A Broadcast Survey of Priority Needs in Baton Rouge, Louisiana From the Perspectives of Black Leaders and Public Representatives.

John Neil England
Louisiana State University and Agricultural & Mechanical College

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The Louisiana State University and
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A BROADCAST SURVEY OF PRIORITY NEEDS IN BATON ROUGE, LOUISIANA FROM THE PERSPECTIVES OF BLACK LEADERS AND PUBLIC REPRESENTATIVES

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy in The Department of Speech

by

John Neil England
B.S., Oklahoma State University, 1962
M.S., East Texas State University, 1969
August, 1977
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ABSTRACT

A BROADCAST SURVEY OF PRIORITY NEEDS IN BATON ROUGE, LOUISIANA FROM THE PERSPECTIVES OF BLACK LEADERS AND PUBLIC REPRESENTATIVES

by

John Neil England

The purpose of the present study was to conduct a focused survey of priority needs in Baton Rouge, Louisiana from the perspectives of certain black representatives. The primary objective was to secure rank ordered lists of local community problems as identified by black leaders and black registered voters. A second objective was to determine if commonly recognized community problems are similarly perceived as important by black representatives within different age, sex, education, and social class categories.

To obtain response, group interviews through nominal group process were conducted among 84 black leader and public representatives during a one evening data gathering conference. Leaders in attendance were leaders by reputation within eighteen community areas. Public members who attended had been randomly selected from the voter registration files of three predominantly black city council districts in Baton Rouge.

Results obtained from the conference included a list of thirty-two needs which were identified as the most important local problems. Additionally, one hundred and thirty-four other priority needs were named. To increase the strength of public representation,
forty-nine black high school and university students were also asked to rank order the most important local problems. Each conference and student respondent provided personal information and individual need lists allowing correlation comparisons between the needs rankings of demographic subgroups.

Among conclusions resulting from the comparisons were: (1) Black leaders and public representatives perceive needs which affect black citizens as a racial group and as citizens within certain socioeconomic and demographic classifications; (2) There is a high, positive correlation between the ranked orders in which black leaders and public representatives place local needs; (3) There is a high, positive correlation between the ranked orders in which black male and female representatives place local needs; (4) There is a moderate, positive correlation between the ranked orders in which black representatives within lower socioeconomic categories and those within middle to upper socioeconomic categories place local problems; (5) There is a moderate, positive correlation between the ranked orders in which black younger and older adults place local problems; (6) There is a low, positive correlation between the ranked orders in which black representatives with a high school education or less and those with more than a high school education place local needs.

The results of the survey suggest that, although black citizens of Baton Rouge perceive a broad range of local needs, there is considerable agreement concerning which are more important.
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CHAPTER I

INTRODUCTION

One current need of Baton Rouge broadcasters is for reliable, discriminate lists of priority ranked community problems as seen from the perspectives of black citizens. They also need documentation concerning methods which might be used in acquiring such information, especially that pertaining to surveying methods not previously employed in local broadcast research.

The purpose of the following study was to execute a focused survey of priority needs in Baton Rouge from the perspectives of certain black representatives through the use of an interviewing structure known as nominal group process. While broadcasters need a variety of information concerning need perceptions, the present survey was designed primarily to identify those needs felt to be most important by black leaders and registered voters within the community. It was intended that survey results should supplement community information currently held by local broadcasters and serve as a basis for comparison with related surveys in Baton Rouge and elsewhere. The objective was not regidly to meet any regulatory requirements for such research but to secure information, currently unavailable, which may be used for several important broadcasting applications.

1
Development of the Problem

Legal, operational, and ethical pressures create the need for broadcasters to be aware of community problems from the viewpoints of ethnic-racial populations. Legal considerations involve the need to meet federal broadcast licensing requirements and to avoid discrimination litigation.

In 1934, Congress created the Federal Communications Commission to regulate broadcasting and enforce public service among broadcasters. Provisions were made to allow stations which met basic operating standards to apply for license renewal triannually. To encourage ethical practices, Congress stipulated that if, during a broadcaster's period of license, a party "in interest" suffered injury from a station, it might file with the FCC a petition to deny the station's license renewal.¹ Intended to serve as a regulatory device among businessmen, the "petition to deny" became by the 1960's an important legal instrument used by citizens groups to bring pressure against broadcasters allegedly guilty of discrimination. Between 1964 and 1969, landmark license denial suits based on discrimination were awarded The United Church of Christ's Office of Communications against television operations in Texas and Mississippi.² In 1971, The Federal Communications Commission issued a


² Ibid., pp. 6, 8.
"Primer on the Ascertainment of Community Problems by Broadcast Applicants."³ This regulatory publication (amended periodically) currently requires all radio and television operators to be aware of the most significant community problems within their cities of license. Community problems which concern the FCC are those involving social, economic, educational, or cultural needs. Stations must report up to ten significant problems to the FCC annually together with a schedule of programming intended to meet some of the indicated needs.⁴

To ensure that lists of recognized problems will remain current, the FCC Ascertainment Primer requires broadcasters to consult with community leaders during a single survey or through rotating surveys) within their three-year period of license. Interviews with public representatives may be conducted on a continuous or single project basis within the same period. All community needs uncovered through such procedures must be posted to station records available for public inspection. This information, together with a description of how it was obtained, must be posted annually to an open file available for public inspection.⁵ The purpose for the above process, which is called community "ascertainment" within federal broadcast literature, is to encourage a sense of public responsibility among licensed broadcasters.


⁴"Ascertainment of Community Problems by Broadcast Applicants," Federal Register, XLI, No. 4, (January 7, 1976), 1383.

According to the FCC, "ascertainment constitutes an effort to dig beneath the surfaces of majority opinion to discover and deal with needs that might not otherwise be exposed." \(^6\)

To fulfill the requirements of ascertaining local "problems" or "needs," (terms used interchangeably by the FCC) the Ascertainment Primer requires that broadcast licensees conduct consultations in two main areas: "First, with members of the listening public who will receive the station's signal and second, with leaders of community life -- public officials, educators, religious, agriculture, business leaders ... and others who bespeak the interests which make up the community." \(^7\) To encourage representativeness, it has provided nineteen elemental categories within which leaders should be consulted. \(^8\) (See Appendix A). It stresses that station executives should make a special effort to consult personally with racial minority leaders within categories where black citizens operate and may have special needs. According to the FCC, the key criterion with which it will weigh the adequacy of leadership interviews is their extent of "representativeness." \(^9\) Members of the general public, including ethnic minority representatives, may be chosen for consultation through methods which are

\(^6\) Ibid. p. 1377.

\(^7\) "Community Problems; Ascertainment by Broadcast Applicants: Notice of Inquiry and Proposed Rulemaking," Federal Register, XL, No. 98 (May 20, 1975), 22092.

\(^8\) "Ascertainment by Broadcast Applicants," op. cit., p. 1381.

\(^9\) Ibid., p. 1372.
"roughly random" in sampling procedures. 10

Since the instigation of broadcast ascertainment requirements in 1971, many broadcasters remissant in minority consultation have had their broadcast licenses challenged. In 1973, the license renewal applications of 143 radio and television stations nationwide were "pending," a status requiring many to remain off the air. 11 In expressing a decision against the Alabama Educational Television Commission, the U. S. Court of Appeals charged the AETC network had failed to survey the needs of its black viewers. 12 Among citizens groups who have frequently sponsored "petitions to deny" have been the National Black Media Coalition 13 and the National Citizen's Committee for Broadcasting. 14 In Louisiana, stations WWL of New Orleans and KTAL of Shreveport have been involved in litigation where negligent minority ascertainment was an area of complaint. 15 Recently, complaints were filed with the FCC by the Southern Media Coalition concerning six Baton Rouge broadcasters allegedly guilty of discrimination in minority employment. 16

10Ibid., p. 1382.
13Ibid.
15Shayon, op. cit., p. 8.
These incidents point up the need for continued diligence among local broadcasters in meeting their service responsibilities to black citizens, who comprise over ninety percent of the ethnic racial composition of Baton Rouge.

In addition to its function in meeting federal broadcast licensing requirements, the knowledge of community needs from a black perspective is needed by local broadcasters as input for operational decisions. For instance, some program directors must make seasonal selections from among black programming offered by a station's network. Most programmers must make decisions concerning the news coverage of local, black-interest events. Specific black audience needs must also be cited in applications to secure foundation or benevolency funds with which to purchase or produce black programming.

To be of maximum use to program directors, the priority need indications of various sex, age, and education groups within racial categories should probably be considered independently. For instance, research has indicated that broadcasting consumption varies according to the ability of programming to meet various group (as well as individual) needs. McCombs,17 Carey,18 Smith,19 Greenberg,20 have noted


variations in television viewing among racial groups. Lyle, Dominick, Fletcher, Baxter, and Thayer have observed that different age groups prefer different programs. Smith, Thayer, Mielke, Gentile and Williams have noted variations in media related attitudes among groups defined by sex, educational and social class distinctions. Investigations by Carter, Jr., Baldwin and

26 Smith, loc. cit. 27 Thayer, loc. cit.
29 Frank Gentile and S. M. Miller, "Television and Social Class," Sociology and Social Research, VI, No. 3 (April, 1961), 259-264.
30 Frederick Williams, "Social class Differences in How Children Talk About Television," Journal of Broadcasting, XII, No. 4 (Fall, 1969), 345-357.
Greenberg\textsuperscript{32} reflect that community leaders (as a group) may expect television to satisfy different needs than do members of the public.

While general "black minority programming" may exist in theory, specific programs will unavoidably be more suited to the needs of some sub groups within the black population. To encourage stations to remain abreast of specific community needs, broadcasters are required by the FCC to maintain statistics on public file which reflect the demographic composition of their areas of license.\textsuperscript{33} If population sub-groups are of sufficient size or influence, their needs are to be represented during ascertainment.

There are also ethical or professional considerations which prompt broadcast attention toward black minority needs. Statistics show that black citizens consume more radio\textsuperscript{34} and television than whites, and that black children are more likely than white to believe what they see and hear.\textsuperscript{35} One sociologist has recently concluded that individuals are programmed to believe with a set of values acquired primarily in early youth, and that today the greatest input component to the formulation of


\textsuperscript{33}"Ascertainment by Broadcast Applicants," op. cit., P. 1372.

\textsuperscript{34}Stuart Surlin, "Ascertainment of Community Needs by Black Oriented Radio Stations," \textit{Journal of Broadcasting}, XVI (Fall, 1972), 422.

values is electronic communication. Increasingly, broadcasters are being called upon by educators, citizens groups, and civil rights spokesmen to become sensitized to black needs. Researchers have noted that television has the potential to assist minority needs in education, political socialization, socio-cultural integration and acculturation.

The FCC call for Supplemental Ascertainment

Because single comprehensive sampling of entire communities during ascertainment is expensive, the FCC has stated that stations may also use the results of supplemental ascertainment efforts in learning community needs. It has discouraged dependence upon overly used interviewing procedures; particularly, impersonal methods which do not encourage future dialogue (such as the telephone contact).

It has recommended that broadcasters adopt individualistic surveying

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41 "Community Problems; Ascertainment by ..., op. cit., p. 22099.

42 "Community Problems Ascertainment; Proposed Rulemaking," Federal Register, XL, No. 98 (May 20, 1975), 22098.
techniques to suit particular needs. Recently, the FCC has challenged broadcasters to conduct supplemental surveying through diverse surveying methods.\(^{43}\) While cautioning that the methodological limitations of various procedures must be considered, it has endorsed experimentation with "man on the street interviews," "joint group" consultations, "Town Hall (large, unstructured) meetings," and "ascertainment lunch-eons."\(^{44}\)

Although one FCC stated purpose is to bring station executives into personal contact with their publics,\(^{45}\) The Ascertainment Primer also notes the value of needs research by non station investigations which may be used by stations to substantiate or supplement the ascertainment findings of station personnel.\(^{46}\) A review of the broadcast research literature, including local ascertainment publications, however, reveals no published reports to date by independent researchers which have focused upon the community needs perceptions of black citizens.

**Status of Black Ascertainment in Baton Rouge**

At present, three commercial television stations (Channel 2, WBRZ; Channel 33, WRBT, Channel 9, WAFB) and one newly established public television station (Channel 27, WLPB) operate within Baton Rouge.

\(^{43}\)Ibid., p. 22099.

\(^{44}\)"Ascertainment by Broadcast Applicants," op. cit., p. 1382.

\(^{45}\)"Community Problems Ascertainment; Proposed Rulemaking," op. cit., p. 22096.

\(^{46}\)Ibid.
There are also ten commercial radio stations (six AM, three FM, one AM-FM), a public radio station in developmental stages and a commercial antenna operation (Cablevision, Inc.) with the capability to originate programs which may be viewed by cable antenna subscribers. (To safeguard public rights in cable operations, the FCC requires cable companies to maintain production facilities to an extent necessary to allow public, educational, or local government groups cable time on channels reserved for public use.)

In the spring of 1975, this writer contacted programming representatives of the three commercial television stations in Baton Rouge to seek information concerning past ascertainment practices among black citizens. Later, the program directors of commercial radio station WJBO, public television station WLPB, Baton Rouge Public Radio (a public radio station) and CATV, Inc., the cable antenna system of Baton Rouge were contacted for the same purpose. The following statements are based on information gained during these interviews together with knowledge gained from reviews of the 1973 and 1976 ascertainment exhibits of local commercial stations.

Since the release of the FCC Ascertainment Primer in 1971, local broadcast stations have conducted ascertainment surveys for license renewal purposes on two occasions; during the latter months of 1972 and the latter months of 1975. Beginning in 1973, local television operations have annually posted to their public records, a list of ten significant community problems being served through special programs. FCC Notices of Proposed Rulemaking in 1975 alerted non-commercial broadcasters that they were being placed under ascertainment exhibits in the spring of 1977). By the fall of 1977, all
Baton Rouge broadcasting facilities will be held accountable for some form of representative ascertainment.

Although the Baton Rouge CATV antenna company is not presently required by the FCC to conduct ascertainment, it has demonstrated an active interest in discovering local needs for purposes of better public service.

In completing their surveying requirements among community leader representatives in 1972, each local television station assigned various staff members a number of preselected local spokesmen to interview, including prominently known black leaders. To complete ascertainment among the general public in Baton Rouge, the three stations jointly hired Media Statistics, Incorporated of Maryland to conduct a telephone survey of Baton Rouge and its SMSA (standard metropolitan statistical area).

In 1975, stations WBRZ (Channel 2) and WRBT (Channel 33) together with eight radio stations pooled interviewer resources and conducted a joint leadership survey. Station WAFB (Channel 9) implemented its own leader ascertainment in 1975 through personal contacts between station executives and community spokesmen. To satisfy the requirement for public consultation in 1975, stations WBRZ (Channel 2) and WAFB (Channel 9) again contracted a telephone survey through

Media Statistics, Incorporated, while station WRBT (Channel 33) conducted its own public telephone survey.

A review of local broadcast ascertainment exhibits filed with the FCC for license renewal purposes in 1973 and 1976 reveals that needs indicated by black respondents have not ordinarily been reported separately from needs indicated by the community as a whole. Also, there have been no separate considerations of needs according to the age, sex, education or social class of respondents. As with the general population, many black citizens in Baton Rouge occupy roles within particular demographic classifications which directly affect their lives. For instance, approximately fifty-five percent of the black population share the experience of being female. Approximately seven percent of the black population form a group composed of the black, college educated. Based on ascertainment survey results currently possessed, local broadcasters would find it difficult to know what community needs are considered important by both educated and non educated black women or by both lower class and middle class black citizens.

Additionally, methods used in the local determination of significant community needs have not produced ranked lists of relative need indications (that is, lists expressed in terms of which problems citizens feel to be the first, second, third, etc., in importance). Following public surveys for ascertainment purposes in 1972 and 1975,

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49. Ibid.
Media Statistics, Inc., did report the frequencies with which certain community problems were mentioned as important by black respondents. These citations which were presented together with other data within tabular summaries of the reports, were not listed in rank order.¹⁰

An example which helps illustrate a probable need for independent lists of priority ranked problems as viewed by black citizens can be cited. During the Media Statistics public surveys mentioned above, "unemployment" was a most frequently mentioned local problem by black respondents.¹¹,¹² During 1975, television station WAFB, a joint contractor for both studies programmed approximately three hours and one minute of special interview discussion related specifically to "black minority" topics.¹³ In analyzing the description of conversation occurring during those interviews, however, it is apparent that only fourteen minutes of interview time was spent on topics related to "Unemployment."¹⁴ In contrast, fifty-three minutes of conversation appears related to "race relations," a problem infrequently cited by black respondents during both surveys.


¹¹ Ibid.

¹² Ibid.


¹⁴ Ibid.
Minority Ascertainment Methods:  
Special Considerations

Finding nonbiased sampling and interviewing methods with which to secure minority ascertainment data has proven difficult for broadcasters. For instance, black leaders consulted during ascertainment are ordinarily chosen for interview by white station executives. This practice has been challenged by some black spokesmen who question the ability of white broadcasters to accurately discriminate among black leaders in seeking public representation. Research has also indicated that white interviewers elicit different feedback from black respondents than do black interviewers.

A recent situation involving minority ascertainment in Baton Rouge can serve as an example of a need for interviewing procedures which minimize interviewer influence. During a leadership survey jointly conducted by ten Baton Rouge broadcasters in 1975, interviewing panels composed of white station executives with considerable media influence sat opposite individual black leader representatives and asked their opinions concerning local problems and each station's performance in meeting them.

On the other hand, when more militant minority spokesmen confront professionals in open meetings, they have been known to dominate


discussion and increase tension through overstatement. Broadcasters who conduct minority ascertainment need interviewing techniques which will encourage focused though on issues while minimizing status or racial considerations between interviewer and respondent. Minority respondents also need an opportunity to respond from within their own experiential frame of reference.

Where possible, all interviewing strategies should allow respondents time for reflected thought rather than requiring quick answers. When multistep procedures are followed, interviewing goals should appear reasonable and appropriate to the well being of the respondent in order to encourage a commitment to see the interview completed.

One interviewing option, which has been of interest to broadcasters since ascertainment requirements were established, is the group meetings. It has been attested that citizens who tend to "freeze up" when interviewed alone are more relaxed and expressive when sharing an interviewee role with others. Issues raised in nonstructured, spontaneous discussion groups, however, are often subject to forced interviewer interpretation and may become distorted in recall. They are difficult to verify and document. Individual opinions may be altered by peer pressure or left unstated because of social distance


among group members. Larger group meetings are often dominated by forceful interviewees or interviewers.\textsuperscript{59}

\textbf{Nominal Group Process as an Interviewing Method}

In 1971, Andrew Van De Ven and Andre Delbecq of the University of Wisconsin jointly published a series of articles in which they previewed previous research\textsuperscript{60} concerning the merits of interacting (spontaneous) groups versus nominal group process (individual silent effort in a group setting) for purposes of problem solving. The effectiveness of each process was examined in relation to its ability to meet various socio-emotional or task related functions. When each process was compared in its ability to produce unique ideas, numerous ideas, and high quality ideas, nominal groups appeared significantly effective in generating information relevant to a problem.\textsuperscript{61} Using their investigations as a basis, Van De Ven and Delbecq then developed a group process model designed to solicit individually ranked opinions within a group setting.\textsuperscript{62} The group interviewing procedure, which uses controlled interaction to facilitate task function is carried out in Nominal Group Process sessions.

\textsuperscript{59} Ibid., p. 22098.

\textsuperscript{60} Van De Ven and Delbecq, "Nominal Versus Interacting Group Processes," \textit{Academy of Management Journal}, (June, 1971), pp. 211-212.

\textsuperscript{61} Ibid., p. 205.

\textsuperscript{62} Delbecq and Van De Ven, op. cit., pp. 446-492.
Structured initially as a two phase operation involving problem identification and program planning, the process has been used successfully in various social action agencies. A recommended version of the first phase seems especially appropriate to the requirements of ascertainment. Ordinarily conducted with from six to nine people who are guided by a group coordinator, the procedure follows proven techniques of nominal group interaction in achieving ranked needs indication. Its steps are arranged in the following sequence.

1. A silent generation of ideas in writing to encourage focused thought and to discourage polarization and status differentiation.

2. A round robin listing of individual ideas upon a group flip chart (a process in which each individual volunteers one idea at a time in a series of rounds until all ideas have been shared). This technique is intended to encourage candidness of expression and to provide written permanence. It allows both visual and aural concentration.

3. A serial discussion of ideas allowing consideration of each. This step is intended to facilitate clarification and eliminate redundancy.

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63 Ibid., p. 467.
64 Van De Ven and Delbecq, op. cit., p. 206.
66 Ibid.
4. A ranking of individual items listed, a subsequent discussion of group ranking when individual rankings are pooled, and a silent individual rerank. This step places emphasis upon more important issues, avoids dominance of the group, encourages minority opinion and allows quantification of rank variations.  

Because the model focuses attention upon problems identification, it should reduce the tension and bias which may occur when significant social distance exists between interviewer and respondents. Its sequential arrangement towards a preestablished interviewing goal with broadcast utility should also encourage cooperation from skeptical interviewees. As a modified group interaction process, it provides mutual physical proximity and probable emotional support for those who might otherwise keep sensitive social grievances to themselves.

Because the Van De Ven and Delbecq process seems especially applicable to minority interviewing needs, it was selected for use by this study in answering the following questions.

**Statement of the Problem**

1. What are local priority needs in Baton Rouge according to black leader and public representatives?

2. Does a positive correlation exist between priority needs ranked by black leaders and those ranked by black public representatives?

3. Is there a positive correlation between priority needs ranked by black males and females?

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67 Van De Ven and Delbecq, op. cit., p. 207.
4. Is there a positive correlation between priority needs ranked by younger black adults and older black adults?

5. Is there a positive correlation between priority needs ranked by black citizens with a high school education or less and those with more than a high school education?

6. Does a positive correlation exist between priority needs ranked by black members of lower socioeconomic categories and those from middle to upper socioeconomic categories?

7. Is there a positive correlation between prioritized needs ranked by black leaders within nominal group interviews and the same needs ranked by community leaders during the 1975 ascertainment leadership interviews conducted jointly by television stations WBRZ-TV and WBRT-TV and by radio stations WJBO, WAFB-FM, WAIL, WIBR, WQXY-FM, WLCS, WXOK, and WYNK-FM-AM of Baton Rouge?

8. Is there a positive correlation between the ranked orders of prioritized needs indicated by black public representatives during nominal group process sessions and the same needs ranked by black public representatives of the Baton Rouge SMSA during the 1975 general public survey conducted by Media Statistics, Incorporated?

To assist in answering questions two through eight, the following research hypotheses were formulated.

Research Hypotheses

1. There is a positive correlation between prioritizations with which black leaders and black public representatives rank local problems in Baton Rouge.
2. There is a positive correlation between the ranked orders with which black males and females rank local priority problems.

3. There is a positive correlation between the ranked orders in which younger black citizens and older black citizens place local priority needs in Baton Rouge.

4. There is a positive correlation between local priority needs as ranked by black citizens with a high school education or less and those with more than a high school education.

5. There is a positive correlation between local priority needs as ranked by black citizens in lower socioeconomic categories and those in middle to upper socioeconomic categories.

6. A positive correlation exists between local needs ranked by representative black leaders during nominal group process and the same needs ranked by community leaders during the 1975 Ascertainment leadership interviews conducted by several broadcasters jointly in Baton Rouge. (Stations which participated in the 1975 study were WAFB-FM, WAIL, WIBR, WLCS, WQXY-FM, WXOK, WYNK, WJBO, WBRZ-TV, and WRBT-TV.

7. A positive correlation exists between community needs ranked by a local black public sample during nominal group process and the black public sample interviewed by telephone during the 1975 Baton Rouge General Public Survey conducted by Media Statistics, Incorporated.

**Definition of Terms**

As used in the present survey, the following terms are defined:

**Ascertainment:** The process followed by federally licensed broadcasters in determining community needs within service areas.
(The term may also be used to refer to procedures undertaken to provide programming to meet community needs.)

SMSA (Standard Metropolitan Statistical Area): A region encompassing a city of license, including annexations and peripheral populations.

Minority: A word primarily used within the present study to refer to black racial identification.

Ascertainment Requirements: Federal stipulations which require the surveying and reporting of community needs by licensed broadcasters together with projected programming planned to meet community needs.

Ascertainment Primer or Primer: One or both of the two regulatory publications published by The Federal Communications Commission (March 3, 197168 and January 7, 197669) to stipulate and explain ascertainment requirements.

Research Overview

The present survey was conducted by procedures intended to overcome the following weaknesses in past minority ascertainment efforts in Baton Rouge. The weaknesses are those observed by this researcher following review of the ascertainment surveys conducted by local broadcasters in 1972 and 1975, and from related discussions by this researcher during 1976 with various interviewers and respondents of past ascertainment studies.

68"Primer on Ascertainment of Community Problems by Broadcast Applicants," op. cit., pp. 4091-4106.

1. The telephone survey has been exclusively used as a means of contacting black public citizens, a procedure denying non telephone subscribers the opportunity to be interviewed and all interviewees the opportunity for face-to-face interaction with interviewers.

2. No focused effort has been made to contact black leadership within each of the socio-cultural categories in which general (largely, white leadership) representation has been sought.

3. There has been a lack of conceptual planning to ensure that black leaders chosen for consultation are viewed as functionally representative leaders by black citizens.

4. There has been a lack of black participation in the selection procedures with which black leaders are chosen for interviewing consultation.

5. No use of black interviewers during ascertainment surveys has been reported within ascertainment exhibits.

6. There has been little use of oral interviewing procedures specifically designed to reduce interviewer influence or to provide a supportive climate for minority respondents.

7. There have been no reported interviewing procedures which have obtained community need rankings according to the age, sex, education and social class of black respondents.

The first step of the sampling process for the present survey involved contacting a group of black leaders within the community who had been identified as influential by an influence structure study conducted by Projects and Planning Associates of Baton Rouge in
In this phase were elected black leaders representing Baton Rouge in the city and state government. This group of leaders was asked to identify other black resource representatives within nineteen areas of community activity where representation is required by the FCC. The leaders identified by this means were then asked to name other black leaders within their specialty areas until a broadened base containing the names of more than one hundred leaders was obtained.

To secure general public representation, a random sample of registered black voters in Baton Rouge and Scotlandville, a heavily populated black community within the SMSA (standard metropolitan statistical area) of Baton Rouge was drawn to include two hundred names. Stratified sampling was used to approximate the statistical proportions of Baton Rouge's total black population in respect to sex, age, and social class.

Together, both sample groups were invited to attend a black ascertainment conference held April 6, 1976, at the Catholic Life Center in Baton Rouge. The Nominal Group Process method of Van De Ven and Delbecq was used in multiple simultaneous interview sessions at the conference to obtain priority lists of black indicated needs. Demographic data including age, sex, occupation, and education was obtained from each conference participant.

All interview sessions were led by black university students who had received Nominal Group Process orientation and training. In order to gain some insight concerning black youth perceptions of local needs, a series of meetings were held with black students at Capitol High School and Southern University of Baton Rouge. Provided with a master list of needs which had been identified during the conference, students were asked to indicate in rank order the five most important. Participating voluntarily, students provided demographic information similar to that given by conference participants. The final product from both conference and student interviews were individual response forms indicating in rank order the top five priority needs within the community. Individual response forms indicating ranked needs were received from all survey respondents. When rankings were grouped according to such factors as age, sex, education, social class and leadership, comparisons were possible between sub groups. In cases where statistical comparisons were required, to answer the problem statement, they were carried out through the use of rank correlational analysis, specifically Spearman's Rho.

**Study Limitations**

Among limitations of the present survey are the following:

**Sampling Limitations**

Black leaders interviewed were those indicated to be representative within community areas by other black leaders. The possibility exists that some individuals named are not recognized as leaders by black public members.
Black adult public representatives interviewed were registered voters with demographic and social characteristics not necessarily representative of the entire black population.

Black youth interviewed were narrowly representative of the city's black student population and not necessarily representative of the city's entire black youth population.

Black public and leadership participants who attended the data gathering conference probably possessed motivational and social characteristics not shared by sampled individuals invited to attend who did not.

**Interviewing Limitations**

1. The structure of Nominal Group Process favors brief, rather than detailed response.

2. The nominal group procedure allowing oral interaction (for the purpose of broadening a topic's consideration) may introduce group bias or encourage opinion polarization.

3. When reported as averaged rankings, results from Nominal Group Process sessions obscure minority opinions.

4. The ordinal rankings of perceived needs provide little indication of the relative attitude strength held by respondents toward particular needs.

5. The interview response of the present survey may have been influenced by respondents' feelings toward the media co-sponsors of the data gathering conference or conference endorsements provided by black influence leaders.

A major complaint among broadcasters allegedly guilty of ascertainment neglect is the lack of qualified personnel or financial
resources with which to conduct competent research. Sampling and interviewing methods used within the present survey were purposely chosen to be within the capabilities of most broadcasters. They were intended to provide alternative techniques in black consultation to methods which require extensive one-to-one interviewing or overdependence upon the telephone contact. In conjunction with the descriptive nature of ascertainment information currently required of broadcasters, the present survey has not attempted to provide inferential reliability but has included the representative participation of respondents who should be knowledgeable of local needs from various black perspectives.

The Organization of the Research Report

A review of research related to ascertainment and specifically, black ascertainment, is presented in Chapter Two of this study, while details of sampling and interviewing procedures are provided in Chapter Three. Chapter Four reports the identified needs, rank correlations and interpretations of significance required to answer the questions presented in the statement of the problem. Chapter Five contains an interpretation of the significance of survey results and cites questions raised which deserve further investigation.
Conclusion

Research has indicated that "direct feedback" from community respondents exerts more influence on decision making by program directors than do regulatory stipulations or other considerations. While FCC rules and public programming commitments require that broadcasters remain aware of minority perceived needs, a survey of current ascertainment exhibits in Baton Rouge reveals a need for discriminate information concerning black perceived needs. The present survey was conducted to add data to the cumulative knowledge held by Baton Rouge broadcasters of local community needs. While this study was structured for the most part to conform to FCC ascertainment guidelines, no attempt was made to qualify it as an ascertainment exhibit. Both the sampling design and group interviewing techniques represent methods not previously used in local broadcast ascertainment.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of the research literature on broadcast ascertainment revealed no previous studies which have analyzed community needs as ranked by black representatives. To the extent broadcasters are concerned with the increase in license renewal challenges by minority groups, it is ironic that black need perceptions have received little research attention. The neglect is partially due to previous misconceptions concerning ascertainment regulations required by the FCC. There has also been little general use among broadcasters of sampling and interviewing strategies intended specifically to secure minority opinions. Disagreements by broadcast educators with ascertainment standards have also deterred some needs investigations. Insights on the problem which can be gained from a review of related research are reported in Chapter Two.

Among studies reported are surveys which have reviewed past ascertainment exhibits on file with the FCC for license renewal purposes and findings from ascertainment studies conducted by broadcast educators. Literature with information related to sampling and interviewing procedures used in the present survey are also included in Chapter Two.
Research Reflecting the Status of Broadcast Ascertainment Among the Black Population

Reports from broadcast researchers reflect previous ascertainment neglect among the black population. From reviews of ascertainment survey exhibits on file with the FCC for license renewal purposes, neither Baldwin and Surlin (1970),¹ nor Foley (1972)² found evidence that discriminate ascertainment had been conducted among minority groups. In 1972, Surlin reviewed the past ascertainment performances of stations which program primarily for black audiences and reported that [even here] "There is no focus upon the black community and black community leaders."³

In several respects, weak ascertainment among the black population has accompanied weak ascertainment among the general population. From surveys of approximately 100 television and 200 radio stations in 1970, Baldwin and Surlin reported that few stations conducted ascertainment surveys of the general public.⁴ Where public surveys had occurred,

⁴Thomas Baldwin and Stuart Surlin, "A Study of License Exhibits on Ascertainment ....," op. cit., p. 163.
their sampling procedures were either inadequately explained or contained obvious bias. While many leadership interviews were reported, most stations did not indicate how leaders were selected for consultation. Where reported, leadership sampling procedures appeared biased. From a survey of ascertainment exhibits submitted during the latter half of 1971, Foley determined the effect of the March, 1971 Ascertainment Primer upon the quality of broadcast ascertainment. He found ascertainment exhibits to be longer but not necessarily more specific in explaining methodologies than prior to its publication. Few license applicants reported sampling strategies allowing discriminate ascertainment. No focused attention upon minority needs was reported. Stations who provided sampling rationales ordinarily revealed that respondents were subjectively selected for interview by station management. Listings of significant community needs by stations often appeared unsubstantiated by research.

A review of factors impeding minority ascertainment must consider the attitudes of broadcasters and black citizens toward shared dialogue. From his investigation of attitudes held by Columbus, Ohio broadcasters toward public service, Adams concluded that broadcasters view service to minorities as related to several operational considerations.6


While some station personnel see public service journalism as a primary responsibility of broadcasters, others do not. Of four "types" of broadcasters encountered by Adams, only two favored continuous black input into programming decisions. From his discussions with the managers of black oriented radio stations, Surlin reported that few felt it important that their programmers be knowledgeable about black people.7

Conversely, the attitudes of black citizens toward contact with broadcasting facilities may affect the quantity of their ascertainment response. Based on a 1975 ascertainment study concerning problem perceptions and voluntary station contact in northern Florida, LeRoy and Ungurait stated, "... in this study, blacks displayed little interest in media contact."8 Walker, Jr. and Rudelius reported, however, that when racial minority groups they interviewed were informed of the purpose of broadcast ascertainment, they expressed a "desire to communicate their side of the story to the rest of society ...."9

Cultural or racial communication barriers have probably also deterred black ascertainment. It is known that most broadcast facilities are owned and operated by white broadcasters. Ascertainment


consultations among black leaders are ordinarily conducted by white station executives and ascertainment interviews among black public members by white interviewers. Research reflects that variations in communication style between white interviewers and black respondents may cause premature interview closure.¹⁰

Misinterpretations of and disagreements with FCC ascertainment regulations have also affected discriminate ascertainment. Due to error, the 1969 FCC ascertainment forms intended for use by broadcasters in reporting "community needs" was labeled "programming needs."¹¹ While the 1971 Ascertainment Primer clarified the FCC's desire that ascertainment be conducted for the purpose of identifying social needs, many ascertainment surveys have sought to determine programming preferences. In some cases, station personnel have chosen to ascertain the needs of various organizations for publicity announcements rather than community needs perceptions.¹² Due to the wide range of broadcast operations for which the FCC Ascertainment Primer must apply, its language has appeared to some as overgeneralized. LeRoy has cited its vagueness in relation to statistical standards as a reason more educational broadcasters have not participated in ascertainment research.¹³

Foley has also provided reason to believe that some broadcasters avoid discriminate minority ascertainment for fear of creating

¹¹ Baldwin and Surlin, op. cit., p. 162. ¹²Ibid., p. 165.
unrealistic service expectations, while others resist it as being too expensive or time consuming.14

**Literature Reflecting the Need for Discriminate Ascertainment Among Black Citizens**

The FCC has communicated a desire for discriminate ascertainment by federally licensed broadcasters. The Ascertainment Primer states: "Problems that directly affect a lesser population have an indirect impact on the larger community." In keeping with its belief that members of the public may perceive community problems differently than community leaders, the FCC has required that stations consult with leadership representatives within nineteen sociocultural categories of community involvement. It stresses that consultations with minority leaders should be conducted when such leaders represent groups who are "significant" by reason of size, influence, or need.16

Research findings support a need for discriminate leadership ascertainment. Within a 1971 investigation to determine variations in community problem identification among two leadership groups and a public sample, Surlin and Bradley found that if broadcasters relied only on responses of leaders they personally identified, several problem areas ranked highly by the general public might have been altogether ignored.17

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15"Primer on Ascertainment of Community Problems by Broadcast Applicants," Federal Register, XXXVI, No. 42 (3 March 71), 4094.

16Ibid., p. 4097.

Pfantz, Huguley, and McClain have provided reasons to question the representativeness of black leaders chosen by white station executives for ascertainment consultation. From an analysis of black community leadership between 1962 and 1972, the researchers have noted distinctions between black leaders who gained power between 1939 and 1962 and those who gained influence after 1962. The former are generally middle class and have earned power from educational, business, or social achievement while working with the white power structure. The latter have emerged during the years of civil rights upheaval to gain influence from militant stands against the white establishment. Because the newer types of leaders are more narrowly "black oriented" in their socio-political beliefs, and function autonomously, they are less likely to be known by white leaders. In view of this, reputation within the black community appears to be a valid criteria for current black leadership designation.

The FCC has also recommended that discriminate attention be given to individuals within certain demographic categories. The FCC Primer states, "The licensee must maintain in its public file, the listing of total population figures, numbers, proportions of males, females, minorities, youth and the elderly. In a 1975 study involving


19"Ascertainment of Community Problems by Broadcast Applicants," Federal Register, XLI, No. 4 (7 January 1976), 1372.
community problem perceptions, LeRoy and Ungurait found differences between needs cited by blacks and whites and between groups defined by age, sex, and educational levels within racial categories.\textsuperscript{20} Research reflects that broadcasters probably fail to discriminate among the needs of black citizens according to social, economic, or other demographic considerations.

In a factor analysis to identify audiences frequently selected by radio programmers to receive specialty programming, Moomey and Shosteck found black listeners grouped frequently with sub teens, college students, lower income listeners, and young adults.\textsuperscript{21} Foley has reported that for ascertainment exhibit purposes, some broadcasters prepare elaborate demographic breakdowns of white audiences while reporting only gross statistics for black.\textsuperscript{22} Broadcasters generally do not report to the FCC or publicly post ascertained needs perceived by black citizens apart from needs identified by the community as a whole. However, discriminate listings of minority perceived community problems are needed by the FCC for license application evaluations, by public citizens in determining a station's performance, and by broadcasters as guidelines for public service programming.\textsuperscript{23}

\textsuperscript{21}Surlin, "Black-Oriented ...," op. cit., pp. 289-290.
\textsuperscript{22}Foley, op. cit., p. 403.
\textsuperscript{23}Ibid., p. 402.
Examples of Questioning Procedures Used In Broadcasting Ascertainment

Some ascertainment reviewers have complained of the terseness with which community needs are often reported. To an extent, the brevity of need citations are influenced by the openness of most ascertainment questioning procedures. Factors such as the degree of trust between interviewers and interviewees, time constraints, and motivational factors probably also affect the specificness with which ascertainment questions are answered. Differences in the cultural backgrounds of interviewer and interviewee may have an effect upon length of response. (In an investigation to determine if black interviewers elicit more language elaboration from black respondents than white interviewers, Ledvinka discovered they did.)

Because the broadcast media possesses an ability to provide informational assistance with any problem, the FCC has discouraged ascertainment questions which call for categorical response. It particularly opposes ascertainment questionnaires which seek approval of existing or preplanned programming. The FCC has stated an opinion that as broadcasters are made aware of local problems, they will be able to consider programming options unknown by most respondents.

Among questioning formats in current use are the following.

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24 Foley, op. cit., p. 399.
27 Ibid., pp. 4100-4101.
Questions Used in Leadership Surveys

During their 1975 ascertainment discussions with individual community leaders, interviewer representatives of Baton Rouge radio station WJBO asked:

1. What are the basic problems and needs of the community in so far as they relate to your organization/agency?

2. What are the problems and needs of the community from your position as a citizen in the community?

3. How can the station(s) assist the community in recognizing its problems and work toward finding solutions?

In an Ascertainment Handbook for public broadcasters, Baldwin and Greenberg offered the following leadership questioning structure:

1. From the standpoint of your special interest and knowledge about this community, what is the most significant problem or issue that especially needs community attention? Please be as specific as you can in defining the problem area.

2. Why has this become an important problem or issue to the community?

3. What action would you suggest to begin dealing with this problem or issue?

4. What other problem in this community do you think needs attention?

5. Why has this become an important problem or issue?

6. What action would you suggest to begin dealing with this problem or issue?


Questions Used in Public Surveys

Within their 1975 Public Ascertainment Survey in Baton Rouge, Media Statistics telephone interviewers asked public respondents:

Thinking of all the things which you, yourself, consider important, what would you say are the most important problems or needs of the Baton Rouge area? ________________________________
Any others? ________________________________

(Of those giving single word answers, i.e., "crime," "schools," "drugs," etc.):

You mentioned ________________________________.
In what way? ________________________________.

As of now, what do you consider the one most important problem in the Baton Rouge area? ________________________________

In addition to those you, yourself, consider most important, what other problems are there in the Baton Rouge area?

__________________________________________
Any others? ________________________________

Questions recommended for use by public broadcasters during telephone interviews by Baldwin and Greenberg in their Ascertainment Handbook include:

1. Is there a problem with pollution in your community?
   _____ yes    _____ no

2. Is there a problem with public transportation in your community?
   _____ yes    _____ no


31 Greenberg and Baldwin, op. cit., p. 20.
3. Is there a problem with illegal drugs in your community?
   _____ yes       _____ no

4. Is there a problem with housing in your community?
   _____ yes       _____ no

(The questions continue through a master list of problems which have been previously screened as applicable to a particular community.)

Research Related to Ascertainment Methodologies

Within broadcast literature, researchers have described and have given recommendations concerning ascertainment methodologies. The following section discusses procedures of sampling, interviewing, ranking needs and data reporting.

Leadership Sampling

The following methods are among techniques previously used by broadcasters in the selection of community leadership samples.

1. Leaders have been chosen by station management or employees (frequently station executives, news directors, or community contact specialists).\(^{32}\)

2. Leadership indications from selected members of the general public have been used to form leadership samples.\(^{33}\)

3. The names of all (or certain) community organizations have been listed with the names of their leaders used to form a leadership sample.

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\(^{32}\)Baldwin and Surlin, "A Study of License Exhibits ...," op. cit., p. 166.

\(^{33}\)Surlin and Bradley, op. cit., p. 100.
Sample. 34

4. Selected spokesmen in various sociocultural community areas have been grouped to form a leadership sample. (See Appendix A)

5. Combinations of the above methods have been used supplementally. 35

According to the Ascertainment Primer, the key consideration with which a leadership sample should be judged is its degree of representativeness. 36 Leaders chosen for consultation should function as spokesmen for viewpoints held within significant community groups. Research reveals, however, that different leadership sampling techniques will produce different leaders. 37 Therefore, ascertainment researchers have cited a need for increased sophistication in leadership sampling designs. 38

Public Sampling

Among past ascertainment methods which have been used in sampling the general public are the following.

1. Names listed in community telephone directories have been

34 Greenberg and Baldwin, loc. cit.
36 "Ascertainment of Community Problems by Broadcast Applicants," Federal Register, XLI, No. 4 (7 January 76), 1372.
37 Surlin and Bradley, loc. cit.
38 LeRoy, "Attitudes Toward Local Programming Needs ...," op. cit., p. 89.
randomly sampled. 39

2. Public representatives have been selected by local human resource specialists or caretaker organizations (for example, welfare workers, recreation coordinators, churches, schools, law enforcement agencies). 40

3. All or selected members of certain community organizations have been grouped to form public samples. 41

4. Members of the public have been contacted by "on the spot" interviews at shopping centers and by "over the counter" questionnaires at county fairs. 42

5. Combinations of the above methods have been used. 43

Recommendations Concerning Sampling Procedures

Although the Ascertainment Primer does not require the strict random distribution of public members surveyed, it has recommended that procedures ensuring "rough randomness" be followed. 44 In respect to mail surveys, Shosteck has stated that public samples should only be


42 Ibid., pp. 394-395. 43 Ibid.

44 "Ascertainment by Broadcast Applicants," op. cit., p. 1382.
considered random on the basis of the distribution of public members who mail in their responses. LeRoy and Ungurait have reminded broadcasters that random samples of telephone subscribers are not random samples of community populations. Shosteck has advised those conducting public surveys to structure samples proportionally to conform to the demographic characteristics of their community's membership. To ascertain need perceptions among less organized "voiceless" community groups, Walker, Jr. and Rudelius have demonstrated a use of professional agencies in identifying individuals who have special, common needs but are not organized. Individuals named may be screened by a panel of research advisors to determine their representativeness. The FCC has recommended that questioning procedures be imaginative.

Past Interviewing Procedures

Among interviewing methods which have been used by broadcasters and researchers in conducting ascertainment surveys among community leaders are the following: (Most forms are functional with or without the use of structured questionnaires.)

47 Shosteck, op. cit. p. 435.
The Joint Broadcaster Interview
The Personal Contact Interview
The Mail Questionnaire
The Telephone Questionnaire
The Town Hall Meeting
The "On the Air" Personal Interview
The "On the Air" Group Interview
The "On the Air" Telephone Interview
The Advisory Board

Methods of interviewing the general public have included:

The Personal Contact Interview
The Focused Group Interview
The Mail Questionnaire
The Telephone Interview
The Man in the Street Interview
The "Call-in" Telephone Interview
The "On the Air" Personal Interview
The Suggestion Box Interview

In accordance with its intention that ascertainment contacts between broadcasters and community leaders will be of a quality to encourage future dialogues, the FCC has recommended that most ascertainment interviews be conducted face-to-face. The personal contact form of consultation, however, is relatively time consuming and expensive. Since 1971, broadcasters have frequently joined interviewing resources to conduct panel interviews of individual community leaders. Recently, the FCC has stated that interviews with groups of leaders are permissible so long as interviewees are on roughly the same plane of responsibility, have an equal opportunity to voice their opinions and broadcasters have an equal opportunity to question each respondent.

50 "Ascertainment by Broadcast Applicants," loc. cit.
Less personal interviewing forms such as the telephone interview and mail questionnaire have been accepted by the FCC with qualification. However, LeRoy has expressed doubts that open ended questioning procedures can be successfully administered by telephone. He has recommended instead that public respondents be interviewed by panels of trained research specialists. While mail questionnaires were formerly disallowed, the Ascertainment Primer has stated that they may be used in conjunction with more personal forms of public contact. Shosteck has noted, however, that mail questionnaires are frequently targets of suspicion by special interest groups who review ascertainment performance.

Previous Needs Ranking Procedures

In 1968, the FCC complained that information uncovered during ascertainment was treated indifferently by some broadcasters. In 1972, Surlin reported that data determined through ascertainment by black oriented radio stations was frequently ignored in their public listings of significant community problems. Surlin observed three degrees of relationship which ascertained needs appeared to have with

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52 Ibid.
54 Shosteck, op. cit., p. 436.
55 Ibid.
56 Baldwin and Surlin, "A Study of Station License Exhibits ....," op. cit., p. 159.
lists of ranked community problems publicly filed by broadcasters: "direct," "general," and "none." Foley has suggested that because the Ascertainment Primer does not require broadcast applicants to report the processes by which needs are ranked, most stations do not. Of major television stations sampled by Foley in 1971 which did explain rank ordering procedures, the usual method consisted of tabulating the frequency with which various problems were mentioned.

Literature Related to Interviewing and Sampling: Methods Used in the Present Survey

Because needs assessment interviews among black citizens are ordinarily conducted by white interviewers, some researchers have questioned their validity. Reporting upon such interviews, Shosteck has said, "When faced with a white interviewer, Negro respondents tended to reflect less truculence. They underplayed militancy. They expressed an imminently bourgeois outlook focused on middle class problems of crime and taxes. When talking to a Negro interviewer, they were more apt to display a militant stance, emphasize frustration with economic and housing issues."

When the opinions from lower and middle class black respondents

58 Ibid.
60 Ibid., p. 396.
62 Ibid., p. 374.
are sought during unstructured group interviews, evidence suggests that attempts of oral expression by lower class individuals will be over-ridden by middle class vocalization.  

Before structuring their interviewing procedure of Nominal Group Process, Van de Ven and Delbecq reviewed related group processes. One procedure examined was the Delphi system which elicits individual opinions within group situations. Dalkey has reported upon the successful use of the method by the Air Force in conferences designed to obtain defense priorities from industrial leaders. Among other research surveyed was that of Hall, Montry, and Blake who have provided statistics to indicate that pooled estimates are more accurate than individual estimates. Also noted were conclusions by Rotter and Portugal that the quality of group decisions varies correspondingly with the opportunity respondents are given to record private thoughts before group discussion. Of special interest was research by


Horowitz and Newman, who have concluded that writing encourages reasoning and speaking, breadth of consideration.68

In determining a procedure with which to sample black leadership, during the present survey, it was helpful to consider leadership identification strategies which have been used in previous research. In his study of the influence structure of Atlanta, Georgia, Hunter demonstrated the reputational approach of leadership determination.69 The procedure requires an initial location of individuals within a community who can identify local decision makers. These resource contacts are asked to identify the ten most influential leaders within the community. When responses are tabulated, names which appear most often are assumed to be those of local influence leaders. An alternative sampling procedure involves the initial identification of important community decisions made within a recent time period and a subsequent identification of individuals who played active roles in the decisions. The method is intended to produce a sample of leaders who possess a wide range of community influence. A third sampling procedure was used by Warner in Yankee City. In his research, Warner located and categorized status organizations within Yankee City, obtained organizational membership lists and through a process of reduction derived a leadership group.


composed of status group members. In related work, Pellegrin and Coates have structured leadership samples from community members who hold certain elected positions within a community.

Conclusion

A review of ascertainment literature reveals that little focused attention has been given by broadcasters or broadcast researchers to community problems as perceived by black citizens. When sought, black need perceptions have not ordinarily been secured through procedures allowing ranked indications of felt need. There has also been little discriminate analysis or comparative reporting of needs perceived by black respondents during ascertainment surveys or between the need perceptions of black individuals within different demographic or leadership categories. A review of recommendations by the FCC and broadcast researchers toward ascertainment improvement reveal an increasing emphasis upon the merits of diversified ascertainment strategies.

The methods and procedures used during the present survey are reported in Chapter Three.


CHAPTER III

RESEARCH METHODS AND PROCEDURES

Descriptions of the interviewing, sampling, data collection, and data analysis procedures used in the present study are provided in Chapter Three. The chapter begins by citing research objectives which influenced the choice of research procedures. The steps of nominal group interviewing are discussed and an explanation provided of the sampling strategies used to obtain black leadership and public representation. The data gathering conference is presented as a means of using nominal group process to achieve community needs identification and needs rankings during a single occasion. The statistical analysis of the present study is explained as a process of having entered respondent characteristics and needs rankings into a computer to determine the significance and strength of rank correlations between sample subgroups. Procedures are also discussed which allowed computations of rank correlations between needs ranked by black leaders within the present survey and community leaders within a recent Baton Rouge broadcast study and between black registered voters of the present survey and black telephone subscribers of a 1975 Media Statistics survey. Chapter Three concludes with a description of the steps taken to answer the questions of the problem statement.
Description of Interviewing Procedures

Interviewing Objectives

The interviewing objectives of the present survey were:

1. To determine local priority needs in Baton Rouge from the perspectives of representative black leader and black public spokesmen.

2. To obtain lists of ranked community needs from black representatives in a manner allowing the computation of rank correlations between needs listed by leader and public respondents and between survey subgroups according to age, sex, education, and social class.

The Interviewing Instrument

The Nominal Group Process means of needs identification was chosen to meet the above objectives and to demonstrate an interviewing procedure not previously used by local broadcasters. The structure of Nominal Group Process is described in the 1976 Comprehensive Health Planning Guide of the University of Oklahoma Medical Center (See Appendix B.) The procedure is outlined as follows.

Guidelines for Leaders in Conducting Nominal Group Process

1. Introduce the problem and explain procedures which will be followed during the interview.

2. Have each participant write his own individual ideas upon a scratch sheet provided.

3. Request one idea at a time from individual participants in a series of round robin ideas sharing until all individual ideas have been posted to a group flip chart. (Have a group member record these as they are offered.)

4. Conduct a serial discussion of ideas on a flip chart for clarification.

5. Have participants silently indicate upon 3 x 5 index cards their selection of the top five needs and rank order the cards by number.

6. Tabulate the collective results of the needs rankings upon a group flip chart.

7. Lead a discussion concerning priority items.

8. Ask individual participants to silently rerank the top five needs upon the form provided.

9. Close the process (the results of the final needs ranking may be shared if time permits).

Nominal Group Process is designed to encourage participation during fact finding tasks. Its provision for individual, written response is intended to reduce peer influence while oral idea sharing and group task orientation provide a supportive climate for candidness.

Public and Leadership Interviewing Procedures

To administer Nominal Group Process within the present survey, it was necessary that a series of small group meetings be planned. So that eventual tests for rank correlations between the needs rankings of subgroups could be made, it was important that all respondents rank the same needs. Because different nominal group sessions do not ordinarily identify and rank identical needs, two rounds of meetings
were planned. It was decided that during the first, nominal groups would identify and rank the top five local needs. After these needs were joined, to form a master list, they would be taken back to all respondents to allow individuals to rank items from a common list. However, if first and second meetings were held at different times (or locations), respondent attrition seemed probable.

To facilitate the multiple group process, a one evening data gathering conference was structured to which both adult leader and public sample members were invited. During this conference of April 6, 1976, simultaneous group interviews were conducted, a common master list of priority needs compiled and a ranking of common needs completed by survey participants. To reduce interviewer bias and encourage candidness, all needs identification interviews were led by black group leaders with nominal group training. The site chosen for the conference was the Catholic Life Center, a facility served by a city bus route near a major traffic thruway and in a location reasonably well known to most Baton Rouge residents. The Catholic Life Center is a multi-function operation of the Diocese of Baton Rouge which has frequently provided accommodations for minority functions. It is visited regularly by black members of local religious organizations. The conference date of April 6 was derived through scheduling arrangements with the center following a comprehensive survey of community activities planned for the spring of 1976 involving black leader or black public participation.

To assist in arrangements for the meeting, financial and material support was solicited and obtained from two black businesses in Baton Rouge, the public television and radio stations of the city and CATV, Inc., a local cable antenna company.
Sampling Process

The sampling objectives of the present survey were:

1. To obtain representative views concerning local problems from two Baton Rouge populations: black leaders and black public members.

2. To use "reputation among black leaders" as a primary criteria for selecting black leaders for consultation.

3. To contact black spokesmen within each of the nineteen community areas specified for leadership representation by the FCC in the Ascertainment Primer.² (See Appendix A.)

4. To select black public representatives through random and stratified sampling procedures.

5. To seek a general distribution in public samples of age, sex, education, and social class characteristics.

To meet these objectives, a sample design incorporating a reputational study among black leaders and a random survey of registered black voters was implemented. To supplement public representation, stratified sampling was also conducted among groups of black high school and college aged youth.

Sample Design

The maximum seating capacity for individuals within small group discussion at the Catholic Life Center is approximately 160 people.

²"Ascertainment of Community Problems by Broadcast Applicants," Federal Register, XLI, No. 4 (January 7, 1976), 1381.
In anticipation that at least fifty percent of those selected to participate within a data gathering conference would not attend, a conference sample size of 320 persons was selected.

Ascertainment research suggests that community leadership samples, when broadly based, serve effectively to represent public views toward local needs. Because community leaders are known to contribute useful information during ascertainment, one-third of the conference sample or approximately 100 people were apportioned to be selected as leadership representatives. Two-thirds or approximately 200 people were apportioned to be selected as public representatives.

**Leadership Sample**

Sampling procedures among black leaders consisted of consultations with black officials and information leaders to obtain the names of representative black leadership spokesmen within nineteen areas of community life. When grouped, these names became the leadership sample of the present survey.

The first step of leadership sampling consisted of contacting five black leaders who had been identified as resource persons for community planning purposes within a 1975 influence structure study of Projects and Planning Associates of Baton Rouge. Also contacted were the three black city councilmen of Baton Rouge whose districts encompass

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approximately eighty percent of the city's black population. The black state representative whose constituency includes the majority of black citizens within the SMSA of Baton Rouge was also consulted. Each of the above leaders were considered to have positions of influence requiring an extensive acquaintanceship with local black leaders and informational contacts. When consulted, these individuals provided the names of leadership spokesmen within nineteen community areas and the names of black informational resources with knowledge of additional leaders.

To further assist the survey, each of the elected officials:

1) agreed to permit use of their name and office in securing cooperation from informational leaders; and

2) agreed to allow use of a written endorsement (provided with signatures by the city councilmen) to be included within conference invitations expressing the official's personal hope that the conference would be well attended. (See Appendix F.)

Next, six informational resources identified by the influence leaders were contacted and through their cooperation the names of further leader spokesmen within various areas of community life were obtained. When known current addresses were compiled for all leaders identified through the above process, the names of 120 individuals were available for conference invitation.

Public Sampling

Black public participation was needed during the present survey to increase its representativeness and to provide need perceptions at possible variance with those of black leadership. It was not an
intention to interview a statistically significant sample of all black public residents, but to consult with randomly selected members of a population who should be knowledgeable of local needs from various black perspectives - Baton Rouge's black registered voters. The specific population sampled consisted of registered voters within the three predominantly black city council districts within the SMSA of Baton Rouge. (These districts encompass Scotlandville, a black community which borders Baton Rouge.) Essentially, this population was selected for the following reasons.

1. The voter registration files provided ample demographic data from which to structure a stratified black public sample to achieve age, sex, education, and social class representation. Because of their complete demographic entries and public accessibility, voter registration files are sampled for public representation in sociological research and during the important function of jury selection.

2. It was believed registered voters would cooperate with the survey and participate usefully within group interviewing sessions during a data gathering conference. Previous research has pointed to a need for willing and articulate respondents to represent minority viewpoints during ascertainment surveys. It was felt that black citizens who have registered to vote (and who remain on the active voter files) probably possess motivations and skills conducive to ascertainment participation.

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3. It was believed black registered voters provide a base of public opinion not tapped in previous broadcast surveys within Baton Rouge. According to local 1973 and 1976 broadcast ascertainment exhibits, black telephone subscribers have been the population formerly sampled by broadcasters in obtaining black public viewpoints toward local needs.

4. The random sampling of black registered voters is a sampling strategy which meets FCC guidelines concerning supplemental public ascertainment, allowing survey results to be operationally useful to broadcasters, or public members, in citing needs for which local broadcast programming is needed. To meet public ascertainment requirements within their service areas, the FCC has urged broadcasters to consult with a broad range of public contacts concerning local problems. The FCC is concerned that population groups of significant size or influence be represented in ascertainment surveys. The three predominantly black city council districts of Baton Rouge and Scotlandville encompass approximately eighty percent of all black citizens within the SMSA of Baton Rouge. It has been estimated by the Registrar of Voters of East Baton Rouge Parish that black registered voters abide in all geographical segments of the three districts and that the majority of black citizens in the more populous precincts of the districts are registered voters.

While encouraging "rough randomness" in public sampling efforts, the FCC has allowed use of a variety of supplemental sampling methods in accomplishing public representation. In view of the purpose for which ascertainment is intended (that of providing broadcasters with general information concerning important local needs), the FCC has
Table 1
PUBLIC SAMPLE DESIGN

COUNCIL DISTRICT I-1

<table>
<thead>
<tr>
<th>Number</th>
<th>Social Class*</th>
<th>Age</th>
<th>Number</th>
<th>Social Class*</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2 low, 1 MU</td>
<td>18-20</td>
<td>3</td>
<td>2 low, 1 MU</td>
<td>18-20</td>
</tr>
<tr>
<td>8</td>
<td>5 low, 3 MU</td>
<td>21-29</td>
<td>8</td>
<td>5 low, 1 MU</td>
<td>21-29</td>
</tr>
<tr>
<td>15</td>
<td>9 low, 6 MU</td>
<td>30-64</td>
<td>15</td>
<td>9 low, 6 MU</td>
<td>30-64</td>
</tr>
<tr>
<td>4</td>
<td>2 low, 2 MU</td>
<td>65+</td>
<td>4</td>
<td>2 low, 2 MU</td>
<td>65+</td>
</tr>
</tbody>
</table>

TOTALS: 30 18 12

N = 60

COUNCIL DISTRICT I-4

<table>
<thead>
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<th>Age</th>
<th>Number</th>
<th>Social Class*</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2 low, 3 MU</td>
<td>18-20</td>
<td>3</td>
<td>2 low, 1 MU</td>
<td>18-20</td>
</tr>
<tr>
<td>10</td>
<td>6 low, 4 MU</td>
<td>21-29</td>
<td>10</td>
<td>6 low, 4 MU</td>
<td>21-29</td>
</tr>
<tr>
<td>12</td>
<td>7 low, 5 MU</td>
<td>30-64</td>
<td>12</td>
<td>7 low, 5 MU</td>
<td>30-64</td>
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<td>5</td>
<td>3 low, 2 MU</td>
<td>65+</td>
<td>5</td>
<td>3 low, 2 MU</td>
<td>65+</td>
</tr>
</tbody>
</table>

TOTALS: 30 18 12

N = 60

COUNCIL DISTRICT II-2

<table>
<thead>
<tr>
<th>Number</th>
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<th>Age</th>
<th>Number</th>
<th>Social Class*</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>5 low, 3 MU</td>
<td>18-20</td>
<td>8</td>
<td>5 low, 3 MU</td>
<td>18-20</td>
</tr>
<tr>
<td>12</td>
<td>7 low, 5 MU</td>
<td>21-29</td>
<td>12</td>
<td>7 low, 5 MU</td>
<td>21-29</td>
</tr>
<tr>
<td>16</td>
<td>10 low, 6 MU</td>
<td>30-64</td>
<td>16</td>
<td>10 low, 6 MU</td>
<td>30-64</td>
</tr>
<tr>
<td>4</td>
<td>2 low, 2 MU</td>
<td>65+</td>
<td>4</td>
<td>2 low, 2 MU</td>
<td>65+</td>
</tr>
</tbody>
</table>

TOTALS: 40 24 16

N = 80

* Social Class - Low = lower class
MU = mid-to-upper class
emphasized that the timeliness, quality, and general representiveness of ascertainment response is probably more critical than its statistically significance. It has, however, encouraged the development of more reliable sampling methods which may be conducted by station licensees with resources readily available to them.

The first step of selecting two hundred public respondents involved the identification of voting precincts within city council districts, I-3, I-4, and II-2 of Baton Rouge. Next, the demographic characteristics of age, sex, and social class together with population figures were compiled for each of the three districts from 1970 census data.\(^6\) (The Hollingshead Two Factor Index of Social Position which applies factored weights to educational level and type of occupation, was used in determining social class position.)\(^7\) A public sampling design proportionally reflecting these assessed characteristics within districts was then outlined as follows.


\(^7\) August B. Hollingshead, "Two Factor Index of Social Position," (Mimeographed paper, Yale University, 1957).
Data Gathering

The data gathering process of the present survey was implemented during the spring of 1976. Interviews with adult public and leadership representatives were conducted during a one evening conference held at the Catholic Life Center. Specific data gathering procedures were accomplished within the following order.

1. Initial trial interviews using nominal group process were conducted with several groups of black citizens for the purpose of local needs identification.

2. From experience gained during these interviews, procedural revisions were made to improve the efficiency of nominal group procedures planned for a data gathering conference.

3. Both leader and public representatives selected within sampling procedures were invited to attend a one evening conference for the purpose of identifying local community needs and discussing black programming considerations.

4. Final arrangements were made in support of the agenda planned for the conference.

5. The conference staff and leaders assigned to coordinate nominal group sessions during the conference were given training in nominal group procedures.

6. The data gathering conference was held and rank ordered needs indications obtained from individual conference participants.

7. A master list of priority needs identified during the conference was taken to Southern University and Capitol High School where selected students rank ordered the most important needs appearing on each list.
Trial Interviews

During the early spring of 1975, several trial sessions using nominal group process were conducted with local black volunteer respondents for the purpose of observing the effectiveness of nominal group process in gauging black needs perspectives. Although subjects were not asked specifically to identify black (as opposed to general) community problems, the master list of needs generated during the interviews contained problems of black residential areas, of black institutions of black citizens within the community at large. (See Appendix I.) Nominal Group Process appeared to be an appropriate interviewing structure for use in the ascertainment of minority perceived needs.

Procedural experience gained during trial interviews prompted the following two changes in nominal group steps planned for use during the conference planned for black leadership and registered voter representatives.

For increased time efficiency it was decided that:

1. Nominal group leaders would both coordinate and record during group interviews.

2. To facilitate tabulations of rank order, it was decided that respondents would be provided with a single form upon which to indicate their choices of the top five local problems. (The form replaced the use of 3 x 5 cards which had been occasionally dropped by coordinators and participants during initial meetings.)

Based on observation of initial interviews, plans were also made to allow common needs prioritization during the data gathering conference. Procedures were structured to allow conference participants
to participate first within nominal groups to identify the top five community needs. Arrangements were made so that these needs might then be collected by an administrative assistant, brought to the central location, jointly typed upon a sheet to form a master list, and immediately mimeographed and redistributed to conference participants for final rankings.

Conference Preparation

In February, 1976, an agenda for a black leadership and public conference at which to identify local needs was planned. (See AGENDA, page 62.) Following the agenda's preparation, a letter of conference invitation was mailed to each person selected during the sampling procedures. A copy of the planned agenda was included together with an explanation of the need for information with which to make black programming decision. Letters sent to community leaders cited an endorsement given the conference by black elected officials. Additionally, a special letter of invitation from the programming director of educational television station WLPB accompanied each leader invitation. With each letter sent to a representative of the general public was enclosed a personal note of conference invitation from the city councilman of the respondent's council district. (See Appendix F.)

Prior to the data gathering conference, individual packets containing the following forms were prepared for each respondent. (See Appendix E.) In addition to its form number designation, each form also contained an identification number linking it to a particular packet.

Participant Information Form A: A card requesting the name,
birthdate, occupation, sex, and extent of education of each participant.

AGENDA

Catholic Life Center
1800 S. Acadian Thruway
April 6, 1976

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONFERENCE AGENDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:15 - 7:00 p.m.</td>
<td>Registration with Refreshments</td>
</tr>
<tr>
<td>Welcome - Mr. Fred Frey, Director Louisiana Education Television Authority Channel 27</td>
<td></td>
</tr>
<tr>
<td>7:00 - 7:45 p.m.</td>
<td>Black Programming Review*</td>
</tr>
<tr>
<td>7:45 - 9:00 p.m.</td>
<td>Community Needs Identification and Distribution of Program Ideas Inventory Form*</td>
</tr>
<tr>
<td>9:00 - 10:00 p.m.</td>
<td>Presentations Concerning Opportunities for Participation in Public Broadcasting</td>
</tr>
</tbody>
</table>

Speakers

Pat Morgan
Program Director, Louisiana Educational Authority, Channel 27

Eric DeWeese
Program and Production Director
Baton Rouge Public Radio

Dick Kirby
Program Director, Cablevision, Inc.
Baton Rouge

*To assist broadcasting sponsors of the conference to obtain information in which they were interested and to provide needed filler activities during the conference, two data gathering exercises were scheduled to accompany nominal group interviews for problems identification.

Form AA--Programming Format Preference: A sheet allowing ranked indications of preference for demonstrated black informational programming formats.

Form B--Scratch Sheet: A sheet upon which to record personal ideas during nominal group process.
Form C--Community Needs Ranking: A form for use during initial needs rankings, containing point values for each of the top five needs indicated.

Form D--Group Leaders Ranking Report: A form for use by nominal process leaders in reporting group need rankings to a conference coordinator.

Form E--Program Ideas Inventory: A sheet requesting participant input concerning possible ways in which identified local needs might be served through public programming.

Form F--Community Needs Reranking: A form for use during the final ranking of problems listed upon the master list of identified needs.

Staff Training

During March of 1976, eight black speech students of Louisiana State University in Baton Rouge, seven black sociology students of Southern University, a black nurse, and a black social worker were recruited and trained to serve as group coordinators during the data gathering conference. A black graduate speech student at L. S. U. agreed to assist this researcher in training L. S. U. students to lead nominal groups while a black sociology instructor provided similar assistance among Southern University students. Both group leaders and training assistants were paid for their services, including time spent in training. In final form, nominal group procedures requiring coordination by group leaders, consisted of approximately ten steps. (See Appendix D.)
Recruited also as volunteers to assist within the scheduled conference were twelve members of a Louisiana State University communications class. These workers were assigned to greet guests, pin on name tags, and oversee initial registration to ensure that conference packets assigned to participants contained the same number as that appearing beside their name on a "sign in" sheet. Some students also ushered, assisted with refreshments, introduced participants to conference sponsors, and served as liaison messengers between group coordinators and conference administrators.

Conference Of April 6, 1976

On the evening of April 6, 1976, eighty-nine black leaders and public representatives of Baton Rouge attended a data gathering conference. The community areas represented by black leaders in attendance are shown in Table 2. Leadership representation was present within eighteen of the nineteen categories in which leaders had been invited. A percentage breakdown of conference attendance by leader and public representatives appears in Table 3. The demographic characteristics of the forty-eight leaders and thirty-five public respondents who completed personal information cards and participated in needs identification activities are shown in Tables 4, 5, and 6. Table 7 indicates the social class distribution of the conference sample.
**Table 2**

Black Leadership Representation During Conference of April 6, 1976

<table>
<thead>
<tr>
<th>Area of Representation</th>
<th>Number of Leaders who Represented Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>2</td>
</tr>
<tr>
<td>Business</td>
<td>6</td>
</tr>
<tr>
<td>Charities</td>
<td>4</td>
</tr>
<tr>
<td>Civic, Neighborhood, and Fraternal</td>
<td>3</td>
</tr>
<tr>
<td>Consumer Services</td>
<td>2</td>
</tr>
<tr>
<td>Culture</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>14</td>
</tr>
<tr>
<td>Environment</td>
<td>3</td>
</tr>
<tr>
<td>Government (local, parish, state)</td>
<td>3</td>
</tr>
<tr>
<td>Labor</td>
<td>2</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
</tr>
<tr>
<td>Minority and Ethnic</td>
<td>3</td>
</tr>
<tr>
<td>Of and for Elderly</td>
<td>4</td>
</tr>
<tr>
<td>Of and for Women</td>
<td>4</td>
</tr>
<tr>
<td>Of and for Youth</td>
<td>5</td>
</tr>
<tr>
<td>Professions</td>
<td>5</td>
</tr>
<tr>
<td>Public Safety, Health and Welfare</td>
<td>5</td>
</tr>
<tr>
<td>Recreation</td>
<td>4</td>
</tr>
<tr>
<td>Religion</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

*Number exceeds black leadership attendance of 49 as several leaders represented more than one area.

**Table 3**

CONFERENCE DISTRIBUTION BY CITIZEN STATUS

<table>
<thead>
<tr>
<th>CITIZEN STATUS</th>
<th>NO. IN SAMPLE</th>
<th>PERCENT OF SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders</td>
<td>49</td>
<td>59</td>
</tr>
<tr>
<td>Public</td>
<td>34</td>
<td>41</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 4

AGE DISTRIBUTION OF CONFERENCE PARTICIPANTS AND BLACK POPULATION OF BATON ROUGE CITY COUNCIL DISTRICTS I-3, I-4, II-2

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent of Sample</td>
<td>Percent of Population</td>
</tr>
<tr>
<td>0-17</td>
<td>0</td>
<td>0</td>
<td>37.9</td>
</tr>
<tr>
<td>18-20</td>
<td>2</td>
<td>2.4</td>
<td>9.3</td>
</tr>
<tr>
<td>21-29</td>
<td>12</td>
<td>14.5</td>
<td>15.9</td>
</tr>
<tr>
<td>30-64</td>
<td>57</td>
<td>68.7</td>
<td>28.6</td>
</tr>
<tr>
<td>65+</td>
<td>12</td>
<td>14.5</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Computed from Census Tracts with majority black population, 1974 Special Census - Baton Rouge.

**Figures computed from Census Tracts with 400 or more black population, 1970 Census - Baton Rouge.
During the first hour of the conference, respondents previewed and rank ordered a series of black informational programming formats. (This montage of programming segments was prepared jointly by the engineering staff of educational television station WLPB and this writer.) The exercise served to orient participants toward the purpose of needs ascertainment and was easily entered by late conference arrivees. Next, nominal group interview sessions were conducted. During the interval between the initial needs rankings and the preparation of the master list, respondents contributed ideas in writing concerning types of informational programming formats they believed would be useful in treating local needs. Following nominal group activities, respondents listened to presentations by representatives of the local public broadcasting stations and cable antenna operation concerning their company's interests in serving local black needs. Respondents then questioned and interacted with broadcast representatives concerning black interests in local broadcasting. Before adjournment, travel reimbursement stipends were paid to conference participants desiring them.

The 1976 Ascertainment Primer has specified that group meetings conducted for ascertainment credit must allow opportunities for interaction between broadcasters and public representatives. In order that educational television station WLPB and public radio station Baton Rouge Public Radio might cite their support of the conference as a supplemental ascertainment effort, the following procedures were observed. Both prior to and following the data gathering activities of the conference, executives of both stations circulated among respondents to meet representatives, ask questions and to establish rapport
Table 5
SEX DISTRIBUTION OF CONFERENCE PARTICIPANTS AND BLACK POPULATION OF BATON ROUGE IN CITY COUNCIL DISTRICTS 1-3, 1-4, 11-2

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>48.2</td>
<td>46.2</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>51.8</td>
<td>53.8</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Computed from Census Tracts with majority black population, 1974 Special Census -- Baton Rouge

**Computed from "General and Social Characteristics of the Negro Population, Baton Rouge" within 1970 Census

Table 6
EDUCATIONAL STATUS OF CONFERENCE PARTICIPANTS AND BLACK REGISTERED VOTERS IN CITY COUNCIL DISTRICTS I-3, I-4, II-2

<table>
<thead>
<tr>
<th>Education</th>
<th>Percent of Sample</th>
<th>Percent of Black Registered voters City Council Districts I-3, I-4, II-2*</th>
</tr>
</thead>
<tbody>
<tr>
<td>College or more</td>
<td>67.6</td>
<td>19.3</td>
</tr>
<tr>
<td>Some college</td>
<td>8.8</td>
<td>20.4</td>
</tr>
<tr>
<td>High school</td>
<td>5.9</td>
<td>36.2</td>
</tr>
<tr>
<td>Jr. high or less</td>
<td>17.6</td>
<td>25.1</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Computations based on review of black voter registration files, East Baton Rouge Parish.
conducive to future communication. The last hour of the conference was shared by broadcast sponsors in explaining their station's responsibility toward public service. These explanations were followed by a question and answer forum moderated by the programming director of station WLPB.

Because use of the voter registration files for sampling purposes excluded the selection of public members below the age of eighteen, conference results were achieved without youth participation. In order to gain an indication of how younger public representatives would have ranked local needs had they been in conference attendance, the following steps were taken.

Table 7

SOCIAL CLASS DISTRIBUTION OF CONFERENCE SAMPLE AND BLACK REGISTERED VOTERS IN CITY COUNCIL DISTRICTS
I-3, I-4, II-2

<table>
<thead>
<tr>
<th>SOCIAL CLASS*</th>
<th>Percent of Sample**</th>
<th>Percent of Population in City Council Districts by Social Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPPER</td>
<td>5.9</td>
<td>5.1</td>
</tr>
<tr>
<td>UPPER MIDDLE</td>
<td>38.2</td>
<td>12.3</td>
</tr>
<tr>
<td>MIDDLE</td>
<td>29.4</td>
<td>24.0</td>
</tr>
<tr>
<td>LOWER MIDDLE</td>
<td>20.6</td>
<td>26.7</td>
</tr>
<tr>
<td>LOWER</td>
<td>5.9</td>
<td>32.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Definitions based on Hollingshead Two Factor Index of Social Position
** Approximate computations based on 1970 Census Data.
Supplemental Youth Sampling

To interview local black youth, permission was obtained from the high school coordinator of the East Baton Rouge Parish School Board to meet with selected students at Capitol High School. Permission was similarly obtained from the Academic Dean of Southern University, Baton Rouge's predominantly black university, to meet with university students. During meetings at both schools, student representatives were asked to consider the master list of conference identified needs and to select and rank order the five local needs they felt were most important.

No attempt was made during youth interviews to sample opinions from black youth not enrolled in school. An attempt was made to interview students within a variety of demographic categories. To encourage a general distribution of response within age, sex, and family social position, a sample outline reflecting desired youth participation was presented to student guidance personnel at Capitol High School and sociology instructors at Southern University. (See Table 7.) Permission from Capitol High School and department administrators within the sociology department and School of Social Welfare at Southern University was obtained to interview students within normal class hours. While general representation was sought at Capitol High School, students within sociology courses at Southern University were interviewed, with the expectation they would be knowledgeable of local, social needs. All high school students interviewed were Baton Rouge residents. College respondents were either working, attending school, or living in Baton Rouge at the time they were interviewed. Participating students were those made accessible to this writer during April of 1976 by administrator advisees at Capitol High School and Southern University following their
examination of the desired student participation outline. As a group, these students possessed the demographic characteristics which appear in Tables 9 and 10. Their distribution by social class (compared with data of parents' occupations and information by Hollingshead Two Factor Index of Social Position) appears in Table 11.

Table 8
OUTLINE OF DESIRED YOUTH PARTICIPATION FOR STUDENT INTERVIEW

<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>SOCIAL GROUP I</th>
<th>SOCIAL GROUP II</th>
<th>SUBTOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(lower class)</td>
<td>(mid to upper class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Capitol High</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Ages 15-19)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Junior</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Senior</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Ages 20-24)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Junior</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Senior</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Ages 25-29)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>12</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

* The number 50 was selected as the maximum size which could be efficiently surveyed within the present study.
Table 9
SEX DISTRIBUTION OF BLACK STUDENT PARTICIPANTS AND BLACK YOUTH POPULATION OF BATON ROUGE

<table>
<thead>
<tr>
<th>SEX</th>
<th>Student Participants</th>
<th>Percent of Total Black Youth Population in Baton Rouge* according to sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>MALE</td>
<td>17</td>
<td>34.7</td>
</tr>
<tr>
<td>FEMALE</td>
<td>32</td>
<td>65.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>100.0</td>
</tr>
</tbody>
</table>


Table 10
AGE DISTRIBUTION OF BLACK STUDENT PARTICIPANTS AND BLACK YOUTH POPULATION OF BATON ROUGE

<table>
<thead>
<tr>
<th>AGE</th>
<th>Student Participants</th>
<th>Percent of Total Black Youth Population in Baton Rouge According to Age*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>13-17</td>
<td>12</td>
<td>24.5</td>
</tr>
<tr>
<td>18-22</td>
<td>24</td>
<td>49.0</td>
</tr>
<tr>
<td>23-30</td>
<td>13</td>
<td>26.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Computation Based on Data from 1974 Special Census, Baton Rouge.
Table 11
SOCIAL CLASS DISTRIBUTION OF BLACK YOUTH
PARTICIPANTS AND BLACK YOUTH
POPULATION OF BATON ROUGE

<table>
<thead>
<tr>
<th>SOCIAL CLASS</th>
<th>Youth Participants Number</th>
<th>Percent</th>
<th>Percent of Total Black Youth Population in Baton Rouge</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPPER</td>
<td>4</td>
<td>8.2</td>
<td>4</td>
</tr>
<tr>
<td>UPPER</td>
<td>10</td>
<td>20.4</td>
<td>15</td>
</tr>
<tr>
<td>MIDDLE</td>
<td>23</td>
<td>46.9</td>
<td>28</td>
</tr>
<tr>
<td>LOWER</td>
<td>12</td>
<td>24.5</td>
<td>34</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>


Data Analysis

Data Setup

In preparing the data for statistical analysis, the following steps were taken:

1. Entries on all personal information cards were analyzed, coded and posted to format tables to reflect the age, sex, education and social class of both conference and youth respondents.

2. Individual lists of the top five community needs were coded and posted to form tables of rank ordered needs for both conference and youth respondents.

3. A "record layout" and programming directions allowing computer processing of data were written.
To prepare data for rank correlational analysis, format information was key punched and scanned by an OPSCAN 13 (Optical Scanner), which computed the number of times with which each of the thirty-two needs appearing on the master list had been ranked as first, second, third, fourth, and fifth in importance by the subgroups cited in the problem statement.

4. Fifteen needs commonly ranked by black leader representatives during an ascertainment survey conducted by several broadcast stations jointly in 1975, and black leader representatives within the present survey were identified, coded, and posted within their rank orders to a format table. (See Appendix W.)

5. Ten needs commonly ranked by black public representatives during the present survey and black public representatives of Baton Rouge SMSA within a 1975 Media Statistics Public Survey were identified, coded, and posted within their rank orders to a format table. (See Appendix X.)

Data Testing

Before computer processing, the frequency counts with which individuals had cited each of the thirty-two items appearing on the needs master list as being first, second, third, fourth, or fifth in importance were weighted. First place indications were multiplied by five, second place by four, third place by three, fourth place by two and fifth place by one. Together with respondent demographic data, the weighted lists of ranked needs as indicated by the total sample and subgroups were then entered into an IBM 360 computer. An East Texas State University statistical package was used to compute rank correlation coefficients according to Spearman's Rho for desired sub
group comparisons and conducted t and F tests for significance between all correlations required by the research hypotheses. To assist the strength of public representation, student rankings of identified needs were computed with registered voter need rankings in correlations involving public and general response.

In order that the research hypotheses might be answered, each was tested in the null at the .05 level of confidence. To assist in interpreting correlation strengths, the following guide of Guilford as stated in Fundamental Statistics in Psychology and Education was used.  

- .20 slight; almost negligible relationship  
- .20-.40 low correlation; definite but small relationship  
- .40-.70 moderate correlation; substantial relationship  
- .70-.90 high correlation; marked relationship  
- .90 very high correlation; very dependable relationship

Conclusion

Chapter Three has reviewed the interviewing, sampling, data gathering, and data analysis proceedings of the present study. The use of Nominal Group Process as an interviewing method within a conference setting was described and steps necessary to conduct a data gathering conference outlined. The reputational method of black leadership sampling and the random method of black voter selection used in the present survey were described. The attendance of black representatives at a needs identification conference of April 6, 1976, was reported together with the demographic characteristics of those participating within nominal group interview. Steps taken following the

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conference to increase the strength of survey response and to provide insight concerning black youth perceptions of local need priorities were also discussed. Chapter Three closed by describing the type of data obtained from each conference participant and explaining how this information was coded and processed through a computer program to obtain the prioritized need lists and statistical statements required by the problem statement. Chapter Four will discuss the results of the study.
CHAPTER IV

ANALYSES OF THE DATA

Chapter four contains an analysis of rank ordered needs provided by 131 black citizen representatives of Baton Rouge. Included within the chapter are listings of priority needs identified by survey participants, an analysis of statistical hypotheses, tables citing resultant rank correlations between sample subgroups and a summary of correlation and significance statements which answer the research hypotheses.

The primary objective of the present study was to answer the following eight questions.

Problem Questions

1. What are local priority needs in Baton Rouge according to black leader and public representatives?

2. Does a positive correlation exist between priority needs ranked by black public leaders and those ranked by black public representatives?

3. Is there a positive correlation between priority needs ranked by black males and females?

4. Is there a positive correlation between priority needs ranked by younger black adults and older black adults?
5. Is there a positive correlation between priority needs ranked by black citizens with a high school education or less and those with more than a high school education?

6. Does a positive correlation exist between priority needs ranked by members of lower socioeconomic categories and those from middle to upper socioeconomic categories?

7. Is there a positive correlation between prioritized needs ranked by representative black leaders during Nominal Group Process and the same needs ranked by community leaders as a group during the 1975 ascertainment leadership interviews conducted jointly by television stations WBRZ-TV and WRBT-TV and by radio stations WJBO, WAFB-FM, WQXY-FM, WIBR, WLCS, WXOK, and WYNK-FM-AM of Baton Rouge?

8. Is there a positive correlation between the ranked orders of prioritized needs indicated by black public representatives during Nominal Group Process sessions and the same needs ranked by black public representatives of the Baton Rouge SMSA during the 1975 general public survey conducted by Media Statistics, Incorporated?

To assist in answering the problem statement, research hypotheses with corollary null hypotheses were formulated for questions two through eight. Rank correlations required to accept or reject the null hypotheses were then computed according to Spearman's Rho and tested for significance at the .05 level of confidence by t and F tests.

Research Results

**Question 1:** What are local priority needs in Baton Rouge according to black leader and public representatives?
Answer: According to 48 black leaders and 34 randomly sampled registered voter representatives of Baton Rouge participating in nominal group interviews, the following 32 needs are most important.

Black Conference List of Identified Needs

1. Sidewalks
2. Sewerage Drainage
3. Recreational Facilities (With Police Protection)
4. Health Services
5. Parents Involved with Children in Education and Religion
6. Quality of Employment
7. Employment Opportunities (and Job Training)
9. More Education in Criminal Justice
10. Better Housing
11. Black Representation on the School Board
12. Programs Geared to Black Economic Growth
13. More Child Care Facilities
14. Better Communication Among Black Groups
15. Crime Prevention Programs
16. Literacy Based Programs for Adults
17. More Political Involvement by Blacks
18. More Responsive Government to Community Needs
19. A Need to Improve Care of Patients at the Earl K. Long Hospital
20. Greater Employment of Blacks in the Broadcast Media
21. Black Children Featured in Positive Roles in Education
22. Community Improvement
23. More Consumer Education
24. Need for Black Owned Businesses and Banks
25. Self Government of Scotlandville; Stay of Annexation
26. Public Forum Dealing with General Black Issues
27. Program to Explain Government Structure
28. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities
29. Political Education
30. Employment of Blacks in Government at all Levels
31. Counseling, Legal Services for the Poor
32. More Health Awareness

While the above items represent a master list of all needs which were identified as being among the five most important local problems according to averaged nominal group rankings, other needs cited as important by individuals within nominal group interviews are categorically listed in Appendix H. Additionally, a list of twenty-five needs identified
as local priority problems by a group of black volunteer respondents of Baton Rouge within trial nominal group interviews, held prior to the present survey, are listed in Appendix I.

**Question 2:** Does a positive correlation exist between priority needs ranked by black leaders and those ranked by black public representatives?

**Research Hypothesis 1:** There is a positive correlation between the ranked orders with which black leaders and black public representatives of Baton Rouge rank local problems.

**Null Hypothesis 1:** The correlation between need rankings will be zero.

Symbolically: 

\[ H_0: r_s = 0 \]

\[ H_a: r_s > 0 \]

Where \( r_s \) = Spearman rank correlation coefficient

**Decision rule:** Compute \( t \) statistic for rank correlation coefficient; Reject \( H_0 \) if \( t > 1.697 \)

Significance Level: .05

**Table 12**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>( r_s )</th>
<th>( t )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders</td>
<td>48</td>
<td>0.74</td>
<td>6.11</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Public</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In Appendix L **In Appendix K

With a significance level above .01 by \( t \) test and an \( r_s \) exceeding .70, null hypothesis 1 was rejected and research hypothesis 1 was accepted.

**Answer:** Yes, a positive correlation exists between priority needs ranked by black leaders and those ranked by black public representatives.
Question 3: Is there a positive correlation between priority needs ranked by black males and females?

Research Hypothesis 2: There is a positive correlation between the rank orders with which black males and females rank local priority problems.

Null Hypothesis 2: The correlation between needs rankings will be zero.

Table 13

Spearman Rank Correlation Between Needs Ranked by Black Males* and Females**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>rs</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>50</td>
<td>.70</td>
<td>5.32</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Females</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In Appendix R **In Appendix Q

With a significance level above .01 by t test and an rs of .70, null hypothesis 2 was rejected, and research hypothesis 2 was accepted.

Answer: Yes, a positive correlation exists between the rank orders with which black males and black females rank local priority problems.

Question 4: Is there a positive correlation between priority needs ranked by younger black adults and older black adults?

Research Hypothesis 3: There is a positive correlation between the rank orders with which younger black adults and older black adults rank local priority needs.

Null Hypothesis 3: The correlation between needs rankings will be zero.
Table 14

Spearman Rank Correlation Between Needs
Ranked by Younger (age 23-50)* and Older
(age 51+) Black Adults**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>$r_s$</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger to Middle Aged Adults</td>
<td>55</td>
<td>.53</td>
<td>3.43</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Older Adults</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In Appendix 0  **In Appendix P

With a significance level above .01 by t test and an $r_s$ of .53, null hypothesis 3 was rejected and research hypothesis 3 accepted.

Answer: Yes, there is a positive correlation between the rank orders with which younger black adults and older black adults rank local priority needs.

Question 5: Is there a positive correlation between priority needs ranked by black citizens with a high school education or less and those with more than a high school education?

Research Hypothesis 4: There is a positive correlation between the rank orders with which black citizens with a high school education or less and those with more than a high school education rank local priority needs.

Null Hypothesis 4: The correlation between need ranking will be zero.
Table 15

Spearman Rank Correlation Between Needs Ranked by Black Citizens with a High School Education or Less* and by Those with More than a High School Education**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>r_s</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizens With High School Education or Less</td>
<td>15</td>
<td>.35</td>
<td>2.07</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Citizens With More Than a High School Education</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In Appendix T    **In Appendix S

With a significance level above .01 by t test and an r_s of .35, null hypothesis 4 was rejected and research hypothesis 4 accepted.

Answer: Yes, there is a positive correlation between priority needs ranked by black citizens with a high school education or less and those with more than a high school education.

Question 6: Is there a positive correlation between local priority needs as ranked by black citizens in middle to lower socioeconomic categories and those in middle to upper socioeconomic categories?

Research Hypothesis 5: There is a positive correlation between local priority needs as ranked by black citizens of middle to lower socioeconomic categories and those in middle to upper socioeconomic categories.

Null Hypothesis 5: The correlation between ranked frequencies will be zero.
Table 16

Spearman Rank Correlation Between Local Priority Needs Ranked by Black Citizens of Lower Socioeconomic Categories* and Those From Middle to Upper Socioeconomic Categories**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>$r_s$</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Class</td>
<td>61</td>
<td>.64</td>
<td>4.56</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Middle to Upper Class</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In Appendix V  **In Appendix U

With a significance level above .01 by t test and an $r_s$ of .64, null hypothesis 5 was rejected and research hypothesis 5 accepted.

Answer: Yes, a positive correlation exists between priority needs ranked by black citizens in middle to lower economic categories and those from middle to upper socioeconomic categories.

Question 7: Does a positive correlation exist between the ranked frequencies of local needs cited by black leaders interviewed during nominal group process and the same needs by community leaders during joint broadcaster interviews conducted in Baton Rouge in 1975?

Research Hypothesis 6: A positive correlation exists between the ranked frequencies of local needs cited by black leaders interviewed within nominal group process and the same needs cited by community leaders during joint broadcaster interviews conducted in Baton Rouge in 1975.

Null Hypothesis 6: The correlation between ranked frequencies will be zero.
Table 17

Spearman Rank Correlation Between Frequencies of Needs Cited by Black Leaders of Present Survey and Community Leaders of 1975 Joint Broadcaster Survey in Baton Rouge*

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>r_s</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Leaders</td>
<td>48</td>
<td>.63</td>
<td>2.92</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Community Leaders</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In Appendix W

With a significance level above .01 and an r_s of .63, null hypothesis 6 was rejected and research hypothesis 6 accepted.

Answer: Yes, a positive correlation exists between the ranked frequencies with which black leaders cited local needs and with which community leaders cited local needs within the 1975 ascertainment leadership interviews conducted by joint broadcaster interviewers in Baton Rouge.

Question 8: Does a positive correlation exist between the ranked frequencies with which black public members would cite local needs during nominal group process and with which black public respondents did cite local needs during the 1975 public telephone survey conducted by Media Statistics, Inc.?

Research Hypothesis 7: A positive correlation exists between the ranked frequencies of local needs cited by black public representatives of Baton Rouge interviewed by nominal process and the same needs cited by black public respondents interviewed by telephone during the 1975 Baton Rouge public survey conducted by Media Statistics, Inc.

Null Hypothesis 7: The correlation between ranked frequencies will be zero.
Table 18

Spearman Rank Correlation Between Frequencies of Needs Cited by Black Public Representatives During Nominal Group Interviews and by Black Public Representatives During 1975 Media Statistics Telephone Interviews*

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>$r_s$</th>
</tr>
</thead>
<tbody>
<tr>
<td>During Black Public Nominal Group</td>
<td>81</td>
<td>0</td>
</tr>
<tr>
<td>During Black Public Telephone Interviews</td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

*In Appendix X

Because $r_s = 0$, null hypothesis 7 was accepted and research hypothesis 7 rejected.

Answer: No, a positive correlation does not exist between the ranked frequencies with which black public representatives cite local needs within nominal group interviews and with which black public respondents cited local needs during the 1975 public telephone survey conducted by Media Statistics, Inc.
## Table 19

### Summary of Hypotheses

<table>
<thead>
<tr>
<th>Research Hypotheses</th>
<th>Spearman Rank Correlation and t Score for Ranked needs</th>
<th>Statement of Acceptance or Rejection at the .05 Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ha₁</td>
<td>$r_s = .74$</td>
<td>The research hypothesis was accepted.</td>
</tr>
<tr>
<td></td>
<td>$t = 6.11$</td>
<td></td>
</tr>
<tr>
<td>Ha₂</td>
<td>$r_s = .70$</td>
<td>The research hypothesis was accepted.</td>
</tr>
<tr>
<td></td>
<td>$t = 5.32$</td>
<td></td>
</tr>
<tr>
<td>Ha₃</td>
<td>$r_s = .53$</td>
<td>The research hypothesis was accepted.</td>
</tr>
<tr>
<td></td>
<td>$t = 3.43$</td>
<td></td>
</tr>
<tr>
<td>Ha₄</td>
<td>$r_s = .35$</td>
<td>The research hypothesis was accepted.</td>
</tr>
<tr>
<td></td>
<td>$t = 2.07$</td>
<td></td>
</tr>
<tr>
<td>Research Hypotheses</td>
<td>Spearman Rank Correlation and $t$ Score for ranked needs</td>
<td>Statement of Acceptance or rejection at the .05 Level of Significance</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| $H_a^5$ There is a positive correlation between the ranked orders in which black representatives of Baton Rouge within lower socio-economic categories and those within the middle to upper socio-economic categories place local problems. | $r_s = .64$  
$t = 4.56$ | The research hypotheses was accepted. |
| $H_a^6$ A positive correlation exists between the ranked frequencies of local needs cited by black leaders during the present survey and the same needs cited by community leaders during joint broadcaster interviews conducted in Baton Rouge in 1975. | $r_s = .63$  
$t = 2.92$ | The research hypothesis was accepted. |
| $H_a^7$ A positive correlation exists between the ranked frequencies of local needs cited by black public representatives in Baton Rouge during the present survey and the same needs cited by black public respondents interviewed by telephone during the 1975 Baton Rouge public survey of Media Statistics, Inc. | $r_s = 0$  
$t = 0$ | The research hypothesis was rejected. |
Table 20

Matrix of Spearman Rho Coefficient Correlations Between Ranked Needs by Subgroups

(All Signs Significant at .05 Level by t Test)

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All Respondents</td>
<td>.95</td>
<td>.88</td>
<td>.88</td>
<td>.93</td>
<td>.91</td>
<td>.73</td>
<td>.94</td>
<td>.81</td>
<td>.88</td>
<td>.60</td>
<td></td>
</tr>
<tr>
<td>2. All Public Respondents*</td>
<td>.74</td>
<td>.94</td>
<td>.85</td>
<td>.85</td>
<td>.65</td>
<td>.92</td>
<td>.76</td>
<td>.80</td>
<td>.62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. All Leader Respondents</td>
<td>.65</td>
<td>.94</td>
<td>.89</td>
<td>.70</td>
<td>.81</td>
<td>.75</td>
<td>.93</td>
<td>.48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. All High School, Univ. Students</td>
<td>.72</td>
<td>.73</td>
<td>.61</td>
<td>.87</td>
<td>.70</td>
<td>.65</td>
<td>.63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. All Conference Participants</td>
<td>.92</td>
<td>.74</td>
<td>.88</td>
<td>.77</td>
<td>.96</td>
<td>.52</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. All Respondents Age 23-50</td>
<td>.53</td>
<td>.85</td>
<td>.74</td>
<td>.91</td>
<td>.51</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. All Respondents Age 51 &amp; Over</td>
<td>.73</td>
<td>.61</td>
<td>.69</td>
<td>.47</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. All Female Respondents*</td>
<td>.69</td>
<td>.82</td>
<td>.62</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. All Male Respondents*</td>
<td>.75</td>
<td>.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. All Conference Participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.35</td>
</tr>
<tr>
<td>With More Than High School Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. All Conference Participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With High School Education or Less</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Includes Student Respondents
Conclusion

Within Chapter Four, thirty-two local priority needs were listed and seven research hypotheses tested in order to answer the eight questions of the problem statement. Each question of the problem was answered and a summary of the hypotheses findings provided. A matrix of subgroup ranking comparisons appears as Table 20. Chapter Five will present the research conclusion and discuss questions raised during the present study which warrant further investigation.
CHAPTER V

SUMMARY AND CONCLUSIONS

For important legal and operational reasons, local broadcasters need to know which community problems are of concern to black citizens and within what order of priority. To date, little research in Baton Rouge has been conducted to provide this information. Federal licensing requirements and the threat of discrimination litigation make it increasingly important that broadcasters consult with black leader and public representatives concerning community problems. No previous broadcast surveys conducted among black citizens in Baton Rouge, however, have employed sampling and interviewing methods especially intended to solicit black need perspectives. Local black leaders contacted during ascertainment of need surveys are ordinarily selected and interviewed by white station executives. Black members of the general public are seldom contacted directly by broadcast employees. During previous occasions in which surveys among the black general public have been required of local broadcasters for license renewal purposes, stations have depended upon the results of jointly contracted public telephone surveys to produce black public representation.

Due to their low selection rate in telephone surveys, few black public citizens within the city have been interviewed concerning local needs. When contacted by telephone, black representatives have ordinarily
been questioned by white interviewers not affiliated with a local broadcast station. Local broadcast executives have had few opportunities to question, be questioned by or to interact with black public representatives concerning local problems.

During past minority consultations, it has been the normal procedure for ascertainment interviewers to ask respondents to name important local problems which come to mind. Interviewees have seldom had the opportunity to respond to or consider the ideas of peers before making their response, nor have they been asked to rank order needs they identify. As a consequence, while broadcasters have been able to note the frequencies with which certain problems have been cited, they have had no quantitative information with which to judge the relative importance with which problems are viewed by respondents. Nor has attention been given to distinctions of response made by black respondents within various social, demographic, or socioeconomic classifications.

The purpose of the present study was to conduct a survey of local priority needs as viewed by black representatives through research methods selected to meet some of the above noted weaknesses in previous local ascertainment. The primary research objective was to secure rank ordered lists of local community problems as identified by representative black leaders and black registered voters. It was not an intention that the survey be statistically representative of all black citizens within Baton Rouge, but that it be conducted among a representative sample of leader and public respondents who should be knowledgeable concerning black need perspectives. A second objective was to determine the extent to which commonly recognized problems are similarly perceived as important by black respondents within age, sex, education and social class categories. To
satisfy the objectives, research hypotheses were formulated in response to the following questions.

**Problem Statement**

1. What are local priority needs as perceived by black leaders and public representatives?

2. Does a positive correlation exist between priority needs ranked by black leaders and those ranked by black public representatives?

3. Is there a positive correlation between priority needs ranked by black males and females?

4. Is there a positive correlation between priority needs ranked by younger black adults and older black adults?

5. Is there a positive correlation between priority needs ranked by black citizens with a high school education or less and those with more than a high school education?

6. Does a positive correlation exist between priority needs ranked by black members of lower socioeconomic categories and those from middle to upper socioeconomic categories?

7. Does a positive correlation exist between priority needs ranked by black leaders within nominal group interviews and the same needs ranked by community leaders during the 1975 ascertainment leadership interviews conducted jointly by television stations WBRZ-TV and WBRT-TV and by radio stations WJBO, WAFB-FM, WZXY-FM, WAIL, WIBR, WLCS, WXOK, and WYNK-FM of Baton Rouge?

8. Does a positive correlation exist between the ranked orders of priority needs indicated by black public representatives within the present survey and the same needs ranked by black public representatives
during the 1975 general public telephone survey conducted by Media Statistics, Inc.?

The methodology selected for use in interviewing black representatives was Nominal Group Process, a procedure which uses group discussion and written response in obtaining priority needs identification. Group interviews were conducted among leader and voter representatives during a data gathering conference held April 6, 1976, in the Catholic Life Center of Baton Rouge. Black leaders invited to attend were those who had been identified within a reputational study among black leaders as being representative spokesmen within various community areas. Public representatives invited to attend had been randomly selected from among the voter registration files of the three predominantly black city council districts of Baton Rouge. Results obtained during the conference included the following master list of thirty-two needs which were identified through nominal group procedures as being among the most important community problems.

**Black Conference Identified Master List of Priority Needs in Baton Rouge, Louisiana**

1. Sidewalks
2. Sewerage Drainage
3. Recreational Facilities (With Police Protection)
4. Health Services
5. Parents Involved with Children in Education and Religion
6. Quality of Education
7. Employment Opportunities (and Job Training)
9. More Education in Criminal Justice
10. Better Housing
11. Black Representation on the School Board
12. Programs Geared to Black Economic Groups
13. More Child Care Facilities
14. Better Communication Among Black Groups
15. Crime Prevention Programs
16. Literacy Based Program for Adults
17. More Political Involvement by Blacks
18. More Responsive Government to Community Needs
19. A Need to Improve Care of Patients at the Earl K. Long Hospital
20. Greater Employment of Blacks in the Broadcast Media
21. Black Children Featured in Positive Roles in Education
22. Community Improvement
23. More Consumer Education
24. Need for Black Owned Businesses and Banks
25. Self Government of Scotlandville; Stay of Annexation
26. Public Forum Dealing with General Black Issues
27. Program to Explain Government Structure
28. Proration Expenditures of Federal Revenue Sharing Funds in Various Communities
29. Political Education
30. Employment of Blacks in Government at all Levels
31. Counseling, Legal Services for the Poor
32. More Health Awareness

Additionally, one hundred and thirty-four other needs were cited as important problems within the community (See Appendix H). Each conference participant provided rank ordered lists of the five most important local problems from among those appearing on the master sheet. Forty-eight leaders and thirty-five public respondents attended the data gathering conference. To increase the strength of public representation within the survey, forty-nine black high school and university students of Baton Rouge were later asked to select and rank order, from among needs appearing on the master list, the five problems they felt were most important. (Student rankings of identified needs were later computed with registered voter need rankings in correlations involving public response.) Both conference and youth respondents provided personal information concerning age, sex, occupation and education. (Students also shared the occupation and education of their parents.)

In order to compute the statistical tests required to answer the problem statement, the individual needs rankings and personal data received from each respondent were coded and entered into a computer programmed to
compile lists of rank ordered needs for the subgroups specified by the problem statement. Rank correlation coefficients between subgroup needs rankings were also produced.

To allow correlations to be computed between ranked needs by the subgroups cited within study questions 7 and 8, it was necessary to abstract community needs cited within the Media Statistics Public Survey of 1975, and a joint broadcaster leadership survey of 1975 which were similar or identical to needs appearing on the conference master list. When identified, these needs were likewise coded and entered by their rank orders (according to frequency of citation) into the computer program. After the analysis required by the problem statement, the research hypotheses were answered as follows.

A Summary of Findings Related to Research Hypotheses

Ha_1 There is a positive correlation between the ranked orders in which black leaders and black public representatives rank local problems in Baton Rouge. Hypothesis accepted.

Ha_2 There is a positive correlation between the ranked orders in which black males and females rank local priority problems. Hypothesis accepted.

Ha_3 There is a positive correlation between the ranked orders in which younger black citizens and older black citizens place local priority needs in Baton Rouge. Hypothesis accepted.

Ha_4 There is a positive correlation between local priority needs as ranked by black citizens with a high school education or less and those with more than a high school education. Hypothesis accepted.
There is a positive correlation between local priority needs as ranked by black citizens in lower socioeconomic categories and those in middle to upper socioeconomic categories. Hypothesis accepted.

A positive correlation exists between the ranked frequencies of local needs cited by black leaders interviewed within nominal group process and the same needs cited by community leaders during joint broadcaster interviews conducted in Baton Rouge in 1975. Hypothesis accepted.

A positive correlation exists between community needs ranked by a local black public sample during nominal group process and the black public sample interviewed by telephone during the 1975 Baton Rouge General Public Survey conducted by Media Statistics, Incorporated. Hypothesis rejected.

Results obtained during the present survey must be accepted within the following research limitations.

Limitations of the Study

1. The black leadership sample was composed of individuals considered to be representative within community areas by black influence or information leaders. Some spokesmen interviewed may not be recognized as leaders by black public members.

2. The public sample of the present survey was selected by procedures which did not allow all black citizens within Baton Rouge the opportunity to be interviewed.

3. The demographic characteristics of the public members who attended the data gathering conference were not proportionally representative of the black population in Baton Rouge.
4. The public and leadership participants who attended the data gathering conference probably possessed motivational or social characteristics not shared by sampled individuals invited to attend who did not.

5. Black high school and university students interviewed were narrowly representative of the city's black student population and not representative of the city's total black youth population.


7. The nominal group procedure allowing oral discussion (for the purpose of broadening a topic's consideration) may have introduced group bias or encouraged polarization.

8. When reported as averaged group rankings, the priority needs resulting from Nominal Group Process obscure needs considered important by individual survey participants.

9. Ordinal rankings of perceived needs provide little indication of the relative attitude strength held by respondents toward particular items.

10. The guide of Guilford as stated in *Fundamental Statistics in Psychology and Education*¹ was used in assessing the strength of correlation coefficients in the present survey. Alternate guides might label the coefficients' strengths differently.

In brief, results from the present survey must be considered as narrowly descriptive or indicative. They point up indications which must be confirmed through future descriptive and inferential statistics. Within the limitations stated, the following conclusions were reached.

Conclusions

Conclusions Related to the Surveying Methods of the Present Study

1. The sampling and interviewing methods used in the present survey to obtain black leadership representation were effective in meeting their prescribed objectives.

2. The sampling methods used in the present survey to obtain black public adult representation did not produce the quantity nor proportional demographic representation desired.

3. The nominal group interviewing method used with adult public respondents was effective in meeting its prescribed objectives.

4. The sampling method used to obtain public youth representation was effective in producing the quantity of youth respondents desired. It was not effective in producing the demographic representation sought.

5. Black public representatives who attended the data gathering conference of the present survey were more highly educated and within higher socioeconomic categories than the majority of black citizens within Baton Rouge.

6. The interviewing procedure of the present study allowed a broad range of public needs to be identified.

7. The interviewing procedure of the present study produced need identifications from racial, demographic, and socioeconomic perspectives.

8. The use of nominal group interviewing within a conference setting to identify and rank order needs from a single list during a single occasion was effective in meeting its intended objectives.

9. The black research focus, broadcaster access, and structured interviewing format used within the data gathering conference appeared to contribute to a favorable motivational impetus for ascertainment participation.
Conclusions Related to Priority Needs Identified During the Present Survey

1. Lists of community needs obtained during the present survey indicate that black leader and public representatives of Baton Rouge perceive a broad range of problems.

2. Black leader and public representatives perceive needs which affect black citizens as a racial group and as citizens within socioeconomic and demographic classifications.

3. The need for jobs is the problem most frequently cited as most important by local black representatives.

4. The need for improvement in education is the need most frequently cited as being among the top five needs in Baton Rouge.

5. The need of community residents for various types of specialized information is a priority concern of black representatives.

6. The need for black representation (within city and state government and on the school board) is a priority concern of black representatives.

7. The need to improve black self image is of priority concern to black representatives.

8. The need for media support of informational and black cultural needs is of priority concern to black representatives.

9. The need for increased channels of communication among black citizens is of priority concern to black representatives.

10. The need for increased black business and economic opportunities is of priority concern to black representatives.

11. The need for government (local, state, and national) support in meeting problems which affect the quality of living for black citizens
as a racial group or within certain age or income classifications is of priority concern to black representatives. Within this category are problems related to health and medical services, crime prevention, neighborhood and property, youth, family, the elderly, and needs of recreation and culture. (See Appendices H and J)

Conclusions Related to Rank Correlations

1. There is a high, positive correlation between the ranked orders in which black leader and public representatives place local priority needs.

2. There is a high, positive correlation between the ranked orders in which black male and female representatives place priority needs.

3. There is a high, positive correlation between the ranked orders in which black high school and university students and black younger adults place local problems.

4. There is a moderate, positive correlation between the ranked orders in which black high school and university students and older black adults place local problems.

5. There is a moderate, positive correlation between the ranked orders in which black younger and black older adults place local problems.

6. There is a moderate, positive correlation between the ranked orders in which black leaders and black high school and university students place local problems.

7. There is a low, positive correlation between the ranked orders in which black adult representatives with a high school education or less and those with more than a high school education place local problems.
8. There is a moderate, positive correlation between the ranked orders in which black representatives of Baton Rouge within lower socioeconomic categories and those within middle to upper socioeconomic categories place local problems.

9. There is a moderate, positive correlation between the ranked frequencies with which commonly identified community problems were cited as most important by black citizens within the present survey and community leaders within a 1975 joint broadcaster survey.

10. There is no correlation between the ranked frequencies with which commonly identified needs were cited as most important by black public representatives within the present survey and black public representatives within the Baton Rouge SMSA as surveyed by Media Statistics, Inc., in 1975.

**Discussion**

The present survey was prompted in part by a question asked of this writer by a local broadcast executive in 1975. The comment was motivated from frustration over the increasing discrimination litigation being sponsored by black coalitions against broadcasters. The question was "What do they (black citizens) want?"

The results of the present survey suggest that black citizens of Baton Rouge want different things with different intensities and that not all want the same things. Yet, there is considerable agreement in the indentification of more significant problems and in their order of priority. Results from this survey substantiate the observation by Meyer that while "black programming" frequently consists of black religious or rock music, the needs and interests of black citizens range far beyond
the need for stylized music entertainment.2

The implications of the present research methods for future ascertainment must be considered within the context of survey objectives. One objective of the present study was to conduct an ascertainment survey with a black research focus. Another was the intention to conduct the study with resources which might reasonably be expected to be available to local broadcasters. The data gathering conference was structured both to avoid logistical problems in administering multigroup interviews and to provide a motivational impetus for survey participation. It has been noted from a review of local ascertainment exhibits that some black leaders who had chosen not to participate within the 1975 joint broadcaster community leadership interviews had cited "lack of time" as their justification for not participating. A guiding consideration within the present survey was to provide a sufficient return in information, influence, or services to make the conference "worth the time" of both respondents and conference cosponsors. Greenberg and Baldwin have stated that the normal return rate for ascertainment questionnaires from community leaders is approximately 50 percent.3 Within this context (and because conference attendance did require several hours of participation) the approximately 50 percent leadership attendance at the data gathering conference was considered satisfactory.


A relatively low public voter attendance (approximately 20 percent of the public sample) at the data gathering conference should be further studied. It is possible that some registered voter addresses did not accurately reflect current residences. It is also possible that the letter of conference invitation or enclosed conference agenda were inappropriate motivators for certain elements of the registered voter population. It was observed, for instance, that public representatives in attendance were more educated and within higher socioeconomic brackets than black registered voters as a group.

The broad base of social needs identified reflects the survey was effective in achieving a variety of demographic and socioeconomic perspectives. The frequency of needs cited which contain the identification "black" suggest the survey was also successful in achieving black racial perspectives. Whether these two facts indicate that the conference sample was a representative group or contained individuals who were productive in articulating various need perspectives is unclear. Surlin and Bradley have noted that eventual research may reveal that key leaders within a community express public viewpoints so representatively that public consultation during ascertainment is unnecessary. The relatively high correlation between need priorities as ranked by leader and public representatives within this survey may reflect that the leaders in conference attendance were "representative" public spokesmen. However, it might also suggest that the public representatives in conference attendance shared certain social or educational characteristics with the leaders in attendance.

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The results of the present survey tend to support previous findings by Baldwin and Greenberg\(^5\) and Surlin and Bradley\(^6\) that community leaders rank community needs in a similar manner to their publics. Some programming problems cited by black representatives were similar to complaints previously obtained by Baldwin and Greenberg in research related to public attitudes toward television.\(^7\) While most subgroup correlations of the present study were moderately high, rankings between respondent groups of different educational levels were moderately low. LeRoy and Ungurait have found degree of education to be a critical factor affecting the quality and quantity of ascertainment response.\(^8\)

Due to the lack of data currently available with which to compare the results of the present survey, its findings must be considered tentative. A moderately substantial correlation between the rankings of community needs by black leaders in this study and community leaders within a 1975 (joint broadcaster) leadership survey may indicate that black and white leaders perceive local needs similarly but must be further investigated. The absence of correlation between needs most frequently cited by black telephone respondents within the 1975 Media Statistics Public Survey and the same needs as ranked according to the frequency of citations by black public representatives within the present survey raises questions


\(^6\)Surlin and Bradley, loc. cit.

\(^7\)Baldwin and Greenberg, op. cit., 120.

which also deserve study. For instance, have the different interviewing techniques used by the two studies affected the response or were response differences caused by sample distinctions?

**Questions for Additional Research**

Specific questions posed in this study for future research are:

1. What are normative rank correlation coefficients in respect to ranked community needs?

2. How should minority needs be defined so that one may deal with them quantitatively in ascertainment research?

3. To what extent would the results of this study correspond with a similar study conducted among white respondents?

4. How would survey results obtained among black respondents during nominal group procedures led by a black coordinator compare with results obtained during nominal group procedures among black respondents led by a white interviewer?

5. To what extent would ranked needs obtained from leader respondents during the present survey correlate with ranked needs obtained by similar procedures from leader respondents selected for interviewing participation by broadcast executives?

6. How would ranked needs obtained from leader representatives during the present survey correlate with ranked needs obtained by similar procedures from leader respondents selected for interviewing participation by black public representatives.

7. To what extent would ranked needs obtained from public voter representatives during the present survey correlate with ranked needs
similarly obtained from black public representatives randomly selected from the community at large?

8. To what extent would the ranked needs obtained from a black respondent group through Nominal Group Process correlate with ranked needs obtained from a similar respondent group through personal interviews?

9. How would ranked needs obtained from a black respondent group through Nominal Group Process among representative black adults correlate with ranked needs obtained during Nominal Group Process among representative black youth?

10. How would the ranked needs obtained during the present study in Baton Rouge correlate with ranked needs obtained in a similar manner among black representatives in another locality?

The Significance of the Study

The present survey was intended to serve as an example of a group interviewing approach which will meet FCC requirements in respect to supplemental ascertainment efforts yet be within the time and financial resources of most broadcasters. Using stratified sampling procedures among black respondents, the study sought to determine local priority needs from various black perspectives.

The sampling procedures represent a process which could be expanded to include representation for an entire city. The process is structured to require numerous personal contacts between station executives (who would ordinarily coordinate the survey) and black representatives. The surveying procedure was intended to meet two frequently cited weaknesses of ascertainment efforts.
1. The lack of alternate surveying strategies beyond the personal interview or telephone contact.

2. The absence of structured procedures with which to identify community leadership.

Data obtained during the study should assist the following needs of local broadcasters.

1. The need for information concerning the problems of black Baton Rouge citizens as the basis for purchasing and planning minority programming.

2. The need to know the names of functional black leaders within various community areas who should be able to provide continuing information concerning black perceived problems and to assist with the production of local black interest programs.

3. The need for prioritized ranking of community problems from black perspectives to supplement information currently possessed concerning general community needs.

4. The need for ascertainment data obtained by group interviewing methods to use as a basis for comparison with ascertainment data obtained during personal interviews and telephone surveys.

The study should also assist the following needs of local black citizens.

1. The need of black leaders to be aware of the community need perspectives of the publics they represent.

2. The need of local black public members to have their need perspectives known to black leaders and media representatives.
3. The need for black leader and public representatives to meet executives of Baton Rouge's educational television and radio stations to establish channels of communication conducive to black public service.

The present survey may contribute usefully to ascertainment research in two respects.

1. It provides a leadership sampling procedure not previously reported in ascertainment literature. (While Surlin and Bradley have used reputation with the public and reputation with station broadcasters as criteria for selecting ascertainment leadership samples, the present survey has used reputation with black community leaders as the criterion for black leadership selection. Surlin and Bradley have said previously that the whole area of identifying community leaders is essentially nonexistent.)

2. The survey provides a focused approach toward black needs ascertainment not previously explored in ascertainment literature. Both sampling and interviewing methods were especially chosen to increase the quality of black respondent input. The survey also serves as a partial response to previous admonitions by the FCC and previous admonitions by the FCC and previous researchers that little experimentation or diverse surveying approaches are attempted during ascertainment studies.

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9 op. cit., 99-100. 10 op. cit., 98.

Conclusions

Chapter five has provided an overview of the purpose, procedures, results and conclusions of the present research. The chapter discussed the implications of certain conclusions and provided a listing of research questions stemming from the present survey. It closed with a description of needs the study was intended to assist.


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_________. "Black-Oriented Radio: Programming to a Perceived Audience." Journal of Broadcasting, XVI, No. 3 (Spring, 1972), 289-98.


APPENDICES
APPENDIX A

FCC RECOMMENDED CATEGORIES FOR COMMUNITY LEADERSHIP REPRESENTATION
APPENDIX A

FCC RECOMMENDED CATEGORIES FOR COMMUNITY LEADERSHIP REPRESENTATION

1. Agriculture
2. Business
3. Charities
4. Civic, Neighborhood, and Fraternal
5. Consumer Services
6. Culture
7. Education
8. Environment
9. Government
10. Labor
11. Military
12. Minority and Ethnic
13. Of and for the Elderly
14. Of and for Women
15. Of and for Youth
16. Professions
17. Public Safety, Health and Welfare
18. Recreation
19. Religion
20. Other
APPENDIX B

GUIDELINES FOR LEADERS IN CONDUCTING NOMINAL GROUP PROCESS
APPENDIX B

GUIDELINES FOR LEADERS IN CONDUCTING
NOMINAL GROUP PROCESS¹

The following step-by-step group leader format should be closely followed in the meeting.

(1) Introduction (10 minutes)
- Members of each group introduce themselves to each other
- Pass out nominal (silent) activity forms
- Repeat question (pink form C)
- Give example of response desired (problem, not solution)
- Guidelines for process
  Short, specific written responses (2-3 words)
  Each person works silently and independently
  Chance to discuss later

(2) Each writes ideas on individual sheet (15 minutes)
- Request participants begin writing on nominal activity form (pink form C)
- Urge to think more if finish early

(3) Round-Robin, listing on flip chart (30 minutes)
- Request participants in the group to present the items which they listed on their forms
  one item at a time in round-robin fashion
- Scribe list each item, don’t categorize
- Use person's own words
- No editing
- Avoid discussions
- Ask participants not to talk out of turn
- Don’t duplicate if person's idea is already listed
  (group decision, show hands, not discussion)
- Number each item (item number)

(4) Serial discussion of ideas on flip chart for clarification (15 minutes)
- Scribe points to each numbered item
- If unclear to group, ask person who generated the idea to clarify
- Do not collapse or condense list

¹"Guidelines for Nominal Group Process," Mid-Continent Health Planning Program, University of Oklahoma Medical Center, 1974, c-8.
APPENDIX B (Cont'd)

(5) Silent listing items (5 minutes)

-Each selects five items he considers most important from the flip chart and writes (by name and number) on 3 X 5 cards
- Instruct to write item number in upper left hand corner of 3 X 5 card

(6) Ranking of five ideas in order of importance (5 minutes)

- Leader walks participants through the ranking process

"If you had to throw away all your cards but one, select that one and put number 4 in the lower right hand corner of 3 X 5 card."

(Same for rest of cards)

(7) Tabulate results on big sheet on wall (10 minutes)

- Instruct each person to enter his ranking number of each item on the line beside item number on big sheet on wall
- Add each line item number together for total number for that item
- Record total number on each item line

(8) Discussion of ranked priorities (10 minutes)

- The larger the number, the higher the priority
- Clarify positions
- Encourage minority opinion
- Include items not on priority list

(9) Silent re-rank on individual sheet (10 minutes)

- Re-rank by item number and name in order of importance the five items on the flip chart that he considers most important. (Yellow form E)
- Collect all individual forms

(10) Close group process

- This was a problem identification process
- Next session we'll work on the solutions
APPENDIX B (Cont'd)

NOMINAL GROUP

1. Silent Generation of Ideas in Writing. (15 minutes)
2. Round-Robin Listing on Flip-Chart. (30 minutes)
3. Serial Discussion of Ideas on Flip-Chart. (15 minutes)
4. Silent Listing & Ranking of 5 Items. (20 minutes)
5. Discussion of Vote. (10 minutes)
6. Silent Re-Rank. (10 minutes)

INCREASING CREATIVITY & PARTICIPATION
IN MEETINGS ON FACT-FINDING TASKS

1. Nominal (Silent Generation of Ideas in Writing)
   a. Time to think
   b. Tension - Social Facilitation
   c. Focus - Uninterrupted thought
   d. Avoids polarization (A vs. B)
   e. Avoids evaluation and closure
   f. Avoids competition and status differences
   g. Avoids conformity pressures

2. Round-Robin Listing on Flip-Charts
   a. Equal sharing & participation
   b. Depersonalization
   c. Written permanence
   d. Forces problem-mindedness
   e. Visual & audio concentration
   f. Tolerates conflicting ideas

3. Serial Discussion of Ideas
   a. Each idea equal share of time
   b. Clarification

4. Voting on Priorities
   a. Preliminary Listing and Ranking
      Focus on Important Issues
      Avoids individual dominance
APPENDIX B (Cont'd)

b. Discussion on vote
   - Clarifying positions
   - Encourages minority opinions
   - Preparation for decision

c. Re-rank
   - Identifies amount of difference between priorities
   - Provides closure

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MATERIALS NEEDED FOR NOMINAL GROUP PROCESS ACTIVITIES

(for each session)

I. Individual Materials (for each participant)
   A. One individual problem listing form (pink form C)
   B. Five 3 X 5 cards (form D)
   C. One individual re-ranking form (yellow form E)
   D. Pencil

II. Group Materials (for each group)
   A. Large table for each group
   B. Chairs for each group member
   C. Flip chart or large sheet of paper (for group problem list) (form F)
   D. Flip Chart or large sheet of paper (for group tally sheet) (form G)
   E. Black felt marking pen
   F. Red felt marking pen
   G. Masking Tape

III. Group Leader Materials (for each leader)
   A. Guidelines for leaders (form A)
   B. Nominal Group (form B)
   C. Individual problem listing form (pink form C)
   D. 3 X 5 card (form D)
   E. Individual re-ranking form (yellow form E)
   F. Sample of group problems list (form F)
   G. Sample of group tally sheet (form G)
APPENDIX C

HOLLINGSHEAD TWO FACTOR INDEX
OF SOCIAL POSITION
I. Introduction

The Two Factor Index of Social Position was developed to meet the need for an objective, easily applicable procedure to estimate the positions individuals occupy in the status structure of our society. Its development was dependent upon both detailed knowledge of the social structure, and procedures social scientists have used to delineate class position. It is premised upon three assumptions: (1) the existence of a status structure in the society; (2) positions in this structure are determined mainly by a few commonly accepted symbolic characteristics; and, (3) the characteristics symbolic of status may be sealed and combined by the use of statistical procedures so that a researcher can quickly, reliably, and meaningfully stratify the population under study.

Occupation and education are the two factors utilized to determine social position. Occupation is presumed to reflect the skill and power individuals possess as they perform the many maintenance functions in the society. Education is believed to reflect not only knowledge, but also cultural tastes. The proper combination of these factors by the use of statistical techniques enables a researcher to determine within approximate limits the social position an individual occupies in the status structure of society.

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1August B. Hollingshead, "Two Factor Index of Social Position," (Mimeographed paper, Yale University, 1957).
II. The Scale Scores.

To determine the social position of an individual or of a household, two items are essential: (1) the precise occupational role the head of the household performs in the economy; and (2) the amount of formal schooling he has received. Each of these factors are then scaled according to a system of scores.

A. The Occupational Scale

1. Higher Executives, Proprietors of Large Concerns, and Major Professionals
   a. Higher Executives
   b. Large Proprietors
   c. Major Professionals

2. Business Managers, Proprietors of Medium Sized Business, and Lesser Professionals
   a. Business Managers in Large Concerns
   b. Proprietors of Medium Business (Value: $35,000 - $100,000)
   c. Lesser Professionals

3. Administrative Personnel, Small Independent Business, and Minor Professionals
   a. Small Business Owners ($6,000 - $35,000)
   b. Semi-Professionals
   c. Farmers

4. Clerical and Sales Workers, Technicians and Owners of Little Businesses
   a. Clerical and Sales Workers
   b. Technicians
   c. Owners of Little Businesses
   d. Farmers

5. Skilled Manual Employees

6. Machine Operators and Semi-Skilled Employees

7. Unskilled Employees
APPENDIX C (Cont'd)

B. The Educational Scale

The educational scale is premised upon the assumption that men and women who possess similar educations will tend to have similar tastes and similar attitudes, and they will also tend to exhibit similar behavior patterns. The educational scale is divided into seven positions: (1) Graduate Professional Training. (Persons who complete a recognized professional course leading to a graduate degree are given scores of 1). (2) Standard College or University Graduation. (All individuals who complete a four-year college or university course leading to a recognized college degree are assigned the same scores. No differentiation is made between state universities or private colleges.) (3) Partial College Training. (Individuals who complete at least one year but not a full college course are assigned this position. Most individuals in this category complete from one to three years of college.) (4) High School Graduates. (All secondary school graduates whether from a private preparatory school, a public high school, a trade school, or a parochial high school, are assigned the same value.) (5) Partial High School. (Individuals who complete the tenth or the eleventh grades, but do not complete high school are given this score.) (6) Junior High School. (Individuals who complete the seventh grade through the ninth grades are given this position.) (7) Less Than Seven Years of School. (Individuals who do not complete the seventh grade are given the same scores irrespective of the amount of education they receive.
III. Integration of Two Factors

The factors of Occupation and Education are combined by weighing the individual scores obtained from the scale positions. The weights for each factor were determined by multiple correlation techniques. The weight for each factor is:

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>FACTOR WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>7</td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
</tr>
</tbody>
</table>

To calculate the Index of Social Position score for an individual, the scale value for Occupation is multiplied by the factor weight for Occupation, and the scale value for Education is multiplied by the factor weight for Education. For example, John Smith is the manager of a chain supermarket. He completed high school and one year of business college. His Index of Social Position score is computed as follows:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Scale Score</th>
<th>Factor Weight</th>
<th>Score X Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>3</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Index of Social Position Score 33

IV. Index of Social Position Scores.

The Two Factor Index of Social Position Scores may be arranged on a continuum, or divided into groups of scores. The range of scores on a continuum is from a low of 11 to a high of 77. For some purposes, a researcher may desire to work with a continuum of scores. For other purposes, he may desire to break the continuum into a hierarchy of score groups.
When the Two Factor Index of Social Position is relied upon to determine class status, differences in individual scores within a specified range are ignored, and the scores within the range are treated as a unit. This procedure assumes there are meaningful differences between the score groups. Individuals and nuclear families with scores that fall into a given segment of the range of scores assigned to a particular class are presumed to belong to the class the Two Factor Index of Social Position score predicts for it.

The assumption of a meaningful correspondence between an estimated class position of individuals and their social behavior has been validated by the use of factor analysis. The validation study demonstrated the existence of classes when mass communication data are used as criteria of social behavior.

APPENDIX D

GROUP LEADER INSTRUCTIONS
APPENDIX D

GROUP LEADER INSTRUCTIONS

1. Introduce members to one another and self. Ask each to fill out Data Card A and to pass it to you. Explain that although the needs identification will be conducted in several steps, you will lead everyone easily through the steps. Present the group question: "What do you feel are the most important needs in Baton Rouge which need attention?"

2. Request members to list silently upon the Scratch Sheet B provided as many important needs as they can think of. Such needs might pertain to certain individuals, families, age groups, certain neighborhoods or occupations or to the community at large. Each member should compose his own needs list.

3. After about ten minutes, call on members one at a time to share one of his indicated needs. Write the needs on the poster paper on the wall and number them. Take one need from one person at a time until all individual lists are exhausted.

4. Ask members if they have questions concerning meaning of any needs which now appear on the poster sheet. Clarify and make specific those needs which might have more than one meaning. This is important.

5. Ask members to select from among the needs on the poster sheet the one which they feel needs attention first and to write it on the top block of the Community Needs Ranking Form C which they have in their packets. Ask them to write their choice of a second most important need in the second line, etc., through five ranked needs.
APPENDIX D (Cont'd)

6. Ask members to pass this form to you and then put the number values of the indicated needs beside their listing on the poster paper. After all have been posted, sum up the totals and mark the top five in descending order with your makrs-a-lot. Write these needs in descending order upon your Leader's Ranking Report Form D. Excuse yourself and take the form to the "central desk."

7. Ask members to get out their "Program Ideas Inventory Form E" and write upon it descriptions of different types of programs which might be put together to help meet some of the needs which have been identified.

8. When an assistant brings you the master list of needs (as indicated by the conference as a whole), pass these out to your group and ask them to again select the five needs they feel are most important and put them in a descending order upon their Community Needs Reranking Form F.

9. Ask members to place these completed forms inside their packet envelope, to remove their receipt form and then to pass their packet envelopes to you.

10. After speeches, gather briefly with Neil England for debriefing and payment of group leader stipend.
APPENDIX E

CONFERENCE FORMS
APPENDIX E

CONFERENCE FORMS

Form AA: Programming Format Preference - a sheet allowing ranked indications of preference for demonstrated black informational programming formats.

Form A: Participant Information - a card requesting the name, birthdate, occupation, sex, and extent of education of each participant.

Form B: Scratch Sheet - a sheet upon which to record personal ideas during nominal group interviews.

Form C: Community Needs Ranking - a form for use during initial needs rankings, containing point values for each of the top five needs indicated.

Form D: Group Leaders Ranking Report - a form used by a nominal group leader in reporting his group's initial averaged ranking of the top five needs.

Form E: Program Ideas Inventory - a sheet requesting participant input concerning possible ways in which identified needs might be served through public programming.

Form F: Community Needs Reranking - a form used by participants, individually, to indicate their final choice of the five most important needs.
APPENDIX E (Cont'd)

FORM AA

PROGRAMMING FORMAT PREFERENCE

After all program segments have been previewed, print beside the numbered rankings your choice among the formats presented.

First (liked best) ________________________________

Second (liked next best) __________________________

Third (liked third) ______________________________

Fourth (liked fourth) ____________________________

Fifth (preferred fifth) ____________________________

Sixth (preferred least) __________________________

The program segments are names (and will appear) as follows:

1. Panel Interview
2. News Format
3. Live Coverage
4. Teaching Approach
5. Celebrity Interview
6. Dramatization
7. Game Approach
APPENDIX E (Cont'd)

FORM A

PARTICIPANT INFORMATION

Name ___________________________ Birthdate ____________________

Occupation ___________________________ Sex ____________________

Education: Please check one of the boxes

- [ ] 0-7th Grade
- [ ] 8-12th Grade
- [ ] High School Grad.
- [ ] Some College
- [ ] College Grad. or Post Grad.
### FORM C

**COMMUNITY NEEDS RANKING**

<table>
<thead>
<tr>
<th>NEED</th>
<th>POINT VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Important Need</td>
<td>(5)</td>
</tr>
<tr>
<td>Next Important</td>
<td>(4)</td>
</tr>
<tr>
<td>Next</td>
<td>(3)</td>
</tr>
<tr>
<td>Next</td>
<td>(2)</td>
</tr>
<tr>
<td>Next</td>
<td>(1)</td>
</tr>
</tbody>
</table>
FORM D

GROUP LEADERS RANKING REPORT

Order of Top Five Baton Rouge Needs
as Identified by my Group

First ______________________________________________

Second ______________________________________________

Third ______________________________________________

Fourth ______________________________________________

Fifth ______________________________________________
Now that several ways of presenting information over the air have been previewed (such as the "news Broadcast approach," The Panel interview, etc.), what ways can you think of in which some of the needs identified by this group might be treated through certain types of programs? For instance, if the need for more recreational facilities has been considered, "ideas" for programming might include:

1. A televised interview with the Mayor, Park Representative or City Councilman concerning the problem.

2. A "Play" presented by a church, school, or fraternal organization which might show children in the process of getting in trouble because they have few places to play.

What other "ideas" come to your mind concerning any of the needs which your group listed?
## FORM F

### COMMUNITY NEEDS RERANKING

<table>
<thead>
<tr>
<th>NEED</th>
<th>POINT VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most Important Need</td>
<td>(5)</td>
</tr>
<tr>
<td>2. Next Important</td>
<td>(4)</td>
</tr>
<tr>
<td>3. Next</td>
<td>(3)</td>
</tr>
<tr>
<td>4. Next</td>
<td>(2)</td>
</tr>
<tr>
<td>5. Next</td>
<td>(1)</td>
</tr>
</tbody>
</table>
APPENDIX F

CONFERENCE CORRESPONDENCE
APPENDIX F

CONFERENCE CORRESPONDENCE

1976

Dear Leader Representative:

From consultation with Mr. Jewel Newman, Mr. W. T. Winfield, Mr. Joe Delpit, Representative Richard Turnley and a panel of community resource contacts, you were one of approximately eighty informational leaders selected to represent various public viewpoints needed by Baton Rouge Public Broadcasters. The councilman and state representative in whose area you are living (or of whose area you are knowledgeable) is especially depending on your representation at the programming conference.

The purpose of the meeting the evening of April 6 is to identify Baton Rouge needs. The top problems and interests identified will be treated later with appropriate broadcasting by the media sponsors. Both members of the general public and leaders present at the conference will be asked to indicate programming ideas which might bring relief to identified needs. Also, several segments of black programming prevideo taped for Channel 27 will be previewed for the purpose of ranking preferences. Spokesmen for each of Baton Rouge's public broadcast facilities will also explain how individuals and groups may share their ideas and talents over the air.

Each conference participant invited by letter who attends the meeting will be paid a disbursement for transportation expenses at the meeting's end. No receipt is required to receive the disbursement, but it will be given only to those to whom a letter of invitation was mailed (or their substitute).

Channel 27, Baton Rouge Public Radio, and Cablevision, Inc. greatly need your assistance in establishing contact between their "public" broadcast facilities and the public you have been selected to represent.

Sincerely,

Neil England
Conference Coordinator

Enclosures
APPENDIX F (Cont'd)

, 1976

Dear Public Representatives:

You have been selected by Television Station 27 as one of approximately ___ voters from my city council area to attend a meeting on "Improving Baton Rouge Public Television Service" to be held Tuesday evening, April 6, from 6:30 p.m. until 10:00 p.m. in the Catholic Life Center.

The purpose of the conference will be to discuss Baton Rouge needs and interests which conference participants feel deserve air time. Representatives from several city council areas will be invited by Channel 27, Cablevision, Inc. and Baton Rouge's new Public Broadcast radio station to indicate what types of public programs (cultural, news, entertainment, etc.) they prefer. Each of the three public broadcast sponsors will also explain how individuals and groups may share their ideas and talents "over the air."

Each conference participant invited by letter who attends the meeting will be paid a disbursement at the completion of the meeting for transportation expenses. No receipt is required to receive the reimbursement, but it will be given only to those to whom a letter of invitation was mailed.

As Channel 27 and PBS radio are partially state and federal "public" broadcast stations, I would like to see citizens in our area receive maximum benefit from their services. I am counting on your attendance Tuesday, April 6, at 6:30 p.m. in the Catholic Life Center to provide representation for our council area.

Sincerely,

Councilman

JJN:as

Enclosure
Dear Community Representative:

On Tuesday evening, April 6, Channel 27 Television will host a Black Programming Conference from 6:30 p.m. until 10:00 p.m. in the Catholic Life Center. Broadcast co-sponsors who together with Channel 27 will have executives available for consultation at the meeting include Cablevision, Inc. and Baton Rouge's new Public Radio Station. You are one of only two hundred conference participants who have been selected to meet for the purpose of identifying special needs and program interests in Baton Rouge. Your opinion will also be needed concerning what types of programs might be most successful in meeting identified needs and interests.

Program directors from each of Baton Rouge's public broadcast facilities will also describe procedures by which conference members (and the publics they represent) may initiate program ideas and appear in locally produced productions.

It is very important that this attempt by Baton Rouge's new public broadcast facilities to meet with specific public representatives be productive. We believe that channels of communication to be opened at the meetings will be of valuable future benefit to both participants and conference sponsors. If for any reason you will be unable to attend, we will greatly appreciate your phoning Channel 27, at 389-2131 and suggesting someone who can attend to represent you. I am looking forward to meeting you.

Sincerely,

Pat Morgan
Program Director
Channel 27, Television Station WLPB
Baton Rouge, Louisiana

PM:as
APPENDIX G

BLACK CONFERENCE MASTER LIST
OF PRIORITY NEEDS IN
BATON ROUGE, LOUISIANA
APPENDIX G

BLACK CONFERENCE MASTER LIST
OF PRIORITY NEEDS IN
BATON ROUGE, LOUISIANA

1. Sidewalks
2. Sewerage Drainage
3. Recreational Facilities (With Police Protection)
4. Health Services
5. Parents Involved with Children in Education and Religion
6. Quality of Education
7. Employment Opportunities (and Job Training)
9. More Education in Criminal Justice
10. Better Housing
11. Black Representation on the School Board
12. Programs Geared to Black Economic Growth
13. More Child Care Facilities
14. Better Communication Among Black Groups
15. Crime Prevention Programs
16. Literacy-Based Programs for Adults
17. More Political Involvement by Blacks
18. More Responsive Government to Community Needs
19. A Need to Improve Care of Patients at the Earl K. Long Hospital
20. Greater Employment of Blacks in the Broadcast Media
21. Black Children Featured in Positive Roles in Education
22. Community
23. More Consumer Education
24. Need for Black Owned Businesses and Banks
25. Self Government of Scotlandville; Stay of Annexation
26. Public Forum Dealing with General Black Issues
27. Program to Explain Government Structure
28. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities
29. Political Education
30. Employment of Blacks in Government at all levels
31. Counseling, Legal Services for the Poor
32. More Health Awareness
APPENDIX H

ADDITIONAL COMMUNITY PROBLEMS IN
BATON ROUGE, LOUISIANA
IDENTIFIED BY BLACK LEADERS
AND PUBLIC REPRESENTATIVES
DURING CONFERENCE OF
APRIL 6, 1976
APPENDIX H

ADDITIONAL COMMUNITY PROBLEMS IN BATON ROUGE, LOUISIANA IDENTIFIED BY BLACK LEADERS AND PUBLIC REPRESENTATIVES

THE NEED FOR IMPROVEMENT OF BLACK IMAGE

Programs to better self image
Better recognition of black achievement at all levels
More blacks in culture and informative programs
Coverage of achievements at Southern University
More positive images projected through homes and family living
Reduce excessive coverage of black crime
Better news coverage of black communities
More publicity of black artistic activities
Coverage of black involvement in mainstream of society
Programs for black sport coverage of universities and colleges
Positive news coverage of blacks
More black television reporters and on TV policy-making boards
Recognition of blacks based on individual worth and dignity
More black image builders in the school system
Learn more of black culture
More honest black civic leaders
Beautification of black neighborhoods
More black policemen at all levels
Greater exposure of black businessmen
More blacks in positions of management and decision-making in the welfare program

ECONOMIC PROGRESS

Greater exposure of local black businesspersons
More job opportunities for the middle income as well as lower income
Lower food prices in neighborhood stores

NEED FOR LOCAL GOVERNMENT SUPPORT

Food lines
What happens to victims after crime (more compensation programs)
Improving sewer system in Scotlandville
Drainage systems improved to carry heavy volume of water
Improvement of total transportation system in black community
APPENDIX H (Cont'd)

Organized supervision of recreation/security in the I-10 interpass
Better police relations with community
Better traffic regulations in black communities
Sidewalks in school areas
Better water drainage in South Baton Rouge
More police protection for young blacks
More bike trails in black communities
More street lights in black communities
Laws to prohibit drinking in the streets
Upgrade community development
Exploitation protection
Local spotlights to show crimes as the use of drugs, burglary, loitering, assaults
Better roads in black communities
Enforcement of housing codes
Less overlapping programs funded by the same government programs in the same areas
Improved streets and drainage in underprivileged areas
Street cleaning and trash collecting
Street improvement in all areas
Paved sidewalks in all resident areas
Closer look at rezoning residential areas
Better transportation service
Uniform crime prevention (drugs, etc.)

THE NEED FOR BLACK REPRESENTATION

Improve voter registration programs
Citizen more important in state and local government
More blacks in positions of management and decision-making in the welfare program
Black opinions concerning national and international foreign policies and domestic affairs
Black access to legislative proceedings
More black policemen in all levels
Privileges to select leadership to appointed leadership

RECREATION AND CULTURAL

All year round recreation
Organized supervision of recreation/security in I-10 interpass
Supervised programs in black community
More cultural activities
Little Theaters
APPENDIX H (Cont'd)

PROBLEMS OF THE ELDERLY

More aid for senior citizens
Senior Citizen programs and activities
Publicity of special problems of the aged
Senior Citizen Center
More libraries in black neighborhoods
More help for the aged

PROBLEMS OF YOUTH

More day camp centers
More relevant day care facilities
Ways and means to help underprivileged children
Juvenile Delinquency prevention programs
Culture study to eliminate vandalism
Better lunch programs at Scotlandville High
Better church attendance for children
More cultural programs for youth
More supervised activities for black youth
Learn more of black culture
More police protection for young blacks
More libraries in black neighborhoods
More youth counseling
Better library facilities and more cultural programs
Worthwhile experiences for children

FAMILY

Nutrition
More relevant day care facilities
More family entertainment

THE NEED FOR INFORMATION

Educating citizens to the operations of state and local government
More on ESEA Title I and School Board
Greater publicity of available community programs
Expose children to community functions
Knowledge of various home improvement programs for low-income groups
More libraries in black neighborhoods
Information on food stamps and welfare
Information on "rip-off" artists in both food stamps and welfare programs
APPENDIX H (Cont'd)

More information about the needs for adult education in black community
More information about domestic unions for black women
Training for parent role
Publicity of special problems for aged
More information on housing problems
Programs to inform aging persons of their rights and available help
Better communication concerning rezoning
Information on parenthood for young adults
Agency awareness
Awareness of black civic organizations and their functions

THE NEED FOR MEDIA SUPPORT

Programs for children only, to discuss problems in the community and
surrounding area
Communication to the public, specifically the elderly, economically
deprived of the social services available to them
Learn more of black culture
Programs aimed at improving communication skills
Community pride
Community programs of spiritual and moral nature
More local documentaries dealing with community problems
Documentary programs in black institutions
More blacks on commercials and informative programs
Local markets consumer interests with respect to diets
More television coverage of different activities in the various communities
Black culture test
More black television reporters and on TV policy-making boards
Family programs
Reduce excessive coverage of black crime
Human relations and opportunities for people to relate and share their
talents
More publicity of black artistic activities
Publicity of special problems of the aged
Coverage of black involvement in mainstream of society
Programs to inform aging persons of their rights and available help
Programs for black sport coverage of universities, colleges, etc.
Exposure of land development activities
Positive news coverage of blacks
More cultural programs for youth
Investigative reporting
More family entertainment
Improvement in broadcast media
Better news coverage in black community
Exploitation protection
Greater exposure of local black businesspersons
Black opinions concerning national and international foreign policies
and domestic affairs
APPENDIX H (Cont'd)

IMPROVEMENT IN EDUCATION

Bring back best teachers to Scotlandville, not teachers who carry guns
Remove all policemen from public schools
Basic education so that students can learn to read and write
Vo-Tech Education programs
Education opportunities
Documentary programs in black institutions
Black culture test
Daily curriculum black history
Lower pupil-teacher ratio
Internship and scholarship programs local and national for black aspirants
Projected educational needs
Mandatory consumer education in public schools
Stimulate educational interest
Adult education center
Substandard education levels in Louisiana with respect to blacks

CRIME PREVENTION

What happens to victims after crimes
Uniform crime prevention
Culture test to eliminate vandalism
Juvenile delinquency protection programs
More supervised activities for black youths
Elimination of bars near homes
More police protection for young blacks
Laws to prevent drinking in the streets
Better traffic regulations in black communities
Better police relations with the community
More black policemen at all levels

HEALTH AND MEDICAL

The need for black medical specialists
Proper ambulance services
Improved emergency service in all hospitals

NEIGHBORHOOD AND PROPERTY

Beautification of black neighborhoods
Improving sewer system in Scotlandville
APPENDIX H (Cont'd)

Develop respect for public and personal property
Drainage systems improved to carry heavy volumes of water
Better communication concerning rezoning
Upgrading community development
Better maintenance services for rented houses
Exposure of land development activities
More bike trails in black communities
Beautification in all areas
Community pride
Better roads in black community
Enforcement of housing codes
Improved beautification of river front
Improved streets and drainage in underprivileged areas
Street cleaning and trash collecting
Street improvement in all areas
Bicycle trails
Paved sidewalks in all residential areas
Elimination of bars near homes
Better traffic regulations in black communities
APPENDIX I

BATON ROUGE COMMUNITY NEEDS IDENTIFIED
DURING TRIAL INTERVIEWS
APPENDIX I

BATON ROUGE COMMUNITY NEEDS IDENTIFIED
DURING TRIAL INTERVIEWS

1. Discrimination
2. Better Pay in Louisiana Employment
3. Better Police Protection
4. More Black political representation in the city
5. More Jobs
6. More Blacks in State Department Offices
7. Enlargement and Expansion of Southern University
8. More Recreational Facilities for Children
9. Better Housing Projects
10. Eliminate "Outside School" Use of Public School Facilities
11. In Belfair Area, the Need for a Grocery Store Within Walking Distance
12. The Need for More Sidewalks in Eden Park
13. Better City Bus Routes
14. Need for Better Streets
15. Need to Fill up Ditches in Some Black Residential Areas
16. The Need for More Community Activities
17. The Need for More Police Protection on Washington Avenue
18. More Money put in the Charity Hospitals
19. Schools Need More Books
20. More Youth Involvement Programs
21. A Better Family Planning Center
22. Need for Recreational Activities
23. More and Better Qualified Teachers Within the Black Community
24. More Libraries or Larger Circulation of Bookmobile
25. More Advertisement to Blacks of Programs Blacks Might be Interested in Learning About
APPENDIX J

RANK ORDERED COMMUNITY NEEDS BY ALL SURVEY RESPONDENTS
APPENDIX J

RANK ORDERED COMMUNITY NEEDS BY ALL SURVEY RESPONDENTS

1. Employment Opportunities (and Job Training)
2. Quality of Education
3. Black Representation on the School Board
4. Better Housing
5. Parents Involved with Children in Education and Religion
6. A Need to Improve Care of Patients at the Earl K. Long Hospital
7. Health Services
8. Crime Prevention Programs
10. Programs Geared to Black Economic Growth
11. More Political Involvement by Blacks
12. Black Children Featured in Positive Roles in Education
13. Recreational Facilities (With Police Protection)
14. Greater Employment of Blacks in the Broadcast Media
15. Better Communication Among Black Groups
16. Need for Black Owned Businesses and Banks
17. More Responsive Government to Community Needs
18. Counseling, Legal Services for the Poor
19. Sewerage Drainage
20. Sidewalks
21. Employment of Blacks in Government at all levels
22. Political Education
23. More Consumer Education
24. Self Government of Scotlandville; Stay of Annexation
25. Literacy Based Programs for Adults
26. More Education in Criminal Justice
27. More Child Care Facilities
29. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities
30. Program to Explain Government Structure
31. More Health Awareness
32. Community Improvement
APPENDIX K

RANK ORDERED COMMUNITY NEEDS BY BLACK PUBLIC RESPONDENTS
<table>
<thead>
<tr>
<th>Rank</th>
<th>Community Need</th>
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<tbody>
<tr>
<td>1</td>
<td>Employment Opportunities (and Job Training)</td>
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<tr>
<td>2</td>
<td>Quality of Education</td>
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<td>3</td>
<td>Black Representation on the School Board</td>
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<tr>
<td>6</td>
<td>Parents Involved with Children in Education and Religion</td>
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<tr>
<td>7</td>
<td>Health Services</td>
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<tr>
<td>8</td>
<td>Crime Prevention Programs</td>
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<tr>
<td>9</td>
<td>Programs Geared to Black Economic Growth</td>
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<tr>
<td>10</td>
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<tr>
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<td>Better Communication Among Black Groups</td>
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<td>13</td>
<td>Black Children Featured in Positive Roles in Education</td>
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<tr>
<td>14</td>
<td>Public Forum Dealing with General Black Issues</td>
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<tr>
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<td>More Responsive Government to Community Needs</td>
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<tr>
<td>17</td>
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<tr>
<td>18</td>
<td>Sidewalks</td>
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<td>Greater Employment of Blacks in the Broadcast Media</td>
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<tr>
<td>20</td>
<td>Self Government of Scotlandville; Stay of Annexation</td>
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<tr>
<td>21</td>
<td>Sewerage Drainage</td>
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<tr>
<td>22</td>
<td>Employment of Blacks in Government at all Levels</td>
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<tr>
<td>23</td>
<td>Proration Expenditure of Federal Revenue Sharing Funds in Various Communities</td>
</tr>
<tr>
<td>24</td>
<td>More Child Care Facilities</td>
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<tr>
<td>25</td>
<td>Literacy Based Programs for Adults</td>
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<td>26</td>
<td>Program to Explain Government Structure</td>
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<td>27</td>
<td>More Consumer Education</td>
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<td>28</td>
<td>More Information on Federal Grants</td>
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<td>29</td>
<td>More Education in Criminal Justice</td>
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<tr>
<td>30</td>
<td>Political Education</td>
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<td>31</td>
<td>More Health Awareness</td>
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<tr>
<td>32</td>
<td>Community Improvement</td>
</tr>
</tbody>
</table>
APPENDIX L

RANK ORDERED COMMUNITY NEEDS BY BLACK LEADER RESPONDENTS
APPENDIX L

RANK ORDERED COMMUNITY NEEDS BY BLACK LEADER RESPONDENTS

1. Employment Opportunities (and Job Training)
2. Quality of Education
3. Better Housing
4. Public Forum Dealing with General Black Issues
5. Parents Involved with Children in Education and Religion
6. Black Representation on the School Board
7. Health Services
8. Greater Employment of Blacks in the Broadcast Media
9. Crime Prevention Programs
10. More Political Involvement by Blacks
11. Political Education
12. Black Children Featured in Positive Roles in Education
13. Programs Geared to Black Economic Growth
14. Recreational Facilities (With Police Protection)
15. Sewerage Drainage
16. Need for Black Owned Businesses and Banks
17. More Consumer Education
18. A Need to Improve Care of Patients at the Earl K. Long Hospital
19. More Responsive Government to Community Needs
20. Literacy Based Programs for Adults
21. Employment of Blacks in Government at all Levels
22. More Education in Criminal Justice
23. Counseling, Legal Services for the Poor
24. Better Communication Among Black Groups
25. More Information on Federal Grants
26. Sidewalks
27. Self Government of Scotlandville; Stay of Annexation
28. More Child Care Facilities
29. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities
30. Program to Explain Government Structure
31. More Health Awareness
32. Community Improvement
APPENDIX M

RANK ORDERED COMMUNITY NEEDS BY BLACK HIGH SCHOOL AND UNIVERSITY STUDENT RESPONDENTS
1. Employment Opportunities (and Job Training)  
2. Black Representation on the School Board  
3. Quality of Education  
4. A Need to Improve Care of Patients at the Earl K. Long Hospital  
5. Parents Involved with Children in Education and Religion  
6. Better Housing  
7. Health Services  
8. Crime Prevention Programs  
9. Better Communication Among Black Groups  
10. More Political Involvement by Blacks  
11. Black Children Featured in Positive Roles in Education  
12. Recreational Facilities (With Police Protection)  
13. More Responsive Government to Community Needs  
14. Programs Geared to Black Economic Growth  
15. Public Forum Dealing with General Black Issues  
16. Counseling, Legal Services for the Poor  
17. Need for Black Owned Businesses and Banks  
18. Sidewalks  
19. More Child Care Facilities  
20. Employment of Blacks in Government at all Levels  
21. Program to Explain Government Structure  
22. Greater Employment of Blacks in the Broadcast Media  
23. More Education in Criminal Justice  
24. More Consumer Education  
25. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities  
27. Self Government of Scotlandville; Stay of Annexation  
28. Sewerage Drainage  
29. More Health Awareness  
30. Literacy Based Programs for Adults  
31. Community Improvement  
32. Political Education
APPENDIX N

RANK ORDERED COMMUNITY PROBLEMS BY ALL CONFERENCE RESPONDENTS
APPENDIX N

RANK ORDERED COMMUNITY PROBLEMS BY
ALL CONFERENCE RESPONDENTS

1. Employment Opportunities (and Job Training)
2. Quality of Education
3. Better Housing
4. Black Representation on the School Board
5. Parents Involved with Children in Education and Religion
6. Public Forum Dealing with General Black Issues
7. Health Services
8. Programs Geared to Black Economic Growth
9. Crime Prevention Programs
10. Black Children Featured in Positive Roles in Education
11. Greater Employment of Blacks in the Broadcast Media
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13. More Political Involvement by Blacks
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15. Sewerage Drainage
16. A Need to Improve Care of Patients at the Earl K. Long Hospital
17. Political Education
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19. Sidewalks
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21. Self Government of Scotlandville; Stay of Annexation
22. Counseling, Legal Services for the Poor
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25. Better Communication Among Black Groups
26. More Education in Criminal Justice
27. More Information on Federal Grants
28. Prorati'n Expenditure of Federal Revenue Sharing Funds in Various Communities
29. Program to Explain Government Structure
30. More Child Care Facilities
31. More Health Awareness
32. Community Improvement
APPENDIX O

RANK ORDERED COMMUNITY NEEDS BY BLACK CITIZENS, AGE 23-50
APPENDIX O

RANK ORDERED COMMUNITY NEEDS BY BLACK CITIZENS, AGE 23-50

1. Employment Opportunities (and Job Training)
2. Quality of Education
3. Better Housing
4. Black Representation on the School Board
5. Programs Geared to Black Economic Growth
6. Health Services
7. Public Forum Dealing with General Black Issues
8. Crime Prevention Programs
9. Parents Involved with Children in Education and Religion
10. More Political Involvement by Blacks
11. Need for Black Owned Businesses and Banks
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25. More Information on Federal Grants
26. More Education in Criminal Justice
27. Sidewalks
28. More Child Care Facilities
29. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities
30. More Health Awareness
31. Program to Explain Government Structure
32. Community Improvement
APPENDIX P

RANK ORDERED COMMUNITY NEEDS BY BLACK CITIZENS, AGE 51 AND ABOVE
APPENDIX P

RANK ORDERED COMMUNITY NEEDS BY BLACK CITIZENS, AGE 51 AND ABOVE

1. Employment Opportunities (and Job Training)
2. Quality of Education
3. Parents Involved with Children in Education and Religion
4. Recreational Facilities (With Police Protection)
5. Black Representation on the School Board
6. Black Children Featured in Positive Roles in Education
7. A Need to Improve Care of Patients at the Earl K. Long Hospital
8. Sidewalks
9. Political Education
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11. Health Services
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25. Program to Explain Government Structure
27. Literacy Based Programs for Adults
28. More Political Involvement by Blacks
29. Counseling, Legal Services for the Poor
30. More Child Care Facilities
31. Community Improvement
32. More Health Awareness
APPENDIX Q

RANK ORDERED COMMUNITY NEEDS BY BLACK FEMALE RESPONDENTS
APPENDIX Q

RANK ORDERED COMMUNITY NEEDS BY BLACK FEMALE RESPONDENTS

1. Employment Opportunities (and Job Training)
2. Quality of Education
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4. Parents Involved with Children in Education and Religion
5. A Need to Improve Care of Patients at the Earl K. Long Hospital
6. Better Housing
7. Black Children Featured in Positive Roles in Education
8. Public Forum Dealing with General Black Issues
9. Health Services
10. Crime Prevention Programs
11. Programs Geared to Black Economic Growth
12. Better Communication Among Black Groups
13. Recreational Facilities (With Police Protection)
14. Employment of Blacks in Government at all Levels
15. More Political Involvement by Blacks
16. Need for Black Owned Businesses and Banks
17. Greater Employment of Blacks in the Broadcast Media
18. More Responsive Government to Community Needs
19. Sewerage Drainage
21. Sidewalks
22. Counseling, Legal Services for the Poor
23. Literacy Based Programs for Adults
24. More Education in Criminal Justice
25. Political Education
26. Self Government of Scotlandville; Stay of Annexation
27. More Child Care Facilities
28. More Consumer Education
29. Program to Explain Government Structure
30. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities
31. More Health Awareness
32. Community Improvement
APPENDIX R

RANK ORDERED COMMUNITY NEEDS BY BLACK MALE RESPONDENTS
APPENDIX R

RANK ORDERED COMMUNITY NEEDS BY BLACK MALE RESPONDENTS

1. Black Representation on the School Board
2. Employment Opportunities (and Job Training)
3. Quality of Education
4. More Political Involvement by Blacks
5. Parents Involved with Children in Education and Religion
6. Health Services
7. Crime Prevention Programs
8. A Need to Improve Care of Patients at the Earl K. Long Hospital
9. Programs Geared to Black Economic Growth
11. Recreational Facilities (With Police Protection)
12. Need for Black Owned Businesses and Banks
13. More Responsive Government to Community Needs
14. Political Education
15. Greater Employment of Blacks in the Broadcast Media
16. Counseling, Legal Services for the Poor
17. More Consumer Education
18. Sidewalks
19. Sewerage Drainage
20. Better Communication Among Black Groups
21. Black Children Featured in Positive Roles in Education
22. Self Government of Scotlandville; Stay of Annexation
23. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities
24. Literacy Based Programs for Adults
25. More Political Involvement by Blacks
26. More Child Care Facilities
27. Better Housing
28. More Education in Criminal Justice
29. Employment of Blacks in Government at all Levels
30. More Information on Federal Grants
31. Community Improvement
32. More Health Awareness
APPENDIX S

RANK ORDERED COMMUNITY NEEDS BY BLACK ADULT RESPONDENTS WITH MORE THAN HIGH SCHOOL EDUCATION
APPENDIX S

RANK ORDERED COMMUNITY NEEDS BY
BLACK ADULT RESPONDENTS WITH
MORE THAN HIGH SCHOOL EDUCATION

1. Employment Opportunities (and Job Training)
2. Quality of Education
3. Public Forum Dealing with General Black Issues
4. Better Housing
5. Black Representation on the School Board
6. Programs Geared to Black Economic Growth
7. Parents Involved with Children in Education and Religion
8. Black Children Featured in Positive Roles in Education
9. Greater Employment of Blacks in the Broadcast Media
10. Crime Prevention Programs
11. Need for Black Owned Businesses and Banks
12. Recreational Facilities (With Police Protection)
13. More Political Involvement by Blacks
14. Health Services
15. Sewerage Drainage
16. Political Education
17. More Responsive Government to Community Needs
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19. Self Government of Scotlandville; Stay of Annexation
20. More Consumer Education
21. Literacy Based Programs for Adults
22. Counseling, Legal Services for the Poor
23. More Responsive Government to Community Needs
24. Better Communication Among Black Groups
25. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities
26. Sidewalks
27. Program to Explain Government Structure
28. More Education in Criminal Justice
29. More Information on Federal Grants
30. More Child Care Facilities
31. More Health Awareness
32. Community Improvement
APPENDIX T

RANK ORDERED COMMUNITY NEEDS BY BLACK ADULT RESPONDENTS WITH HIGH SCHOOL EDUCATION OR LESS
APPENDIX T

RANK ORDERED COMMUNITY NEEDS BY BLACK ADULT RESPONDENTS WITH HIGH SCHOOL EDUCATION OR LESS

1. Employment Opportunities (and Job Training)
2. Quality of Education
3. Better Housing
4. Health Services
5. Parents Involved with Children in Education and Religion
6. Sidewalks
7. Black Representation on the School Board
8. More Education in Criminal Justice
10. Better Communication Among Black Groups
11. Crime Prevention Programs
12. Programs Geared to Black Economic Growth
13. A Need to Improve Care of Patients at the Earl K. Long Hospital
14. Recreational Facilities (With Police Protection)
15. More Political Involvement by Blacks
16. Counseling, Legal Services for the Poor
17. More Child Care Facilities
18. Literacy Based Programs for Adults
19. Sewerage Drainage
20. Employment of Blacks in Government at all Levels
21. More Consumer Education
22. Public Forum Dealing With General Black Issues
23. More Responsive Government to Community Needs
24. Greater Employment of Blacks in the Broadcast Media
25. Black Children Featured in Positive Roles in Education
26. Community Improvement
27. Need for Black Owned Businesses and Banks
28. Self Government of Scotlandville; Stay of Annexation
29. Program to Explain Government Structure
30. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities
31. Political Education
32. More Health Awareness
APPENDIX U

RANK ORDERED COMMUNITY NEEDS
BY MIDDLE TO UPPER CLASS
BLACK RESPONDENTS
APPENDIX U

RANK ORDERED COMMUNITY NEEDS
BY MIDDLE TO UPPER CLASS
BLACK RESPONDENTS

1. Employment Opportunities (and Job Training)
2. Quality of Education
3. Black Representation on the School Board
4. Better Housing
5. Public Forum Dealing with General Black Issues
6. Parents Involved with Children in Education and Religion
7. More Political Involvement by Blacks
8. Programs Geared to Black Economic Growth
9. Greater Employment of Blacks in the Broadcast Media
10. Recreational Facilities (With Police Protection)
11. Crime Prevention Programs
12. Health Services
13. Black Children Featured in Positive Roles in Education
14. Need for Black Owned Businesses and Banks
15. A Need to Improve Care of Patients at the Earl K. Long Hospital
16. Sewerage Drainage
17. Better Communication Among Black Groups
18. Political Education
19. Counseling, Legal Services for the Poor
20. Self Government of Scotlandville; Stay of Annexation
21. More Responsive Government to Community Needs
22. More Consumer Education
23. Employment of Blacks in Government at all Levels
24. Literacy Based Programs for Adults
25. Sidewalks
26. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities
27. More Education in Criminal Justice
28. More Child Care Facilities
29. More Information on Federal Grants
30. Program to Explain Government Structure
31. More Health Awareness
32. Community Improvement
APPENDIX V

RANK ORDERED COMMUNITY NEEDS
BY LOWER MIDDLE TO LOWER CLASS BLACK RESPONDENTS
APPENDIX V

RANK ORDERED COMMUNITY NEEDS
BY LOWER MIDDLE TO LOWER CLASS BLACK RESPONDENTS

1. Employment Opportunities (and Job Training)
2. A Need to Improve Care of Patients at the Earl K. Long Hospital
3. Black Representation on the School Board
4. Better Housing
5. Health Services
6. Parents Involved with Children in Education and Religion
7. Crime Prevention Programs
8. Black Children Featured in Positive Roles in Education
9. Programs Geared to Black Economic Growth
10. Better Communication Among Black Groups
11. More Responsive Government to Community Needs
12. Quality of Education
13. Sidewalks
14. More Political Involvement by Blacks
15. Recreational Facilities (With Police Protection)
16. Need for Black Owned Businesses and Banks
17. Counseling, Legal Services for the Poor
18. Employment of Blacks in Government at all Levels
19. More Education in Criminal Justice
20. More Child Care Facilities
22. Public Forum Dealing with General Black Issues
23. Program to Explain Government Structure
24. More Consumer Education
25. Proration Expenditure of Federal Revenue Sharing Funds in Various Communities
26. Greater Employment of Blacks in the Broadcast Media
27. Literacy Based Programs for Adults
28. Sewerage Drainage
29. Self Government of Scotlandville; Stay of Annexation
30. More Health Awareness
31. Political Education
32. Community Improvement
APPENDIX W

COMMUNITY NEEDS COMMONLY RANKED BY BLACK LEADERS DURING PRESENT SURVEY AND BATON ROUGE COMMUNITY LEADERS DURING 1975 JOINT BROADCASTER LEADERSHIP SURVEY
APPENDIX W

COMMUNITY NEEDS COMMONLY RANKED BY BLACK LEADERS DURING PRESENT SURVEY AND BATON ROUGE COMMUNITY LEADERS DURING 1975 JOINT BROADCASTER LEADERSHIP SURVEY*

1. Quality of Education
2. Crime Prevention Programs
3. Public Forum Dealing with General Black Issues
4. Employment Opportunities (and Job Training)
5. Health Services
6. Counseling, Legal Services for the Poor
7. Programs Geared to Black Economic Growth
8. Sewerage Drainage
9. Parents Involved with Children in Education and Religion
10. Better Housing
11. Recreational Facilities (With Police Protection)
12. Self Government of Scotlandville; Stay of Annexation
13. More Consumer Education
14. More Child Care Facilities
15. More Political Involvement by Blacks

APPENDIX X

COMMUNITY NEEDS COMMONLY RANKED BY BLACK PUBLIC RESPONDENTS DURING PRESENT STUDY AND BLACK PUBLIC RESPONDENTS OF BATON ROUGE SMSA DURING 1975 MEDIA STATISTICS SURVEY
APPENDIX X

COMMUNITY NEEDS COMMONLY RANKED BY BLACK PUBLIC RESPONDENTS DURING PRESENT STUDY AND BLACK PUBLIC RESPONDENTS OF BATON ROUGE SMSA DURING 1975 MEDIA STATISTICS SURVEY

1. Sewerage Drainage
2. Crime Prevention Programs
3. Quality of Education
4. More Responsive Government to Community Needs
5. Employment Opportunities (and Job Training)
6. Recreational Facilities (With Police Protection)
7. Better Housing
8. Parents Involved with Children in Education and Religion
9. A Need to Improve Care of Patients at the Earl K. Long Hospital
10. Counseling, Legal Services for the Poor
VITA

John Neil England was born March 29, 1940, as the son of James Clarence and Ruth Alice England. His childhood was spent in Muskogee, Pauls Valley, and Ada, Oklahoma. During high school, Neil was vice president of the student council and drum major of the Ada High Band. Between 1958 and 1962, he attended Oklahoma State University at Stillwater, Oklahoma, where he studied marketing and business administration. Neil received a B.S. in marketing in August of 1962 and served the next two years as a lieutenant in the Signal Corps at Fort Monmouth, New Jersey. He was discharged in 1964 and for two years worked as a retail department manager for Titches in Dallas and a sales trainee for the Bristol Meyers Company in Dallas-Fort Worth.

Between June of 1966 and November of 1967, Neil attended school at North Texas State University, taught the Distributive Education program at McKinney High School and participated in Summer Tourist Theatre in Alpine, Texas.

During 1967 and 1968, Neil served as a graduate assistant in the Speech Department at East Texas State University in Commerce, Texas. He left E.T.S.U. in August of 1968 with an M.S. in Speech and worked the next four years as an instructor of speech and theatre at Wiley College in Marshall, Texas. He left Marshall in the spring of 1972 to enroll as a teaching assistant and doctoral candidate in the Speech Department of Louisiana State University in Baton Rouge. During the spring of 1976, Neil was hired by East Texas State University of Texarkana as an assistant professor of Communications, where he is now employed. Neil is married to Gerf England and has one son, Evan.
EXAMINATION AND THESIS REPORT

Candidate: John Neil England

Major Field: Speech

Title of Thesis: A Broadcast Survey of Priority Needs in Baton Rouge, Louisiana From the Perspectives of Black Leaders and Public Representatives

Approved:

[Signature]
Major Professor and Chairman

[Signature]
Dean of the Graduate School

EXAMINING COMMITTEE:

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Date of Examination:
July 19, 1977