

Radio - Public Radio, Annual Project Report 9/17-2-17-1

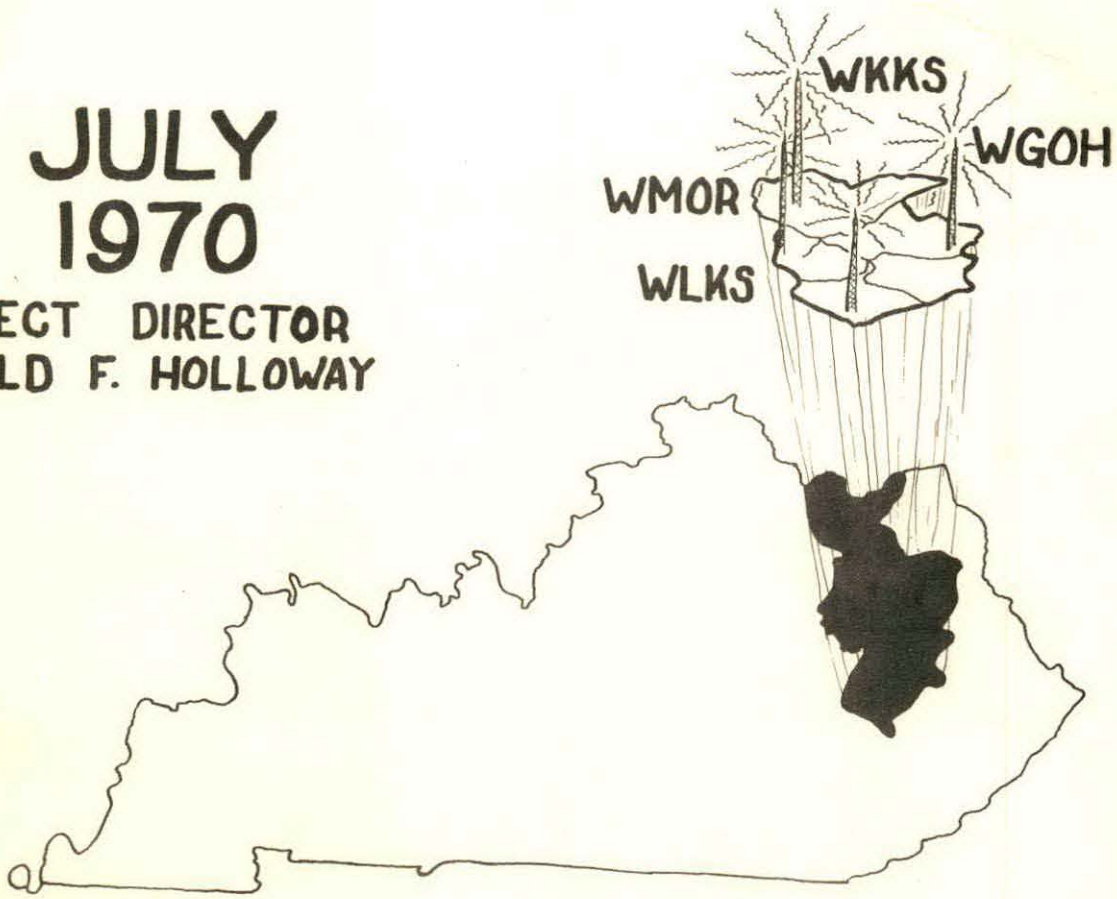
ANNUAL PROJECT REPORT

ADULT RADIO

(TITLE I OF THE HIGHER EDUCATION ACT OF 1965)

**JULY
1970**

**PROJECT DIRECTOR
DONALD F. HOLLOWAY**



WMKY

INSTITUTE OF PUBLIC BROADCASTING



RESEARCH AND DEVELOPMENT
MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

P R O J E C T I D E N T I F I C A T I O N

TITLE: AN ADULT RADIO PROJECT FOR CULTURAL, RECREATIONAL
AND AREA DEVELOPMENT IN EASTERN KENTUCKY

PROJECT NUMBER: 69-005-001

PROJECT DIRECTOR: DONALD F. HOLLOWAY, DIRECTOR
INSTITUTE OF PUBLIC BROADCASTING
MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

DATE OF REPORT: SEPTEMBER 15, 1970

TYPE: FINAL REPORT



Don Holloway, Project Director, meets with the Advisory Council to evaluate a pilot program in the first series.

Each weekday at 12:30 P. M.
Beginning March 1970
Programs:

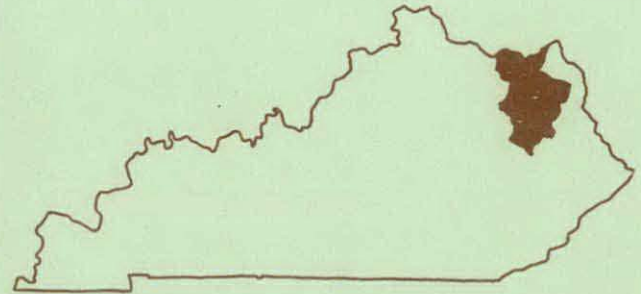
Series A - OUR PAST & PRESENT - Guests from various fields and backgrounds discuss topics about ourselves and our area that we sometimes forget. Discussions about patriotism, citizenship, the history of eastern Kentucky, and the value of activity will be among the list of related topics to be discussed.

Series B - LEARNING ABOUT OURSELVES - Practical information that can help us improve our personal skills and lead us into a more satisfactory and productive life.

Series C - FIVE COUNTIES TALKING - An opportunity for you to express your opinions on topics that interest you. Interested persons will call the studio, toll-free and give the operator on duty their questions or opinions. The comments will be discussed live by the panel of guests during the program.

Funds for this project were
supplied by
Title I
of the
Higher Education Act
of 1969

FIVE COUNTY FRIENDS



Adult Radio

- ❖ For Retired Persons
- ❖ Designed By the Listeners
- ❖ From Your Local Radio Station
- ❖ Information
- ❖ Entertainment

*MOREHEAD STATE UNIVERSITY
ADULT RADIO PROJECT*

From February through May 1970, WMKY-FM will be originating programming especially designed for the elderly retired people in eastern Kentucky. The broadcasts, heard by the listeners over a special network of local commercial stations, are a result of research by Morehead State University in the utilization of radio to bring cultural and practical information to a select population of retired persons.

An Advisory Council, consisting of retired people from each of the five eastern Kentucky counties, will serve as a direct evaluative input to the staff of the Adult Radio Project. This council will be responsible for the content of the first series

of programs since their evaluation of the needs and interests of the groups they represent have been followed as closely as possible.

Evaluation of the programs will be done entirely by the listeners through questionnaires and interviews by the fieldworker.

The intent of this project is to provide reliable data that will direct future efforts of both public broadcast and commercial radio in serving their public.

WMOR
Morehead
1330 kc

WGOH
Grayson
1370 kc

WLKS
West Liberty
1450 kc

WKKS
Vanceburg
1570 kc

WMKY-FM
Morehead State University
91.1 MHz.



Frances Brown, Project Secretary



Leonard Watson, Director of Programming. Len is the producer-director of all the programs.



Roger Marshall, Fieldworker, is responsible for the gathering and evaluation of data from the listeners.

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APPRECIATION

A small radio station of 10 watts cannot make its influence felt except that it depends upon the cooperation of groups and individuals.

This project has reached elderly people in five counties through the cooperation of four commercial stations in eastern Kentucky. Our thanks goes to Mr. Bill Whitaker, WMOR, Morehead; Mrs. Faye Bush, WGOH, Grayson; Dr. C. C. Smith, WLKS, West Liberty; and Mr. Charles Boyd, WKKS, Vanceburg. Their willingness to experiment with a program service designed especially for elderly adults was rewarding for the project staff.

The cooperation of Northeast Area Development and its staff represented by Mrs. Regina Fannin aided immeasurably. Through Country Gathering, the project had a ready-made contact with groups of elderly citizens. Mrs. Fannin's personal efforts in time and travel brought the staff into contact with the elderly on the advisory council.

The production and program design in the project is due to the leadership of Leonard Watson. Credit also goes to the secretary, Mrs. Frances Brown, and student production assistants, Dave DeKorte, Larry Seewald, and Jim Hammond.

Additional programs were used from outside sources; Institute of Lifetime Learning, Long Beach California and National Educational Radio, Washington, D. C.

The other important aspect of the project, research, is the result of the capable work of Roger Marshall. His design, thorough fieldwork, and weekly contacts in the region are largely responsible for the person-to-person success of this mass media project.

Within Morehead State University, we relied heavily upon the advice of Dr. Morris Norfleet, Vice-president of Research and Development. Mrs. Carole Morella aided regularly with the procedural and financial management of the project.

To all who have participated, especially the elderly in our region, I give my sincere thanks. The success of the project belongs to you.

Don Holloway, Project Director
Adult Radio

INTRODUCTION

Adult Radio 1969-1970 is the project which evolved from the 1968-1969 project #68-005-008, "A Community Service and Continuing Education Project Through Broadcast Utilization."

During the previous year, programs produced in California by the Institute of Lifetime Learning were presented to a limited audience in Rowan County via the 10 watt station, WMKY, owned and operated by Morehead State University.

The recommendations at the end of the first year included:

(1) reach more people by providing the programs on the local commercial stations, (2) produce programs especially for the Appalachian elderly, (3) research more in depth the values and attitudes of the elderly, (4) select an advisory council in which elderly are represented, and (5) involve the elderly in both the planning production of the programs.

These recommendations became the goals for the second year's project, Adult Radio. The three major goals, production, dissemination, and research are each explained and described in separate chapters of this report.

The selection of a staff took place in July. The secretary, Mrs. Frances Brown, was a graduate of Scott High School, North Braddock, Pennsylvania and had worked as a secretary for a jewelry store. The graduate-assistant who served as researcher and fieldworker for the project was Roger Marshall. Roger completed his baccalaureate degree with majors in sociology and psychology. He had also worked for the radio station as student news director and therefore knew firsthand something about communication by radio. His graduate work in psychology

with a strong emphasis on research qualified him highly for the work required in the project. Mr. Leonard Watson joined the staff in September 1969, as producer-director for the three series proposed for the project. Mr. Watson had worked for the station during his undergraduate academic program. He returned to the university after completing his master's degree in Radio-Television at Indiana University. The student assistants were qualified in dubbing and tape handling required in the project.

The staff met during August and September to review the details of the first year project and to begin plans for the current year. It was established that the period for dissemination of the programs would be March, April, and May.

Before production could begin, it was necessary to select and meet with the advisory council. The council was composed of elderly people, retired business men, the commercial station managers, and the project staff. The advisory council included:

Mrs. Mary Anderson	Retired Teacher	Rowan
Mr. S. U. Pratt	Retired Businessman	Carter
Mrs. Riddel	Retired Mayor	Lewis
Mrs. Omie Conn	Housewife	Morgan
Miss Ione Chapman	Librarian	Rowan
Mrs. Bessie Green	Housewife	Elliott Lewis
Mr. Harry Hitch	Director, Institute on the Aging	Rowan
Mr. Mike Johnson	Director, Legal Research and Services for the elderly	Rowan

Mrs. Regina Fannin	Staff member of Ky. Area Development District	Lewis
Mrs. Faye Bush	WGOH, Grayson	Carter
Mr. Charles Boyd	WKKS, Vanceburg	Lewis
Mr. Glenn Woodward	WLKS, West Liberty	Morgan
Mr. William Whitaker	WMOR, Morehead	Rowan

Orientation for both the staff and advisory council began in August. The research of the previous year was the original input to the production goal of Adult Radio. Subject preferences of the elderly were discussed with the advisory council. Conversations with other agencies, Institute on Aging, Appalachian Adult Basic Education Demonstration Center, and Legal Services for the Aging gave additional ideas to the producer. These are covered more thoroughly in the chapter on Production.

The four commercial stations were again contacted and their interest in the project confirmed. These four stations, WMOR-AM-FM, Morehead; WKKS, Vanceburg; WGOH, Grayson; and WLKS, West Liberty all agreed to participate. Further details are in the chapter on Dissemination.

Initial enrollment was sought by contacting individuals and agencies. We had cooperation from civic clubs, church organizations, and educational organizations throughout the five county region. The organization which helped us most was Country Gathering, a project of the Northeast Area Development District. Regular contact by direct mail was maintained with 406 individuals in the five counties. Lewis County had 98 participants, Carter 44, Morgan 31, Rowan 119, and Elliott 114.

PRODUCTION

The original project goal was to produce three 13 week series. Recommendations of the advisory council indicated that series might be subdivided to better cover desired subjects.

The first series produced dealt directly with the elderly in eastern Kentucky. Subjects discussed were drawn directly from a list recommended by the advisory council. Within the series entitled "Our Past and Present" were the following programs:

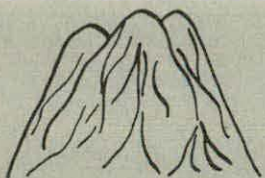
- | | |
|------------|--|
| Program #1 | Patriotism and Citizenship
Dr. John R. Duncan, Dean, Graduate Program,
Morehead State University
Mr. Harry Hitch, Director, Institute on the
Aging |
| Program #2 | The Value of Physical Activity
Mr. Rex Chaney, Director, Title I, Project for
Recreational Development |
| Program #3 | The Value of Mental Activity
Mr. Samuel Bowman, Acting Director, Nursing
Program, Morehead State University |
| Program #4 | Social Security and Medicare
Mr. Paul Borders, Social Security Field
Office, Ashland, Kentucky |
| Program #5 | Aging and Senility
Mr. Mark Schulzinger, Staff Psychologist, Cave
Run Comprehensive Mental Health Center |
| Program #6 | Eastern Kentucky Family as a Basic Social Unit
Dr. Roscoe Playforth, Dean, School of Social
Science, Morehead State University |
| Program #7 | Legal Services for the Elderly
Mike Johnson, Lawyer, Director of Legal Services
for the Elderly |

- Program #8 Dietary Consideration for the Elderly
Dr. Jean Snyder, Head, Home Economics
Department, Morehead State University
- Program #9 Budgeting for Food
Dr. Jean Snyder, Head, Home Economics
Department, Morehead State University
- Program #10 Hygiene
Dr. Jean Snyder, Head, Home Economics
Department, Morehead State University
- Programs #11 Better Mental Health
&12
Mrs. Judith Clough, Director, Cave Run
Comprehensive Mental Health Center
Mr. Mark Schulzinger, Staff Psychologist,
Cave Run Comprehensive Mental Health
Center
- Program #13 Organizations for Older Persons
Mrs. Lenore Upson, Executive Director for
Kentucky Association for Older Persons

The second series was to have dealt with writing in eastern Kentucky. This series was subdivided into seven programs dealing with writing and six programs involving eastern Kentucky folklore and history.

Mr. Andrew Offutt appeared for "The Writer Speaks," a seven program series which discusses the basics of writing and speculative fiction, which at the same time presents Mr. Offutt's views of the world today.

The other six programs entitled "The Real Eastern Kentucky" were produced on the campus of Morehead State University with funds provided by the Corporation for Public Broadcasting. It was a series of sound studies celebrating the traditions, pride, accomplishments and heritage of the Appalachia people. A brochure about this series follows.



The Real Real Eastern Kentucky

WHAT'S HAPPENING IN EDUCATION? --- A review of the educational objectives in Eastern Kentucky teaching efforts. Perspectives and new horizons are revealed.

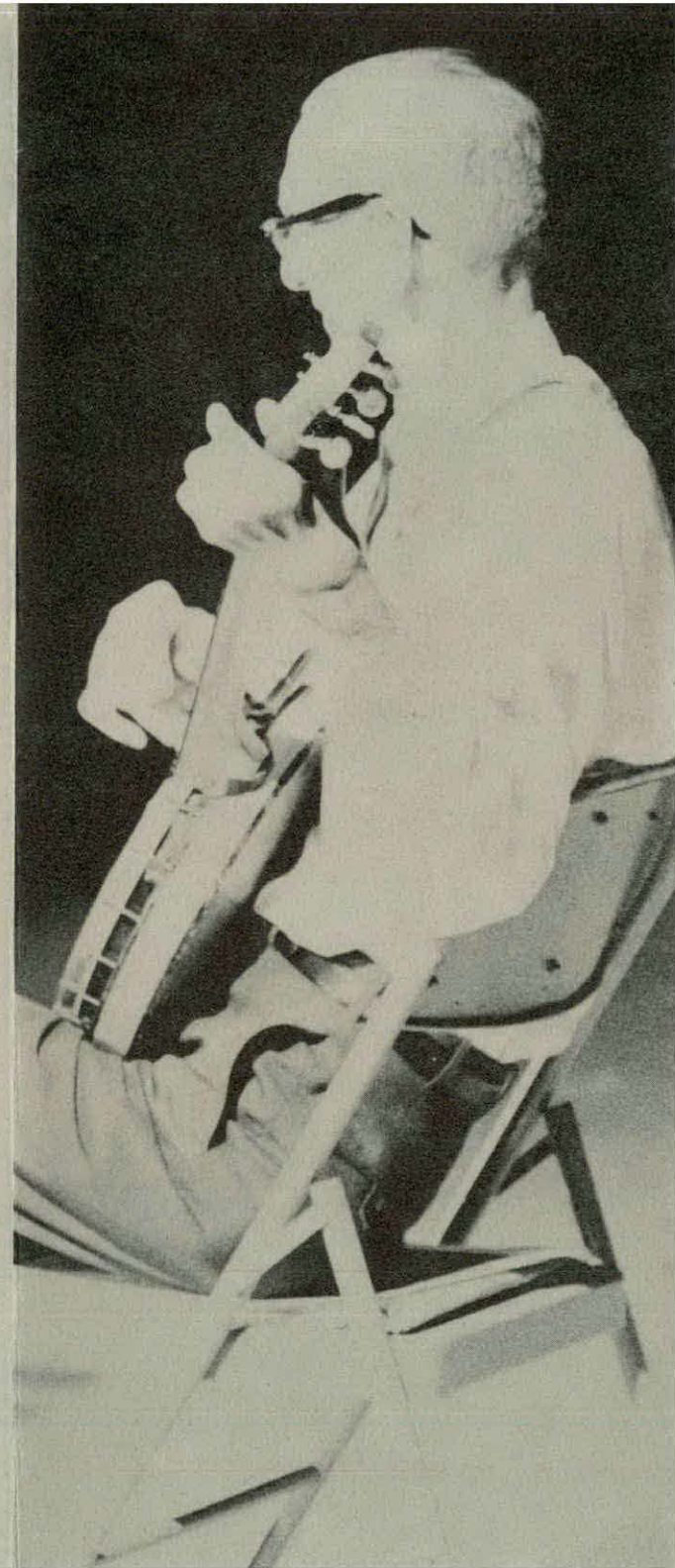
JOHN JACOB NILES: A PORTRAIT --- A sound portrait of a talented composer and collector of folk songs now residing in Kentucky. Although not a native, Mr. Niles is interested in the heritage of the Eastern Kentuckian as preserved in song.

THE ART OF THE DULCIMER --- A series of comments and commentary by those who play and handcraft their own dulcimers. The dulcimer is a traditional folk instrument found in the mountains of Appalachia.

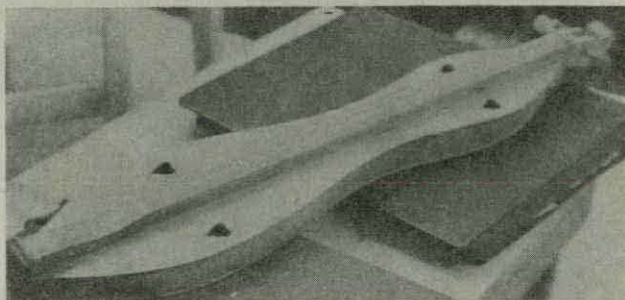
BY THE BIG SANDY --- Here is a study of the meeting of manufacturing with labor in Eastern Kentucky. The background for the report is the Big Sandy region where the citizens are cooperating to prepare the way for new industrial prospects.

A KENTUCKY REMINISCENCE --- An essay on the past as told in recollection and song by the people who live in the Appalachian region.

THE MUFFLED VOICES OF THE POOR --- Is anyone listening to the impoverished? Who controls the programs intended for the poor?



In attempting to deal with an area which has been often misrepresented by the media, these six half-hour radio programs were produced to reflect many of the things overlooked in other documentary studies.

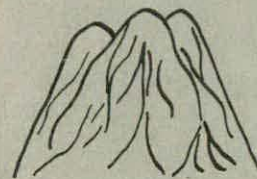


The series is made possible by a grant from the Corporation for Public Broadcasting.

Project Director - Donald Holloway

Producer - Director - James A. Uszler

Production Assistant - William Birchfield



The Real Eastern Kentucky

A SERIES OF SOUND STUDIES
CELEBRATING THE TRADITIONS, PRIDE,
ACCOMPLISHMENTS AND HERITAGE OF
THE APPALACHIAN PEOPLE.

Produced by the Institute of Public Broadcasting of Morehead State University in the studios of WMKY-FM.

The third series was also subdivided. After meeting with the advisory council, it became apparent that our intended audience would welcome religious programming without as one member put it, "Pulpit screaming." Also the people of eastern Kentucky needed some opportunity to express themselves to others. To satisfy both conditions, two series were produced. The first, "Religion in Life" featured Reverend Gabriel Banks, retired university professor and minister. His discussions dealt with various aspects of religion relevant to the elderly of eastern Kentucky (See Illustration F). The second series, "Five Counties Talking," featured individuals from the five counties served by the project. Subject matter varied from war to drugs to education and mental health.

Remaining programming hours contained tapes prepared by other sources. The Institute of Lifetime Learning, Long Beach, California, provided the following series: "Enjoyment of Music I," "Enjoyment of Music II," "Adventures in Maturity," "Great Lives After 55," and "Our American Heritage." National Educational Radio provided: "Science in Man's World," and "American Folk Tales."

DISSEMINATION

This portion of the report confines itself to the dissemination of the programs which are a part of the Adult Radio Project. It does not refer to dissemination of questionnaires and research instruments. These instruments and their distribution and response is included in the Research section.

The project proposal called for the dissemination of all programs via a network of telephone land lines. It was designed so that each day each station would carry the same programs at the same hours. This would also make it possible for a call-in discussion program, "Five Counties Talking," to be produced each Friday on all of the stations. This was a goal of the project which could not be achieved.

When it came time to enter the schedules on each of the station's logs, we found that some stations had specific religious and music programs which were designed for their audience and did not wish to change the program schedule. Two weeks before the beginning of dissemination, we had to resort to a different plan. We chose to use audio tapes to dub all of the programs and to provide a copy to each station so that they might program them according to their own convenience. We feel that this was acceptable to the station and that the interconnection would seem to lose the autonomy of each station and turn over their programming to an outside agency. Each station has had it's own autonomy for many years and it is understandable that they would avoid any type of outside schedule control.

We delivered the first set of audio tapes to the station on schedule. Three of the stations scheduled all programs while the fourth one, WLKS, could schedule only a portion of them during the first week.

It is interesting to observe that after the success of the first week other programs were added.

Another contact which we had with each of the people identified in the project was by mail. It was our plan to promote all of the programs by direct mail to each person who had been identified as a participant. We had to change our newsletter and individual letter dissemination and divide it by county; thereby providing four separate letters one of which identified with each of the four commercial stations. A sample of these initial letters is included as Illustration G.

Due to a lack of dubbing facilities and adequate studio time, it was necessary for tapes to be prepared between 12 midnight and 5:00 am Friday morning, ready for delivery to each of the stations on Friday. A total of 65 hours of programs were provided to the four commercial stations. This means that in the five county region there were a total of 325 hours of educational and cultural programs made available through this Adult Radio Project.

RESEARCH

The advent of Public Broadcast Radio and Television has brought with it many problems and questions that must be resolved in order to take advantage of this service. One of the questions the Adult Radio Project has attempted to answer is whether or not Public Broadcast Radio can be effective in bringing about a behavioral change in a population of adults 55 years of age and older.

In order to appreciate the population with which this project deals, some discussion of the geography and history of the area is relevant. Most of the area covered in the five counties involved in the project is rural or small rural communities. Industrial growth has not been rapid enough to be a major influence in the area so farming is, to a great extent, the major means of livelihood, especially the growing of tobacco. The terrain ranges from rolling hills with some wide valleys, in the Northern extent of the five county region, to steep mountains and narrow valleys at the Southern extent. This geography has not lent itself to full utilization for farming, thus most farming has been on a subsistence basis (Caudill 1963). The relative isolation of the culture, not only from the main body of U. S. culture, but also from each other has allowed to develop a type of decompensation. A lack of communication is one contributing factor, if not the basic precipitating factor, in this decompensation. In light of the recent advance of technology and emphasis on urbanization and manufacturing and the severe adaptations being forced on the

Appalachian population in terms of changing their values and attitudes, we can see the need for improved personal as well as regional communication (Coleman, p. 270, 1960).

The purpose of this project was to determine the effects that could be observed in changing this lack of communication to a willingness to communicate with a person or institution not closely identified with the family unit.

A. Procedure

1. Initial Phase - The basic objective of this research effort was to determine the feasibility of the use of mass media to bring about behavioral change in a selected population. The population chosen for the project consisted of Appalachian people, age 55 and over, living in either entirely rural or rural community settings. In order to measure some behavioral change in a population, we had to uncover a type of behavior common to the selected population.

The first phase of the project consisted of identifying a sample group within the population we expected to effect. This identification of a sample consisted of locating the individuals within the specified age group. Since those within this age group are largely retired and/or unemployed, the identification of a sufficient sample proved to be a major obstacle. A lack of social institutions that serve this age group confounded the problem. One social organization that has been started through the efforts of the Office of Economic Opportunity is Country Gathering. Country Gathering is designed to appeal to the same group in which we were interested and we secured the cooperation and interest of Mrs. Regina Fannin, the area director, in carrying on our research project. Another source of identification came from the churches, since

these are practically the only social institutions that gain the interest or supply a need of the elderly and are the most predominant social institutions in the area.

2. Subjects: Design - A group of 574 persons residing in five counties were located and introduced to the project either by personal contact in groups or by mail. Of this population 405 were females and 169 were males. All were over 55 years of age.

A series of questionnaires were devised that were to serve two purposes: (1) To gather demographic and attitudinal information on the population being studied, and (2) to act as a measurable vehicle of communication from the subjects to the project director, a person they had never met.

The experimental group consisted of the identified members residing in four of the five counties since it was determined that those in the fifth county could not receive the radio station airing the programs. This fifth county served as the control group.

Questionnaires were graded according to degree of difficulty and quantity of personal data asked for. They were sent out to a randomly selected group of 106 subjects each month and the total return counted as the number within that group that were returned within one month. Each new mailing had a new population randomly selected in order to overcome the possibility of practice effect or tendency for a person not to return a questionnaire because he had returned the same one the month before.

Each week all subjects were notified by mail of the sample being tested, the programming for the coming week, and asked to return the questionnaire if they had received one.

The procedure for identifying the sample population was to contact the Area Director of Country Gathering and arrange for personal contact with the members of Country Gathering at their regular meetings. At these meetings the general plan of the radio programs was outlined and the subjects were told that their role would be to evaluate the programs as to content, practicality and desirability.

A special effort was made on the part of the fieldworker to maintain objectivity in these presentations since to make a personal appeal or to approach the subjects on the basis of a close personal relationship may have biased the results due to a feeling of obligation on the part of the participant.

Other persons recruited for participation in the project were identified through the local churches. These people did not have any contact with the fieldworker except by letter correspondence.

3. Evaluation of Population - Evaluation of the population was carried out in personal interviews while attending Country Gathering meetings. Approximately 125 unstructured interviews were made by the fieldworker prior to the planning and airing of the programs. More than thirty attendance dates with groups supplied the fieldworker with an overview of the group processes that were in operation at the time of the project.

An advisory council was selected from members of the sample population as well as from persons working with this age group. The advisory council served to point out more subtle values of the population and at times performed as critics of radio programs before they were aired. In many instances their comments pointed out statements within programs that would

possibly be offensive to the population. At other times they served directly as programming input and served directly as programming input and served as panelists on discussion programs.

Several distinct characteristics seemed to be prevalent within all the groups observed:

(a) Most of the leadership is through the appointed O.E.O. field-worker. One other leadership position is evident in each group and that is the one held by a minister. Throughout this project there has been no evidence of the spontaneous emergence of a group leader and not more than one minister per group.

(b) Even though these people were from the same area, there was an amazing lack of spontaneous interrelationship between group members. Each person seemed to be painfully aware of "self" and unwilling to expose "self" to any possibility of harm.

(c) Sex roles were evident and during meetings the women and men were spontaneously segregated. When a speaker was present, the men usually sat separate from the women. When social conversation was in evidence, it was carried on in segregated groups. Topics of conversation ranged from past events to present symptoms of disability without much exchange of personal feelings, however, at times emotional data was exchanged.

(d) Relationships between husband and wife were often formal although each would show the other a great deal of respect. Often a husband would refer to the wife as "Mrs." but more often the wife referred to her husband as "Mister" (Fannin, 1970).

(e) An unwillingness to hurt the feelings of another, especially a stranger invited into the group, was evident in the interviews. This tendency was characterized by a lack of negative statements or disagreement

with statements made by the interviewer. More often the behavior would be a withdrawal and noncommittal answers to questions about a controversial issue.

(f) Many of the subjects used ill health as a reason for not talking to the interviewer or answering questionnaires. Information from local mental health facilities indicate that this is a form of neurotic adjustment quite prevalent in the area. Shulzinger (1970) reports that the larger percentage of clients at the mental health center are diagnosed as neuroasthenics.

(g) In interviews the subjects almost unanimously voiced their love for people and concern for the welfare of others. This statement was usually made several times during a conversation and appears to be defense against hostile feelings that are not morally acceptable in this culture.

(h) The group process exhibited a lack of cohesion and group concern that marks healthy group relationships. In talking to persons about the needs of the elderly, most persons could relate only their individual, specific needs and seemed unable to talk about what was needed by the group as a whole.

All the foregoing observations were interpreted by the fieldworker as indications of a lack of communication and an indication of group pathology as discussed by Coleman (1960). As we have stated before the only institutions in existence that fulfill a group need of cohesiveness are the religious institutions. Since the values and norms of this institution are defined by a leader, i.e., the preacher, then this is likely to be the only area of values and attitudes where some agreement can be found between these people. If people are not communicating in other areas of values and norms, then there is hardly any possibility of a group consensus

therefore no possibility of group cooperation in solving social problems.

B. Program Construction

Throughout the initial phase of the project the tendency was evident for the subjects to withdraw when presented with new situations or people. This behavioral pattern was taken as the object of this research project and programming was directed toward affording the intended audience more alternatives in live situations, hopefully ending in an increased willingness to communicate with persons not closely related to their locality. To accomplish this aim we contrived to assimilate a series of programs covering a broad spectrum of life and to begin the programming at an educational and value level that would not cause antagonism or a lack of interest (Schramm, 1960).

C. Instruments

1. The initial interview form (Illustration A) was used to gather demographic data and to get some information on programming preference. These forms were mailed to prospective participants with a letter of explanation about the project and a stamped, address return envelope. These forms were also used in a few personal interviews where time and occasion permitted. There was a noticeable reluctance on the part of most of the subjects to answer questions about themselves especially when they were in the nature of a questionnaire.

2. A programming preference questionnaire was devised in an effort to determine the amount of interest in various areas. The areas covered were sports, education and arts, news & current events, recreation, occupational training, economics and social sciences, religion, medicine and music. Within these fields the questions were structured to determine a depth of interest from a basic to an advanced interest in the area. A basic interest is defined as one that tends toward the more practical and

short range goals of an individual such as an immediate interest in obtaining employment as opposed to an advanced interest of receiving training with the long range goal of becoming specialized in a trade or becoming an expert in an area. Illustration B shows how this form is designed in areas with each area broken up into three or more specific questions indicating the type of interest within the area. Letters in parentheses indicate whether the interest is (A) advanced, (B) basic, (C) moderate.

3. The attitude questionnaire (Illustration C) was designed to uncover some of the more subtle attitudes and values held by the sample population. Time and a lack of personnel did not permit proper utilization of this questionnaire since reliability and validity studies should have been run in order for this questionnaire to be meaningful in this study.

Since reliability and validity studies on the attitude questionnaire could not be run, results of the application of these values will not be reported in this paper, but answers on this questionnaire appear to correlate highly with preferences listed on the programming preference questionnaire and the Study of Values.

Since the study of attitudes and values was needed we changed over to administration of the Alport, Vernon, Lindzey Study of Values.

D. Personnel

Personnel for the research part of the project consisted of one (1) fieldworker with training in Sociology and Psychology working as a graduate assistant. Much of the fieldworker's efforts were aimed at program construction and production since personal contact and interviews with the population afforded a deeper knowledge of what would be acceptable and understandable

to the population under study.

E. Results

(a) Type of Population: The population from which this project gathered its data is summarized in Table 1. Most (90%) of the subjects that answered questionnaires were retired women who have spent most of their lives as housewives. All subjects were age 55 or over and were born in the counties that were covered in this research project. Most of the subjects answering the questions about education level attained had from a 4th to 8th grade education, however, almost as many did not want to answer this question. The subjects spend more time listening to radio than to TV. This is probably an indication of economic status rather than preference since at least 55% fall under the \$3500 per year level in income. Religious programs are the outstanding favorites within this population. This can be compared to the program preference scores and the scores in the Study of Values which are reported later in this report. The morning hours are the most favored hours for listening to radio and the evening hours seem to be more preferred for television viewing. These data correspond with those in general use in the TV and radio industry.

Table I Demographic Data From Initial Interview Forms

<u>Sex:</u>	<u>Sex of Identified Population:</u>
Male - 10.4%	Male - 29%
Female - 89.6%	Female - 71%

Employment Status:

Retired - 44.8%
Other Income - 17.2%
No Comment - 17.2%
Public Assistance - 10.4%
Full Time - 6.9%
Part Time - 3.4%

Type of Work Done:

Housework - 65.5%
No Comment - 17.2%
Blue Collar - 6.9%
Professional - 3.4%
White Collar - 3.4%
Farming - 3.4%
Other - 0.0%

Age Range:

Over 55 - 100%

Place of Birth:

Elliot Co. - 34.5%	No Answer - 10.4%
Carter Co. - 13.8%	Kentucky - 3.4%
Morgan Co. - 13.8%	Rowan Co. - 0.0%
Lewis Co. - 10.4%	Eastern Ky. - 0.0%

Educational Level Attained:

4th to 8th grade	37.9%
9th to 12th grade	27.6%
No comment	34.5%
All others	0.0%

No. of Hours Per Day Spent Listening to Radio:

1-2 hours	37.9%
3-4 hours	13.8%
4-5 hours	10.4%
No radio	10.4%
2-3 hours	6.9%
No answer	20.7%

No. of Hours Per Day Spent Watching TV:

3-4 hours	20.7%
2-3 hours	13.8%
4-5 hours	10.4%
5-6 hours	10.4%
1-2 hours	6.9%
Split times	3.4%
More than 8 hours	3.4%
No TV set	6.9%
No answer	24.1%

Hours of Day During Which TV is Watched:

5 pm - 8 pm	34.5%
Split time	20.7%
10 pm - 12 pm	6.9%
12 noon - 4 pm	6.9%
5 am - 7 am	3.4%
8 am - 11 am	3.4%
No answer	24.1%

Hours of Day During Which Subjects Listen to Radio:

8 am - 11 am	27.6%
12 noon - 4 pm	17.2%
Split time	10.4%
5 pm - 8 pm	6.9%
10 pm - 12 midnight	3.4%
No answer	34.5%

Type of Radio Program Preferred:

Religious	58.6%
News Information	13.8%
Music	6.9%
Game Programs	3.4%
No answer	17.2%

Type of TV Program Preferred:

Religious	55.2%
Game Programs	6.9%
Adventure	6.9%
News Information	6.9%
Soap Operas	3.4%
Drama Movies	3.4%
No answer	17.2%

Income Level:

Under \$3500	55.2%
\$3500 - \$4500	3.4%
\$5500 - \$6500	3.4%
No answer	37.9%

comfortable subsistence living. This type of religion is also punitive in other areas and lends very little support to the lives of the individuals. Much of the support of these religious institutions appears to be built upon guilt with very little release from the feelings of guilt. Mowrer (1961) stresses the importance of guilt in a person's life and the destructive effects this guilt can have if no avenue of relief is provided.

If we agree that to feel guilt is a punishing situation and that persons will try to avoid a punishing situation, then we can see why the people in our population would avoid so many situations and activities. Listening to the radio programs have some element of guilt attached by a fundamentalist approach to religion and generalization to other events and activities can restrict the possible number of alternatives a person in this situation is allowed to enjoy.

From the low score on aesthetic values we may infer that those in this population do not tend toward individualism and self-sufficiency but are tending toward being directed by others as well as dependent upon others. This tendency is also evident in the willingness to support political activity to the point of suppressing individuality in appearance as well as action. During interviews with a number of subjects the topic of present day styles of dress was brought into the conversation. In all of the interviews long hair on your men was opposed, sometimes quite violently. Such phrases as "you can't trust them," "they should be taken out and shot," "they are causing all the trouble," were not uncommon. In all cases the general feeling was that government should be followed and not criticized since criticism or demonstration was considered unpatriotic. These data were used in the structuring of the programs to be aired, especially in editing out references to those values that were violently opposed or misunderstood by the subjects.

A comparison of ranges of scores between the sample population and the range of 82% of all female scores indicate that the sample population falls far outside the range of the standardization sample in the area of Religious Values. A full 43% of the sample population achieved scores higher than the standard. This is considered by the publishers of the test to be very distinctive. The comparison of the ranges within which 82% of the population lies is presented in Figure 2.

	Standard	Sample
Theoretical	26-45	29-39
Economic	28-48	29-46
Aesthetic	31-54	26-42
Social	33-51	41-51
Political	29-46	27-46
Religious	31-56	36-62

Figure 2 - A comparison of the ranges of 82% of standard and sample groups.

Another score that varies from the standard group was the low scores achieved by the sample group in the area of Aesthetics. The total scores falling below the level of 31 in the standard group, or outside 82% of the standard population, amounted to 36% of the sample population.

These two scores support our original hypothesis that the population has a tendency to withdraw as outlines in the description of the religious man. Rigorous self denial is also one aspect of the religious person in this group. This value may tend to counteract efforts on the part of many agencies to motivate a population such as this to strive for a higher standard of living. The fundamentalist religious values that are prevalent in the area tend to devalue the individual and his striving for more than

(b) Change in Willingness to Communicate - Figure 3 graphically represents the change in willingness to communicate and the extent of communication from impersonal, represented by a simple check preference post card, Illustration D, to personal communication and comments as shown in Illustration E.

In January 1970 after interviews and studies of group process indicated the withdrawal of subjects in the group, 200 initial interview questionnaires, Illustration A, were passed out to a random sampling of the population. They were accompanied by instructions and information on when and how they were to be returned. Of this group only 2% were returned. Again in March, 106 of these questionnaires were mailed after the airing of the radio programs began. Of this group 8.5% of the questionnaires were returned. In April another random sample was drawn and 106 questionnaires sent out again. Of this last group 14% were returned. Also during February we received .2%, March 3.7% and April 6% personal correspondence that was not requested or expected. A sample of one of these notes is included as Illustration .

Another type of questionnaire (Illustration D) was devised to detect specific interests within the program series. These questionnaires were mailed to another sample of the intended audience in March. The return on this group amounted to 12%, 3.5% more than the interview questionnaire. This difference may be attributed to the simplicity of the post card questionnaire as well as the absence of questions asking for personal data. Again in May these questionnaires were sent out to a random selection of 106 subjects. Of this mailing 18% was returned. These data are illustrated graphically in Figure 3. Table 1 lists program preference at beginning of programming and at the end of the program series.

	March	May	Loss or Gain in Preference
Religion and Life	24%	23%	- 1%
Enjoyment of Music	15%	20%	+ 5%
Great Lives After 55	15%	3%	-12%
Learning About Ourselves	9%	3%	- 6%
American Folk Tales	7%	3%	- 4%
The Real Eastern Kentucky	6%	11%	+ 5%
Stories of Appalachia	6%	11%	+ 5%
Our Past and Present	4%	3%	- 1%
Five Counties Talking	4%	11%	+ 7%
Adventures in Maturity	4%	3%	- 1%
Our American Heritage	4%	3%	- 1%
Creative Writing	3%	3%	
Science in Man's World	0%	3%	+ 3%

Table I - Percentage of total preference for individual programs and the amount of loss or gain in preference over the 13 week program period.

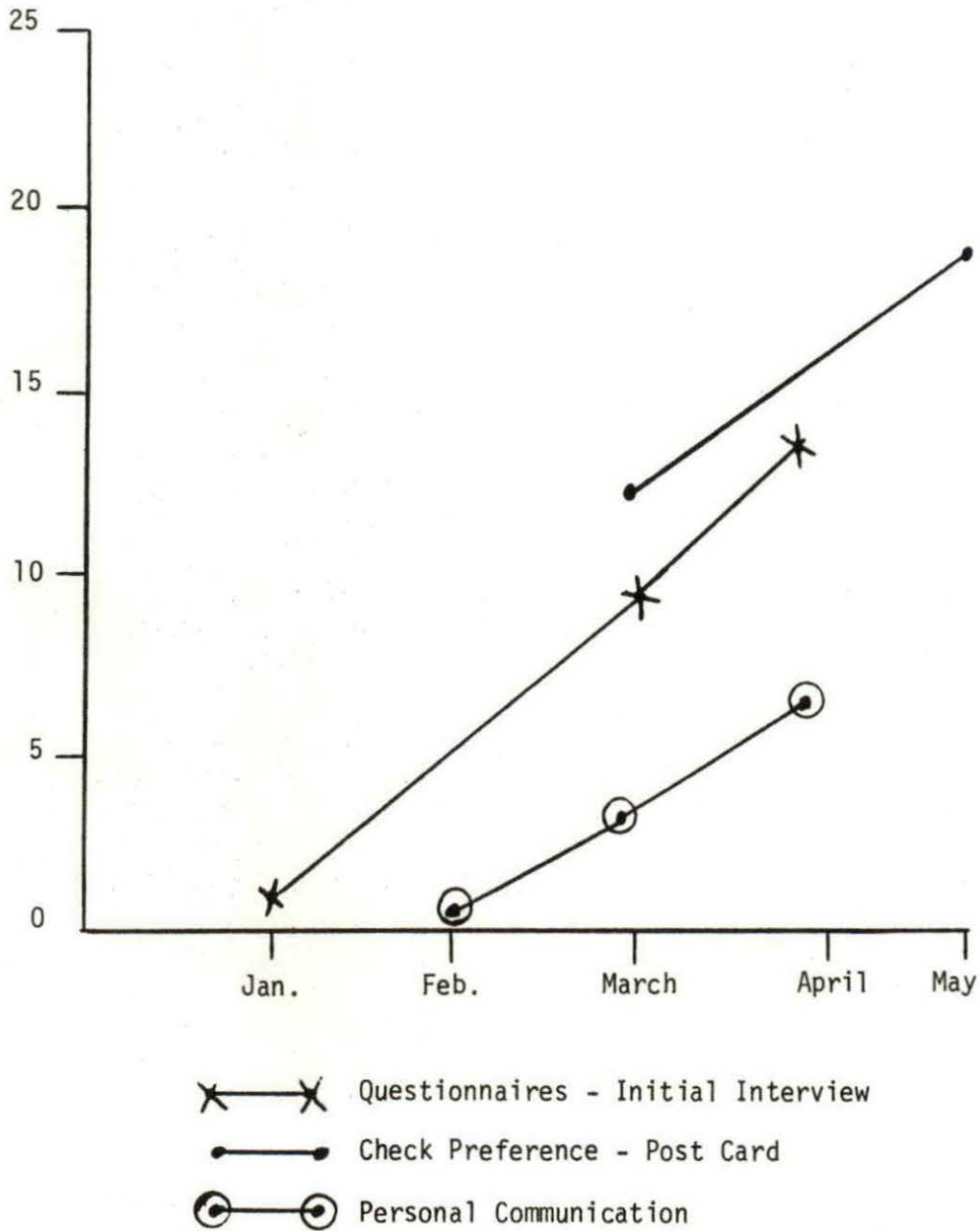
F. Discussion

Although no reward was offered for participation in this project the subjects appeared to pick up interest in the project as evidenced by the return of questionnaires and unsolicited remarks about the programs in group contacts. Later in the project a certificate of participation was devised and was sent out to those that listened to the programs and returned a questionnaire. However, this small reward was not announced until the end of the research phase of the project.

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A comparison of percentage change in program choice indicates that the increase in "Enjoyment of Music," "The Real Eastern Kentucky," "Stories of Appalachia," and "Five Counties Talking," are significant within a 95 percent confidence interval for sample size 100 (Bernstein, 1964).

FIGURE 3



1. The results of this project indicate that some types of behavior can be altered by the use of mass media, an idea the commercial world must be well aware of in light of the enormous amounts spent in advertising. A parallel may be drawn between what commercial mass media tries to accomplish with advertising and what this project accomplished in eliciting a response of communication where none was evident before. Commercial mass media attempts to elicit responses such as buying as opposed to inhibiting a response of buying. This project attempted to elicit a response of communication as opposed to a response of non-communication or inhibited communication. In the commercial world the values of status, pride of ownership, and staying young are played upon to overcome values of frugality, conservatism, and a classless society. With none of these rewards present within this project, we tried to appeal to a subjects desire to enhance his own being by providing alternatives in the form of data within radio programs that we considered relevant to the subjects life. Carl Rogers (1951) and George A. Kelly (1955) propose that a person is continually seeking to enhance his knowledge of the world and thus of himself and will accept data he or she considers relevant to this enhancement of self, if the information fits his concept of self, and according to Kelly enables the person to better predict outcomes of events in his or her life.

2. Values: The Alport, Vernon, Lindzey Study of Values was administered to a random selection of the sample population. A graphic representation of mean scores is presented in Figure 1. The scores represented in this graph are those of the female sample since not enough male samples could be secured to provide a reliable indication of the values of the male population.

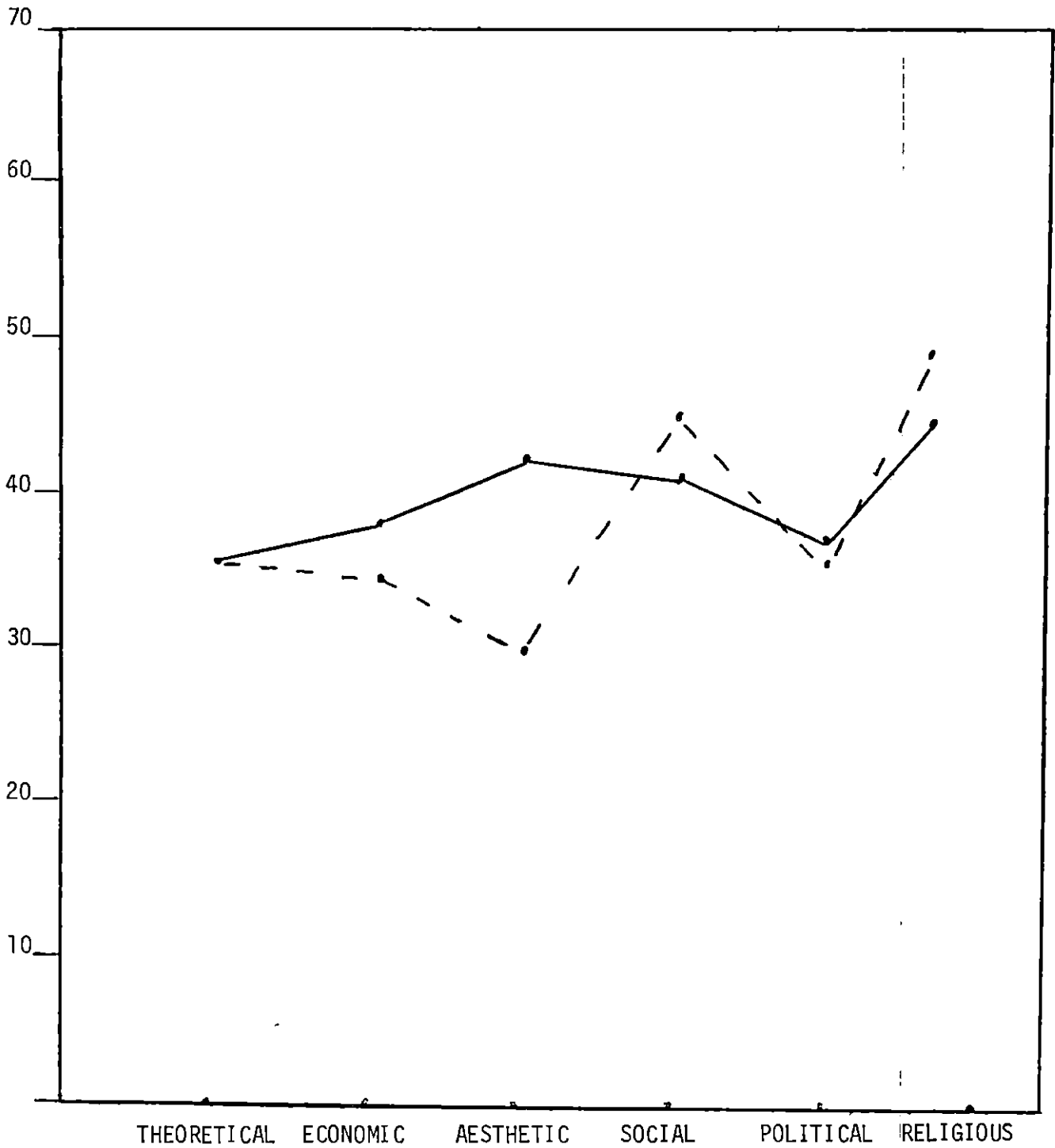


Figure 1 - A graphic comparison of scores on the Study of Values between the standardization group and the Appalachian group in this study.

———— Average Female Profile
----- Average Appalachian Female Over 55 Years

In the future particular attention should be paid to existing values and educational level when producing programs. This does not mean that a value that exists in the population must be reinforced repeatedly but that it can be used as a point of departure in exploring other possible values and attitudes.

More research workers will be needed in order to provide sufficient personnel to identify the population. This is the first major problem that has to be overcome. Beyond this, the fieldworkers will be needed to administer tests, questionnaires, and interviews. Working with persons of this education and age level is time consuming to say the least in that problems of understanding a question are prevalent. Also, this age group is a lonely and isolated group. Many times in trying to administer a questionnaire, the persons memory would be sparked by a question and he or she would begin to tell a story or remember past events. The fieldworker should have training in both the social sciences and research techniques.

Another problem encountered is the lack of reward for answering questionnaires. The group intended as a control group, Morgan County, could see no reason to respond since they did not receive the radio programs although for our research this is a particularly relevant event. The programs themselves must have been a form of reward to those that listened. However, in future projects some type of monetary reward should be offered to the sample population for answering questionnaires and taking tests. This population is aware of the practice of paying subjects in a research project and the fieldworker was asked about this on numerous occasions.

Although this project cannot give statistical reliability scores on the change in communication because of the lack of response of the control group, this can be viewed as highly relevant. Those persons hearing the programs had no other reinforcement other than the programs. This indicates that a behavioral response can be elicited by public broadcast radio. However, more research is needed on a deeper level to determine the specific values, attitudes and modes of existing behavior that should be the target of public broadcast radio. Another area of research should involve the qualitative and quantitative rate at which new alternatives will be accepted into an existing cognitive structure. One relevant piece of data that seems to be in existence is that in using radio and television to change behavior the emphasis of the producers should be placed on a positive approach. New data or new alternatives are presented in the positive approach in order to allow the person to make a choice. In a negative approach the existing behavior would be condemned. The negative approach would tend to void an alternative the person has already selected as being an expression of self and to condemn this behavior would be, in all probability, an expression of rejection by the institution attempting the change.

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SUMMARY

In summary, the project in a descriptive manner was successful in all areas. In production, the total number of hours of new programs was not achieved but this was offset by the diversity of subjects made possible by subdividing the series. The live telephone show was not possible but this was compensated by using more elderly in the third discussion series.

Dissemination techniques had to be adjusted drastically and quickly but the staff was adequate to meet the emergency. The impossibility of co-ordination of the program schedules of the commercial stations indicates again the need for a high power public broadcasting station which can provide such alternate services without being restricted by the economic factors of the commercial station. Another conclusion is that program services provided to commercial station from a public broadcasting station must be flexible and cognizant of the schedule demands of the cooperating stations. This project has been able to achieve both flexibility and awareness of the station autonomy.

The research component has added immeasurably to the evidence needed for program design among the elderly. Both the instruments used for research and feedback must be easy to read and require little written work because of limited capability among the under-educated elderly. Personal contact and a multi-media approach is required to reach the public.

Coordination with other agencies is a requirement of every project. It is even more important when the project is one of communication. Public Broadcasting must depend upon the expertise of other agencies. Advantages accrue to all groups through cooperation.

Adult Radio has given stature to WMKY and the Institute of Public Broadcasting. Administrative and management techniques have been improved. Staff has been added. Public image has been enhanced. The project has given practical evidence of action in support of grants for station expansion. Services provided to the elderly in this project were one of the prime factors in an application to the Federal Communications Commission for authorization to increase the power of WMKY to 50,000 watts. Another application to the Office of Education, Educational Broadcasting Facilities Program, has provided money for the purchase of transmitting equipment for expansion. Another grant for personnel from the Corporation for Public Broadcasting brings the total expansion project to \$105,000.

Above all other results of this project stands the major goal of communicating with elderly people. More than ten percent of those with whom we worked felt that they had participated regularly enough to receive a certificate (Illustration H). Certificates have been presented to 76 elderly people: four in Carter County, ten in Elliott County, twenty-eight in Lewis County, eight in Morgan County, and twenty-six in Rowan County.

This personal hot media of radio helps to influence people toward personal decision. Adult Radio co-hosted with the Institute on Aging a luncheon to which twenty elderly came. Four of the twenty enrolled in university classes under the William Caudill scholarship plan which offers tuition-free courses to any person fifty-five and over. Some of the twenty could not enroll because they did not have transportation to come to the campus regularly. They requested more radio programs which they may use in their homes.

The final question when evaluating any project must be, "Does the results have a lasting effect?" The answer is "Yes." The programs produced by the project have been offered to commercial stations throughout eastern Kentucky. Seventeen stations have requested a total of 209 hours of programs. A summary is included as Illustration I. The evidence and experience derived from this project will assist for a long time to come the director of the Institute of Public Broadcasting and the program director for WMKY.

Service designed out of an awareness of the attitudes and value systems of the target audience will provide a viable public radio service to the Appalachian elderly.

ILLUSTRATION A

Card 1

A D U L T R A D I O P R O J E C T

INITIAL INTERVIEW

(Note: All information on this form will be held as confidential & privileged material.)

Do not write in this space.

NAME: _____
 First Last

--	--	--	--	--	--	--	--	--	--

ADDRESS: _____

CITY: _____ STATE: _____

ZIP: _____ COUNTY: _____ FIELDWORKER: _____

DATE:
1. Summer '68
2. Fall '68
3. Spring '68
4. Summer '69
5. Fall '69
6. Spring '70
7. Summer '70
8. Fall '70
9. Spring '71
66. _____

STATUS:
1. Enrolled
2. Not Interested
3. Dropped
4. Continued
5. Deceased
67. _____

SEX:
1. Male
2. Female
68. _____

EMPLOYMENT STATUS:
1. Full Time
2. Part Time
3. Unemployed
4. Retired
5. Public Assistance
6. Other
7. No Comment
69. _____

WHAT TYPE OF WORK (DO/DID) YOU DO?
1. Professional
2. White Collar
3. Blue Collar
4. Farming
5. Housewife
6. Other
7. No Comment
70. _____

AGE:
1. Under 21
2. 21-35
3. 36-55
4. Over 55
5. No Comment
71. _____

PLACE OF BIRTH:
1. Lewis Co.
2. Elliot Co.
3. Rowan Co.
4. Morgan Co.
5. Carter Co.
6. Eastern Ky.
7. Kentucky
8. Other
72. _____

EDUCATIONAL LEVEL COMPLETED:

- | | | | |
|---------|--------------------|---------------|-----------|
| 1. 0-3 | 4. 13-16 (College) | 7. No Comment | 73. _____ |
| 2. 4-8 | 5. Graduate Work | | |
| 3. 9-12 | 6. Trade School | | |

HOW MANY HOURS A DAY DO YOU LISTEN TO THE RADIO?

- | | | | |
|--------|--------|----------------------|-----------|
| 1. 1-2 | 4. 4-5 | 7. More than 8 hours | 74. _____ |
| 2. 2-3 | 5. 5-6 | 8. No radio | |
| 3. 3-4 | 6. 6-7 | | |

HOW MANY HOURS A DAY DO YOU LISTEN TO OR WATCH TV?

- | | | | |
|--------|--------|----------------------|-----------|
| 1. 1-2 | 4. 4-5 | 7. More than 8 hours | 75. _____ |
| 2. 2-3 | 5. 5-6 | 8. No TV | |
| 3. 3-4 | 6. 6-7 | | |

DURING WHAT HOURS DO YOU NORMALLY LISTEN TO OR WATCH TV?

- | | | | |
|------------------|----------------|---------------|-----------|
| 1. 5am - 7am | 4. 5pm - 8pm | 7. No Comment | 76. _____ |
| 2. 8am - 11am | 5. 10pm - 12pm | | |
| 3. 12 noon - 4pm | 6. Split Time | | |

DURING WHAT HOURS DO YOU NORMALLY LISTEN TO RADIO?

- | | | | |
|------------------|----------------|---------------|-----------|
| 1. 5am - 7am | 4. 5pm - 8pm | 7. No Comment | 77. _____ |
| 2. 8am - 11am | 5. 10pm - 12pm | | |
| 3. 12 noon - 4pm | 6. Split Time | | |

WHAT TYPE OF RADIO PROGRAMS DO YOU ENJOY MOST?

- | | | | |
|---------------------|---------------|------------------|-----------|
| 1. Music | 4. Drama | 7. Game Programs | 78. _____ |
| 2. News Information | 5. Soap Opera | 8. Documentary | |
| 3. Adventure | 6. Religious | 9. No Comment | |

WHAT TYPE OF TV PROGRAMS DO YOU ENJOY MOST?

- | | | | |
|---------------------|-----------------|------------------|-----------|
| 1. Music | 4. Drama Movies | 7. Game Programs | 79. _____ |
| 2. News Information | 5. Soap Operas | 8. Documentary | |
| 3. Adventure | 6. Religious | 9. No Comment | |

INCOME LEVEL:

- | | | |
|--------------------|--------------------|-----------|
| 1. Under \$3500 | 4. \$5500 - \$6500 | 80. _____ |
| 2. \$3500 - \$4500 | 5. over \$6500 | |
| 3. \$4500 - \$5500 | 6. No Comment | |

ILLUSTRATION B

PROGRAMMING PREFERENCE QUESTIONNAIRE

NAME: _____ DATE: _____

Code No. Do not write in this space.
 2 5 8

Answers to the following questions will, to a large extent, determine the type of radio programs you will be listening to during the coming year. Please indicate the amount of interest you feel in the following programs. Place the number corresponding to the degree of interest you feel in the numbered blank at the end of each sentence.

- | | | |
|---|-----------|-----------------------|
| A want ad job center of the air including information about where local and regional jobs are available and information on where to get training.
1. <u>None</u> 2. <u>Some</u> 3. <u>Mild</u> 4. <u>Definite Interest</u> 5. <u>Strong Interest</u> | 9. _____ | Occupational Training |
| An occupational clinic where people of various occupations contribute opinions and advice for people of that occupation
1. <u>None</u> 2. <u>Some</u> 3. <u>Mild</u> 4. <u>Definite Interest</u> 5. <u>Strong Interest</u> | 10. _____ | Occupational Training |
| An occupational "classroom of the air" where basic instructions are given by experts in the various occupational fields.
1. <u>None</u> 2. <u>Some</u> 3. <u>Mild</u> 4. <u>Definite Interest</u> 5. <u>Strong Interest</u> | 11. _____ | Occupational Training |
| A program dealing with how the individual can get the most out of area recreational facilities for hunting, camping, and fishing.
1. <u>None</u> 2. <u>Some</u> 3. <u>Mild</u> 4. <u>Definite Interest</u> 5. <u>Strong Interest</u> | 12. _____ | Recreation |
| A program dealing with various hobbies; how to start your own hobby; how to make it pay; how to increase your skill.
1. <u>None</u> 2. <u>Some</u> 3. <u>Mild</u> 4. <u>Definite Interest</u> 5. <u>Strong Interest</u> | 13. _____ | Recreation |
| A program designed to air specific instructions by experts on dress making, baking, furniture re-finishing, hunting, fishing, camping, and other hobbies and recreations.
1. <u>None</u> 2. <u>Some</u> 3. <u>Mild</u> 4. <u>Definite Interest</u> 5. <u>Strong Interest</u> | 14. _____ | Recreation |
| A program where local clergymen comment on current religious interest.
1. <u>None</u> 2. <u>Some</u> 3. <u>Mild</u> 4. <u>Definite Interest</u> 5. <u>Strong Interest</u> | 15. _____ | Religion |
| A program of religious instruction by pastors of local and regional churches of various Protestant faiths.
1. <u>None</u> 2. <u>Some</u> 3. <u>Mild</u> 4. <u>Definite Interest</u> 5. <u>Strong Interest</u> | 16. _____ | Religion |
| A program dealing with various religious faiths, their morals and ethics, explained by experts in the various faiths.
1. <u>None</u> 2. <u>Some</u> 3. <u>Mild</u> 4. <u>Definite Interest</u> 5. <u>Strong Interest</u> | 17. _____ | Religion |

- A program dealing with basic instructions in reading, history, and general education courses. 18. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest Ed. & Arts
- A program dealing with instructions in art, music, drama, and science. 19. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest
- A program dealing with appreciation and instruction on specific writers, composers, and with specific areas of the various arts. 20. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest
- A program in how to get the most for your money in buying for the family and home. 21. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest Econ. & Soc. Science
- A program dealing with how to improve personal relationships within the family. 22. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest
- A program dealing with the development and social implications of the family in our society. 23. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest
- A medical program where experts would report on some phase of health and listeners could phone in questions. 24. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest Medical
- A program dealing with the more usual problems of health and disease with emphasis on how to prevent and deal with them. 25. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest
- A program of experts in various fields of health and medicine speaking on their special field, including physical and mental health. 26. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest
- A world in prospective program which would include reporting and opinions of local, national, and international news events. 27. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest News & Current Events
- An interview discussion program involving local, state and national politicians where listeners could phone in questions and opinions. 28. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest
- A program dealing with the accomplishments of national and world organizations such as the United Nations, NATO, etc. 29. _____
1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest

Please indicate the type music you prefer by marking one of the listed areas.

- | | | |
|-----------------|--------------------|---------------|
| 1. Bluegrass | 4. Country Western | 7. Show Music |
| 2. Rock n' Roll | 5. Light Popular | 8. Classical |
| 3. Gospel | 6. Jazz | |

30. _____ Music

Please indicate your preference for the following sports and indicate your amount of interest by marking the number on the line.

1. Football
 1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest

31. _____

2. Basketball
 1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest

32. _____

3. Baseball
 1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest

33. _____

4. Track & Field
 1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest

34. _____ Sports

5. Other (Please indicate) _____
 1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest

35. _____

Please indicate the amount of interest you have in listening to the sport you prefer over the radio.

1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest

36. _____

Please indicate the amount of interest you have in listening to the type music you prefer over the radio.

1. None 2. Some 3. Mild 4. Definite Interest 5. Strong Interest

37. _____

A D U L T R A D I O

ATTITUDE QUESTIONNAIRE
SENTENCE COMPLETION

NAME _____

DATE _____

Code No.

--	--	--	--	--	--	--	--

Do not write in this space.

Please complete the following sentences with the thought or thoughts you consider the most appropriate at the time.

1. I don't like to talk to people who

2. I think a person should go to church because

3. If someone hurts my feelings, I

4. My feelings about education are

5. The old ways of doing things are

6. Older people are

7. You can trust people who

8. People who don't believe in God are

9. When someone does me wrong, I

10. I would like to learn to

11. People today act as if

12. I think young people are

13. You really can't trust

14. I think real religious knowledge

15. I could get along better if

16. When I see what they are learning in colleges today, I

17. I think some of the changes in the world are

18. I sometimes think of myself as

19. I can judge a good person by

20. When I need religious direction, I

21. Sometimes life is

22. If I had life to live over again, one thing I would do is

23. I think the world today is

24. My family doesn't

25. When I'm going someplace, I

26. Bad people are

27. If I have a little bad luck, I

28. Good common sense is

29. The answer to many of today's problems is

ILLUSTRATION D

Post Card for Program Preference

Please indicate your preference for our Adult Radio Programs by making an "x" in the box before your choice. Please mark only one:

- | | |
|---|---|
| <input type="checkbox"/> Our Past and Present | <input type="checkbox"/> Adventures in Maturity |
| <input type="checkbox"/> Learning about Ourselves | <input type="checkbox"/> Our American Heritage |
| <input type="checkbox"/> The Real Eastern Ky. | <input type="checkbox"/> Great Lives after 55 |
| <input type="checkbox"/> Five Counties Talking | <input type="checkbox"/> American Folk Tales |
| <input type="checkbox"/> Religion and Life | <input type="checkbox"/> Science in Man's World |
| <input type="checkbox"/> Stories of Appalachia | <input type="checkbox"/> Creative Writing |
| <input type="checkbox"/> Enjoyment of Music | |

- I could not listen to or receive your programs.
 I did not like the programs at all.

Thanks for your cooperation.
Five County Friends

Please check the program (s) you wish to have more information about & would like to hear more often.

- | | |
|---|---|
| <input type="checkbox"/> Our Past & Present | <input type="checkbox"/> Adventures in Maturity |
| <input type="checkbox"/> Learning About Ourselves | <input type="checkbox"/> Our American Heritage |
| <input type="checkbox"/> The Real Eastern Ky. | <input type="checkbox"/> Great Lives After '55 |
| <input type="checkbox"/> Five Counties Talking | <input type="checkbox"/> American Folk Tales |
| <input type="checkbox"/> Religion & Life | <input type="checkbox"/> Science in Man's World |
| <input type="checkbox"/> Stories of Appalachia | <input type="checkbox"/> Creative Writing |
| <input type="checkbox"/> Enjoyment of Music | |

Thank you
Five County Friends

May 3 1970

Dear Sir in regard to the
questionnaires you were speaking about
I never got any but will take the
time to drop you a line & listen to
your lessons when I can & make things
for the old age center so dont get
every lesson

I like history lessons ^{like} John Smith
Daniel Boone

I like Plain old
Gospel songs

I hope you can
read this & am
78 years old

I like lessons on good advise
for agid

an cant rite very well
yours truely



Reverend Gabriel C. Banks was born in Kentucky in 1892; he presently resides in Morehead.

His studies have included a Master of Arts Degree from Yale University and coursework at Transylvania College, Lexington Theological Seminary, the University of Chicago and Peabody College for Teachers.

Mr. Banks spent two years with the United Christian Missionary Society in India and has been pastor of the Christian Church at both Falmouth and Maysville, Kentucky.

Mr. Banks served as professor on the staff of Morehead State College (University) for nearly thirty years and now holds the title of Professor Emeritus. His vast knowledge of all religions and of human nature allows him to establish deep rapport with each of his listeners.

Seldom does one man possess biblical knowledge, ease of self-expression, and identification with the persons to which he relates. Reverend Gabriel C. Banks is just such a man.

In this six-program series, Rev. Banks speaks on:

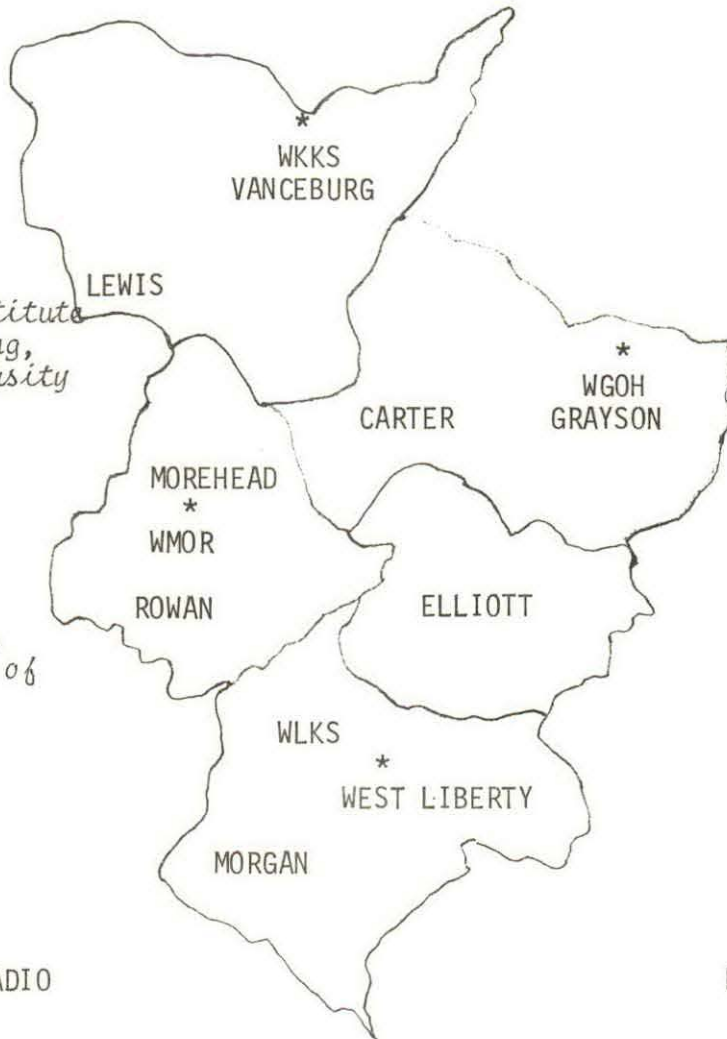
1. Religion as a Social Force
2. How Preachers Become Preachers
3. Religion and Church Affiliation
4. Religious Differences
5. Morals
6. Ethics in Religion

Rev. Banks' words are straightforward, without the mysticism usually associated with a series of this nature. There is no denominational identification or persuasion, but a discussion of beliefs that exist, and how they relate to each of us.

The programs are designed for and are effective in reaching those over fifty-five, *especially* retired persons for whom religion is most important.

Produced by the Institute of Public Broadcasting, Morehead State University, Morehead, Kentucky through a grant from Title I, Higher Education Act of 1965.

"FIVE COUNTY FRIENDS"



A project of the Institute of Public Broadcasting, Morehead State University Morehead, Kentucky.

A series of radio programs aired on four commercial stations in Appalachian Kentucky.

Funded under Title I, Higher Education Act of 1965.

WMOR RADIO

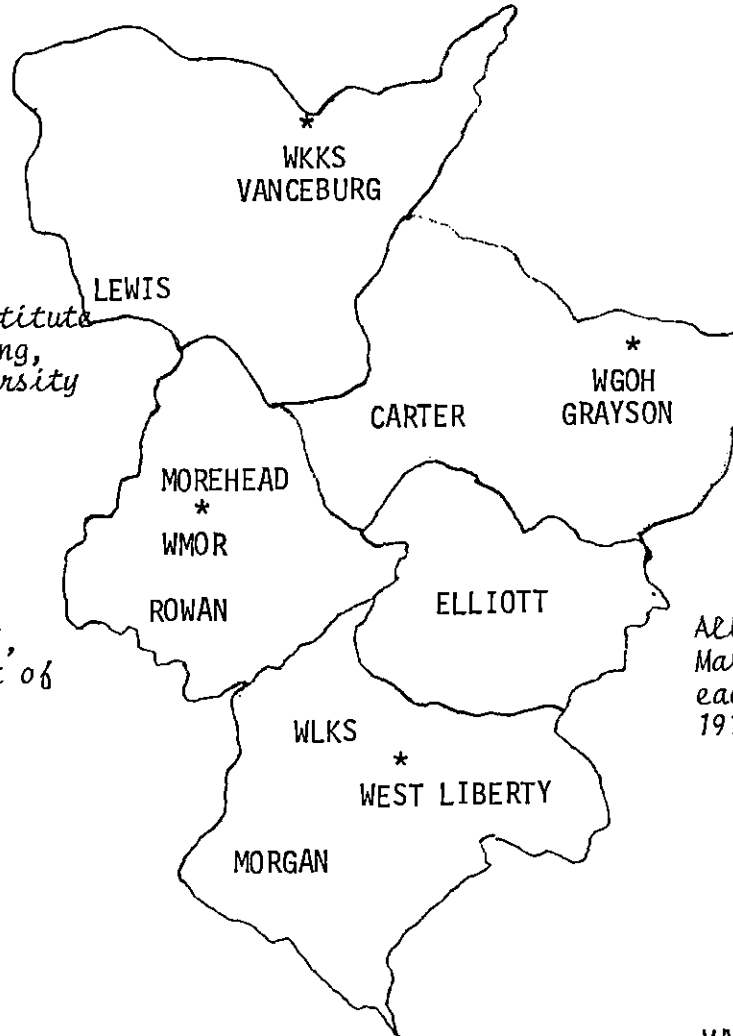
MOREHEAD, KENTUCKY

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:00	Our Past & Present	The Real Eastern Ky.	Learning About Our-selves	Adventures in Maturity	Great Lives After 55 Am. Folk Tales
2:00	Enjoyment of Music I	Religion & Life	Enjoyment of Music I	Our American Heritage	Science in Man's World Great Lives After 55

Each participant will receive:

1. Weekly news letter about the program for that week.
2. Study materials which they may follow in their own home.
3. A beautiful engraved certificate of participation.

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All series start on Monday March 2, 1970 and continue each weekday until May 29, 1970.

WKKS RADIO

VANCEBURG, KENTUCKY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

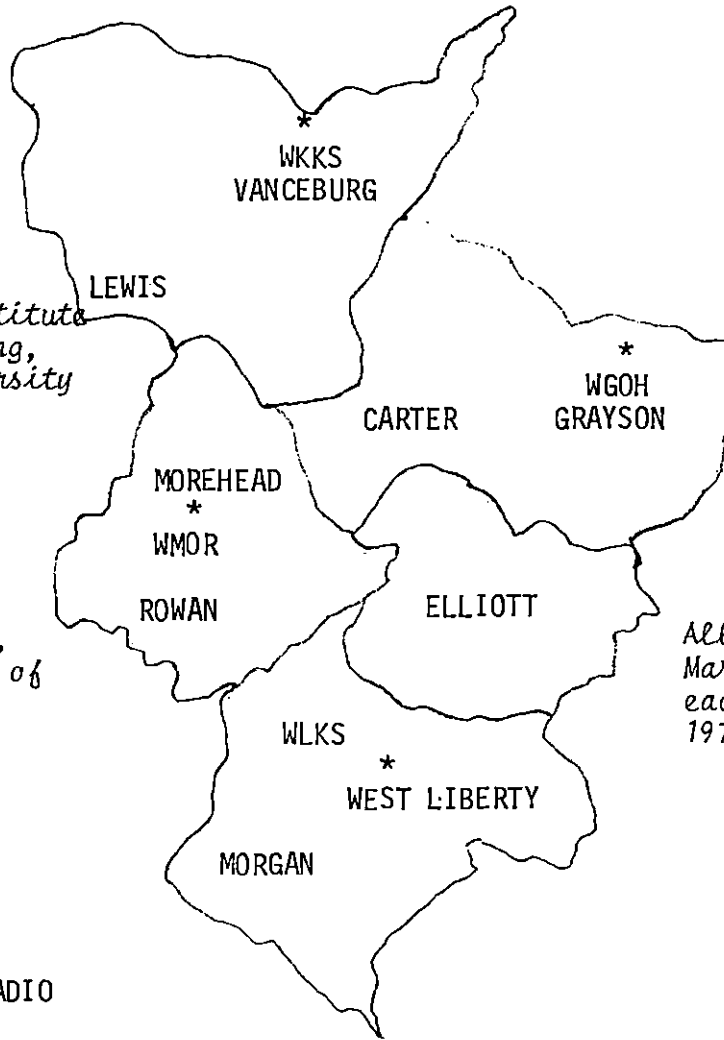
10:30	Enjoyment of Music I	Enjoyment of Music I.	Adventures in Maturity	Our American Heritage	Great Lives After 55
					Science in Man's World
12:30	Our Past and Present	Learning About Ourselves	The Real Eastern Ky.	Religion and Life	Great Lives After 55
					American Folk Tales

Each participant will receive:

1. Weekly news letter about the program for that week.
2. Study materials which they may follow in their own home.
3. A beautiful engraved certificate of participation.

ADULT RADIO
 Box 1276
 Morehead State University
 Morehead, Kentucky 40351

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WGOH RADIO

GRAYSON, KENTUCKY

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

1:30	Our Past and Present	The Real Eastern Ky.	Our American Heritage	Religion and Life	Great Lives After '55
1:45	American Folk Tales				

Each participant will receive:

1. Weekly news letter about the program for that week.
2. Study materials which they may follow in their own home.
3. A beautiful engraved certificate of participation.

ADULT RADIO
 Box 1276
 Morehead State University
 Morehead, Kentucky 40351

Morehead State University

MOREHEAD, KENTUCKY

Certificate of Participation



This Certifies that _____

has satisfactorily participated in thirteen weeks of

Adult Radio on _____

Presented by the Institute of Public Broadcasting

this day of , 19 .

Adron Sarau

President

Morehead State University

_____ *project Director*

_____ *Vice-President for Research and Development*

	REAL EASTERN KENTUCKY 3.00 Hours	RELIGION AND LIFE 3.00 Hours	OUR PAST AND OUR PRESENT 6.00 Hours	THE WRITER SPEAKS 3.50 Hours	TOTAL HOURS
WHKK Erlanger, Kentucky	3.00	3.00	6.00	3.50	15.50
WANO Pineville, Kentucky	3.00		6.00	3.50	12.50
WAIN AM & FM Columbia, Kentucky	3.00	3.00	6.00	3.50	15.50
WHBN AM & FM Harrodsburg, Kentucky	3.00	3.00	6.00	3.50	15.50
WLSI Pikeville, Kentucky	3.00	3.00	6.00	3.50	15.50
WAFI Middlesboro, Kentucky	3.00		6.00		9.00
WMUL Huntington, W. Virginia	3.00		6.00		9.00
WLJC Beattyville, Kentucky	3.00		6.00		9.00
WSIP Paintsville, Kentucky	3.00		6.00		9.00
WKKS Vanceburg, Kentucky	3.00	3.00	6.00	3.50	15.50
WREM Jenkins, Kentucky	3.00		6.00	3.50	12.50
WMOR Morehead, Kentucky	3.00	3.00	6.00	3.50	15.50
WSCC Somerset, Kentucky	3.00	3.00	6.00	3.50	15.50
TOTAL (THIS PAGE)	39.00	21.00	78.00	31.50	169.50