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## **A Study of Community Satisfaction, Environmental Concern, and Attitudes Toward Development on Virginia's Eastern Shore**

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A STUDY OF COMMUNITY SATISFACTION, ENVIRONMENTAL CONCERN,  
AND ATTITUDES TOWARD DEVELOPMENT  
ON VIRGINIA'S EASTERN SHORE

by

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## ABSTRACT

### A STUDY OF COMMUNITY SATISFACTION, ENVIRONMENTAL CONCERN, AND ATTITUDES TOWARD DEVELOPMENT ON VIRGINIA'S EASTERN SHORE

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Old Dominion University and Norfolk State University, 1999

Director: Dr. Carole L. Seyfrit

This study assesses community satisfaction, pro-development attitudes, environmental concern and intent to move on Virginia's Eastern Shore, an area that is experiencing population decline, high poverty levels, and competing interests of economic development and environmental concern. Poverty levels on the Eastern Shore differ substantially by race with 35 percent of Blacks compared to 12 percent of Whites living in poverty in 1990. Human capital theory suggests that rural residents, and rural minorities in particular, have lower incomes and more unemployment because they are not increasing their human capital through education and training. A review of previous research led to four hypotheses that predicted that community satisfaction, attitudes toward economic development, environmental concern, and intent to move would vary by race, sex, age, income, education, and length of residency. A 1996 survey mailed to a 10 percent random sample of Eastern Shore addresses yielded a 51 percent response rate. Results of this study found Blacks had lower levels of community satisfaction than Whites and that the

older the respondent, the higher the income of the respondent, and the longer one's residency on the Eastern Shore, the higher one's community satisfaction. Blacks were more likely to be pro-development than Whites and higher income residents were less pro-development. Higher income and higher educated residents had higher levels of environmental concern, while longer-term residents were less concerned about the environment. Being White, older, a long-term resident, or having a higher income decreased the intention to leave the Eastern Shore. Overall, race and income proved to be consistently significant throughout the statistical analyses. This suggests support for the concept of human capital deficit. However, education level did not appear to have the same impact as race and income, suggesting that the human capital theory is not sufficient to explain the differences found. These findings indicate that policy makers trying to balance the competing interests of economic development and environmental concern should take into account the impacts of their decisions on all groups on the Eastern Shore. Economic development should provide job training and opportunities to the rural poor while not adversely affecting the rural environment.

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## CHAPTER I

### INTRODUCTION

Daniels (1996:525) has described rural America as "an afterthought in our urban-suburban society." However, many rural communities are experiencing a declining economy and fewer job opportunities. The United States experienced great population shifts and economic activity over the past half-century. According to Hansen in 1970 there was "a pronounced movement away from the countryside to larger urban areas" (p. 32). Advances in technology have been included in the daily functions of smaller farms and at the same time the number of larger, commercialized farms have increased. Because of this, "labor requirements have rapidly declined and pressures for migration and occupational change have increased" (Hansen 1970:32). According to Hansen, "Half of all counties lost population during the 1950s and many others had declines in rural population" (p. 36). As Luloff (1990:9) states, " . . . the proportion of the U.S. population living in rural areas has declined . . . ." With the changes occurring in rural areas, "communities planning for economic development must be sensitive to who benefits

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The format of this thesis follows current style requirements of the *American Sociological Review*.

and who stands to lose from economic and political change" (Daniels 1996:525).

The goal of this study is to assess community satisfaction, pro-development attitudes, environmental concern and the intent to move on Virginia's Eastern Shore, an area of rich history that is experiencing a decline in population, a high level of poverty, and competing interests of economic development and environmental concern. In this study, residents have the opportunity to be heard collectively, through a 1996 survey.

Virginia's Eastern Shore is an array of towns and communities which rest more than twenty miles across the Chesapeake Bay apart from the rest of Virginia. Although it is attached to Maryland physically, it is attached to Virginia historically. "The Virginia Eastern Shore has [always] been both officially and emotionally Virginian to the core" even though it has been joined to the rest of the state by a bridge-tunnel complex only since the early 1960s (Mariner 1997:1). The Eastern Shore has a long history. It was one of the first areas explored by Captain John Smith (Bowen 1990). Smith published an account of his explorations in 1612, and "records stashed at Courthouse Square [in Eastville], dating back to 1632, are the longest continuous set in the United States" (Bowen 1990:192).

There are "no fewer than one hundred and eleven separate and distinct villages on the Shore" and Mariner (1997) adds that "more than half [of the villages] are 'official' enough to have a U.S. Post Office" (p. 11). Along with agricultural endeavors, Virginia's Eastern Shore boasts a variety of revenue producers. The mild climate, fertile soil, and adjoining bodies of water produce many opportunities for the Eastern Shore, with "most of the permanent Shore residents . . . engaged in farming, forestry, fishing, or all three" (Brown 1974:121). Even though residents live within a few miles of the water, the Eastern Shore is mainly an agricultural area (Mariner 1997), producing various items such as potatoes, soybeans, tomatoes, and, cucumbers to name a few (Bowen 1990).

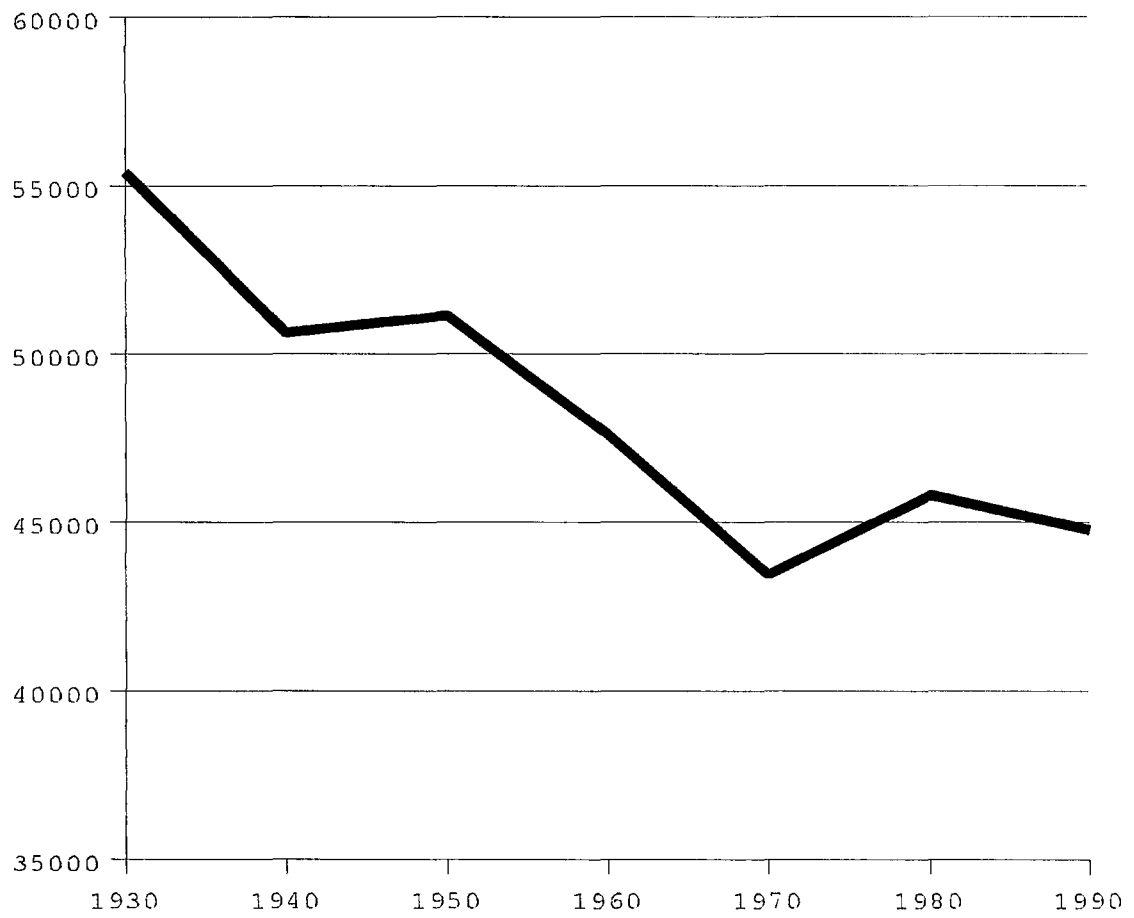
Virginia's Eastern Shore exhibits the distinctive independence "that characterized the entire region a few generations back" (Bowen 1990:174). Isolation forced residents to develop self-reliance and independent traits "similar to those exhibited by their descendants today" (Brown 1974:123). Residents support each other quietly and unite when faced by outsiders. For example, in 1998 the Town Council of Tangier rejected an offer to film a movie starring Paul Newman, who visited the island personally, because of the film's content (Davis 1998a).

When railroads were introduced to the Eastern Shore in 1884, the Shore residents found a new outlet for their agricultural products. The railroads also brought in tourists who found the rustic charm of the towns appealing. The same effect occurred when the bridge joining the Eastern Shore to the rest of Virginia was completed. More recently, "An economic barrier that for decades has separated Hampton Roads from the Eastern Shore will fall when the first Star Transit bus crosses the Chesapeake Bay Bridge-Tunnel" (Davis 1998b:B1). This will help ease the burden of the \$20 round trip toll for people living on the Eastern Shore who want to work in the Hampton Roads area.

As seen in Table 1, the population of Virginia's Eastern Shore has declined considerably over the past six decades. The demographics of the Eastern Shore create a problem that is familiar to rural areas. The young residents with the best education, skills, and health leave the area to find success. As Johnson, Perkins, and Lawson (1989) point out, "With them go some of the area's future leaders, innovators, and entrepreneurs of this generation and probably their future generations" (p. 4). This problem can be found in many rural areas and has been labeled the human capital deficiency.

Aside from the population decline, a major concern on the Eastern Shore is poverty. According to a study by

Table 1. Eastern Shore Population 1930-1990



Source: U.S. Census Bureau (1990a).

Johnson et al. (1989), "most of the Eastern Shore economic indicators are well below those of the state" (p. 2). Using per capita income as a means of comparison of similar geographical areas, "economic quality of life on the Eastern Shore lags behind that of its neighbors" (Johnson et al. 1989:4). Table 2 shows per capita income of selected areas compared to per capita income on the Eastern Shore (Accomack and Northampton Counties).

In June of 1998, representatives of Virginia's Governor's office toured small towns of the Eastern Shore to assess the level of poverty. "The best way to eliminate poverty on the Eastern Shore, Allen [Secretary of Health and Human Resources] said is to 'build jobs'" (Davis 1998c:B2). Though the Governor did not feel the problem was too bad, residents of the Shore have different opinions. For example, the residents of the town of Cape Charles are losing hope in the rehabilitation of their community. Renovations have not yet started from a grant won by the town three years ago.

Poverty exists on the Shore, though popular tour and guidebooks would have visitors believe that the majority of the population of the Eastern Shore lives comfortably. However, census data shows a different picture, with race being a significant factor. According to Table 3, 19 percent of Black households and 16 percent of Hispanic

Table 2. Per Capita Income by Race for Selected Areas (1989)

	Total	White	Black	Hispanic	American Indian
	\$	\$	\$	\$	\$
Virginia Beach	15,242	16,327	10,726	11,025	12,323
Norfolk	11,643	14,699	7,504	9,511	10,944
Chesapeake	13,817	15,256	10,227	12,765	19,359
Portsmouth	11,158	14,147	7,935	8,903	10,528
Hampton	13,099	15,039	10,325	11,513	14,300
Newport News	12,711	15,351	8,154	9,523	11,662
Accomack County	10,506	12,588	6,624	7,610	11,138
Northampton County	10,171	14,333	5,601	9,755	5,410

Source: U.S. Census Bureau (1990b).

Table 3. Race of Householder by Household Income on  
the Eastern Shore (1989)

	White		Black		Other	
	N	%	N	%	N	%
Less than \$5,000	940	8.01	1,128	19.12	42	16.03
\$5,000 to \$9,999	1,265	10.78	1,091	18.50	32	12.21
\$10,000 to \$14,999	1,436	12.24	914	15.59	8	3.05
\$15,000 to \$24,999	2,598	22.14	1,344	22.79	96	36.64
\$25,000 to \$34,000	2,100	17.90	832	14.11	52	19.85
\$35,000 to \$49,000	1,756	14.97	406	6.88	12	4.58
\$50,000 or more	1,638	13.96	183	3.10	20	7.63
Total	11,733	100.00	5,898	100.00	262	100.00

Source: U.S. Census Bureau (1990c).



households had a 1989 income lower than \$5,000. Only 8 percent of White households had incomes lower than \$5,000. Table 4 indicates that 35 percent of Blacks and 31 percent of Hispanics live below the poverty level compared to 12 percent of Whites.

Mariner (1997) states that the African American population of the Shore is visibly less prosperous than the Whites. One measure of poverty and the distribution of poverty by race is illustrated in Table 5. It shows that 28 percent of Black residents of the Eastern Shore lack one or more of the standard plumbing facilities (running water, flushing toilets, shower/bath) compared to less than 3 percent of White residents.

Northampton County has been described as "the poorest county in Virginia with about 3,400 of its 13,000 residents living in poverty" (Whitt 1998:A1). The NAACP drew attention to the unsanitary conditions of a small Northampton community (Bayview) which led to political actions, including a number of private and government agencies lending financial aid. The NAACP compared the community to a slave colony in South Africa.

Although the Eastern Shore has had problems with poverty and population decline, there are efforts being made to expand the economy and raise the standard of living on the Eastern Shore. For example, the Wallops Island Flight

Table 4. Eastern Shore Residents in Poverty by Race (1990)

	Total Number of Residents	Number Below Poverty Level	Percent Below Poverty Level
	N	N	%
White	27,381	3,405	12.44
Black	16,973	5,989	35.28
Hispanic	708	219	30.93
Other	410	118	28.78
Total	45,472	9,731	21.39

Source: U.S. Census Bureau (1990c).

Table 5. Household Plumbing Facilities on the Eastern Shore  
by Race (1990)

	Complete Plumbing Facilities		Lacking Complete Plumbing Facilities		Total	
	N	%	N	%	N	%
White	11,486	97.45	294	2.55	11,780	100.00
Black	4,584	71.60	1,302	28.40	6,156	100.00
Other	198	86.37	27	13.63	225	100.00
All Households	16,297	89.85	1,655	10.15	17,952	100.00

Source: U.S. Census Bureau (1990c).

Facility contributes a great deal to the economy of Virginia's Eastern Shore. "Some of the most important scientific flights launched by the National Aeronautics and Space Administration (NASA)" have taken off from this island (Bowen 1990:181). In addition, an abandoned Coast Guard station, in the town of Oyster, is helping the Nature Conservancy to create jobs in a floundering area of the Eastern Shore (Stradling 1998). The primary focus of the Nature Conservancy is to protect the barrier islands lining the Eastern Shore.

There are four areas to consider in examining development efforts on the Eastern Shore (Harlow 1998). They are: Wallops Space Center, sustainable development, the Nature Conservancy, and Virginia's Eastern Shore Economic and Employment Housing Corporation (VESEEHHC). An important issue to keep in mind is that the four areas all represent different values that often conflict. The United States government is investing a great deal of money into the Wallops Space Center, bringing hi-tech jobs to the area. The goal of sustainable development is to spend money on environmentally sound jobs, and attracting businesses with the same ethic. The Nature Conservancy buys land and holds it in trust for protection. VESEEHHC is a non-profit organization that focuses on the control of funds by the disenfranchised community. Despite their conflicts, these

four areas are an attempt to make life on the Eastern Shore better.

There are many agricultural and food processing jobs that create income. While these form economic bases, "the economy needs to be expanded and diversified" (Johnson et al. 1989:2). However, the main focus should be on the community. Developers and officials need to know what is important to the residents, how much change they are willing to accept, what changes residents are willing to make, and what type of industry, if any, is acceptable to the community. Johnson et al. (1989) explain that the future of the Eastern Shore is up to the residents and they are adamant about the fact that agriculture is experiencing major changes. They state that technological advances, consumer tastes and awareness, government regulation and support, international trade, rural development policy and immigration policies will have a notable effect on agriculture, and the opportunities for diversification (Johnson et al. 1989). Finding out what the residents think and feel about their community is essential. This study may be an important factor in helping make changes that the residents want to become a reality. According to Johnson et al. (1989), "if the Shore's residents choose to influence their future, their future can be largely what they want it to be" (p. 2).

## CHAPTER II

### LITERATURE REVIEW

#### RURAL POVERTY

Poverty has been a growing problem over the past twenty years, particularly in rural America (Gorham 1992). The relationship between poverty and rural areas has been created by past development and legislation (Coppedge 1977). According to the Rural Sociological Society and the Task Force on Persistent Rural Poverty "a competitive global economy, the early 1980s recession and subsequent stagnant rural job growth, the lingering farm crisis, the changing family, and the current corporate restructuring of industry have taken a toll on the rural community and its people" (Lichter, Beaulieu, Findeis, and Teixeira 1993:67). Sadly enough, "work no longer provides a way to escape poverty" (Davidson 1996:75).

Economic and technological changes have forever changed the face of rural areas and have created a new class of poor individuals. The new poor, according to Gorham (1992) are "new" because they "have recently moved into poverty as a result of the economic disruption of the past decade . . . [and] their poverty is also new in the sense that the turmoil that has created it is the result, at least in part, of heightened competition that in itself is new" (p. 23).

It appears that poverty and the static income growth that afflicts rural areas is unlikely to diminish any time soon (Lichter et al. 1993). Although breakthroughs in production and marketing of rural resources will continue, "few analysts see these as growth industries that are comparable in their ability to generate high incomes per capita [in comparison] to those locating in metro places" (Henry 1993:24).

In examining the persistent problem of poverty, race and gender are important issues. Tickamyer explains that "Minorities and women are especially vulnerable to tight labor markets and limited opportunities" (1992:42). "It is an inescapable fact of life in the rural South today that single mothers are overwhelmingly African American and that African American single mothers are overwhelmingly poor" (Dill and Williams 1992:97). Persistent rural poverty affects some groups more than others, those being Hispanics, African-Americans, and American Indians (Snipp, Horton, Jensen, Nagel, and Rochin 1993). These groups live in areas that are among the poorest places in America and have "been devastated by racial discrimination and repressive measures that have kept them socially isolated from an otherwise prosperous society" (Snipp et al. 1993:193). Deavers and Hoppe (1992) state that:

Nonmetro Blacks and Hispanics had very high rates of poverty in 1987, over 44 percent and 35 percent, respectively, several times the rate for Whites . . . [and] the 1980 census reported that poverty rates for rural Native Americans was as high as the recent rate for Hispanics. (P. 13)

One explanation of why rural minorities have lower incomes and more unemployment than rural whites or urban minorities is a human capital deficit (Snipp et al. 1993). These groups are not producing workers, through education and training, to represent them in the workforce. In addition to being a major problem in rural areas, poverty is an issue that also impacts community satisfaction.

Historically, rural communities have been faced with "a declining human resource base--both quantitatively and qualitatively. Rural people were placed in the unenviable position of having to develop new local initiatives at the very time their ability to do so was eroding" (Swanson and Luloff 1990:229). Barkley (1993) states that ". . . individuals with less human capital tend to be disadvantaged in the job queue. . ." (p. 63). Also, the change from manual to non-manual jobs has exaggerated the problems of rural, disadvantaged residents to be assimilated into the job market (Barkley 1993:64).

Education is a factor when considering means of improving quality of life and economic concerns.



" . . . [T]he poverty literature largely ignores the important connections between education attainment . . . and rural poverty. Rural education levels, especially in the South and among minorities lag far behind the nation as a whole" (Deavers and Hoppe 1992:9). For small town students, education may be the only way to escape from poverty. However, "high levels of outmigration exclude the community from any of the benefits of education and discourage them from investing more than the minimum on education" (Johnson et al. 1989:7). In addition, Ilvento (1990) adds that rural schools have been criticized for "providing curriculum that is irrelevant to the needs of most students, causing them to drop out or leave the community upon graduation" (p. 108). Studies of migration intentions in Alaska, Utah, Scotland, and Newfoundland consistently show the vast majority of rural adolescents intend to leave their rural home after completing high school (Seyfrit 1986; Seyfrit and Hamilton 1992; Hamilton and Seyfrit 1994; Seyfrit, Hamilton, Duncan, and Grimes 1998). Deteriorating ties between communities and their residents create a problem that Davidson (1996) has called a "brain drain" (p. 62). Using Iowa students as an example, Davidson describes a trend among college graduates to leave rural areas once they have their degrees. Davidson (1996) states:

Only one-third of seniors at the University of Iowa plan on remaining in Iowa after graduating. Worse yet, 87% of seniors majoring in engineering and 74% of those majoring in business--areas vital to the state's plan to expand into high-growth fields--say they intend to leave the state. (P. 62)

This is a problem in many rural areas because once these students leave, they take with them the investment the community has made in them, creating a deficit of worker resources. "Their departure accentuates the human resource shortages of rural communities" (Israel and Beaulieu 1990:181).

#### COMMUNITY SATISFACTION

"One social measure that is generating considerable interest because of its applicability to both objective conditions of society and subjective perceptions of life experiences is community satisfaction" (Ladewig and McCann 1980:111). Community satisfaction is an issue that is affected by various factors including long term residency. Other important factors include the condition of the environment, and the convenience of public and private facilities and services nearby (Ladewig and McCann 1980:112). "Some researchers," according to Brown, Geertsen, and Krannich (1989), "report that community satisfaction in general and satisfaction with community services specifically tend to be higher among long-term

residents . . .”(p. 570). Brown et al. (1989) determined this with a questionnaire using a random sample of 153 households of Utah communities. “Community satisfaction was examined through the use of a measure that provides an overall community rating” (Brown et al. 1989:573). Long term residents are more involved in their communities, increasing the level of satisfaction with their community. Length of residence has been shown to be related to levels of involvement, and interestingly enough, in-migrant levels of involvement differ little from resident levels even after being in the community for a few years (Rank and Voss 1982).

#### DEVELOPMENT AND ENVIRONMENTAL CONFLICT

In addition to poverty and community satisfaction, another area of interest concerning rural areas is the conflict between development and environmental issues. Most often, development centers on new technology. According to Hunter (1978), “New technology. . . can destroy employment for one area or group, increase it for another, . . . create new markets or destroy old ones, and alter import-export patterns” (p. 78). The conflict is unavoidable. Schnaiberg and Gould (1994) explain:

The contradictions between the logic of the treadmill of production and the logic of natural ecosystems necessitate that conflicts will emerge in any attempt to preserve and protect natural

systems in the face of ever increasing demands on resources emerging from treadmill acceleration.  
(P. 233)

The conflict between environmental changes and development is a natural occurrence resulting from attempts to preserve the environment and economic development. Although urban growth has some positive effects on the economy, there are negative impacts. "Population growth and economic activities in cities strain the natural resource base in and around cities and they generate ever increasing amounts of waste that is beyond the capacity of nature to absorb" (Lee 1994:393). Schnaiberg and Gould (1994) add that "Environmental destruction has been linked to a wide variety of health concerns in the industrialized nations, leading many more people to express concern for increased environmental protection" (p. 39).

Rural development refers to the strategy for intervention in community economies, including agricultural production and the rural economy as a whole (Gabriel 1991). Features of development include "questions of for whom the change or growth is intended, and how it is to be implemented" (Gabriel 1991:7). Gabriel points out that it also "focuses particularly on the problems of poverty and inequality" (1991:50). Agricultural issues are a major focus of rural development. Rural areas are the workplaces of many, and these areas supply essential raw materials of

development, “. . . yet poverty, isolation, and lack of basic resources characterise their situations. For these reasons, numbers and need, rural and agricultural development require high priority in national development planning” (Gabriel 1991:52-53).

Changes in rural communities can create problems for residents. In some rural communities “practitioners often experience difficulties in organizing and implementing change efforts” (Ayres and Potter 1989:2). Changes can be positive, and can be viewed positively if leaders and community members have positive attitudes. “Most contemporary development practice depends to a large extent upon knowledge about the lives and livelihoods of people. Yet this apparently simple fact is frequently overlooked in planning and carrying out development efforts” (Gabriel 1991:7). Buttel, Browne, Christopherson, Davis, Ehrensaft, Freshwater, Gaventa, and McMichael (1993) explain that:

. . . [F]rom the 1960s through 1990 federal policy debates never shifted away from emphasis on farm problems to encourage what appeared as the most positive employment and quality of life trends in rural America. That is, rural policy neglected the extremes of both job creation and labor exploitation in rural America. (P. 299)

Leaders need to be aware of what is important to the community as well. It is important to find out what people think the community should be (Goudy 1983). Attitudes of citizens and community leaders are major keys to effective

change. Ayres and Potter (1989) found that "the more people felt a part of the community, the more interest they had in affecting change and the more positively they felt about the ability of the community to handle change effectively" (p. 15). "The most important aspect of community development," according to Swanson and Luloff (1990), "is the people in the community" (p. 233). "To guide the rural economy, to understand the implications of alternative economic policies, and to answer questions raised by landowners, local officials, potential investors, and tax-paying citizens, basic facts must be compiled and analyzed" (Sargent, Lusk, Rivera, and Varela 1991:165).

#### ATTITUDES TOWARD ENVIRONMENT AND DEVELOPMENT

Leaders of rural communities must be "innovative in identifying and pursuing economic opportunities, which may not be apparent to others in the community" (Sokolow 1990:204). Race is a particularly important feature in attitudes toward the environment and development and must be considered. Leadership by African Americans in rural areas has received little attention (Bachtel and Molnar 1980). Attitudes of community members is an important issue and attitudes are affected by race. It has been a common misconception that minority groups, African Americans in particular, are not concerned about the environment and the

protection of the environment (Jones and Carter 1994).

Levels of environmental concern were found to be distributed evenly across various categories, including race, gender, and income (Jones and Carter 1994).

One problem in determining levels of concern is the determination of relevant issues. Jones and Carter (1994) illustrate that while Whites were found to be more empathetic and active in the environmental movement, African Americans were more concerned about specific issues, such as water pollution. Depending on the issue at hand, African Americans may show more concern or be more active. Arp and Kenny (1996) explain, "Blacks may demonstrate low levels of concern for the loss of natural places for wildlife to live but a great deal of concern over the industrial facility located in their community" (p. 269). Prioritizing issues that affect African Americans seems to be an important measure. According to Arp and Howell (1995), research suggests that "blacks are just as likely to be environmentally concerned and active as their white counterparts when socioeconomic factors are taken into consideration" (p. 300). African Americans simply have more compelling concerns that create differences in environmental attitudes (Jones and Carter 1994).

Attitudes are also affected by gender. Mohai (1992) states:

Although much of the interest in examining gender differences in environmental concern comes from an interest in understanding the impact of women on the environmental movement, surprisingly little has been done to examine the extent of environmental activity of women and factors related to it. (P. 2)

In the past, it has been argued that males were more knowledgeable and more politically active than females (Arp and Howell 1995). Mohai (1992) found that "even though women may be somewhat more concerned about general environmental issues, they are less politically active on these issues than men" (p. 4). A study by Blocker and Eckberg (1989) found that females are not significantly more concerned than males about general environmental issues, but females are significantly more attentive to local environmental issues. Mohai (1992) suggests that women, as a group, face more issues than men and must divide their focus and resources in different ways than men.

#### SUMMARY AND HYPOTHESES

There are many areas to examine when considering community satisfaction and concern for development and the environment. Factors such as race, gender, and education have been found to be significant in studies regarding environmental attitudes and attitudes toward development. They are also important factors in the assessment of community satisfaction. This study will attempt to assess



levels of community satisfaction and determine factors affecting feelings about development and the environment. In addition, the study will determine what factors most significantly affect the likelihood of moving. The study will also examine poverty's impact on community satisfaction and attitudes toward development and the environment.

The hypotheses that will be tested in this study are:

1. The level of community satisfaction will vary by race, age, sex, education, income, and length of residency. Blacks, females, the less educated, and those with lower incomes will have a lower level of community satisfaction. The longer one has lived on the Eastern Shore and the older one is, the higher the level of community satisfaction.
2. Pro-development attitudes will vary by race, age, sex, education, income, and length of residency. Blacks, females, lower income residents, and younger residents will be more pro-development. Education and length of residency are positively correlated with pro-development attitudes. That is, less educated and shorter term residents are less likely to be pro-development.
3. Environmental concern will vary by sex, age, education, income, and length of residency. Females and long term residents will have a higher level of environmental concern. Those who are younger, with lower incomes, and less

education are less likely to have high levels of environmental concern.

4. The likelihood of intending to move from the Eastern Shore will vary by race, age, sex, education, income, length of residency. Being Black, female, and young with a lower income will increase the intention to move. The lower the education and the longer the residency, the less likely the respondent is to intend to move.

### CHAPTER III

### METHODOLOGY

#### DATA COLLECTION

The data used for this research were secondary data. They were collected through a mail survey following a modified version of Dillman's (1978) Total Design Method. The survey, funded by the National Research Initiative Competitive Grants Program of the U.S. Department of Agriculture and directed by Carole Seyfrit of Old Dominion University, used a ten percent random sample of mailing addresses of residents on the Eastern Shore. In the summer of 1996, 1,726 households received the questionnaire and 887 residents (51 percent) responded. The survey was conducted in three waves. Along with a cover letter, a primary survey was mailed. One week later, a postcard reminder was mailed to the entire sample. Two weeks later, another survey and cover letter were mailed to non-respondents. Three weeks after that, a third survey and cover letter were mailed to any remaining non-respondents. One drawback of using secondary data is that the current researcher did not form the questions and is limited to the questions asked in the original survey.

## INDEPENDENT VARIABLES

The independent variables that were used in this study include race, income, education, length of residency, sex, and age. Since Whites and Blacks comprise the largest number of residents on the Eastern Shore, the two major categories of race that were examined were White and Black. Whites made up 73 percent of the respondents and Blacks made up 21 percent of the respondents. Other races (6 percent of respondents) were dropped from the study. In reality, the Eastern Shore consisted of 60 percent White residents and 37 percent Black residents, according to 1990 census data (see Table 6). The sample was relatively close to the actual population.

Income was broken down into five categories, below \$15,000, \$15,000-\$24,999, \$25,000-\$34,999, and \$35,000-\$49,999 and \$50,000 and above. Twenty-five percent of the respondents earned less than \$15,000 annually. In actuality, 1990 census data showed that 38 percent of the Eastern Shore population earned less than \$15,000 per year. Twenty-three percent earned between \$15,000 and \$24,999 in the sample as well as the actual population.

Education was broken down into four categories. The categories were less than high school, high school graduate, some post high school training or education, and college degree. Eighteen percent of the sample had not completed

Table 6. Description of Sample

Variable	Sample		Actual	
	N	%	N	%
Race				
White	643	72.70	27,381	60.21
Black	184	20.80	16,973	37.32
Total	827	93.50	44,354	97.50
Income				
Below \$15,000	197	25.40	6,799	38.33
\$15,000-\$24,999	173	22.30	4,000	22.55
\$25,000-\$34,999	137	17.60	2,948	16.62
\$35,000-\$49,999	124	16.00	2,165	12.20
\$50,000 and above	146	18.80	1,822	10.30
Total	777	100.00	17,734	100.00
Education				
Less than High School	150	17.65	12,518	41.09
High School Graduate	272	32.00	9,670	31.74
Some Post High School Training	208	24.47	3,869	12.70
College Degree	220	25.88	4,405	14.46
Total	850	100.00	30,462	100.00

Source: U.S. Census Bureau (1990c).

high school. Census data showed that 41 percent of the population had less than a high school diploma. Thirty-two percent of both the sample and the actual population had high school diplomas. Eighteen percent of the sample had attended one or more semesters of college and 25 percent of the respondents had some type of college degree (associates, bachelors, or higher).

Length of residency was determined by the respondents' answers to a question that asked how long they had lived on the Eastern Shore. The responses ranged from one half of a year to ninety-two years. The mean length of residency was 32 years.

The age of the residents ranged from 17 to 92. The mean age of the respondents was 51. Forty percent of the respondents were males. There were 512 female respondents, making up 60 percent of the survey.

#### DEPENDENT VARIABLES

Participants were asked to respond to a series of items that concerned feelings about the community (see Appendix for complete survey). These statements, used to create a scale of community satisfaction, were answered with strongly disagree, disagree, agree, and strongly agree and were coded from 1 to 4 respectively. Eight of the questions were negative statements and were recoded so that the higher the

number the higher the community satisfaction. All of the questions concerning community satisfaction were entered into a principle component analysis in order to create a scale. Five factors demonstrated eigenvalues greater than 1.00, though the scree plot showed one influential factor. Only items that loaded with a score of .40 or greater were chosen. Seventeen questions were selected and scaled to create the new variable measuring community satisfaction (See Table 7). The reliability measure demonstrated by the Chronbach's alpha is .86.

A series of statements concerning development were given. These questions, used to create a measure of pro-development attitudes, had four possible answers: strongly disagree, disagree, agree, and strongly agree and were coded 1 to 4 respectively. Nine of these questions were negative and were recoded so that the higher the number, the more positive the feelings toward development. All of the questions concerning development were entered into a principle component analysis in order to create a scale. Seven factors demonstrated eigenvalues greater than 1.00, and the scree plot illustrated a possible three factor loading. Reliability tests of a two factor and a three factor scale proved to be unsuccessful with alpha scores less than .70. Separating the items by specific issues and general issues produced the same result. Forcing the items

Table 7. Scale Items for Community Satisfaction

I think that my community is a good place for me to live.

Very few of my neighbors know me.<sup>a</sup>

My neighbors and I want the same things from this community.

People in my community do not share the same values.<sup>a</sup>

I feel at home in this community.

I care what my neighbors think of my actions.

I have no influence over what this community is like.<sup>a</sup>

It is very important to me to live in this community.

People in my community generally don't get along with each other.<sup>a</sup>

I expect to live in this community for a long time.

If there is a problem in this community people who live here can get it solved.

I can recognize most of the people who live in this community.

Leaders in my community are effective.

If you want something done in this community, you have to do it yourself.<sup>a</sup>

Noticeable improvements have been made in this community in the past few years.

The future of this community is really not my responsibility.<sup>a</sup>

The longer I live in this community, the more I feel I belong here.

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Chronbach's alpha: .86

<sup>a</sup> Items that have been recoded.



on one factor produced a favorable test of reliability with a Chronbach's alpha of .79. Only items that loaded with a score of .40 or greater were chosen. Eight questions were selected and scaled to create the new variable measuring developmental concern (see Table 8).

A series of statements were used to create a scale measuring concern for the environment. The responses were strongly disagree, disagree, agree, and strongly agree, and were coded from 1 to 4 respectively. One of these questions was a negative statement and was recoded to reflect the presence of concern for the environment. All of the questions concerning environmental issues were entered into a principle component analysis in order to create a scale. Six factors demonstrated eigenvalues greater than 1.00, and the scree plot showed one significant factor. Only items that loaded with a score of .40 or greater were chosen for scale construction. Eleven questions were chosen and scaled to create the new variable measuring concern for the environment (see Table 9). The reliability measure illustrated by the Chronbach's alpha is .74.

The intent to move was measured by a question that asked if the respondent thought that he or she would move away from the Eastern Shore within the next three years. The response choices were definitely will not move, probably will not move, probably will move, and definitely will move.

Table 8. Scale Items for Pro-Development Attitudes

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Economic growth on the Eastern Shore should be limited.<sup>a</sup>

We need more jobs on the Shore.

There is a need to attract new industries to the Shore.

Northampton and Accomack counties need to cooperate more.

There is too little development here.

We should develop the businesses we already have here rather than bring in new ones.<sup>a</sup>

There are plenty of jobs on the Shore.<sup>a</sup>

Young adults have to leave the Shore to make a decent living.

---

Chronbach's alpha: .79

<sup>a</sup> Items that have been recoded.

Table 9. Scale Items for Environmental Concern

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Regulations that restrict harvesting amounts in the ocean and bay are necessary.

We should protect the environment of the Eastern Shore no matter what the cost.

There is a need to clean up sites contaminated by underground and above-ground storage tanks.

As badly as we need new industry and jobs, we cannot afford to sacrifice our clean air and beautiful scenery to obtain them.

Chicken processing plants contribute to our environmental problems.

I am concerned about the availability of water in my community.

Pollution is a problem on the Eastern Shore.

We need alternative land-fill sites.

The preservation of the Barrier islands and federal wetlands is very important.

Water quality on the Shore is declining.

Virginia's Eastern Shore is no place for big industry.

---

Chronbach's alpha: .74

These were coded 1 to 4 respectively, so the higher the number, the more likely to intend to move.

#### DATA ANALYSIS

Correlation analyses of race, age, gender, income, education, and length of residency with community satisfaction, pro-development attitudes, environmental concern, and intent to move were performed using Spearman's correlation. This allowed an examination of the strength of the relationships and the significance at a .05 level. Multiple regression was also used. Chapter IV presents and discusses the results of the study in relationship to the hypotheses.

## CHAPTER IV

### RESULTS

This study focuses on community satisfaction, pro-development attitudes, and environmental concern on Virginia's Eastern Shore. It also considers residents' intent to move. It was designed to determine the importance of the independent variables, race, sex, age, income, education, and length of residency. This chapter reveals the results of the statistical tests performed on the independent and dependent variables.

A correlation coefficient was calculated for each independent variable with each dependent variable as a measure of association which reflects the strength of the relationship between two variables. Regression analyses were also performed. In each test, non-respondents were dropped from the analysis, creating a varying number of responses in each analysis.

#### COMMUNITY SATISFACTION

Table 10 shows the mean community satisfaction scores of nominal and ordinal level independent variables (race, sex, income, education). It also shows correlation coefficients and levels of significance for each independent variable and community satisfaction. Whites, those with

Table 10. Mean Community Satisfaction Scores and Correlation Coefficients for Race, Sex, Age, Income, Education, and Length of Residency

Variable	Mean	Correlation Coefficient	N
Race <sup>a</sup>			
Black	48.68	.205***	659
White	52.92		
Sex <sup>b</sup>			
Male	52.26	-.072	685
Female	51.77		
Income			
Below \$15,000	49.85	.238***	628
\$15,000-\$24,999	51.29		
\$25,000-\$34,999	51.56		
\$35,000-\$49,999	53.91		
\$50,000 or more	53.61		
Education			
Less than HS	51.73	.072	684
HS graduate	51.22		
Some post HS education	51.14		
College Degree	53.32		
Age		.197***	686
Length of Residency		.239***	684

\*\*\*p<.001

<sup>a</sup> Black=1, White=2.

<sup>b</sup> Male=1, Female=2.

higher income, older residents, and long-term residents have significantly higher levels of community satisfaction. However, gender is unrelated to the level of community satisfaction. Education is also unrelated to the level of community satisfaction. Race, income, and length of residency are most strongly related to community satisfaction with correlation coefficients of .205, .238, and .239, respectively.

When the influence of all six independent variables is considered (see Table 11), only 17 percent of the variance in community satisfaction is explained. Race, income, and length of residency remain positively significant, with the length of residency contributing the most with a coefficient of .271. That is, Whites, residents with higher income, and those with longer lengths of residency have significantly higher community satisfaction. However, age and education are not statistically significant in the regression model.

#### PRO-DEVELOPMENT ATTITUDES

The mean pro-development scores for the nominal and ordinal level independent variables are shown in Table 12. Correlation coefficients and significance levels for each independent variable and pro-development attitudes are shown as well. Blacks and those with lower income are more likely to have pro-development attitudes. Of these, race is most

Table 11. Regression Results for Community Satisfaction  
(N=578)

Variable	Coefficient
Race	.200***
Sex	-.002
Age	.071
Income	.185***
Education	.051
Length of Residency	.271***
R <sup>2</sup>	.166***

\*\*\*p<.001



Table 12. Mean Pro-Development Scores and Correlation Coefficients for Race, Sex, Age, Income, Education, and Length of Residency

Variable	Mean	Correlation Coefficient	N
Race <sup>a</sup>			
Black	27.35	-.326***	731
White	24.74		
Sex <sup>b</sup>			
Male	25.00	.042	760
Female	25.65		
Income			
Below \$15,000	26.47	-.180***	690
\$15,000-\$24,999	25.17		
\$25,000-\$34,999	25.88		
\$35,000-\$49,999	24.76		
\$50,000 or more	24.59		
Education			
Less than HS	25.52	-.067	752
HS graduate	25.45		
Some post HS education	25.72		
College Degree	24.84		
Age		-.090	758
Length of Residency		-.011	758

\*\*\*p<.001

<sup>a</sup> Black=1, White=2.

<sup>b</sup> Male=1, Female=2.

strongly related to pro-development attitudes with a correlation coefficient of  $-.326$ . The other four variables, sex, age, length of residency, and education proved to be unrelated to pro-development attitudes.

The regression results (see Table 13) also indicate that, when examined together, only race and income significantly influence pro-development attitudes. Both of these variables are negatively related to pro-development attitudes, accounting for 11 percent of the variance. That is, Blacks and those with lower income are most likely to be pro-development.

#### ENVIRONMENTAL CONCERN

Table 14 shows the mean scores for environmental concern for the nominal and ordinal level independent variables. Correlation coefficients and significance levels are shown for the independent variables and environmental concern are also shown. It shows that Whites, residents with higher income or education, and shorter-term residents are more likely to have higher levels of environmental concern. Race and education are most strongly correlated to environmental concern with coefficients of  $.197$  and  $.187$  respectively.

However, when taken together, the six independent variables explain only 7 percent of the variance in

Table 13. Regression Results for Pro-Development Attitudes  
(N=629)

Variable	Coefficient
Race	-.270***
Sex	.017
Age	-.063
Income	-.092*
Education	.007
Length of Residency	-.061
R <sup>2</sup>	.106***

\*p<.05    \*\*\*p<.001

Table 14. Mean Environmental Concern Scores and Correlation Coefficients for Race, Sex, Age, Income, Education, and Length of Residency

Variable	Mean	Correlation Coefficient	N
Race <sup>a</sup>			
Black	29.60	.197***	645
White	31.49		
Sex <sup>b</sup>			
Male	31.09	-.041	672
Female	30.99		
Income			
Below \$15,000	30.20	.154***	606
\$15,000-\$24,999	31.00		
\$25,000-\$34,999	31.27		
\$35,000-\$49,999	31.58		
\$50,000 or more	31.56		
Education			
Less than HS	30.01	.187***	669
HS graduate	30.89		
Some post HS education	30.95		
College Degree	32.07		
Age		.021	671
Length of Residency		-.148***	669

\*\*\*p<.001

<sup>a</sup> Black=1, White=2.

<sup>b</sup> Male=1, Female=2.

environmental concern, with only race, education, and length of residency remaining statistically significant in the regression model (see Table 15). Race and education are positively related to environmental concern, while length of residency is negatively related. That is, Whites, those with higher education, and shorter-term residents have higher levels of environmental concern.

#### INTENT TO MOVE

Table 16 illustrates the mean scores for the nominal and ordinal level independent variables and correlation coefficients and significance values for the independent variables and the intent to move. Blacks, younger residents, residents with lower education, and shorter-term residents are significantly more likely to say they intend to move. Length of residency and age contribute the most with a coefficients of  $-.379$  and  $-.304$  respectively.

When examined together, race, age, education, and length of residency remain significant in the regression model and account for 20 percent of the variance in the intent to move (see Table 17). With the exception of education and sex, all of these variables, are negatively related to the intent to move, with length of residency contributing the most with a coefficient of  $-.311$ .

Table 15. Regression Results for Environmental Concern  
(N=565)

Variable	Coefficient
Race	.135**
Sex	.055
Age	.091
Income	.023
Education	.104*
Length of Residency	-.141**
R <sup>2</sup>	.069***
*p<.05    **p<.01    ***p<.001	

Table 16. Mean Intent to Move Scores and Correlation Coefficients for Race, Sex, Age, Income, Education, and Length of Residency

Variable	Mean	Correlation Coefficient	N
Race <sup>a</sup>			
Black	1.84	-.146***	664
White	1.55		
Sex <sup>b</sup>			
Male	1.64	.004	687
Female	1.61		
Income			
Below \$15,000	1.60	.013	615
\$15,000-\$24,999	1.69		
\$25,000-\$34,999	1.57		
\$35,000-\$49,999	1.67		
\$50,000 or more	1.68		
Education			
Less than HS	1.38	.152***	684
HS graduate	1.55		
Some post HS education	1.75		
College Degree	1.75		
Age		-.304***	571
Length of Residency		-.379***	571

\*\*p<.01    \*\*\*p<.001

<sup>a</sup> Black=1, White=2.

<sup>b</sup> Male=1, Female=2.

Table 17. Regression Results for Intent to Move (N=615)

Variable	Coefficient
Race	-.163***
Sex	.003
Age	-.152***
Income	-.032
Education	.089*
Length of Residency	-.311***
R <sup>2</sup>	.203***

\*p<.05      \*\*\*p<.001



## SUMMARY

Taken individually, race and income are significant factors in levels of community satisfaction, pro-development attitudes, environmental concern, and intent to move, although income's influence disappears in the regression model for environmental concern, and is nonexistent in the intent to move. In addition, length of residency is significantly related to community satisfaction, environmental concern, and intent to move. Chapter V discusses these findings in direct relation to the hypotheses stated in Chapter II.

## CHAPTER V

### DISCUSSION AND CONCLUSION

This study has tested the relationship between race, sex, age, income, education, and length of residency and the dependent variables, community satisfaction, pro-development attitudes, environmental concern, and intent to move. Based on past findings, four hypotheses were formed that assumed that the dependent variables varied by the six independent variables.

The first hypothesis stated that the level of community satisfaction will vary by race, sex, age, income, education and length of residency. It was predicted that Blacks, females, the less educated, and those with lower incomes will have a lower level of community satisfaction and the longer one has lived on the Eastern Shore and the older one is, the higher the level of community satisfaction. It was established through correlation statistics that there is a positive, significant relationship between race and community satisfaction. Blacks had low levels of community satisfaction as opposed to Whites. This study found that older residents had higher levels of community satisfaction. Higher income residents also had higher levels of community satisfaction. Long-term residents had higher levels of community satisfaction and were less likely to move away

from the Eastern Shore. This study does not find gender to be a significant variable. Education was also unrelated to community satisfaction although previous studies found this to be a significant factor (Seyfrit 1986; Johnson et al. 1989; Ilvento 1990; Israel and Beaulieu 1990; Seyfrit and Hamilton 1992; Hamilton and Seyfrit 1994; Davidson 1996; Seyfrit et al. 1998).

The second hypothesis stated that pro-development attitudes will vary by race, sex, age, income, education, and length of residency. Blacks, females, lower income residents, and younger residents were predicted to be more pro-development. Education and length of residency were expected to be positively correlated with pro-development attitudes. That is, less educated and shorter term residents were expected to be less pro-development. This study found that Blacks were shown to be more pro-development than their White counterparts. Higher income residents were found to be less pro-development than lower income residents. Gender, age, education, and length of residency were found to be insignificant in the examination of pro-development attitudes.

The third hypothesis stated that environmental concern will vary by race, sex, age, income, education, and length of residency. Females and long term residents were predicted to have a higher level of environmental concern.

Those who are younger, with lower incomes, and less education were expected to be less likely to have high levels of environmental concern. Previous studies have been inconclusive regarding race and environmental concern (Batchel and Molnar 1980; Jones and Carter 1994; Arp and Howell 1995). However, in this study, White residents proved to be more concerned for the environment. Previous studies have shown gender to be important to this area (Blocker and Eckberg 1989; Mohai 1992; Arp and Howell 1995). This study, however, does not find gender to be a significant variable. Age was found to be insignificant as well. Higher income and higher educated residents had higher levels of environmental concern. Long-term residents were found to be less concerned about the environment.

The fourth and final hypothesis stated that the likelihood of intending to move from the Eastern Shore will vary by race, sex, age, income, education, and length of residency. Being Black, female, and young with a lower income were expected to increase the intention to move. It was predicted that the lower the education and the longer the residency, the less likely the respondent is to intend to move. In this study being White, older, or a lower educated resident decreases the intention to move away from the Eastern Shore. Being a long-term resident also decreases the intent to move. Although sex has been found

to an important factor in this area, this study does not find gender to be a significant variable. The literature supported the hypothesis that education was an important factor in the desire to move away from a rural area. This study also supports that hypothesis. This study does not find income to be significant in this area.

Race and income proved to be consistently significant throughout the analyses. The study simply reiterates the fact that poverty is an issue of major concern on Virginia's Eastern Shore. It seems that being Black goes hand in hand with poverty on the Eastern Shore. Blacks and other low income earning groups need to be targeted when developers and politicians begin to decide how and where to make changes on the Eastern Shore. These residents are the least satisfied with their communities and are most likely to have the intent to move. Education, although not as blatantly significant as race and income, is important, as education usually designates income.

The competing areas of interest on the Eastern Shore must work in conjunction with community leaders and planners. Special interest groups, such as the Wallops Space Center can create new jobs, and management can to coordinate with other interest groups such as sustainable development. From this type of coordination can come specialized training for lower educated and lower income

groups, who previously had no opportunity to even be considered for such employment. Being part of the job market and part of new technological advances can bring a higher level of interest about what is happening in one's community. This coordination could also create opportunities for the youth and higher educated. These groups would see that they have more and better opportunities that would accommodate the training and skills that they have acquired. This would impact migration significantly. The human capital theory is ineffective in explaining the results of this study. Education did not prove to be a significant factor in the intent to move away from the Eastern Shore. Combined efforts of policy makers and community leaders can assist in disproving that theory and decreasing out migration tendencies.

Simply stated, policy-makers can contribute to the success of residents on the Eastern Shore regardless of race, income, or education. When new businesses want to locate on the Eastern Shore, community leaders can stipulate that these businesses incorporate local residents as a percentage of the work force. They can also make sure that there are jobs available that will accommodate all levels of education or training.

Whatever happens on the Eastern Shore in the future, developers, community leaders, and planners should make an

effort to hear the thoughts and needs of all community members of the area. Studies such as this one can play a part in giving residents a voice. These studies can give every community member the opportunity to express feelings about issues that are important to them without isolating any demographic group socially or economically. The goal of community leaders should be success and satisfaction for all Eastern Shore residents. Efforts toward this end can only increase satisfaction with the community, decrease desire to migrate, and keep generations of families happy on the Eastern Shore.

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## APPENDIX

0420

# Life on Virginia's Eastern Shore

## A Survey of Residents



### PART 1. YOUR COUNTY

We are interested in the quality of the following items IN YOUR COUNTY. Please check your rating (excellent, good, fair, or poor) for each item.

	Excellent	Good	Fair	Poor
Medical care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programs and services to help the poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Court services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entertainment/Cultural programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grocery stores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public parks and recreation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Streets and roads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of drinking water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trash pick-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sewage systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire fighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PART 2. ABOUT YOU AND YOUR COMMUNITY

Next, we want to know what you think about the TOWN OR COMMUNITY WHERE YOU LIVE. For each statement below, check the answer that best describes your feelings. Please tell us whether you strongly disagree, disagree, agree, or strongly agree with the statements.

	strongly disagree	disagree	agree	strongly agree
I think that my community is a good place for me to live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very few of my neighbors know me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My neighbors and I want the same things from this community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in my community do not share the same values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel at home in this community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I care about what my neighbors think of my actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have no influence over what this community is like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is very important to me to live in this community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People in my community generally don't get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I expect to live in this community for a long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If there is a problem in this community people who live here can get it solved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognize most of the people who live in this community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaders in my community are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is too much drug and alcohol use in this community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kids in this community act responsibly most of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elected officials in this county are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you want something done in this community, you have to do it yourself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
Racism is a problem here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noticeable improvements have been made in this community in the past few years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is too much family violence in this community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizens in my community do not participate in local government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The future of this community is not really my responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been a victim of racial discrimination in this community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The longer I live in this community, the more I feel I belong here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel most comfortable around long-time residents in this community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teen pregnancy is a serious problem in this community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **PART 3. ABOUT DEVELOPMENT**

**We are interested in your attitudes regarding economic development on Virginia's Eastern Shore. Please check whether you strongly disagree, disagree, agree, or strongly agree with the following statements.**

	<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
Economic growth on the Eastern Shore should be limited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tourism is important for the Eastern Shore's economic future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We need more public parks here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We need more jobs on the Shore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a need to attract new industries to the Shore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Northampton and Accomack counties need to cooperate more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We need new schools here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expanding the airport is a good idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
There is too little development here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preserving our rural life-style should be our primary goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aquaculture/fish farming can help provide needed jobs on Virginia's Eastern Shore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The best way to improve the Shore is to invest in education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We should develop the businesses we already have here rather than bring in new ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The state sponsored space port at NASA Wallops Space Facility will create more problems than benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are plenty of jobs on the Shore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Shore should invest in river boat gambling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constructing a "heritage trail" is a good idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We don't need a Wal-Mart here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The time required to get state permits for businesses and towns should be shortened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jobs in farming are disappearing on the Eastern Shore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expanding the Chesapeake Bay Bridge Tunnel will benefit the Shore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preserving the environment should be our primary goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of life is improving on Virginia's Eastern Shore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young adults have to leave the Shore to make a decent living.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eastern Shore development plans take residents' opinions into account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The state sponsored space port at NASA Wallops Space Facility will increase tourism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### PART 4. ABOUT CRIME

In recent years, crime has become an important public issue. We are interested in your attitudes and feelings about crime in your **COMMUNITY**. Please check whether you strongly disagree, disagree, agree, or strongly agree with the following statements.

	strongly disagree	disagree	agree	strongly agree
<b><u>In the next 12 months it is likely that:</u></b>				
I or someone in my household will have their car stolen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone will break into my home when everyone is away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I or someone in my household will have something vandalized or destroyed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I or someone in my household will be physically assaulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I or someone in my household will be threatened with a weapon (for example, knife, gun, or club).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone will break into our home when someone is home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a great deal about the safety of those living in my household.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a great deal about my personal safety from crime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### PART. 5 ABOUT THE ENVIRONMENT

Below is a list of statements about the environment on Virginia's Eastern Shore. Please check whether you strongly disagree, disagree, agree, or strongly agree with the following statements.

	strongly disagree	disagree	agree	strongly agree
Regulations that restrict harvesting amounts in the ocean and bay are necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We should protect the environment of the Eastern Shore no matter what the cost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal property rights should be more important than ecological concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beach erosion is a problem on the Shore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a need to clean up sites contaminated by underground and above-ground storage tanks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
The Bobtown Landfill should be closed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As badly as we need new industry and jobs, we cannot afford to sacrifice our clean air and beautiful scenery to obtain them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chicken processing plants contribute to our environmental problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agriculture creates fewer environmental problems on the Eastern Shore than tourism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family participates in recycling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am concerned about the availability of water in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pollution is a problem on the Eastern Shore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We need alternative land-fill sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commercial fishing should be given priority over sport fishing on the Eastern Shore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The younger generation cannot count on commercial fishing as a career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The preservation of the Barrier islands and federal wetlands is very important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water quality on the Shore is declining.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia's Eastern Shore is no place for big industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The five year septic pumpout requirement is a good idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **PART 6. ABOUT YOU AND YOUR FAMILY**

**Are you:**

☐ male      ☐ female

**How old are you?** \_\_\_\_\_

**How many years have you lived on Virginia's Eastern Shore?** \_\_\_\_\_

**Do you consider yourself to be mainly:**

☐ American Indian      ☐ Black/African American      ☐ White/Caucasian  
☐ Asian/Pacific Islander      ☐ Hispanic Origin      ☐ Other (explain \_\_\_\_\_ )

**Where were you born?**

- ☐ where I live now  
☐ somewhere else on the Eastern Shore  
☐ somewhere else in Virginia  
☐ somewhere else in the United States  
☐ another country

**Please describe the kind of work you do: Your job title? Your occupation? What activities do you perform? Are you employed full or part-time?**

**Please check the highest level of education you have completed:**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Did not complete high school     | <input type="checkbox"/> One or more semesters of college | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> High school diploma or GED       | <input type="checkbox"/> Associate's Degree               | <input type="checkbox"/> Doctoral        |
| <input type="checkbox"/> Vocational-technical certificate | <input type="checkbox"/> Bachelor's Degree                |  |

**Which best describes the place you live in?**

- ☐ a house  
☐ a mobile home or trailer  
☐ an apartment  
☐ other (explain \_\_\_\_\_)

**Do you or anyone in your household own land on the Eastern Shore?**

- ☐ No      ☐ Yes (if yes, about how many acres \_\_\_\_\_)

**Do you think you will move away from Virginia's Eastern Shore within the next 3 years?**

- ☐ Definitely will not move      ☐ Probably will move      ☐ Don't know  
☐ Probably will not move      ☐ Definitely will move

**What town or city do you live in, or live closest to?** \_\_\_\_\_

**How long have you lived there?** \_\_\_\_\_

**Did you move to Virginia's Eastern Shore from somewhere else?**

- ☐ No      ☐ Yes (If yes, how big was that community?)
- ☐ A large metropolitan city (over 100,000 population).
  - ☐ A medium-sized city (25,000 to 100,000 population).
  - ☐ A smaller city (5,000 to 24,999 population).
  - ☐ A town or village (2,500 to 4,999 population).
  - ☐ In the country or very small town (under 2,500 population)

**How long did you live there?** \_\_\_\_\_

**Are you a registered voter?**

- ☐ No      ☐ Yes

Have you or any member of your household been the victim of a property crime in the last 2 years on Virginia's Eastern Shore (for example, vandalism, burglary, auto-theft)?

☐ No ☐ Yes

Have you or any member of your household been the victim of a violent crime in the last 2 years on Virginia's Eastern Shore (for example, assault or robbery)?

☐ No ☐ Yes

How many children do you have? \_\_\_\_\_

Are there any children under the age of 18 who live with you?

☐ No ☐ Yes

How many people (including yourself) live in your household at the present time? \_\_\_\_\_

What community organizations/activities are you involved in (for example, PTA, scouting organizations, political organizations, civic groups, church groups, etc.)?

What is your present marital status?

☐ Never married ☐ Widowed ☐ Married  
☐ Separated ☐ Divorced

Please indicate your total household income for 1995:

☐ Less than \$15,000 ☐ \$25,000 - \$34,999 ☐ \$50,000 - \$74,999  
☐ \$15,000 - \$24,999 ☐ \$35,000 - \$49,999 ☐ \$75,000 or more

What do you like best about living on the Eastern Shore?

What do you like least about living on the Eastern Shore?

Would you be willing to be interviewed at a later date? If so, please provide the following:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

**Thank You!**

## VITA

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## Education:

M.A. in Applied Sociology (emphasis in Criminal Justice), May 1999, Old Dominion University

B.A. in English (emphasis in Education), August 1996, Old Dominion University

## Work Experience:

Jail Officer, Hampton Roads Regional Jail, April 1998-present.

Distribution Clerk, U.S. Postal Service, May 1991-April 1998.

Telephone Operator, AT&T, July 1989-January 1991.

## Related Activities/Training:

Interpersonal Communication and Inmate Management Training, 1999.

Department of Corrections Time Computation, 1998.

Hampton Roads Regional Jail Newsletter, 1998.

Basic Jail Officer Certification, 1998.

Fundamentals of Handgun Handling, 1996.