. None b. 1-3 c. 4-6 d. 7-9 e. 10 or more

18. Other than for a college course of study, on average, how many newspapers do you read each day?

a. None b. 1 c. 2 d. 3 e. 4 or more

19. Do you subscribe to a daily newspaper?

Yes No

20. Do you ever use media targeted to a gay and lesbian audience?

Yes No

21. If you answered yes to question 20, which gay and lesbian media have you used? Please list:

22. On average, how many music CD's (compact discs) or pre-recorded cassette tapes do your purchase each month?

a. None b. 1-3 c. 4-6 d. 7-9 e. 10 or more

23. What is your favorite type of music?

24. Who is your favorite singer, musician or musical group?

25. Please indicate which of the following you own?

a. VCR (video cassette recorder/player) b. Television c. Computer

d. Video Game System e. Cassette recorder/player f. CD Player

26. What is your religious preference?

a. Catholic b. Muslim c. Jewish d. Protestant - Please state denomination:_____
_____ e. Other - please list:_____
_____
e. None

27. Where do you live?

a. On-campus b. Off-campus c. With parents/guardian

28. Is the campus where you attend school in

a. Rural area b. Small town (less than 100,000) c. Small city (100,000-200,000)

d. Mid-size city (200,001-700,000) e. Large city (700,001 or greater)

29. What do you consider to be your ethnic background?

a. Caucasian b. African-American c. Asian-American d. Latino

e. Native American f. Other

30. Any additional comments?

APPENDIX D

STATEMENT OF CONFIDENTIALITY

CONSENT AGREEMENT

I understand I am being asked to participate in a study concerning mass media use among gay male college students. The purpose of this study will be to document uses of mass media among gay male college students and ascertain the gratification behind such usage.

I understand I will be asked to complete a diary of my mass media usage. While it is anticipated participants will have no difficulty completing the diary some people my become upset and troubled for personal reasons. Should you become so troubled you may leave the study. There will be no questions asked. Your feelings regarding this matter will be fully respected.

I understand the risks involved in participating in this study are minimal. I further understand all information obtained from the diaries will be confidential, and that my name will not appear on any materials, nor will my responses be identifiable in any publication(s) which may result from this research. I also understand the diaries and consent forms will be maintained under lock and key. I understand my participation in this study is voluntary and that I will receive no compensation my participation.

I have read the above statement, and understand my role in the project and the risks involved. In addition, I am aware that:

1. My name, comments, and opinions will remain confidential;
2. I am entitled to have any further inquiries answered regarding the procedures involved:
3. I may withdraw my consent and discontinue my participation at any time without penalty or prejudice toward me.

If you have any questions concerning this research project they may be directed to the Project Director, Chuck Hoy, at (615) 974-4291 (work) or (615) 546-3170 (home) Hoy@UTKVX.UTK.EDU (e-mail). On completion, copies of the final research project will be made available to all participants upon request of the Project Director.

Signature:_____ **Date:**_____

Project Director: **Chuck Hoy** **Date:**_____

Check here if you wish to receive a copy of the results:_____

APPENDIX E

LIST OF LESBIGAY

STUDENT ORGANIZATIONS

Lesbigay College Student Organizations
According to the Gayellow Pages

University of Alabama
Gay/Lesbian Alliance
P.O. Box 4595
University of Alabama
Tuscaloosa, AL 35486
348-1517

Gay Academic Union
Northern Arizona University
CU Box 15300
Flagstaff, AZ 86011
523-6557

Lesbians, Bisexuals, Gays United
University of Arizona
Student Union, Room 353, Box #F3
Tucson, AZ 85719
621 2782

University of Arkansas
Gay & Lesbian Student Association
AU 517
Fayetteville, AR 72701

Chico State Gay/Lesbian Union
Chico State University of California
Chico, CA 95926

BGLAD
Box 163
ECD Student Activities Office
Davis, CA 95616

Gay & Lesbian Students Union
California State University
at Long Beach
1250 Bellflower Blvd. 90840
498-4181

Cal State/Northridge
LAGA
18111 Nordhoff St.
Northridge, CA 91330
818 885-2393

Gay & Lesbian Association
of CSULA
State University Dr. #227
Los Angeles, CA 90032
224-3595

Gay & Lesbian Association
UCLA
500 Kerkhoff Hall
Los Angeles, CA 90024
825-8053

Occidental College
Gay & Lesbian Association
1600 Campus Rd., Box 5
Los Angeles, CA 90041

Cypress College Lambda Union
9200 Valley View
Cypress, CA 90630

Gay & Lesbian Student Educational Union
UC2-43, BOX #67
Cal State Univ. - Fullerton
Fullerton, CA 92634
773-2067

Orange Coast College GLSU
2701 Fairview Rd.
Costa Mesa, CA 92628
493-2513

UC Irvine GLBSU
102 University Center
Irvine, CA 92717
856-4260

Gay People's Union
Sacramento City College
Student Activities
3835 Freeport Blvd.
Sacramento, CA 95822

Gay & Lesbian Student Union
California State University
5500 University Parkway
San Bernardino, CA 92407
887-7407

Union of Lesbians, Gays & Bisexuals
c/o Commons Main Desk
University of California
Riverside, CA 92521

Gay & Lesbian Student Union
Box 45
Aztec Center
San Diego, CA 92182

Lesbian Gay Bisexual Organization
University of California - San Diego
0077 - #18, 9500 Gillman Dr.
La Jolla, CA 92093-0077

Gay & Lesbian Alliance
c/o Student Activities
San Francisco College
San Francisco, CA 94112

Lesbian/Gay Alliance
San Francisco State University
Room M100A, Student Union
1600 Holloway Ave.
San Francisco, CA 94132

De Anza Gay & Lesbian Alliance
21250 Stevens Creek Blvd
Cupertino, CA 95014
866-6070

West Valley College Gay & Lesbian
Student Union
1400 Fruitdale Ave.
Saratoga, CA 95070
8967-2200 (ext.358)

Lesbian Gay Bisexual Alliance
P.O. Box 15048
USCB
Santa Barbara, CA 93107
893-4578

Colorado College Lesbian &
Gay Alliance
902 N. Cascade
Colorado Springs, CO 80946
389-6641

Lesbian & Gay Resource Center
Metropolitan State College
Box 82
Denver, CO 80204
629-3317

University of Denver
Gay/Lesbian Alliance
2055 East Evans Ave.
Denver, CO 80208
871-2321

Greeley Gay & Lesbian Alliance
UNC Student Activities Area
Greeley, CO 80631
351-2869

Spartacus/Sappho
Box 2056
Western Connecticut State Univ.
Danbury, CT 06810

Eros
Box 1373, Trinity College
Hartford, CT 06106
527-3151 ext 484

Gay & Lesbian Alliance
c/o Student Association
University of Hartford
West Hartford, CT 06117

Lesbian Gay Bisexual Student Alliance
Uconn School of Social Work
1800 Asylum Ave.
West Hartford, CT 06117
523-4841 ext 267

Wesleyan Gay Lesbian Bisexual Alliance
190 High St., Box A
Middleton, CT 06457
347-9411 ext 2712/2540

Central Connecticut State University
Gay & Lesbian Alliance
Box B-17, CCSU Student Center
New Britain, CT 06050

Lesbian Gay & Bisexual
Cooperative at Yale
Box 2031, Yale Stn
New Haven, CT. 06520
432-1585

Bisexual Gay & Lesbian Association
Box U-8
2110 Hillside Rd.
University of Connecticut
Storrs, CT 06268
486-3679

Lesbian Gay Bisexual Student Union
at The University of Delaware
Room 201 Student Center
Newark, DE 19716
451-8066

Gay & Lesbian Student Alliance
Georgetown University
37th & O Streets, NW
Washington, DC 20057

Organization for Lesbian & Gay
Student Rights at
The Catholic University of America
UCW 200
Washington, DC 20064

Aegis
POB 320311
Cocoa Beach, FL 32932
784-3063

Gay & Lesbian Student Union
University of Florida
Gainesville, FL
332-0700

Lesbian Gay Bisexual Student Union
Florida State University
Box 65914
Tallahassee, FL 32313
644-8804

University of South Florida
Gay/Lesbian Coalition
CTR 2466
Tampa, FL 33620

Emory Lesbian/Gay Organization
P.O. Box 23515
Atlanta, GE 30322

Gay & Lesbian Alliance
Programs Area
Georgia Tech 0458
Atlanta, GE 30332
676-1324

Gay Student Alliance
Georgia State University
506 University Plaza
Atlanta, GE 30303
651-3636

Gays Lesbians Bisexuals & Friends
OSD, 3rd Floor Student Center
Southern Illinois University
Carbondale, IL 62901
453-5151

People for Lesbian Gay Bisexual Concerns
University of Illinois - Urbana-Champaign
c/o PLGBC 284 Illini Union
1401 W. Green St.
Urbana, IL 61801
333-1187

Northwestern University
Gay & Lesbian Alliance
1999 Sheridan Rd.
Evanston, IL 60201
708 491-2375

Pink Triangle Association for
Gay & Lesbians at UIC
Box 4348
Room 300 Chicago Circle Center
750 S. Halsted
Chicago, IL 60680
996-4424

University of Chicago
Gay & Lesbian Alliance
1212 E. 59th St., Room 207
Chicago, IL 60637

Gay/Lesbian Union
Holmes Student Center, Rm 256A
Northern Illinois University
DeKalb, IL 60115
753-0584

The IUPUI Advocate
Box 37
University Library 006A
815 W. Michigan St.
Indianapolis, IN 46202
274-0079

Purdue Gay Alliance

Box 687, Stewart Center
Purdue University
Lafayette, IN 47907
497-2712

Lesbian & Gay Student Association
Student Center Box 400
Muncie, IN 47306

Gays & Lesbians at
Notre Dame/St. Mary's College
Box 194
Notre Dame, IN 46556

Earlham Lesbian Bisexual &
Gay People's Union
P.O. Box E-565 - Earlham College
Richmond, IN 47374
983-1316

Out/USB
c/o IUSB Student Association
1700 Mishawaka Ave., Room U100F
South Bend, IN 46615
237-4125

Lesbian Gay Bisexual Alliance
38 Memorial Union
Ames, IA 50010
294-2104

Gay Resources Center
Grinnell College - Box U-5
8th St. & East St
Grinnell, IA 50112
269-3326

Gay People's Union
Univ. Of Iowa Memorial Union
SAC
Iowa City, IA 52242
336-3261

University of Northern Iowa
Gay/Lesbian Outreach (UNIGLOW)
c/o Counseling Center, SSC 213
Cedar Falls, IA 50613
273-2676

Global
SACW301
University of Louisville
Louisville, KY 40292
454-8699

Gay & Lesbian Student Alliance
P.O. Box 16031
Louisiana State University
Baton Rouge, LA 70893-6031

Gala Tulane
Tulane University Center
New Orleans, LS 70118
897-3190

The Bridge
Colby's Gay Lesbian Bisexual
Straight Coalition
c/o Stu-A - Colby College
Waterville, ME 04901
872-3000

Lesbian/Gay/Bisexual Alliance
of UMBC
University Center Box 26
5401 Wilkens Ave.
Baltimore, MD 21228-5394
788-8765

Towson State University
Gay & Lesbian Outreach
7800 York Rd., #404
Towson, MD 21204
830-4007

Johns Hopkins University
Gay & Lesbian Alliance
3400 N. Charles St.
Student Activities Office, Lavering Hall
Baltimore, MD 21218
338-8209

Lesbian Gay & Bisexual Alliance
Adele Stamp Union
University of Maryland
College Park, MD 20742
314-8467

Hampshire College Gay &
Bisexual Men's Alliance
Hampshire College, MA 01002
549-4600

Lesbian Bisexual Gay Alliance
Student Union , Box 66
University of Massachusetts
Amherst, MA 01003
545-0154

Babson Gay & Lesbian Alliance
P.O. Box 631
Babson Park
Wellesly, MA 02157

Boston University Gay Lesbian
Bisexual Caucus
Boston University School of Law
765 Commonwealth Ave.
Boston, MA 02115
353-8974

Brandeis Triskellion
Box 32-L Brandeis U.
Waltham, MA 02254-9110
736-4761

Gay Men & Lesbian Alliance
Suffolk University
c/o Dr P. Korn - Suffolk University
Beacon Hill, MA 02114
573-8226

Gays Lesbians Bisexuals & Friends
at MIT
MIT 50-306
142 Memorial Drive
Cambridge, MA 02139
253-5440

GLANTS
210 Herrick Rd., Newton Center
Boston, MA 02159

Lesbian Gay & Bisexual Center
c/o Student Life
University of MA/Boston
100 Morissey Blvd.
Dorchester, MA 02125-3393
287-7983

The Lesbian Gay & Bisexual Community
at Boston College
Box L-112, Boston College
Chestnut Hill, MA 02167

Framingham State College
GLAF
College Center 508
100 State St.
Framingham, MA 01701

Gay Outreach Association
for Lowell Students
South Box 59, 1 University Ave.
Lowell, MA 01854
508 452-3679

Williams Bisexual Gay & Lesbian Union
SU Box 3209, Williams College
Williamstown, MA 01267

Gay Liberation Front
Wayne State University
SCB Box 23
Detroit, MI 48202
577-3398

Alliance for Lesbian & Gay Support
Western Michigan University
P.O. Box 226
Faunce Student Services B106
Kalamazoo, MI 49008
387-2134

Gay Lesbian Support Group
Kalamazoo College
1200 Academy St.
Kalamazoo, MI 49007

Alliance of Lesbian-Bi-Gay Students
442 Student Union,
Michigan State University
Lansing, MI 48824
353-9795

Lesbian Gay Bi Student Association
c/o Office of Campus Life
221 Goodson Hall
Ypsilanti, MI 48197

Lambda
St. Cloud State University
Colbert Hall North
St. Cloud, MN 56301
654-5166

Lesbian Gay Students
St. Thomas
2115 Summit Ave., Mail Box 693
St. Paul, MN 55105
722-6078

Macalester Gays Lesbians Bisexuals
United
Macalester College Union 205
1600 Grand Ave.
St. Paul, MN 55105
896-4456

The 10% Group
Box 5855
St. John's University
Collegeville, MN 56321
363-2734

Lesbian Gay Bisexual Community
Carleton College
Northfield, MN 55057
663-4265

Gay & Lesbian Student Association
Southeast Missouri State University
SG Office, 2nd Flr, UC
Cape Girardeau, MO 63701
651-2996

Gay & Lesbian Alliance
A022 Brady Commons
University of Missouri
Columbia, MO 65211
882-4427

Gay & Lesbian Community Alliance
1 Brookings Dr.
Campus Box 1128, Washington University
St. Louis, MO 63130

935-5349

Lesbian/Gay Campus Organization
267 University Center
8001 Natural Bridge Rd.
St. Louis, MO 63121-4499
553-5380

Lambda Alliance of Gay Men & Lesbians
c/o Women's Center, Hamilton Hall #15
University of Montana
Bozeman, MT 59715
994-3836

Lambda Alliance
P.O. Box 7611
Missoula, MT 59807

University Nebraska - Lincoln
Gay/Lesbian Student Association
Nebraska Union
14th & R, Room 342
Lincoln, NE 68588
472-5644

Lesbian/Gay Academic Union
P. O. Box 70173
University of Nevada - Las Vegas
Las Vegas, NV 89170
594-GAYS

Dartmouth Gay & Lesbian Organization
Dartmouth College, HB 5057
245 Robinson Hall
Hanover, NH 03755
646-3636

ALSO
Plymouth State College
Box 492
Plymouth, NH 03264-0492

Gay & Lesbian Coalition
c/o Women's Center
Ramapo College
Mahwah, NJ 07430
529-7468

Rutgers University Lesbian,
Gay & Bisexual Alliance
SAC Box 91
New Brunswick, NJ 08903
931-1306

Gay People Princeton
Box 2303
Princeton University
Princeton, NJ 08543

Gay & Lesbian Alliance of Princeton
306 Aaron Burr Hall
Princeton University

Princeton, NJ 08544
258-4522

Williams Paterson College
Coalition of Lesbians Gays & Friends
c/o Student Center
William Paterson College
Wayne, NJ 07440
595-3427

Gay & Lesbian Student Union
P.O. Box 100 Student Union Bldg
University of New Mexico, Room 215
Albuquerque, NM 87131
277-6739

Lesbian Gay Bisexual Alliance
CC116 1400 SUNY Albany
Albany, NY 12222
442-5672

Lesbian/Gay/Bisexual Caucus
SASU
200 Lark St.
Albany, NY 12210
465-2406

Gay People's Union
c/o Student Association
SUNY - Binghamton
Binghamton, NY 13901
772-2202

Lesbian Gay Bisexual Alliance
207 Talbert Hall
SUNY - Buffalo
Amherst, NY 14260
636-3063

Gay Awareness Organization
Campus Center
SUC Fredonia
Fredonia, NY 14063

Cornell Lesbian Gay & Bisexual Alliance
Box 45
207 Willard Straight Hall
Ithaca, NY 14853
255-6482

Gay & Lesbian Alliance at
Brooklyn College
Bedford Ave. & Ave H
Brooklyn, NY 11210
718 780-4234

Gay Liberation Front
Long Island University
c/o Student Activities
365 Flatbush Ave. Extn.
Brooklyn, NY 11201

Baruch College Gay & Lesbian Studies
c/o Duberman Graduate Ctr.
CUNY
33 W. 42nd St.
New York, NY 10036-8099
765-0791

Columbia Lesbian Bisexual Gay Coalition
303 Earl Hall
Columbia University
New York, NY 10027
854-1488

Gay & Lesbian Union at NYU
Loeb Student Center
566 LaGuardia Place, #810
New York, NY 10012
598-7056

Gay Men's Alliance
of Hunter College
695 Park Ave
New York, NY 10021
772-4829

Gay People at City College
Finley Student Center
Convent Ave. & W 135th St.
New York, NY 10031
690-4191

Lambda Lesbian & Gay Student Assoc.
John Jay College
445 W. 59th St.
New York, NY 10019
237-8738

Gay & Lesbian Union
6530 Kissena Blvd., Box 38
Flushing Blvd. 11367-0904

Gay & Lesbian Alliance
c/o Student Association
Hewitt Union, Room 225
SUC, Oswego
Oswego, NY 13126
341-2955

Lesbian Gay Bisexual Alliance
at Plattsburgh SUNY
Angell College Center
Plattsburgh, NY 12901
564-3200

Lesbian/Gay Student Association
Student Union SUC
Potsdam, NY 13676
267-2330

Gay/Lesbian/Bisexual Union
c/o Campus Life - SUNY
735 Anderson Hill Rd.

Purchase, NY 10577-1400
251-6976

Bisexual Gay & Lesbian Assoc.
of RIT
c/o Student Directorate/Ritreat
1 Lomb Memorial Drive
Rochester, NY 11114623
475-3296

Gay & Lesbian Bisexual & Friends Assoc
University of Rochester
Wilson Commons #101J
Rochester, NY 14627
275-9379

Syracuse University
Gay Lesbian Bisexual Student Assoc
750 Ostrom Ave.
Syracuse, NY 13244-4350
443-3599

Rensselaer Gay Lesbian & Bisexual All.
P.O. Box 146
Troy, NY 12181-0146
271-2655

University of North Carolina
At Greensboro Gay & Lesbian Student Assoc.
Box 27, Elliott University Center, UNGC
Greensboro, NC 27412
334-5119

Carolina Gay & Lesbian Assoc
Box 39 Carolina Union, CB #5210
Chapel hill, NC 27599
962-4401

Gay & Lesbian Student Resource
of the University of Akron
P.O. Box 4778
Akron, OH 44310
972-6851

Lesbian/Gay Academic Union of
Greater Cincinnati
Box 19530
Cincinnati, OH 45219
281-7496

U.C. Alliance of Lesbian Gay &
Bisexual People
211 Tangeman Center/Mail Location # 136
Cincinnati, OH 45221-0136
556-1449

CSU Lambda Delta Lambda
CSU, UC 301 Box 79
Cleveland, OH 44115
261-8645

CWRU Gay & Lesbian Gay Student Union
Thwing SAO
11111 Euclid Ave.
Cleveland, OH 44106
368-2226

OSU Gay Lesbian & Bisexual Alliance
340 Ohio Union
1739 High St.
Columbus, OH 43210
292-6200

Kent Gay/Lesbian Foundation
Box 17 Student Activities
Kent State University
Kent, OH 44242
672-2068

Oberlin College
Lesbian Gay Bisexual Union
Wilder Hall, Box 88
Oberlin, OH 44074

OU Gay Lesbian & Bisexual Alliance
303 Ellison Hall
633 Elm Ave.
Norman, OK 73019-0350
325-4GLA

Gay & Lesbian Assoc
Student Activities Center
MU East OSU
Corvallis, OR 97331
737-6363

Bryn Mawr/Haverford
Bisexual Gay & Lesbian Alliance
Box 1725
Bryn Mawr College
Bryn Mawr, PA 19010

Edinboro Gay Organization
College Union
Edinboro University of Pennsylvania
Edinboro, PA 16444
732-2000

Human Diversity League
c/o Chaplain's Office
Johnson Hall 36
Lehigh University
Bethlehem, PA 1118015
758-3877

Lesbian Gay & Bisexual Alliance
at Penn
243 Houston Hall
3417 Spruce St.
Philadelphia, PA 19104-6306
898-5270

Temple Lambda Alliance
Box 116
Student Activities Center Room 205
13th St & Montgomery Ave.
Philadelphia, PA 19122
232-4522

Bisexual Gay & Lesbian Alliance
University of Pittsburgh
William Pitt Union, Room 502
Pittsburgh, PA 15260
648-2105

CMU-OUT
c/o Skibo Information Desk
Carnegie Mellon University
Pittsburgh, PA 15213
268-8794

Gay & Lesbian Student Union
Box 2331, West Chester University
West Chester, PA 19383
436-6949

Lesbian Gay & Bisexual Student Alliance
Penn State University
224 Hetzel Union Building
University Park, PA 16802
865-3327

URI Gay/Lesbian Assoc.
346 Memorial Union
c/o Student Senate
Kingston, RI 02881
792-2398

Lesbian Gay Bisexual Alliance
P.O. Box 1930 SAO
Brown University
Providence, RI 02912
863-2189

Rhode Island College
Gay Lesbian or Bisexual Equity All.
600 Mt Plesant Ave., Student Union
Providence, RI 02908

Lambda Student Union
P.O. Box 8529
University of Tennessee
Knoxville, TN 37901

Memphis State University Students
for Gay & Lesbian Awareness
c/o Office of Greek Affairs, MSU
Memphis, TN 38152

Gay & Lesbian Student Association
Texas Union Bldg.
P.O. Box 275
Austin, TX 78712-7338
512-471-4387

Courage: The Lesbian Gay Bisexual
Student Organization of Denton
c/o Student Activities Center
UNT Box 5067
Denton, TX 76203
382-3813

Gays & Lesbians of Rice University
P.O. Box 1892
Houston, TX 77251-1892
527-8101

Gay Lesbian Student Assoc
Box 4310
SOS Office Box 8
Lubbock, TX 79410
795-8421

San Antonio Lambda Students All.
P.O. Box 12715
San Antonio, TX 78212
733-1225

Lesbian & Gay Student Union
234 Olpin Union Bldg.
University of Utah
Salt Lake City, UT 84112
521-4026

Gay Lesbian Bisexual Alliance
at UVM
University of Vermont, B-163
Billings, VT 05405
656-6300

Lambda Horizon at Virginia Tech
P.O. Box 686
Blacksburg, VA 24063-0686
951-2314

Lesbian & Gay Student Union at
the University of Virginia
P.O. Box 525
Newcomb Hall Stn.
Charlottesville, VA 22904
971-4942

Mary Washington College
Gay/Lesbian/Bisexual Student Assoc.
MWC Box 603
Fredericksburg, VA 22401-4666

VARSA
P.O. Box 2863
James Madison University
Harrisonburg, VA 22801
564-0530

Harmony
P.O. Box 10038
Hollins College, VA 24020

ODU Gay & Lesbian Student Union
Old Dominion University
Webb Center, Student Activities Office
Norfolk, VA 23508

Radford Alternative Alliance
Radford University
P.O. Box 5894
Radford, VA 24142

Gay Lesbian Bisexual Student All.
907 Floyd Ave., Box 75
Richmond, VA 23284
367-1678

Gay & Lesbian Alliance
WWU, Viking Union Box I-1
Bellingham, WA 98225-9106
647-6120

Gay & Lesbian Student Organization
1701 Broadway, 2BE 1142
Seattle, WA 98122
587-6924

LesBiGays Unlimited
207 HUB Box 104, FK-30
University of Washington
Seattle, WA 98195
543-6106

Gay & Lesbian Mountaineers
Student Organization Wing
Mountainlair, West Va. Univ
Morgantown, VA 26506
292-GAY2

Bisexual Gay Lesbian Awareness
Lawrence University
P.O. Box 599
Appleton, WI 54912
832-7980

Gay Lesbian Organization
U.W.-Eau Claire Union
Box GLO
Eau Claire, WI 54701

Ten Percent Society
Box 614 Memorial Union
Madison, WI 53706
262-7365

MGALA
P.O. Box 92722
Milwaukee, WI 53202

UWM Gay/Lesbian Community
Box 251
2200 E. Kenwood
Milwaukee, WI 53201
229-6555

UW-Oshkosh
10% Society
207 Reeve Union, UW-O
Oshkosh, WI 54901

UWSP
10% Society
Box 68 Campus Activities Office-U.C.
Stevens Point, WI 54481
346-3698

Connect
P.O. Box 1304
Superior, WI 54880
394-9467

UM-Whitewater
Gay Lesbian Student Union
309 McCutchen Hall
Whitewater, WI 53190; 472-5738

APPENDIX F

LETTERS

April 20, 1995

Chuck Hoy, GTA
Depart. of Broadcasting, Comm 333
University of Tennessee
Knoxville, TN 37996-033
(615) 974-4291 Office
(615) 546-3270
E-Mail HOY@UTKVX.UTK.EDU

Dear Fellow Students and Lesbigay Organization Members,

First, I would like to take this opportunity to introduce myself. My name is Chuck Hoy. I am a Doctoral Candidate at the University of Tennessee. As part of the requirement for my Ph.D. degree I am required to complete a dissertation. My dissertation's subject is the use of mass media among gay males.

This letter is a request for you help with my research. In a couple of weeks you will be receiving in the mail some diaries for recording mass media use and a survey.

It is requested you distribute these diaries to male volunteers to complete and return to me as soon as possible. Instructions for completing the diaries will be attached along with a self addressed stamped envelope.

Please be on the lookout for these diaries. I thank you in advance for you cooperation with this research project.

Sincerely,

Chuck Hoy,
Graduate Student

April 29, 1996

Chuck Hoy, GTA
Depart. of Broadcasting, Comm 333
University of Tennessee
Knoxville, TN 37996-033
(615) 974-4291 Office
(615) 546-3170 Home
E-Mail HOY@UTKVX.UTK.EDU

Dear Fellow Students and Lesbigay Organization Members,

As I informed you in my letter of April 20, 1996 enclosed you will find some blank diaries for recording the use of mass media. A survey is also included with each diary.

I am requesting you distribute the diaries to gay male volunteers of your group to complete. I do not mean to slight the lesbian members of your group, but this research is limited to males to avoid gender differences.

Instructions for completing the diaries is located on their inside front covers. I am also available at the above address and telephone numbers to answer any questions you may have about this research.

I can ensure the participants of this study their answers will remain confidential. No one, but myself will have access to the diaries nor will individuals be able to be identified.

It is requested you complete the diaries as soon as possible and return them to me in the enclosed self addressed stamped envelope provided.

The participation of members of your group is greatly appreciated. I can not begin to tell you the importance of this study. It is one of the first that looks at a gay mass media audience.

Again, thank you for your kind voluntary cooperation. I look forward to receiving the completed diaries soon.

Sincerely,

CH/hs
Enclosure:

Chuck Hoy,
Graduate Student

July 26, 1995

Chuck Hoy, GTA
Depart. of Broadcasting, Comm 333
University of Tennessee
Knoxville, TN 37996-0333
(615) 974-4291 Office
(615) 546-3170 Home
E-Mail HOY@UTKVX.UTK.EDU

Dear Fellow Students and Lesbigay Organization Members,

My name is Chuck Hoy. I am a Doctoral Candidate in broadcasting at the University of Tennessee - Knoxville. I refer you to my letter of April 4, 1995 that discusses my request for volunteers to keep a diary of mass media use.

Originally, my plan was to contact each group by telephone. Due to the problems in reaching groups my telephone I have had to dispense with that idea. However, I am still seeking gay males to participate in a study on mass media usage. Currently, the gay and lesbian media audience has not been included in mass media research. My research seeks to begin to remedy this oversight. This research is being performed for my dissertation. It is hoped this research on the gay male audience will form a foundation upon which others can build. This research is limited to gay males in order to control for differences in gender. A subsequent research project will address lesbian mass media usage.

In order to complete this project I need your organization's assistance. Enclosed you will find several mass media diaries. I am asking that gay male member's of your organization volunteer to keep one of these diaries for a period of one week. Instructions on how this is to be done can be found on page one of the diary. When a participant completes the diary they only have to enclose it in the self-addressed stamped envelope and drop into in the mail. Information from the diaries will be combined for statistical analysis. No individual will be identified at any point in the study.

I hope you can assist me with this project, and broaden the understanding of the gay and lesbian community. Thank you in advance for your kind consideration. Should you have any questions or problems, I may be contacted at the above address and telephone numbers. Thank you again.

Sincerely,

Chuck Hoy
Graduate Teaching Associate
Doctoral Student

October 9, 1995

Chuck Hoy, Assistant Professor
Dept. of Mass Communication
Grambling State University
P.O. Box 45
Grambling, LA 71245
(318) 274-2189 Office
(318) 251-1683 Home
E-Mail HOYCT@VAX0.GRAM.EDU

Dear Fellow Students and Lesbigay Organization Members,

In early May I sent to your group some diaries for recording your use of mass media. Unfortunately for many of you these diaries reached you too late in the semester to be distributed.

With this letter you will find enclosed additional copies of the diaries and the survey. I am requesting these be diaries be voluntary completed by male members of our group.

All responses for be kept in the strictest of confidences. No body but the researcher will know the identity of any individual completing a survey.

Instructions for completing the diaries are located on their inside front cover. It is requested the diaries be completed and returned to me as soon as possible in the enclosed self addressed stamped envelope.

Should you have any questions concerning this research project you may contact me at the above address or telephone numbers.

I thank you in advance for your cooperation and look forward to receiving the completed diaries.

Sincerely,

CH/hs
Enclosure:

Chuck Hoy,
Assistant Professor

October 27, 1996

Chuck Hoy, Assistant Professor
Dept. of Mass Communication
Grambling State University
P.O. Box 45
Grambling, LA 71245
(318) 274-2189 Office
(318) 251-1683 Home
E-Mail HOYCT@VAX0.GRAM.EDU

Dear Fellow Students and Lesbigay Organization Members,

This letter is a followup to my letter of October 9, 1996. With that letter I sent some diaries which I requested be passed on to gay male members of your group for completion.

If your members have completed the diaries and returned them, I would like to extend my gratitude for you assistance. If the diaries have not been completed I urge you to so and return them to me immediately.

The success of this research study depends on the cooperation of people such as yourself. People who are willing to take the time to work toward better understanding of gays and lesbians. If you have any questions you may contact me at the above address and telephone number

Again, thank you for your time and your voluntary cooperation.

Sincerely,

Chuck Hoy,
Assistant Professor

November 17, 1996

Chuck Hoy, Assistant Professor
Dept. of Mass Communication
Grambling State University
P.O. Box 45
Grambling, LA 71245
(318) 274-2189 Office
(318) 251-1683 Home
E-Mail HOYCT@VAX0.GRAM.EDU

Dear Fellow Students and Lesbigay Organization Members,

Once again I would like to followup of my letters of October 9 and October 17, 1996. On October 9, 1996 I sent to your group some diaries of mass media use.

If you have completed these diaries and returned them I thank you very much. Your participation in this research project is invaluable.

If you have not yet completed the diaries I urge you to do so and return them as soon as possible. Your participation in this project is vital for its success. It is also important to other gay and lesbian students. Please complete and return the diaries as soon as possible.

If you have any problems or questions about this research project you may contact me at the above address and telephone number.

Thank you once again for your voluntary cooperation.

Sincerely,

Chuck Hoy
Assistant Professor

APPENDIX G

LIST OF VARIABLES AND CATEGORIES

VARIABLE AND CATEGORY NAMES

SURVEY VARIABLES:

VARIABLE	**NAME**
IDENTIFI	IDENTIFICATION

AGE — AGE

VALUES	LABEL
1.00	16-18
2.00	18-20
2.00	21-22
4.00	23-24
5.00	25+

GENDER — GENDER

VALUES	LABEL
1.00	MALE
2.00	FEMALE
3.00	TRANSGENDER/OTHER

SEXORIEN — SEXUAL ORIENTATION

VALUES	LABEL
1.00	HETEROSEXUAL
2.00	HOMOSEXUAL
3.00	BISEXUAL
4.00	OTHER

CLASS — COLLEGE CLASS

VALUES	LABEL
1.00	FRESHMAN
2.00	SOPHOMORE
3.00	JUNIOR
4.00	SENIOR
5.00	GRADUATE STUDENT

MAJOR — MAJOR AREA OF STUDY

VALUES	LABEL
1.00	PSYCHOLOGY
2.00	ENGINEERING
3.00	NONE
4.00	POLITICAL SCIENCE
5.00	MUSIC
6.00	LANGUAGE
7.00	BIOLOGY
8.00	COMMUNICATIONS/MEDIA
9.00	SOCIOLOGY
10.00	EDUCATION
11.00	HUMAN SERVICES
12.00	COMPUTER

13.00	BUSINESS/ACCOUNTING
14.00	RELIGION
15.00	HISTORY
16.00	PRE-MED
17.00	MARKETING

HRSTVWAT AVERAGE NUMBER OF DAILY HOURS SPENT WATCHING TV

VALUES	LABEL
1.00	NONE
2.00	LESS THAN 1 HOUR
3.00	1-3 HOURS
4.00	4-6 HOURS
5.00	MORE THAN 6 HOURS

WATCHTV WHERE IS TV USUALLY WATCHED

VALUES	LABEL
1.00	HOME
2.00	WORK
3.00	BAR/RESTAURANT
4.00	FRIEND'S HOME
5.00	OTHER

FAVTVPRO FAVORITE TV PROGRAM

VALUES	LABEL
0.00	NONE
1.00	DOCTOR WHO
2.00	FRIENDS
3.00	X-FILES
4.00	STAR TREK
5.00	ROSEANNE
6.00	STAR TREK: VOYAGER

FAVORITE TV PROGRAM CONTINUED

VALUES	LABEL
7.00	ONE LIFE TO LIVE
8.00	YOUNG AND THE RESTLESS
9.00	MAD ABOUT YOU
10.00	FRAZIER
11.00	ER
12.00	STAR TREK: DEEP SPACE NINE
13.00	ANOTHER WORLD
14.00	HIGHLANDER
15.00	DESIGNING WOMEN
16.00	MELROSE PLACE
17.00	CNN HEADLINE NEWS
18.00	MURDER SHE WROTE
19.00	LAW AND ORDER
20.00	KNOTS LANDING
21.00	HOME IMPROVEMENT
22.00	PRIME TIME COUNTRY
23.00	CYBIL
24.00	ELLEN
25.00	SIMPSONS
26.00	STOOGE MANIA (THE 3 STOOGIES)
27.00	HOMICIDE LIFE ON THE STREETS
28.00	WHEEL OF FORTUNE

	29.00	MURDER ONE

HRSRADIO AVERAGE NUMBER OF DAILY HOURS SPENT LISTENING TO RADIO

VALUES	LABEL
1.00	LESS THAN 1 HOUR
2.00	1-3 HOURS
4.00	4-6 HOURS
5.00	MORE THAN 6 HOURS

LISTRAD WHERE DO YOU USUALLY LISTEN TO RADIO

VALUES	LABEL
1.00	HOME
2.00	WORK
3.00	CAR
4.00	WALKMAN
5.00	OTHER

RADFORMA WHAT IS YOUR FAVORITE RADIO FORMAT

VALUES	LABEL
1.00	ROCK
2.00	EASY LISTENING
3.00	URBAN

WHAT IS YOUR FAVORITE RADIO FORMAT CONTINUED

VALUES	LABEL
4.00	COUNTRY
5.00	JAZZ
6.00	CLASSICAL
7.00	ADULT CONTEMPORARY
8.00	SPANISH
9.00	NEWS/TALK
10.00	OLDIES
11.00	OTHER

FILMSMTH NUMBER OF FILMS VIEWED MONTHLY

VALUES	LABEL
1.00	NONE
2.00	1-3 FILMS
3.00	4-6 FILMS
4.00	7-9 FILMS
5.00	10 OR MORE FILMS

BOOKSMTH NUMBER OF BOOKS READ MONTHLY

VALUES	LABEL
1.00	NONE
2.00	1-3 BOOKS
3.00	4-6 BOOKS
4.00	7-9 BOOKS
5.00	10 OR MORE BOOKS

BOOKSYR NUMBER OF BOOKS READ YEARLY

VALUES	LABEL
1.00	NONE
2.00	1-3 BOOKS
3.00	4-6 BOOKS
4.00	7-9 BOOKS
5.00	10 OR MORE BOOKS

MAGSWKLY NUMBER OF PERIODICALS READ WEEKLY

VALUES	LABEL
1.00	NONE
2.00	1-3 PERIODICALS
3.00	4-6 PERIODICALS
4.00	7-9 PERIODICALS
5.00	10 OR MORE PERIODICALS

MAGSMONT NUMBER OF PERIODICALS READ MONTHLY

VALUES	LABEL
1.00	NONE
2.00	1-3 PERIODICALS
3.00	4-6 PERIODICALS
4.00	7-9 PERIODICALS
5.00	10 OR MORE PERIODICALS

SUBMAGS NUMBER OF PERIODICALS SUBSCRIBED TOO

VALUES	LABEL
1.00	NONE
2.00	1-3 PERIODICALS
3.00	4-6 PERIODICALS
4.00	7-9 PERIODICALS
5.00	10 OR MORE PERIODICALS

READNEWS NUMBER OF NEWSPAPERS READ DAILY

VALUES	LABEL
1.00	NONE
2.00	1 NEWSPAPER
3.00	2 NEWSPAPERS
4.00	3 NEWSPAPERS
5.00	4 OR MORE NEWSPAPERS

SUBNEWS DO YOU SUBSCRIBE TO A NEWSPAPER

VALUES	LABEL
1.00	SUBSCRIBE
2.00	DO NOT SUBSCRIBE

USEGLMED DO YOU USE GAY/LESBIAN MEDIA

VALUES	LABEL
1.00	USE GAY/LESBIAN MEDIA
2.00	DO NOT USE GAY/LESBIAN MEDIA

GLMEDUSE WHAT GAY/LESBIAN MEDIA DO YOU USE

VALUES	LABEL
1.00	DOES NOT USE
2.00	MAGAZINE AND VIDEOS
3.00	PERIODICALS ONLY
4.00	PERIODICALS AND COMPUTERS
5.00	BOOKS, MAGAZINES AND TELEVISION
6.00	TV ONLY
7.00	COMPUTER BULLETIN BOARDS - GAY

MUSBUY NUMBER OF MUSIC CD'S/TAPES PURCHASED MONTHLY

VALUES	LABEL
1.00	NONE
2.00	1-3
3.00	4-6
4.00	7-9
5.00	10 OR MORE

MUSTYPE FAVORITE MUSIC TYPE

VALUES	LABEL
0.00	NONE
1.00	OLDIES
2.00	CLASSICAL
3.00	ALTERNATIVE
4.00	DANCE/DISCO
5.00	EASY LISTENING
6.00	FOLK
7.00	ROCK
8.00	POP
9.00	TOP 40
10.00	EARTH MUSIC
11.00	ADULT CONTEMPORARY
12.00	COUNTRY
13.00	SHOWTUNES
14.00	GOSPEL
15.00	JAZZ
16.00	RHYTHM & BLUES

FAVMUSIC FAVORITE MUSICIAN

VALUES	LABEL
0.00	NONE
1.00	BACH
2.00	STREISAND
3.00	FRANK SINATRA
4.00	MISCELLANEOUS
5.00	TALKING HEADS
6.00	MADONNA
7.00	STING
8.00	PET SHOP BOYS
9.00	NIRVANA
10.00	SEAL
11.00	DEPRECHE MODE
12.00	AMY GRANT
13.00	DOLLY PARTON
14.00	CHICK COREA
15.00	DAVID BOWIE

FAVORITE MUSICIAN CONTINUED

VALUES	LABEL
16.00	YANNI
17.00	REBA MACINTIRE
18.00	TORI AMOS
19.00	WILLIE NELSON
20.00	DAVE MATTHEWS
21.00	CELINE DION
22.00	ABBA

OWNVCR OWNS VIDEO RECORDER/PLAYER

VALUES	LABEL
1.00	OWN VCR
2.00	DO NOT OWN VCR

OWNTV OWNS TELEVISION

VALUES	LABEL
1.00	OWN TV
2.00	DO NOT OWN TV

COMPUTER OWNS COMPUTER

VALUES	LABEL
1.00	OWN COMPUTER
2.00	DO NOT OWN COMPUTER

VIDGAME OWNS VIDEO GAME SYSTEM

VALUES	LABEL
1.00	OWNS VIDEO GAME
2.00	DOES NOT OWN VIDEO GAME

CASSETTE OWNS AUDIO CASSETTE RECORDER/PLAYER

VALUES	LABEL
1.00	OWNS AUDIO CASSETTE
2.00	DOES NOT OWN AUDIO CASSETTE

CDPLAY OWN AUDIO CD

VALUES	LABEL
1.00	OWN AUDIO CD
2.00	DOES NOT OWN AUDIO CD

RELIGION RELIGIOUS PREFERENCE

VALUES	LABEL
1.00	CATHOLIC
2.00	MUSLIM
3.00	JEWISH
4.00	PROTESTANT
5.00	OTHER
6.00	NONE

LIVE WHERE DO YOU LIVE

VALUES	LABEL
1.00	ON-CAMPUS HOUSING
2.00	OFF-CAMPUS HOUSING
3.00	WITH PARENTS/GUARDIAN

CITY SIZE OF TOWN WHERE CAMPUS IS LOCATED

VALUES	LABEL
1.00	RURAL AREA
2.00	SMALL TOWN LESS THAN 100,000
3.00	SMALL CITY 100,000-200,000
4.00	MID-SIZE CITY 200,001-700,000
5.00	LARGE CITY 700,001 OR LARGER

ETHNIC ETHNIC BACKGROUND

VALUES	LABEL
1.00	CAUCASIAN
2.00	AFRICAN-AMERICAN
3.00	ASIAN-AMERICAN
4.00	LATINO
5.00	NATIVE AMERICAN
6.00	OTHER

STUDENT STUDENT/NON-STUDENT

VALUES	LABEL
1.00	STUDENT
3.00	NON-STUDENT

TELEVISION VIEWING VARIABLES:

VARIABLE NAME

PROGTIT TELEVISION PROGRAM TITLE

VALUES	LABEL
1.00	20/20
2.00	90210
3.00	A DIFFERENT WORLD
4.00	ABSOLUTELY FABULOUS
5.00	ALIENS II
6.00	ALL IN THE FAMILY
7.00	AMERICA'S FUNNIEST HOME VIDEOS
8.00	ANOTHER WORLD
9.00	ARCHAEOLOGY
10.00	ARE YOU BEING SERVED
11.00	AS THE WORLD TURNS
12.00	ASIA NOW
13.00	BABYLON V
14.00	BATMAN
15.00	BAYWATCH
16.00	BOLD AND BEAUTIFUL
17.00	BRADY BUNCH
18.00	CBS MORNING
19.00	CHARLIE ROSE

TELEVISION PROGRAM TITLE CONTINUED

VALUES	LABEL
20.00	CHEERS
21.00	COACH
22.00	CRITIC
23.00	CROSSFIRE
24.00	CYBIL
25.00	DATELINE
26.00	DAYS OF OUR LIVES
27.00	DEADLY GAMES
28.00	DESIGNING WOMEN
29.00	DONOHUE
30.00	ELLEN
31.00	ENTERTAINMENT TONIGHT
32.00	ER
33.00	EXTRA
34.00	FAMILY MATTERS
35.00	FOOTBALL NFL
36.00	FOREVER KNIGHT
37.00	FRAISER
38.00	FRIENDS
39.00	GABRIELLE
40.00	GENERAL HOSPITAL
42.00	GOLDEN GIRLS
43.00	GOOD MORNING AMERICA
44.00	GRACE UNDER FIRE
45.00	HARD COPY
46.00	HAVEN
47.00	HIGHLANDER
48.00	HOCKEY NFL
49.00	HOLIDAY PARADE
50.00	HOME TIME
51.00	HOME IMPROVEMENT
52.00	I LOVE LUCY
53.00	TONIGHT SHOW
54.00	JEOPARDY
55.00	JERRY SPRINGER
56.00	JOHN LAROQUETTE
57.00	KEEPING SECRETS
58.00	KEEPING UP APPEARANCES
59.00	KIDS IN THE HALL
60.00	LAW AND ORDER
61.00	LEEZA
62.00	LITTLE HOUSE ON THE PRAIRIE
63.00	LOVE CONNECTION
64.00	MAD ABOUT YOU
65.00	MARK WAHLBERG
66.00	MARTIN SHORT SPECIAL
67.00	MARTHA STEWART
68.00	MAURY POVICH
69.00	MEDICINE BALL
70.00	MEDICINE MAN
71.00	MELROSE PLACE
72.00	MICHAEL JACKSON SPECIAL
73.00	MIKE AND MATY
74.00	MONTEL WILLIAMS
75.00	MOVIES
76.00	HONEY I BLEW UP THE KID
77.00	MTV
78.00	MURPHY BROWN
79.00	MYSTERY SCIENCE THEATER

TELEVISION PROGRAM TITLE CONTINUED

VALUES	LABEL
80.00	NANNY
81.00	NATURAL WORLD
82.00	NATURE
83.00	NEWS
84.00	NIGHTLINE
85.00	NORTHERN EXPOSURE
86.00	NYPD BLUE
87.00	ONE LIFE TO LIVE
88.00	OPHRAH
89.00	OUTER LIMITS
90.00	PICKET FENCES
91.00	POLITICALLY INCORRECT
92.00	PRIME-TIME LIVE
93.00	REAL WEST
94.00	REGIS AND KATHI LEE
95.00	RIKKI LAKE
96.00	ROLANDA
97.00	ROSEANNE
98.00	SEAQUEST
99.00	SEINFELD
100.00	SIGHTINGS
101.00	SIMPSONS
102.00	SINGLE GUY
103.00	SLIDERS
104.00	STAR TREK: VOYAGER
105.00	STAR TREK: NEXT GENERATION
106.00	STAR TREK: DEEP SPACE NINE
107.00	STATE GOVERNMENT
108.00	STEPHANIE MILLER
109.00	STRETCHING
110.00	BOX, THE - MUSIC VIDEOS
111.00	THIS OLD HOUSE
112.00	THINK TANK
113.00	THUNDER ALLEY
114.00	TO THE CONTRARY
115.00	TODAY
116.00	TWENTIETH CENTURY
117.00	UNKNOWN TITLE
118.00	UNSOLVED MYSTERIES
119.00	VH1
120.00	WEATHER CHANNEL
121.00	WHITE DWARF
122.00	WHO'S THE BOSS
123.00	WILD CHICAGO
124.00	WINGS
125.00	WONDER WOMAN
126.00	X-FILES
127.00	X-MEN
128.00	YOUNG AND RESTLESS
129.00	CHARLIE PEREZ
130.00	MARRIED WITH CHILDREN
131.00	ALL MY CHILDREN
132.00	SALLY JESSE RAPHAEL
133.00	PINNACLE
134.00	MONEYLINE
135.00	TWO STUPID DOGS
136.00	ALMOST PERFECT
137.00	GOOD COMPANY
138.00	WHEEL OF FORTUNE

TELEVISION PROGRAM TITLE CONTINUED

VALUE	LABEL
139.00	CAROLINE IN THE CITY
140.00	MURDER SHE WROTE
141.00	NASH BRIDGES
142.00	ROCK & JOCK B'BALL
143.00	MCLAUGHLIN GROUP, THE
144.00	SPORTSCENTER (ESPN)
145.00	KINDRED,THE
146.00	BOSTON COMMON
147.00	WOMEN OF BREWSTER PLACE
148.00	SUPERMARKET SWEEP
149.00	NFL DRAFT
150.00	SIXTY MINUTES
151.00	LEGENDARY TRAILS
152.00	ANDY GRIFFITH SHOW
153.00	48 HOURS
154.00	NEW YANKEE WORKSHOP
155.00	JULIA'S KITCHEN
156.00	FRUGAL GOURMET
157.00	VICTORY GARDEN
158.00	INSIDE EDITION
159.00	ACADEMY OF COUNTRY MUSIC
160.00	KUNG FU, THE LEGEND
161.00	THIRD ROCK FROM THE SUN
162.00	TOM SNYDER
163.00	TOUCHED BY AN ANGEL
164.00	TALES FROM THE CRYPT
165.00	SATURDAY NIGHT SPECIAL
166.00	NEWS RADIO
167.00	IN THE HEAT OF THE NIGHT
168.00	MIGHTY MORPHIN POWER RANGERS
169.00	SPIDER-MAN
170.00	M.M.P.R.
171.00	ROCKO'S MODERN LIFE
172.00	BONANZA
173.00	STOOGE MANIA
174.00	TRAVEL NEWS NOW
175.00	TALK SOUP
176.00	WHY PLANES CRASH
177.00	GUIDING LIGHT, THE
178.00	DIAGNOSIS MURDER
179.00	WHEN ANIMALS ATTACK
180.00	BEFORE THEY WERE STARS
181.00	BARBARA WALTERS SPECIAL
182.00	AMERICA'S MOST WANTED
183.00	SLEEPING WITH THE ENEMY
184.00	LANCE BARTONI: MAGIC
185.00	DREW CAREY
186.00	FACULTY,THE
187.00	DAVE'S WORLD
188.00	BIG 80'S, THE
189.00	SPACE 1999
190.00	NATIONAL GEOGRAPHIC
191.00	GOOD COMPANY

TELEVISION PROGRAM TITLE

VALUES	LABEL
192.00	DAVID LETTERMAN SHOW
193.00	NATURE
194.00	MYSTERY
195.00	PRIME TIME COUNTRY
196.00	MASH
197.00	FINAL JUSTICE
198.00	SECOND NOAH
199.00	TRAVEL
200.00	MARY TYLER MOORE
201.00	KNOTS LANDING
202.00	BENSON
203.00	COPS
204.00	BEWITCHED
205.00	ONE DAY AT A TIME
206.00	LUCY SHOW, THE
207.00	MUNSTERS,THE
208.00	KNIGHT RIDER
209.00	FLORIDA
210.00	APPALACHIAN STORIES
212.00	FAMILY VALUES
213.00	SISTERS
214.00	BIOGRAPHY
215.00	AWARDS PROGRAM
216.00	DEBT
217.00	COMEDY NETWORK CENTRAL
218.00	QVC

PROTYPE PROGRAM GENRE

VALUES	LABEL
1.00	ACTION DRAMA
2.00	DOCUMENTARY
3.00	DRAMA
4.00	MADE-FOR-TV MOVIE
5.00	MOVIE
6.00	MUSIC VIDEOS
7.00	NEWS
8.00	POLICE DRAMA
9.00	PUBLIC AFFAIRS
10.00	SITUATION COMEDY
11.00	SOAP OPERA
12.00	SPORTS
13.00	TALK SHOW
14.00	VARIETY
15.00	GENRE UNKNOWN
16.00	SCIENCE FICTION
17.00	GAME SHOW
18.00	CARTOONS
19.00	AWARDS PROGRAM
20.00	TABLOID NEWS
21.00	HOW-TO
22.00	INFORMATION
23.00	HORROR

NETCHNL NETWORK/CABLE CHANNEL VIEWED

VALUES	LABEL
1.00	ABC
2.00	ARTS AND ENTERTAINMENT (A&E)
3.00	CABLE CHANNEL
4.00	CBS
5.00	CNN
6.00	CNN HEADLINE NEWS
7.00	COMEDY CENTRAL
8.00	DISNEY
9.00	FOX
10.00	HISTORY CHANNEL
11.00	INDEPENDENT
12.00	LEARNING CHANNEL
13.00	MTV
14.00	NBC
15.00	PBS
16.00	TBS
17.00	UPN
18.00	VH1
19.00	WEATHER CHANNEL
20.00	DISCOVER
21.00	MOVIE CHANNEL
22.00	CARTOON NETWORK
23.00	WGN-CHICAGO
24.00	LIFETIME
25.00	ESPN
26.00	HBO
27.00	NICKELODEON
28.00	FAMILY
29.00	TRAVEL
30.00	CINEMAX
31.00	SHOWTIME
32.00	E!
33.00	SCI-FI
34.00	ENCORE
35.00	USA
36.00	TNT
37.00	TNN
38.00	BET
39.00	QVC

WHEWATH WHERE TV WAS WATCHED

VALUES	LABEL
1.00	DINING HALL
2.00	FRIEND'S HOME
3.00	HOME
4.00	HOTEL
5.00	PARENT'S HOME
6.00	WORK
7.00	DORM LOUNGE
8.00	PARTNER'S HOME

TIME TIME SPENT WATCHING TV

VALUES	LABEL
1.00	15 MINUTES OR LESS
2.00	16-30 MINUTES
3.00	31-59 MINUTES
4.00	1 HOUR
5.00	2 HOURS
6.00	3 HOURS
7.00	5 HOURS
8.00	6 HOURS OR MORE

WHYWATH WHY DID YOU VIEW THIS PROGRAM

VALUES	LABEL
1.00	BACKGROUND
2.00	BORED
3.00	EDUCATION
4.00	ENJOYED
5.00	ENTERTAINMENT
6.00	FILL TIME
7.00	FUN
8.00	INFORMATION
9.00	INTERESTED IN SUBJECT
10.00	IT WAS THERE
11.00	SELF-IMPROVEMENT
12.00	TAPING FOR SOMEONE ELSE
13.00	NOTHING ELSE OF INTEREST

COMMENTS COMMENTS ON TV VIEWING

VALUES	LABEL
0.00	NONE
1.00	COOKING AND HOUSEHOLD CHORES
2.00	BEGINNING TO LIKE SHOW
3.00	BEST PROGRAM
4.00	BLUES VS BLACK HAWKS
5.00	CAUGHT UP ON TV VIEWING
6.00	BLANK
7.00	CHANGED VIEWS ON SUBJECT
8.00	CHECKING IT OUT
9.00	CLASSIC TV AT ITS BEST
10.00	COMPARISON TO OWN FAMILY
11.00	FAVORITE SHOW
12.00	FUNNY
13.00	GOOD
14.00	HELP UNWIND
15.00	HOOKED
16.00	INFORMATION
17.00	INTERESTED BY SUBJECT
18.00	LIKE HOST
19.00	MAYORAL RACE
20.00	NOT WATCHING AS OFTEN AS I LIKE
21.00	ONLY SHOW I WATCH
22.00	PUTS ME IN A GOOD MOOD
23.00	SEXUAL
24.00	SICK OF GAY EXPLOITATION
25.00	SUBJECT MATTER - CYBERSEX
26.00	TABLOID TV
27.00	TV WAS JUST ON

	28.00	WEEKLY TRADITION
	29.00	WEIRD
	30.00	DEBATE RAGES OVER CHILD VICTIMS AND CHURCH
	31.00	PERTINENT TO CAREER GOALS PERSONAL LIFE
	32.00	CUTE BOYS IN SWIMSUITS
	33.00	I HATE THESE SHOWS - DON'T WATCH MUCH
	34.00	BORING
	35.00	GOOD GAY PORTRAYAL

DAYOFWK DAY OF WEEK

VALUES	LABEL
1.00	SUNDAY
2.00	MONDAY
3.00	TUESDAY
4.00	WEDNESDAY
5.00	THURSDAY
6.00	FRIDAY
7.00	SATURDAY

RADIO LISTENING VARIABLES

VARIABLE NAME
CALLLTR STATION CALL LETTERS

VALUES	LABEL
1.00	KANW
2.00	KBIS
3.00	KIIS/KYSR
4.00	KMOX
5.00	KOST
6.00	KPNT
7.00	KRTH
8.00	KTEG
9.00	KTGM
10.00	KXJZ
11.00	KYXY
12.00	Q101 - CHICAGO
13.00	STAR 100.7
14.00	WBBM
15.00	WGUC
16.00	WHRW
17.00	WIBV
18.00	WIMZ
19.00	WIXX
20.00	WKBQ
21.00	WLUM
22.00	WLZR
23.00	WNKU
24.00	WMUA
25.00	WMVZ
26.00	WOWI
27.00	WSKZ
28.00	WTKD
29.00	WUOT
30.00	WVBR
31.00	WXYL
32.00	WMJJ
33.00	WWST
34.00	KOKZ

35.00	WZBQ
36.00	WTUC
37.00	WIVK
38.00	WKTU
39.00	93.5
40.00	97.5
41.00	U102
42.00	WATO
43.00	96.1
44.00	104.5
45.00	WMYU
46.00	WQBB

RADFORT RADIO FORMAT

VALUES	LABEL
1.00	80'S AND 90'S
2.00	ADULT CONTEMPORARY
3.00	ALTERNATIVE
4.00	CAMPUS INFORMATION
5.00	CLASSICAL
6.00	CLUB/HOUSE
7.00	EASY LISTENING
8.00	JAZZ
9.00	LITE
10.00	NEWS/TALK
11.00	NPR
12.00	OLDIES
13.00	RHYTHM AND BLUES
14.00	ROCK
15.00	SOFT ROCK
16.00	TOP FORTY
17.00	COUNTRY
18.00	POP

WHRLIST WHERE DID YOU LISTEN TO RADIO

VALUES	LABEL
1.00	CAR
2.00	GYM
3.00	HOME
4.00	ROOM
5.00	WORK
6.00	MULTIPLE LOCATIONS

TIMELIST HOW LONG DID YOU LISTEN TO RADIO

VALUES	LABEL
1.00	15 MINUTES OR LESS
2.00	16-30 MINUTES
3.00	31-59 MINUTES
4.00	1 HOUR
5.00	2 HOURS
6.00	3 HOURS
7.00	4 HOURS
8.00	5 HOURS
9.00	6 HOURS OR MORE

WHY LIST WHY DID YOU LISTEN

VALUES	LABEL
1.00	BACKGROUND
2.00	DANCE MUSIC
3.00	DEPRESS MYSELF
4.00	ENJOYMENT
5.00	ENTERTAINMENT
6.00	GREAT STATION
7.00	GUY/LES SHOW
8.00	INFORMATION
9.00	RELAXATION
10.00	TO WAKE UP

COMMTS COMMENTS ON RADIO LISTENING

VALUES	LABEL
1.00	BRUCE WILLIAM
2.00	BRUCE BRADLEY AND G. GORDON LIDDY
3.00	CALLERS COMMENTS ARE FUNNY
4.00	DIDN'T LIKE MUSIC
5.00	ENJOYABLE
6.00	FUNKIN MUSIC
7.00	HELPED ME STAY UP
8.00	IT WAS GOOD
9.00	NICE TO SING TO
10.00	NOISE WHILE DRIVING
11.00	PASS THE TIME WHILE COMMUTING
12.00	PAUL HARVEY IS THE BEST
13.00	PRAIRIE HOME COMPANION IS MY FAVORITE PROGRAM
14.00	PROGRAM FAMILIARIZATION
15.00	SAME OLD SAME OLD
16.00	SOOTHING
17.00	SUPER GOLD
18.00	TOO MANY ADS
19.00	TRIPPING WITHOUT DRUGS
20.00	WHERE'S THE PASSION IN MY RELATIONSHIP
21.00	GREAT WAY TO START THE DAY

DAYWK DAY OF WEEK

VALUES	LABEL
1.00	SUNDAY
2.00	MONDAY
3.00	TUESDAY
4.00	WEDNESDAY
5.00	THURSDAY
6.00	FRIDAY
7.00	SATURDAY

PERIODICALS READ VARIABLES

VARIABLE NAME

HOWOBTN HOW WAS PERIODICAL OBTAINED

VALUES	LABEL
1.00	COFFEE HOUSE
2.00	DOWNLOADED ONTO COMPUTER
3.00	FRIEND

	4.00	FOUND IT
	5.00	FREE
	6.00	HOUSEMATE
	7.00	IN HOTEL ROOM
	8.00	LESBIAN GAY BISEXUAL RESOURCE CENTER
	9.00	LIBRARY
	10.00	MAIL
	11.00	NEWS BOX
	12.00	OFFICE SUBSCRIPTION
	13.00	PARTNER'S
	14.00	PICKED UP IN A BAR
	15.00	PURCHASED FROM NEWSSTAND
	16.00	STUDENT PAPER
	17.00	SUBSCRIBE
	18.00	TOWER RECORDS
	19.00	WORK

WHRREAD WHERE WAS PERIODICAL READ

VALUES	LABEL
1.00	CAMPUS
2.00	COFFEE HOUSE
3.00	DORM ROOM
4.00	FRIENDS HOUSE
5.00	HOME
6.00	LESBIAN GAY BISEXUAL RESOURCE CENTER
7.00	MUSIC BUILDING
8.00	OFFICE
9.00	PARENTS' HOME
10.00	PARK
11.00	PARTNER'S HOME
12.00	PARTNER'S PARENTS' HOME
13.00	TOWER RECORDS
14.00	TRAIN
15.00	CAR
16.00	LIBRARY
17.00	HOTEL ROOM

TIMEREAD TIME SPENT READING PERIODICAL

VALUES	LABEL
1.00	15 MINUTES OR LESS
2.00	16-30 MINUTES
3.00	31-59 MINUTES
4.00	1 HOUR
5.00	2 HOURS
6.00	3 HOURS
7.00	4 HOURS
8.00	5 HOURS
9.00	6 HOURS OR MORE

COMM COMMENTS ON PERIODICAL

VALUES	LABEL
1.00	ANNUAL CONFERENCE ON COMPUTER GRAPHICS
2.00	AWFUL
3.00	FAVORITE SECTIONS
4.00	FINISHED THE MAGAZINE
5.00	GET DRAG TIPS
6.00	GOOD SYNDICATED CROSSWORD

7.00	GREAT MAGAZINE
8.00	INTERESTING ARTICLE
9.00	JAGUARS WON
10.00	JOB HUNTING
11.00	KEEP UP WITH CAMPUS NEWS
12.00	LOUSY PAPER
13.00	NICE LOOKING GUYS
14.00	NICE PICTURE OF ME
15.00	READ COMICS AND PARTS OF SPORTS SECTION
16.00	THEY'LL PUBLISH ANYTHING
17.00	TOO CONSERVATIVE
18.00	NOT ENOUGH GAY RELATED ITEMS
19.00	ARTICLE ON SAME SEX MARRIAGE

DAY DAY PERIODICAL WAS READ

VALUES	LABEL
1.00	SUNDAY
2.00	MONDAY
3.00	TUESDAY
4.00	WEDNESDAY
5.00	THURSDAY
6.00	FRIDAY
7.00	SATURDAY

WYRDPER WHY DID YOU READ PERIODICAL

VALUES	LABEL
1.00	ACCESSIBLE YET INFORMATIVE
2.00	ACTIVITIES
3.00	ADS
4.00	ARTICLES
5.00	BEST NEWS
6.00	BOREDOM
7.00	CHECK ARTICLES
8.00	CLASSIFIEDS
9.00	CROSSWORD PUZZLE
10.00	EDITORIALS
11.00	ENTERTAINMENT
12.00	FOOTBALL SCORES
13.00	FREE
14.00	FUN
15.00	GAY ISSUES
16.00	GOOD LIFE SECTION
17.00	GOOD PAPER
18.00	HOROSCOPE AND COMICS
19.00	IN PAPER
20.00	INFORMATION
21.00	INSIGHT ON TOPIC
22.00	IT WAS THERE
23.00	IT'S CHEAP
24.00	ITS ON MY PEOPLE
25.00	LOCAL GAY PAPER
26.00	MUSIC NEWS
27.00	MY MAJOR
28.00	NEWS
29.00	ON COFFEE TABLE
30.00	ON CUTTING EDGE
31.00	PICTURES
32.00	POLITICAL OPINION

	33.00	REVIEWS
	34.00	SEE DRAG QUEEN
	35.00	MALE INTERESTS
	36.00	TOWN'S ONLY NEWSPAPER
	37.00	OBITUARIES

PUBTITL PUBLICATION TITLE

VALUES	LABEL
1.00	ADVOCATE
2.00	BILLBOARD
3.00	BINGHAMTON PRESS AND SUN
4.00	BUSINESS WEEK
5.00	CHICAGO SUN-TIMES
6.00	CHICAGO TRIBUNE
7.00	CINCINNATI ENQUIRER
8.00	CLEVELAND DAILY BANNER
9.00	COMIC BOOKS VARIOUS TITLES
10.00	DAILY BEACON
11.00	DENVER POST
12.00	DETAILS
13.00	DRAGAZINE
14.00	ENTERTAINMENT WEEKLY
15.00	ESQUIRE
16.00	GAY AND LESBIAN TIMES
17.00	GUARDIAN UCSD
18.00	HAWTHORNE PRESS
19.00	ITHACA TIMES
20.00	LESBIAN GAY NEWS TELEGRAPH
21.00	LOS ANGELES TIMES
22.00	NATIONAL GEOGRAPHIC
23.00	NEW YORK DAILY NEWS
24.00	NEW YORK TIMES
25.00	NEWSWEEK
26.00	OUT FRONT - DENVER GAY PAPER
27.00	OUT!
28.00	PORTLAND CRESCENT
29.00	READER, THE
30.00	SACRAMENTO BEE
31.00	SCHOOL PAPER
32.00	SCIENTIFIC AMERICAN
33.00	SEGGRAPH CONFERENCE ADVANCE PROGRAM
34.00	ST. LOUIS POST DISPATCH
35.00	TIME
36.00	US
37.00	USA TODAY
38.00	VEGETARIAN TIMES
39.00	VIRGINIAN PILOT
40.00	WINDY CITY TIMES
41.00	JEMS
42.00	NORTHERN IOWAN
43.00	ATLANTA JOURNAL/CONSTITUTION
44.00	WALL STREET JOURNAL
45.00	CHRISTOPHER STREET
46.00	NEW YORK NATIVE, THE
47.00	TUSCALOOSA NEWS
48.00	ADVOCATE MEN
49.00	SOUTHERN VOICE
50.00	DAILY NEWS
51.00	MARYVILLE DAILY TIMES
52.00	TV GUIDE
53.00	HOT ROD

PUBLICATION TITLE CONTINUED

VALUES	LABEL
54.00	MOTOR TREND
55.00	KNOXVILLE NEWS SENTINEL
56.00	TRAVEL HOLIDAY
57.00	CRUISE TRAVEL
58.00	LOS ANGELES READER
59.00	U.S. NEWS AND WORLD REPORT
60.00	MCCREARY COUNTY RECORD
61.00	METROPULSE
62.00	READER'S DIGEST
63.00	ORLAND SENTINEL

FILM/VIDEO VIEWING VARIABLES

VARIABLE	**NAME**
FILMTITL	FILM TITLE

VALUES	LABEL
1.00	1492: CONQUEST OF PARADISE
2.00	ABSOLUTELY FABULOUS
3.00	ADVENTURES OF PRISCILLA
4.00	ALIEN
5.00	ALIEN II
6.00	AMERICAN PRESIDENT, THE
7.00	AMY GRANT MUSIC VIDEO
8.00	ARE YOU BEING SERVED
9.00	BATMAN FOREVER
10.00	BIGGER THE BETTER, THE
11.00	BLACK WIDOW
12.00	CANNERY ROW
13.00	CLASH OF THE TITANS
14.00	CONGO
15.00	COPY CAT
16.00	DELORES CLAIBORNE
17.00	DIE HARDER (DIE HARD III)
18.00	DONNA SUMMER CONCERT
19.00	DOUBLE EXPOSURE
20.00	DUMB AND DUMBER
21.00	ED WOOD
22.00	EMPIRE STRIKES BACK, THE
23.00	ENDLESS SUMMER
24.00	FORBIDDEN LOVES
25.00	FOREST GUMP
26.00	GAY & LESBIAN FILM FESTIVAL
27.00	GET SHORTY
28.00	GREASE
29.00	HOME FOR THE HOLIDAYS
30.00	I LIKE IT LIKE THAT
31.00	INTERVIEW WITH A VAMPIRE
32.00	ITS PAT THE MOVIE
33.00	JOCKS
34.00	KISS OF DEATH
35.00	LONG TIME COMPANION

FILM TITLE CONTINUED

VALUES	LABEL
36.00	MALE TRIANGLE
37.00	MEXICO CELEBRATES DAY OF DEAD
38.00	MURIEL'S WEDDING
39.00	NELL
40.00	OUTBREAK
41.00	PRAGUE
42.00	PRIEST
43.00	PULP FICTION
44.00	SERIAL
45.00	SHOWGIRLS
46.00	SISTER ACT
47.00	SOME FLOOD MOVIE
48.00	STAR TREK: GENERATIONS
49.00	STAR WARS
50.00	STAR TREK VI: THE UNDISCOVERED COUNTRY
51.00	SUM OF US, THE
52.00	TALES OF THE CITY
53.00	TO WONG FOO...THANKS FOR EVERYTHING JULIA NEWMAR
54.00	TRUE LIES
55.00	VILLAGE OF THE DAMNED
56.00	WHATEVER HAPPENED TO BABY JANE?
57.00	WHEN HARRY MET SALLY
58.00	WHILE YOU WERE SLEEPING
59.00	WIZARD OF OZ
60.00	BIRDCAGE, THE
61.00	A FAMILY THING
62.00	TWELVE MONKEYS
63.00	JEFFREY
64.00	NATIONAL LAMPOON'S SENIOR TRIP
65.00	DON JUAN DE MARCO
66.00	ULTIMATE TARGET OF THE GAY AGENDA, THE
67.00	PHILADELPHIA
68.00	1776
69.00	DOWN PERISCOPE
70.00	SISTER ACT II
71.00	STEEL MAGNOLIAS
72.00	EROTIC CHOICES
73.00	STUDENT AFFAIRS
74.00	A LONG HOT SUMMER
75.00	COLOR PURPLE
76.00	LIKE WATER FOR CHOCOLATE
77.00	ARSENIC & OLD LACE
78.00	SORRY WRONG NUMBER
79.00	BEST OF EVERYTHING
80.00	SHOWBOAT
81.00	BLUE VELVET
82.00	MYRA BRECKENBRIDGE
83.00	X-FILES
84.00	STAND, THE
85.00	WAITING TO EXHALE
86.00	KIDS IN THE HALL
87.00	HACKERS
88.00	MR HOLLAND'S OPUS
89.00	FARGO
90.00	LEAVING LAS VEGAS
91.00	LIFE IS SWEET
92.00	STORY OF ENGLISH, THE
93.00	DIABOLIQUE
94.00	WATERWORLD

FILM TITLE CONTINUED

VALUES	LABEL
95.00	CLUELESS
96.00	MORTAL KOMBAT
97.00	FIRST TIMERS
98.00	WIGSTOCK
99.00	USUAL SUSPECTS, THE
100.00	ODD COUPLE, THE
101.00	DEADLY TOWER
102.00	POLTERGEIST THE LEGACY
103.00	BRAIN CANDY
104.00	CAPTIVE MEN
105.00	MORE ABBA GOLD
106.00	NET, THE
107.00	BEST OF ROGER RABBIT
108.00	SON-IN-LAW
109.00	TWISTER
110.00	MISSION IMPOSSIBLE

RATING FILM RATING

VALUES	LABEL
1.00	GENERAL (G)
2.00	PARENTAL GUIDANCE (PG)
3.00	RESTRICTED (R)
4.00	NO CHILDREN (NC-17)
5.00	ADULTS ONLY (X)
6.00	NOT RATED

WHRVIEW WHERE FILM WAS VIEWED

VALUES	LABEL
1.00	DORMITORY ROOM
2.00	DRIVE-IN
3.00	FRIEND'S HOME
4.00	HOME
5.00	LIBRARY
6.00	PARTNER'S HOME
7.00	PARTY
8.00	SCHOOL FUNCTION
9.00	THEATRE
10.00	WORK
11.00	PARENTS' HOME

WATCOMP WAS FILM WATCHED COMPLETELY

VALUES	LABEL
1.00	YES
2.00	NO

WHYVIEW WHY DID YOU VIEW FILM

VALUES	LABEL
1.00	BOUGHT
2.00	CAMPUS VIEWING
3.00	CULTURAL
4.00	ENTERTAINMENT
5.00	FOR A REVIEW
6.00	FREE

	7.00	FRIEND TOOK ME
	8.00	INFORMATION
	9.00	SEEMED INTERESTING
	10.00	SUPPORT OF GAY COMMUNITY
	11.00	TOOK PARENT
	12.00	TOOK FRIEND
	13.00	DATE
	14.00	HORNY

COMONFIL FILM COMMENTS

VALUES	LABEL
1.00	ACTION
2.00	AWFUL - LESBIANS ENJOYED IT
3.00	BAD FLICK
4.00	BAD
5.00	BEST WAS DRAGS AND HEAVEN AND TREAVOR
6.00	BEST MOVIE I EVER SAW
7.00	CHILDISH
8.00	CUTE SONGS
9.00	CUTE BUT PRISCILLA'S BETTER
10.00	DIRTY DIRTY DIRTY
11.00	EXCELLENT
12.00	FANTASTIC LOVED IT
13.00	FIRST COUPLE WERE GROSS REST PRETTY HOT
14.00	FIRST GAY PORN EXPERIENCE
15.00	FUNNY BUT SAD
16.00	FUNNY
17.00	GOOD
18.00	GOOD ENTERTAINMENT
19.00	GOOFY
20.00	GREAT MOVIE
21.00	GREAT SERIES BOUGHT IT
22.00	GUY IS HOT
23.00	HUBBA HUBBA ON ROBIN
24.00	I LIKE SANDRA BULLOCK
25.00	KIND OF DEPRESSING EDUCATIONAL
26.00	LESBIAN DOCUMENTARY AT LAMBDA MEETING
27.00	LIFE IS LIKE A BOX OF CHOCOLATE
28.00	LOVE BRITISH COMEDY
29.00	LOVE THE BOYS
30.00	MISSED FIRST 15 MINUTES
31.00	MY PARTNER HADN'T SEEN IT
32.00	NBC TEAR JERKER
33.00	NEVER LIKED KIRK TOO MUCH
34.00	NOT MY CHOICE
35.00	OK
36.00	PRETTY GOOD
37.00	SEEN THIS ONE TOO MANY TIMES
38.00	SHE'S BEAUTIFUL
39.00	SLOW MOVIE
40.00	SO WE COULD DANCE
41.00	STUPID PRISCILLA RIP-OFF
42.00	SUPERB
43.00	TOO MUCH HYPE
44.00	TWO HOURS OF LIFE I'LL NEVER GET BACK
45.00	VERY GOOD
46.00	VERY GOOD DOCUMENTARIES
47.00	WESLEY SNIPES DID GREAT
48.00	WHAT A DOOZIE
49.00	ZOOMING THROUGH
50.00	CHRISTIAN COALITION IS SO FAR OFF THE WALL!

51.00	SAD
52.00	SAW IT TWICE
53.00	WHOOPI'S THE FUNNIEST
54.00	GOOD MATERIAL ON GAY SEX
55.00	MIXED COMMENTS
56.00	STRANGE
57.00	BIZARRE
58.00	LIKE ACTOR
59.00	FAVORITE MOVIE

BOOKS READ VARIABLES

VARIABLE	**NAME**
TITLPUB	BOOK TITLE

VALUES	LABEL
1.00	ALTERED FATES
2.00	BABYCAKES
3.00	BHAGRAT GETA
4.00	BOYS AND A BABY
5.00	DRUID TRADITION, THE
6.00	ENDLESS VOYAGE
7.00	FURTHER TALES OF THE CITY
8.00	GRAIL LEGACY, THE
9.00	HERB PITTS PICTURE BOOK
10.00	HOT ZONES
11.00	JULIAN
12.00	KINSEY REPORT ON SEX
13.00	LANGUAGE INSTINCT
14.00	LOST WORLD
15.00	LEAVES OF GRASS
16.00	MALE RELATIONSHIPS
17.00	MAYBE THE MOON
18.00	MORE TALES OF THE CITY
19.00	NIGHTFALL
20.00	PSYCHIC OF EVERYDAY THINGS
21.00	SELF-AWARE UNIVERSE
22.00	PAGAN PATH, THE
23.00	UNFINISHED ANIMAL, THE
24.00	UNOFFICIAL GAY MANUAL
25.00	LEAP YEAR
26.00	PRAYERS FOR BOBBY
27.00	IT TAKES A VILLAGE
28.00	SACRED LIPS OF THE BRONKS
29.00	FRONT RUNNER, THE
30.00	ESSENTIAL GUIDE TO GAY WEDDINGS
31.00	COMING OUT IN COLLEGE
32.00	MANAGER'S GUIDE TO SEXUAL ORIENTATION
33.00	STRAIGHT TALK ABOUT GAYS IN THE WORKPLACE
34.00	COMING OUT: AN ACT OF LOVE
35.00	RUSH LIMBAUGH IS A BIG FAT LIAR
36.00	COMING OUT OF SHAME
37.00	NO TITLE GIVEN
38.00	PATSY: THE PATSY CLINE STORY
39.00	LAURA INGALLS WILDER
40.00	QUEEN OF THE DAMNED
41.00	WRATH OF LASHER
42.00	USURPER, THE
43.00	WAY BENEATH, THE
44.00	HOW TO REPAIR YOUR VW
45.00	THUNDERBIRD OWNER'S MANUAL

BOOK TITLE CONTINUED

VALUES	LABEL
46.00	DUNE BUGGY'S AND HOT VW'S
47.00	RUNNING JURY, THE
48.00	DILBERT PRINCIPLE
49.00	DISASTER ON THE MISSISSIPPI

PUBOBTN HOW BOOK WAS OBTAINED

VALUES	LABEL
1.00	PURCHASED
2.00	LIBRARY
3.00	BORROWED FROM A FRIEND
4.00	WORK

WHRREAD WHERE BOOK WAS READ

VALUES	LABEL
1.00	HOME
2.00	FRIEND'S HOME
3.00	VARIOUS PLACES
4.00	WORK

READALL BOOK READ IN ENTIRETY

VALUES	LABEL
1.00	YES
2.00	NO

WHYREAD WHY DID YOU READ THIS PUBLICATION

VALUES	LABEL
1.00	ENTERTAINMENT
2.00	FOUND IT
3.00	HAD NOT READ
4.00	INFORMATION
5.00	INTEREST
6.00	LIKED AUTHOR
7.00	LOOKED LIKE FUN
8.00	RECOMMENDED BY SOMEONE
9.00	RELIGIOUS FAITH
10.00	SAW SERIES
11.00	SELF-EDUCATION/IMPROVEMENT
12.00	SEQUEL
13.00	WANTED TO REREAD
14.00	POLITICAL HUMOR
15.00	GIFT
16.00	FAMILY HISTORY

COMREAD COMMENTS ON BOOK

VALUES	LABEL
1.00	ENJOYED
2.00	EXCELLENT
3.00	FRIEND READING SUGGESTED IT
4.00	GOING TO MAKE A MOVIE
5.00	GOOD
6.00	GOOD PRESENTATION OF PAGAN BELIEFS

7.00	GOOD STORY
8.00	GREAT PHOTOGRAPHY
9.00	HINDU BIBLE INSPIRING
10.00	IT WAS FUNNY
11.00	MAN'S MOVEMENT FROM PAGANISM
12.00	OK BOOK
13.00	REREAD
14.00	SENSATIONALISM - BORING
15.00	TOO GENERAL
16.00	VERY INSIGHTFUL LINGUISTIC PRIMER
17.00	WELL ATTENTION GRABBING STYLE
18.00	GREAT WEDDING IDEAS
19.00	NICE REAL LIFE STORIES
20.00	BORING

VITA

Chuck Hoy was born August 16, 1951, in Baltimore, Maryland. While growing up he attended public schools in the city including Baltimore Polytechnic Institute. After high school and a period of odd jobs, he enlisted in the United States Navy. After seven and one half years in the U.S. Navy as a radioman he received an honorable discharge as a First Class Petty Officer in 1978. Following the military he attended Southern Illinois University in Carbondale where he studied broadcasting. He earned both a Bachelor of Science degree in Broadcasting in 1981 and a Master's of Arts degree in Public Visual Communications in 1985.

Following college he worked for Marvel Comics Group, the United States Information Agency and Audio Visual Techniques. He returned to school in 1992 to pursue a doctorate in communication at the University of Tennessee at Knoxville. The degree was subsequently awarded in May 1997.

He is currently working as an Assistant Professor at Grambling State University in Grambling, Louisiana. There he has taught courses that include: Radio Production, Radio News, Radio/Television Practicum, Writing for the Mass Media, Broadcast Announcing, Mass Media and Society, Broadcast Practicum and Introduction to Broadcasting. He also works as a faculty advisor to the campus radio station KGRM-FM and is the broadcast faculty facilitator.