MODERNIZATION OF LIFE STYLES

UNIT 7

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Contents of Entire Report:

COMMUNITY ACTION IN APPALACHIA

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PREFACE

It seems like a long time since our first planning pre-test sessions on this project. And it seems longer still since the co-investigators, graduate assistants, and others made that first interviewing trip to Knox County, trudging up hollows or splashing through creek beds in a rented four-wheel drive Jeep, and literally getting dirty with our data. Since then, we have had many disappointments and many rewards, many times when we fretted and got little done because of some bottleneck, or worked almost all night for many nights in a row to meet a deadline--as we have just finished doing again at the time this is written. Now that we have gone up some blind alleys, and up some that were rewarding, we could design and carry out a much better study, of course. But our major fear, that no changes of the kind we wanted to measure would show up in such a short time, proved to be without grounds, and in that we feel particularly fortunate.

We wish to thank many people who have helped. Our first expression of gratitude must go to our respondents, those patient, hospitable people who sat through four to six hours of interviewing and gave us what we believe to be very honest answers. Second, we especially want to thank Mrs. Paul Holleran, who helped bring order out of chaos when we were far behind schedule on coding. We also wish to thank Bob Chanteloup, who adapted a number of computer programs for our use and trained graduate assistants to succeed him when he left for service; Dr. Ottis Murphy, field director of the project, for directing an important second effort

when it appeared that we would not get interviews with a number of respondents; Mrs. Oshia Stivers, an interviewer who succeeded where others failed; Frank Bailey, all-purpose man, whom we berated in midsummer and thanked at its end; Herb Hirsch and our other colleagues on the project, whose companionship and criticisms we have enjoyed; the family of the first named author below, which gave up its vacation while dad worked to finish the project, and finally the project director, Dr. Paul Street, who meets the qualification of a gentleman and a scholar.

Lexington, Kentucky
August, 1968

L.D.
B.K.S.

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ABSTRACT

Studies of communication and change in underdeveloped countries were drawn upon to design a study of modernization of individuals--including adoption of new ideas and practices--in six neighborhoods in Knox County. Two of the neighborhoods are served by old, established community centers operated by the OEO-CAP, two are served by newer or smaller centers, and two have no centers, although they have some contact with this agency for change through programs brought to them by mobile units and by other means.

The study approaches the individual as an interactive behavioral system whose components are variables defining his "style of life." Data were gathered at two points in time on 57 aspects of life style of heads of households and homemakers in these six neighborhoods. These included nine practices whose adoption was sought by the OEO-CAP or other change agents. They also included indicators of the base for modernity--such as family income, cosmopoliteness, and others--psycho-social attitudes and behaviors, and media exposure.

We found that more changes toward modernity took place among individuals in neighborhoods served by the centers than in non-center areas, with the greatest changes occurring in the adoption of innovations and the least in the base for modernity. Differences were tested for significance by t-test.

Correlation, factor analysis, and weighted rotation of our data matrices produced three individuals "types" of persons in each of the neighborhoods, as indicated by the items describing their life styles at the beginning of

study. These types were ordered along a continuum from least modern to most modern. Similar analysis of data gathered near the end of the study also produced three "types" of persons, with more persons loading on modern types in neighborhoods served by centers.

Differences between neighborhoods on the extent of modernization remained after we sorted each neighborhood into groups according to their factor types at Time One. That is, no single type, such as least modern, accounted for the major portion of the differences between communities.

It was concluded that there are striking differences in the rate of modernization of persons in areas served by community center areas and those not served by centers and that many of these changes could logically be attributed to presence of the centers.

Chapter 1

INTRODUCTION

In this study we have set out to measure changes which took place in individuals, over time, following efforts to expose them to programs of the Office of Economic Opportunity through the Community Action Program. We have measured these individuals at two points in time, and in our analysis have sought to answer three main questions:

1) What changes took place in the "life-styles" of the people--their participation in organizations, meetings with other people, frequency of trips to more modern areas, etc.--which might effect their likelihood of breaking out of the "poverty cycle"?

2) Were there differences in the extent of modernization of these persons in areas served by community centers of the O.E.O.-C.A.P. from that of persons in areas where this agency for change was not present?

3) What kinds of persons--as indicated by the characteristics measured here--adopt (or refuse to adopt) what kinds of ideas and practices supported by the OEO and others after exposure (or lack of it) to what sources of information?

Background

The design of this project reflects certain decisions about the relative order of variables in the development process. In a review

of the literature of development, McNelly (1964) has written that there are two main views. One is that the really important factors in development are economic and that other factors such as education, cultural advancement, political stability, and communication are either irrelevant or sort of "tag along" with economic development. He said the other position, supported by Galbraith and others, is the "people are the common denominator of progress," and that "if a bad land system, mass illiteracy, a corrupt, incompetent, or exiguous public administration or all three are what is wrong, the provision of technical aid or the damming of rivers will do little good." McNelly added that "there is a growing recognition among persons concerned with developing countries of the importance of social and political development as conditions for and not just antitipated results of economic development." O.E.O.-C.A.P programs appear to follow this latter approach and the major emphasis of the design for measurement of early phases of the "War on Poverty" in Knox County is oriented in this direction.

Rao (1966), who has studied communication and development in India, has offered this justification for beginning a project such as the one here by attempting to change the life-ways of the people:

> If one is not conscious of what is going on outside his immediate world the opportunity itself will not be recognized. For any development to take place, opportunity must be seized (and often created) by a large number of people in any given community. Otherwise development remains lopsided and the fruits of growth are not shared.

In a similar approach, Schramm (1964) has written that along a country's path of development, it

> . . .finds that it can use communication to implant and extend the idea of change, to raise the aspirations of its people so that they will want a larger economy and a modernized society . . .When the idea of change is once implanted, then it is necessary to teach many new skills--from literacy to agriculture to hygiene to repairing a motor car. And it becomes necessary to mobilize the people for participation in the great effort: persuade them to be active in the program; to take part in planning and governing; to tighten their belts, harden their muscles, work longer, and wait for their rewards.

In many ways, the people of the Southern Appalachian region of the United States are like the other isolated, illiterate, and poverty-stricken people who make up the bulk of the world's population. How to cause such people to participate in modernizing activities and bring them into the "mainstream" of society appears to be no less a problem in Appalachia than in the Middle East or Latin America, which have been the subject of a number of modernization studies. According to Lerner (1958, 1963) motivation of these people to change must come through providing them with clues to what the better things of life might be. He said that "before any enduring transformation of the vicious circle of poverty can be started people will have to learn about the life-ways evolved in other sections." Thus, modernization of developing areas requires socio-cultural change, involving the adjusting of old patterns of life to new demands.

In recent years, the concept of modernization has had the opportunity to be criticized, furthered and distinguished from other types of socio-cultural change. The criticism has been basically aimed at the value-

laden orientation of the concept. In the process of classifying a society, certain standards are prefixed and mostly it is left to the writers to say whether a society is modern or traditional. (McClelland, 1966) Many social scientists have asserted that this distinction is dubious and unnecessary.

While all these criticisms have not been successfully refuted, the concept of modernization has formed a core of research propositions and some well-done research. Of many disciplines exploring this concept, economics, communication, sociology, political science, and history have perhaps contributed the most. Three interrelated but distinct approaches have emerged in recent years about the concept of modernization.

The first approach involves plausible relationships among urbanization, literacy, industrialization, media participation, and development. The second approach is basically concerned with institutional structure of societies-including nature and commitments of leadership, the relationship between the political, economic, social, and cultural institution and their differing consequences--which either promote or retard the process of modernization. The third approach is concerned with the basic distinction between relatively modernized and relatively non-modernized socieites. Modernization is defined as a process of rapid change (mostly normative) in individuals as social systems tending toward a high rate of literacy, urbanization, media participation, and general development. Our approach is concerned with changes in the individual and thus is closer to the one last mentioned.

Lerner has offered the propostition that modernity is an interactive system, a "style of life" in which the efficient functioning of any one component requires the efficient functioning of all the others. Social scientists have been seeking to identify the components of such a system and to determine how they go together in the modernization process. Of particular interest to investigators of developing countries and to those introducing programs for change into these countries has been a communication research approach to the study of change from traditional to modern styles of life (Rogers, 1968, McCrone and Cnudde, 1967, et. al.). As Pye states it: "The flow of communications determines the direction and the pace of dynamic social development. Hence it is possible to analyze all social processes in terms of the structure, content, and flow of communications."

Describing the role of communication in bringing about change, Lerner has written:

> The modernization process begins with new public communication--the diffusion of new ideas and new information which stimulate people to want to behave in new ways. It stimulates the peasant to want to be a freeholding farmer, the farmer's son to want to learn reading so that he can work in town, the farmer's wife to want to stop bearing children, the farmer's daughter to want to wear a dress and do her hair. In this way new public communication leads directly to new articulation of private interests.

These interests in communication and change have led to identification of a number of variables which describe the lives of persons in developing societies. These dimensions include several areas of communicatinn behavior--such as exposure to the mass media and interaction with other persons--social-psychological orientations, contact with and participation in the local society and the greater society beyond it, adoption

of new ideas, and demographic characteristics.

In this study, we are concerned with people who still live a life of relative isolation from the greater society. For the most remote, as Weller (1965) notes, the bed of a stream may be their only road, and their only contact with other people may be their neighbors, who quite possibly are relatives. Most of these people do not even take a weekly newspaper, although they probably do have a radio and several also have access to television.

Coming into this setting, the Office of Economic Opportunity has gone up the valleys and established community centers which conduct programs intended to bring about changes in attitudes and behaviors and eventually in the economic well-being of these people, to accelerate their transition from almost a traditional society to one that is more modern. Our study is based on the OEO's Knox County, Kentucky, program, one of the largest rural programs in the United States.

Thus, it seemed appropriate to draw upon studies carried out in underdeveloped countries and to take some of the variables which have been found to be related to change in these countries and study them in a rural poverty setting in the United States.

Two closely-related kinds of studies were drawn upon most extensively in planning this portion of the project. One kind involves changes related to alterations in the psychic structure of individuals, such as those reported by Lerner and others in the Middle East involving the development of empathy, or psychic mobility.*

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*Of this quality, Lerner writes:

> Empathy endows a person with the capacity to imagine himself as proprietor of a bigger grocery store in a city, to wear nice clothes and live in a nice house, to be interested in 'what is going on in the world,' and to 'get out of his hole.' With the spread of curiosity and imagination among a previously quietistic population come the human skills needed for social growth and economic development. (The Passing of Traditional Society, 1958)

A second kind of studies drawn upon is of the diffusion of innovations (Rogers, 1962, 1967). This often has involved farm practices, 2-4D weed spray, etc. Here we are looking at ideas introduced by the Office of Economic Opportunity. We also have selected some variables on the basis of writings of Ford (1962), Weller, and others who have studied the Appalachian people or who have lived and worked with them.

Third, we have drawn upon conventional techniques for comparing in a normative way changes between two points in time. These are changes which took place in individuals in neighborhoods which had different levels of contact with the O.E.O.-C.A.P. program.

Finally, we have adopted an approach recommended by MacLean (1965) to this study of life styles during a period of dynamic intervention by a program of planned change.* This approach is described in the methodology section of this paper. Essentially, it is concerned with analyzing the hierarchy within individuals of the variables mentioned above. This is a sort of rank-ordering process, with individuals described by their rankings on the variables studied here. For example, some

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*One of the investigators on this project, B.K. Singh, is presently working on a systems analysis of the Knox County data. Most of the studies in the general area of diffusion of innovations have been concerned either with finding out the characteristics of adopters or with predicting adoption behavior based on these characteristics. Some of them have combined both approaches. However, a recent trend has been to make predictions by configurational models or game theories. The configurational method is designed to predict a criterion with discrete categories from a set of discrete or continuous factors on the basis of the principle of maximum probability. (See R.P. Stucert, "A Configurational Approach to Prediction," Sociometry, 21, 1958, pp. 225-237). For a game approach see Torsten Hagerstrand, "A Monte Carlo Approach to Diffusion," unpublished paper, Lund, Sweden, University of Lund. The characteristics studied have a wide range of personal, social, cultural, and psychological spheres. Similarly, the prediction of innovation by the multiple regression method has been widely used. Rogers gives a detailed description of studies on innovation utilizing these different approaches. (See Rogers, 1962).

individuals may rank highest on items indicating isolation from change, such as possessing a strong sense of powerlessness and social isolation, and lowest on those indicating interaction with potential forces for modernization (such as the mass media or trips to town). In such individuals, some of the items at the top must give way and other items favoring change must move upward if the individual is to become ready to break free of the restraints holding him in poverty.

In this study, we were asking if these hierachies changed, over a relatively brief period of time, and if they were related to activities of the O.E.O.-C.A.P. in Knox County.

Chapter 2

METHOD, SAMPLE, VARIABLES

In Chapter 1, we reported Lerner's proposition that modernity is an interactive behavioral system. He described it as a "style of life" whose components are interactive in the sense that the efficient functioning of any one of them requires the efficient functioning of all the others. He said the components are behavioral in the sense that they operate only through the activity of individual human beings and they form a system in the sense that significant variation in the activity of one component will be associated with significant variation in the activity of all other components.

In this study we analyze changes which took place in individuals who have different levels of exposure to a program sponsored by the O.E.O. in a rural Appalachian region of the United States. Prior to their exposure to the O.E.O. program, the individuals in this study ranged along a continuum from traditional to modern. As discussed here, this traditional-modern continuum refers to the amount of potentially modernizing instruments available to them (such as an automobile, television set, and other items which tend to be related to income), to the extent that they are receptive to change as indicated by their social-psychological orientations (empathy, alienation, political efficacy, etc.), and to the extent to which people expose themselves to stimuli for change (such as the mass media, schools, and the "outside world" in general).

In our process-oriented model, it is the state of the individual in terms of these indicators that forms the base for modernization, the potential for slow or rapid change. These persons exist in a situation into which planned social change--in the form of change agents for the O.E.O.--intrude by introducing new ideas. These forces for planned change then interact with the individuals to form the basis for further modernization.

A tool which lends itself particularly to this exploratory approach is factor analysis, which has been frequently used in efforts to isolate basic dimensions of human behavior.* The reader is reminded that in factor analysis a number of test scores or other measures are intercorrelated and factor analyzed to determine the number of basic dimensions (factors) the test space occupies. These dimensions are interpreted through observing which measures have the highest loadings on which factors and what these measures have in common.

Method

Several studies of communication and development have used the individual as the unit of analysis, and some have employed factor analysis, but they have largely been normative studies in that they have examined relationships among variables across a population of

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*Fruchter (1954) points out that in factor analysis the individual differences represented by a large number of measures, given to a single population, usually at one time under a standard set of conditions, are studied to detect possible common sources of variation or variance. In another commonly used test, analysis of variance, a single measure is administered over a series of occasions and conditions to determine the significance of group differences. It has been suggested by Royce (1950) that a proper order for research programs might be factor analysis to isolate basic dimensions, then analysis of variance in which experiments are conducted on each of the dimensions, one by one.

individuals.* In this paper, we will use normative analysis to the extent of testing for differences within neighborhoods at two time periods on each of the variables through use of t-tests. Following a suggestion by MacLean,** we are using an ipsative approach. That is, instead of identifying variables which go together across a population by correlating and factoring tests for a sample of persons, we consider the individual as our "system" and correlate and factor persons for a purposive sample of tests.

Our concern, therefore, is with the relative order of items for each person, with time held constant, from those on which he has high scores to those on which he has low scores. The correlation and factoring procedures locate the clusters of people who have, under our operational definition, about the same "style of life." In other words, in taking an ipsative approach, we are shifting the focus from the traditional one in which norms of a population are considered (R analysis) to one which considers norms of variables. To us, this appears to come

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*In an earlier investigation using R factor analysis on data from the area to be discussed here (Donohew, 1967), we found four normative dimensions of communication and "receptiveness to change." They were: (1) a factor indicating exposure to other persons within the neighborhood, (2) a factor indicating exposure to stimuli for change from outside the community, (3) a factor indicating isolation from change stimuli (except radio and television) which appears to be related to the role of the housewife, and (4) a factor indicating isolation from other persons within the community and to stimuli for change from the outside.

**For other illustrations of this procedure, see L. Erwin Atwood and Malcolm S. MacLean, Jr., "How Principals, Advisers, Parents, and Pupils View Journalism," Journalism Quarterly, 44, 1, Spring, 1967, pp. 71-78, and Lewis Donohew and B.K. Singh, "Poverty 'Types' and Their Sources of Information about New Practices," paper presented before International Communication Division, Association for Education in Journalism, Boulder, Colorado, 1967. A similar approach, using nations rather than persons, was used by R. Vincent Farace in "Identifying Regional 'Systems' in National Development Research," Journalism Quarterly, 43, 4, Winter, 1966, pp. 753-760.

closer to producing the kind of information we need for determining how modernization takes place in the individual. One justification for the use of this procedure, adapted from MacLean, is that when people make decisions, or otherwise behave in certain ways, they do so on the basis of some kind of comparative judgment of the alternatives open to them, and probably not very much on the basis of how their estimation of the alternative compares with the average man's estimates (or alternatives).

Here, rather than making generalizations on the basis of how variables go together across populations, we were concerned with intra-person patterns of items. After identifying clusters of persons who ranked in about the same order on items used in the study, the final step in the analysis was to identify those items which distinguish between clusters (factors) and those which tend to produce similar scores regardless of factor structure.

The procedure used here is the obverse of R factor analysis and is identified by Cattell as Q factor analysis. It should be pointed out that it differs in a number of ways from the Q methodology of Stephenson (1953). In this study we are mainly following the Cattell (1962) approach. Q factor analysis is probably most often used with Q-sort data, but when one normalizes his data first, it can be used with other kinds of data, as was done here.*

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*The investigators in this project found that normalization of the data does not take care of all problems, however. Data which have a wide range are likely to account for more variance than they should, and it became necessary to collapse the number of items in some of the indices. Although scores used in Q factor anslysis need not all have the similarity in distribution offered by scores from Q sorts, they should not offer a wide disparity of ranges. Thus, raw scores with a range, say, of 1 to 100 might better be broken into quintiles.

In this study, data were gathered at two times—eighteen months apart—from random samples of Applachian heads of households and homemakers in six Knox County neighborhoods. Each set of scores was then factor analyzed. The first factor analysis indicated what typologies of individual life styles existed among the people of each neighborhood at the beginning of the study; the second indicated changes in configurations of the people; i.e., changes in configurations of individual "systems."

Our analysis begins with the original data matrices (consisting of scores of individuals on items used to operationally define life styles.) Because we want to know how these items go together within individuals rather than across a population, we reversed the order of the familiar R score matrix so that we now have a Q score matrix of the following form:*

	Persons						
Items	1	2	3	.	.	.	N
Empathy	1.4	.8	.4	.	.	.	.8
Family income	2.3	1.6	1.1	.	.	.	1.7
Political Knowledge	.5	.4	.8	.	.	.	.6
.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.
K = 47	.8	.8	.6	.	.	.	.7

*To simplify illustration, the three abbreviated matrices presented here are not based on actual data. Differences such as those observed here do occur, of course, but they do not distribute themselves in such a convenient way across persons 1, 2, 3, and 157.

For Q analysis, this matrix is normalized along the rows of items for each person (with time held constant), from those on which he has high scores to those on which he has low scores. Next, instead of collapsing the persons dimension in developing our correlation matrix, we collapse items and correlate persons. This produces a persons x persons matrix of product-moment correlations, which is factor analyzed.

Persons	1	2	3	.	.	.	N
1	x	.34	-.10	.	.	.	.02
2		x	-.68	.	.	.	.12
3			x	.	.	.	.21
.				x	.	.	.
.					x	.	.
.						x	.
N							x

The correlation and factor analysis procedures locate the clusters of people who score on the items in relatively the same order. The resulting factors represent the number of "types" or clusters of people found in the samples, with the type to which a person belongs indicated by the factor on which he has the largest loading. Persons primarily loaded on the same factor are the ones who have, under our operational definition, about the same style of life.

	Factors		
Persons	I	II	III
1	.42	.12	.03
2	.74	.08	.06
3	.40	.86	.14
.	.	.	.
.	.	.	.
.	.	.	.
N	.17	.20	.58

Now, at this point, all we have are clusters of people. Our factor analysis tells us that persons 1, 2, etc. are most like each other on all items and form a type, that person 3 and others are primarily loaded on Factor II and thus form another type, and so on to however many types are produced under whatever procedure we use to determine when to stop factoring.

We next need to know what items distinguish among the types. How is Factor (Type) I different from Factor (Type) II? The next phase involves weighting the factor matrix and computing standardized typal arrays of z-scores which indicate the score of each type of subject on each item.* This procedure enables the investigator to determine which

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*The procedure followed here is described in a computer program writeup, "Q Analysis (QUANAL)," by Norman Van Turbergen, Mass Communication Research Bureau, School of Journalism, University of Iowa, 52240 USA. (mimeographed, 1968). Under this procedure, weightings for the factor matrix usually are computed according to the formula:

$$\text{weight} = \frac{r}{1-r^2}$$

where r = factor loading

In computing the factor arrays, each row of the weighted factor matrix is examined and the highest positive loading for the person is located. All other loadings for the person are set to zero. On this computation (abstracted from Van Tubergen):

N is the number of people
n is the number of items
p is the number of types
F_{jk} is the weighted factor value of the jth variable on the kth type, and D_{ij} is the response of the jth variable to the ith observation. Then:

$$A_{ik} = \sum_{j=1}^{n} D_{ij}F_{jk}, \text{ where } i = 1, n \text{ and } k = 1, p.$$

Since $F_{jk} = 0$ or F_{jk} = the highest positive loading for the jth variable, it is possible for a particular k that all f_{jk} are zero. The resulting array A_{ik} would then also be zero. If such a condition occurs, the zero array is eliminated at this point.

After the check for zero arrays is made and any necessary eliminations completed, the arrays A_{ik} are standardized in the usual manner to yield the arrays Z_{ik}. These present a standard (z) score for every item, i, on each type, k. In essence, the higher a given z score is for an item on a type, the stronger the response to that item by the people falling into that type.

The computer program described here was modified by Robert Chanteloup, a graduate assistant on this project, for use on the University of Kentucky's IBM 360/50 computer system and was used in our data analysis.

test items best define a "type" and which ones tend to elicit similar performance regardless of the factor structure. That is, he learns on which items a type is higher than all other types, on which ones he is lower than all other types, and which items do not discrimate between types according to some criterion he has established (such as a z-score difference of 1.0)

Applying this methodology to the Time 1 data from our Appalachian study, we were asking:

Are there consistent orders in the way rural Appalachina heads of households and homemakers rank on the fifty-seven items? Is there, for example, a cluster of persons who rank high on those variables indicating exposure to the greater society and adoption of change and low on variables indicating isolation? Is there a "mass media" cluster? A receptiveness to change cluster? An isolated cluster? In brief, we wanted to determine what typologies of individual life-styles could be formed in this culture and to find out if these typologies remained consistent over time, despite the efforts of the O.E.O., and if not, how they changed.

Next, we judgmentally ordered these clusters on a continuum from "least modern" types to "most modern" types, this process was repeated for Time 2 data, and differences in configurations of items which go to make up "types" were observed. We also observed changes in the number of persons loading on each "type."

Finally, we used a combination of these two forms of analysis to observe what changes took place from one time to another, holding individuals constant within types. Here, we used the "types" found at Time 1 as our groups to be studied, then observed the changes which

took place in each of these groups between Time One and Time Two in each of the six neighborhoods.

These were the main analyses, although other steps elaborating on them were carried out. These will be reported in the sections describing the results.

Selection of Sample

As stated at the beginning of this report, our study design called for us to determine what kinds of people adopt what kinds of ideas and practices after exposure to what sources of information and to determine what changes took place in the "life styles" of people in various circumstances. This was to be a correlational study, determining both "what goes with what" and "what follows what."

From a research point of view, ideally we would have been able to go into Knox County before the O.E.O. program was put into operation and to have gathered data on what would have become experimental and control groups. We also would have participated in decisions to use certain stratagems with some of the experimental groups and others with other groups. This, of course, was not possible in Knox County. The program was already started when the research grant for this project was made and community centers--which were the prime vehicles for presenting certain kinds of programs--already had been in operation in some of the neighborhoods for about a year. At the time the project team first observed the situation, some neighborhoods had well-developed community centers, some had centers operating at a minimal level, some had none,

and some--while possessing no centers of their own--were contiguous to one or even two neighborhoods in which centers were located.

In defining our population and selecting sampling procedures, it was decided in consultation with the O.E.O. office in Washington to restrict our study to rural areas and leave the problems of non-rural areas to be investigated by agencies which were conducting investigations in other parts of the country under grants from the O.E.O. The focus of that portion of the study contained in this report is on heads of households and homemakers in rural Knox County (i.e., excluding Barbourville, and that part of Corbin lying in Knox County). Because establishment of community centers was an important stratagem in the effort to take O.E.O.-C.A.P. programs to the people, we decided to select communities partly on the basis of whether or not they had a community center and how long it had been operating.* In consultation with the representatives of the O.E.O.-C.A.P. in Knox County, we purposively selected six neighborhoods whose populations would be studied. These included two neighborhoods in which community centers had been established before our study began, two in which centers were to be established after benchmark data were gathered, and two which did not and do not yet have centers. Next, boundaries of these neighborhoods were established through consultation with O.E.O.-C.A.P. officials and others familiar with the county. A census was conducted in each of these neighborhoods and a

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*It should be noted that presence of community centers is not crucial to study of <u>all</u> changes, since some of the programs measured here operate county-wide. Others, however, are presented primarily through the centers and we would expect their acceptance to be limited largely to persons living in center areas.

random sample of households was pulled from this list. At each house, a male interviewer talked with the head of household and a female interviewer with the homemaker.*

The following neighborhoods are included in the sample:

Neighborhoods without community centers

Artemus
Bailey's Switch

Neighborhoods with newer or small centers

Bethel
Middlefork

Neighborhoods with older, well-established centers

Messer
Kay Jay

A question which might well be asked at this point is what we mean by the poverty types we are seeking to locate and describe. Are there no people who could be called part of the affluent society? Undoubtedly, there are some persons participant members of the affluent society in this region and in our sample. It is the region which may be called poor. When we say poverty types, we are referring to kinds of people who live in a county whose standards fall far below national standards of affluence. However, even though we do not exclude from our study persons having more than poverty-level incomes, their incidence in this sample is slight.

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*In instances where only one person served in both capacities, both head of household and homemaker schedules were filled out for this person. The matching of male interviewer to male respondent and female interviewer to female respondent was not followed in "cleanup" interviews among persons not available during the first wave of interviewing. These interviews were conducted primarily by individuals rather than by teams.

In the spring and summer of 1966, benchmark data were gathered from a sample of 504 heads of households and homemakers selected according to the procedures described above. In the spring of 1968, we went back to the same people to determine what, if any, changes had taken place in their life styles, including their level of adoption of the new ideas and practices we had selected for measurement. In the interim, 24 people from our sample had died or become incapable of being reinterviewed because of illness. (It should be noted that slightly over 10 per cent of our population and a corresponding percentage of our sample were age 65 or over). Forty-one others had moved out of the county. Additionally, over a two-year period, the respondents had been asked to participate in four separate interviews, usually running for more than an hour each, about their beliefs, behaviors, and demographic characteristics. When it appeared to some of them that the second wave of questionnaires were similar to the first, several refused to be reinterviewed. However, second efforts reduced the number of refusals to 21. Finally, nine of the interviews did not produce usable data. This left a total sample of 409 persons who were interviewed two times each on the head of household-homemaker and adoption questions.

One obvious question here is, were those who moved the more modern persons with higher aspirations who were potentially higher adopters of new ideas? And in general, were the missing respondents different in in some systematic way from those who remained in the study sample? In an effort to answer these questions, we ran t-tests on the Time 1 scores

of the missing groups and compared them to the Time 1 scores of those from whom we were able to gather additional data. Differences were negligible.

Variables

As indicated earlier, the study used for illustration here approaches the individual in a rural poverty area as an interactive behavioral system whose components are variables defining his style of life. Data have been gathered on 58 aspects of this life style under the headings of (1) communication behavior, (2) social-psychological orientations, (3) contact with and participation in the local society and the greater society beyond it, (4) diffusion-adoption of new ideas, (5) demographic characteristics.

Communication Behavior--Contact with potential stimuli for change through the mass media and through membership in organizations and frequent contact with a number of people appear to be prerequisites to the emergence of a participant society.* In the mass media sector of our study, data were gathered on exposure to newspapers, radio, television, and magazines.** Respondents were also measured on their exposure to

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*Implications of this are discussed in Lester W. Milbrath, Political Participation, Chicago: Rand, McNally and Co., 1965; and in Gabriel Almond and Sidney Verba, The Civic Culture: Political Attitudes and Democracy in Five Nations, Princeton: Princeton University Press, 1963.

**Exposure to books and libraries had also been measured in the first wave of questions but the response was so small that this question was dropped.

to news and public affairs content in newspapers, radio, and television.* At the interpersonal level, respondents were asked to estimate the number of persons with whom they visited and the frequency of their visits.

Respondents were also asked to identify the sources of information for each practice being measured. A total source usage score was computed based on the frequent or infrequent use of a particular score. The following sources of information were measured at the awareness stage of each practice or idea:

1) Neighborhood, family, friends; 2) Community Center personnel; 3) Other O.E.O personnel; 4) Newspapers; 5) Radio; 6) Television; 7) Magazines or Bulletins; 8) School; 9) Other.

An implicit assumption in measuring this variable was that we would look for specific changes in source usage and attempt to determine if one type of usage might be more effective than the others for adoption of new ideas and bringing about the desired changes among people. Earlier studies in the area of modernization have demonstrated that with increased media participation the modernizing forces start breaking human barriers to change. Therefore, we would expect that media usage would increase with growing impact of the community action program.

It must, however, be pointed out at this stage that the normative changes in the beginning are more likely to occur through personal sources of information.

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*This was not intended as a part of the study orignially, but an index of news and public affairs exposure was constructed from existing questions in the schedules after a pilot study had revealed that amount of exposure to broadcast media alone did not correlate with receptiveness to change indicators. See Lewis Donohew, "Communication and Readiness for Change in Appalachia," Journalism Quarterly, 44, 4, Winter, 1967, pp. 679-687.

A closely related phenomenon to the above problem is the credibility of a particular source. Usage of a particular source is dependent upon how much an individual relies on that source. Source credibility was measured in terms of five dimensions: (1) usage, (2) trustworthiness, (3) knowledgeability, (4) usefulness, and (5) use by friends, or family members. The sources were classified into (1) interpersonal (2) institutionalized interpersonal (near), (3) institutionalized interpersonal sources (far), and (4) media. It was expected that credibility of mass media would increase with growing impact of the community action program.

Social-Psychological Orientations--These indices are intended to measure the individual's general receptiveness to change, as indicated by his feelings about his own worth and effectiveness in society, his ability to imagine himself in other roles, his aspirations for himself and his children, his political knowledge, his overall level of attitudinal and behavioral modernity, and other items.

One of the key concepts in Lerner's communication theory of modernization is empathy. In an earlier work, Lerner (1958) refers to empathy as "the capacity for identification with new aspects of his environment," or "the capacity to see oneself in the other fellow's situation"; as "mobile sensibility" or "psychic mobility." It is this characteristic of being empathetic that allows a person to "operate efficiently in a changing world." Lerner regarded the existence of a "national empathy" as being a more important catalyst to economic modernization than capital, entrepreneurship, savings, or a Calvinistic mentality.

In our research, we used an eight-item scale adapted from Lerner, Rogers, Marsh (1953), and others. This index is designed to measure the respondent's ability to project himself into roles beginning with other persons at his own level and moving upward through community, county, state, national, and international situations.

Another concept in the general "receptiveness to change" area is dogmatism. The scale developed to measure this concept attempts to differentiate people's belief systems on an "open" to "closed" continuum. Rokeach (1960), who developed the original 40-item dogmatism scale, has stated that a person is "closed-minded" or "highly dogmatic" if he is unable to

> . . . receive, evaluate, and act on relevant information received from the outside on its own intrinsic merits, unencumbered by irrelevant factors in the situation arising from within the person or from the outside.

Troldahl and Powell (1965) developed a 20-item short form of the dogamtism scale for use in field studies. It is their version which was used in this study. One attribute of the highly dogmatic person, as pointed out by Troldahl and Powell and supported in a field study (Jamias and Troldahl, undated) is supposed to be that they are more susceptible to social influence by authority figures than persons low in dogmatism. They reported that "influence exerted by persons not viewed as authority figures will be less effective on high than on low dogmatics."

Two measures of the individual's attitudes toward himself and his ability to cope with the world are one of powerlessness and social

isolation and one of political efficacy. Powerlessness has been defined by Seeman (1959) as the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes, or reinforcements, he seeks. It has also been defined as a perceived attitude that the individual's efforts are inadequate to influence public political decisions (Keith and Rogers, undated). In this sense, it is quite closely associated with low levels of political efficacy. Basically, the O.E.O.-C.A.P. program in Knox County is intended to promote a self-help concept within the community. One of the fundamental aims of this and other community development programs is that the residents of the community, by cooperating with each other with a minimum of government technical assistance and financial backing, will be able to solve most of their own economic, educational, social, and transportation problems. Therefore, if there is a pervading tendency for the members of the target community to feel powerless and socially isolated, this would be likely to hinder any self-help program of community development. The scale used here was developed by Dwight Dean (unpublished). The four-item political efficacy index chosen for use here was developed by Campbell, Gurin, and Miller (1954). Political efficacy is defined as the feeling that individual political action does have or can have an impact upon the political process; that is, the individual feels his participation in political affairs is worthwhile.

Political knowledge is defined as the degree to which the respondent comprehends facts important to his functioning as an effective citizen. A common means of measuring political knowledge has been

through asking the respondent to name the local representative to the state or national legislature, the county judge, or the governor (Deutschmann, 1963; Rogers, 1966). In the Knox County study, respondents were asked to identify the county judge, the governor, and a U.S. senator.

Dissatisfaction may be defined as the degree to which an individual's expectations are not fulfilled by his actualities (Lerner, 1958). One measure of dissatisfaction that has been used in other Appalachian studies has been an index asking the responent if he thinks God is more pleased with people who try to get ahead, with people who are satisfied with things as they are, or if God is unconcerned about such things. Clifford, Coleman, and Johnson (1967) found that the answers to this question "evidenced a passive attitude not likely to be associated with a strong drive for education," and that more than three-fifths of their respondents professed to believe that God is more pleased with people who are satisfied with what they have. Their study was conducted in seven Eastern Kentucky counties, not including Knox.

Levels of educational aspirations for children were measured in terms of the number of years of elementary school, high school, or college expected of the children by parent. Vocational aspirations were those of the respondents themselves, and were measured in terms of expressed willingness to undergo training and to move from the county.

The overall modernity scale measures the attitudinal and behavioral dimensions of modernity. The scale used in this investigation is the one used by Inkeles and Smith (1966). The underlying concept of modernity used in this scale purports to the idea of an intra-personal system of modernity and is consistent with our investigation's approach. The concept of modernity is operationally defined by this scale as a process

of rapid normative change in the inter-personal behavioral systems tending toward high rate of literacy, urbanization, and media participation.

Participation and Contact--The literature of modernization and political participation emphasize the importance of group membership, other forms of participation in the society, and contacts with a more modern outside world as factors in the modernization of individuals (Ryan and Gross, 1943; Lerner, 1958, 1963; Lerner and Schramm, 1967; Almond and Verba, 1963; Milbrath, 1965). Here, number of organizations to which the respondent belonged (such as PTA, or even hunting groups), level of church participation, and frequency of visits to an O.E.O.-C.A.P. community center are used as indicators. Trips to town or visits to a big city also are likely to contribute to learning about the life-ways of other persons, and the respondent's estimates of the frequency of such trips are recorded here.

Diffusion - Acceptance of New Ideas--This discussion will center on how diffusion of innovations (both objects and symbol), create changes in a social system, how these changes are promoted, and how the system is stabilized. Diffusion may be defined as (1) acceptance, (2) over time (3) of some specific item--an idea or practice--(4) by individuals, groups, or adopting units, (5) linked to specific channels of communication, (6) to a social structre and (7) to a given system of values or culture (Katz, Levin, and Hamilton, 1963). The diffusion of innovations is the spread of a new idea through a social system via communication channels.

Conceptualization of the adoption process would include two actors in a social system,* an advocate of change and a potential accepter of

*An actor may be either a person or a group of persons.

change; the situations in which these actors operate; communication between actors; and the subject of that communication, a new idea or practice (Fleigel and Kivlin, 1966). Acceptance of an idea is to a large extent dependent upon what that idea is all about and how well it can contribute to the situation in which the potential accepter of change is placed.

Nine practices were selected for measurement following consultation with O.E.O.-C.A.P. personnel.* The practices selected constitute a purposive sample of the broad range of practices which the O.E.O.-C.A.P. was seeking to bring about. Some of the practices could have been adopted by any of the respondents, whereas others were expected to have a more limited appeal. Some of the practices were introduced by the O.E.O.-C.A.P. only, while adoption of others had been sought by other organizations within the community before the O.E.O.-C.A.P. project was started and continued to receive support of these organizations, and still others were sought by the O.E.O.-C.A.P. but promoted by other organizations.

The adoption levels of the following practices were measured for both men and women

1) Community Centers (acceptance and participation)
2) Early Childhood Program
3) Model Homes
4) Work Study Program
5) Landscaping and Home Beautification
6) Neighborhood Youth Corps
7) Birth Control Measures
8) Adult Education
9) Head Start

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*Two other practices, both aimed at women only, were measured at the beginning of the study but were dropped before the final measurement because, in the judgment of the investigators, they did not contribute enough additional information to be worth the extra problems they caused in the analysis and the additional amount of the respondents' time they required in an already long questionnaire.

Drawing upon the literature of adoption measurements, an instrument for measuring nine levels of the adoption process was developed. Adoption as defined here is the acceptance of an idea by an individual and a tendency to continue the use of that idea. It is assumed that to accept an idea a person has to be aware of it, might become interested, might talk to others about advantages and disadvantages, might try on a partial scale if possible, then finally accept it. These stages can also discriminate among individuals as to what level they can be classified. The nine categories used in this research are:

1. Uninformed: The persons who are not aware of the existence of a particular practice.* Since they do hear about the practice, when asked by the interviewer, they form the lowest level of adoption.
2. Informed: Persons who have heard about the idea or practice.
3. Interested: Persons who are aware of the practice and try to get some additional information about it.
4. Evaluative: Persons who are aware, interested, and talk in terms of advantages and disadvantages.
5. Potential adopters: Persons who are aware, interested, know of advantages over the disadvantages, and have tried partially. There may be some person in this category who would never accept the idea either because of lack of advantages or attributes of the practices.
6. Late adopters: The difference between potential adopters and late adopters is that the latter group has accepted the idea and has made the decision to continue the use of it.

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*Practice or idea will be used interchangeably.

7. Late majority: Persons at this level have accepted the idea just after becoming aware, getting interested, and weighing the advantages and disadvantages. They do not have to try it out in order to accept it.
8. Early majority: These are the persons who become aware, get interested and accept the idea or practice.
9. Innovators: These persons accept the idea as soon as they become aware of it.

Demographic Characteristics--Also included are measures of age, education, level of employment, family income, source of income (on a continuum ranging from total income from welfare sources to total income from non-welfare sources), sex of respondent, size of family, condition of dwelling, yard appearance, access to a highway, availability of a car, and distance from a community center.

Chapter 3

NORMATIVE ANALYSIS: DIFFERENCES BY NEIGHBORHOODS

In this chapter our approach will be to make comparisons across neighborhoods and arrive at generalizations based mostly on systemic similarities and differences. It will differ from out later analysis in the sense that here we are looking at the inter-individual systems, whereas in the later chapter we will be considering intra-individual systems and their life styles. The comparisons will be made on the basis of aggregate characteristics of these neighborhoods over a period of two years. Such characteristics have been variously called system aggregate characteristics, structural properties, or compositional properties (Davis, et.al., 1961).

It is being postulated that as a result of differential impact of the Knox County Community Action Program, there will be wide variations among the neighborhoods where this impact is supposed to be felt. As a theoretical expectation, it may be stated that before the inception of the community action program in Knox County, these neighborhoods had smaller or negligible amounts of difference. Once the program was initiated, some areas had more contact with the program than others, and there were some neighborhoods which did not get any direct services or facilities of the program. Thus the effectiveness of the C.A.P. can be scaled along a continuum of no effect-some effect-most effect or no change-some change-most change, depending upon how much exposure or accessibility a neighborhood

had to the services and facilities of C.A.P. It can be assumed that those neighborhoods which did not have direct access to this action program will exhibit the least change, those neighborhoods which had access to the program but for a shorter period of time will show some changes and neighborhoods which were most exposed to it will receive the most impact and thus show more changes. The impact of the O.E.O.-C.A.P is being measured in terms of the tendency toward modernization of persons in these neighborhoods.

Our hypothesized model is shown below:

Non-Center Areas	New Center Areas	Old Center Areas (Time One)
(Equality is being taken in terms of aggregate compositional scores for each neighborhood.)		
Least Modern	Least Modern	Least Modern
Non-Center Areas	New Center Areas	Old Center Areas (Time Two)
Same as Time One	Some Change	Most Change
(Changes are to be measured in terms of aggregate compositional scores for each neighborhood.)		

Background

In approaching this normative analysis, we are concerned with whether or not the properties of a social system (community or neighborhood) have the power to explain socio-cultural change and, if so, what would be the nature and direction of such changes.

A neighborhood is made up of individuals. When viewed from a systemic approach, a neighborhood is a structural aggregate of individuals and the life styles of individuals are patterned by embedding the systemic norms.

A social system (neighborhood) has the tendency to guide the direction of its members and its own course. While studying modernization brought through a planned program, one has to keep in mind system changes and system effects. We are treating each neighborhood as a partial social system. (Parsons and Shils, 1951; Cleland, 1960). Many studies have demonstrated that a system demands manifestation of its behavior among its members, especially in terms of either promoting or retarding the process of change.

We are taking into consideration what contributions a systemic model behavior makes toward modernization, because many steps of modernization are contingent upon systemic behavior. Furthermore, when the objectives of the Community Action Program involve a general uplift of social, economic, cultural, and other standards, the neighborhood characteristics become extremely important.

A few clarifications are needed at this point. By change we mean socio-cultural change which is normative or acceptable to most of the people (both those who induce these changes and those who accept them). Since our major concern is to measure the impact of the Knox County Community Action Program, we are concerned only with those changes which are progressive and directed by the C.A.P. These changes will occur at somewhat differing levels thoughout the county and will serve as rough indicators of future changes.

It should also be mentioned here that those neighborhoods which do not have direct accessibility to community centers will show some

change, simply because the program is directed at the entire county. Although most of the services and facilities of the C.A.P. are not available in the Artemus and Bailey's Switch neighborhoods, some of them are. At the same time, there will be some contagion effect of the activities which are going on in other neighborhoods, a sense that "something is happening."

Those neighborhoods which have community centers are likely to portray the impact of the Community Action Program, but these centers have been operating for varying lengths of time. A linear model can simply assume that the longer a neighborhood has been under the influence of the C.A.P., the more changes will take place. Although logically sound, such a model will be difficult to justify because of variations in the nature and content of the programs of these centers. Some centers will prove more effective because of such factors as location, general interest of the population it is serving, kind of personnel, availability of resources, organization, planning and execution of programs, etc.

Another important point is the base each of these neighborhoods offers for further modernization. It has been demonstrated by earlier studies in the area of modernization that the broader the base available for modernization, the faster the process of modernization operates. Technological or ideational development is largely dependent upon the point at which it starts. It should be kept in mind that the rate of change or modernization will also vary from neighborhood to neighborhood. According to our model, those neighborhoods which had the centers for the

longest period of time ought to show the highest rate of change. However, the rate of modernization of a neighborhood is closely related to where it started. Thus, those neighborhoods with a broader base of modernization and with the most accessibility to institutions of modernization should exhibit the greatest amount of change. Thus, we might expect that those neighborhoods which started with a much smaller base will end up with just about equal or a little less modernization.

Another point to look for in measuring the impact of the O.E.O.-C.A.P in modernizing these neighborhoods would be the patterns or model systemic behavior which emerge. We would expect that, taking the aggregate compositional characteristics of life styles of these people, there will be more shifts in newer or smaller center areas than in non-center areas and even greater shifts in old center areas.

Bases, Patterns, and Variations of Modernization

In this analysis, the properties of the social system are the mean values of each of the variables at Time 1 and Time 2 for each of the neighborhoods measured.* We organize these variables into four segments: 1) bases for modernization, 2) psycho-social elements of modernization, 3) media participation, and 4) acceptance of new ideas. These segments are referred to as the compositional characteristics of each community. Variations in the group compositions of these neighborhoods should produce an effect on the changes and modernization which are being sought after by the

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*This type of scoring system is based on the compositional effect as used by Davis and others (1961). These authors state that

> "A compositional effect exists when the absolute value of either (a) the within group differences and/or (b) the between group differences for A's, and A's can be described as a function of P, where A refers to an individual attribute absent and P refers to the per cent A in a group."

by the Community Action Program.

Time One

It appears from Table 1-a, b, c and d that almost all of these six neighborhoods had the same base for modernization. Although there are variations in our measurement at Time 1, mean values of the base variables seem to exhibit unity or almost unity at this period. However, an important distinction which seems to stand out is that of educational average for the neighborhood of Middlefork as compared to other neighborhoods. Although the population of this community is relatively younger than that of four other neighborhoods, it ranks lower on education level. We also note that Middlefork is ranked last in terms of average family income (much of which comes from welfare sources) and has a generally lower level of employment than the other five neighborhoods. This also is one of the most isolated neighborhoods of Knox County.

Even the distinctions mentioned above may not be very meaningful and certainly are somewhat inconsistent with our earlier assumptions. But these distinctions are certainly consistent with the varying characteristics and varying rates of change which we are looking for.

Among psycho-social characteristics, we find that there are more variations than one would expect. Non-center areas have more orientation toward the outside world than center areas and older center areas have more of this outward orientation than newer center areas. On the other hand, in terms of physical isolation, the two new center areas are opposite to each other. The neighborhood of Middlefork is quite isolated geographically, whereas Bethel is on a frequently used highway. We do find,

Table 1 A

MEANS, TIME ONE AND TIME TWO, ON INDICATORS OF MODERNITY IN EACH NEIGHBORHOOD (BASES OF MODERNIZATION)

	Neighborhoods											
	Non-Center				New or Small Centers				Old Centers			
	Artemus		Bailey Switch		Bethel		Middlefork		Messer		Kay Jay	
VARIABLES	M_1	M_2	M_1	M_2	M_1	M_2	M_1	M_2	M_1	M_2	M_1	M_2
Age	50.08	51.75	48.98	49.44	51.11	53.26	48.32	50.38	46.01	48.13	48.57	51.00
Education	4.08	4.44	4.25	4.72	4.01	5.89	2.95	3.88	3.51	4.54	3.67	4.71
Level of Employment	2.53	2.22	2.68	2.32	2.53	3.41	2.38	2.28	2.53	2.06	2.22	2.16
Source of Income	1.47	1.48	1.35	1.23	1.37	2.83	1.91	1.78	2.04	1.81	2.02	1.59
Family Income	4.69	5.30	5.54	6.78	4.58	6.35	3.56	4.30	4.41	4.90	5.14	5.16
Availability of Auto	2.33	2.33	2.50	2.60	2.44	2.69	2.37	2.27	2.64	2.41	2.47	2.45
Access to highway	2.94	3.08	3.37	3.25	2.87	3.30	2.49	2.56	2.71	2.50	3.41	3.28
Frequency of trips to town	3.20	3.06	3.11	2.72	3.33	3.65	3.71	3.77	3.44	3.90	3.26	3.49
Trips to Big cities	48.60	54.64	51.10	65.05	52.22	57.61	20.50	30.93	19.60	32.12	17.82	50.12
Size of Family	3.72	3.06	3.31	3.26	4.35	4.30	5.82	5.72	4.27	4.60	4.79	4.73
Distance from Center	4.81	4.47	4.88	4.76	2.00	1.94	2.07	2.09	2.21	2.21	1.67	1.63
Condition of dwelling	4.91	2.59	2.63	2.47	2.14	2.54	1.93	2.31	4.74	2.50	2.53	2.59
Yard Appearance	2.22	2.16	2.40	2.13	1.99	2.31	1.77	1.55	1.68	1.83	2.16	1.90

Note: For scale values and means derived from them, see Appendix II.

Table 1 B

MEANS, TIME ONE AND TIME TWO, ON INDICATORS OF MODERNITY IN EACH NEIGHBORHOOD (PSYCHO-SOCIAL CHARACTERISTICS)

	Neighborhoods											
	Non-Center				New or Small Centers				Old Centers			
	Artemus		Bailey Switch		Bethel		Middlefork		Messer		Kay Jay	
VARIABLES	M1	M2	M1	M2	M1	M2	M1	M2	M1	M2	M1	M2
Number of people visited	1.47	2.92	1.56	2.71	2.43	3.30	2.58	3.22	1.78	3.40	1.96	3.31
Frequency of visits	3.59	3.41	3.60	2.53	3.33	3.40	3.50	2.99	3.66	3.36	4.31	3.41
Organizational Participation	1.34	1.16	1.41	1.26	1.42	1.40	1.17	1.24	1.11	1.31	1.26	1.30
Church Participation	1.34	2.73	2.68	2.59	2.40	2.36	2.45	2.49	2.22	2.44	2.35	2.20
Center Participation	0.00	0.00	0.00	0.00	1.00	2.20	0.56	1.86	1.47	1.56	1.59	1.59
Vocational Aspiration	1.73	2.14	1.90	2.10	2.11	3.60	1.87	2.32	4.58	2.04	1.71	2.41
Educational Aspiration for Son	2.80	2.85	2.79	2.85	2.79	3.71	2.70	2.82	2.57	2.77	2.53	2.61
Educational Aspiration for Daughter	2.66	2.83	2.73	2.79	2.42	3.61	2.22	2.77	2.54	2.71	3.26	2.55
Political Knowledge	3.08	3.48	3.38	4.32	3.04	4.37	2.37	3.82	2.30	3.38	2.65	3.41
Dogmatism	46.81	51.23	47.66	47.84	31.00	50.32	31.00	50.23	44.51	50.97	46.90	50.55
Satisfaction: God is pleased	1.95	1.45	1.98	1.95	1.00	2.35	1.00	1.51	2.38	1.51	1.47	1.65
Social Isolation Powerlessness	16.08	16.17	15.59	15.56	15.87	16.93	23.00	18.55	16.00	17.62	16.94	16.88
Political Efficacy	4.95	2.80	4.41	3.20	1.96	2.49	2.32	2.78	3.91	3.07	6.35	2.73
O M Scale	18.51	28.81	19.16	30.65	19.47	29.75	15.74	28.14	14.30	29.13	14.61	29.43
Empathy Total	18.94	24.96	20.06	25.62	12.00	25.81	11.86	25.19	14.98	28.24	17.93	28.22

Table 1 C

MEANS, TIME ONE AND TIME TWO, ON INDICATORS OF MODERNITY IN EACH NEIGHBORHOOD (MEDIA PARTICIPATION)

	Neighborhoods											
	Non-Center				New or Small Centers				Old Centers			
	Artemus		Bailey Switch		Bethel		Middlefork		Messer		Kay Jay	
VARIABLE	M_1	M_2	M_1	M_2	M_1	M_2	M_1	M_2	M_1	M_2	M_1	M_2
Radio hours	7.70	7.02	8.69	9.98	9.01	9.26	8.96	8.24	7.84	8.07	8.39	8.88
T.V. Hours	11.23	15.78	10.18	13.91	12.47	16.54	5.88	10.07	6.41	12.47	10.82	17.20
Movies	1.81	0.48	3.32	2.56	2.20	1.08	2.00	0.53	3.07	2.98	0.88	0.71
Newspaper Content	2.06	1.66	1.85	1.98	3.05	1.97	1.53	1.36	1.47	1.26	1.41	1.33
Radio Content	2.23	2.44	2.44	2.50	3.07	2.56	2.13	2.29	2.58	2.44	2.28	2.53
T.V. Content	2.66	2.70	2.06	2.60	3.17	2.42	1.96	2.35	1.83	2.47	2.18	2.71
Magazine Content	2.12	1.56	2.06	1.97	1.42	1.94	0.73	1.36	2.36	1.43	1.18	1.47
Radio	17.18	14.61	17.70	17.07	18.29	16.86	18.00	17.24	12.00	18.30	12.00	18.82
T.V. (Usage)	18.28	16.87	18.81	17.60	19.08	18.99	19.25	18.58	13.00	18.98	13.00	19.59
Newspaper (Usage)	17.69	15.78	18.17	17.98	18.28	18.51	19.01	18.67	12.00	19.07	12.00	19.61
Magazine or Bulletin (Usage)	18.73	19.55	19.82	19.65	19.68	19.86	19.87	19.61	13.00	19.77	13.00	19.91
School (Usage)	18.51	18.31	19.43	18.72	19.33	18.43	19.32	18.46	13.00	18.96	13.00	19.59
Neighbor, family, friends (Usage)	15.36	13.31	16.06	14.35	15.71	15.15	15.91	15.37	11.00	15.74	11.00	15.86
CC Personnel (Usage)	18.66	18.87	19.57	19.12	18.50	18.47	18.95	17.02	13.00	17.54	13.00	17.55
OEO Personnel (Usage)	18.70	20.11	19.69	19.47	19.42	19.76	19.62	19.36	13.00	19.57	13.00	19.65
Others	18.61	19.44	19.54	19.53	19.21	19.61	19.62	19.34	13.00	19.43	13.00	19.75
Source Credibility	15.23	16.11	15.93	16.88	14.61	16.19	14.63	16.22	8.66	15.87	9.73	12.71

Table 1 D

MEANS, TIME ONE AND TIME TWO, ON INDICATORS OF MODERNITY IN EACH NEIGHBORHOOD (ACCEPTANCE OF NEW IDEAS)

	Neighborhoods											
	Non-Center				New or Small Centers				Old Centers			
	Artemus		Bailey Switch		Bethel		Middlefork		Messer		Kay Jay	
VARIABLE	M_1	M_2	M_1	M_2	M_1	M_2	M_1	M_2	M_1	M_2	M_1	M_2
Innovativeness	34.51	47.86	35.68	43.69	41.14	44.21	38.88	37.84	25.00	40.41	25.00	42.26
Community Center	3.00	4.12	3.15	3.47	4.43	4.43	4.43	4.32	3.91	4.27	3.88	4.20
Early Childhood Program	3.20	5.55	2.81	4.04	3.57	5.11	3.39	4.23	0.06	5.57	0.24	6.20
Model Homes	3.87	5.72	3.59	6.19	4.82	4.15	4.28	4.33	0.06	4.38	0.41	4.22
Work Study Program	5.11	4.84	4.87	4.03	4.33	5.01	4.73	3.05	0.85	3.70	0.55	3.88
Landscaping and Home Beautification	1.59	2.01	1.59	2.15	2.50	2.04	2.09	1.66	0.14	1.87	0.84	1.94
Neighborhood Youth Corps	4.76	6.12	4.47	5.06	4.58	4.54	4.25	3.49	0.58	3.48	0.20	3.77
Birth Control	3.58	5.37	3.22	4.06	3.89	4.00	3.55	3.70	0.23	3.40	0.88	3.61
Adult Education	1.17	3.56	1.23	3.18	1.85	3.58	1.74	3.23	0.08	3.40	0.51	3.53
Head Start	6.47	6.28	6.34	6.20	6.61	6.37	6.13	6.23	0.33	6.73	0.82	6.45

however, that these two neighborhoods have had more of a closely-knit interpersonal interaction pattern than the other neighborhoods. A total aspirational structure for these neighborhoods also seems consistent except for vocational aspiration. Messer seems to have the highest amount of vocational aspiration from the very beginning. It is also interesting to note that a sense of social isolation and powerlessness is present to a greater degree in Middlefork than in the other communities. An important aspect of the dynamics of personality is the dogmatic nature of people of these neighborhoods. One can notice what the least dogmatic people are from new center areas.

Another important aspect of change and modernization is the exposure and usage of media for further modernization. As suggested by the studies reviewed in an earlier chapter, media participation and usage is an important factor for modernization. In fact, many writers in the area of modernization have gone so far as to assert that higher media participation directly leads to modernization. Thus, in this case, if a neighborhood has a higher base of media participation and usage, it should have a higher rate or modernization and conceivably more observable modernization. A quick glance at the media variables indicates that four neighborhoods have approximately the same amount of media exposure; the exceptions are in the neighborhood with a new center and another with one of the oldest centers. However, in terms of content of these media this difference is further minimized except that the people of Bethel seem to have more of a news-orientation than do the people of other communities. We also find that in the beginning of the Community Action Program, the areas which have the oldest centers placed

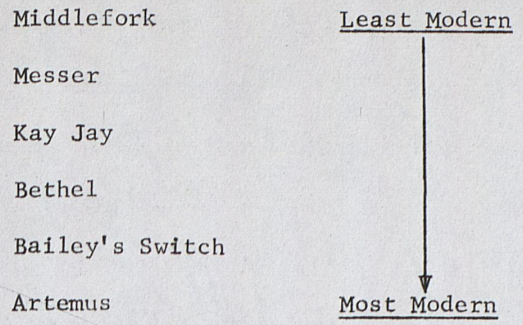
more credibility on personal sources than on the media sources.

It is perhaps important to point out at this stage that the most significant changes toward modernization are to be expected in those neighborhoods where media participation increases significantly. Although at the base period such communities might have less media participation than others, if they become equivalent to the others at the final measurement, they will have attained modernization at a faster pace than the other neighborhood.

Modernization is a process very closely linked with the process of diffusion and acceptance of new ideas. It would seem rather important that ideas which are coming into a neighborhood should be accepted to provide a broader base for future modernization. In terms of the acceptance of new ideas in these six neighborhoods, it is surprising to find that at the base period there is the least acceptance of community centers in the neighborhoods of Messer and Kay Jay, which have the oldest centers. On other practices, it seems apparent that ideas which are oriented toward uplifting the youth of the county are the ones most likely to be accepted.

In order to arrive at a conclusive statement about the base period of these neighborhoods, one has to accept that these neighborhoods have more similarities than differences. However, it does require a restatement about the changes which will occur once the neighborhood action program has the opportunity to operate. Based on our observations of baseline data, it can be said that these neighborhoods vary along the following continuum of least modern to most modern with respect to each other:

Figure 1
LEVEL OF MODERNITY OF THE SIX NEIGHBORHOODS AT TIME ONE



These distinctions are made in terms of base variables, psycho-social characteristics, media participation, and diffusion and acceptance of new ideas.

It is necessary to keep in mind that the diagram above indicates the relative position of each neighborhood at TimeOne and we would expect this pattern to change as a result of effectiveness of the Community Action Program. Perhaps it should also be mentioned here that Artemus is a neighborhood which did not accept the opening of a community center in that area and although there was a plan to open a center in Bailey's Switch it never materialized for lack of funds in the Community Action Program. Messer and Kay Jay community centers were started in the months of March-April, 1965, as pilot projects. Apparently, the community leaders and administrators of the C.A.P. were convinced that it was the best way people could be effectively involved in the program, and they opened eight other centers.

Changes Between Time One and Time Two

In order to find what changes have occurred in these neighborhoods over a period of two years, we have to look at the compositional characteristics of the same neighborhoods at Time Two. The most important aspect of change and its explanation here will be mainly in terms of a

comparative statement about these neighborhoods. How these changes have occurred is a question which needs to be left unanswered at this point. The trends will, however, be indicated and explanations will be offered mostly in terms of the associations of different variables in each of these communities. Table 1 may again be used as a source of information about the compositional characteristics of the neighborhoods at Time Two and Table 2 shows the probabilities that differences as great as those observed could have occurred by chance.

Scores on the compoitional characteristics for these neighborhoods at Time Two indicate that there have been some extensive changes. It is also clear that most changes have occurred in those neighborhoods which had the community centers for a longer period of time. Although some of these changes are not as dramatic as others, they indicate a general direction of modernization. That is not the case in the non-center areas, where changes have been fewer and rather sporadic.

First, let us look at changes in the bases for modernization. One of the most important shifts toward modernization has been in the educational level of these neighborhoods. This can be attributed to the educational programs which have been sponsored and operated by the Community Action Poogram. This is one of the major achievements of this program, and will serve as a base for future changes toward modernity. Another change which appears in at least four neighborhoods is that of increased physical mobility for the people. Perhaps there is not enough evidence here to support the statement that this action program has given people a broader outward orientation, but this tendency is indicated by increases in empathy. However, this change is not restricted to center areas, and thus we cannot say

it has been directly brought about by the Community Action Program. Nonetheless the extent and direction of change in psycho-social variables in center areas indicates that the program has opened a broader world to these people. Thus, it appears that this program has been able to create a direction and momentum which are needed for further changes. Another item of support for such specualtion is that there is a general decrease in the social isolation-powerlessness of the people of these neighborhoods. There have been certain other changes in these neighborhoods in the bases of modernization, but those seem to be rather irregular and without consistency.

Among the psycho-social characteristics, another observation which stands out very clearly is that there has been an appreciable increase in the overall modernity scores of these people. This increase indicates a change toward modernity in the sets of attitudes, beliefs, behaviors and general orientations of the people. On the other hand, there does not appear to be a consistent pattern of change in what might be called popular participation. Although there is an increase in interpersonal interaction, as indicated by a general increase in the number of persons visited, there does not seem to be any increase in the organized institutional interaction and, in fact one of the neighborhoods shows a decrease in organizational participation.

Another expected effect of the Community Action Program is that it will lead to a higher level of aspiration. The direction of change in these neighborhoods indicates that this is happening in these neighborhoods. The aspirational structure changes somewhat for all the neighborhood but

it is particularly apparent in areas served by community centers. Increases in political knowledge among the respondents tend to be accompanied by a reduced sense of political efficacy. This may simply reflect a more realistic appraisal of their present status.

Table 2 also shows an appreciable increase in media participation in those neighborhoods which have had the community centers for a longer period of time. The increase is mostly observed in terms of increased use of sources of information about new practices in neighborhoods where there older centers. The non-center areas of Artemus and Bailey's Switch show decreases in the use of these sources, as does Middlefork. There is no apparent explanation for this change.

It also appears that the ideas or innovations which are being diffused in the county are being accepted. However, there seems to be an inconsistent pattern of adoption, with the level of acceptance of new ideas much greater in Messer and Kay Jay, and sporadically distributed across the other neighborhoods.

A much more extensive discussion of the diffusion and adoption of new ideas will be given in a later chapter. Here, we are trying to understand the co-extential and simultaneous phenomena of diffusion and acceptance of new ideas and modernization. One of the most important observations is that although the Artemus neighborhood did not accept the idea of community center in the beginning, its residents are willing to accept the idea now. This may indicate that these people had suspicions earlier about the community action program, but that these fears have been removed, and there is now more willingness to accept the

Table 2 DIRECTION OF CHANGE AND TWO-TAIL PROBABILITIES OF CHANCE DIFFERENCES BETWEEN TIME ONE AND TIME TWO, BY NEIGHBORHOODS

	Communities					
	Non-Center		New or Small Centers		Old Centers	
VARIABLES	Arte-mus	Bailey Switch	Bethel	Middle-fork	Messer	Kay Jay
Age						
Education	#	*	*	**	**	**
No. of people visited	**	**	**	**	**	**
Frequency of visits		-**		-*	-#	**
Organizational Participation						
Church Participation	-#		#			
Center Participation				**		
Level of Employment						
Vocational Aspirations	**			**	-#	**
Source of Income						-*
Family Income		*	#	*		
Educational Aspiration for Son				#	*	
Ed. Aspiration for Daughter	*		#	*	*	
Availability of Automobile						
Access to highway			#		-#	
Frequency of trips to town		-#			**	
Trips to Big Cities		#		*	*	**
Political Knowledge	*	#		*	**	**
Dogmatism	**		**	**	**	*
Satisfaction: God is pleased	**		*	**		**
Empathy	**					
Social Isolation-Powerlessness						
Political Efficacy	-*		#		**	-#
Size of Family						
Distance from the Center	#					
Condition of dwelling	-*	-#	**	**	-**	
Yard Appearance		-*		-*		
Radio hrs.		*				
T.V. hrs.	*		#		**	**
Movies						
Newspaper Content						
Radio Content	#			#		*
T.V. Content		**		**	**	**
Magazine Content			*	**	-#	
Innovativeness	**	**	#		**	**
Radio Usage	-**		-**	-*	**	**
TV Usage	-*			-*	**	**
Newspaper Usage	-**				**	**
Magazine or Bulletin Usage	#			-*	**	**
School Usage		-*	-**		**	**
Neighbor, family, friends usage	-**	-**		-#	**	**
CC Personnel	*				**	**
OEO Personnel				-#	**	**
Others	#			*	**	**
O M Scale	**	**	**	**	**	**
Source Credibility				*	**	**
1 Community Center	**				**	**
2 Early Childhood Program	**	*	**	*	**	**
3 Model Homes	**	**			**	**
4 Work Study Program				-**	**	**
5 Landscaping and Home Beautification	#	*	-#	-#	**	**
6 Neighborhood Youth Corps	**			-#	**	**
7 Birth Control	**	*			**	**
8 Adult Education	**	**	**	**	**	**
9 Head Start					**	

\# Between .05 and .15
* Equal to or less than .05
** Less than .01

programs and plans. In general, changes in the acceptance of innovations are much greater in old center areas than in non-center or new center areas. However, this is somewhat reversed in the case of non-center vs. new center areas. In the newer center areas, some of the innovative ideas are being phased out. It is necessary to remember, however, that the two non-center areas do have close proximity to community centers and also that the new centers may not have had enough time to show their impact.

In order to make comparative statements about these neighborhoods in terms of socio-cultural change and modernization, we must keep in mind the initial conditions and directions of change. It is apparent that the most changes have occurred in the Messer and Kay Jay neighborhoods, which had direct accessibility, the largest programs and had been operating the longest. Closer proximity to the institution of change has been demonstrated in earlier studies as an important factor for modernization, with changes occurring first in the psycho-social areas.

Although these older center areas do not demonstrate any appreciable change in the base for further modernization, they do show predicted changes in media participation, psycho-social compositions, and acceptance of innovations. As shown in a Table 2, the three least modern neighborhoods have shown the most change. These neighborhoods are Middlefork, Messer, and Kay Jay. It appears that the Knox County Community Action Program had a significant role in fostering the process of modernization in these neighborhoods. A deviation from expected changes occurred in one of new

center areas (Bethel), which was a transitional neighborhood at Time One but which exhibited the least amount of change at Time Two. However, Bethel did show changes in the predicted direction in psycho-social composition.

In conclusion, it may be stated that where the Community Action rogram had been operating long enough to demonstrate its effecitveness, the modernization process had been set in motion.

Chapter 4

IPSATIVE ANALYSIS: TYPES OF INDIVIDUALS AND THEIR LIFE STYLES

In this chapter, we describe and report on a hypothetical model for changes in the life-styles of individuals in the six under study and on findings from the Knox County study as they relate to this model.

From studies cited earlier, it would be expected that persons would move in the direction: least modern ⟶ semi-modern ⟶ most modern.* Based upon the hypothesis that there would be little or no change in neighborhoods which did not have direct accessibility and exposure to the O.E.O.-C.A.P.-operated institutions of change (community centers), some change in areas with newer or smaller centers, and greater change in areas with old established centers, we prepared the model shown below:

		LEAST MODERN T_1—T_2	SEMI-MODERN T_1—T_2	MOST MODERN T_1—T_2
NON-CENTERS	Change in Configuration	No	No	No
	Change in number loading on factor	No	No	No
NEW CENTERS	Change in Configuration	Some	Some	More
	Change in number loading on factor	Some loss	No (loss to most modern offset by gain from least modern	More Increase
OLD CENTERS	Change in Configuration	Most	Some	Most
	Change in number loading on factor	Most loss	No	Most Increase

*Our procedures will permit us to determine if persons moved in the opposite direction as well.

This model is somewhat similar to the one presented in Chapter 3, but is designed to accommodate an analysis of types of individuals. As the model indicates, we would expect only slight changes in the life-styles of persons in Artemus and Bailey's Switch, two neighborhoods in which there are no O.E.O-C.A.P. community centers to offer a concentration of stimuli for change. The same is true in the shift of persons from one type to another. In Bethel and Middle Fork neighborhoods in which there are comparatively newer or smaller centers we would expect somewhat greater change, although we would expect shifts in the number of people from traditional to transitional to be offset by shifts from transitional to modern. We would expect the greatest changes to occur in Messer and Kay Jay, the communities in which there are old community centers which are operating full programs. One problem here, of course, is that we are using as our operational measure of change that which has taken place between the two periods of measurement. In the old center areas, much of the change may have taken place before the investigators ever reached the field.

In our analysis procedures, we have:

1) factor analyzed the data, using a Q-technique procedure in which persons are correlated on characteristics, and in which factors become types of persons.

2) computed factor array z-scores which show characteritistics on which a type is higher than all other types and those on which he is lower than all other types.

3) judgmentally ordered the derived types along a continuum from least modern to most modern, based upon inspection of the characterisitics which go to make up each type.

4) compared shifts from one type to another (or the absence of such changes) for each person in each community.

5) attempted to draw some generalizations about changes in the life styles of individuals and their relationships to the O.E.O.-C.A.P. program.

These procedures are reported on in the above order in the following pages. Further analysis of these data is reported in the next chapter.

1. Factor Analysis

Factor analysis of the data from both Time One and Time Two in the six Knox County neighborhoods consistently produced a three-factor structure. In this ipsative approach, we were concerned with the number of people accounted for by factors. In exploratory analyses, more than three factors were called for in the solution, but in every community, the number of people primarily loading on the factors dropped off to a negligible level after the third factor. On the basis of this, we re-analyzed the data using a three-factor solution. In other words, at both Time One and Time Two there were found to be three main types of life-styles of the people, as operationally defined by the variables described earlier.* Table 3 reports on the number of persons primarily loading on each factor in the six communities.

Table 3 NUMBER OF PERSONS PRIMARILY LOADING ON EACH FACTOR

Community		I	II	III	N
Artemus	Time 1	25	25	14	64
	Time 2	34	20	10	
Bailey's Switch	Time 1	25	22	21	68
	Time 2	32	21	15	
Bethel	Time 1	35	22	15	72
	Time 2	37	29	6	
Middle Fork	Time 1	35	29	22	86
	Time 2	38	35	13	
Kay Jay	Time 1	28	7	14	49
	Time 2	20	19	10	
Messer	Time 1	11	41	18	70
	Time 2	31	28	11	

*Because of technical difficulties, it was necessary to omit two of the variables, trips to big cities and dogmatism, from this portion of the analysis.

2. Factor Array Z-Scores

Our next step was to compute factor array z-scores for each respondent, which identified characteristics on which each type was higher than all other types, those on which he was lower than all other types, and those "consensus" items on which he was about the same as all other types. The criterion used here was half a z-score. Items which did not discriminate at this level were considered "consensus" items and are not reported in the description of the characteristics of each types.

3. Ordering of Factors

We next inspected the characteristics which described each factor and judgmentally ordered the factors on a continuum from least modern to most modern for each neighborhood at Time One and again at Time Two. The criteria which discriminated among factors in each of these runs and the classification given each factor are reported in Figures 2-7.

Modernity is, of course, always a relative condition. A type considered most modern in a neighborhood in Knox County might well be considered least modern in a county in Iowa, in another portion of Kentucky, or even in another neighborhood in about any order he wants, along almost any continuum he wants to lay down, given a large number of items such as those studied here. Thus, we felt some need to indicate the consistency both of our judgments and of the factor structures which emerged. Tables 4-5 show the frequency with which items appeared as characteristics distinguishing among types named by us. Items which tend to describe a type in a positive way at one end of our judgmental continuum tned to describe him in a negative way on the other, with the semi-modern type falling into the middle on about half the items, with the remainder ranging from above the most modern to below the least modern.

Figure 2 CHARACTERISTICS DISTINGUISHING BETWEEN TYPES* AT TIME ONE AND TIME TWO, ARTEMUS

Time 1

Least Modern (Factor II) n=25	Semi-Modern (Factor III) n=14	Most Modern (Factor I) n=25
+	+	+
Practice 3 Model Homes	Practice 2 Early Childhood	Political efficacy
Practice 6 Neighborhood Youth Corps	Practice 7 birth control	Number of visits
Practice 4 Work-Study	Frequency of visits	Family income
-	Size of family	Political knowledge
Number visited	Frequency of trips to town	Sex
Frequent trips to town	-	Satisfaction
Size of family		-
Sex	Satisfaction	Practice 7 birth control
Family income	Political knowledge	Practice 6 Neighbor hood Youth Corps
Frequency of visits	Political efficacy	Practice 3 Model Homes
		Practice 2 Early Childhood
		Practice 4 Work-Study

Time 2

Least Modern (Factor I) n=34	Semi-Modern (Factor II) n=20	Most Modern (Factor III) n=10
+	+	+
Practice 3 Model Homes	Frequency of trips to town	Level of employment
Practice 4 Work Study	Size of family	Family income
Practice 5 Land-Home Beauty	Political Efficacy	Magazine content
Practice 2 Early Childhood	Sex	-
Age	Powerlessness social isolation	Practice 8 Adult Education
Practice 8 Adult education	Distance from center	Source of income
-	Source of Income	Sex
Size of family	-	Age
Distance from center	Practice 5 Land home beauty	Socialization - Powerlessness
Magazine content	Practice 2 Early Childhood	Frequency of trips to town
Level of employment	Practice 3 model homes	
Family income	Practice 4 Work Study	

*These types are relative only to a particular time. Same holds true for figures 3-7.

Figure 3 CHARACTERISTICS DISTINGUISHING BETWEEN TYPES AT TIME ONE AND TIME TWO, BAILEY'S SWITCH

Time 1

Least Modern (Factor III) n=21	Semi-Modern (Factor II) n=22	Most Modern (Factor I) n=25
+	+	+
Frequency of trips to town	Practice 3 Model homes	Family income
Powerlessness Social Isolation	Practice 6 Neighborhood Youth Corps	Frequency of visits
Age	Practice 4 Work Study	Political efficacy
Size of family	Practice 2 Early Childhood	Availability of automobile
Number of people visited	Practice 7 birth control	Newspaper content
Source of income	Level of employment	Source Credibility
-	Practice 1 Community Centers	-
Newspaper content	-	Practice 6 Neighbo hood Youth Corps
Practice 7 birth control	Source of income	Practice 1 Communi Centers
Political efficacy	Source credibility	Practice 2 Early Childhood
O M Scale	Frequency of visits	Practice 4 Work S tudy
Availability of auto	Size of family	
Family income	Powerlessness-social isolation	
Level of employment	Number of people visited	
Practice 3 Model Homes	Age	
	Frequency of trips to town	

Time 2

Least Modern (Factor I) n=32	Semi-Modern (Factor II) n=21	Most Modern (Factor III) n=15
+	+	+
Practice 4 Work study	Frequency of trips to town	Level of employment
Practice 2 Early Childhood	Political efficacy	Frequency of visits
Practice 3 Model homes	Age	Family income
Practice 7 birth control	Source credibility	Magazine content
Practice 5 Land-Home Beauty	Sex	Number visited
Practice 6 Neighborhood Youth Corps	Radio content	-
Practice 8 Adult Education	Distance from center	Practice 1 Communit Centers
Practice 1 Community Centers	Political knowledge	Source of income
-	Source of income	Age
Sex	-	Source credibility
Political Knowledge	Magazine content	Political efficacy
Radio content	Practice 5 Land H ome B eautification	Frequency of trips to town
Distance from center	Family income	
Number visited	Practice 6 Neighborhood Youth Corps	
Frequency of visits	Practice 8 Adult Education	
	Practice 2 Early Childhood	
	Level of employment	
	Practice 7 birth control	
	Practice 3 Model Homes	
	Practice 4 Work Study	

Figure 4 CHARACTERISTICS DISTINGUISHING BETWEEN TYPES AT TIME ONE AND TIME TWO, BETHEL

Time 1

Least Modern (Factor I) n=35	Semi-Modern (Factor II) n=22	Most Modern (Factor III) n=15
+	+	+
Practices 5 Land Home Beautification	Practice 2 Early Childhood	Political efficacy
Practice 6 Neighborhood Youth Corps	Size of family	Magazine content
Practice 8 Adult Education	Frequency of visits	Newspaper content
Practice 7 birth control	Number of people visited	Level of employment
Practice 4 Work study	Radio content	Family income
Practice 9 Head start	Practice 1 Community centers	Political Knowledge
-	Sex	Practice 3 Model Homes
Sex	T.V. Content	-
Family income	Frequency of trips to town	Practice 1 Community Centers
Frequency of trips to town	-	T.V. Content
Frequency of visits	Level of employment	Radio content
Number visited	Practice 9 Head Start	Practice 5 Land-Home Beautification
Political efficacy	Practice 4 Work Study	Size of family
	Practice 3 Model Homes	Practice 8 Adult Education
	Political knowledge	
	Practice 6 Neighborhood Youth Corps	
	Newspaper content	
	Practice 7 birth control	
	Magazine content	

Time 2

Least Modern (Factor I) n=37	Semi-Modern (Factor III) n=6	Most Modern (Factor II) n=29
+	+	+
Practice 3 Model Homes	Practice 7 birth control	Political efficacy
Practice 6 Neighborhood Youth Corps	Magazine content	Frequency trips to town
Practice 4 Work study	Practice 8 Adult Education	Sex
Practice 2 Early Childhood	T.V. content	Social isolation - Powerlessness
Practice 5 Land Home Beautification	Political knowledge	Satisfaction
Level of employment	Practice 9 Head Start	Educational Aspiration for child
-	Newspaper content	Age
Newspaper content	Number visited	Yard appearance
Vocational aspirations	Social isolation-powerlessness	Source of income
Satisfaction	Level of employment	Distance from center
Age	Practice 1 Community Centers	Practice 1 Community centers
Number visited	Source of income	-
Distance from center	Political efficacy	T.V. Content
Yard appearance		Political knowledge
Frequency of trips to town		Practice 5 Land- home Beautification
Education aspiration for children		Practice 9 Head Start
Sex		Practice 2 Early Childhood
Magazine content		Practice 8 Adult Education
		Practice 7 Birth Control
		Practice 6 Neighborhood Youth Corps
		Practice 3 Model Homes
		Practice 4 Work Study

Figure 5 CHARACTERISTICS DISTINGUISHING BETWEEN TYPES AT TIME ONE AND TIME TWO, MIDDLEFORK

Time 1

Least Modern (Factor II) n=29	Semi-Modern (Factor III) n=22	Most Modern (Factor I) n=35
+	+	+
Practice 3 Model Homes	Political efficacy	Center participation
Practice 2 Early Childhood	Number visited	Source of income
Practice 4 Work Study	Magazine content	Level of employment
Practice 6 Neighborhood Youth Corps	Condition of dwelling	Education
Practice 7 Birth control	Frequency of trips to town	Source credibility
Practice 5 Land Home Beautification	Distance from center	-
Practice 9 Head Start	Frequency of visits	Practice 5 Land-Home Beautification
-	-	Condition of dwelling
Frequency of visits	Practice 9 Head Start Education	Practice 4 Work study
Source credibility	Practice 7 birth control	Practice 6 Neighborhood Youth Corps
Frequency of trips to town	Level of employment	Magazine content
Distance from center	Source of income	Practice 3 Model Homes
Number of people visited	Practice 2 Early Childhood	Political efficacy
	Center Participation Average	

Time 2

Least Modern (Factor I) n=38	Semi-Modern (Factor III) n=13	Most Modern (Factor II) n=35
+	+	+
Practice 3 Model Homes	Source of income	Frequency of visits
Practice 4 Work Study	Condition of dwelling	Number of people visited
Practice 2 Early Childhood	Frequency of trips to town	Empathy
Practice 6 Neighborhood Youth Corps	Yard appearance	Access to highway
Practice 7 birth control	Political efficacy	Family income
Practice 5 Land Home Beautification	Sex	Education
Practice 8 Adult Education	Satisfaction	-
-	Magazine content	Political efficacy
Magazine content	Age	Practice 5 Land-Home beautification
Yard appearance	Educational aspiration for children	Practice 7 birth control
Educational aspiration for children	Vocational aspirations	Practice 4 Work Study
Sex	-	Practice 3 Model Homes
Education	Practice 8 Adult Education	
Age	Empathy total	
Frequency of trips to town	Practice 2 Early Childhood	
Family income	Practice Neighborhood Youth Corps	
Vocational aspirations	Number visited	
Satisfaction	Frequency of visits	
Access to Highway		
Condition of dwelling		
Source of income		

Figure 6 CHARACTERISTICS DISTINGUISHING BETWEEN TYPES AT TIME ONE AND TIME TWO, MESSER

Time 1

Least Modern (Factor II) n=41	Semi-Modern (Factor I) n=11	Most Modern (Factor III) n=18
+	+	+
Political efficacy	Size of family	Level of employment
Practice 1 Community Centers	Participation-Social Isolation	Source credibility
-	Frequency of visits	Empathy
Center Participation	Center participation average	-
Vocational Aspiration	Vocational aspiration	Size of family
Empathy	-	Powerlessness- Social Isolation
Source credibility	Political efficacy	Frequency of visits
Level of employment		Practice 1 Community Centers

Time 2

Least Modern (Factor II) n=28	Semi-Modern (Factor III) n=11	Most Modern (Factor I) n=31
+	+	+
Practice 4 Work Study	Level of employment	Sex
Practice 3 Model Homes	Political efficacy	Number visited
Practice 6 Neighborhood Youth Corps	Satisfaction	T.V. content
Practice 2 Early Childhood	Practice 7 birth control	Frequency of trips to town
Practice 5 Land-Home Beautification	Size of family	Source of income
-	Access to highway	Radio content
Frequency of visits	-	Availability of auto
Practice 7 birth control	Distance from center	Distance from center
Availability of auto	Practice 9 Head Start	Practice 9 Head Start
Access to highway	Radio content	Frequency of visits
Satisfaction	Number visited	Family income
Family income	Frequency of trips to town	-
T.V. content	Sex	Practice 5 Land-Home Beautification
Size of family	Practice 4 Work Study	Practice 2 Early Childhood
Level of employment	Source of income	Practice 6 Neighborhood Youth Corps
Political efficacy		Practice 3 Model Homes

Figure 7 CHARACTERISTICS DISTINGUISHING BETWEEN TYPES AT TIME ONE AND TIME TWO, KAY JAY

Time 1

Least Modern (Factor II) n=14	Semi-Modern (Factor I) n=28	Most Modern (Factor II) n=7
+	+	+
Practice 1 Community Centers	Level of employment	O M Scale
Political efficacy	Center participation average	Family income
Distance from center	Vocational aspirations	Practice 5 Land-Home beautification
-	Size of family	Practice 9 Head Start
Source credibility	Organization participation	Practice 7 birth control
Size of family	Magazine content	Practice 4 Work Study
Family income	Source credibility	Practice 8 Legal Education
Practice 3 Model Homes	Satisfaction	Practice 3 Model Homes
Practice 4 Work Study	Political knowledge	Empathy
Practice 9 Head Start	Radio content	-
Empathy	-	Radio content
Level of employment	Practice 8 Adult ducation	Organization participation
	O M Scale	Political knowledge
	Political efficacy	Satisfaction
	Practice 7 birth control	Magazine content
	Practice 5 Land-Home Beautification	Distance from center
		Vocational aspiration
		Center participation
		Practice 1 Community centers

Time 2

Least Modern (Factor I) n=20	Semi-Modern (Factor II) n=19	Most Modern (Factor III) n=10
+	+	+
Practice 4 Work Study	Frequency of visits	Practice 7 birth control
Practice 3 Model Homes	Distance from center	Political efficacy
Practice 6 Neighborhood Youth Corps	Center participation average	Yard appearance
Practice 5 Land-Home Beautification	Number of people visited	Magazine content
Practice 2 Early Childhood	Practice 1 Community Centers	Political knowledge
Practice 8 Adult Education	Access to highway	Availability of auto
-	Age	T.V. content
Magazine content	Radio content	-
Yard appearance	Sex	Practice 8 Legal Education
Access to highway	-	Practice 1 Community Center
T. V. content	Practice 5 Land-home Beautification	Practice 2 Early Childhood
Sex	Practice 6 Neighborhood Youth Corps	Number visited
Distance from center	Political efficacy	Frequency of visits
Availability of auto	Practice 7 birth control	
Radio content	Practice 4 Work Study	
Center Participation Average	Practice 3 Model Homes	
Political knowledge		
Age		

Table 4 FREQUENCY WITH WHICH EACH TYPE WAS HIGHER THAN ALL OTHER TYPES ON EACH CHARACTERISTIC, TIME1 AND TIME 2

Variables	TYPES Least Modern	Semi Modern	Most Modern	Number of Time Characteristics discriminated among types at .52 (possible maximum =12)
Sex	0	5	3	8
Age	2	3	1	6
Education	0	0	2	2
Number of people visited	3	2	4	9
Frequency of Visits	0	5	4	9
Organizational Participation	0	0	0	1
Center Participation	0	3	1	4
Level of Employment	0	5	5	10
Vocational Aspirations	0	3	1	4
Source of Income	1	3	3	7
Family Income	0	0	8	8
Educational Aspiration for Son	0	0	0	0
Ed. Aspiration for Daughter	0	1	1	2
Availability of Auto	0	0	3	3
Access to Highway	0	2	1	3
Frequency of trips to town	1	6	2	9
Political Knowledge	1	2	3	6
Satisfaction	0	3	2	5
Social Isolation	1	2	1	4
Political Efficacy	2	5	5	12
Size of family	1	6	0	7
Distance from the center	1	4	2	7
Condition of dwelling	0	2	0	2
Yard Appearance	0	1	2	3
Newspaper Content	2	0	1	3
Radio Content	0	4	1	5
TV Content	1	1	2	4
Magazine Content	1	3	4	8
O M Scale	0	0	1	1
Source Credibility	0	2	3	5
Empathy	0	0	3	3
Practice 1 Community Centers	3	3	1	7
Practice 2 Early Childhood	6	4	0	10
Practice 3 Model Homes	7	2	2	11
Practice 4 Work Study	8	2	1	11
Practice 5 Land Home Beautification	6	2	1	9
Practice 6 Neighborhood Youth Corps	8	1	0	9
Practice 7 Birth Control	6	3	2	10
Practice 8 Adult Education	6	0	1	7
Practice 9 Head Start	4	0	1	4

Table 5 FREQUENCY WITH WHICH EACH TYPE WAS LOWER THAN ALL OTHER TYPES ON EACH CHARACTERISTICS, TIME 1 AND TIME 2

	TYPE		
Variable	Least Modern	Semi-Modern	Most Modern
Sex	5	2	1
Age	2	2	2
Education	1	1	0
Number of People visited	3	4	1
Frequency of Visits	5	2	2
Organizational Participation	0	0	0
Center Participation	2	1	1
Level of Employment	7	3	0
Vocational Aspirations	2	1	1
Source of Income	2	3	2
Family Income	7	1	0
Education Aspiration for Son	0	0	0
Ed. Aspiration for Daughter	1	1	0
Availability of Auto	3	0	0
Access to Highway	3	0	0
Frequency of trips to town	4	3	2
Political Knowledge	2	2	2
Satisfaction	2	2	1
Social Isolation	1	1	2
Political Efficacy	3	4	5
Size of Family	4	1	2
Distance from the Center	4	2	1
Condition of Dwelling	1	0	1
Yard Appearance	2	1	0
Newspaper Content	1	2	0
Radio Content	2	1	2
TV Content	2	0	2
Magazine Content	3	3	2
O M Scale	0	1	0
Source Credibility	3	1	1
Empathy	2	1	0
Practice 1 Community Centers	1	0	0
Practice 2 Early Childhood	0	4	6
Practice 3 Model Homes	2	4	5
Practice 4 Work Study	1	6	5
Practice 5 Land Home Beautification	0	4	5
Practice 6 Neighborhood Youth Corps	0	3	6
Practice 7 Birth Control	2	5	3
Practice 8 Adult Education	0	3	4
Practice 9 Head Start	1	4	1

4. Changes in Factor Structures

One of the major problems in attempting to measure changes in the life-styles of individuals in an effort to assess their movement (or lack of it) toward or away from modernity is that there is no single indicator adequate for this concept. It is multivariate in nature and involves changes which are difficult to measure in a systematic and objective way. Given the data we have here, we could predict some single dependent variable, such as adoption of ideas and practices, but this is only a part of a larger mosaic, made up of many pieces. This is further complicated by the fact that we are trying to measure changes in the attitudes and behaviors of individuals developed over many years, and it would be unreasonable to expect dramatic, clear-cut changes in these life ways as the result of relatively short exposure to programs of the O.E.O.-C.A.P. This portion of the analysis, then, points to how persons tend to have changed--or not changed--in communities with old established community centers, in those with relatively new centers, and in those without community centers. Comparing our findings to the model presented at the beginning of this chapter (Figures 8, 9, and 10), we find considerably more changes in the configurations of characteristics between Time One and Time Two than had been expected. In the two non-center areas, which we had expected to show little change, the configurations of the types change greatly for all but the modern type in Bailey's Switch. In Bethel and Middle Fork, two areas in which O.E.O.-C.A.P. centers are either relatively new or smaller, changes in the configurations of characteristics are fairly moderate, as predicted, except for the most modern type in Middle Fork, which undergoes considerable change. In the community center areas of Messer and Kay Jay where there are well-established O.E.O.-C.A.P. programs, changes are much

greater, again as predicted by the model. Thus, the extent of changes in configurations in the life styles tends to be consistent with that predicted in the model in the center areas, but not in the non-center areas.

In computing the direction of these changes, we have simply subtracted the number of persons included in a type at Time One from those appearing in a type of the same classification at Time Two. This is at best only a rough indicator, in view of the considerable changes in the factor strucutres, but for the present will be used to show change tendencies. Here, we find that in the non-center areas there are fewer types classified as most modern and more classified as least modern than at Time One. In the newer center areas, the number of semi-modern types in Bethel decreases, and Bethel otherwise follows the predicted direction. Middle Fork, on the other hand, shows a slight loss from intermediate to least modern. Of the established centers, Messer fits the model in all three types, showing fewer at Time Two who are least modern, about the same who are semi-modern, and more who are most modern. Kay Jay, while also showing a slight gain in the number of most modern types, shows a gain in the number of least modern types as well, both at the expense of the type classified as semi-modern.

In conclusion, there is a greater shift toward the more modern configurations of characteristics in neighborhoods in which there are O.E.O.-C.A.P. community centers, and there is a shift in the opposite direction in the non-center areas. There are extensive changes in configurations of characteristics describing types between Time One and Time Two, but no discernible pattern of change emerges in these characteristics. The fact that there was considerable change in many of the configurations

Figure 8 CHANGES BETWEEN TIME ONE AND TIME TWO,
NEIGHBORHOODS IN WHICH THERE WERE NO COMMUNITY CENTERS

Centers		Least Modern	Semi-Modern	Most Modern
Artemus	Change in Configuration	Considerable	Considerable	Considerable
	Change in Number Loading on Factor	More	More	Less
Bailey's Switch	Change in Configuration	Extensive	Extensive	Extensive
	Change in Number Loading on Factor	More	Slight	Less

Figure 9 CHANGES BETWEEN TIME ONE AND TIME TWO,
NEIGHBORHOODS IN WHICH THERE WERE NEW OR SMALLER COMMUNITY CENTERS

Centers		Least Modern	Semi-Modern	Most Modern
Bethel	Change in Configuration	Some	Some	Some
	Change in Number Loading on Factor	Less	More	Slight
Middle Fork	Change in Configuration	Some	Some	Extensive
	Change in Number Loading on Factor	More	Less	None

Figure 10 CHANGES BETWEEN TIME ONE AND TIME TWO,
NEIGHBORHOODS IN WHICH THERE WERE OLD ESTABLISHED COMMUNITY CENTERS

Centers		Least Modern	Semi-Modern	Most Modern
Messer	Change in Configuration	Extensive	Extensive	Extensive
	Change in Number Loading on Factor	Less	More	More
Kay Jay	Change in Configuration	Extensive	Some	Extensive
	Change in Number Loading on Factor	More	Less	More

and that there was some unexpected regressing from modernization point up the need for the next step in our analyst (Chapter 5), in which we hold individuals in the groups to which they were assigned in the first typal analysis and examine the extent and direction of their changes on each of the variables.

Discussion

Two findings most surprising to the authors, and ones to which we will devote the most space here, were (1) that adoption of practices tended to appear as a characteristic of an isolated type rather than a type more in touch with stimuli presemed to be working in the service of modernity, and (2) that there was considerable change in many of the configurations, and some unexpected regressing from modernization.

In five of the six communities, the type which is classified as least modern is the best adopter of the ideas measured here, indicating that the O.E.O.-C.A.P. is best reaching a prime target group. In Bailey's Switch, the semi-modern type has started accepting practices faster than the others at Time One, but at Time Two the least modern type is the greatest adopter of all practices. Only in Bethel, one of the newer center areas, does another type have a higher level of adoption than the least modern type at Time Two. Conversely, in all communities, except Kay Jay the most modern type is the lowest on adoption. One possibility is that the observed adoptions may have come about because of the nature of these particular practices. The practices measured may be ones that better fit needs of the particular adopters. Several of the practices

measured here involve children, while others involve changing homes and preparation for employment. The older, better employed, and more attractively housed modern types may not have adopted these ideas because they felt the practices had little relevance to their personal needs. Thus, it might be argued that measurement of some other set of practices might have resulted in different patterns of adoptions.

However, on our adoption scale it was not necessary for a respondent to demonstrate acceptance of a practice to make a high score. He could score just as highly if he accepted the idea of the practice. It appears, then, that these most modern types do not project themselves into roles of other persons in their own neighborhoods in such a way as to be sympathetic to practices designed to help these other persons.

Another possible answer is that those who are more regularly employed and who tend to have less of their income from welfare sources may view the Office of Economic Opportunity program as another "welfare" program and be hostile to it on these grounds. Even though some residents of the neighborhoods may have found the practices rewarding enough to adopt, others--perhaps with some of the same needs or with an understanding of the needs of those who have adopted--may have refused to adopt the ideas because the group providing the models is viewed with hostility. (Miller and Dollard, 1941) We were not able to answer this from our data.

One other possibility is that differences in adoption could be--

because of the differences between types on exposure to mass media and to other persons--at least partly a result of differences in amount of use by the C.A.P. of the various channels of communication (newspapers radio, door-to-door, community center programs, etc.). Thus, the most modern types could be low on adoption not because they have considered and rejected practices, but because they have not heard about them.

This study is not alone in the finding that Appalachian subjects most isolated from the greater society tended to be the adopters. It is much like a conclusion by Plunkett (1967)--based on data from several counties in the Appalachian area of Kentucky--that more isolated school teachers were more receptive to change. In his study, those most removed from the bureaucracy of education were the most receptive to innovations. Their degree of sensitivity to certain needs was found to increase with social isolation within the mountains. In our study, the greatest adopters were those who were the least modern, next were those of the semi-modern type, and the non-adopters were almost always those who tended to be the most modern and who had relatively better incomes, (if one accepts scores nearer the positive end of the continuum on most of our measures as indicating modernity.)

In relation to point two above, we had expected persons to remain in their same positions or move upward, but not to move downward. Yet when we tallied shifts of individuals from one factor to another, we found that differences between the totals shown in Figures 2-7 do not reflect the magnitude of the shifts. Even more persons moved downward

than were shown here, but this was offset by greater upward movement. Re-examination of the factor structures caused us to suspect that, because of the high concentration of adopters in one group, this was affecting the entire factor structure. What could have been happening was not that high adopters were almost exclusively least modern, but that because adoption was so highly correlated with characteristics indicating lack of modernity, it was, mathematically, drawing all persons who were higher on adoption of practices--most modern, semi-modern, or least modern--into a single type which we were labeling least modern. To test this, we reran the analysis in three communities, leaving out the nine practices and substituting for them a single overall measure of adoption, which we called "innovativeness." However, differences between the factor structures with adoption items included and those with the items omitted were slight, and it was decided to retain the structures reported here to represent changes in <u>configurations</u> of people.

CHAPTER 5

IPSATIVE AND NORMATIVE ANALYSIS: MEAN CHANGES BY TYPES AND NEIGHBORHOODS

Our final step in examining changes which took place in the residents of the six Knox County neighborhoods involved a combination of ipsative and normative analysis. In the preceding chapter, we reported that there were several shifts from one type to another between the two time periods. Here, we wanted to retain our classifications of persons as least modern, semi-modern, and most modern, and to consider changes which took place in those same persons between the two periods of measurement. In other words, we were asking: do changes exhibited between neighborhoods (as shown in Chapter 3) hold up when residents of the neighborhoods are divided into types of persons, or does a single type account for the major portion of the changes?

In this portion of our study, we used the factor types produced in the ipsative analysis at Time One to break the sample from each neighborhood into least modern, semi-modern, and most modern groups. We then used the Time One and Time Two scores for each group to calculate how much it had changed and in what direction on each variable between the time periods. Results of t-tests of differences are reported in Tables 6-8.

These tables indicate that the differences between neighborhoods reported on in Chapter 3 are not accounted for by a single type of person, although there are some variables on which the types do differ.*

Among all the types, the smallest changes have taken place in variables we have called the base variables for modernization--those

*Here we are specifically concerned only with the individual modernity in each neighborhood. Each neighborhood will, theoretically, contain all three types (least modern, semi-modern, and most modern) of individuals.

CHANCE DIFFERENCES BETWEEN TIME ONE
AND TIME TWO, LEAST MODERN TYPES

VARIABLES	Neighborhoods: Non-Center		New or Small Centers		Old Centers	
	Arte-mus	Bailey Switch	Bethel	Middle-fork	Messer	Kay Jay
Age						
Education				*	*	
No. of people visited	**				**	*
Frequency of visits	-*				-*	
Organizational Participation						
Church Participation						
Center Participation				**		
Level of Employment						
Vocational Aspirations			*	**		
Source of Income						
Family Income			*			
Educational Aspiration for Son						
Ed. Aspiration for Daughter				**	*	
Availability of Automobile						
Access to highway						
Frequency of trips to town					*	
Trips to Big Cities						*
Political Knowledge			*	*	**	*
Dogmatism	**			**	**	
Satisfaction: God is pleased			*	*		
Empathy				**	**	
Social Isolation-Powerlessness						
Political Efficacy			**			
Size of Family						
Distance from the Center						
Condition of dwelling			*	*	-*	
Yard Appearance				*		
Radio hrs.						
T.V. hrs.				*	*	
Movies						
Newspaper Content						
Radio Content						
T.V. Content	*			*	**	
Magazine Content			*	*		
Innovativeness	*	*		**	**	**
Radio Usage	-**				**	*
T.V. Usage	-**				**	**
Newspaper Usage	-*				**	**
Magazine or Bulletin Usage					**	**
School Usage			-*		**	**
Neighbor, family, friends usage	-*	-*		-*	**	**
CC Personnel			-*		**	**
OEO Personnel			-*		**	**
Others					**	**
O M Scale	**	**	**	**	**	**
Source Credibility				**	**	*
1 Community Center	*		*		-**	-**
2 Early Childhood Program	**				**	**
3 Model Homes		**		-**	**	**
4 Work Study Program	-*			-**	**	**
5 Landscaping and Home Beautification			-*	-**	**	*
6 Neighborhood Youth Corps				-**	**	**
7 Birth Control					**	*
8 Adult Education	**	**	*		**	**
9 Head Start				-*	**	**

* Equal to or below .05.
** Below .01.

CHANCE DIFFERENCES BETWEEN TIME ONE AND TIME TWO, SEMI-MODERN TYPES

VARIABLES	Neighborhoods: Non-Center		New or Small Centers		Old Centers	
	Arte-mus	Bailey Switch	Bethel	Middle-fork	Messer	Kay Jay
Age						
Education		*		*	**	
No. of people visited	**	**	*			
Frequency of visits	-*	-*		-*		**
Organizational Participation						
Church Participation			*			
Center Participation				**		
Level of Employment						
Vocational Aspirations		*				
Source of Income						
Family Income	-*	**				
Educational Aspiration for Son					*	
Ed. Aspiration for Daughter	-*		*	**		
Availability of Automobile						
Access to highway						
Frequency of trips to town						
Trips to Big Cities				*		**
Political Knowledge	-*					*
Dogmatism		*	**	**		*
Satisfaction: God is pleased			**	**		
Empathy				**	*	*
Social Isolation-Powerlessness						
Political Efficacy	**	-*		-**		
Size of Family						
Distance from the Center						
Condition of dwelling			**			
Yard Appearance						
Radio hrs.						
T.V. hrs.		*		*	*	**
Movies						
Newspaper Content			*			
Radio Content						
T.V. Content		**		**	**	**
Magazine Content			**		*	
Innovativeness	**		*	*	**	**
Radio Usage	-*			**	**	**
T.V. Usage				**	**	**
Newspaper Usage				**	**	**
Magazine or Bulletin Usage				**	**	**
School Usage				**	**	**
Neighbor, family, friends usage	-*			**	**	**
CC Personnel				**	**	**
OEO Personnel				*	**	**
Others				**	**	**
O M Scale	**	**	**	**	**	**
Source Credibility			*		**	
1 Community Center	**					*
2 Early Childhood Program				**	**	**
3 Model Homes	**			**	*	**
4 Work Study Program		-*			*	**
5 Landscaping and Home Beautification	*		*		*	**
6 Neighborhood Youth Corps					**	**
7 Birth Control	*			**	**	**
8 Adult Education	**	**	*	**	**	**
9 Head Start					**	**

* Equal to or below .05.
** Below .01.

CHANCE DIFFERENCES BETWEEN TIME ONE
AND TIME TWO, MOST MODERN TYPES

VARIABLES	Neighborhoods: Non-Center		New or Small Centers		Old Centers	
	Arte-mus	Bailey Switch	Bethel	Middle-fork	Messer	Kay Jay
Age						
Education				*		
No. of people visited	**	**	*	*	**	
Frequency of visits				-*	*	
Organizational Participation				*	*	
Church Participation					*	
Center Participation			*	**		
Level of Employment	*					
Vocational Aspirations				**		
Source of Income		-*			-**	*
Family Income				**		-*
Educational Aspiration for Son						
Ed. Aspiration for Daughter				**		
Availability of Automobile						
Access to highway						
Frequency of trips to town		-*				
Trips to Big Cities				*		
Political Knowledge		*		**	**	
Dogmatism			**	**	*	*
Satisfaction: God is pleased	-**		*	**	*	
Empathy	**	*		*		*
Social Isolation-Powerlessness						
Political Efficacy	-*			**		
Size of Family						
Distance from the Center						
Condition of dwelling		-*	*	**		
Yard Appearance		-*		-*		
Radio hrs.	*					
T.V. hrs.				*	**	
Movies						
Newspaper Content						
Radio Content			*			
T.V. Content	*	*				*
Magazine Content				**		
Innovativeness	**	**			**	*
Radio Usage	-*				**	**
T.V. Usage		-*			**	**
Newspaper Usage	-*				**	**
Magazine or Bulletin Usage				*	**	**
School Usage		-*	-*		**	**
Neighbor, family, friends usage	-*	-**	-*		**	**
CC Personnel		-*	-*	-**	**	*
OEO Personnel		-*			**	**
Others					**	**
O M Scale	**	**	*	**	**	**
Source Credibility					**	*
1 Community Center	**				**	
2 Early Childhood Program	**	**	**		**	*
3 Model Homes	**	*	-*		**	
4 Work Study Program				-*	**	
5 Landscaping and Home Beautification				*	**	*
6 Neighborhood Youth Corps	**	*			**	
7 Birth Control	*				**	
8 Adult Education	*	**	**	**	**	
9 Head Start					**	

* Equal to or below .05.
** Below .01.

concerning demographic characteristics (especially income) and mobility, in the main. However, there are some encouraging changes, particularly in income and increased adult education which will be mentioned in our more detailed discussion.

Changes in psycho-social variables, those indicating the development of a psychic mobility or readiness to accept change and to become a more active participant in society, are somewhat more frequent. These changes tend to appear more in all three types in areas with community centers than in those in which there are no centers. Perhaps the most change is that respondents in all areas are broadening the circle of persons with whom they visit. On the other hand, there tends to be a reduced sense of political efficacy in all types, which perhaps reflects some rebuffs among the respondents in their contacts with a more modern outside world, but also may--as noted earlier--indicate a more realistic appraisal of their present situations than were held at the time of previous measurement. Dogmatism, or closed-mindedness, frequently appears in the company of variables indicating increased modernity, raising the question of whether or not increased closed-mindedness might be a by-product of modernity. This is a question raised earlier by the authors of this report (Donohew and Singh, 1967).

There are extensive increases in the use of the mass media among respondents of all types in the center areas, but these in the main reflect efforts to gain specific kinds of information; i.e., about new ideas and practices. There also tends to be greater exposure to television and to potentially more modernizing news and public affairs programs among all types.

Finally, the area of greatest change--adoption of innovations--

is also the most extensive among residents of center areas, with all types tending to be significantly greater adopters at Time Two, except for one neighborhood. Mean adoption scores for each type at Time Two are reported in Tables 9-11. A rank-ordering by types of these scores for each practice within each neighborhood and then across neighborhoods supports the ipsative analysis (Chapter 4) which indicates that the least modern types are the best adopters of new practices and the most modern types are the poorest adopters.

In the following paragraphs, we report on differences in the extent and nature of modernization as it is observed by type and by neighborhood.

Least Modern

Areas Without Centers--The groups classified as least modern do not show much change, other than adoption of ideas and practices, in non-center areas, and these changes tend to be negative. In both Artemus and Bailey's Switch, the respondents show no change in the base for modernization, and in both they have tended to turn in a negative direction in their psycho-social orientations and in their exposure to the mass media generally and specifically as sources of information about new ideas and practices. In Artemus, the least moderns have become more dogmatic, or closed-minded, although they visit more people. In Bailey's Switch, respondents now visit less with other persons. In both, however, they also show a higher level on the index of overall modernity. On the mass media dimension, there is also a tendency to turn away from modernizing stimuli, with Artemus respondents reporting less attendance at movies and lower use of radio, television, newspapers, and other persons (neighbors, family, and friends) to gain information about the practices measured

TABLE 9. MEAN SCORES ON ADOPTION OF INNOVATIONS AT TIME TWO, LEAST MODERN TYPE.

Practices	Neighborhoods					
	Non-Center		New or Small Centers		Old Centers	
	Arte-mus	Bailey Switch	Bethel	Middle-fork	Messer	Kay Jay
Community Center	4.4	3.4	4.5	4.8	4.0	4.1
Early Childhood Program	6.0	3.5	4.9	5.0	5.6	6.7
Model Homes	6.7	5.6	4.9	5.0	4.7	4.6
Work Study Program	5.6	4.2	5.1	3.2	3.9	4.3
Landscaping and Home Beautification	2.4	1.4	2.2	1.7	1.6	1.5
Neighborhood Youth Corps	6.5	4.2	4.3	3.0	3.3	3.5
Birth Control	5.5	2.8	4.4	4.6	3.9	2.9
Adult Education	3.7	3.1	3.8	3.8	2.9	3.4
Head Start	6.3	6.1	6.0	6.1	6.9	6.8

TABLE 10. MEAN SCORES ON ADOPTION OF INNOVATIONS AT TIME TWO, SEMI-MODERN TYPE

Practices	Neighborhoods					
	Non-Center		New or Small Centers		Old Centers	
	Arte-mus	Bailey Switch	Bethel	Middle-fork	Messer	Kay Jay
Community Center	4.6	3.8	4.7	4.1	5.4	4.2
Early Childhood Program	5.8	4.1	5.3	4.4	5.4	5.7
Model Homes	7.3	7.0	3.9	5.0	3.3	3.9
Work Study Program	5.8	5.0	4.6	3.0	2.5	3.8
Landscaping and Home Beautification	2.3	2.6	1.6	1.0	2.2	2.2
Neighborhood Youth Corps	6.4	5.4	4.8	5.0	3.8	4.0
Birth Control	6.2	5.4	3.4	3.9	3.0	3.6
Adult Education	4.2	3.9	3.3	3.2	4.6	3.7
Head Start	5.3	6.7	6.4	6.0	6.5	6.0

TABLE 11. MEAN SCORES ON ADOPTION OF INNOVATIONS AT TIME TWO, MOST MODERN TYPE.

Practices	Neighborhoods					
	Non-Center		New or Small Centers		Old Centers	
	Arte-mus	Bailey Switch	Bethel	Middle-fork	Messer	Kay Jay
Community Center	3.6	3.2	4.7	4.1	4.2	4.0
Early Childhood Program	4.9	4.4	6.2	3.5	5.6	6.0
Model Homes	4.1	5.9	3.0	3.4	4.3	4.3
Work Study Program	3.7	4.0	5.4	2.6	3.8	2.9
Landscaping and Home Beautification	1.5	2.3	2.1	1.5	2.2	2.4
Neighborhood Youth Corps	5.6	5.5	4.3	2.8	3.6	3.7
Birth Control	4.9	3.9	4.0	2.9	3.9	3.6
Adult Education	3.2	2.7	3.6	2.8	3.8	3.0
Head Start	6.7	5.8	6.9	6.5	6.4	5.4

here. Respondents do, however, watch more news and public affairs programs on television than they had previously. In Bailey's Switch, there is also less use of neighbors, family, and friends as sources of information about new practices and no significant change on other sources.

Finally, on adoption of practices, the least modern types of Artemus and Bailey's Switch have both shown a significant change in accepting the Adult Education program, an O.E.O.-C.A.P.-directed program, although neither is in a community center area. In Artemus, the least modern types also are significantly higher on their acceptance of two other C.A.P. operated programs, Community Center and the Early Childhood program, and significantly lower on the Work Study program, which is associated with the C.A.P. but is not directly operated by it. In Bailey's Switch, there is a significant increase in acceptance of the Model Homes Program, which is not classified as a C.A.P. program. Overall, the least modern types are higher on adoption than the most modern types in Artemus, but lower than the semi-moderns. In Bailey's Switch, they are lower than both the other types.

Areas With Community Centers--Among the least modern types, there is a scattering of change toward modernization in variables forming the base for modernization: higher adult education in Middlefork and Messer, improved condition of dwellings in Middlefork.

There are more changes in the psycho-social areas, with increased vocational aspirations and a higher level of dissatisfaction with things as they are indicated in Bethel and Middlefork , a higher level of empathy in Middlefork and Messer, a greater sense of political efficacy in Bethel, and greater political knowledge and higher overall modernity in all four community center neighborhoods. However, respondents in

Middlefork and Messer also showed an increase in closed-mindedness, or dogmatism.

The least modern are also tending to use the media more in the areas with community centers, both in a general way and for information about the practices measured. Both the time spent watching television and the amount of watching of public affairs content of television are increased in Middlefork and Messer, and exposure to magazines increases in Bethel and Middlefork. The least modern of Messer and Kay Jay show significant increases in use of all sources of information about new practices and there is increased reliance on neighbors, family, and friends for this information in Middlefork. However, there is a decrease in Bethel on use of information from three informed sources of information about the practices: schools, community center personnel, and O.E.O. personnel. The sources used are perceived to be more credible in Middlefork, Messer, and Kay Jay.

The level of adoption is significantly increased in Bethel on adult education, in Messer and Kay Jay on all practices except community center, (which drops significantly but is still at a fairly high level of acceptance), and in Bethel on community center. However, there is a drop in Bethel and Middlefork on one practice not associated with the C.A.P., landscaping and home beautification, and on one associated with the C.A.P. but not directly operated by it through the community centers, the Neighborhood Youth Corps.

Summary--Life styles of persons in the prime target group, the least modern, are changing toward modernity faster in areas in which there are community centers than in areas in which there are no centers. In areas in which there are no centers, changes toward modernity among

the least modern also appear to be related to activities of the O.E.O.-C.A.P., primarily through innovations introduced or supported by it.

Semi-modern

Areas Without Centers--In areas where there are no community centers, those who share the life-style classified as semi-modern show changes on more indicators of modernity than do those who are least modern. Among the base variables, there are increases in family income in both neighborhoods, and there is also an increase in adult education in Bailey's Switch. In the psycho-social area, there is an increase in overall modernity and a widening circle of persons visited in both areas, but a decrease in the frequency of visits. In Artemus, there are also increased political knowledge, a greater sense of political efficacy, and higher educational aspirations for the daughters, and in Bailey's Switch there is a decrease in political efficacy and an increase in closed-mindedness. There is very little change in use of the mass media among the semi-moderns. In Bailey's Switch, there is more television watching and more watching of news-public affairs content. This is the only change in a positive direction. There is less use of radio and of neighbors, family and friends as sources of information about new practices. Nonetheless, in both neighborhoods, those who are semi-modern show greater acceptance than before of the Adult Education program, and in Artemus there also is a higher level of adoption of Community Centers, Model Homes, Landscaping and Home Beautification, and birth control. In Bailey's Switch, there is less acceptance of the Work Study program.

Areas With Community Centers--The base for modernity in areas with community centers includes more items but not the important increase

in family income shown by the semi-moderns in non-center areas. Here, there is also an increase in the level of education in three of the four neighborhoods (excepting Kay Jay), and an increase in trips to big cities in Middlefork and Kay Jay.

The number of psycho-social items in which semi-moderns show an increase is also greater in center areas than in non-center areas. In all of the neighborhoods there is an increase in the overall modernity. In three of the four neighborhoods (excluding Messer) the level of empathy increases, in Bethel and Middlefork, there is an increase in participation in activities of the center, in educational aspirations for the daughters, and in dissatisfaction with things as they are; in Messer, there is an increase in educational aspirations for the son, and there is increased political knowledge in Kay Jay. These increases are accompanied by an increase in dogmatism in Bethel, Middlefork, and Kay Jay, and reduced frequency of visits with others in Middlefork and Kay Jay.

There is greater time spent in front of the television set and more of it is spent watching news and public affairs programs than before among semi-moderns in Middlefork, Messer, and Kay Jay. In Bethel, there is increased use of two print media, newspapers and magazines. As among the least moderns, there is a significant increase in use of all of the sources of information about new practices in the two older center areas, and here there is an increase in the use of all these sources in Middlefork also. There is no significant change in use of these sources in Bethel, although credibility of these sources increases in Bethel and Kay Jay.

Adoption of practices is also higher among the semi-moderns in the older center areas, with significant increases shown on all practices except Community Center in Messer. In the newer center areas, Adult

Education is also higher, and there is increased acceptance of Landscaping and Home Beautification in Bethel, and of the Early Childhood program, Model Homes, and birth control in Middlefork.

Summary--Those who are semi-modern, who were nearer a "takeoff" point toward modernity at Time 1, show somewhat greater change toward modernity on areas other than adoption of new practices, and again the change is greater in areas with community centers than in those without centers. Here, too, some of the changes (adoption of practices) are directly or indirectly related to activities of the O.E.O.-C.A.P.

Most Modern

Areas Without Centers--These are persons who already had a higher level of income than other respondents and who tended to possess to a greater degree some of the modernizing items which accompany better income. Even the most modern, however, could not as a group be considered highly prosperous. The mean income of this group in Artemus and Bailey's Switch at Time One was around $2,500. This does not appear to be high until it is compared to the mean income among the least modern persons in these areas, where the family incomes were reported to be under $1,500. Thus, these were still persons within the target population of the O.E.O.-C.A.P., although in the instances being reported here, they were not in areas served by community centers.

Our data indicate that the respondents in these two communities have not made much progress toward modernity. Although they have adopted some of the practices which would tend to lead them in this direction eventually, they have lost ground in other areas.

Among the base variables, Artemus shows no significant change, and there is a decline in Bailey's Switch. The most modern persons of the latter community at Time Two reported significantly lower portions of their income from sources classified as "self-earned." They also went to town less frequently and the condition and appearance of their dwellings and yards had deteriorated.

In the psycho-social dimension, they fared somewhat better. They visited a greater number of people, showed increased empathy, and ranked higher on the attitudinal and behavioral measures of modernity indicated by the overall modernity scale. In Bailey's Switch, political knowledge was higher. In Artemus, vocational aspirations also increased, although, in something of a contradiction, they indicated they were less dissatisfied than previously. The sense of political efficacy was also reduced in this neighborhood.

There was an increase in television watching in Artemus, and more attention paid to news and public affairs programs on television in both neighborhoods. However, there was an extensive reduction in use of sources of information about new practices. Use of neighbors, friends, and families declined in both neighborhoods and of radio and newspapers in Artemus; in Bailey's Switch, there was a decline in use of television, schools, community center personnel, and O.E.O. personnel.

The most modern types in both neighborhoods have significantly increased in their adoption of the Early Childhood program, the Model Homes program, Neighborhood Youth Corps, and Adult Education. In addition, the residents of Artemus accept Community Centers and birth control.

Areas with Centers--Changes in the base for modernity in areas with community centers contrast sharply with those in areas which have no centers. There is some increase in this base in three of the four

center areas. In Messer, there is decline on one variable, with respondents reporting less of their family incomes coming from the "earned" category. The opposite is true in Kay Jay. In Bethel, the change in the base is modest, with an improvement in the condition of dwellings. In Middlefork, there are significant increases in level of education, trips to big cities, and dwelling conditions, although there is a decline in appearance of the yard, in the judgment of the interviewers using criteria established for this study.

There is more exposure to television and magazines in Middlefork, to television in Messer, to the news and public affairs content of radio in Bethel and to this same kind of content on television in Kay Jay. Among the most modern, we find the now familiar pattern of significantly increased use of all sources of information about new practices in the two older center areas. There is also an accompanying increase in source credibility in these areas. In Middlefork, the magazines reported used above have become a significantly greater source of information about new practices, but there is a decline in the use of community center personnel as a source both here and in Bethel. In the latter neighborhood, there is also reduced use of neighbors, family, and friends, of schools, and of O.E.O. personnel.

On adoption of innovations, most moderns in Kay Jay deviate from the pattern of almost solid acceptance in the old community center areas. The most modern in Kay Jay adopt only the Early Childhood and Landscaping and Home Beautification Programs. Similarly, there are significant changes in a positive direction in only two practices in two of the remaining three areas. Bethel is higher on the Early Childhood and Adult Education programs, but is lower on Model Homes, and Middlefork has increased

acceptance of the Adult Education and Landscaping and Home Beautification programs, but is lower on the Work Study Program. Among the moderns, acceptance of innovations is extensively higher only in Messer, where there is a significant increase in the level of adoption of all practices measured.

Summary--The most modern type, which makes more money but still tends to fall well below $3,000 in total family income, is not as high on adoption of practices as the other types, but again tends to show more changes toward modernity in areas which have community centers than in non-center areas.

Chapter 6

ACCEPTANCE OF NEW IDEAS AND SOURCES OF INFORMATION

An innovation or a new idea is likely to be an act whose widespread acceptance has some social significance. The justification for such significance is that the innovation insures the greater availability of more highly valued goals. Each innovative act occurs within a certain framework and this framework provides the contextual base for the response to the stimuli of innovation. The response can only occur when the act has been interpreted, given meaning to, and internalized in some way.

The context in which an individual operates is a social system. The act of an individual in terms of innovation is dependent upon this context and the response set of his fellow members of the system. Social, psychological, and cultural factors determine the type of individuals and their innovative acts. It is possible to observe the interpenetration of personal and cultural dimensions which determine an individual's response set for the system. To the extent that a particular innovation is favored by the collectivity or the social system, the more readily that innovation can be adopted. The deviations from this general norm of the system can be attributed to personal factors.

There are some other issues which need to be considered at this point. First of all, the diffusion and acceptance of innovations should be treated as a continuum. First, awareness of an innovation is necessary before any response can be obtained. Second, given an innovative act, and knowledge of it by the members of a social system or community, there are several possible responses in terms of acceptance or rejection.

Most of the earlier researches have employed either a mechanistic

model or a model which somewhat resembles a decision-making model. Rogers and Shoemaker (1968) felt that this sequence of stages was too rigid a conceptualization and have suggested a set of four functional processes of acceptance of new ideas. The four functions are:

> Knowledge: The individual becomes aware of the innovation but is not yet motivated to consciously (sic) seek additional information.
>
> Persuasion: The individual purposively seeks information about the innovation and begins to develop a favorable or unfavorable opinion toward the innovation.
>
> Decision: The individual chooses among alternative actions--the simplest choice being adoption or rejection.
>
> Confirmation: The individual seeks information to support or confirm his decision and thus reduce post-decision dissonance.

However, we have also included lack of cognition about the innovative act as a stage in the total process of diffusion and have thus been able to arrive at nine conceptual levels of acceptance of new ideas. Acceptance is being difined in terms of adoption, decision and confirmation for future usage. The description here is merely to indicate what things are being adopted (accepted) by what types of communities. A comparative statement about the effectiveness of the Knox County Community Action Program has already been described in Chapters 3 and 4. Our basic emphasis here would be on describing the situation at Time Two only.

The data on adoption and diffusion are presented in Tables 12-20. Table 21 provides a summary statement about the acceptance of each of these ideas across the six neighborhoods.

Community Centers: We have paid special attention to the acceptance of the idea of community centers because it serves as a kind of nucleus of the community action program in the neighborhoods. The function of a community center is to channel all the programs of the Knox County Community Action Program into a neighborhood where it operates, and where it

Table 12 LEVEL OF ACCEPTANCE OF COMMUNITY CENTER, BY NEIGHBORHOODS

	Non-Center Areas		New Center Areas		Old Center Areas	
Level of Acceptance	Arte-mus N=64	Bailey Switch N=68	Middle Fork N=86	Bethel N=72	Messer N=70	Kay Jay N=49
	%	%	%	%	%	%
1 Uninformed	1.6	2.9	1.2	2.8	2.9	2.0
2 Informed	15.6	41.2	1.2	0.0	20.0	30.6
3 Interested	1.6	1.5	19.8	12.5	0.0	0.0
4 Evaluative	64.1	36.8	0.0	2.8	40.0	24.5
5 Potential Adopters	0.0	2.9	38.4	41.7	12.9	6.1
6 Late Adopters	1.6	7.4	7.0	6.9	15.7	28.6
7 Late Majority	15.6	7.4	24.4	25.0	5.7	8.2
8 Early Majority	0.0	0.0	8.1	8.3	0.0	0.0
9 Innovators	0.0	0.0	0.0	0.0	2.9	0.0
Uninformed	1.6	2.9	1.2	2.8	2.9	2.0
Non-adopters *	81.3	82.4	59.4	57.0	72.9	61.2
Adopters **	17.2	14.8	39.5	40.2	23.4	36.8

*Includes informed, interested, evaluative, and potential adopters.

**Includes late adopters, late majority, early majority, and innovators.

should be able to create awareness and interest about the other programs of the O.E.O.-C.A.P.

As is shown in Table 12 and Table 21, the idea of community centers has been made widely known in the neighborhoods, regardless of whether they are center areas or non-center areas. But there is a great majority of people who have not yet adopted this idea. The most surprising finding is that the level of adoption of this idea is much less than expected in the Messer and Kay Jay neighborhoods, which have the oldest centers in the county. On the other hand, we find, as expected, that a small proportion of the Artemus and Bailey's Switch populations has accepted the idea of community centers. It is perhaps possible that the areas of Messer and Kay Jay are already showing some decline in the acceptance of this idea. Such speculation is based on the assumption that with a change in the administrative structure of the Knox County Community Action Program, there has been a declining emphasis on the community centers. Thus, the real impact of such a change is likely to be felt more in these neighborhoods. Although the decrease is not significant in the level of adoption,* the surprising aspect is that more people are informed about it and are at one or the other stages of acceptance. It would, however, be meaningless to make any kind of prediction about the future of this idea because of the emphasis.

Early Childhood Program: The Early Childhood Program is mainly concerned with uplifting the educational and cultural standards of the children of Knox County. Our focus here has been to find out if the parents and in turn our respondents have accepted this idea. It should perhaps be noted that

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*This is an apparent contradiction from Table 2. The mean acceptance has increased because more people are informed about it, but there is a percentage decline of those who are still making continued use of the idea. The decline is approximately 3 percent in its acceptance level. See Interim Report, May 1967.

Table 13 LEVEL OF ACCEPTANCE OF EARLY CHILDHOOD PROGRAM, BY NEIGHBORHOODS

	Non-Center Areas		New Center Areas		Old Center Areas	
Level of Acceptance	Arte-mus N=64	Bailey Switch N=68	Middle Fork N=86	Bethel N=72	Messer N=70	Kay Jay N=49
	%	%	%	%	%	%
1 Uninformed	10.9	35.3	34.9	16.7	11.4	16.3
2 Informed	6.2	10.3	5.8	11.1	8.6	4.1
3 Interested	0.0	0.0	0.0	0.0	0.0	0.0
4 Evaluative	12.5	8.8	2.3	9.7	10.0	2.0
5 Potential Adopters	10.9	8.8	17.4	8.3	8.6	2.0
6 Late Adopters	4.7	2.9	9.3	6.9	17.1	20.4
7 Late Majority	46.9	26.5	23.3	36.1	27.1	20.4
8 Early Majority	0.0	0.0	0.0	0.0	1.4	0.0
9 Innovators	7.8	7.4	7.0	11.1	15.7	34.7
Uninformed	10.9	35.3	34.9	16.7	11.4	16.3
Non-adopters *	29.6	27.9	25.5	29.1	27.2	8.1
Adopters **	59.4	36.8	39.6	54.1	61.3	75.5

*Includes informed, interested, evaluative, and potential adopters.

**Includes late adopters, late majority, early majority, and innovators.

the Early Childhood program generally operates at the community centers, and it is only accessible to those areas where there is a community center.

As Tables 13 and 21 show, the program has a wide acceptance in these neighborhoods. In four of the six neighborhoods, including a non-center area, its acceptance reaches over 50 percent. In the Middlefork area, the acceptance level reaches only about 40 percent which is somewhat higher than the level in Bailey's Switch. These latter two areas also have many people (approximately one-third) who are not aware of this program. The program ranked second in level of acceptance of all the programs studied.

Adult Education: The basic aim of the adult education program has been to provide educational classes and to upgrade the educational standards of the county. The program seems to have much less acceptance than would be expected, possibly because there have been problems in finding qualified teachers and instructional materials. A large proportion of people who are now classified as non-adopters could be expected to become adopters once the program achieves momentum. Although it is ranked next to last in level of acceptance, one should keep in mind the attributes of the program and the difficulties it is facing. Any further acceptance of this program would be contingent upon finding qualified staff, instructional material, and funds.

Neighborhood Youth Corps: The idea of neighborhood youth corps is to provide study and work opportunities for the high school age population of the county. This is a program which is not directly operated by the Knox County Community Action Program, but there is an association between C.A.P. and the Knox County Board of Education. Thus, the trainees of this program do have a certain amount of participation in the Community Action Program. As Tables 15 and 21 show, this program has much wider acceptance

Table 14 LEVEL OF ACCEPTANCE OF ADULT EDUCATION, BY NEIGHBORHOODS

	Non-Center Areas		New Center Areas		Old Center Areas	
Level of Acceptance	Arte-mus N=64	Bailey Switch N=68	Middle-fork N=86	Bethel N=72	Messer N=70	Kay Kay N=49
	%	%	%	%	%	%
1 Uninformed	6.2	23.5	20.9	18.1	14.3	12.2
2 Informed	17.2	17.6	12.8	18.1	28.6	32.7
3 Interested	4.7	4.4	17.4	4.2	7.1	2.0
4 Evaluative	67.2	42.6	33.7	37.5	32.9	28.6
5 Potential Adopters	0.0	2.9	2.3	2.8	1.4	4.1
6 Late Adopters	0.0	4.4	5.8	6.9	7.1	16.3
7 Late Majority	4.7	2.9	4.7	6.9	5.7	0.0
8 Early Majority	0.0	0.0	0.0	0.0	0.0	0.0
9 Innovators	0.0	1.5	1.2	4.2	2.9	4.1
Uninformed	6.2	23.5	20.9	18.1	14.3	12.2
Non-adopters *	89.1	67.5	66.2	62.6	69.5	65.4
Adopters **	4.7	8.8	11.7	18.0	15.7	20.4

*Includes informed, interested, evaluative, and potential adopters.

**Includes late adopters, late majority, early majority, and innovators.

Table 15 LEVEL OF ACCEPTANCE OF NEIGHBORHOOD YOUTH CORPS, BY NEIGHBORHOODS

	Non-Center Areas		New Center Areas		Old Centers Areas	
Level of Acceptance	Arte-mus N=64	Bailey Switch N=68	Middle-fork N=86	Bethel N=72	Messer N=70	Kay Jay N=49
	%	%	%	%	%	%
1 Uninformed	7.8	27.9	48.8	33.3	58.6	51.0
2 Informed	3.1	7.4	0.0	5.6	1.4	2.0
3 Interested	0.0	0.0	0.0	1.4	0.0	0.0
4 Evaluative	10.9	4.4	18.6	5.6	5.7	0.0
5 Potential Adopters	3.1	0.0	0.0	0.0	1.4	4.1
6 Late Adopters	1.6	11.8	10.5	11.1	4.3	18.4
7 Late Majority	65.6	30.9	12.8	29.2	14.3	14.3
8 Early Majority	0.0	0.0	0.0	0.0	0.0	0.0
9 Innovators	7.8	17.6	8.1	12.5	14.3	10.2
Uninformed	7.8	27.9	48.8	33.3	58.6	51.0
Non-adopters *	17.1	11.8	18.6	12.6	8.5	6.1
Adopters **	75.0	60.3	31.4	52.8	32.9	42.9

*Includes informed, interested, evaluative, and potential adopters.

**Includes late adopters, late majority, early majority, and innovators.

in the non-center areas than in the center areas. It is also interesting to note that more people in center areas are uninformed about it than in the non-center areas.

Work Study Program: This is a program for college-going youth and is somewhat similar to the Neighborhood Youth Corps. The nature of association is on somewhat the same basis as for the Neighborhood Youth Corps. As Tables 16 and 21 indicate, there are many people who are uninformed about this program, but at the same time the program has a moderate level of acceptance. It is also clearly evident that more isolated neighborhoods have more uninformed people and in turn less acceptance of the program. This is especially true for Middlefork and Messer.

Head Start: Head Start is a program for preparing young children for entering the schools. This program is operated by the Knox County Board of Education and has no direct association with the Knox County Community Action Program, even though the parent agency is the O.E.O. It is clear from Tables 17 and 21 that this idea has much wider acceptance than any other program or innovation measured. Adoption and continued usage of the program range from 75 percent up to 88 percent.

Model Homes: The basic objective of this program is to plan and build low cost homes for the poor. Although, this program was started as a C.A.P.-funded program, it was given autonomous status, with its own staff and own funds. Thus, it is a completely separate unit legally and operates on its own. Tables 18 and 21 show that this program is ranked third in terms of its level of acceptance and seems to be gaining rather high acceptance among the people of Knox County. However, this practice has a higher level of acceptance in non-center areas than in those served by centers and more people are uninformed about the program in the center areas.

Table 16 LEVEL OF ACCEPTANCE OF WORK STUDY PROGRAM, BY NEIGHBORHOODS

	Non-Center Areas		New Center Areas		Old Center Areas	
Level of Acceptance	Arte-mus N=64	Bailey Switch N=68	Middle-fork N=86	Bethel N=72	Messer N=70	Kay Jay N=49
	%	%	%	%	%	%
1 Uninformed	34.4	42.6	53.5	30.6	57.1	59.2
2 Informed	4.7	1.5	2.3	1.4	0.0	0.0
3 Interested	0.0	0.0	0.0	0.0	0.0	0.0
4 Evaluative	7.8	5.9	18.6	6.9	5.7	2.0
5 Potential Adopters	0.0	0.0	1.2	2.8	0.0	0.0
6 Late Adopters	0.0	1.5	4.7	8.3	4.3	6.1
7 Late Majority	34.4	35.3	14.0	30.6	15.7	4.1
8 Early Majority	0.0	1.5	0.0	0.0	0.0	2.0
9 Innovators	18.0	11.8	4.7	18.1	17.1	26.5
Uninformed	34.4	42.6	53.5	30.6	57.1	59.2
Non-adopters *	12.5	7.4	22.1	10.1	5.7	2.0
Adopters **	52.4	50.1	23.4	57.0	37.1	38.7

*Includes informed, interested, evaluative, and potential adopters.

**Includes late adopters, late majority, early majority, and innovators.

Table 17 LEVEL OF ACCEPTANCE OF HEAD START, BY NEIGHBORHOODS

	Non-Center Areas		New Center Areas		Old Center Areas	
Level of Acceptance	Arte-mus N=64	Bailey Switch N=68	Middle-fork N=86	Bethel N=72	Messer N=70	Kay Jay N=49
	%	%	%	%	%	%
1 Uninformed	3.1	8.8	7.0	11.1	7.1	14.3
2 Informed	1.6	8.8	1.2	1.4	2.9	2.0
3 Interested	0.0	0.0	0.0	0.0	0.0	0.0
4 Evaluative	10.9	5.9	1.2	1.4	2.9	2.0
5 Potential Adopters	0.0	1.5	1.2	2.8	4.3	4.1
6 Late Adopters	25.0	13.2	44.2	22.2	15.7	20.4
7 Late Majority	53.1	35.3	29.1	33.3	34.3	18.4
8 Early Majority	0.0	1.5	1.2	0.0	2.9	2.0
9 Innovators	6.2	25.0	14.0	26.4	30.0	36.7
Uninformed	3.1	8.8	7.0	11.1	7.1	14.3
Non-adopters*	12.5	16.2	3.6	5.6	10.1	8.1
Adopters**	84.3	75.0	88.5	81.9	82.9	77.5

*Includes informed, interested, evaluative, and potential adopters.

**Includes late adopters, late majority, early majority, and innovators.

Table 18 LEVEL OF ACCEPTANCE OF MODEL HOMES, BY NEIGHBORHOODS

	Non-Center Areas		New Center Areas		Old Centers Areas	
Level of Acceptance	Arte-mus N=64	Bailey Switch N=68	Middle-fork N=86	Bethel N=72	Messer N=70	Kay Jay N=49
	%	%	%	%	%	%
1 Uninformed	21.9	23.5	41.9	47.2	50.0	49.0
2 Informed	12.5	5.9	3.5	6.9	1.4	6.1
3 Interested	0.0	2.9	0.0	0.0	0.0	0.0
4 Evaluative	1.6	0.0	0.0	1.4	2.9	0.0
5 Potential Adopters	4.7	4.4	17.4	4.2	4.3	0.0
6 Late Adopters	1.6	1.5	4.7	8.3	4.3	8.2
7 Late Majority	15.6	2.9	9.3	2.8	1.4	6.1
8 Early Majority	3.1	5.9	3.5	1.4	4.3	6.1
9 Innovators	39.1	52.9	19.8	27.8	31.4	24.5
Uninformed	21.9	23.5	41.9	47.2	50.0	49.0
Non-adopters *	18.8	13.2	20.9	12.5	8.6	6.1
Adopters **	59.4	63.2	37.3	40.3	41.4	44.9

*Includes informed, interested, evaluative, and potential adopters.

**Includes late adopters, late majority, early majority, and innovators.

This can be explained to some extent by the fact that Artemus and Bailey's Switch had rather extensive exposure to information about the model homes program.

Birth Control and Family Planning: Although there is an extensive program of health education being operated by the Knox County Community Action Program, birth control and family planning are a direct responsibility of the county's Health Department. It would appear from Tables 19 and 21 that this program is having better success in non-center areas than in center areas. This distinction is not too meaningful since in recent months there has been a much emphasized program of health education by the Knox County Community Action Program. We find a fair amount of knowledge, persuasion and confirmation of birth control measures in the county, which can be jointly attibuted to the efforts of the Health Department and the C.A.P.

Landscaping and Home Beautification: This program is basically organized and operated by the Knox County Extension Service, but the Community Action Program cooperates with this agency through its family development program. This idea did not have much acceptance, as demonstrated in Tables 20 and 21. For some reason, there seems to be a great lack of knowledge about this program. We would speculate that perhaps this was one of the programs which was started but was never given great emphasis by either of the agencies.

Comparisons: In order to make certain generalizations we ranked the percent of acceptance of each idea and its level of acceptance in each community. Table 21 includes ranked for level of adoptions and shows how each practice is ranked in each community and how each community is ranked for each practice. From this table we arrived at the mean level

Table 19 LEVEL OF ACCEPTANCE OF BIRTH CONTROL MEASURES, BY NEIGHBORHOODS

	Non-Center Areas		New Center Areas		Old Center Areas	
Level of Acceptance	Arte-mus N=64	Bailey Switch N=68	Middle-fork N=86	Bethel N=72	Messer N=70	Kay Jay N=49
	%	%	%	%	%	%
Uninformed	3.1	20.6	17.4	16.7	20.0	40.8
Informed	15.6	20.6	23.3	29.2	27.1	16.3
Interested	0.0	0.0	2.3	0.0	1.4	0.0
Evaluative	29.7	22.1	34.9	9.7	21.4	8.2
Potential Adopters	1.6	0.0	0.0	0.0	0.0	4.1
Late Adopters	7.8	10.3	1.2	9.7	14.3	8.2
Late Majority	25.0	22.1	12.8	23.6	5.7	8.2
Early Majority	0.0	0.0	0.0	0.0	0.0	0.0
Innovators	17.2	4.4	7.0	6.9	10.0	14.3
Uninformed	3.1	20.6	17.4	16.7	20.0	40.8
Non-adopters*	46.9	42.7	60.5	38.9	49.9	28.6
Adopter**	50.0	36.8	21.0	40.2	30.0	30.7

*Includes informed, interested, evaluative, and potential adopters.

**Includes late adopters, late majority, early majority, and innovators.

Table 20 LEVEL OF ACCEPTANCE OF LANDSCAPING AND HOME BEAUTIFICATION, BY NEIGHBORHOODS

	Non-Center Areas		New Center Areas		Old Center Areas	
Level of Acceptance	Arte-mus N=64	Bailey Switch N=68	Middle-fork N=86	Bethel N=72	Messer N=70	Kay Jay N=49
	%	%	%	%	%	%
Uninformed	57.8	61.8	61.6	59.7	65.7	61.2
Informed	18.8	13.2	24.4	18.1	18.6	26.5
Interested	0.0	1.5	1.2	0.0	0.0	2.0
Evaluative	18.8	14.7	9.3	8.3	7.1	2.0
Potential Adopters	0.0	0.0	0.0	4.2	0.0	0.0
Late Adopters	1.6	1.5	1.2	4.2	4.3	0.0
Late Majority	3.1	5.9	1.2	4.2	4.3	4.1
Early Majority	0.0	0.0	0.0	0.0	0.0	0.0
Innovators	0.0	1.5	0.0	0.0	0.0	4.1
Uninformed	57.8	61.8	61.6	59.7	65.7	61.2
Non-adopters *	37.6	29.4	34.9	30.6	25.7	30.5
Adopters **	4.7	8.9	2.4	8.4	8.6	8.2

*Includes informed, interested, evaluative, and potential adopters.

**Includes late adopters, late majority, early majority, and innovators.

Table 21: PERCENT ACCEPTANCE OF NEW IDEAS IN THE NEIGHBORHOOD OF KNOX COUNTY

Ideas	Neighborhoods					
	Non-Center Areas		New Center Areas		Old Center Areas	
	Arte-mus	Bailey Switch	Middle fork	Bethel	Messer	Kay Jay
Community Centers	+(6)	(5)	(2)	(1)	(4)	(3)
	*17.2	14.8	39.5	40.2	23.4	36.8
	**(7)	(7)	(3)	(6.5)	(7)	(6)
Early Childhood Program	(3)	(6)	(5)	(4)	(2)	(1)
	59.4	36.8	39.6	54.1	61.3	75.5
	(3.5)	(5.5)	(2)	(3)	(2)	(2)
Adult Education	(6)	(5)	(4)	(2)	(3)	(1)
	4.7	8.8	11.7	18.0	15.7	20.4
	(8.5)	(9)	(8)	(8)	(8)	(8)
Neighborhood Youth Corps	(1)	(2)	(6)	(3)	(5)	(4)
	75.0	60.3	31.4	52.8	32.9	42.9
	(2)	(3)	(5)	(4)	(5)	(4)
Work Study Program	(1)	(2)	(6)	(3)	(5)	(4)
	52.4	50.1	23.4	57.0	37.1	38.7
	(5)	(4)	(6)	(2)	(4)	(5)
Head Start	(2)	(6)	(1)	(4)	(3)	(5)
	84.3	75.0	88.5	81.9	82.9	77.5
	(1)	(1)	(1)	(1)	(1)	(1)
Model Homes	(2)	(1)	(6)	(5)	(4)	(3)
	59.4	63.2	37.3	40.3	41.4	44.9
	(3.5)	(2)	(4)	(5)	(3)	(3)
Birth Control Measures	(1)	(3)	(6)	(2)	(5)	(4)
	50.0	36.8	21.0	40.2	30.0	30.7
	(6)	(5.5)	(7)	(6 5)	(6)	(7)
Landscaping and Home Beautification	(5)	(1)	(6)	(3)	(2)	(4)
	4.7	8.9	2.4	8.4	8.6	8.2
	(8.5)	(8)	(9)	(9)	(9)	(9)

+ The top row indicates among neighborhoods ranking for each practice.

* Indicates percent acceptance of that idea in each neighborhood.

** Indicates idea ranking within a neighborhood.

In comparing the neighborhoods on these acceptance levels (Figure 12), we find that Head Start remains the best accepted program among these nine innovative ideas and Landscaping and Home Beautification remains least with one exception where it is ranked next to last. Adult Education is somewhat better accepted than the Landscaping and Home Beautification with one exception where it is ranked last. All these neighborhoods show a fairly consistent pattern of acceptance with minor variations here and there. Most of the acceptance is clearly in terms of a futuristic orientation.

Another observation is that the idea of the Community Center is moderately accepted by almost all the neighborhoods, with two neighborhoods (Middlefork and Bethel) showing a somewhat higher level of acceptance than the other neighborhoods. Evidently, since these are new center areas, the process of discontinuance has not started to the same extent that it exists in Messer and Kay Jay. It is not being argued that this process is good or bad. Any innovative act or idea is likely to be discontinued to give way to newer ideas.

Finally, in making comparative statements about these neighborhoods regarding their innovativeness,* we find that Artemus and Bethel are tied for the top spot. Bailey's Switch is next, followed by Kay Jay, Messer, and Middlefork respectively. This can be seen more clearly in the figure given on the next page:

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*This is not to be confused with the amount of change exhibited between Time One and Time Two, as reported in Table 1.

of acceptance for each practice in each community and the mean rank of each practice by the community.

We find that youth and child-oriented ideas seem to gain much wider acceptance than adult-oriented ideas. The data also indicate that a futuristic orientation seems to override an immediate orientation. We would venture to guess that people in these six neighborhoods are in general evidencing a great deal of interest in the future of their children. Weller's observation that the mountain people are oriented to existence and not interested in long-range planning perhaps may be questioned by the changes which are being demonstrated by these people. In order to get a better view of the level of acceptance of these ideas, we should look at Figure 11.

Figure 11.

PROFILE OF ACCEPTANCE OF NEW IDEAS

IN KNOX COUNTY (ALL SIX NEIGHBORHOODS)

Acceptance	Idea or Practice
Most	Head Start
↓	Early Childhood
↓	Model Homes
↓	Neighborhood Youth Corps
↓	Work Study Program
↓	Community Center
↓	Birth Control Measures
↓	Adult Education
Least	Landscaping and Home Beautification

Figure 12

PROFILE OF ACCEPTANCE OF NEW IDEAS
OF THE SIX NEIGHBORHOODS OF KNOX COUNTY



These neighborhoods seem to follow approximately the same pattern as those reported in Chapter 3, in which they were ranked according to their level of modernity. The level of modernity was subjectively determined by taking into account the 1) bases of modernization, 2) psycho-social characteristics, 3) media participation, and 4) level of acceptance of new ideas. The only shift seems to be in Bethel, which was defined as a transitional community. Among other transitional communities, Bailey's Switch is ranked third on the level of acceptance of new ideas.

Sources of Information:

In this section, our interest is to determine what sources of information are being used by the people of these neighborhoods. Our measurement includes the sources these respondents reported using in their steps toward acceptance of new ideas. It is perhaps pertinent to point out that our questions were directed only to those persons at the awareness stage or higher in the diffusion-acceptance process. This is somewhat contrary to other researches where the respondents are asked to name the sources of information at each and every stage. But since our basic interest was to determine how people communicate rather than in making extensive analysis of the sources of information, we thought it

Figure 13 COMPARATIVE PROFILES OF ACCEPTANCE OF NEW IDEAS IN THE SIX NEIGHBORHOOD OF KNOX COUNTY

ACCEPTANCE	Non-Center Areas		New Center Areas		Old Center Areas	
	Artemus	Bailey Switch	Middlefork	Bethel	Messer	Kay Jay
Most	Head Start	Head Start	Head Start	Head Start	Head Start	Head Start
	Neighborhood Youth Corps	Model Homes	Early Childhood Program	Work Study Program	Early Childhood Program	Early Childhood Program
	Early Childhood Program	Neighborhood Youth Corps	Community Center	Early Childhood Program	Model Homes	Model Homes
	Model Homes	Work Study Program	Model Homes	Neighborhood Youth Corps	Work Study Program	Neighborhood Youth Corps
	Work Study Program	Early Childhood Program	Neighborhood Youth Corps	Model Homes	Neighborhood Youth Corps	Work Study Program
	Birth Control Measures	Birth Control Measures	Work Study Program	Birth Control Measures	Community Centers	Community Centers
	Community Centers	Community Centers	Birth Control Measures	Community Centers	Birth Control Measures	Birth Control Measures
	Adult Education	Landscaping-Home Beautication	Adult Education	Adult Education	Adult Education	Adult Education
Least	Landscaping Home Beautification	Adult Education	Landscaping Home Beautification	Landscaping Home Beautification	Landscaping Home Beautification	Landscaping Home Beautification

appropriate to use the data available for the first information stage. The total usage of each of the souces of information is an aggregate total of the usage of each source for each practice. Thus, it can be said that the higher the usage of a particular type of source in a community, the higher will be the cognition and confirmation of ideas.

The results are presented in Tables 22-27. It is clearly evident that personal sources are the most used sources of information for almost all the communities. These results also indicate that high level of acceptance of new ideas is likely to generate more use of sources of information in general. We find that there is higher use of both personal and media sources in the non-center areas than in either new or old center areas. The two neighborhoods in the old center areas are not extensive users of any of the sources, but do use them at a medium level.

The results do not contradict any of our earlier findings. These data seem to indicate that more diversified sources of information are being used in the old center areas than in any other areas.

A closer look at these tables further indicates that center areas seem to utilize more and more institutional sources. The poorer showing of the non-center areas can be explained by the obvious fact that most of these insitutional sources are only available in center area will have accessibility to school, community center personnel, and O.E.O. personnel, whereas in the non-center areas, school personnel may be the only institutional sources which would be available. Artemus and Bailey's Switch have the most usage of media sources, Middlefork and Bethel have the most usage of institutional sources, and sources for the old center areas of

Table 22

USAGE OF SOURCES OF INFORMATION IN ARTEMUS

Sources of Information	Level of Usage %		
	Low	Medium	High
Radio	26.6	45.2	28.1
T.V.	57.8	22.0	20.4
Newspapers	42.1	29.7	28.2
Magazine or Bulletin	98.4	0.0	1.6
School	73.5	23.4	3.2
Neighbor, family & friends	10.9	48.5	40.6
Community Center Personnel	84.3	9.4	6.3
OEO Personnel	97.2	1.6	0.0
Others	95.3	4.7	0.0
Personal Sources *	10.9	48.5	40.6
Institutional Sources **	85.0	11.5	3.2
Media Sources ***	56.2	24.2	19.6
Others	95.3	4.7	0.0

*Neighbors, family and friends.

**Includes school, community center personnel and OEO personnel.

***Includes radio, T.V. newspapers, and magazines or bulletins.

Table 23

USAGE OF SOURCES OF INFORMATION IN BAILEY'S SWITCH

Sources of Information	Level of Usage%		
	Low	Medium	High
Radio	63.2	19.1	17.6
T. V.	70.6	13.3	16.2
Newspapers	70.7	19.2	10.4
Magazine or Bulletin	97.0	1.5	1.5
School	80.9	11.8	7.4
Neighbor, family & friends	15.7	56.0	27.9
Community Center Personnel	83.8	13.3	3.9
OEO Personnel	95.5	4.4	0.0
Others	95.6	4.4	0.0
Personal Sources*	15.7	56.0	27.9
Institutional Sources**	86.7	9.8	3.4
Media Sources***	75.3	13.3	15.2
Others	95.6	4.4	0.0

*Neighbors, family and friends.

**Includes school, community center personnel and OEO personnel.

***Includes radio, T.V., newspapers, and magazines or bulletins.

Table 24

USAGE OF SOURCES OF INFORMATION IN MIDDLEFORK

Sources of Information	Level of Usage %		
	Low	Medium	High
Radio	54.7	36.1	9.3
T.V.	73.3	19.8	7.0
Newspapers	69.8	27.9	2.3
Magazine or Bulletin	100.0	0.0	0.0
School	69.8	26.8	3.5
Neighbors, family & friends	25.5	57.0	17.5
Community Center Personnel	41.9	50.0	8.2
OEO Personnel	98.9	1.2	0.0
Others	99.9	0.0	0.0
Personal Sources *	25.5	57.0	17.5
Institutional Sources **	70.2	26.0	3.9
Media Sources***	74.4	20.9	4.6
Others	99.9	0.0	0.0

*Neighbors, family and friends.

**Includes school, community center personnel and OEO personnel.

***Includes radio, T.V., newspapers, and magazines or bulletins.

Table 25

USAGE OF SOURCES OF INFORMATION IN BETHEL

Sources of Information	Level of Usage %		
	Low	Medium	High
Radio	58.3	29.1	11.2
T.V.	73.0	18.1	5.6
Newspapers	70.8	22.3	5.6
Magazine or Bulletin	95.8	1.4	1.4
School	73.6	23.7	2.8
Neighbors, family & friends	23.6	52.1	20.8
Community Center Personnel	54.1	40.3	4.2
OEO Personnel	86.1	12.6	0.0
Others	97.2	1.4	0.0
Personal Sources *	23.6	52.1	20.8
Institutional Sources **	72.3	25.5	2.3
Media Sources ***	74.5	17.7	5.9
Others	97.2	1.4	0.0

*Neighbors, family and friends.

**Includes school, community center personnel and OEO personnel.

***Includes radio, T.V., newspapers, and magazines or bulletins.

Table 26

USAGE OF SOURCES OF INFORMATION IN MESSER

Sources of Information	Levels of Usage %		
	Low	Medium	High
Radio	72.8	21.5	5.7
T.V.	88.5	9.9	1.4
Newspapers	82.9	15.7	1.4
Magazine or Bulletin	98.6	1.4	0.0
School	79.9	18.6	1.4
Neighbors family & friends	22.8	71.5	5.8
Community Center Personnel	54.3	42.8	2.8
OEO Personnel	97.2	2.8	0.0
Others	98.6	1.4	0.0
Personal Sources*	22.8	71.5	5.8
Institutional Sources**	77.1	20.9	1.4
Media Sources***	85.7	12.1	2.1
Others	98.6	1.4	0.0

*Neighbors, family and friends.

**Includes school, community center personnel and OEO personnel.

***Includes radio, T.V., newspapers, and magazines or bulletins.

Table 27

USAGE OF SOURCES OF INFORMATION IN KAY JAY

Sources of Information	Level of Usage %		
	Low	Medium	High
Radio	79.6	18.2	2.0
T.V.	95.9	4.1	0.0
Newspapers	95.9	4.0	0.0
Magazine or Bulletin	100.0	0.0	0.0
School	95.9	4.0	0.0
Neighbors, family & friends	24.4	63.2	12.3
Community Center Personnel	53.0	40.9	6.1
OEO Personnel	97.9	2.0	0.0
Others	100.0	0.0	0.0
Personal Sources *	24.4	63.2	12.3
Institutional Sources **	82.3	15.6	2.0
Media Sources ***	92.8	6.6	0.5
Others	100.0	0.0	0.0

*Neighbors, family and friends.

**Includes school, community center personnel and OEO personnel.

***Includes radio, T.V., newspapers, and magazines or bulletins.

Messer and Kay Jay are diversified.

Source Credibility:

It was hypothesized that with the growing impact of the Knox County Community Action Program, there would be a greater usage of impersonal sources than there would personal sources. In measuring the credibility of different sources, our continuum varied from personal sources at the low end to media sources at the high end. Two other points on the scale were institutional sources (near) and institutional sources (farther removed from the respondent). Thus the scale contained personal sources followed by institutional sources (near) followed by institutional sources (far) and, finally, media sources. The scale was a multidimensional instrument which included items on actual usage, knowledgeability, trustworthiness, usefulness, and usage by friends and family members.

As is indicated by Table 28, there seems to be an overall increase in the media credibility. The most remarkable item is the amount of change which occurred in the old center areas of Messer and Kay Jay. These two neighborhood demonstrate a higher rate of growth in media participation than those communities which had no centers. It also indicates that media participation has considerably increased, and has thus helped pave the way for the next step of modernization. The findings in this section particularly demonstrate the presumed impact of the Knox County Community Action Program.

Table 28

MEAN CREDIBILITY SCORES FOR THE NEIGHBORHOODS OF KNOX COUNTY

Neighborhoods	Mean Credibility Scores	
	Time One	Time Two
Artemus	15.23	16.11
Bailey Switch	15.93	16.88
Middle Fork	14.61	16.19
Bethel	14.63	16.22
Messer	8.66	15.87
Kay Jay	9.73	12.71

Chapter 7

SUMMARY AND SOME RECOMMENDATIONS

We have drawn upon studies in several areas, particularly communications, to study modernization of individuals in six neighborhoods in Knox County. Two of the neighborhoods are served by old, established community centers operated by the O.E.O.-C.A.P., two are served by newer centers and two have no centers, although they have some contact with this agency for change through programs brought to them by mobile units and other means.

We found that substantially more changes toward modernity took place among individuals in neighborhoods served by the centers than in non-center areas. These included changes in the base for modernization, psycho-social attitudes and behaviors, media exposure, and adoption of innovations. The order in which these groups of variables have been mentioned here is also the order—from lowest to highest—of the extent of change exhibited during the two-year period of measurement, in which efforts were made by the O.E.O.-C.A.P. and other change agents to change attitudes and behaviors about specific items.

These differences in extent of modernization remained after we divided the respondents into types of persons who most resembled each other in their life styles—using a Q-technique factor analysis procedure—and ordered the types along a continuum from least modern to most modern.

Given the relatively brief period in which professional and non-professional change agents working under sponsorship of the O.E.O.-C.A.P. have attempted to

change attitudes and behavioral habits of a lifetime, our study indicates that a remarkable amount of progress has been made. Our data show fairly clearly that change toward modernity has been much more extensive in areas where the O.E.O.-C.A.P. has operated institutions for change. Including all the indicators used here, the greatest overall change occurred in the older center areas, as expected, followed by the newer areas, then the non-center areas.

Despite the encouragement provided by the observed changes, the reader is reminded that substantial change in the base for modernization has not yet been exhibited. Two or three years is not much time for such impacts of the program to show up. Ten years would appear to be a more reasonable estimate of the length of time needed for such a program to have extensive results. Our first recommendation, then, is that the community centers should be continued as an instrument for change. This is written with the awareness that emphasis has been shifted away from the centers under a new director of the Knox County programs. The obvious argument for retention of the centers as an instrument of change is that they appear to be succeeding in introducing change. There are also some indicators that this kind of instrument for change might work where others might not. One is that, while other kinds of programs might reach the more modern or the semi-modern, they might miss that part of the population which has the greatest need for change: the least modern. In support of this, let us look again at Tables 6, 7, and 8 in Chapter 5. While we have concluded that in general there is not a great deal of difference among types in the amount of change they exhibit, this is not true

when we consider only those areas not served by community centers--Artemus and Bailey's Switch. Here, both most moderns and semi-moderns are better adopters than the least moderns in three out of four comparisons and there is only one practice different in the fourth. This is not overwhelming evidence, but it indicates that this is a distinct possibility. Another indication is that there is not a great deal of physical mobility in the neighborhoods studied here and these persons are not as likely to go far out of their way to receive the benefits of O.E.O.-C.A.P. programs.

In order to have a continued effective program of community action, a number of changes in the program will be needed from time to time, particularly if the project continues to succeed in reaching those we have called the least modern. In addition to efforts to reach the poor and prepare them for change toward a more modern way of life, there will be a need for more programs designed to serve those who have reached a transitional point and are ready to try other ways. One of the major agents of change is the development of mobility; physical, social, and psychic. In Knox County, changes are occurring in the latter dimension, as indicated by sharp changes in the empathy level of respondents. Changes are also occurring in other psycho-social areas, including aspirations. As these persons become ready to accept change and as they alter wants, they also must achieve some reasonable level of satisfaction of these aspirations. This is the Knox County manifestation of what has come to be called the want: get ratio. As Lerner puts it, in an adaptation of a William James equation:

$$\text{Satisfaction} = \frac{\text{Achievement}}{\text{Aspiration}}$$

in which an individual's level of satisfaction is, at any given moment, a ratio between what he wants and what he gets. As these persons have been given clues "to what the better things of life might be" through the O.E.O.-C.A.P. programs, television, and other contacts with the more modern outside world, they have started taking the first steps toward increasing their exposure to modern ways and to aspiring for better things. In Knox County, this will lead to greater demands for both employment skills and employment, but it may also involve an accelerated out-migration of persons who have no special skills, seeking jobs in larger cities. If those who venture to the urban areas in search of jobs are not given some training in a skill which is marketable, it seems likely that they will merely shift from a rural poverty situation to an urban one, or else return home defeated. The danger in the situation as it is now developing in Knox County is that if the equation mentioned above gets too far out of balance and wants too far exceed gets, frustration ensues. This may lead to situations such as riots in the cities or to what might be in the long run a more disastrous result: demoralization of those who had been given some hope of raising themselves out of the cycle of poverty. Thus, there is considerable pressure for emphasis at this stage of the Knox County project not only for reaching the poor isolates, but also for continuing contact with those who are becoming more modern. These persons must be attracted to programs such as the Job Corps which will make them better able to increase their base for modernity and achieve some of their wants before they are permitted to migrate from the county. Whether or not employment is provided in Knox County falls outside the areas of this study, which is concerned

with development of individuals, rather than of communities. If the leadership of the county wishes to hold onto its population, it must—as it is making efforts to do—find some way of developing an industrial base. But if this is not possible, the next best thing that can be done is for the O.E.O.-C.A.P and others to see that its citizens do not go into the cities without some hope of succeeding. In either instance, whether the citizens are moving out or are seeking jobs in new industry moving in, it would appear that there will be a growing need for programs of intensive training in several fields if the program is to see to it that its first-stage "graduates" pass successfully to another stage of development. Another problem not likely to be solved soon involves the "senior citizens" of the community, the over-65 group which comprises about ten per cent of the population of Knox County. Some efforts needs to be made to train many of these people in skills that will permit them to remain independent and useful after their regular working years have ended—if, for some, they ever began.

A modernizing population can be expected to place increased demands on a number of services, some of which might be provided by the O.E.O.-C.A.P. and others which will need to be provided by the communities, such as the school system, particularly on programs such as vocational training. A greater coordination with the other agencies operating in the county will be needed to maximize the resources available and meet the demands of a modernizing population. The O.E.O.-C.A.P. will need at this point to increase its activities in referring persons to specific agencies which can be helpful to them, and in seeing to it that they get there, even if it requires physically transporting them.

All of this is not to imply that the community center program is so successful that it need not be altered here as well. One point which emerges from our study is that there is very little reliance on O.E.O. personnel as sources of information about new ideas and practices. Too, although efforts have been made in Knox County to reach the poor through a number of avenues, as reflected in the number of sources of information measured here, many other ways exist for communication with the poor.

In this area, as in others, much can be learned from communication approaches to development of other countries. A review of the literature of this area provides many suggestions.

One is the use of films--cartoons or simple dramas--prepared to present the message of modernization. Schramm (1964) reports on a three-minute film, titled in pidgin English, "Put Una Money for There," aimed at persuading West Africans to deposit money in a bank in West Africa. The film was produced after modern market research and pretesting, and was considered eminently successful. In reaching the people successfully with such messages, Schramm states, some compromises must be made with refinement of popular taste. He says that "modernization is something to be welcomed even at the price of vulgarization." Another example is a poster in which the benefits of birth control are explained through use of illustrations of the ways a sack of rice is divided in large and in small families. It would appear that the dangers of migration to a city without adequate skills might be an effective theme for use in Knox County or other rural areas. Such messages, possibly produced for national distribution, might be presented in community centers, through use of mobile units, or in neighborhood stores or other traditional meeting

places. Comics and picture books would fall into the same category. The Knox County centers have produced mimeographed newspapers which were distributed in their neighborhoods. No effort has been made in this study to evaluate the effectiveness of these papers, but they face one problem common to developing areas. Even simple reading materials are not as likely to be effective as aural-oral methods for reaching a population in which the literacy rate is low.

A number of developing countries use loudspeakers at crucial spots, such as at stores--although in Knox County it could be in community centers--to present announcements, slogans, prices, and other information. Among the poor in Hawaii, one organization has used modern version of a traveling minstrel--in this case a guitar-carrying cartoonist--to present messages on special topics. He travels to an area, draws pictures and sings until he draws a crowd, presents a brief message in cartoon and lecture form, then moves on. In Knox County, given more attention to television, some of these messages could also be presented in short programs which might be carried as public service announcements by Knoxville and other television stations reaching the area.

The foregoing are only a few suggestions largely taken from the literature of communications and development and are intended to be suggestive of the range of additional outlets available rather than exhaustive. These resources, some of which are cited in our references, do not appear to have been drawn upon widely in the preparation of Knox County programs for communicating with the poor.

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APPENDIX I

QUESTIONS USED IN THIS STUDY

A. HEAD OF HOUSEHOLD - HOMEMAKER SCHEDULES

1. Do you visit or talk with anyone in this neighborhood fairly often and regularly?

1_____No
2_____Yes
IF YES: Name the three or four with whom you talk or visit most often.

Persons Visited	Code Sequence	
_____	0	None
_____	1	One
_____	2	Two
_____	3	Three
_____	4	Four or more

2. About how often do you have such talks or visits?

1_____once a month or less
2_____more than once a month, but less than every two weeks
3_____once every two weeks to four days
4_____every two or three days
5_____every day

3. Do you ever take part in any meetings where people ask your opinions or where you vote on things?

1_____No
2_____Yes
If YES: What kinds of meetings are they?_____

Where do you meet?_____

4. Do you belong to any clubs or other organizations, such as PTA, unions, lodge, VFW, or hunting groups?

1_____No
2_____Yes
If YES: What ones do you belong to?_____

5. Are you presently employed or unemployed?

1_____Unemployed
_____Employed
If EMPLOYED: What is your present occupation?_____

_____

Who is your present employer?_____

_____

How many hours per week do you spend at this occupation?

2_____01-09
3_____10-19
4_____20-29
5_____30-39
6_____40-49
7_____Over 50

6. If you had the opportunity to get some job training, what job would you like to train for? (Record answer verbatim.)

_____

_____

_____

_____

7. Would you be willing to move from Knox County if you could get a good job in some other state?

1_____No
2_____Yes
Other response_____

_____

8. Last year, did you get any income from: (Read list below.)

1_____Farming
3_____Unemployed Fathers (Work Experience Training)
3_____Aid to Dependent Children
3_____Public Assistance
1_____Government pensions
1_____Your job
_____Other (specify)_____
2_____Any combination of a 1 and a 3 (Be sure to check each one mentioned.)

9. What was your total family income last year? (Show card and record letter.)

_____(Letter representing income bracket)

01_____	$ 0 - 249 (a)	13_____	$ 3000 -3249 (m)
02_____	$ 250 - 499 (b)	14_____	$ 3250 -3499 (n)
03_____	$ 500 - 749 (c)	15_____	$ 3500 -3749 (o)
04_____	$ 750 - 999 (d)	16_____	$ 3750 -3999 (p)
05_____	$ 1000 -1249 (e)	17_____	$ 4000 -4249 (q)
06_____	$ 1250 -1499 (f)	18_____	$ 4250 -4499 (r)
07_____	$ 1500 -1749 (g)	19_____	$ 4500 -4749 (s)
08_____	$ 1750 -1999 (h)	20_____	$ 4750 -4999 (t)
09_____	$ 2000 -2249 (i)	21_____	$ 5000 -5249 (u)
10_____	$ 2250 -2499 (j)	22_____	$ 5250 -5499 (v)
11_____	$ 2500 -2749 (k)	23_____	$ 5500 -5749 (w)
12_____	$ 2750 -2999 (l)	24_____	$ 5750 -5999 (x)
		25_____	$ Over -6000 (y)

10* How many people both live and eat together in this household? List all household members by relationship to head.

Name	Relation to head of household	Sex	Age	Was he or she in school on April 1st? Yes: What grade?	Was he or she in school on April 1st? No: Last Grade completed	Marital Status M,S,D,W	Employed, (se or otherwise Full-time-F Part-time-P* Unemployed-U
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

*Part-time is working less than thirty-five hours a week.

INTRODUCTION: Now for the next few questions, I would like to ask your opinion on a few things. (Interviewer: Allow plenty of time and encourage responses but do not suggest answers.)

11. What are the biggest problems that people like yourself face in life?

_____

12. What do you think people like you can do to help solve such problems?

_____

13. If you were the director of a government center (CAP Community Center) for this neighborhood, what would you do in order to make things better around here?

_____

_____

_____

_____

14. What would you try to get done if you were the county judge for Knox County?

_____

_____

15. If you were governor of Kentucky, what are the most important things you would like to do?_____

_____

16. Suppose you were elected President of the United States, what are the most important things you would do first?

_____

_____

_____

17. If for some reason you could not live in the United States, what other country would you choose to live in?_____

_____

18. Whether or not respondent names a country ask: Suppose I could tell you anything that you wanted to know about this other country-- what two questions would you be most interested in asking?

_____

19. How much schooling do you think a son of yours ought to get? (If respondent doesn't have a son, then ask same question but substitute, "If you had a son.").

1_____Years (Elementary)
2_____High School
3_____College

20. How much schooling do you think a daughter of yours ought to get? (If respondent doesn't have a daughter, ask same question but substitute, "If you had a daughter.").

1_____Years (Elementary)
2_____High School
3_____College

INTRODUCTION: Different people see life differently. I am going to make some statements which show some of these ways of looking at life. From the way you feel about things, would you please say Yes or No to the following statements? (Interviewer: Do not encourage "Don't Know" responses, although they should be noted whenever necessary. Check in appropriate space.) There are no right or wrong answers. What we want to know is how you feel.

		Yes	No	Don't Know
21.	Sometimes I feel all alone in the world.	3_____	1_____	2_____
22.	Today's children face a wonderful future.	1_____	3_____	2_____
23.	Sometimes I have the feeling that other people are taking advantage of me.	3_____	3_____	2_____
24.	Real friends are as easy as ever to find.	1_____	3_____	2_____
25.	It is frightening to be responsible for the raising of a little child.	3_____	1_____	2_____
26.	Everybody can do at least a little something that will help prevent another world war.	1_____	3_____	2_____
27.	Most people today seldom feel lonely.	1_____	3_____	2_____
28.	The world in which we live is, in general, a friendly place.	1_____	3_____	2_____
29.	There are so many things that have to be decided these days that sometimes I feel that I just can't take it any longer.	3_____	1_____	2_____
30.	You can depend on most people these days.	1_____	3_____	2_____
31.	There is little chance for a man to get a better job unless he gets lucky.	3_____	1_____	2_____

		Yes	No	Don't Know
32.	It is hard to find friends these days, even if a person tries to be a friend.	3_____	1_____	2_____
33.	We're told so much what to do these days that there's not much room for choice even in personal matters.	3_____	1_____	2_____
34.	People really aren't very friendly.	3_____	1_____	2_____
35.	The future looks dark and gloomy.	3_____	1_____	2_____
36.	I don't get to visit friends as often as I'd really like.	3_____	1_____	2_____

37. Now, on the whole, do you think that people who have moved from Eastern Kentucky to Ohio, Indiana, and other places are better off or worse off than before they moved?

3_____Better off after moving
2_____No better off, no worse off
1_____Worse off after moving
2_____Unsure of or Other (specify)_____

Why do you say that?_____

_____

38. Do you think that God is more pleased when people try to get ahead, or when they are satisfied with what they have? Or, do you think that God is not concerned with these kinds of things?

2_____God not concerned
1_____Are satisfied with what they have
3_____Get ahead
2_____Unsure

39. Do you belong to a church?

1_____No
2_____Yes

39 a. If answer to #39 is NO, ask:
Do you attend some church?

1_____No
2_____Yes

39b. If answer to #39 is YES, ask:
What church_____
AND
How often do you attend services?

1_____Never
2_____Less than once a month
3_____One or two times a month
4_____Once a week or more

40. Do you take any newspapers, or does anyone in the family read newspapers and tell you what they read?

_____Take one or more
What papers and/or where published

_____

2_____Don't take one, but _____(specify neighbor, member of family, etc.) reads one regularly and tells me about it.

What paper?_____

1_____Do not see any paper.

If respondent TAKES A PAPER, ask:
Do you read the newspaper fairly regularly?

1_____No
3_____Yes (Check "Yes" here if respondent takes and reads more than one paper regularly.)
4_____If YES: What parts of the newspaper do you usually read?

_____

41. Do you have a radio that is in working order?

1_____No
2_____Yes
If YES: What are your favorite programs?_____

_____

41a. How many hours a week would you say you spend listening to the radio?

_____Hours

42. Do you have a TV set that is in working order, or do you see someone else's TV regularly?

1_____None
2_____TV in home How long have you owned a TV set?_____
3_____See someone else's TV regularly If so: Where do you watch it (neighbor, relative, etc.)?_____

42a. Does anyone else in your family watch it?

1_____No
2_____Yes
If YES: Who?_____

IF TV IN HOME OR WATCH SOMEONE ELSE'S

What are your favorite programs?_____

42b. How many hours a week would you say you watch TV?_____

42c. Does anyone in the family very often see the news program on TV?

_____Seldom or never see TV (news or other programs)
_____Yes/station or programs_____
_____Watch TV, but seldom or never see news

43. Do you take any magazines, or does anyone in the family read magazines regularly and tell you about them?

3_____Take magazines
4_____Check only if respondent takes and reads more than one magazine
Names of magazines:_____
2_____Don't take magazines, but_____reads them and tells me about them
2_____Don't take magazines and seldom or never see them

44. Do you ever go to the movies?

1_____No
2_____Yes

44a. If NO: Have you ever seen a movie at a theater?

1_____No
2_____Yes
If YES: When was the last time you went?_____

44b. If YES: About how many times a year do you go?_____

45. Do you have a cor that you use regularly?

3_____Yes, car in family
2_____No car but have regular use of someone else's car

45a. IF USE SOMEONE ELSE'S CAR: How often do you use someone else's car?

_____

1_____

46. How often do you go to town?

1_____Almost every day
2_____3 or 4 times a week
3_____1 or 2 times a week
4_____2 or 3 times a month
5_____Once a month
6_____2 or 3 times a year
7_____Seldom or never

47. How many times have you been in a big city such as Lexington, Louisville, Knoxville, Ohio cities, etc.?

_____Number of times

48. Name a U.S. Senator from Kentucky.

_____

Code sequence
1_____None correct
2_____One correct
3_____Two correct
4_____Three correct

49. Can you tell me who is governor of Kentucky now?

_____
(write in)

50. Who is the county judge in this county?

_____
(write in)

INTRODUCTION: In the following 20 questions, indicate whether you agree, disagree, don't know or are undecided.

	Yes	No	Don't Know
51. "I think public officials pay attention to what people like me think."	2_____	0_____	1_____
52. "Voting is the only way people like me can have any say about how the government runs things."	0_____	2_____	1_____
53. "People like me do have a say in what the government does."	2_____	0_____	1_____
54. "Sometimes politics and government seem so complicated that a person like me can't really understand what's going on."	0_____	2_____	1_____

INTRODUCTION: In the following 20 questions, indicate whether you agree, disagree, don't know or are undecided.

	Agree	Disagree	Don't Know
55. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.	3_____	2_____	1_____
56. My blood boils whenever a person stubbornly refuses to admit that he's wrong.	3_____	2_____	1_____
57. There are two kinds of people in this world: those who are for the truth and those who are against the truth.	3_____	2_____	1_____

		Agree	Disagree	Don't Know
58.	Most people just don't know what's good for them.	3_____	2_____	1_____
59.	Of all the different philosophies which exist in this world there is probably only one which is correct.	3_____	2_____	1_____
60.	The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.	3_____	2_____	1_____
61.	The main thing in life is for a person to want to do something important.	3_____	2_____	1_____
62.	I'd like it if I could find someone who would tell me how to solve my personal problems.	3_____	2_____	1_____
63.	Most of the ideas which get printed nowadays aren't worth the paper they are printed on.	3_____	2_____	1_____
64.	Man on his own is a helpless and miserable creature.	3_____	2_____	1_____
65.	It is only when a person devotes himself to an ideal or cause that life becomes meaningful.	3_____	2_____	1_____
66.	Most people just don't give a "hang" for others.	3_____	2_____	1_____
67.	To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.	3_____	2_____	1_____
68.	It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.	3_____	2_____	1_____
69.	The <u>present</u> is all too often full of unhappiness. It is only the <u>future</u> that counts.	3_____	2_____	1_____
70.	The United States and Russia have just about nothing in common.	3_____	2_____	1_____
71.	In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.	3_____	2_____	1_____

		Agree	Disagree	Don't Know
72.	While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.	3_____	2_____	1_____
73.	Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.	3_____	2_____	1_____
74.	It is better to be a dead hero than to be a live coward.	3_____	2_____	1_____

75. Have you ever gotten so highly concerned about some public issues that you really wanted to do something about it. (Please check one.)

1_____Never
2_____Few times
3_____Frequently

76. Two twelve year old boys took time out from work in the corn field. They were trying to figure out a way to grow the same amount of corn with fewer hours of work.

1) The father of one boy said: "The way to grow corn is the way we have done it. Talk about change will waste time but not help."

2) The father of the other boy said: "That is a good thing to think about. Tell me your thoughts about how we should change our ways of growing corn."

Which father said the wiser word?
_____(Interviewer: Please write either 1 or 2 in the space provided.)

77. What should most qualify a man to hold high office? (Please check only one.)

1_____Coming from the right kind of family
2_____Devotion to old and time honored ways
3_____Being the most popular among people
4_____Being educated and knowledgeable

78. Which is the most important thing for the future of this country? (Please check only one.)

1_____Good luck
2_____God's help
3_____Good planning on the part of government
4_____The hard work of people

79. Learned men (scholars and scientists) in the universities are studying such things as what determines whether a baby is a boy or a girl and how it is that a seed turns into a plant. Do you think that these kind of things are: (please check only one.)

1_____All very harmful
2_____All somewhat harmful
3_____All somewhat good
4_____All very good

80. Which one of the following kinds of news interests you most? (Please check only one.)

1_____Religious
2_____Sports
3_____Your county or community
4_____National
5_____World Events

81. If you were to meet a person who lives in another country a long way off, could you understand his way of thinking? (Check only one.)

1_____No
2_____Somewhat
3_____Most of it
4_____All of it

82. Do you think a man could be truly good without having any religion? (Please check only one.)

1_____No
2_____Yes

B. ACCEPTANCE OF NEW IDEAS (SUPPLEMENTARY TO HEAD OF HOUSEHOLD AND HOMEMAKER SCHEDULES)

Community Centers

1. First of all, let us talk about the community centers (government centers or OEO centers). Have you heard about the community center which is now being operated at _____.

   1. _____Yes
   2. _____No
   (if the response is NO, go to page 3)

2. If YES, where do you remember hearing or seeing about it?

   1. _____Neighbors, friends, or family members
   2. _____Community Center Personnel
   3. _____Newspapers
   4. _____Radio
   5. _____Television
   6. _____Magazines
   7. _____OEO Personnel from Barbourville
   8. _____School
   9. _____Others (specify) _____

   2a. _____What year did you hear about the community center?

3. If YES, to question No. 1, did you try to get any additional information about the Community Centers?

   1. _____Yes
   2. _____No

4. If YES, where or from what sources?

   1. _____Neighbors, friends, or family members
   2. _____Community Center Personnel
   3. _____Newspapers
   4. _____Radio
   5. _____Television
   6. _____Magazines
   7. _____OEO Personnel from Barbourville
   8. _____School
   9. _____Others (specify) _____

5. Have you thought and discussed about the Community Centers with your family members, friends, relatives, or Community Center or OEO people?

   1. _____Yes
   2. _____No

6. Have you attended any of the gatherings or meetings of the _____ Center?

   1. _____Yes
   2. _____No

7. Do you plan to participate regularly in the programs of _____ Community Center?

   1. _____Yes
   2. _____No

8. Which programs have you taken part in at the _____ Community Center?

   _____ _____

9. What is your opinion about this Community Center?

   1. _____Unfavorable
   2. _____No Opinion
   3. _____Favorable

Model Homes

1. Have you heard about the low-cost model homes which are being built in some areas of Knox County?

   1. _____Yes
   2. _____No
   (If the response is no, go to page 5)

2. If YES, where do you remember hearing or seeing about the model homes?

   1. _____Neighbors, friends, or relatives
   2. _____Community Center Personnel
   3. _____OEO Personnel
   4. _____Building Contractors
   5. _____Newspapers
   6. _____Radio
   7. _____Television
   8. _____Magazines or bulletins
   9. _____School
   10. _____Other (specify) _____

   2a. _____What year did you hear or see something about the model homes?

3. If YES to question No. 1, did you try to get additional information about these low-cost model homes?

   1. _____Yes
   2. _____No
   (if No, go to question 5)

4. If YES, where or from what sources?

   1. _____Neighbors, friends, or relatives
   2. _____Community Center Personnel
   3. _____OEO Personnel
   4. _____Building Contractors
   5. _____Newspapers
   6. _____Radio
   7. _____Television
   8. _____Magazines or bulletins
   9. _____School
   10. _____Other (specify) _____

NOTE TO INTERVIEWERS: IF RESPONDENT OBVIOUSLY HAS ADEQUATE HOUSING, OMIT QUESTIONS 5 & 6.

5. Have you thought about or discussed building a low-cost home with your family members, friends, relatives, building contractors, or OEO people?

   1. _____Yes
   2. _____No

6. Do you plan to build a low-cost home?

   1. _____Yes
   2. _____No

7. Would you recommend for others to build low-cost model homes?

   1. _____Yes
   2. _____No

8. What is your opinion about the low-cost homes?

   1. _____Unfavorable
   2. _____No opinion
   3. _____Favorable

Landscaping and Home Beautification

1. Have you heard about the landscaping or the beautification of homes programs?

   1. _____Yes
   2. _____No
   (If response is no, go to page 7)

2. If YES, where do you remember hearing or seeing about it?

   1. _____Neighbor, friends, and family members
   2. _____County Extension Agency
   3. _____Method demonstration
   4. _____University of Kentucky Extension Service
   5. _____Newspapers
   6. _____Radio
   7. _____Television
   8. _____Magazines or Bulletins
   9. _____Other (specify)_____

2a, _____What year did you hear or see something about it?

3. If YES to question No 1, did you try to get any additional information about the landscaping and home beautification programs?

   1. _____Yes
   2. _____No
   (if no, go to question 5)

4. If YES, where or from what sources?

   1. _____Neighbor, friends, and family members
   2. _____County Extension Agency
   3. _____Method demonstration
   4. _____University of Kentucky Extension Service
   5. _____Newspapers
   6. _____Radio
   7. _____Television
   8. _____Magazines or Bulletins
   9. _____Other (specify) _____

5. Have you thought about and discussed the landscaping or home beautification programs with your family members, relatives, or friends?

   1. _____Yes
   2. _____No

6. Have you tried any landscaping or home beautification around your own home?

   1. _____Yes
   2. _____No

7. Do you still plan to continue with the home beautification program?

   1. _____Yes
   2. _____No

8. What is your opinion about landscaping or home beautification?

   1. _____Unfavorable
   2. _____No opinion
   3. _____Favorable

Birth Control Measures

NOTE TO INTERVIEWERS: IF RESPONDENT SHOWS HOSTILITY TO THE QUESTIONS, THEN IT MAY BE NECESSARY TO DISCONTINUE QUESTIONING. HOWEVER, SLIGHT SENSITIVITY IS NOT TO BE TAKEN AS HOSTILITY. BE SURE THAT A MALE INTERVIEWER QUESTIONS A MALE RESPONDENT AND THAT A FEMALE INTERVIEWER QUESTIONS A FEMALE RESPONDENT.

1. Have you heard anything about any of the birth control measures?

   1. _____Yes
   2. _____No

   1a. If YES, which ones?_____
   _____
   _____

(if response is no, go to pg. 11)

2. If YES, where do you remember hearing or seeing about them?

   1. _____Neighbor, friends, or family members
   2. _____Community Center Personnel
   3. _____Newspapers
   4. _____Radio
   5. _____Television
   6. _____Magazines or Bulletins
   7. _____Books
   8. _____Hospital, Health Service, or other medical people
   9. _____Others (specify) _____

2a. _____What year did you hear or see something about it?

3. If YES to question No. 1, did you try to get any additional information about them?

   1. _____Yes
   2. _____No

   (if NO, go to question 5)

4. If YES, where or from what source?

   1. _____Neighbor, friends, or family members
   2. _____Community Center Personnel
   3. _____Newspapers
   4. _____Radio
   5. _____Television
   6. _____Magazines or bulletins
   7. _____Books
   8. _____Hospital, Health Service, or other medical people
   9. _____Others (specify)_____

5. Have you ever thought about and discussed the birth control measures with members of your family, friends, relatives, or medical people?

   1. _____Yes
   2. _____No

6. Have you ever given any consideration to the use of birth control measures?

1. _____Yes
2. _____No

NOTE TO INTERVIEWERS: IF THE ANSWER TO QUESTION NO. 6 IS NO, THEN OMIT QUESTIONS 7 & 8, BUT ASK 9 & 10. ALSO, IF YOU SEE THAT THE RESPONDENT IS OBVIOUSLY PAST THE AGE OF REPRODUCTION, OMIT QUESTION 8.

7. Have you tried any of these measures yourself?

1. _____Yes
2. _____No

8. Do you plan to use any of these birth control measures in the future?

1. _____Yes
2. _____No

9. Would you recommend the use of birth control measures to others?

1. _____Yes
2. _____No

10. What is your opinion of the birth control measures now in use?

1. _____Unfavorable
2. _____No opinion
3. _____Favorable

Adult Education

1. Have you heard about the adult education program? (Interviewer: If not understood, explain in terms of consumer education, general education development, drivers' education or basic education. Further, it can be explained by stating that this program operates at the community centers which teaches reading, writing, or equivalent to high school diploma course (for some). If the respondent is aware of anyone of these programs, the response for this question should be checked yes.)

   1. _____Yes
   2. _____No

   (if the response is NO, go to page 14)

2. If YES, where do you remember hearing or seeing something about it?

   1. _____Neighbors, friends, and family members
   2. _____Community Center Personnel
   3. _____Newspapers
   4. _____Radio
   5. _____Television
   6. _____Magazines
   7. _____OEO Personnel from Barbourville
   8. _____School
   9. _____Others

2a. _____What year did you hear about this program?

3. If YES to question No. 1, did you try to get any additional information about the adult education program?

   1. _____Yes
   2. _____No

4. If YES, where or from what source?

   1. _____Neighbors, friends, or family members
   2. _____Community Center Personnel
   3. _____OEO Personnel
   4. _____Newspapers
   5. _____Radio
   6. _____Television
   7. _____Magazines, or bulletins
   8. _____School
   9. _____Others (specify)_____

5. Have you thought about and discussed this program with your family members, relatives, friends, or any other person?

   1. _____Yes
   2. _____No

6. Did you participate yourself in any adult education program?

   1. _____Yes
   2. _____No

7. Do you plan to participate in this or any other adult education program in the future?

   1. _____Yes
   2. _____No

8. Would you recommend this kind of program to your friends or family members?

   1. _____Yes
   2. _____No

9. What is your opinion of the Adult Education Program?

   1. _____Unfavorable
   2. _____No opinion
   3. _____Favorable

10. As you may know, some of these programs have been emphasizing consumer education. We are trying to find out the spending habit of folks in Knox County. Could you tell us, roughly, how did you spend your income last month? (You know, food, clothing, savings, things like that.) (Interviewer: Do not insist on any exact breakdown of the income. Expenditures like loan, repayment, saving, food bills, clothes, etc., should be recorded verbatum.

_____

_____

_____

11. If the respondent says that he paid his debts, or loans, ask him or her what kinds of loans or debts were those?

_____ _____

_____ _____

12. What do you plan to do with the income that you will receive in the future?

_____

_____

_____

_____

13. If the respondent says that he or she plans to pay his or her debt, then ask him or her "What kind of debts do you think that you will have to pay?

_____

_____

_____

Early Childhood Program

1. Have you heard anything about the Early Childhood Program, the daily program for 3 and 4 year olds, now in operation in the_____ Community Center? (name of Community Cente

1. _____Yes
2. _____No
(IF response is No, go to page 16)

2. IF YES, where do you remember hearing or seeing about his program and when?

1. _____Neighbors, friends, or family members
2. _____Community Center Personnel
3. _____OEO or Early Childhood Personnel
4. _____Newspapers
5. _____Radio
6. _____Television
7. _____Magazines,books or bulletins
8. _____School
9. _____Other (specify) _____

2a. _____What year did you hear about the Early Childhood Program?

3. If YES to question No. 1, did you try to get any additional information about the Early Childhood Program?

1. _____Yes
2. _____No
(If response is NO, go to question 5)

4. If YES, where or from what sources?

1. _____Neighbors, friends, or family members
2. _____Community Center Personnel
3. _____OEO or Early Childhood Personnel
4. _____Newspapers
5. _____Radio
6. _____Television
7. _____Magazines or books or bulletins
8. _____School
9. _____Other (specify) _____

5. Have you thought about or discussed the Early Childhood Program with your family members, relatives, friends, or Early Childhood personnel?

1. _____Yes
2. _____No

6. Did you have a child or children of the right age who could have participated in the Early Childhood Program?

1. _____Yes
2. _____No

7. If YES, did you send him or her to participate in the Early Childhood Program?

1. _____Yes
2. _____No

8. If NO, would you send a child of yours if he or she were of the right age?

1. _____Yes
2. _____No

9. What is your opinion of the Early Childhood Program?

1. _____Unfavorable
2. _____No Opinion
3. _____Favorable

Head Start

1. Have you heard about the Head Start Program? (Interviewer: Explain, if not understood, about the Head Start Program. The program is for young children in the first grade.)

   1. _____Yes
   2. _____No
   (If the response is no, go to page 18)

2. If YES, where did you hear about it?

   1. _____Neighbors, friends, or family members
   2. _____Community Center Personnel
   3. _____Newspapers
   4. _____Radio
   5. _____Television
   6. _____Magazines
   7. _____Head Start Personnel of the County
   8. _____School
   9. _____Others (specify) _____

2a. _____What year did you hear or see something about Headstart?

3. If YES to question No. 1, did you try to get any additional information about Headstart?

   1. _____Yes
   2. _____No
   (if response is no, go to question 5)

4. If YES, where or from what source?

   1. _____Neighbors, friends, or family members
   2. _____Community Center Personnel
   3. _____Newspapers
   4. _____Radio
   5. _____Television
   6. _____Magazines
   7. _____Head Start Personnel of the County
   8. _____School
   9. _____Others (specify) _____

5. Have you thought about and discussed Head Start with your family members, friends, relatives, or Head Start personnel?

   1. _____Yes
   2. _____No

6. Did you have a child or children of the right age who could participate in the Head Start Program?

   1. _____Yes
   2. _____No

7. If YES, did you send him or her to participate in Head Start?

   1. _____Yes
   2. _____No

8. If NO, would you send a child of yours if he or she were the right age?

   1. _____Yes
   2. _____No

9. What is your opinion about the Head Start?

   1. _____Unfavorable
   2. _____No opinion
   3. _____Favorable

Work Study Program

1. Have you heard about the Work Study Program for the young people of college age?

   1. _____Yes
   2. _____No

   (if the response is NO, go to page 20)

2. If YES, where do you remember hearing or seeing about this program and when?

   1. _____Neighbors, friends, or family members
   2. _____Community Center Personnel
   3. _____OEO or Work Study Personnel
   4. _____Newspapers
   5. _____Radio
   6. _____Television
   7. _____Magazines or bulletins
   8. _____School
   9. _____Other (specify) _____

2a. _____What year did you hear about the Work Study Program?

3. If YES to question No. 1, did you try to get any additional information about the Work Study Program?

   1. _____Yes
   2. _____No

   (if NO, go to question 5)

4. If YES, where or from what sources?

   1. _____Neighbors, friends, or family members
   2. _____Community Center Personnel
   3. _____OEO or Work Study Personnel
   4. _____Newspapers
   5. _____Radio
   6. _____Television
   7. _____Magazines or bulletins
   8. _____School
   9. _____Other (specify)_____

5. Have you thought about or discussed the Work Study Program with members of your family, relatives, friends, or any Work Study Personnel?

   1. _____Yes
   2. _____No

6. Did you have a child or children of the right age who could participate in the Work Study Program?

   1. _____Yes
   2. _____No

7. If YES, did you send him or her to participate in the Work Study Program?

   1. _____Yes
   2. _____No

8. If NO, would you send a child of yours if he or she were the right age so that he could participate in such a program?

   1. _____Yes
   2. _____NO

9. What is your opinion of the Work Study Program?

   1. _____Unfavorable
   2. _____No opinion
   3. _____Favorable

Neighborhood Youth Corps

1. Have you heard anything about the Neighborhood Youth Corps?

   1. _____Yes
   2. _____No
   (if response is NO, go to page 24)

2. If YES, where do you remember hearing or seeing anything about it?

   1. _____Neighbors, friends, or family members
   2. _____Community Center Personnel
   3. _____OEO or NYC Personnel
   4. _____Newspapers
   5. _____Radio
   6. _____Television
   7. _____Magazines or Bulletins
   8. _____School
   9. _____Other (specify) _____

2a. _____What year did you hear or see something about the Neighborhood Youth Corps?

3. If YES to question No. 1, did you try to get any additional information about the Neighborhood Youth Corps?

   1. _____Yes
   2. _____No
   (if No, go to question 5)

4. If YES, where or from what sources?

   1. _____Neighbors, friends, or family members
   2. _____Community Center Personnel
   3. _____OEO or NYC Personnel
   4. _____Newspapers
   5. _____Radio
   6. _____Television
   7. _____Magazines or Bulletins
   8. _____School
   9. _____Other (specify) _____

5. Have you thought or discussed the Neighborhood Youth Corps with family members, relatives, friends, or Neighborhood Youth Corps personnel?

   1. _____Yes
   2. _____No

6. Did you have a child or children of the right age who could participate in the Neighborhood Youth Corps Program?

   1. _____Yes
   2. _____No

7. If YES, did you send him or her to participate in the Neighborhood Youth Corps program?

1. _____Yes
2. _____No

8. If No to question No. 6, would you send a child of yours if he or she were of the right age?

1. _____Yes
2. _____No

9. What is your opinion of the Neighborhood Youth Corps?

1. _____Unfavorable
2. _____No opinion
3. _____Favorable

Source Credibility

1a. Please give the sources of information which you use most of the time now to get new information about the things we have just been talking about.

1. _____Neighbors, friends, and relatives
2. _____Community Center Personnel
3. _____OEO Personnel
4. _____County Extension Service
5. _____University Extension
6. _____Business Representatives
7. _____Newspapers
8. _____Radio
9. _____Television
10. _____Magazines
11. _____Bulletins or Books
12. _____School
13. _____Local Attorneys or Officials
14. _____Demonstrations
15. _____Medical Representatives
16. _____Other (specify) _____

1b. Which ONE of these sources do you use most of the time?

_____

2a. Which information sources do you consider most trustworthy for getting new information?

NOTE TO INTERVIEWERS: DO NOT READ THE FOLLOWING LIST OF INFORMATION SOURCES TO THE RESPONDENTS.

1. _____Neighbors, friends, relatives
2. _____Community Center Personnel
3. _____OEO Personnel
4. _____County Extension Service
5. _____University Extension
6. _____Business Representatives
7. _____Newspapers
8. _____Radio
9. _____Television
10. _____Magazines
11. _____Bulletins or Books
12. _____School
13. _____Local Attorneys or Officials
14. _____Demonstrations
15. _____Medical Representatives
16. _____Other (specify) _____

2b. Which ONE of these sources do you consider most trustworthy?

_____

3a. Which of the information sources do you consider to have the most amount of knowledge on the things that we have just been talking about?

1. _____Neighbors, friends, or relatives
2. _____Community Center Personnel
3. _____OEO Personnel
4. _____County Extension Service
5. _____University Extension
6. _____Business Representatives
7. _____Newspapers
8. _____Radio
9. _____Television
10. _____Magazines
11. _____Bulletins or Books
12. _____School
13. _____Local Attorneys or Officials
14. _____Demonstrations
15. _____Medical Representatives
16. _____Other (specify) _____

3b. Which ONE of these sources do you consider to have the most amount of knowledge?

_____

4a. Which information sources do you consider to be the most useful to you?

1. _____Neighbors, friends, or relatives
2. _____Community Center Personnel
3. _____OEO Personnel
4. _____County Extension Service
5. _____University Extension
6. _____Business Representatives
7. _____Newspapers
8. _____Radio
9. _____Television
10. _____Magazines
11. _____Bulletins or Books
12. _____School
13. _____Local Attorneys or Officials
14. _____Demonstrations
15. _____Medical Representatives
16. _____Other (specify) _____

4b. Which ONE is most useful to you?

_____

5a. Which information sources do you think that most of your friends, neighb and relatives are using now to get new information most of the time?

1. _____Neighbors, friends, or relatives
2. _____Community Center Personnel
3. _____OEO Personnel
4. _____County Extension Service
5. _____University Extension
6. _____Business Representatives
7. _____Newspapers
8. _____Radio
9. _____Television
10. _____Magazines
11. _____Bulletins or B
12. _____School
13. _____Local Attorneys Officials
14. _____Demonstrations
15. _____Medical Represe
16. _____Other (specify)

_____

5b. Which ONE do you think is <u>used most by them?</u>

_____

Institutional Interaction

(For interviewer: Circle one of these numbers for each item. If the response for the item is no, do not ask the question about the frequency of visits. Code: 2=once a year
3=3 times a year
4=once a month
5=twice a month
6=once a week or more

			If YES, how often?
1.	Do you get to visit the people in the following offices?		
	1. Community Center	1. ___Yes 2. ___No	2 3 4 5 6
	2. OEO Office in Barbourville	1. ___Yes 2. ___No	2 3 4 5 6
	3. School	1. ___Yes 2. ___No	2 3 4 5 6
	4. Agricultural Extension Office	1. ___Yes 2. ___No	2 3 4 5 6
	5. County Health Department	1. ___Yes 2. ___No	2 3 4 5 6
	6. People from Business Firms	1. ___Yes 2. ___No	2 3 4 5 6
	7. Others (please specify) _____	1. ___Yes 2. ___No	2 3 4 5 6
2.	Do the people from the following offices visit you?		
	1. Community Center	1. ___Yes 2. ___No	2 3 4 5 6
	2. OEO Office	1. ___Yes 2. ___No	2 3 4 5 6
	3. School	1. ___Yes 2. ___No	2 3 4 5 6
	4. Agricultural Extension	1. ___Yes 2. ___No	2 3 4 5 6
	5. County Health Department	1. ___Yes 2. ___No	2 3 4 5 6
	6. People from Business Firms	1. ___Yes 2. ___No	2 3 4 5 6
	7. Others (please specify) _____		2 3 4 5 6

Appendix II

Variable	Direction of the Scale
Sex	1=Male 2=Female
Age	
Education	01=None 02=None--can read and write well 03=Less than five years 04=5-8 05=9-12 06=Some college 07=College degree
Number of people visited	01=None 02=One 03=Two 04=Three 05=Four or more
Frequency of visits	01=Once a month or less 02=More than once a month, but less than every two weeks 03=Once every two weeks to four days 04=Every two or three days 05=Every day
Organizational Participation	01=None 02=1 Meeting 03=2 Meetings 04=3 Meetings 05=4 or more
Church Participation	01=Never attend 02=Less than once a month 03=One or two times a month 04=Once a week or more
Center Participation	(Leave blank)
Level of Employment	01=Unemployed 02=0-9 hours 03=10-19 hours 04=20-29 hours 05=30-39 hours 06=40-49 hours 07=50 or more

Variable	Direction of the Scale
Vocational Aspirations	01=None (No), No 02=Yes, No or No, Yes 03=Yes (training), Yes More
Source of Income	01=Farming 03=Unemployed Fathers (WE&T) 03=Aid to Dependent Children 03=Public Assistance 01=Government Pensions 01=Your Job-other (specify) 02=Any combination of 1 and 3.
Family Income	01___$ 0-499 (a-b) 02___$500-999 (c-d) 03___$1000-1499 (e-f) 04___$1500-1999 (g-h) 05___$2000-2499 (i-j) 06___$2500-2999 (k-l) 07___$3000-3499 (m-n) 08___$3500-3999 (o-p) 09___$4000-4499 (q-r) 10___$4500-4999 (s-t) 11___$5000-5499 (u-v) 12___$5500-5999 (w-x) 13___$Over-6000 (y)
Educational Aspiration for Son	01=Elementary 02=High School 03=College
Education Aspiration for Daughter	01=Elementary 02=High School 03=College
Availability of Automobile	01=No car available 02=No car, but have regular use of someone else's car 03=Car in family
Access to Highway	01=Not on any road 02=On poor dirt road 03=On all weather gravel 04=Paved highway
Frequency of trips to town	01=Almost every day 02=3 or 4 times a week 03=1 or 2 times a week 04=2 or 3 times a month 05=Once a month 06=2 or 3 times a year 07=Seldom or never

Variable	Direction of the Scale
Trips to big cities	Raw number with highest possible code at 98.
Political knowledge	01=None correct 02=1 correct 03=2 correct 04=3 correct
Dogmatism	Raw total, but change to read as follows: 3=Agree 2=Don't know 1=Disagree
Satisfaction: God is pleased	01=God not concerned 01=Are satisfied 03=Get ahead 02=Unsure
Empathy	Skip, this will be coded by others.
Alienation	Raw total (Add the numbers)
Political Efficacy	Raw total (Add the numbers)
Size of Family	Count number in Family
Distance from Center	(Take from Time 1)
Condition of Dwelling	01=Dilapidated 02=Deteriorating 03=Sound
Yard Appearance	01=Disorderly 02=Reasonably neat and orderly 03=Well Cared for
Radio Hours	Raw Hours with highest Possible code at 98.
T.V. Hours	Raw Hours with highest Possible code at 98.
Movies	Raw Number of Times with Highest Possible Code at 98.

Variable	Direction of Scale
Newspaper Content	01=Don't Take or Read 02=Take and read 03=Take and Read plus news and/or Public Affairs
Radio Content	01=Don't Listen 02=Listen 03=Listen plus news and/or Public Affairs.
T.V. Content	01=Don't Watch 02=Watch Own or Someone else's set 03=Watch plus news and/or Public Affairs
Magazine Content	01=Don't take, or seldom see 02=Don't take, but someone else reads and tells 03=Takes magazine 04=Takes more than one magazine

Appalachia
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