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I am submitting herewith a thesis written by William Bert Phillips entitled "The Identification of Socio-Economic Indicators for Rural Appalachian Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Administration and Supervision.

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THE IDENTIFICATION OF SOCIO-ECONOMIC INDICATORS FOR RURAL APPALACHIAN TENNESSEE

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee

William Bert Phillips

August 1975

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DEDICATED TO

ELLEN STEWART TRENT

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ABSTRACT

This study was undertaken to determine the characteristics of socio-economic well-being of communities in rural Appalachian Tennessee as perceived by local individuals from within these communities. Prior to the initiation of this study, only nationally identified characteristics were recognized for this region. The study was limited to the twenty counties with less than 15,000 population each in the region of Tennessee which the Appalachian Regional Commission describes as Appalachia.

The qualifying counties were stratified into five districts, and one county was randomly selected from each district. Ten or more persons were contacted in each of the sample counties. These persons offered their opinions as to the important socio-economic influences on rural life during introductory interviews. These opinions were divided into eleven indicator areas, and returned to the participants to be evaluated according to importance on a three-position relative importance scale. Three Delphi probes were used to establish consensus as to the importance of the rankings.

The evaluation instrument developed for this study contained only the indicators and sub-indicators (items contributed by the participants that data will be collected on to evaluate the level of indicator conditions) ranked as most important by the participants. The instrument contained the indicators Education, Economic Base, Religion,

and Agriculture and the sub-indicators ranked most important on the relative value scale.

It was concluded that the four areas Education, Economic Base, Religion, and Agriculture are the most important socio-economic influences for the populace of this limited geographic area.

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CHAPTER I

INTRODUCTION

Within the Appalachian area of Tennessee there are fifty-two counties as described by the United States Appalachian Regional Commission.[1] These counties include a great portion of Middle and all of East Tennessee (see Appendix A, Figure 1). These counties are diverse in many ways even though they are considered as Tennessee's Appalachian region. Geographically the area encompasses less than half the state, but includes over half the counties. There is approximately 45 percent of the state's population in this portion.[2]

These counties contrast in many ways. Some contrasts are:

1. Both large expanses of river-bottom and mountain valley terrain;

2. Areas with high degrees of industrial development and entire counties with no industrial development;

3. Areas with our most modern thoroughfares and areas with only state secondary highways;

4. Modern school systems and older school systems;

5. Areas with concentrations of people and areas with sparse population.

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[1]Appalachian Regional Commission Act, Public Law 89-5.

[2]Tennessee Statistical Abstract. The University of Tennessee, Center for Business and Economic Research, Knoxville, 1974.

There is great diversity among Tennessee's Appalachian counties even though they are considered a particular unit within the state.

What makes this intra-related area so diverse? In some instances the economic growth can be partly attributed to geographical location. Knox County, Hamilton County, and Sullivan County all could be social and economic benefactors of their particular geographical location. Each of these three counties have relatively large areas of flatland, as well as navigable rivers. Factors of development like the Tennessee Valley Authority, with the concentrations of personnel in Knoxville and Chattanooga, The University of Tennessee, Hollifield Oak Ridge National Laboratories, and large industries such as Tennessee Eastman in Kingsport have also helped the economic development of these areas. The geographical differences, too, are a factor in a large portion of the region with the primary topography being mountain-valley terrain. Most of this region is not composed of high mountains, but relatively steep ridges with narrow valleys.

The Cumberland Plateau, a portion of this area, is underlaid with sandstone which is the parent material for the topsoil.[3] This is also true of many of the ridges in the more mountainous areas. This sandstone produces a relatively poor growing soil that must be limed heavily to overcome acidity.

There are twenty counties that have a population of fewer than 15,000 each. These are the counties that are the focus of this study. Eleven

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[3]M. V. Rothrock, This is Tennessee (Tennessee Book Company, Nashville, 1963), p. 24.

of these twenty counties lost population during the decade ending in 1970. Three of the counties have been projected to continue a population decline.[4] These twenty counties are all located either on the broken terrain of the plateau or in the ridge-valley area of Tennessee's Appalachia.

Table I contains a listing of the fifty-two counties which are specified by the Appalachian Regional Commission as Tennessee's Appalachia. All counties within the area are listed on the table, as well as 1970 population, net migration,and percent population change for the decade ending in 1970. Population was used to further define the geographical region of the study which dealt only with those Appalachian Counties in Tennessee with less than 15,000 population.

Forty-five percent of the state's population lives in these fifty-two counties. There was a net population loss during the decade of the sixties of 46,072, or 3 percent of the population of the region. Ten percent of this area's population, 192,545 persons, live in the twenty counties with less than 15,000 population each. There was a net population decline of 20,578 from 1960 through 1970 in these twenty counties, 11 percent of the total population. The average population of the twenty counties was 9,627. The largest of these twenty counties in 1970 was Overton County, with a population of 14,866; Van Buren was the smallest with 3,758 people.

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[4] Tennessee Statistical Abstract, op. cit., pages 547, 548, and 549.

TABLE I

APPALACHIAN COUNTIES OF TENNESSEE - 1970 POPULATION, NET AND PERCENTAGE CHANGE 1960 TO 1970

County	Total Population	Net Migration 1960-1970	1960-1970 Percentage Change
Anderson	60,300	-7,063	0.4
Bedford	25,039	58	8.2
Bledsoe[b]	7,643	- 885	-2.2
Blount	63,744	34	10.8
Bradley	50,686	6,134	32.8
Campbell	26,045	-4,587	-6.8
Cannon[a]	8,467	- 620	-0.8
Catter	42,575	-2,128	4.0
Claiborne	19,420	-1,253	1.9
Clay[a]	6,624	-1,190	-9.1
Cocke	25,283	- 913	8.1
Coffee	32,572	342	13.9
Dekalb[a]	11,151	- 450	3.5
Fentress[a]	12,593	-2,441	-5.2
Franklin	27,244	- 707	6.7
Grainger[a]	13,948	- 61	11.5
Greene	47,630	1,546	13.0
Grundy[a]	10,631	-2,050	-7.7
Hamblen	38,636	1,164	16.9
Hamilton	254,236	-8,687	6.9
Hancock[b]	6,719	-1,609	-13.4
Hawkins	33,726	- 190	10.7
Jackson[b]	8,141	-1,434	-11.8
Jefferson	24,940	1,184	16.0
Johnson[a]	11,569	97	7.5
Knox	276,293	- 83	10.3
Lincoln	24,318	-1,501	2.1
Loudon	24,266	-1,325	2.1
McMinn	35,462	-1,621	5.3
Macon[a]	12,315	- 661	1.0
Marion	20,577	-2,409	-2.2
Meigs[a]	5,219	- 438	1.1
Monroe	23,475	-2,281	0.7
Moore[a]	3,568	- 27	3.3
Morgan[a]	13,619	-1,943	-4.8

TABLE I (Continued)

County	Total Population	Net Migration 1960-1970	1960-1970 Percentage Change
Overton[a]	14,866	- 895	1.4
Pickett[b]	3,774	- 959	-14.8
Polk[a]	11,669	-1,774	-4.0
Putnam	35,487	3,432	21.4
Rhea	17,202	- 385	8.4
Roane	38,881	-4,431	-0.6
Scott[a]	14,762	-2,790	-4.2
Sequatchie[c]	6,332	- 291	7.0
Sevier	28,241	1,246	16.5
Smith[b]	12,509	- 175	3.7
Sullivan	127,329	-1,920	11.6
Unicoi	15,254	-1,165	1.1
Union[c]	9,072	- 265	6.8
Van Buren[a]	3,758	- 273	2.4
Warren	26,912	1,425	16.8
Washington	73,924	2,508	14.0
White	17,088	- 431	5.0

[a]Denotes the counties that were used in the study.

[b]Denotes the sample counties.

[c]Union and Sequatchie Counties could have been part of the study due to population size, but they are part of Standard Metropoliton Statistical Areas of Knoxville and Chattanooga and thus were eliminated.

Source: Tennessee Statistical Abstract.

Within the rural counties, there are common characteristics besides geography that might be combined to describe the relative economic and social health of these communities. Such characteristics as level of educational attainment, average per capita income, average unemployment rate, and infant mortality rate are recorded statistics, and can be compared for each county. Demographic factors such as age and sex distributions within the local population, retail sales and commercial and private loans, public school tax base, net housing starts and subsidized housing starts, the amount of zoning in a community, public health expenditures and permits, crime costs in dollars, miles of surfaced roads, and the level of civic participation are all characteristics that can be developed from data collected and maintained at the state or local level.[5] These characteristics (indicators), when considered in combination, should place a community on a comparative scale at some point between dynamic and stagnant.

There are various definitions of community well-being. These definitions, from E. L. Thorndike's "Goodness of Life," which was developed in 1938, through David M. Smith's 1973 "Well Society," seem not only cumbersome and inoperative, but were made on urban populations.[6,7]

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[5]The Community Indicators Policy Research Project, Community Indicators: Improving Community Management (Lyndon B. Johnson School of Public Affairs, University of Texas, Austin, 1974).

[6]E. L. Thorndike, Your City, (Harcourt, Brace, New York, 1939).

[7]D. M. Smith, The Geography of Social Well-Being (McGraw-Hill New York, 1973).

Thorndike stated,

> Among the three hundred items or features or traits there are thirty-seven, all or nearly all of which all reasonable persons will regard as significant for the goodness of life for good people. . . .[8]

The following factors represent the writer's synthesis of Thorndike's characteristics indicating the comparative health of communities: low infant death rate, low death rate from childbirth, rate of expenditures per child for schools, pay scale for teachers, infrequent poverty, frequency of home ownership, support of public institutions such as the YMCA and the Boy Scouts, the circulation of such periodicals as National Geographic and Better Homes and Gardens, and the frequency of death from syphilis, homicide, and automobile accidents.

> This list of items (300 indicators) is far from a complete inventory of the features of a community which makes it a good place to live. . . .it is imperfect in respect of certain personal qualities. . .but it is good as far as it goes.[9]

The Federal government has started work on the national level, and the Lyndon B. Johnson School of Public Affairs, University of Texas, has completed work at the urban level. Research concerning comparative rural community well-being is relatively non-existent.

There has been a limited amount of research on the local rural level in which four rural counties were studied.[10]

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[8]Thorndike, op. cit., pages 22 to 37.

[9]Ibid., page 26.

[10]Ying-Nan Lin, Rural Development Analysis: Direction Identification Measurement and Interpretation for Public Policy Applied to Four Tennessee Counties (unpublished Dissertation, University of Tennessee, 1974).

The writer proposed that studies on the national or urban levels do not fit the rural Appalachian Region of Tennessee because of differences in cultural values and standards between the various subcultures concerned. Kluckhohn stated:

> The characteristics of the human animal which make culture possible are the ability to learn, to communicate by a system of learned symbols, and to transmit learned behavior from generation to generation. But what is learned varies widely from society to society and even in different sectors of the same society.[11]

In order for data generated on a national or urban level to be usable in comparing living standards between the Nation and Appalachia, the cultural values and standards must be taken into account. If this consideration is not made then any comparison should be viewed as inappropriate because the cultural values and standards result in different attitudes toward the elements of daily life. These attitudes are based on the particular values of the area. These values may be rooted in the same place and time as the values of other socio-economic sections of the country; however, they have been more or less tempered and shaped by the factors of daily life which differ between urban and rural America.

> Values, then do not suddenly emerge from nowhere as mysterious, self-generating, uncaused causes in human life, but rather have sources and context. Values emerge "in experience" indeed where else? All values at some point developed as generalizations from some experiences with certain kinds of action and their consequences."[12]

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[11]Clyde Kluckhohn, Mirror for Men (McGraw Hill, New York, 1949), p. 203.

[12]Robert M. William, "Individual and Group Values," Annals of The American Academy of Political and Social Science (American Academy of Political and Social Science, Philadelphia, 1967), p. 24.

Values exert an influence on the daily life of the populace and any comparisons must include these differences. The use of socio-economic indicator data gathered on a national basis or

> . . .other social criteria tend to imply that large parts of the rural south and the inner areas of many American cities belong to the undeveloped world, and not the sophisticated modern industrial society that their inclusion in the nation's aggregate statistics implies.[13]

This is true particularly between rural Appalachia and modern suburbia.

I. STATEMENT OF PROBLEM

Currently there are no identified characteristics of socio-economic well-being for the limited geographical area of this study. Therefore, this study was undertaken to determine and describe the characteristics of socio-economic well-being of communities in rural Appalachian Tennessee as perceived by individuals from within these communities.

II. STATEMENT OF OBJECTIVES

The objectives of the study were:

1. To establish a set of socio-economic indicators for the restricted geographical area of the study;

2. To establish a Relative Value Scale for this set of indicators.

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[13]David M. Smith, op. cit., p. 4.

III. UNDERLYING ASSUMPTIONS

1. It was assumed that socio-economic characteristics or combinations of these can be used to describe the comparative socio-economic status of communities.

2. It was assumed that knowledgeable individuals would cooperate in using the Delphi technique in establishing a set of socio-economic indicator characteristics that would mirror the socio-economic status of their communities.

3. It was assumed that there is an interaction between an individual's socio-economic status and his perceptions of the characteristics of socio-economic well-being for his community.

IV. PROCEDURE OF STUDY

This study was restricted to the twenty counties with less than 15,000 population each in the Appalachian area of Tennessee. The study focused upon two objectives: 1) to identify the proper indicators, and 2) to establish the relative importance of the indicators, which gave three thrust to the study. The first thrust was to establish a set of "core indicators" through the research of the literature. The second thrust was to identify locally conceived indicators. The third thrust was to gain consensus as to what the indicators for the area should be and to rank these indicators on a three-point importance scale.

Search of Literature to Establish Core List of Indicators

The literature was searched to establish a set of "core indicators" to distribute to selected localities.[14] This group of indicators served to familiarize the localities (a description will be found in sub-section III within this section), or those people from the area being studied who participated in the study, with the criteria that might be used to evaluate the socio-economic conditions of the region. The participants, responding to the Delphi Technique, selected a set of indicators from this list, which included their additions and suggestions. This resulted in a set of indicators which was the list that the local residents felt were important. Smith comments on the process as follows:

> Indeed the use of massive surveys designed to find out what the people themselves think of the quality of their lives and the criteria or conditions impinging on it may be the only way to avoid introducing the biased values of the academicians and government officials concerned professionally with social indicators.[15]

This is important because there is no consensus in the literature concerning a workable definition of community well-being.[16]

> Until the concept is more fully developed it is probably enough to say that those indicators are best which fit the needs of the individual community.[17]

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[14]Terminology used by the Lyndon B. Johnson School of Public Affairs.

[15]David M. Smith, op. cit., p. 66.

[16]Ibid., p. 26.

[17]The Community Indicators Policy Research Project, op. cit., p. 26.

The first thrust of the study was to establish a set of indicators for this study region. Because each region in the United States has peculiarities of its own, the values and beliefs that would be important to one group would not necessarily be important to others. Therefore, a purpose of this study was to develop an instrument to evaluate the study region in terms of what the people of the region felt would best mirror the important aspects of the life and values of the region.

The sample counties were scattered across the study region. Some of these counties are separated by great distances. Just as there are value differences in the different areas of the nation, value differences might be noteworthy among these widely scattered counties, and the random-sampling method might unfairly bias the sample by not representing some of the scattered areas. Therefore the study proposed to use a stratified random approach and to divide the region into five districts based on geographical location as follows: district one: Johnson, Hancock, and Grainger counties; district two: Polk, Meigs, Van Buren, Bledsoe, and Grundy counties; district three: Cannon, DeKalb, Smith, and Trousdale counties; district four: Macon, Clay, Jackson, and Overton counties; district five: Pickett, Fentress, Scott, and Morgan counties (see Appendix A, Figure 2).

One county was selected randomly from each of the districts. These counties made up the sample. The sample counties were Hancock, Bledsoe, Smith, Jackson, and Pickett.

Criteria for the Selection of Local Individuals and the Operation of the Delphi Technique

The writer proposed to use at least ten persons from each of the sample counties. It was important that the types of individuals who participated were persons with the potential of having broad contact with the local population. The purpose of the study was not to compare the responses between counties therefore it was not a necessity that the same occupations be represented in each county. But for consistency, the same general occupational groups were surveyed in each county. Two individuals from the education field were used in four of the five counties. It was felt that this procedure would give greater credibility to the study because of the daily contact that educators have with the populace. A central office staff member (two superintendents, and three supervisors participated) would have an overall view of the population, whereas a teacher in an outlying school would have concentrated contact daily with their local community. The participants were asked to reflect upon their understandings of socio-economic concerns of the population in offering their responses. It was felt that if the participants followed instructions in responding the instrument would not be biased by any of the different occupational groups, including educators. It was hoped that the different political factions and local geographical regions of each county could be represented. A conscious effort was made to see that the participants satisfied these requirements.

Accordingly the following ten county positions were used: the county agent, a local bank president, a local health nurse, a leader in

one of the rural community clubs, a rural housewife, two people from the local education system (one a central office staff member and the other a teacher), one person from public service, one farmer, and a pharmacist. The inclusion of the rural housewife in the group offered a possible check against the indicator choices of the other individuals. This check was to make sure that responses to the Delphi probes were individually and not collectively made.[18]

Personal contact was made with these individuals, at which time the study and the procedures of the study were explained in detail.

The intended second step was to allow the participants to review the list of core indicators and the accompanying clarifying statements before offering input (see Appendix B). This procedure was followed in the first two interviews. In both instances the purpose and procedure of the study was explained; the core indicator list was reviewed; it was explained that the elements contained within it were from the literature which concerned national and urban studies. Then the individual was asked to add to the list or remove items from it in order that the remaining list would reflect his or her opinion as to what the major socio-economic influences actually were. In both interviews the list of core indicators inhibited the individual's creativity, and the interview resulted in no new aspects. After the attempts at building on to the core indicator list had failed, the writer directed the conversation

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[18]T. K. Ryan, Assistant Professor of Curriculum and Instruction, College of Education, The University of Tennessee, Knoxville.

to topics away from the interview purpose for an extended period of time, then returned to the original purpose. The second attempts at developing locally conceived input was successful in both cases.

The attempt to develop familiarity with the topic by using the core list was abandoned for the third interview. This interview was much shorter and more successful. The study was introduced, the need and purpose discussed, and then the participant was asked what she felt were the important socio-economic influences on rural life. This person was slow to respond but once started steadily developed her ideas into appropriate input. This interview procedure was adopted for the remainder of the interviews.

Each of the individuals supplied input concerning their thoughts or agreed to do so on the first Delphi probe. The decision to use a modified Delphi approach was based on two sources. The Delphi technique was introduced to the writer in Dr. C. Kenneth Tanner's Introductory Educational Planning course.[19] After reviewing this procedure in Kaufman's book, the writer felt that this approach would adequately provide a method of communicating with the participants.[20] This approach provided the participants an opportunity to make their subjective judgements after reviewing their prior judgements. After the interviews the Delphi technique was used to gain consensus on the major socio-economic influences

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[19]C. K. Tanner, Introduction to Educational Planning, 5530, U. T., Knoxville, 1975.

[20]R. A. Kaufman, Educational Systems Planning (Prentice-Hall Inc., 1972), p. 45.

on rural life as well as a large number of sub-indicators, factors designed for use in mathmatically determining the level of conditions for each of the major areas. The Delphi was operated by mail and continued until a consensus was reached as to the importance of indicators that the participants had offered for consideration.

The participants were then asked to divide the list of indicators into three groups based on relative importance. This allowed the writer to develop a final product which was an instrument based on what local opinion considered the most important socio-economic influences. The sub-indicators were also ranked by this procedure.

The Reporting of Findings

Chapter III was designed to give the chronological development of the study, the input from the participants, the results of the Delphi probes, and the instrument that the study developed.

V. THE UTILITY OF STUDY

The utility of this study was determined by how well it completed the objectives set for it. The counties in Tennessee's Appalachian region will continue to ask for professional help on occasions. The utility of the study will be in how useful this report is in helping these professionals determine where to begin in their consulting.

VI. ORGANIZATION OF THE STUDY

Chapter I includes an introduction to the study, a statement of the procedure to be used, a statement of the problem, a statement of sub-problem, a statement of objectives, a statement of underlying assumptions, and the organization of the study.

Chapter II contains a review of related literature. An example of core indicators is found within Chapter II. Chapter III contains the report of the Delphi probes and the list of locally chosen indicators. The data are reported and an analysis is given. Chapter IV contains a summary as well as conclusions.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. CHARACTERISTICS OF A GOOD SOCIETY

The establishment of a social theory on how society works was the dream of the founders of the social sciences.[1] Currently there is no agreement within the literature as to what an operational definition of a good society is or what characteristics the good community should exhibit. A workable model of a social system, such as a community, is a topic of serious debate.[2] There is no agreement on the causes of differences in the levels of well-being between communities. It is evident that living conditions in some areas are markedly improved over the same conditions in other areas. Why are there differences in the welfare of the residents of one community when compared to the welfare of those in a neighboring community? Is improvement totally the result of the extraction of available natural resources, or is it solely an expression of positive leadership of the local elite?

The characteristics that could be used to describe a healthy community have been described by different authors. One possible

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[1]The Community Indicators Policy Research Projects, op. cit., p. 5.

[2]David M. Smith, op. cit., p. 55.

definition of a functioning community that could be used as a model community representing a high degree of community well-being was compiled by David M. Smith from ten general sociology textbooks. Smith suggests that:

> In a "well" society people will have incomes adequate for their basic needs of food, clothing, shelter, and a "reasonable" standard of living; people will not live in poverty. The status and dignity of the individual will be respected, and he will be socially and economically mobile. Good quality education and health services will be available to all and their use will be reflected in a high level of physical and mental health and in an informed populous able to perform their societal roles in a satisfactory manner. People will live in decent houses, in decent neighborhoods, and will enjoy a good quality of physical environment. They will have access to recreational facilities, including culture and the arts, as well as adequate leisure time in which to enjoy these things. Society will show a low degree of disorganization, with few personal social pathologies, little deviant behavior, low crime incidence, and a high public order and safety. The family will be a stable institution, with few broken homes. Individuals will be able to participate in social, economic, and political life and will not be alienated on the basis of race, religion, ethnic origin, or or any other cause.[3]

This is an example of the type of model that can be found within the literature, and as in other models it represents an utopian society for our culture. No doubt this type of community gives us a goal toward which to plan. But where is the starting point, and with which characteristics do we begin? The residents of each section of the country would probably have different criteria for the selection of starting points. No matter what the starting point is, some procedures

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[3]Ibid., p. 69.

or devices are needed to measure current conditions in order for knowledgeable planning to be accomplished, and after the initiation of plans a progress measuring device will be needed. These devices could be indicators. Within the literature there is also debate concerning what a socio-economic indicator really is and how indicators fit into a model for gauging society.[4,5] There is a consensus within the literature, however, that there is a definite need to gauge society so that planning may be based upon facts rather than on intuition.[6] If indicators can be used to measure certain characteristics of community well-being could they then also be used to define a workable model of the community society? The author of Community Indicators: Improving Community Management, suggests that ". . .it is perhaps more pragmatic to approach indicators as monitors of social change," rather than trying to incorporate indicators of socio-economic conditions into a definition of a social system.[7] It is understood then that indicators are only devices to be used in planning and in measuring progress toward goal attainment.

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[4]Perle, op. cit., p. 114.

[5]Kenneth C. Land, "Social Indicators," in R. B. Smith (ed.), Social Science Methods (The Free Press, New York, 1970).

[6]The Community Indicators Policy Research Project, op. cit., p. 26.

[7]Ibid., p. 5.

Man has long been concerned with determining the characteristics of a good life. The early Greek philosophers were concerned with what creates a good life.

> . . .it is important to note that happiness was for Aristotle, not a fleeting momentary phenomenon which might be enjoyed one day and lost the next, but a general condition which encompassed the whole of a man's life, inasmuch as that life displayed activities "in conformity with virtues." Thus happiness was, for Aristotle, synonymous with "living well" or "acting well," and "acting well," was the same as "fairing well."[8]

What are the elements of the life of members of a community which allow them to "fair well"? Maslow's hierarchy of needs indicates that certain levels of needs must be fulfilled before people become concerned with other levels of needs. What "fairing well" means to one community might be completely different in another. Community well-being can not be considered the standard of living of one family in a vacuum, nor can it be solely economic. Smith suggested that it must be an entire community compared to its own standards and norms, and not the standards and norms of the whole nation which might be entirely different.[9] It follows then that the assumption that the level of a person's living conditions will affect his interpretation of what is important to him and is basic to the idea of a local indicator. This interpretation should mirror the aspects of a particular community that are important in considering plans that will directly affect that particular community.

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[8]Aristotle, Nicomachean Ethics (The Bobbs-Merrill Co. Inc., New York, 1962), p. xxi.

[9]Smith, op. cit., p. 53.

The search for a satisfactory set of descriptive characteristics that could be used regularly to describe the conditions of man's existence is not a new quest. There have been massive attempts on the national and urban levels to determine appropriate indicators. Prior to the Great Depression of the 1930's President Herbert Hoover requested a study of social trends.[10] During the late 1930's E. L. Thorndike published his studies of 1932 national statistics on socio-economic factors entitled Your City.[11] This study was of the 250 largest United States cities in which, as mentioned above, he developed his 300 characteristics of a good community. During the 1940's annual reports on economic conditions were begun by the Federal Department of Commerce as required by the 1946 Full Employment Act. The National Aeronautics and Space Administration financed a collection of essays in 1966 by Bertram Gross, Albert Biderman, and Robert Weiss entitled Social Indicators. These essays were to report on the findings of their studies and to forecast the social impact of the space program, and they have become the backbone of the modern development of the social indicators theory. Gross' original writing called for the development of a social reporting systems based on the economic reporting system created as part of the Full Employment Act of 1946. "In the middle

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[10] Ibid., p. 65.

[11] E. L. Thorndike, op. cit.

third of the twentieth century, the United States made historic advances in developing regular, well ordered, and increasingly reliable economic data."[12] Professor Gross suggested that the data required to establish a national social report were also already being collected but needed ordering and interpreting to develop an annual social report of national conditions. In 1967, Senator Walter Mondale proposed the Full Opportunity Act patterned after the 1946 Full Employment Act.[13] This act, though never passed, called for the administrative branch of the government to make periodic social reports on social phenomena.[14] On the final day of the Johnson Administration in 1969 The Department of Health, Education, and Welfare published Toward A Social Report.

A generally agreed upon definition of an indicator included:

> . . .a statistic of direct normative interest which facilitated concise, comprehensive and balanced judgement about the condition of major aspects of a society.[15]

A comprehensive and balanced judgement about something implies a complete direct measure of some part of the daily life of communities. For

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[12]Gross and Springer, "A New Orientation in American Government," Annals of the American Academy of Political and Social Science (American Academy of Political and Social Science, Philadelphia, 1967), p. 24.

[13]The Community Indicators Policy Research Project, op. cit., p. 6.

[14]Walter Mondale, The Full Opportunity Act.

[15]Toward a Social Report (United States Dept. of Health, Education and Welfare, Washington), 1969.

example, a complete direct measure of physical health would have to include the relative healthiness of the members of the community, the availability of medical services, the ratio of trained medical staff to population, the communicable disease index, the infant mortality rate, the suicide rate, the level of disability, the direct and indirect cost of illness and death, the level of alcoholism and other drug addictions, and planned activities of local medical staffs and health department officials.[16,17,18,19] The many different elements to be considered in measuring the relative level of physical health of a community exemplifies the need for indicators of more than one dimension. Social elements are complex and one-dimensional measurements could result only in attempts to beat the system.[20]

Since 1970 the focus on indicators has shifted from the national to local level.[21] Directing the focus of indicator research away from national aggregate reports toward local conditions was reported in Britain's Social Trends as follows:[22]

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[16]D. M. Smith, op. cit., p. 56.

[17]The Community Indicators Policy Research Project, op. cit., p. 6.

[18]Philip R. Lee, "Health and Well-Being" Annals of the American Academy of Political and Social Science (American Academy of Political and Social Science, Philadelphia, 1967), pp. 198-199.

[19]Community Analysis Research Project, An Introductory Set of Community Indicators, Lyndon B. Johnson School of Public Affairs (University of Texas at Austin, 1973).

[20]A. Etzioni and E. W. Lehman, "Some Dangers in Valid Social Measurements," Bertram M. Gross, (ed), Social Intelligence For America's Future (Allyn and Bacon, Inc., Boston, 1969).

[21]Central Statistical Office, Social Trends, Number One (Her Majesty's Stationary Office, 1970, London).

[22]Ibid., pp. 5-6.

> Disparities between different parts of the United Kingdom are important aspects of social conditions and although a more extensive use of regional tables would go some way towards illustrating them, variations are often very local in character and are concealed within the regions.[23]

Thinking of a system of social statistics or territorial socio-economic indicators, in the form of a three-dimensional data matrix, with the particular indicator data along one axis, time periods along a second axis, and a limited space dimension along the third axis breaks down the disparities among subcultures and allows the researcher to pinpoint socio-economic phenomena within the national picture.[24]

> One of the major difficulties associated with the types of indicator approaches suggested in the literature is their concentration upon highly aggregate forms of analysis spanning the nation. Such emphasis. . .has relatively little utility for application in any specific geographical area.[25]

> . . .it is likely that large payoffs can be derived from the development of urban indicators, both theoretically and empirically. At this level of specificity indicators begin to reflect the issue confronting the real world, where their ultimate utility holds much promise.[26]

If indicators do hold as much utility for the urban setting as Perle, Smith, Springer, and Kamrany suggest there is no reason that a properly constructed set of indicators would not also be a successful planning tool for rural areas.

Some forty projects have been completed in the area of socio-economic indicators under the sponsorship of the National Science

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[23]Smith, op. cit., p. 65.

[24]The Community Indicators Policy Research Project, op. cit., p. 26.

[25]Perle, op. cit., p. 115.

[26]Perle, op. cit., p. 116.

Foundation. The Center for International Studies at Emory University in Atlanta was funded by the Ford Foundation to study forty international cities. Eugene D. Perle, Wayne State University, has conducted indicator work in Detroit, and the Lyndon B. Johnson School of Public Affairs, University of Texas, has completed two projects in the southwestern United States for the Federal Department of Housing and Urban Affairs. The Bureau of the Census has sponsored two studies, one in Los Angeles and the other in rural Mississippi. This study in Mississippi and the ones conducted under the rural sociologist at The University of Tennessee are two examples of rural indicator research. Ying-Nan Lin, under the direction of Professor Charles Cleland, studied four rural counties with high levels of poverty to determine the amount of social change that had taken place during the sixties.[27]

II. THE VALUE AND ACCURACY RATIONALE FOR SOCIO-ECONOMIC INDICATORS

The question of value and accuracy of indicators is one with which the literature is concerned. The values of indicators, of course, are dependent upon the accuracy with which the data are collected and interpreted. This, as well as other research in this area of interest, is based on an assumption that accurate measurements of socio-economic conditions can be made and that the value of these measurements are manifold. As mentioned above, socio-economic phenomena are the complex

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[27]Ying-Nan Lin, op. cit., p. 65.

results of complex activities. In order to measure these phenomena the indicators must span the scope of the particular elements being measured. This ". . .leads to the conclusion that indicators of more than one dimension are needed to measure complex social elements."[28] The inability to describe completely the aspects of an element in the socio-economic spectrum is a possible pitfall that investigators must keep in mind. This inability will lead to fractional measurements or partial measurements.

> Fractional measurements appear to be a permanent problem for social research, since it is difficult to construct an operational definition that covers a concept in all its ramifications and dimensions.[29]

> . . .drawing on two or more indicators of different dimensions provides at least partial insurance against fractional coverage and its dysfunctions.[30]

III. THE USE OF INDICATORS

There is also some discussion in the literature as to how the data are to be used. The authors of indicator literature are divided into two groups concerning the use of indicators. One group is optimistic about the immediate use of indicators in areas of planning and decision making, whereas the other is only cautiously optimistic pending further research into the development of a social system model.[31] Perle stated

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[28]Etzioni and Lehman, op. cit., p. 45.

[29]Ibid., p. 4.

[30]Perle, op. cit., p. 116.

[31]Ibid., p. 115.

that, where indicators were politically motivated, they became research oriented and would eventually yield information and knowledge about social system behavior.[32]

> It has been argued that certain applications of indicators are inappropriate in the absence of social theory. However, by focusing attention on social conditions and interrelationships, indicators can contribute to the development of such theory.[33]

The uses of indicators also relate to their value. Use of informational systems in the decision making process is an ": . .expression of managerial thinking."[34] There are, within the literature, several possible uses mentioned such as descriptive reporting, determining status of goal attainment, background information for setting priorities and goals, decision making, and futuristic planning. To these the writer would add that indicators could be used as trouble shooting devices to determine weak spots in the particular system.

> The sophisticated use of systems of social indicators to discern trends and forecast developments can become a vital force in the process of social events, entering into and influencing the stream of those events.[35]

When only economic measures are used to indicate the level of society, as has been done during the past three decades, a

> . . .new philistinism develops--an approach to life based on the principle of using monetary units as the common denominator of all that is important.[36]

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[32] Ibid., p. 116.

[33] The Community Indicators Policy Research Project, op. cit., p. 115.

[34] Perle, op. cit., p. 115.

[35] P. Henriot, "Political Questions about Social Indicators," Western Political Quarterly, 23, June 1970, pp. 235-255.

[36] B. M. Gross, "The State of The Nation: Social System Accounting," Raymond A. Bauer (ed.) Social Indicators (MIT Press, Cambridge, 1966), p. 167.

> Economic statistics, as a whole, emphasize the monetary value of goods and services. By so doing, they tend to discriminate against nonmonetary values and against public services for which costs invariably serve as surrogates for output values. Because figures on health and life expectancy are not directly incorporated in national accounts, progress in these areas may be seriously ignored, either in formulating goals or in evaluating performance.[37]

This quote echoes the call for a combination of social indicators to be integrated with the traditional economic indicators to further and more completely describe the conditions of our social system.

"Community indicators are tools to be used by decision makers to make inferences about conditions in their communities."[38] During the review of the related literature the writer was able to develop twelve possible categories of community indicators. These categories are recognized in the literature as giving a cross-sectional representation of a community's total well-being. These categories were:

1. Economic Base
2. Education
3. Employment Opportunity
4. Health and Well-Being
5. Housing
6. Land-use and Recreation
7. Personal Income Distribution
8. Pollution

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[37]Smith, op. cit., p. 52.

[38]Community Analysis Research Projects, op. cit., p. 1.

9. Public Safety and Justice
10. Public Service Delivery
11. Sense of Community
12. Transportation.[39]

The above list is the set of core indicators which was developed for this study. These indicators were developed from both national and urban studies. Each represents a very broad area of concern and should be accompanied by a series of sub-indicators, such as pupil-teacher ratio, expenditures per child, expenditures per child per capita, etc. Sub-indicators are the devices within the total instrument that are used to measure actual living conditions within a community.

IV. SUMMARY OF REVIEW OF LITERATURE

There are no local socio-economic indicators for rural Tennessee. There is no consensus as to a definition for community well-being. The need for more information for decision-makers and planners is recognized throughout the literature. The use of locally developed indicators which would allow planners, consultants, or local governmental officials to base their decisions on accurate information is also considered an important development.

Socio-economic factors are complex elements of our daily lives which require multi-dimensional measurement devices if accuracy of

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[39] Ibid., p. 5.

measurements is desired. The measurement devices must include, as nearly as possible, elements that take into consideration all influencing aspects of the particular factor being investigated. A local education system cannot be evaluated on nationally standardized test scores alone, because such factors as home environment, the educational level of parents, the educational level of teachers, the local tax structure, the teacher-pupil ratio, the instructional philosophy, and other factors all influence the instruction the child is exposed to and how he receives it.

National or aggregate indices tend to hide local differences in living conditions and do not take into account the differences within populations which contribute to the make-up of these figures. Sub-cultural values and norms are factors of this nation. The values of a local population determine the behavior of the people living within the local population. Therefore the important concerns of one sub-population might be completely different from those of another group within the nation. If indicators of socio-economic conditions are going to be of value they must be localized to the area concerned.

The authors of writings on socio-economic indicators have conceptually developed a literature originally based on broad generalized investigations but has progressed to more specifically localized interest. As the interest from general to specific has developed, the interest in the use of local opinion has grown. Authors of indicator literature recognized that for socio-economic investigations to be of real value the indicators must

mirror the specific concerns of the local population being studied. Investigations should reflect the concerns of the populace being studied. The authors recommended surveys of the population prior to the development of an evaluation to determine what are the local concerns. This study proposed to identify the concerns of the population being considered and to develop from these concerns indicators specifically designed for this local geographic area.

CHAPTER III

THE DEVELOPMENT OF THE STUDY AND THE REPORT OF THE FINDINGS

I. THE DEVELOPMENT OF THE STUDY

Introduction

The purpose of this chapter is to report the chronological development of the study, and to report the findings. The chronological development was considered important as this method of reporting will demonstrate the development of the final instrument in a sequential manner.

Contacts

Personal contacts were made in each of the sample counties. In each county the following were contacted: one person from the central education office staff, a banker, a rural housewife, a pharmacist, a community or home demonstration club officer, the county extension leader, an elected public official, and a farmer. In four of the counties the county health nurse was contacted, and in one county a special Appalachian Regional Commission health officer participated. Two medical doctors, one member of the clergy, one retail merchant, and three heads of local welfare offices were contacted. Four rural teachers were contacted and participated. Each of these people were contacted personally.

After receiving confirmation that the individual being interviewed would possibly be interested in participating, the rationale for the study

was explained in the following manner:

> Periodically demographic information is gathered by the United States Government. This information in combination with other data collected by state and local agencies is used to evaluate and report social and economic conditions within the nation, as well as specific regions within the nation.
>
> Social theorists are now concerned that: (1) there is an over concern with economic aspects of these reports which have led us as a nation to view most all aspects of our daily lives in dollar or economic constructs; (2) there is under concern given to the differences between sub-cultural areas of the nation.
>
> There have been studies done nationally to determine the important socio-economic aspects of the nation. There also have been studies completed on the urban level to determine these important aspects. This study will fill the void of not having indicators localized to our geographic region. By using the survey method, this study is attempting to determine what the important socio-economic influences on rural life are.

Clarifying questions were asked by most participants before they offered their opinions.

The contacts agreed to participate in three ways: (1) each would offer opinions for the consideration of the others participating; (2) they would evaluate this input; and (3) they would rank the input as to importance. Contributions were provided by the participating individuals during the initial interview. All of the elements involved were committed during these interviews except five which were added on the first probe. These additions included three items under religion and two under housing. Sixty-one percent of the participants responded to the first probe, 97 percent of those who responded to the first probe responded to the second probe, and 56 percent of those participants had returned probe three instruments when the cut-off date was reached.

Organization of the Interview Data

The input generated during the interviews was divided, by the writer, under eleven broad areas of indicators; which he felt were representative of the items that the participants had mentioned. The following list (Table II) is an exhibit of the input which was offered by the participants. Numerous items were mentioned by more than one interviewee and some were offered only once. The division of sub-indicators was made by the writer prior to the first probe.

The probe instrument was divided into two sections. The first section listed the indicators. The second section consisted of the sub-indicators divided under the indicator groupings. The participants were asked to perform two tasks in order to complete the probes. Completion of the instruments first required that the participants add or remove indicators or sub-indicators from the listings at their discretion and second to place a ranking by each of the remaining items. No elements were removed, and as mentioned above five were added. Items ranked A (most important) received three points, B (of average importance) received two points, and C (least important of the important concerns) received one point. Using this procedure the indicators were ranked according to importance.

II. THE REPORT OF THE FINDINGS

First Probe

The action by the participants on the first probe developed a listing of ninety-eight items. There were no elements removed from the

TABLE II

FOR RURAL APPALACHIAN TENNESSEE THE INITIAL LIST OF SUB-INDICATORS OF SOCIO-ECONOMIC CONDITIONS DEVELOPED FROM INTERVIEWS WITH LOCALITIES 1975

Indicators: Sub-Indicators
Agriculture:
Condition of Tobacco Industry
Level of Change from Subsistance Farming to Other Types of Farming
Level of Use of Extension Agent Activities
Use of Conservation Practices
Use of Federal Agriculture Programs
Civic Participation:
Level of Community Pride
Level of Participation in Community Clubs
Level of Participation in Elections
Level of Participation in Home Demonstration Clubs
Economic:
Amount of Rural Economic Development
Amount of Seasonal Employment
Cost of Farmland
Distribution Outlets for Food and Dry Goods
Level of Organization Among Farmers
Level of Out-of-County Employment
Local Employment Opportunity
Ratio of Female to Male Employment
The Distribution of Household Income
Use of Fair Trade Laws by Retail Merchants
Education:
Amount of Affective Education
Amount of Guidance Services Available and Level of Use
Amount of Practical Educational Experiences
Diversity of Curriculum
Educational Attainment of Teachers
Expenditures Per Child
Level of Cultural Participation
Level of Fine Arts Education

TABLE II (Continued)

Indicators: Sub-Indicators
Education (Continued):
Level of Teachers' Salaries
Level of Vocational Education
Reading Ability of Population
Teacher Time Utilization
The Incidence and Use of Community Schools
Geography:
Level of Geographical Isolation
Level of Localized Topographical Isolation
Government:
Activities of County Court
Amount of Elitist Control
Amount of Incoming Revenue to Local Governmental Bodies from Local, State, and Federal Taxes
Availability of Matching Funds for Federal Grants
Availability of Transportation Facilities (Roads and Public Transportation)
Bond Referendum Record
Cost of Operating Local Government
Equal Distribution of Services Throughout Population
Level of Addictiveness of Public Assistance
Level of Communication Between Local Governments
Level of Distribution of Funds Throughout County Services
Level of Educational Attainment of Local Government Leadership
Level of Equal Distribution of Public Assistance to Needy Families
Level of Local Government Indebtedness
Level of Long-Term Planning by County Court
Level of Outside Regulation Imposed on Local Government
Level of Planned Conservation Activities
Level of Planning for Public Land Uses
Level of Public Safety
Level of Retention of Local Decision-making Authority
Level of Use of Federal Program
Political Corruption
Tax Base
Tax Structure

TABLE II (Continued)

Indicators: Sub-Indicators
Health:
Activities of Local Public Health Department
Availability of Health Services
Level of Mental Health
Level of Physical Health
Level of the Use of Preventive Medicine
Relative Healthiness of Home Environment
Water Qualities
Housing:
Dollar Value of Housing
Level of Cleanliness in Housing
Ratio of Houses with Plumbing and Electricity to Those without Plumbing and Electricity
Space Per Person Available in Housing
Population:
Basic Experiences of Children
Historical Perspective
Level of Acceptance of New Institutions
Level of Cultural Influence
Level of Defeatism (Feeling That Everything Will Turn Out Wrong)
Level of Effects of Mass Media
Level of General Apathy (Feelings of Not Caring)
Level of Influence of Youth
Level of In-migration
Level of In-migration of Professionals
Level of Out-migration
Level of Out-migration of Local High School Graduates and the Loss of Dollars Invested in These Persons
Level of Population Rapport
Level of Negativism (Refusing Attitudes)
Level of Self-concept
Level of Skepticism (Questioning)
Level of Traditionalism
Population Per Square Mile
Recreation:
Access to Recreational Facilities

TABLE II (Continued)

Indicators: Sub-Indicators
Recreation (Continued)
Level of Varieties of Local Recreational Activities
Level of Use of Outdoor Recreation
Number of Recreational Activities Planned by Local Governmental Groups
Religion:
Level of Community Morals
Level of Personal Morals
Number of Church Activities
Number of Church Organizations

list. Respondents agreed on the list of items which described community well-being (the indicator list). No high percentage of consensus was reached on the relative importance of the indicators or sub-indicators. Table III is a listing of the indicators as they were ranked on the first probe.

The numbers in parentheses represent the number of points generated for each element on the relative value scale. Only 26 percent of the sample responded to the above portion of the instrument. Table III contains several tie scores. These elements were listed in alphabetical order on the first probe.

Table III revealed that following the first probe the participants viewed Economic Base and Education as the most important socio-economic influences on rural life and Recreation to be the least important influence out of those eleven categories which the sample felt were important.

Each group of sub-indicators was also ranked on the first probe. These rankings are exhibited in Table IV. The numbers in parentheses represent the number of points that the participants gave the particular item. Approximately 61 percent of the sample responded to the first probe which established the rankings.

Second Probe

The responses to the second probe were combined and averaged with the first probe to give new rankings at the completion of probe two.

TABLE III

THE RANK ORDER OF THE INDICATORS OF SOCIO-ECONOMIC CONDITIONS FOR RURAL APPALACHIAN TENNESSEE FOLLOWING PROBE ONE BY VALUE RATING OF LOCALITIES 1975

Indicators	Value Rating
Economic Base	(30)
Education	(30)
Agriculture	(26)
Civic Participation	(24)
Religion	(24)
Government	(22)
Health	(22)
Housing	(18)
Population	(18)
Geography	(16)
Recreation	(13)

TABLE IV

THE RANK ORDER OF THE SUB-INDICATORS OF CONDITIONS IN RURAL APPALACHIAN TENNESSEE FOLLOWING PROBE ONE BY VALUE RATING OF LOCALITIES 1975

Indicators: Sub-Indicators	Value Rating
Agriculture:	
Level of Change from Subsistance Farming to Other Types of Farming	(73)
Use of Conservation Practices	(66)
Level of Use of Extension Agent Activities	(66)
Use of Federal Agriculture Programs	(64)
Conditions of Tobacco Industry	(61)
Economic:	
Local Employment Opportunity	(91)
Amount of Rural Economic Development	(75)
The Distribution of Household Income	(74)
Level of Out-of-County Employment	(73)
Cost of Farming Land	(69)
Ratio of Female to Male Employment	(58)
Use of Fair Trade Laws by Retail Merchants	(57)
Distribution Outlets for Food and Dry Goods	(51)
Amount of Seasonal Employment	(49)
Level of Organization Among Farmers	(46)
Education:	
Expenditures Per Child	(82)
Reading Ability of Population	(79)
Level of Vocational Education	(76)
Educational Attainment of Teachers	(76)
Diversity of Curriculum	(70)
Level of Teachers' Salaries	(69)
Teacher Time Utilization	(68)
Amount of Guidance Services Available and Level of Use	(66)
Amount of Practical Educational Experiences	(62)
The Incidence and Use of Community Schools	(59)
Amount of Affective Education	(55)
Level of Fine Arts Education	(53)
Level of Cultural Participation	(51)

TABLE IV (Continued)

Indicators: Sub-Indicators	Value Rating
Civic Participation:	
Level of Community Pride	(84)
Level of Participation in Elections	(79)
Level of Participation in Community Clubs	(70)
Level of Participation in Home Demonstration Clubs	(64)
Geography:	
Level of Geographical Isolation	(74)
Level of Localized Topographical Isolation	(58)
Government:	
Activities of County Court	(80)
Cost of Operating Local Government	(79)
Tax Structure	(77)
Tax Base	(76)
Political Corruption	(73)
Amount of Incoming Revenue to Local Government Bodies from Local, State, and Federal Taxes	(70)
Availability of Transportation Facilities	(69)
Availability of Matching Funds for Federal Grants	(67)
Level of Educational Attainment of Local Government Leadership	(64)
Level of Distribution of Funds Throughout County Services	(63)
Level of Use of Federal Programs	(62)
Level of Long-term Planning by County Court	(61)
Level of Public Safety	(60)
Level of Planning for Public Land Uses	(59)
Level of Communication Between Local Governments	(59)
Equal Distribution of Services Throughout Population	(59)
Level of Planned Conservation Activities	(56)
Level of Local Government Indebtedness	(55)
Level of Retention of Local Decision-making Authority	(53)
Level of Outside Regulation Imposed on Local Government	(53)
Bond Referendum Record	(49)
Level of Equal Distribution of Public Assistance to Needy Families	(46)
Level of Addictiveness of Public Assistance	(45)
Amount of Elitist Control	(41)

TABLE IV (Continued)

Indicators: Sub-Indicators	Value Rating
Health:	
Availability of Health Services	(86)
Level of Mental Health	(76)
Level of Physical Health	(73)
Relative Healthiness of Home Environment	(70)
Activities of Local Public Health Department	(64)
Level of the Use of Preventive Medicine	(64)
Water Qualities	(61)
Housing:	
Level of Cleanliness in Housing	(76)
Space Per Person Available in Housing	(68)
Dollar Value of Housing	(68)
Ratio of Houses with Plumbing and Electricity to Those without Plumbing and Electricity	(66)
Availability of Housing	(3)
Cost of Housing	(3)
Population:	
Level of Out-migration of Local High School Graduates and the Loss of Dollars Invested in These Persons	(82)
Level of Out-migration	(75)
Level of Influence of Youth	(69)
Level of Cultural Influence	(68)
Basic Ezperience of Children	(63)
Level of Acceptance of New Institutions	(58)
Level of Traditionalism	(58)
Level of In-migration of Professionals	(58)
Level of Self-concept	(58)
Level of Negativism	(54)
Level of General Apathy	(54)
Level of Skepticism	(52)
Level of In-migration	(51)
Level of Effects of Mass Media	(51)
Level of Defeatism	(48)
Population Per Square Mile	(43)
Historical Perspective	(43)
Level of Population Rapport	(36)

TABLE IV (Continued)

Indicators: Sub-Indicators	Value Rating
Recreation:	
Access to Recreational Facilities	(79)
Level of Varieties of Local Recreational Activities	(71)
Level of Use of Outdoor Recreation	(67)
Number of Recreational Activities Planned by Local Governmental Groups	(57)
Regliion:	
Level of Personal Morals	(83)
Level of Community Morals	(80)
Number of Church Activities	(65)
Number of Church Organizations	(54)
Attitudes of Religious Leaders	(3)
Outreach of Church Work	(3)
Participation of Population in Church Activities	(3)

This offers a method which would possibly allow all available information to be incorporated into the final decision on what items were the most important.[40] These measures were taken over a three-month period, thus, when considering averages of responses, short-term changes in attitudes are minimized. The subjective judgements registered on the earlier probes were not lost when used in this fashion. The five items which were added on the first probe were given the score that they received on the second probe as their average.

The rank order of the indicators changed somewhat following the second probe. Sixty percent of the sample responded to this probe. Table V exhibits the rank given the indicators following the second probe.

Table V reports the second probe and demonstrates some changes in the way that the participants viewed the indicators. Education moved into the first priority position. Religion moved from fifth to third. The rank order of the last six items did not change.

Table VI shows the rankings given the sub-indicators by the participants following the second probe. The elements are listed in the order in which they ranked after the scores they received on the first two probes were averaged.

The various sub-indicator groups were beginning to be divided into the three important categories with the rankings by the participants

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[40] C. K. Tanner, Design for Educational Planning (D. C. Heath and Company, Lexington, 1971, p. 32).

TABLE V

THE RANK ORDER OF THE INDICATORS OF SOCIO-ECONOMIC CONDITIONS IN RURAL APPALACHIAN TENNESSEE FOLLOWING PROBE TWO BY VALUE RATING OF LOCALITIES 1975

Indicators	Value Rating
Education	(59)
Economic Base	(56)
Religion	(48)
Agriculture	(47.5)
Civic Participation	(44)
Government	(43.5)
Health	(43.5)
Housing	(32.5)
Population	(32.5)
Geography	(30.5)
Recreation	(29)

TABLE VI

THE RANK ORDER OF THE SUB-INDICATORS OF SOCIO-ECONOMIC CONDITIONS OF RURAL APPALACHIAN TENNESSEE FOLLOWING PROBE TWO BY VALUE RATING BY LOCALITIES 1975

Indicators: Sub-Indicators	Value Rating
Agriculture:	
Level of Change from Subsistance Farming to Other Types of Farming	(81)
Use of Conservation Practices	(66.5)
Level of Use of Extension Agent Activities	(60)
Use of Federal Agriculture Programs	(54.5)
Condition of Tobacco Industry	(51.5)
Civic Participation:	
Level of Community Pride	(87)
Level of Participation in Elections	(76.5)
Level of Participation in Community Clubs	(62)
Level of Participation in Home Demonstration Clubs	(53)
Economic Base:	
Local Employment Opportunity	(92)
Amount of Rural Economic Development	(79.5)
Level of Out-of-County Employment	(72)
Cost of Farmland	(71.5)
Amount of Seasonal Employment	(52.5)
Ratio of Female to Male Employment	(52)
Level of Organization Among Farmers	(51.5)
Use of Fair Trade Laws by Retail Merchants	(51.5)
Distribution Outlets for Food and Dry Goods	(49.5)
Education:	
Level of Vocational Education	(81.5)
Educational Attainment of Teachers	(79.5)
Expenditures Per Child	(79)
Reading Ability of Population	(79)
Teacher Time Utilization	(68.5)
Diversity of Curriculum	(68)
Level of Teachers' Salaries	(67)
Amount and Use of Guidance Services	(63.5)
Amount of Practical Educational Experiences	(63)

TABLE VI (Continued)

Indicators: Sub-Indicators	Value Rating
Education (continued):	
Amount of Affective Education	(52)
The Incidence and Use of Community Schools	(52)
Level of Fine Arts Education	(46)
Level of Cultural Participation	(44)
Geography:	
Level of Geographical Isolation	(76.5)
Level of Localized Topographical Isolation	(60.5)
Government:	
Activities of County Court	(85.5)
Tax Structure	(83.5)
Tax Base	(77.5)
Amount of Incoming Revenue to Local Governmental Bodies from Local, State, and Federal Taxes	(74)
Level of Political Corruption	(74)
Level of Long-Term Planning by County Court	(72)
Cost of Operating Local Government	(71.5)
Level of Educational Attainment of Local Leaders	(71)
Availability of Matching Funds for Federal Grants	(70)
Availability of Transportation	(69.5)
Level of Use of Federal Programs	(63)
Level of Communication Between Local Governments	(62.5)
Level of Distribution of Funds Throughout County Services	(60)
Level of Public Safety	(56.5)
Level of Planning for Public Land Uses	(55.5)
Level of Equal Distribution of Services Throughout Population	(53)
Level of Local Governmental Indebtedness	(51.5)
Level of Outside Regulation Imposed on Local Government	(49.5)
Level of Retention of Local Decision-making Authority	(48.5)
Level of Planned Conservation Activities	(47.5)
Level of Equal Distribution of Public Assistance to Needy Families	(45.5)
Level of Addictiveness of Public Assistance	(40.5)
Amount of Elitist Control	(38)

TABLE VI (Continued)

Indicators: Sub-Indicators	Value Rating
Health:	
Availability of Health Services	(88)
Level of Physical Health	(71.5)
Relative Healthiness of Home Environment	(70)
Level of Mental Health	(69.5)
Activities of Local Public Health Department	(64)
Level of Use of Preventive Medicine	(59.5)
Water Quality	(54)
Housing:	
Level of Cleanliness in Housing	(81)
Space Per Person Available in Housing	(64)
Dollar Value of Housing	(61.5)
Availability of Housing	(59)
Ratio of Houses with Plumbing and Electricity to Those Without Plumbing and Electricity	(57)
Cost of Housing	(45)
Population:	
Level of Out-migration of High School Graduates and the Loss of Funds Invested in These Persons	(87)
Level of Out-migration	(81)
Level of Influence of Youth	(75.5)
Basic Experience of Children	(70)
Level of Acceptance of New Institutions	(67)
Level of Cultural Influence	(65)
Level of Self-concept	(61.5)
Level of In-migration of Professionals	(59)
Level of General Apathy	(58.5)
Level of Traditionalism	(57)
Level of Negativism	(54.5)
Level of In-migration	(52.5)
Level of Skepticism	(51.5)
Level of Effects of Mass Media	(46.5)
Level of Defeatism	(43)
Population Per Square Mile	(40)
Historical Perspective	(37.5)
Level of Population Rapport	(35)

TABLE VI (Continued)

Indicators: Sub-Indicators	Value Rating
Recreation:	
Access to Recreational Facilities	(83)
Level of Varieties of Local Recreational Activities	(71.5)
Level of Use of Outdoor Recreation	(62)
Number of Recreational Activities Planned by Local Governmental Groups	(51)
Religion:	
Level of Personal Morals	(86)
Level of Community Morals	(83)
Attitudes of Religious Leaders	(69)
Outreach of Church Work	(63)
Participation of Population in Church Activities	(62)
Number of Church Activities	(57.5)
Number of Church Organizations	(54)

on the second probe. This is evident in the groupings under Agriculture, Civic Participation, Education, Government, Population, and Religion.

Third Probe

The third probe was administered only to the 61 percent of the original sample who had returned the first two probes. There were 56 percent of the probes returned by these participants by the cut off date. The tables were constructed using this data. The day following the cut off date 17 percent additional probe instruments were returned. These data were also incorporated into the findings. The rankings given the indicators and sub-indicators on this probe were averaged with the prior scores respectively. The new rankings for the indicators are reported in Table VII. Consensus was reached on the relative position of importance for the indicators. Five of the last six indicators did not change position throughout the three probes. Health moved from seventh position to sixth position on this probe. This change did not move Health into the most important group. Therefore, the scores given these items were interpreted to mean that Geography, Government, Health, Housing, Population, and Recreation are not the most important socio-economic concerns of the populace at this time.

There was no change in the rank order of the most important indicators following the third probe due to averaging of the scores. Health received a score on the relative value scale sufficient to tie it with Civic Participation for fifth most important rank. Recreation moved from eleventh rank to a tie with Geography for tenth position.

TABLE VII

THE RANK ORDER OF THE INDICATORS OF SOCIO-ECONOMIC CONDITIONS OF RURAL APPALACHIAN TENNESSEE FOLLOWING PROBE THREE BY VALUE RATING OF LOCALITIES 1975

Indicators	Value Rating
Education	(57)
Economic Base	(54)
Religion	(49)
Agriculture	(46)
Civic Participation	(43)
Health	(43)
Government	(42)
Housing	(35)
Population	(31)
Geography	(28)
Recreation	(28)

The rankings of the sub-indicators following the third probe are given in Table VIII. There was some change in the rank order of these elements, but consensus was reached on the most important sub-indicators for each indicator.

Two changes in the rank order of the sub-indicators under Economic Base occurred on the third probe. "The Distribution of Household Income" changed from fifth position to the third. "Distribution Outlets for Retail Goods" moved from tenth position to a tie for the eighth-ranked position. All the most important sub-indicators under Education were ranked in a cluster: "The Level of Vocational Education" was given the highest score on the relative value scale with the next three elements tied one point below the priority rank. Two changes in rank order were registered under the Government heading: (1) "Level of Educational Attainment of Local Leaders" was given a score on the relative value scale which increased its rank from eighth to sixth, and (2) "Level of Planning for Public Land Uses" moved up one position in the average importance category. Under Housing the "Availability of Housing" was ranked one position higher following probe three, but was still placed in the average importance group. One sub-indicator under Population, "Level of Cultural Influence," was placed in the most important group following the tabulation of the third probe. No other changes in rank order resulted from the action of the respondents on the third probe.

TABLE VIII

THE RANK ORDER OF THE SUB-INDICATORS OF SOCIO-ECONOMIC CONDITIONS OF RURAL APPALACHIAN TENNESSEE FOLLOWING PROBE THREE BY VALUE RATING OF LOCALITIES 1975

Indicators: Sub-Indicators	Value Rating
Agriculture:	
Level of Change from Subsistence Farming to Other Types of Farming	(55)
Use of Conservation Practices	(49)
Level of Use of Extension Agent Activities	(39)
Use of Federal Agriculture Programs	(37)
Condition of Tobacco Industry	(32)
Civic Participation:	
Level of Community Pride	(59)
Level of Participation in Elections	(45)
Level of Participation in Community Clubs	(37)
Level of Participation in Home Demonstration Clubs	(26)
Economic Base:	
Local Employment Opportunity	(52)
Amount of Rural Economic Development	(50)
The Distribution of Household Income	(47)
Level of Out-of-County Employment	(43)
Cost of Farmland	(36)
Amount of Seasonal Employment	(31)
Distribution Outlets for Food and Dry Goods	(30)
Ratio of Female to Male Employment	(28)
Level of Organization Among Farmers	(26)
Use of Fair Trade Laws by Retail Merchants	(22)
Education:	
Reading Ability of Population	(49)
Educational Attainment of Teachers	(48)
Expenditures Per Child	(48)
Level of Vocational Education	(47)
Level of Teachers' Salaries	(38)
Amount and Use of Guidance Services	(37)
Teacher Time Utilization	(37)
Amount of Practical Educational Experiences	(36)
Diversity of Curriculum	(35)

TABLE VIII (Continued)

Indicators: Sub-Indicators	Value Rating
Education (continued):	
Level of Cultural Participation	(25)
Amount of Affective Education	(23)
Level of Fine Arts Education	(20)
The Incidence and Use of Community Schools	
Geography:	
Level of Geographical Isolation	(48)
Level of Localized Topographical Isolation	(46)
Government:	
Activities of County Court	(54)
Tax Structure	(51)
Tax Base	(50)
Level of Educational Attainment of Local Leaders	(49)
Level of Long-term Planning by County Court	(48)
Level of Political Corruption	(48)
Amount of Incoming Revenue to Local Governmental Bodies from Local, State and Federal Taxes	(46)
Availability of Matching Funds for Federal Grants	(45)
Cost of Operating Local Government	(45)
Level of Use of Federal Programs	(42)
Availability of Transportation	(41)
Level of Distribution of Funds Throughout County Services	(38)
Level of Planning for Public Land Uses	(38)
Level of Communication Between Local Governments	(37)
Level of Public Safety	(32)
Level of Equal Distribution of Services Throughout Population	(31)
Level of Retention of Local Decision-making Authority	(28)
Level of Local Governmental Indebtedness	(27)
Bond Referendum Record	(26)
Level of Equal Distribution of Public Assistance to Needy Families	(25)
Level of Planned Conservation Activities	(25)
Amount of Elitist Control	(24)
Level of Outside Regulation Imposed on Local Government	(24)
Level of Addictiveness of Public Assistance	(22)

TABLE VIII (Continued)

Indicators: Sub-Indicators	Value Rating
Health:	
Availability of Health Services	(54)
Level of Physical Health	(49)
Relative Healthiness of Home Environment	(48)
Activities of Local Public Health Department	(38)
Level of Mental Health	(34)
Water Quality	(31)
Level of Use of Preventive Medicine	(30)
Housing:	
Level of Cleanliness in Housing	(56)
Space Per Person Available in Housing	(46)
Availability of Housing	(41)
Cost of Housing	(36)
Ratio of Houses with Plumbing and Electricity to Those without Plumbing and Electricity	(35)
Dollar Value of Housing	(30)
Population:	
Level of Out-migration of High School Graduates and the Loss of Funds Invested in These Persons	(55)
Basic Experience of Children	(50)
Level of Out-migration	(50)
Level of Influence of Youth	(48)
Level of Cultural Influence	(47)
Level of Self-concept	(45)
Level of Acceptance of New Institutions	(42)
Level of Traditionalism	(38)
Level of Negativism	(36)
Level of General Apathy	(35)
Level of In-migration of Professionals	(35)
Level of Effects of Mass Media	(30)
Level of In-migration	(29)
Level of Skepticism	(27)
Population Per Square Mile	(25)
Level of Population Rapport	(24)
Historical Perspective	(22)
Level of Defeatism	(22)

TABLE VIII (Continued)

Indicators: Sub-Indicators	Value Rating
Recreation:	
Access to Recreational Facilities	(52)
Level of Varieties of Local Recreational Activities	(45)
Level of Use of Outdoor Recreation	(35)
Number of Recreational Activities Planned by Local Govermental Groups	(26)
Religion:	
Level of Personal Morals	(51)
Level of Community Morals	(51)
Outreach of Church Work	(42)
Attitudes of Religious Leaders	(38)
Participation of Population in Church Activities	(36)
Number of Church Activities	(34)
Number of Church Organizations	(28)

III. SUMMARY OF INDICATOR DATA

The socio-economic evaluation instrument developed by this study was to be the result of local participants rank ordering the indicators and sub-indicators that they considered important enough to rural life in the study region to be used as possible evaluation criteria. The local source was considered to be the appropriate place to develop such an evaluation instrument due to possible differences in values between the study region and other regions of the nation.

The participants made contributions during personal introductory interviews. These contributions in the form of socio-economic indicators were then evaluated by these same persons on a relative value scale containing three positions: of most importance as a socio-economic influence on rural life, of average importance as a socio-economic influence on rural life, and of least importance as a socio-economic influence on rural life. Each contribution was considered important and the purpose of the relative value scale was to select from these important influences the third which the participants held to be the most important.

Table IX summarizes the data received concerning the indicators. The rankings given these elements were consistently the same, and only slight position changes were exhibited. The indicators remained grouped essentially the same throughout the study. The participants' opinion concerning Religion as a most important indicator increased over the three probes, however, it was always in the most important group. The

TABLE IX

THE SUMMARY OF THE DATA COLLECTED ON THE INDICATORS OF SOCIO-ECONOMIC CONDITIONS OF RURAL APPALACHIAN TENNESSEE 1975

Indicators	Probe I		Probe II		Probe III		Final	Final
	Points	Rank	Points	Rank	Points	Rank	Aver.	Rank
Education	30	1.5	88	1	75	1	64	1
Economic Base	30	1.5	82	2	70	2	61	2
Religion	24	4.5	72	3	64	3	53	3
Agriculture	26	3	69	4	60	4	52	4
Civic Participation	24	4.5	64	5	54	7	47	6
Health	22	6.5	65	6.5	55	5.5	47	6
Government	22	6.5	65	6.5	55	5.5	47	6
Housing	18	8.5	47	8.5	44	8	36	8
Population	18	8.5	47	8.5	39	9	35	9
Geography	16	10	45	10.5	36	11	32	10.5
Recreation	13	11	45	10.5	37	10	32	10.5

respective considerations of Geography and Recreation reversed over the time it took to complete the study.

The relative value scale categories for the indicators were developed in the following manner. The average total possible score for any item in this group per probe was 76 points which when divided into thirds gave the following divisions of importance categories by points: indicators with scores from 76 to 51 are the most important socio-economic influences on rural life at this time; indicators with scores from 50 to 26 are of average importance; and items with scores of less than 26 are the least important of the important concerns. Table X exhibits the distribution of the indicators in the importance categories.

The evaluation instrument, which the study proposed to develop, was to be based only on the elements which those persons local to the region considered to be the most important socio-economic influences on the region. Therefore, only four indicators appeared on this evaluation instrument. These indicators were Education, Economic Base, Religion, and Agriculture.

IV. SUMMARY OF SUB-INDICATOR DATA

The elements within each indicator group which were to indicate the level of well-being for that indicator are the sub-indicators. These sub-indicators were derived solely from local opinion. The sub-indicators were ranked according to their importance on the relative value scale, just as the indicators were.

TABLE X

THE RELATIVE IMPORTANCE OF THE INDICATORS OF SOCIO-ECONOMIC CONDITIONS OF RURAL APPALACHIAN TENNESSEE 1975

of Most Importance		of Average Importance		of Least Importance	
Indicator	Aver. Score	Indicator	Aver. Score	Indicator	Aver. Score
Education	64			None	
Economic Base	61	Civic Participation	47		
Religion	53	Health	47		
Agriculture	52	Government	47		
		Housing	36		
		Population	35		
		Geography	32		
		Recreation	32		

Table XI summarizes the scores that the sub-indicators received on the three probes. This table also exhibits the ranking of each element following the tabulation of each probe.

Local opinion changed at various times as the participants considered the relative importance of the sub-indicators under some of the indicator categories. The rank order of the sub-indicators under other major headings, however, changed very little throughout the three probes.

Consensus was reached on the rank order of the sub-indicators for Agriculture, Civic Participation, Geography, and Recreation. The opinion concerning the sub-indicators under certain headings changed relative to positions with respect to rank order, but the sub-indicators which composed the most important group remained the same throughout the probes; these groups of elements were under the indicators Economic Base, Education, Government, Health, Population, and Religion. Local opinion about the rank order of the sub-indicators under Housing was uncertain as shifts took place on all three probes.

The sub-indicators were ranked on the relative value scale as to the importance of each item by the participants. The final rankings into the three groups was secured in the following manner. The average top possible score for any item in these groups per probe was 92 which when divided by thirds gave the following division of importance categories by score: sub-indicators with an average score between 92 and 61 were considered most important; those items with an average score

TABLE XI

SUMMARY OF THE DATA COLLECTED ON THE SUB-INDICATORS OF SOCIO-ECONOMIC CONDITIONS OF RURAL APPALACHIAN TENNESSEE 1975

Indicators: Sub-Indicators	Probe I		Probe II		Probe III		Final Aver.	Final Rank
	Points	Rank	Points	Rank	Points	Rank		
Agriculture:								
Level of Change from Subsistence Farming to Other Types of Farming	73	1	89	1	70	1	72	1
Use of Conservation Practices	66	2.5	67	2	65	2	66	2
Level of Use of Extension Agent Activities	66	2.5	54	3	54	3	58	3
Use of Federal Agriculture Programs	64	4	45	4	47	4	52	4
Condition of Tobacco Industry	61	5	42	5	44	5	49	5
. . . . .								
Civic Participation:								
Level of Community Pride	84	1	90	1	77	1	84	1
Level of Participation in Elections	79	2	74	2	59	2	71	2
Level of Participation in Community Clubs	70	3	54	3	49	3	58	3
Level of Participation in Home Demonstration Clubs	64	4	42	4	34	4	47	4
. . . . .								
Economic Base:								
Local Employment Opportunity	91	1	93	1	70	1	85	1

TABLE XI (Continued)

Indicators: Sub-Indicators	Probe I Points	Probe I Rank	Probe II Points	Probe II Rank	Probe III Points	Probe III Rank	Final Aver.	Final Rank
Economic Base (Continued):								
Amount of Rural Economic Development	75	2	84	2	67	2	75	2
Level of Out-of-County Employment	73	4	71	4	65	3	70	3
The Distribution of Household Income	74	3	68	5	60	4	67	4
Cost of Farmland	69	5	74	3	47	5	63	5
Amount of Seasonal Employment	49	9	56	7	42	6	49	6
Ratio of Female to Male Employment	58	6	46	9.5	39	8	48	7
Distribution Outlets for Good and Dry Goods	51	8	48	8	40	7	46	8.5
Level of Organization Among Farmers	46	10	57	6	34	9	46	8.5
Use of Fair Trade Laws by Retail Merchants	57	7	46	9.5	29	10	44	10
. . . . .								
Education:								
Level of Vocational Education	76	3.5	87	1	61	4	81	1
Educational Attainment of Teachers	76	3.5	83	2	62	2.5	73	3
Expenditures Per Child	82	1	76	4	62	2.5	73	3
Reading Ability of Population	79	2	79	3	64	1	73	3
Teacher Time Utilization	68	7	69	5	48	7.5	62	5
Level of Teachers' Salaries	69	6	65	7	53	5	62	6
Diversity of Curriculum	70	5	66	6	48	9	61	7
Amount and Use of Guidance Services	66	8	61	9	50	6	59	8
Amount of Practical Educational Experiences	62	9	64	8	46	9.5	57	9
Amount of Affective Education	55	11	48	10	46	9.5	50	10

TABLE XI (Continued)

Indicators: Sub-Indicators	Probe I Points	Probe I Rank	Probe II Points	Probe II Rank	Probe III Points	Probe III Rank	Final Aver.	Final Rank
Education (Continued):								
The Incidence and Use of Community Schools	59	10	45	11	26	12.5	43	11
Level of Cultural Participation	51	13	37	13	31	11	40	12
Level of Fine Arts Education	53	12	39	12	26	12.5	40	13
. . . . .								
Geography:								
Level of Geographical Isolation	74	1	79	1	66	1	73	1
Level of Localized Topographical Isolation	58	2	63	2	61	2	61	2
. . . . .								
Government:								
Activities of County Court	80	1	91	1	72	1	81	1
Tax Structure	77	3	90	2	68	2.5	78	2
Tax Base	76	4	79	4	68	2.5	74	3
Amount of Incoming Revenue to Local Governmental Bodies from Local, State and Federal Taxes	70	6	78	5.5	62	4	70	4
Level of Political Corruption	73	5	75	7	60	7	69	5.5
Level of Educational Attainment of Local Leaders	64	9	78	5.5	62	4	68	7
Cost of Operating Local Government	79	2	62	11	54	8.5	66	8
Level of Long-term Planning by County Court	61	12	83	3	62	4	69	5.5

TABLE XI (Continued)

Indicators: Sub-Indicators	Probe I Points	Probe I Rank	Probe II Points	Probe II Rank	Probe III Points	Probe III Rank	Final Aver.	Final Rank
Government (Continued):								
Availability of Matching Funds for Federal Grants	67	8	73	8	53	9.5	64	9.5
Availability of Transportation	69	7	70	9	52	11	64	9.5
Level of Use of Federal Programs	62	11	64	11	51	12	59	11
Level of Communication Between Local Governments	59	15	64	11	45	14	56	13
Level of Distribution of Funds Throughout County Services	63	10	57	13	53	9.5	58	12
Level of Planning for Public Land Uses	59	15	52	15	48	13	53	14
Level of Public Safety	60	13	53	14	40	16.5	51	15
Level of Equal Distribution of Services Throughout Population	59	15	47	17	42	15	49	16
Level of Local Governmental Indebtedness	55	18	48	16	39	18	47	17
Level of Retention of Local Decisionmaking Authority	53	19.5	44	20	40	16.5	46	18
Level of Outside Regulation Imposed on Local Government	53	19.5	46	18	33	22	44	19
Level of Planned Conservation Activities	56	17	39	21	33	22	43	20
Level of Equal Distribution of Assistance to Needy Families	46	22	45	19	33	22	41	21.5
Bond Refrendum Record	49	21	38	22	36	19	41	21.5
Level of Addictiveness to Public Assistance	45	23	36	23	30	24	57	23.5
Amount of Elitist Control	41	24	35	24	34	20	37	23.5

TABLE XI (Continued)

Indicators: Sub-Indicators	Probe I Points	Probe I Rank	Probe II Points	Probe II Rank	Probe III Points	Probe III Rank	Final Ave.	Final Rank
Health:								
Availability of Health Services	86	1	90	1	72	1	83	1
Level of Physical Health	73	3	69	3	63	2.5	68	2.5
Relative Healthiness of Home Environment	70	4	70	2	63	2.5	68	2.5
Level of Mental Health	76	2	63	5	45	5	61	4
Activities of Local Health Department	64	5	64	4	50	4	59	5
Level of Use of Preventive Medicine	64	5.5	55	6	44	6	54	6
Water Quality	61	7	47	7	40	7	49	7
. . . . .								
Housing:								
Level of Cleanliness in Housing	76	1	86	1	73	1	78	1
Space Per Person Available in Housing	68	2.5	60	2	63	2	64	2
Availability of Housing	11	11	59	3	52	3	57	3
Ratio of Houses with Plumbing and Electricity to those without Plumbing and Electricity	66	4	48	5	48	4	54	4.5
Dollar Value of Housing	68	2.5	55	4	40	6	54	4.5
Cost of Housing	--	--	45	6	46	5	45	6
. . . . .								
Population:								
Level of Out-migration of High School Graduates and the Dollar Loss	82	1	92	1	72	1	82	1

TABLE XI (Continued)

Indicators: Sub-Indicators	Probe I Points	Probe I Rank	Probe II Points	Probe II Rank	Probe III Points	Probe III Rank	Final Aver.	Final Rank
Population (Continued):								
Level of Out-migration	75	2	87	2	68	2	77	2
Level of Influence of Youth	69	3	82	3	66	3	72	3
Basic Experience of Children	63	5	77	4	61	4	67	4
Level of Cultural Influence	68	4	62	8	58	5	63	5
Level of Acceptance of New Institutions	58	7.5	71	5	57	6	62	6
Level of Self-concept	58	7.5	67	6	56	7	60	7
Level of In-migration of Professionals	58	7.5	60	9	48	10	55	8
Level of General Apathy	54	10.5	63	7	46	11	54	9.5
Level of Traditionalism	58	7.5	56	10	49	9	54	9.5
Level of Negativeism	54	10.5	55	11	50	8	53	11
Level of In-migration	51	13.5	54	12	39	12	48	12
Level of Skepticism	52	12	51	13	35	14	46	13
Level of Effects of Mass-media	51	13.5	42	14	38	13	44	14
Level of Defeatism	48	15	38	15	30	17	39	15
Population per Square Mile	43	16.5	37	16	33	15	38	16
Historical Perspective	43	16.5	32	18	29	18	35	17
Level of Population Rapport	36	18	34	17	31	16	34	18
. . . . .								
Recreation:								
Access to Recreational Facilities	79	1	87	1	65	1	77	1
Level of Varieties of Local Recreation Activities	71	2	72	2	58	2	67	2
Level of Use of Outdoor Recreation	67	3	57	3	46	3	57	3

TABLE XI (Continued)

Indicators: Sub-Indicators	Probe I Points	Probe I Rank	Probe II Points	Probe II Rank	Probe III Points	Probe III Rank	Final Aver.	Final Rank
Recreation (Continued);								
Number of Recreational Activities Planned by Local Governmental Groups	57	4	45	4	35	4	46	4
Religion:								
Level of Personal Morals	83	1	89	1	68	1.5	80	1
Level of Community Morals	80	2	86	2	67	2	78	2
Attitudes of Religious Leaders	--	-	69	3	80	4	63	3
Outreach of Church Work	--	-	63	4	52	3	59	4
Participation of Population in Church Activities	--	-	62	5	44	5	56	5
Number of Church Activities	65	3	50	7	42	6	52	6
Number of Church Organizations	54	4	54	6	36	7	48	7

between 60 and 30 were in the average importance group; and sub-indicators with an average score of 30 or less were in the least important category. Table XII exhibits the distribution of the sub-indicators as to importance.

Forty-three sub-indicators were ranked in the most important category by the participants. No indicators were ranked in the least important category, and fifty-five were placed in the of average importance group by the participating sample.

V. THE EVALUATION INSTRUMENT

The following instrument reflects local opinion only. It is constructed of indicators of socio-economic well-being that individuals from the restricted geographical region of the study chose as the most important influences on their lives. The four major concerns developed by this study were Education, Economic Base, Religion, and Agriculture. Civic Participation, Government, and Health received four points less than the required number. Numerous sub-indicators missed the "most important" grouping by one or two points. Table XIII demonstrates the instrument developed by this study to evaluate the level of socio-economic well-being for counties in rural Appalachian Tennessee.

The instrument only contained direct measures of the four major areas. However, different segments of the socio-economic picture of rural communities would be gauged by the instrument. Under the heading of Education "Level of Vocational Education," "Teacher Time Utilization,"

TABLE XII

THE RELATIVE IMPORTANCE OF THE SUB-INDICATORS OF SOCIO-ECONOMIC CONDITIONS OF RURAL APPALACHIAN TENNESSEE 1975

Of Most Importance	Of Average Importance	Of Least Importance
Agriculture:		
Level of Change from Subsistance Farming to Other Types of Farming	Level of Use of Extension Agent Activities	None
Use of Conservation Practices	Use of Federal Agriculture Programs	
	Condition of Tobacco Industry	
Civic Participation:		
Level of Community Pride	Level of Participation in Community Clubs	None
Level of Participation in Elections	Level of Participation in Home Demonstration Clubs	
Economic Base:		
Local Employment Opportunity	Amount of Seasonal Employment	None
Amount of Rural Economic Development	Ratio of Female to Male Employment	
Distribution of Household Income	Level of Organization Among Farmers	
Level of Out-of-County Employment	Distribution Outlets for Retail Goods	
Cost of Farmland	Use of Fair Trade Laws by Retailers	
Education:		
Level of Vocational Education	Amount Offered and Level of Use of Guidance Services	None
Educational Attainment of Teachers		

TABLE XI (Continued)

Of Most Importance	Of Average Importance	Of Least Importance
Education (Continued):		
Expenditures Per Child	Amount of Practical Educational Experiences	
Reading Ability of Population		
Teacher Time Utilization		
Diversity of Curriculum	The Incidence and Use of Community Schools	
Level of Teachers' Salaries		
	Amount of Affective Education	
	Level of Cultural Participation	
	Level of Fine Arts Education	
Geography:		
Level of Geographical Isolation	None	None
Level of Localized Topographical Isolation		
Government:		
Activities of County Court	Level of Use of Federal Programs	None
Tax Structure	Level of Communication Between Local Governments	
Tax Base		
Amount of Incoming Revenue to Governmental Bodies from Local, State, and Federal Taxes	Level of Equal Distribution of Funds Throughout County Services	
	Level of Public Safety	
Level of Political Corruption	Level of Local Governmental Planning for Public Land Uses	
Level of Long-term Planning by Local Governmental Bodies		
	Equal Distribution of Services Throughout Population	
Level of Educational Attainment of Local Leaders		
	Level of Local Governmental Indebtedness	

TABLE XI (Continued)

Of Most Importance	Of Average Importance	Of Least Importance
Government (Continued):		
Cost of Operating Local Government	Level of Outside Regulation Imposed on Local Government	
Availability of Matching Funds for Federal Grants	Level of Retention of Local Decision-making Authority	
Availability of Transportation	Level of Planned Conservation Activities	
	Level of Equal Distribution of Public Assistance to Needy Families	
	Bond Referendum Record	
	Level of Addictiveness of Public Assistance	
	Amount of Elitist Control	
Health:		
Availability of Health Services	Activities of Local Public Health Department	None
Level of Physical Health	Level of Use of Preventive Medicine	
Relative Healthiness of Home Environment	Water Quality	
Level of Mental Health		
Housing:		
Relative Level of Cleanliness in Housing	Availability of Housing	None
Space Per Person Available	Ratio of Houses with Plumbing and Electricity to Those without Plumbing and Electricity	

TABLE XI (Continued)

Of Most Importance	Of Average Importance	Of Least Importance
Housing (Continued):		
	Dollar Value of Housing	
	Cost of Housing	
Population:		
Level of Out-migration of High School Graduates and the Loss of Invested Dollars	Level of In-migration of Professionals	None
Level of Out-migration	Level of Apathy	
Level of Influence of Youth	Level of Traditionalism	
Basic Experience of Children	Level of Negativism	
Level of Cultural Influence	Level of In-migration	
Level of Acceptance of New Institutions	Level of Skepticism	
Level of Self-concept	Level of Effects of Mass Media	
	Level of Defeatism	
	Population Per Square Mile	
	Historical Perspective	
	Level of Rapport	
Recreation:		
Access to Recreational Facilities	Level of Use of Outdoor Recreation	None
Level of Varieties of Local Recreational Activities	Number of Recreational Activities Planned by Local Governmental Groups	
Religion:		
Level of Personal Morals	Level of Participation of Population in Church Activities	None
Level of Community Morals		

TABLE XI (Continued)

Of Most Importance	Of Average Importance	Of Least Importance
Religion (Continued):		
Attitudes of Religious Leaders	Number of Church Activities	
	Number of Church Organizations	

TABLE XIII

A SOCIO-ECONOMIC EVALUATION INSTRUMENT OF RURAL APPALACHIAN TENNESSEE 1975

Indicator	Sub-Indicator
Education:	Level of Vocational Education
	Educational Attainment of Teachers
	Educational Expenditures Per Child
	Reading Ability of the Population
	Teacher Time Utilization
	Diversity of Curriculum
	Level of Teachers' Salaries
Economic Base:	Local Employment Opportunity
	Level of Rural Economic Development
	Distribution of Household Income
	Level of Out-of-County Employment
	Cost of Farmland
Religion:	Level of Personal Morals
	Level of Community Morals
	Attitudes of Religious Leaders
Agriculture:	Level of Change from Subsistance Farming to Other Types of Farming
	Use of Conservation Practices

and "Diversity of Curriculum" are indicators of classroom activities as well as indicators of how well the local system is meeting the desired educational requirements of the community. "Educational Expenditures Per Child" and "Level of Teachers' Salaries" are indicators of how much the local government is willing to invest in the education of their future voters. "Educational Attainment Level of Teachers" indicate the sample's concern with the level of teacher preparedness, and this sub-indicator might also indicate the ambition level of local teachers. "Reading Ability of the Population" could indicate how well the local system has accomplished its reading program goals over the past years if the out-migration of high school graduates is also considered.

The sub-indicators under Economic Base reflect the participants' concern with employment opportunity and the potential of employment for the local area: "Local Employment Opportunity," "Level of Rural Economic Development," "Level of Out-of-County Employment" are measures of this concern. "Cost of Farmland" is also an indirect measure of employment opportunity and a possible measure of how well the industry is doing in general. "Distribution of Household Income" demonstrates a concern that the incoming household revenue will be equitably distributed among the families of the community. These measurements could be easily made as could the measurements required by the sub-indicators under Education and Agriculture.

The sub-indicators under Agriculture are expressions of concern about change in Farming practices. "Level of Change from Subsistance

Farming to Other Types of Farming," is a measure to determine what proportion of the local farms are producing and marketing products. "Level of Conservation Practices" measures the amount of resource conservation taking place on the community's farms.

The measurements required to satisfy the sub-indicators under Religion would be difficult to make. However, these sub-indicators do demonstrate the sample's concern with the level of morals in the local communities.

CHAPTER IV

SUMMARY AND CONCLUSION

I. SUMMARY

The purpose of this chapter is to summarize the reasons and procedure for the study, and to review the findings. The conclusions and implications are also presented.

Problem

This study was undertaken to identify specific indicator-characteristics of socio-economic well-being for communities in rural Appalachian Tennessee. Prior to the initiation of this study there were only nationally established indicator-characteristics which could be used to describe socio-economic conditions in this region. However these characteristics were not based on local perceptions of what the evaluation criteria should be.

It was recognized that the geographical region being investigated is diverse as far as population, geography, industry, and other factors are concerned. This diversity results in socio-economic differences in the area, but it does not prohibit the gathering of comparable data from each county.

Data were being collected from all counties in Tennessee's Appalachian region by all levels of government. These data were collected

on similiar socio-economic aspects. Combinations of these data could be used to place individual communities on a comparative scale with other communities in the area. Thus they could be used to describe the relative level of well-being of these communities; provided the appropriate combination of indicator characteristics was known.

Purpose

The purpose of the study was to develop a combination of socio-economic characteristics, based on local opinion, which could be used to describe the relative well-being of communities in the limited geographical region of the study. In order to facilitate identifying an appropriate set of classifying characteristics, or indicators, two objectives were constructed for the study: (1) to establish a set of socio-economic indicators for the area; and (2) to establish a relative value scale for this set of indicators.

Assumptions

Three assumptions were recognized by the writer prior to the investigation. The procedure of the study and the rationale for an attempt to satisfy the problem are based on these assumptions. It was assumed that data gathered on socio-economic characteristics or combinations of these data could be used to describe the comparative socio-economic status of rural communities. It was assumed that knowledgable individuals would cooperate in using Delphi probes to establish a set of socio-economic indicators that could be used to evaluate their communities.

It was further assumed that there is an interaction between an individual's socio-economic status and his perceptions of the characteristics of socio-economic well-being for his community. These assumptions are related to the recent literature in the field, and the need for local input into the evaluation instrument.

Design

Past studies concerned with socio-economic factors and the more recent writings in the field suggest that the best way to develop an evaluation instrument was to survey the population of the geographical area to be evaluated. This would determine the concerns of the people to be evaluated, and would produce an evaluation instrument that would identify the elements that the population considered important and relevant to them.

The counties that made up the study group were scattered across the area that the Appalachian Regional Commission describes as Tennessee's Appalachia (see Table I, page 4). The study was conducted within the twenty counties in the area with less than 15,000 population each, as population was a criterion used to further describe the region in which the study was conducted. A stratified random sampling method was used: the twenty counties were stratified into five districts, and one county was chosen randomly from each group.

In order to collect data for the study ten or more persons were personally contacted in each of the sample counties. The selection of these individuals was based on two criteria: (1) they should be

individuals who had the potential of having broad contact throughout the local population; and (2) the sample should represent the population. These persons included teachers, farmers, community club leaders, politicians, bankers, and health and welfare workers. The study was explained to each individual in detail and each agreed to participate in three ways: (1) to offer her/his opinion, during the initial interview or on the first probe, as to the important socio-economic considerations influencing rural life in the area; (2) to evaluate, through mail-operated Delphi probes, her/his contribution along with the input from the other participants, as to the appropriativeness of the input; and (3) to rank the remaining indicators and sub-indicators on the relative value scale designed for this study.

The initial set of indicators was to consist of local opinion that would reflect the local value system. Values and norms of a population are derived from their sub-culture and should be considered in any evaluation of a particular area. The study is based on the assumption that the Appalachian sub-culture is somewhat different from the predominant culture of the United States. These cultural differences could possibly produce different socio-economic concerns than those of the nation. Therefore local opinion was considered the source from which valid indicators for the area being studied must come.

The data generated during the introductory interviews with the participants were collected by the writer. This input was divided under major headings, the indicators, and was returned to the participants

in order that they might reconsider the appropriateness of the items. The participants were also offered the option of adding additional items on the first probe. The participants then ranked the indicators and sub-indicators on separate relative value scales.

A "relative value scale" was used to rank the order of the indicators as to importance. This was a three-position scale on which the participating sample ranked the indicators and sub-indicators as to importance. The study considered all socio-economic characteristics identified by the participants as important influences on their lives. The purpose of the relative value scale was to select from these important concerns the individual items which the sample felt were the most important. The scale was divided into "of most importance," "of average importance" and "of least importance." The participants were asked to equally divide the indicators and place a third of them in each portion of the scale. This procedure allowed the writer to focus his final instrument on those indicators which the participants felt were the most important socio-economic concerns for the region.

II. FINDINGS

This section shall review the findings and discuss the instrument produced by this study. The input from the participants was collected during the introductory interview, and five sub-indicators were added on the first probe. During the interviews numerous items were mentioned by more than one of the participants and some were offered

only once. No record was kept concerning the number of times an item was mentioned. The input was divided by the writer into eleven indicator categories following the interviews. The eleven categories represented the general areas of concern that were mentioned by the participants. The sub-indicators consisted totally of local opinion.

Fifty-four persons offered their opinions for consideration. These opinions resulted in a list of eleven indicators and ninety-eight sub-indicators. Sixty-one percent of the sample responded to the first probe, 97 percent of those who responded to the first probe, responded to the second probe, and 73 percent responded to the third probe. The responses given on the individual probes are recorded in Chapter Three of this report.

The sub-indicators suggested the participants were divided into eleven groups by the writer following the completion of the interviews. These eleven indicators were Agriculture, Civic Participation, Economic Base, Education, Geography, Government, Health, Housing, Population, Recreation, and Religion. The sub-indicators which were totally local opinion were unequally divided under these categories. The following paragraphs briefly describe the writer's synthesis of the sub-indicators.

The sub-indicators under Agriculture were concerned with various aspects of the area. The element which became the most important sub-indicator under this heading was concerned with the rate of change in the type of farms. Three of these sub-indicators dealt with practices being used by farmers. One of the sub-indicators was

concerned only with the tobacco phase of farming.

There were four sub-indicators for Civic Participation. Three of these elements were concerned with the level of participation of the population in community affairs. The other, which was to become the priority item of this group, dealt with community pride.

Ten sub-indicators were listed by the participants under the area of economics. The writer entitled this group Economic Base, because the sub-indicators dealt mostly with the potential of the community to employ and to consume. Five of the items were directly concerned with employment potential. Retail distribution was the concern of two of the sub-indicators. Two elements dealt with economic aspects of agriculture, and one sub-indicator measured the distribution level of household income.

The participants developed a list of thirteen sub-indicators which were concerned with education directly. Two of the sub-indicators under this heading were related to the local financial phase of providing education. The curriculum was the concern of eight of these elements. One item each was concerned with teacher preparedness and the educational level of the population. One sub-indicator was offered concerning the type of facilities being used.

Only two sub-indicators were listed under Geography. These elements dealt with relative isolation.

Government was a favorite area of the participants. Twenty-four sub-indicators were listed under this heading. Four of these elements

dealt with activities of public officials or bodies. The structure of government was the concern of two sub-indicators. Revenue was covered by seven items. The local leadership was the subject of two of the elements as was corruption. Services were the concern of five sub-indicators. The other two sub-indicators were concerned with communication and federal programs.

There were seven sub-indicators registered for Health. Two were concerned with the level of physical and mental health of the population. Three elements dealt with the availability and level of the use of health services. One sub-indicator was concerned with water quality.

Six sub-indicators were listed under Housing. Two of these sub-indicators dealt with housing cost, and one with availability of housing. One element was concerned with facilities available in houses, and one with level of cleanliness. The remaining sub-indicators for this group dealt with space available in housing.

Population was the second most popular indicator with eighteen sub-indicators listed for it by the sample. Four of these elements dealt with migration. Six sub-indicators were concerned with attitudes of the population. Influences of the society and the culture were the concern of four items. Three elements respectively dealt with rapport, population density, and the effects of the mass media.

The participants offered four sub-indicators which dealt with Recreation. Three areas were mentioned by these items, they were access

to the facilities, the availability of facilities, and the level of use of outdoor recreation.

Religion had seven sub-indicators placed under it by the participants. Two items, which were ranked one and two on the relative value scale, were concerned with morals of the persons and of the community. Two elements dealt with activities and organizations of the local churches. One item was concerned with the attitudes of local religious leaders, and two dealt with participation of the population in related activities.

III. CONCLUSIONS AND IMPLICATIONS

Conclusions

The findings of the study present evidence to suggest certain conclusions and also leave open for further research certain relationships concerning rural socio-economic indicators.

Based upon the results given by the participants of this study the most important socio-economic influences for the limited geographical region of this study were Education, Economics, Religion, and Agriculture. The sample considered the other indicator areas as being of average importance.

The evaluation instrument developed by the study contained four major headings: Education, Economic Base, Religion, and Agriculture. These were the indicators given 'most important' rank on the relative value scale by the participants. The instrument (see Table XIII, page 77)

was composed of the indicators and seven sub-indicators under Education, five under Economic Base, three under Religion, and two under Agriculture. The most obvious Education concerns registered by the sub-indicators ranked most important were cost, how well teachers are prepared, and the curriculum. The "most important" sub-indicators under Economic Base were concerned with the local community potential to employ its populace, and the equal distribution of income. Sub-indicators ranked "most important" under Religion dealt with personal and community morals and the attitudes of religious leaders. The most important concerns under Agriculture dealt with the level of change in farming practices.

It could be concluded that the differences in soci-economic factors between the other areas where this survey method was utilized and the area covered by this study were actually very slight. The people of the Appalachian area were concerned with many of the factors that surveys in other areas had produced. There were some factors mentioned in the urban surveys that were not felt to be important by the individuals surveyed in this study. There were some indicators produced by the participants in this study that were not listed in the urban survey.

Education is a prominent indicator in both this and urban studies, as were some of the sub-indicators such as "Education Expenditures Per Child," "Level of Teachers Salaries," and "Reading Ability of the Population." Economic potential is a universal concern as it is covered in national evaluation, urban studies, and was ranked as a "most important"

factor by the participants in this study. Other indicators considered by both urban surveys and this rural study were Health, Housing, Civic Participation, Government, and Recreation. Urban and national studies produce data concerning different factors under the heading of Demography. This study of a rural population considered a parallel heading, Population. Comparable sub-indicators were mentioned under both headings.

The urban studies produced one indicator not developed by the rural participants in this survey. That indicator was Pollution. The rural participants did identify conservation items under Agriculture, Government, and Population, and ranked the conservation items under Agriculture in the most important group.

Items not mentioned in the urban studies of cities in the Southwestern United States or the Detroit area but which were developed by this survey included agriculture, geography, and religion. Agriculture was an important economic concern of the populace of a rural area but would not necessarily be as obviously important to urbanites. Geography was an important concern to the people of this geographical region as there were some parts of the population who lived in relatively isolated areas. Religion was an important part of the Appalachian's way of life and always has been historically.

Implications

The factors given the ranking of "most important" Education, Economic Base, Religion, and Agriculture are concerns of growth and development. This could be interpreted to mean that mental and

physical growth of the region and its inhabitents are the primary concerns of the population of this geographical region. This would reflect the desire of these people to satisfy basic needs such as adequate food and shelter procurement, some level of financial security, and mental growth. The writer would contend that education is viewed in economic ways by the population of rural Appalachia based on the findings of this study. Education, rated the priority indicator on the relative value scale, is viewed in terms of what it costs and in terms of potential economic improvement based on returns from graduates. The "most important" sub-indicators under Education was "Level of Vocational Education," the concern with this sub-indicator could be the availability of training for potential job-holders and local taxpayers. The third "most important" item "Educational Expenditures Per Child" and the seventh item under Education was "Level of Teachers' Salaries" both express economic concerns of education. The "most important" sub-indicator for Population (ranked as being of "average importance") was "The Level of Out-migration of High School Graduates and the Loss of Dollars Invested by the Local System ." This sub-indicator and its rank is an obvious concern with the economics of education. All of these sub-indicators would produce figures reflecting the economic aspects of education instead of the quality of the local program.

Four of the top sub-indicators for Education dealt with the quality of the local system. These items "Reading Ability of the Population" could be considered as a possible check as to how well the

system is teaching the population to read, (out-migration of high school graduates would have to be considered in making this measurement). "Teachers Time Utilization" is a check to discern what proportion of the school day the classroom teacher uses in learning activities; "Level of Diversity of Curriculum" is interpreted to be a check to see if the system offers the proper learning experiences to meet the expectations of the population. The final " most important" sub-indicator under education, "Education Attainment of Teachers" depicts the sample concern with preparedness of the teachers serving the area.

The second " most important" indicator established by this study was Economic Base. This indicator was interpreted to cover concerns about the ability of the rural community's potential to employ its members who seek employment and the equal distribution of household income throughout the local population.

The fourth most important indicator was Agriculture. The two sub-indicators ranked most important by the participants for Agriculture had ultimate economic concerns also. One, "Level of Conservation Practices," was interpreted to indicate concern with maintaining the productive capacity of the community's farms. The sub-indicator, "Level of Change from Subsistence Farming to Other Types of Farms" depicts economic concerns of production on the region's farms.

The concerns with employment and costs seemed to be most important This would imply that these areas are the ones to be evaluated to determine well-being of the local communities. Religion was also

included in this "most important" group, and the sub-indicators were concerned with morals and attitudes.

Further study needs to be conducted to establish acceptable levels of well-being for each of the sub-indicators. Also methods of conducting field measurements need to be developed for collecting data on morals and attitudes.

The implications that can be drawn from this study, for rural leadership including rural educators, are considered valuable. If the concerns ranked "most important" by the participants of the study can be generalized as to the population of the study area, then the factors developed by this study are indeed the most important socio-economic features of rural life for this geographical region. The leadership, within the region as well as outside consultants, might well focus their efforts on improving these highly ranked aspects. Improvement projects should be aimed at satisfying these areas of most important concern. Further development of this instrument to establish levels of well-being could aid local educators in establishing the proper curricula or the vocational education desired by the populace concerned. Education is too important for the decisions to be left just to trained educators, and should be shared with the population.

The findings of this study imply that the way this population views socio-economic concerns are not vastly different from the general population of the nation. This causes the writer to wonder if the

Appalachian culture is still different from the popular culture of the nation. Studies to determine this would be most interesting as well as very valuable to decision-makers.

The generalizability of this study might be limited by the sample size, and by the inclusion of two educators from each county. Additional work with broader samples could answer possible questions in this area. The 61 percent of the sample which cooperated in the use of the Delphi probes might be considered to be education oriented as they were teachers, pharamists, nurses, doctors, farmers, housewives, and extension agents. The result could be checked if other types of people were surveyed.

This study developed baseline for the socio-economic evaluation of rural communities for this geographical region. It is a starting point which needs further research in the areas mentioned above. It is good as far as it goes, but needs to be expanded to develop levels of well-being and to verify cultural differences before it is used as an evaluation instrument.

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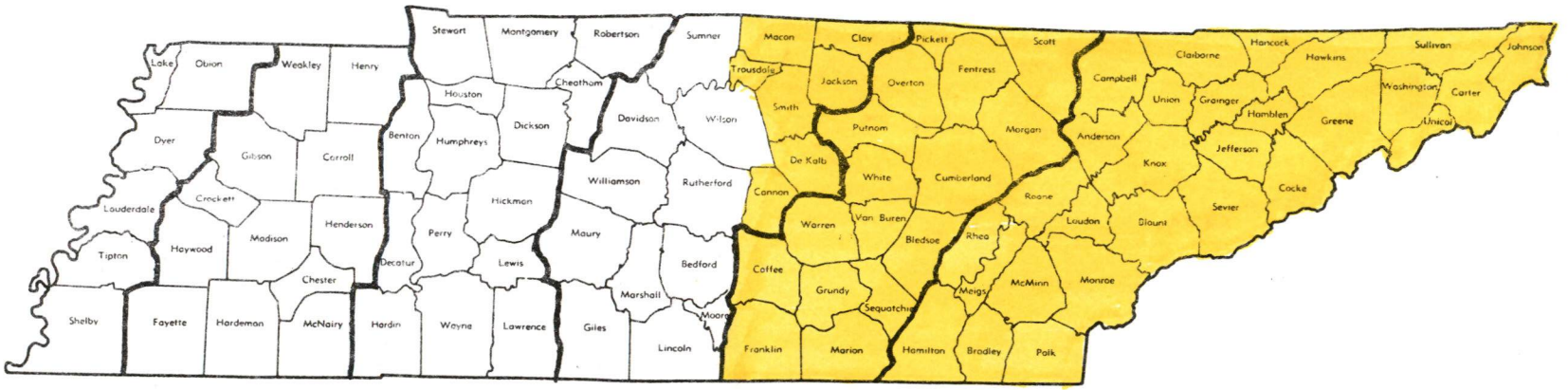
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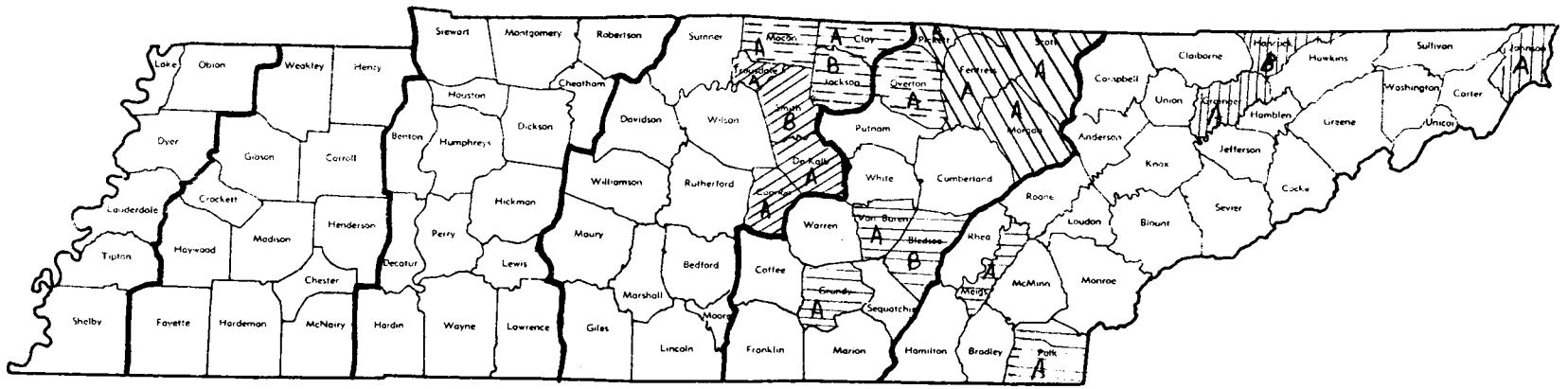
APPENDIXES

APPENDIX A



The shaded portion of the above map represents Tennessee's Appalachia as described by the Appalachian Regional Commission Act.

Figure 1. Counties Described by Appalachian Regional Commission Act, Tennessee.



A = denotes Study Region
B = Sample Counties
||| District One
=== District Two
/// District Three
::: District Four
\\\ District Five

Figure 2. Study Region and Sample Counties.

APPENDIX B

CORE SET OF URBAN INDICATORS

Economic Base: A reflection of economic vitality which would measure the potential of the county to support all residents within its political boundaries.

Education: The level of goal attainment within the educational system.

Employment Opportunity: A reflection of the economic orientation of the community, and a description of the availability of employment for those within the county planning who seek employment.

Health and Well-being: The relative mental and physical healthiness of those inhabiting the county.

Housing: A measurement of how well the residents of the county are sheltered.

Land Use and Recreation: The amount of planning done by a county to develop land uses for all purposes and the amount of land purposely used for recreation.

Personal Income Distribution: To what extent is personal income spread throughout the population.

Public Safety and Justice: The incidence of crimes and the procedures and distribution of equal justice throughout the population.

Public Service Delivery: The rating given to bond issuance deliveries and the distribution of services throughout the population.

Sense of Community: The sense of pride of participation in community activities such as voting participation, civic club participation and the like, and the relative resident stability.

Transportation: The quality of transportation facilities and the amount of public facilities offered.

Pollution: The condition of the natural environment.

APPENDIX C

April 8, 1975

Dear

Thank you very, very much for your participation in this study. It has possibilities for use now more than ever as the University of Tennessee has recently become the field office for the Rural Education Association, a nation-wide branch of the National Education Association.

This letter is a combination of steps two and three of the study. As you will recall during our conversation I stated that the second step in this study would be to reach agreement on a set of indicators for rural Tennessee, and then the third step would rank the set of indicators as to their importance. Because time for me is getting close (I hope to complete this study by the end of April) I am asking that you please do step two, the removal or addition of items from the lists, and step three, the ranking of the items as to their importance in this mailing. If sufficient agreement is not attained with this mailing, I will send them back again until agreement is reached. So please look the lists over and if there are not socio-economic aspects on the lists that should be there please add them to the list; likewise, if there are unimportant items on the list that you feel should not be there, please remove them.

To refresh your memory, please recall that the study was undertaken to establish a set of socio-economic indicators for rural Tennessee. The goal of the study is to develop an instrument, that can be used to determine socio-economic health of rural communities, that reflects the thinking of the residents of the area. My interpretation of socio-economic health of a community is the level of living conditions in that community.

Please take time to complete this part of the project, and mail back to me in the envelope provided, within this week. Once again, thank you for your time and your contribution.

Sincerely,

William B. Phillips
Graduate Assistant

WBP:mjg
Enclosures

The following list of characteristics was developed from the notes taken during my conversations with you and the others participating in this study. These are the general categories discussed in our conversations. My interpretation of them would indicate that these are the broad areas of most important concern to you and the other participants. If they are not, please mark out the ones that you would consider unimportant and add to the list any that you feel should be included.

If I have made any misinterpretations please feel free to include your changes. It is most important to my thesis that I have your feelings and not mine.

The broad areas of concern are the following:

Agriculture: the influences of types of farms, the extension agents, and federal programs, the level of and type employment related to farming.

Civic Participation: the level of participation in such things as elections and community and home demonstration clubs, community pride, and rapport between members of the community.

Economic Base: the household, income, the ability to employ those who want employment, the distribution of retail goods and services, and the types of employment offered.

Education: the variety of experiences offered by the local system (practical, academic, and moral); the expenditures of the local system on such things as teachers' salaries, and perpupil, the reading level and over all educational level of the population, the school facilities, and the amount of local system-wide planning time.

Geography: natural geographic influences on rural persons.

Government: the fiscal concerns of the government, the politics involved, the distribution of services and level of use of these services, the tax structure, local decision prerogatives, and the amount of long-term planning done by local governments.

Health: the general healthiness (physical and mental) of the population, and the availability and use of health related services.

Housing: the value of houses, the cleanliness, space, and facilities of houses.

Personal: what persons do with thenselves and their time for self-improvement and enjoyment, the level of personal resistance, and personal interest.

Population: the make-up of the population, the amount of movement within the population, the influence of parts of the population on population as a whole, the historical influence of population, and the amount of resistance within the population.

Recreation: the availability and use of recreation facilities, and the use of outdoors by recreators.

Religion: (I did not do such a good job with this one. Please elaborate as to how religion affects rural life.) My interpretation of our conversations is as follows: the level of participation in church related activities and community and personal morals.

After you have reacted to this list of important influences, please put an "A" beside those four (4) that you would consider to be the most important group, a "B" beside those four (4) that would be of average importance if any, and a "C" beside those four (4) of little importance.

The list of socio-economic influences on rural life that you and the other participants mentioned are the following. They are grouped under the major headings from the preceeding pages. Consider each group separately. The factors are listed as measurement devices as they would appear on an instrument of evaluation.

Population: Please add to this list if you feel that it is incomplete. As nearly as possible equally divide the remaining into the three importance groups: place an "A" in front of those which you feel are most important, a "B" in front of those of average importance, and a "C" before those of least importance.

_____Level of Out-migration (moving out of county)
_____Level of In-migration of Professionals
_____Level of Out-migration of Local High School Graduates and the Loss of Dollars Invested in These Persons
_____Level of Influence of Youth
_____Level of Cultural Influence
_____Level of In-migration
_____Level of Transiency within the Local Population (moving within the county)
_____Level of Acceptance of New Institutions
_____Population Per Square Mile
_____Level of Traditionalism
_____Level of Defeatism (feeling that everything will turn out wrong)
_____Level of Skepticism (questioning)
_____Level of General Apathy (feelings of not caring)
_____Level of Negativism (refusing attitudes)
_____Level of Self-concept
_____Historic Perspective
_____Basic Experience of Children
_____Level of Effects of Mass Media
_____Level of Population Report

Education: Please add to this list if you feel that it is incomplete. As nearly as possible equally divide the remaining into the three importance groups: place an "A" in front of those which you feel are most important, a "B" in front of those of average importance, and a "C" before those of least importance.

_____Educational Expenditures Per Child
_____Level of Vocational Education
_____Level of Fine Arts Education

_____Teacher Time Utilization
_____Amount of Affective Education
_____Reading Ability of the Population
_____Level of Cultural Participation
_____Education Attainment Level of Teachers
_____Diversity of Curriculum
_____Level of Teacher's Salary
_____Amount of Practical Education Experiences
_____Amount of Guidance Services Available and Level of Use
_____The Incidence and Use of Community Schools

Economic: Please add to this list if you feel that it is incomplete. As nearly as possible equally divide the remaining into the three importance groups: place an "A" in front of those which you feel are most important, a "B" in front of those of average importance, and a "C" before those of least importance.

_____The Distribution of Household Income
_____Use of Fair Trade Laws by Retail Merchants
_____Distribution Outlets for Food and Dry Goods
_____Local Employment Opportunity
_____Cost of Farmland
_____Amount of Rural Economic Development
_____Level of Out-of-County Employment
_____Level of Organization Among Farmers
_____Amount of Seasonal Employment
_____Ratio of Female to Male Employment

Health: Please add to this list if you feel that it is incomplete. As nearly as possible equally divide the remaining into the three importance groups: place an "A" in front of those which you feel are most important, a "B" in front of those of average importance, and a "C" before those of least importance.

_____Level of Physical Health
_____Level of Mental Health
_____Water Quality
_____Activities of Local Public Health Department
_____Availability of Health Services
_____Level of Use of Preventive Medicine
_____Relative Healthiness of Home Environment

Religion: Please add to this list if you feel that it is incomplete. As nearly as possible equally divide the remaining into the three importance groups: place an "A" in front of those which you feel are most important, a "B" in front of those of average importance, and a "C" before those of least importance.

_____Number of Church Organizations
_____Number of Church Activities
_____Level of Community Morals
_____Level of Personal Morals

Recreation: Please add to this list if you feel that it is incomplete. As nearly as possible equally divide the remaining into the three importance groups: place an "A" in front of those which you feel are most important, a "B" in front of those of average importance, and a "C" before those of least importance.

_____Number of Recreational Activities Planned by Local Governmental Groups
_____Access to Recreational Facilities
_____Level of Use of Outdoor Recreation
_____Level of Varieties of Local Recreational Activities

Agriculture: Please add to this list if you feel that it is incomplete. As nearly as possible equally divide the remaining into the three importance groups: place an "A" in front of those which you feel are most important, a "B" in front of those of average importance, and a "C" before those of least importance.

____Level of Change from Subsistance Farming to Other Types of Farming
____Level of Use of Extension Agent Activities
____Use of Conservation Practices
____Use of Federal Agriculture Programs
____Condition of Tobacco Industry

Housing: Please add to this list if you feel that it is incomplete. As nearly as possible equally divide the remaining into the three important groups: place an "A" in front of those which you feel are most important, a "B" in front of those of average importance, and a "C" before those of least importance.

____Dollar Value of Housing
____Space Per Person Available in Housing
____Level of Cleanliness in Housing
____Ratio of Houses With Plumbing and Electrical Facilities to those Without Plumbing and Electrical Facilities

Geography: Please add to this list if you feel that it is incomplete. As nearly as possible equally divide the remaining into the three importance groups: place an "A" in front of those which you feel are most important, a "B" in front of those of average importance, and a "C" before those of least importance.

____Level of Geographic Isolation
____Level of Localized Topographic Isolation

Government: Please add to this list if you feel that it is incomplete. As nearly as possible equally divide the remaining into the three importance groups: place an "A" in front of those which you feel are most important, a "B" in front of those of average importance, and a "C" before those of least importance.

____Activities of County Court
____Level of Planning for Public Land Uses

____Level of Long-term Planning by County Court
____Tax Structure
____Tax Base
____Amount of Incoming Revenue to Local Governmental Bodies from Local, State, and Federal Taxes
____Level of Local Governmental Indebtedness
____Cost of Operating Local Government
____Availability of Matching Funds for Federal Grants
____Level of Distribution of Funds Throughout County Services
____Level of Use of Federal Programs
____Equal Distribution of Services Throughout Population
____Availability of Transportation Facilities (Roads and Public Transportation)
____Level of Public Safety
____Level of Education Attainment of Local Government Leadership
____Amount of Elitist Control
____Political Corruption (Politics for Politic's Sake)
____Level of Communication Between Local Governments
____Level of Retension of Local Decision-making Authority
____Level of Outside Regulation Imposed on Local Government
____Level of Equal Distribution of Public Assistance to Needy Families
____Level of Addictiveness of Public Assistance
____Bond Referendum Record
____Level of Activities of Local Government to Increase Population
____Level of Planned Conservation Activities

Civic Participation: Please add to this list if you feel that it is incomplete. As nearly as possible equally divide the remaining into the three importance groups: place an "A" in front of those which you feel are most important, a "B" in front of those of average importance, and a "C" before those of least importance.

____Level of Participation in Elections
____Level of Participation in Community Clubs
____Level of Participation in Home Demonstration Clubs
____Level of Community Pride

May 2, 1975

Dear

Thanks to each of you who responded to our first mailing. I think that the number and level of responses were good. This letter is a continuation of steps two and three--that is to reach agreement on the level of importance of the factors.

Please recall that the study was undertaken to establish a set of socio-economic indicators for rural Tennessee. The goal of the study is to develop an instrument that can be used to determine socio-economic health of rural communities, that reflects the thinking of the residents of the area.

Please take time to complete this part of the project, and mail back to me in the envelope provided within the week. If you did not have time to complete the other mailing, please disregard it and complete this step.

Once again, thank you for your time and contribution.

Sincerely,

William B. Phillips
Graduate Assistant

WBP:mjg

Enclosures

Broad Areas: The following items have been listed as to their importance from responses received on the first mailing. There was not, however, a concise agreement on the rank order of the items other than the top two and bottom few. So, once again, please put an "A" by those four that you consider most important, a "B" by those four that you consider to be of average importance, and a "C" by those that you consider to be of least importance.

_____Economic Base
_____Education
_____Agriculture
_____Civic Participation
_____Religion
_____Government
_____Health
_____Personal
_____Population
_____Geography
_____Recreation
_____Housing

It was mentioned in some of the responses that a person could not really say that recreation was of little importance; please remember that all of the above are important influences. What we are trying to do by ranking them is to determine which, of the important influences on rural life, are the most important, and not which of the above are of no importance.

Education

This list has been ranked as to importance from the responses of the first mailing. The first item received the most points and the last item the least points. Please, as nearly as possible, place an "A" by the four or five that you consider the most important, a "B" by the four or five that you consider to be of average importance, and a "C" by the four or five that you consider to be of least importance.

_____Expenditures per Child
_____Reading Ability of the Population
_____Level of Vocational Education
_____Educational Attainment of Teachers
_____Diversity of Curriculum
_____Level of Teachers' Salaries
_____Teacher Time Utilization
_____Amount of Guidance Services Available and Level of Use
_____Amount of Practical Educational Experiences

_____The Incidence and Use of Community Schools
_____Amount of Affective Education (Education Aimed at Values)
_____Level of Fine Arts Education
_____Level of Cultural Participation

Economic

This list has been ranked as to importance from the responses of the first mailing. The first item received the most points and the last item the least points. Please, as nearly as possible, place an "A" by the four that you consider the most important, a "B" by the four that you consider to be of average importance, and a "C" by the four that you consider to be of least importance.

_____Local Employment Opportunity
_____Amount of Rural Economic Development
_____The Distribution of Household Income
_____Level of Out-of-County Employment
_____Cost of Farmland
_____Distribution Outlets for Food and Dry Goods
_____Ratio of Female to Male Employment
_____Use of Fair Trade Laws by Retail Merchants
_____Amount of Seasonal Employment
_____Level of Organization Among Farmers

Health

This list has been ranked as to importance from the responses of the first mailing. The first item received the most points and the last item the least points. Please, as nearly as possible, place an "A" by the two or three that you consider the most important, a "B" by the two or three that you consider to be of average importance, and a "C" by the two or three that you consider to be of least importance.

_____Availability of Health Services
_____Level of Mental Health
_____Relative Healthiness of Home Environment
_____Level of Physical Health
_____Activities of Local Public Health Department
_____Level of the Use of Preventive Medicine
_____Water Qualities

Religion

This list has been ranked as to importance from the responses of the first mailing. The first item received the most points and the last item the least points. Please, as nearly as possible, place an "A" by the two or three that you consider the most important, a "B" by the two or three that you consider to be of average importance, and a "C" by the two or three that you consider to be of least importance.

_____Level of Personal Morals
_____Level of Community Morals
_____Number of Church Activities
_____Number of Church Organizations
_____Attitudes of Religious Leaders
_____Outreach of Church Work
_____Participation of Population in Church Activities

Recreation

This list has been ranked as to importance from the responses of the first mailing. The first item received the most points and the last item the least points. Please, as nearly as possible, place an "A" by the item that you consider the most important, a "B" by the item that you consider to be of average importance, and a "C" by the item that you consider to be of least importance.

_____Access to Recreational Facilities
_____Level of Varieties of Local Recreational Activities
_____Level of Use of Outdoor Recreation
_____Number of Recreational Activities Planned by Local Governmental Groups

Civic Participation

This list has been ranked as to importance from the responses of the first mailing. The first item received the most points and the last item the least points. Please, as nearly as possible, place an "A" by the item that you consider the most important, a "B" by the item that you consider to be of average importance, and a "C" by the item that you consider to be of least importance.

_____Level of Community Pride
_____Level of Participation in Elections
_____Level of Participation in Community Clubs
_____Level of Participation in Home Demonstration Clubs

Agriculture

This list has been ranked as to importance from the responses of the first mailing. The first item received the most points and the last item the least points. Please, as nearly as possible, place an "A" by the item that you consider the most important, a "B" by the item that you consider to be of average importance, and a "C" by the item that you consider to be of least importance.

_____Level of Change from Subsistance Farming to Other Types of Farming
_____Use of Conservation Practices
_____Level of Use of Extension Agent Activities
_____Use of Federal Agriculture Programs
_____Condition of Tobacco Industry

Housing

This list has been ranked as to importance from the responses of the first mailing. The first item received the most points and the last item the least points. Please, as nearly as possible, place an "A" by the item that you consider the most important, a "B" by the item that you consider to be of average importance, and a "C" by the item that you consider to be of least importance.

_____Level of Cleanliness in Housing
_____Space per person Available in Housing
_____Dollar Value of Housing
_____Ratio of Houses with Plumbing and Electrical to Those Without Plumbing and Electrical
_____Cost of Housing Units
_____Availability of Housing

Geography

This list has been ranked as to importance from the responses of the first mailing. The first item received the most points and the second item the least points. Please, as nearly as possible, place an "A" by the item that you consider the most important, a "B" by the item that you consider to be of average importance, or a "C" by the item that you consider to be of least importance.

_____Level of Geographic Isolation
_____Level of Localized Topographic Isolation

Population

This list has been ranked as to importance from the responses of the first mailing. The first item received the most points and the last item the least points. Please, as nearly as possible, place an "A" by the six items that you consider most important, a "B" by the six items that you consider of average importance, and a "C" by those that you consider to be of least importance.

_____Level of Out-migration of Local High School Graduates and the Loss of Dollars Invested in These Persons
_____Level of Out-Migration
_____Level of Influence of Youth
_____Level of Cultural Influence
_____Basic Experiences of Children
_____Level of Acceptance of New Institutions
_____Level of Traditionalism
_____Level of Self-concept
_____Level of Negativism
_____Level of General Apathy
_____Level of Skepticism
_____Level of In-migration of Professionals
_____Level of In-migration
_____Level of Effects of Mass Media
_____Level of Defeatism
_____Population Per Square Mile
_____Historic Perspective
_____Level of Population Rapport

Government

This list has been ranked as to importance from the responses of the first mailing. The first item received the most points and the last item received the least points. Please, as nearly as possible, place an "A" before the eight that you consider to be the most important, a "B" by the eight that you consider to be of average importance, and a "C" by the eitht that you consider to be the least important.

_____Activities of County Court
_____Tax Structure
_____Tax Base
_____Political Corruption
_____Amount of Incoming Revenue to Local Governmental Bodies from Local, State, and Federal Taxes
_____Level of Long-term Planning by County Court
_____Availability of Transportation Facilities (Roads and Public Transportation)

_____Availability of Matching Funds for Federal Grants
_____Level of Educational Attainment of Local Government Leadership
_____Cost of Operating Local Government
_____Level of Distribution of Funds Throughout County Services
_____Level of Use of Federal Programs
_____Level of Planning for Public Land Uses
_____Level of Communication Between Local Governments
_____Equal Distribution of Services Throughout Population
_____Level of Local Government Indebtedness
_____Level of Equal Distribution of Public Assistance to Needy Families
_____Level of Retension of Local Decision-making Authority
_____Level of Outside Regulation Imposed on Local Government
_____Level of Public Safety
_____Level of Addictiveness of Public Assistance
_____Bond Referendum Record
_____Level of Planned Conservation Activities
_____Amount of Elitist Control

July 1, 1975

Dear

Thanks to each of you who have responded to our first two mailings. I have deserted you all for about a month. I have had to work on getting my assistantship cleaned up, but I'm back to work on this thesis now. No need to mention that I did not graduate in June, so now we are hoping for August.

Please recall that the study was undertaken to establish a set of socio-economic indicator for rural Tennessee. The goal of the study was to develop an instrument that can be used to determine socio-economic health of rural communities that reflects the thinking of the residents of the area.

Please take time to complete this part of the project, and mail it back to me in the envelope provided within the week.

Once again, thank you for your time and contribution.

Sincerely,

William B. Phillips

WBP/sl

Enclosure

Broad Area Indicators: The following items have been listed as to their importance from your rankings on the first and second mailings. The number in parenthesis was the position that the particular item held following the first probe. Please put an "A" by those four items that you consider the most important, a "B" by those four you consider to be of average importance, and a "C" by those remaining that you consider to be of least importance.

_____Education (2)
_____Economic Base (1)
_____Religion (5)
_____Agriculture (3)
_____Civic Participation (4)
_____Government (6)
_____Health (7)
_____Housing (10)
_____Population (8)
_____Geography (9)
_____Recreation (11)

Each list has been ranked as to importance from your responses on the first two probes. The number in parenthesis was the rank of the item following the first probe. The first item received the most points, etc. Please equally divide each list by 3 and as nearly as possible place an "A" by the third that you consider the most important, a "B" by the third that you consider to be of average importance, and a "C" by the third that you consider to be of least importance.

Education

_____Level of Vocational Education (3)
_____Educational Attainment of Teachers (4)
_____Expenditures per Child (1)
_____Reading Ability of Population (2)
_____Teacher Time Utilization (7)
_____Diversity of Curriculum (5)
_____Level of Teachers Salaries (6)
_____Amount ofGuidance Services Available and Level of Use (8)
_____Amount of Practical Education Experiences (9)
_____The Incidence of Community Schools (10)
_____Amount of Affective Education (11)
_____Level of Fine Arts Education (12)
_____Level of Cultural Participation (13)

Economic Base

_____Local Employment Opportunity (1)
_____Amount of Rural Economic Development (2)
_____Level of Out-of-County Employment (4)
_____Cost of Farmland (5)
_____The Distribution of Household Income (3)
_____Amount of Seasonal Employment (9)
_____Ratio of Female to Male Employment (7)
_____Level of Organization Among Farmers (10)
_____Use of Fair Trade Laws by Retail Merchants (8)
_____Distribution Outlets for Food and Dry Goods (6)

Religion

_____Level of Personal Morals (1)
_____Level of Community Morals (2)
_____Attitudes of Religious Leaders (5)
_____Outreach of Churchwork (6)
_____Participation of Population in Church Activities (7)
_____Number of Church Activities (3)
_____Number of Church Organizations (4)

Agriculture

_____Level of Change from Subsistance Farming to Other Types (1)
_____Level of Use of Conservation Practices (2)
_____Level of Use of Extension Agent Activities (3)
_____Use of Federal Agricultural Programs (4)
_____Condition of Tobacco Industry (5)

Civic Participation

_____Level of Community Pride (1)
_____Level of Participation in Elections (2)
_____Level of Participation in Community Clubs (3)
_____Level of Participation in Home Demonstration Clubs (4)

Government

_____Activities of County Court (1)
_____Tax Structure (2)
_____Tax Base (3)

_____Amount of Incoming Revenue to Local Governmental Bodies from Local, State, and Federal Taxes (5)
_____Political Corruption (4)
_____Level of Long Term Planning by County Court (6)
_____Cost of Operating Local Government (10)
_____Level of Educational Attainment of Local Government Leadership (9)
_____Availability of Matching Funds for Federal Grants (8)
_____Availability of Transportation Facilities (7)
_____Level of Use of Federal Programs (12)
_____Level of Communication Between Local Governments (14)
_____Level of Distribution of Funds Throughout County Services (11)
_____Level of Public Safety (20)
_____Level of Planning for Public Land Uses (13)
_____Equal Distribution of Services Throughout the Population (15)
_____Level of Local Governmental Indebtedness (16)
_____Level of Outside Regulations Imposed on Local Government (19)
_____Level of Retention of Local Decision-making Authority (17)
_____Level of Planned Conservation Activities (23)
_____Level of Equal Distribution of Public Assistance to Needy Families (18)
_____Bond Referendum Record (22)
_____Level of Addictiveness of Public Assistance (21)
_____Amount of Elitist Control (24)

Health

_____Availability of Health Services (1)
_____Level of Physical Health (4)
_____Relative Healthiness of Home Environment (3)
_____Level of Mental Health (2)
_____Activities of Local Public Health Department (5)
_____Level of Use of Preventive Medicine (6)
_____Water Qualities (7)

Housing

_____Level of Cleanliness in Housing (1)
_____Space per person Available in Housing (2)
_____Dollar Value of Housing (3)
_____Availability of Housing (6)
_____Ratio of Houses with Plumbing and Electricity to those Without Plumbing and Electricity (4)
_____Cost of Housing (5)

Population

_____Level of Out-Migration of High School Graduates and the Loss of Dollars Invested in These Persons (1)
_____Level of Out-Migration (2)
_____Level of Influence of Youth (3)
_____Basic Experience of Children (5)
_____Level of Acceptance of New Institutions (6)
_____Level of Cultural Influence (4)
_____Level of Self Concept (8)
_____Level of In-Migration of Professionals (12)
_____Level of General Apathy (10)
_____Level of Traditionalism (8)
_____Level of Negativism (9)
_____Level of Skepticism (11)
_____Level of In-Migration (13)
_____Level of Effects of Mass Media (14)
_____Level of Defeatism (15)
_____Population per Square Mile (16)
_____Historic Perspective (17)
_____Level of Population Rapport

Geography

_____Level of Geographic Isolation (1)
_____Level of Localized Topographical Isolation (2)

Recreation

_____Access to Recreational Facilities (1)
_____Level of Varieties of Local Recreational Activities (2)
_____Level of Use of Outdoor Recreation (3)
_____Number of Recreational Activities Planned by Local Governmental Groups (4)

VITA

William Bert Phillips was born April 15, 1944 in Savannah, Tennessee. He attended the elementary schools in that city and graduated from Central High School in 1962. He completed some college work at The University of Tennessee, Martin and Lambuth College, Jackson.

After working in various occupations, he entered the University of Tennessee, Knoxville in 1969, where he received a Bachelor of Science degree in Education in 1972. He taught in the public schools of Hancock County, Tennessee and Hardin County, Tennessee.

He entered graduate school at The University of Tennessee the following 1973-1974 public school year where he began work on a Master of Science degree in Education Administration and Supervision.

He is married to the former Linda Belle Lynch and they have two sons William Andrew, age 23 months, and Christopher Hugh, age 11 months.