

Prairie View A&M University

Digital Commons @PVAMU

All Theses

8-1946

Developing a Postwar Community School Program Through the High School Social Studies of the Furney Richardson School

Sarah A. Averyhardt
Prairie View University

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pvamu-theses>

Recommended Citation

Averyhardt, S. A. (1946). Developing a Postwar Community School Program Through the High School Social Studies of the Furney Richardson School. Retrieved from <https://digitalcommons.pvamu.edu/pvamu-theses/1006>

This Thesis is brought to you for free and open access by Digital Commons @PVAMU. It has been accepted for inclusion in All Theses by an authorized administrator of Digital Commons @PVAMU. For more information, please contact hvkoshy@pvamu.edu.

DEVELOPING A POSTWAR COMMUNITY SCHOOL
PROGRAM THROUGH THE HIGH SCHOOL
SOCIAL STUDIES OF THE
FURNEY RICHARDSON
SCHOOL



AVERYHARDT

1946

UNIVERSAL
Book Binding
4-30-47

DEVELOPING A POSTWAR COMMUNITY SCHOOL
PROGRAM THROUGH THE HIGH SCHOOL
SOCIAL STUDIES OF THE
FURNEY RICHARDSON
SCHOOL

By

Sarah A. Averyhardt

A Thesis Submitted in Partial Fulfillment
of the Requirement for the Degree of

Master of Science

In The

Graduate Division

of

Prairie View University
Prairie View, Texas

August, 1946

LC 5147
T4A9

A C K N O W L E D G E M E N T

The writer wishes to express her appreciation to Miss A. C. Preston, Professor of Rural Education, for her assistance in preparing this thesis. The writer also wishes to thank Mr. G. F. Woolfolk, Mr. J. H. Windom, Mr. O. J. Baker and the library staff.

DEDICATION

To my mother, Malinda E. Averyhardt, and my
brother, Henry Averyhardt, this thesis is dedicated.

T A B L E O F C O N T E N T S

CHAPTER I

	<u>Page</u>
INTRODUCTION	1
Statement of Problem	2
Purpose of the Study	2
Scope of Investigation	2
Definition of Terms	2
Method of Procedure	3
Previous Review of Related Studies	3

CHAPTER II

HISTORY OF THE COMMUNITY	7
Size	7
Topography	7
Population	8
Economic Factors	9
Social Factors	10

CHAPTER III

MOST ACUTE COMMUNITY PROBLEMS	12
Economic Problems	12
Low Income	13
Poor Soil	14
Poor Management	15
Migration of Youth	17
Social Problems	20
Lack of Wholesome Contact	20
War Veterans and Returning Industrial Workers	21
Absence of Health Facilities	23
Inadequate Sanitation	26
Lack of Recreational Activities	28

CHAPTER IV

A COMMUNITY SCHOOL	31
Plant	31
Curriculum	32
Teaching Personnel	36

TABLE OF CONTENTS

CHAPTER V

	<u>Page</u>
ANALYSIS OF DATA	38
Family Background	38
Economic Level	39
Social Contacts	40
Health and Sanitation	40
Housing	40
Recreation	41

CHAPTER VI

A SUGGESTED PROGRAM	42
---------------------	----

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	58
Summary	58
Conclusions	59
Recommendations	60

APPENDICES

Chart	63
Table I The Family Background	68
Table II Economic Level	70
Table III Social Contacts	72
Table IV Health and Sanitary Conditions	74
Table V Housing	77
Table VI Recreational Activities	79

BIBLIOGRAPHY	81
--------------	----

CHAPTER I

DEVELOPING A POST WAR COMMUNITY SCHOOL PROGRAM THROUGH THE HIGH SCHOOL SOCIAL STUDIES OF THE FURNEY RICHARDSON SCHOOL

INTRODUCTION

We are faced with two basic assumptions in our attempt to set up a workable plan for a postwar program at the Furney Richardson School. First, the objectives of education, including teacher, layman, administrative participation, should be derived from the needs of the society to be served; and second, professional education must be functional to be effective.¹

It is not sufficient merely to have schools available and all of the children attending them. The kind and character of the instructional program are equally important. The school must be more than an institution for training children in subject matter that will enable them to climb the educational ladder to a higher academic level. It must be an institution whose program is indigenous to the needs of the pupils and to the community it serves. The broad social and economic goals of education are important to be sure, but they can be made real only in terms of the situations and needs of the children.

¹ Everard Blanchard, "Guidance in the Rural School."
Bulletin of National Association of Secondary School
Principals, Vol. 28, (Nov., 1944), p. 75.

The Problem

When the investigator launched into the problem of planning a post war program for the school through the social studies, certain questions arose- What is expected of the rural schools after the war? What can I do as a teacher of the social studies to achieve other outcomes rather than mere mastery of content? How can I arouse more interest in problems of today affecting these rural children? These questions and many more were in the mind of the writer.

Purpose of the Study

This study was made first to find the needs of the community so as to enrich the program that is to be suggested; to accept the responsibility for making the social studies program effective and significant in the lives of rural boys and girls in the Furney Richardson School and in the Community; and to make school work much more alive and interesting.

Scope of Investigation

The study includes eighty-two Negro families visited in the Grove Island District. The families are those who live in the district, and those families who live in the district with their children, only during the school term.

Definitions

The term "postwar" is used in its broadest sense, namely; to include activities that will be recommended since the close of World War II. The "social studies" are those that are taught in the Furney Richardson High School, which are American history, world history, economics and civics.

Method of Procedures

The survey method was used in the accumulation of the facts in the study. Secondary sources of information were obtained from pioneers of the community, and other interested people.

Previous Review of Related Studies

The investigator did not find any theses written on the subject, but found many books and periodicals that had been published concerning the need of postwar programs for rural people, or the idea of an overall set-up needed in American education. More and more current books on American education are emphasizing the value of principles in the teaching-learning process, especially those which tend to consider learning outcomes in terms of child growth, rather than in the traditional way of the amount of information gained from books.

The need for higher standards of rural education were stressed at a White House Conference, held October 3-5, 1945, under the patronage of Mrs. Eleanor Roosevelt and the National Education Association.¹

The meeting which was addressed by both the late^{er} President of the United States and his wife, brought together some two-hundred leaders determined to make instruction available to all farm children. This could only be done by raising

¹The White House Conference on Rural Education, Oct. 3-4, 1944. National Education Association of the United States, Washington, D. C.

the levels to those enjoyed by the city youth. The group deplored the short terms, the insufficient training and pay of teachers, the poor housing, and the generally ineffective programs of instruction. A charter of rural education for the rural children containing ten points, THE RIGHTS OF EVERY CHILD, may be expected to give the United States a strong rural civilization.

The rural school must succeed fully in making provisions and providing means by which the points of the charter can be carried out effectively. This chart will be found in the appendix.

1
Superintendent L. W. Feek of Sioux City, Iowa outlined plans for a postwar educational program, with major emphasis on physical fitness. The physical fitness program included girls as well as boys. He also advocated vocational and industrial arts' instructors, with shop work for the junior high schools, and intensive home-making courses for the senior high schools.

In the program, Superintendent Feek planned to offer courses for pre-school children, youth, veterans and adults. The use of visual and audio-aids, including motion pictures, charts, and globes were pointed out. Included in the list of suggestions were some building improvements to make the proposed program doubly effective.

1
L. W. Feek, "Physical Fitness for Postwar World".
The Texas Outlook, Vol. 30 (June, 1946).pp. 15-18.

Another article, "Schools and the Atom" by John Starle¹, showed that the crisis that affects the modern world also affects educational thinking, particularly in the fields of the social studies. He advocated setting up a social studies program to meet social problems. Following are interesting questions to be answered in a type of program suggested; How much of the atomic physics should become a part of our social studies' core? At what educational level can this begin? What techniques of simplification may best be used to ensure the high school pupil's understanding of its principles? Where may the inquiring teacher find adequate material on the bomb itself and of its possible social results? These are but a few of the questions showing the need for social studies programs to prepare youths to be world citizens in the atomic age.

From the article "The Rural Community and Its Young People in a New Era" by Latham Hatcher²:

All national agencies concerned with young people recognize that local community, making the best possible use of its own resources and its own leadership, is the indispensable element in national strength.

He stated the need of the community knowing its own young people as a whole. It must match their capabilities

¹John Starle, "Schools and the Atom" Education, Social Science, No. 1 (April, 1946), p. 500.

²Latham Hatcher, "The Rural Community in a New Era", The Texas Outlook. Vol. 27, (March, 1945), p. 10.

and needs with its own resources and opportunities to the limit. It must study its own future and make bold and sensible plans for itself.

CHAPTER II

HISTORY OF COMMUNITY

Size

In writing the historical development of any community for educational purposes, the first factor to receive attention is that of the size and area of the community. The Furney Richardson School Community is rather small for a school district. In fact, a survey of the district shows that it contains approximately twelve square miles. It is located west of the town of Teague, Texas.

This area of twelve square miles is divided into subsistence farms, ranging in size from twenty to fifty acres under cultivation. Most of these farms are owned and operated by the inhabitants of the school district.

Topography

The Furney Richardson School District is near enough to East Texas to possess many of the characteristics of that section of the State. In the main the surface of the district is level; yet there are some moderately rolling portions in the extreme eastern and southern parts of the district.

This district, which was created from a portion of Limestone County in 1850 and organized as a school district in 1851, is bordered on the north-east by the Trinity River, which overflows and causes richness of the soil.

Such a river adds greatly to the unevenness of the district in the extreme eastern part. Freestone rock may be found scattered throughout various parts of the district.

According to geographical and weather reports, the altitude of the district is four hundred fifty feet and the annual temperature average is around sixty-six degrees Fahrenheit.¹ The average rainfall is around thirty-six inches.

Population

The inhabitants of the Furney Richardson School district are Negroes. Ever since the formation of the district there has been no change in the race of people. Since most of the people are land and home owners the population is rather stable. Yet, the statement should be made that there are a few tenant farmers on some of the larger farms.

The population ranges from one hundred-sixty to two hundred adults. At present time, the exact number of adult inhabitants is one hundred sixty-nine. On an average there are about two hundred children residing in the district. At present, the number of children is somewhat in excess of two hundred.

¹Texas Almanac. (1945-46). Published by Dallas News.

Economic Factors

In general it may be said that the soil and climate of this district are suited to agriculture. The soil is mixed in nature. Since some of the soil is from bottom lands, it is of a rich, dark, chocolate nature which produces good cane and cotton. Some of the other sections of the district have dark loamy soil and still some other sections have sandy soils. The rolling prairie sections are of a dark loamy nature.

The district is not without timber. In some sections are seen the East Texas pine and black jack. Also, these are sections in which the oak, mulberry, mesquite, cedar, and the gum postoaks grow. Much of the timber is used for fuel.

The chief agriculture crops are cotton, corn, oats, and potatoes. Both sweet and Irish potatoes thrive. Cane is also grown and made into syrup. Crops of peanuts and hay are also produced. Many of the farms are given to growing for trucking purposes. Some of the products from these truck farms are vegetables, watermelons, cantaloupes, and blackeyed peas.

The duties which take most of the women's time are those of doing the house and garden work. A few of the women, however, walk to Teague, Texas, a distance of five miles, where they are engaged in various types of domestic work.

The majority of men work on the farms. Especially is this true during the farming and growing season. In the winter months, many of them find employment at the Burlington Rock Island Railroad Shop in Teague, Texas. An additional number of the men, residing in this school district are employed in the brick and chair factories which are also found in Teague. Still there are a few men who work on the roads and highways.

The children are given duties at home and on the farm. The larger ones help in the care of the smaller children. They also help in doing the house and yard work. They milk the cows, feed the chickens, feed the farm animals and do the other chores. Many of the larger boys cut the wood for fuel and commercial purposes.

Social Factors

The social life in the Furney Richardson School Community is rather limited; yet it has many possibilities. Most of the inhabitants live in houses of one, two or three rooms where they are practically no conveniences. Some improvements are being made at the present time, however.

The institutions which make the greatest social opportunities are the neighborhood stores, the homes, the churches and the schools. At present, the men of the community do not have a functioning lodge. The ladies, however, have the privilege of becoming associated with the

women's lodge, The Courts of Calanthes. The spirit of neighborliness prevails in the community. The inhabitants exchange work, tools and machinery and provide a number of social and recreational activities. They seek many face to face contacts.

In the early days of the community the people from all church denominations or affiliations gathered for worship under an arbor. The arrangement was that each denomination or faith would take one Sunday out of each month. Recently this condition has been changed. Each denomination has its church and meets regularly for worship. At present time, there are six separate churches in the district.

The Parent-Teachers Association offers an opportunity for social contacts as well as service. It is active and has done much to improve conditions. Especially is this true in regard to the hot lunch program and other school projects.

CHAPTER III

MOST ACUTE COMMUNITY PROBLEMS

Economic Problems

To be effective, education must grow out of the life of the people it serves; their vocational experiences; their economic problems and policies; the nature and effectiveness of their community organizations; their problems of health, welfare, and recreation; their relationships among themselves and with persons in other environments; and their hopes and aspirations in every phase of human activity.

In the belief that postwar education will demand a greater understanding of the above mentioned problems than was recognized in the past, the investigator shall undertake to present briefly certain phases of rural life in the Furney Richardson Community that seem to be particularly important in the development of a new social studies' program. Being responsible for this suggested program, knowledge of most of these factors should be known. For example, information about the income of the people in general will be informative as regards to standards of living. A recognition of the problems of poor soil, migration of youth to cities and towns, returning veterans, of health and sanitary conditions, and of standards of living present challenges as to what could be done through the social studies of the Furney Richardson School and Community.

Low Income

The amount of income which a family receives determines its standard of living¹. Money is required not only to buy necessities of life-food, clothing, and shelter, but also for many of the extras that make life worth living-books, travel, and entertainment. Of course, income may include much more than money. The farmer who can raise some of his food on his own land must figure that as part of his income. This income in most instances makes the farmer quite independent.

Data collected show clearly that lack of education may be one of the chief reasons that large numbers of the families are living on a very low economic level. Their major problems grow out of the low economic level. If it is the responsibility of the school to assist the people in solving problems affecting their standards of living, with few exceptions, most rural schools have failed to meet this responsibility.

An important step in the improvement of the community is the development and acceptance of the idea that one of the basic purposes of the rural school is to assist the people of the community to utilize the school itself for the improvement of their general living conditions. This involves cooperative activities carried on by lay leaders,

¹
Theresa S. McHon, Social and Economic Standards of Living, p. 18.

children, and teachers with the general aim of making the community a healthy, wholesome, and satisfactory place in which to live. Of course the school cannot do this job alone, but it is the logical agency through which some of the efforts and other agencies working toward the same goal may be co-ordinated.

It is known that throughout the past few years, except in the current war boom, farmers have been economically insecure; in many areas of most rural sections, farmers and their families exist on submarginal income; the investigator feels that a major part of the school's program should be directed toward the improvement of living within the rural community. The aim should not merely be to adjust the pupils to their environment but also to develop such attitudes and abilities as will enable them to change the environments to meet their higher ideals, wants and aspirations.

Low farm income makes it difficult to have the best labor-saving appliances on the farms and in the homes. Only three farms in the community are equipped with the best labor-saving machinery, and these do not belong to the tenants.

Poor Soil

Many reasons can be given for the condition of the soil, among them being natural forces including storms, floods, plant diseases and unfavorable seasons. A farm magazine states that the soil of a nation is its most

material heritage¹. It nurtures the over-flowing of vegetation from which men and their animals must derive their food. With the mixed soils of this community it appears that the farm people have not maintained their heritage at the productive level. The soil, from indications of the data, is in a lower state of fertility than seems feasible. In fact some of the soil areas have so seriously deteriorated that its early reclamation will be extremely difficult and costly if not nearly impossible.

Questions are often asked as to whether people living in the less productive sections of a state or nation should be compelled, because of the limitations of their environment, to continue to suffer permanent handicaps in their effort to secure financial resources necessary to supply them with the educational, recreational or social services now enjoyed by those who live in a more favorable environment? Within the limits of this community may now be found a severe struggle for existence simply because of difference in productivity of the soil.

Poor Management

Changing economic conditions have shaken the sense of security of many. Learning such things as how to buy more wisely, how to balance spending with income, how to get more

¹Eugene Butler, "Life on the Farm", Farm and Ranch Magazine, (June, 1946), p. 21, Dallas, Texas.

in satisfaction from the things they do buy and how to choose from among the many new services now available, and those worth the cost are merely a few points to observed¹.

Farm problems are becoming more complicated. They are becoming more difficult to solve; the consequences of bad management are more far-reaching; and competition is constantly advancing the standards of efficient farm management. There is more to manage, it is harder to manage, and the rewards of good management are correspondingly greater.

The economic debacle of the farmer studied is probably traced back to the blind and unregulated competition among hundreds of uninformed, non-cooperating, unorganized farmers. In thinking of such terms as over-production, under-consumption, and apparently continuous surplus of farm products these confusing or discouraging agricultural conditions make for improved management of the farm.

Within the dwelling and its immediate surroundings, the housewife can exert a large measure of control over the family environment. This control varies from that of a house owner financially able to choose a location to

¹
Lyle Williamson, Homemaking Education in the Schools, New York, D. Appleton Company, p. 41.

that of a tenant living in shacks of absentee land-lords. Selecting, buying, and using so as to make the rural home more attractive as well as more comfortable, setting up desirable working relations with the school for the neighborhood, including possibly its Parent and Teacher's Association are indeed problems of managerial ability. The equipment, furniture, rugs, drapes, curtains that would be best adapted to the given conditions of living are tasks which call for all of a woman's intelligence, fortitude, and delicacy, as well as special knowledge and understanding that only systematic instruction of some can give.

The lack of labor-saving conveniences tends to result in overworked mothers and fathers which in turn tends to lessen the time, and decreases the energy to properly inform themselves on the best methods of farm and household management, and on questions of organizational policies, as well as the lack of time and energy to take the needed part in organizational activities. Above all, when mothers and fathers are overworked they cannot give the most intelligent attention, or enough of it, to the proper training and socialization of their children, especially training designed to prepare them for cooperative action in later life.

Migration of Youth to Cities and Towns

The great movement to the city had far-reaching re-

¹
Walter W. Wilcox, "Small Farms in Wisconsin," Journal of Farm Economics. Vol. XXVII, pp. 458-469.

sults in this community. It was in most cases an effort to improve the economic conditions of the family. Often the expression, "Anything to make a living", and have a good time was a frequent answer to the question as to why these boys and girls left the farm. Youth knows what it wants¹. The following are a few universal wants of youth,"

1. Jobs---economic security
2. More education
3. Better opportunities for an adequate social life
4. Opportunity for, and information as to how, under present conditions, marriage can be entered into and homes established.

The rural youth had become quite conscious of the lack of adequate social organizations. This problem seems to be as much economic as social. This migration in many cases has apparently resulted in a lowered average mentality in this community. Cities have a powerful attraction for those who are strongly social in disposition. The migration of these young people from the farms accelerated during the war when employment opportunities were most favorable. These youths were seeking both economic and social opportunities.

This migration of farm youth to cities imposes on rural schools a responsibility of the first order. It is no easy task for farm youth to move from a simple rural culture to the complex and sophisticated culture of cities. They need to be prepared for the problems of adjustment involved, as they stand sorely in need of guidance. If

1

Edmund DeBrunner, J. H. Kobb, A Survey of Rural Society: Its Organization and Changes, p. 146

they arrive in cities in possession of no readily marketable skills, they will find it necessary to enter occupational life at the base of the occupational pyramid, where competition is already keen among youth from the homes of the unskilled and semi-skilled. For better or worse, farm youths must take their places in the total social life of the community into which they move. The success or failure with which they make the adjustment will depend, in no small measure, upon the kind of educational opportunities the rural schools have provided them.

The program of rural education should aim to develop in youth an understanding of the way our economic, political, and social arrangements work, so that they may participate intelligently in policy formation at the societal level.¹ Rural education needs to give more attention to the intelligent guidance. Here lies one of the major responsibilities of the rural school in this post war period. The program should also meet the needs of youths who will remain on the farm. It is not supposed that education alone, even when properly received and adequately supported, will solve the major problems of the community. Low planes of living, inadequate incomes and weak economic structure do not yield to simple

¹ Edmund DeBrunner, Working with Rural Youth., pp. 18-19

treatment. It is true, nevertheless, that the right kind of educational program could do much to strengthen the economic structure and to improve the quality of individual living in rural communities. Such a program would certainly stress activities designed to give farm youths a better understanding of and command over the resources of their environment. It would seek to prepare youth for more effective leadership in the community, and it would stress the value of rural life.

Social Problems

A community that is lacking in important elements, that contribute to the all-round development of its population, that is minus important utilities, or services, means that the school program must recognize these handicaps and compensate for them to the best of its ability. It should also mean that the school will do its share in helping to overcome the discovered handicaps to satisfy community living.¹

Lack of Wholesome Contact

In rural districts, social life has suffered from the changes brought by the automobile, expanding the effective size of the neighborhood beyond the scope of the existing schools, churches, and various informal groups. Few of the people studied have their own automobiles and many of them

¹
Rural Schools for Tomorrow. Yearbook. Department of rural Education. National Education Association of the United States, (Feb., 1945), p. 98.

go to the nearest towns for many social diversions.

To maintain a sound relation to life and to the community, any normal person needs some place to go and something challenging to do. Young people especially need the benefits of organizations in which they can talk over their interests with others in their communities. This assurance of belonging to the community and the nation is the main foundation for morale in war or peace.

War Veterans and Returning Industrial Workers

Many may think the servicemen, thru the "G. I. Bill of Rights" will be well taken care of as far as the social life for them is concerned. That may be true in the larger cities but what of the same young men who do not live in the towns and cities, those who plan to remain on the farm? The local community could well discuss and plan now for its share in this task with its own sons and daughters. Listed are many questions that should be under consideration: Since agriculture efficiency has increased during the war, the question is for what refresher courses in vocational agriculture should the school plan? How many farms will be available? What arrangements for credit can be made locally to facilitate the purchase of available farms by returning service men? What can be done to attract the veteran to remain on the farm? How can the school, the Extension Service, and local leaders cooperate in facilitating the return of those

who wish to farm the soil? Communities that can get approximate answers to these questions will be in a favored position to cooperate effectively with whatever plans the Federal Government initiates. They will also give the most substantial and fitting welcome to their own sons and daughters.

There are many farm youths returning from the services of industries. It is up to the school and the community to be able to cope with this problem.

A number of teen-age farm boys supplied additional wartime workers. A number of these workers came from the following groups: (1) Those who took a job, but remained in school; (2) those who left school early to take a job; and (3) those who took a job, but would probably be out-of-school-home-workers.

Many of these young people left home to take jobs in other States, and communities often without their parents' consent. These young workers soon became "adults" with respect to independence and freedom, but they are still immature with respect to judgment. They are free from supervision, frequently living in flop houses and other undesirable sections of the community. Often boys sleep on the premises where they work. In many instances boys participate in the drinking and gambling which occur among the adults. Local prejudices against these migrants soon arise because it is felt that they create housing, trans-

portation, recreational and other difficulties. The young migrant, therefore, not being thrown into contact with stabilizing influences of the community, develops behavior patterns not in harmony with good public decorums, and often becomes a delinquent. These young workers will face many problems during the readjustment period. Assisting the veteran and the immigrant war worker to make the necessary adjustments in the postwar era is fundamentally a community problem. The rural school must take a leading part in the community in helping the veteran and war worker to adjust themselves.

Absence of Health Facilities

The large number of persons rejected by the military forces because of physical and mental health deficiencies and the millions with defects that have been corrected suggest the magnitude of the health problem facing the nation. Surely this community is a victim of the circumstances.

From data presented in this study, the cause of poor health lies more in the influence of tradition, in ignorance as to sanitary requirements, and to inferior domestic economy than it does in bad physical environment or the inferiority of the rural stock. There is plenty of fresh air in the rurals, but because of poor heating facilities, many of the homes are kept closed during the winter months both day and night, so that air becomes stagnant. In many of the homes the investigator found that there still existed prejudice against the night air. The homes that were heated with stoves were often

overheated, so that when the inhabitants went out into the open air they were more subject to attacks of colds and other diseases of the respiratory system. Many of these homes are so constructed that they have no ventilation underneath the houses and no adequate protection against ground moisture, so that they become damp and are prolific sources for the development of deadly disease germs. Many of the housing conditions are not at all ideal. Much remains to be done in education of the rural youth as to the necessity of providing for pure air, and comfortable, well-lighted and dry homes.

A number of the homes are not protected against flies as they should be. Owing to the necessity of raising live stock and keeping animals within convenient distance from the houses, it is much more difficult to eliminate the fly pest in the rurals than in the cities. These people are not as well educated as to sanitary methods of disposing of waste matter as people who live in the cities, where public health demands rigid enforcement of sanitary regulations. Consequently, the food of the farmer becomes contaminated with germs carried by the flies.

It seems evident from the survey that the rural diet is not at all ideal. It is true that the type of work rural people engage in demands much heavier eating than in urban occupation. The quantity eaten, however, is not the only source of difficulty in the diet. Most of the people

practice butchering in the winter for the purpose of getting an adequate supply of meat for the year. For a few days a home supply of fresh meat is available, but the greater part of the year the meat supply, other than milk, butter and eggs, consists of salt meat. This constant use of salt food has a bad effect upon the digestion. The milk is secured in many of these homes in an environment that would not pass the inspection of those who serve and consume it.

The families studied are great users of patent medicine. It is rare to find a home in which empty medicine bottles do not exist. In some, they are in great evidence. When housing and food conditions are improved, much of the illness which characterizes the average home in the community will be done away with.

Probably the indifference of many of these farmers to the scientific principles involved and the methods employed in agriculture is largely the result of attitudes developed during childhood from parental influences, and of the influences of neighbors. These attitudes are retained because of the utter lack of any form of nature instruction in the schools of which they attended, and probably because of the formal and relatively functional science that is taught in a number of rural schools. Many of them still have faith in moon signs as being controlling factors in crop production, with a firm belief that the potato crop depends upon the sign of the moon in which planting is done. Why should the

farmer bother about using methods of planting and cultivating?

Inadequate Sanitation

Sanitation problems are closely allied to those of health. Of the eighty-two homes visited all had outside toilets or privies. An undeterminable number of these are inadequately screened or are dangerously close to wells or other sources of their water supply. The importance of sanitary provisions here is clear when it is realized, just two of these homes have water supply within the house. It is surprising to know that some of the families have no toilet or privy whatsoever. Schools might at least make demonstrations in this area. In addition, the facts are so simple, direct and important that instruction on these and other simple health procedures in even the one-teacher rural can effect social change in this particular.

Apparently all are agreed that the sanitary and hygienic controls of the rural child are materially lower than those of the urban child. Sorokin and Zimmerman point out that nearly all of the physical defects among rural children are due to the poor sanitary conditions of the schools and homes, and that a decrease in the physical defects of rural children during the past four years can be traced to a series of sanitary improvements recently installed in these two institutions.

¹
Pitrim Sorokin, and C. C. Zimmerman, Principles of rural Urban Sociology, P. 172

This disparity of the sanitary conditions, coupled with almost equality in defects, testifies rather in favor of a better health for the rural children.

In teaching sanitation as a point of departure, the common cold may be used. Colds cause more absence from the school than any other disease. The teacher can arouse in pupils a desire to improve conditions in their school. Cummings¹ suggested a number of health rules to remember and practice in connection with prevention of colds. The classroom should not be overheated, and children should be required to remove their outer wraps when they enter the school room. They should be encouraged to use their own supplies, especially pencils and all children should be supplied with handkerchiefs of some sort.

Clean children are an executive responsibility, according to Tappan², who believes the administration should make every effort to provide adequate supplies and equipment for washing hands. Evidence of such need is found in the Editorial Comment,³ "Children Return from Toilet Rooms Without Means of Washing Their Hands." Healthful living must be basically sanitary, and the classroom teacher should insist upon the practice of sanitation with basic understanding of the principles involved as a

¹ H. S. Cummings, "The Common Cold", Journal of the N.E.A. (December, 1940), p. 299.

² Julia B. Tappan, "Clean Children-An Executive Responsibility," The School Executive, (November, 1939), p. 118.

³ The Nation's School, (August, 1936) p. 11.

background.

Lack of Recreational Activities

The survey of the rural people studied shows that much of the recreational activity in the community is informal, developed by the individual and centering in the family and in small groups of friends. The survey also showed that the people are interested in Sunday visitation, reading, fishing and hunting, farmer's meetings, church socials in order named. The women expressed preference for sewing, fishing and women's organization meetings. Most of these, it will be noticed, are activities outside the home, for the home is not fulfilling its functions as a recreational agency in the rural community in spite of the fact that a large percent of rural boys and girls have no playmates outside their own homes. The long workday is a hindrance to neighborly association, which is not easily overcome. Where there is no social contact, there can be no wholesome recreation.

Profitable evening at home could be arranged in rural communities if farmers placed social opportunities ahead of apparent work needs. Simple outdoor games are more rare than they could be, for the same reason. The school needs playgrounds and equipment for play. The library is scantily equipped with current literature and stimulating recent books.

Among existing needs in the community, the investigator finds athletic fields, band stands, dance pavillions, libraries and little theaters. Other facilities are

needed for such activities as pageants and festivals, however, those require expert direction.

Recreation is "a personal response, a psychological reaction, and approach, a way of life."¹ It is justified as an "end unto itself". It is fundamentally a community responsibility. In reading Otto Romney's A Modern Conception of Recreation and Its Place in the Postwar World of the recreational services provided through the U. S. Army Special Services, U. S. Seamen's Services, the U. S. Service Organization, and American Red Cross Services during the war era, evidence points toward the satisfaction of human hungers through wholesome recreational programs.

Many studies have been made that indicate the need for more and better provisions for recreation. In a report of the Child Welfare Committee of the League of Nations one reporter states that delinquency is closely related to the use of leisure time, and claims that communities having the poorest playing facilities have the greatest amount of delinquency. Another reporter claims that delinquency is reduced in proportion as facilities for recreation are provided.

Young men who have become accustomed to the superb standards of the armed services in physical training, recreation, and men and women who have experienced the relatively high level of sanitation and general care in war

¹ Otto Romney, "A Modern Conception of Recreation and Its Place in the Postwar World", The Research Quarterly, Vol. 17, (March, 1946), p. 68.

industries, and in modern cities will not be satisfied with the lack of these things in their home neighborhoods. The necessity now is to crystallize and activate local opinion everywhere, procure and devise practicable schemes for such facilities. The school is the most active institution in the community. People look to the school to supplement all that has been left undone by the home, the church, and other social organizations. The recreational activities of the school and community in this study are rather limited. The school sponsors dances, and picnics. These activities are sponsored by classes, and school clubs. The high school department contributes more than other organizations to the social life of both the young and adults. Dances were usually sponsored by the homemaking girls. They were infrequent and held for the entire community rather than for the school children.

CHAPTER IV

A COMMUNITY SCHOOL

Plant

The school is located West of the town of Teague, Texas. The plant consists of four acres of level ground, with a well-kept campus. Shade trees, flowers, and native shrubbery make an attractive view on entering the campus from the South and West.

There are three buildings substantially constructed by state regulation, with an adequate light supply, and a convenient water supply. The high school building measures 93 ft X 56 ft. Within this building there are four rooms. Two of the rooms are opened to make the high school auditorium. On the other side of these two rooms, which is across a long hall, the English classroom and the hot lunch are found.

The elementary building, which was constructed in 1939, measures 84 ft X 44 ft. There are three rooms to this building. These rooms accommodate the first seven grades. The vocational building is very spacious. In the year of 1940, an addition was made to the building.

This additional room was built by N. Y. A. labor, and was used for a defense workshop. The homemaking room is located or attached to the vocational building.

This building consists of two rooms, one a foods' laboratory the other a clothing laboratory.

The rooms in all of the building are in good condition. The inside of each was painted during the summer of 1944. A teacher's desk and chair, seats for the students, and one picture of art are found in each classroom. The playground equipments are few, however, some equipment is added each school year. Swings for the smaller children, baseball bats, croquet sets, basketballs for the girls and boys, indoor games, and tennis outfits are found for the leisure time activities of the students.

Curriculum

Prior to 1933, there were two small elementary school buildings located in the Grove Island District. These two schools housed approximately one hundred-seventy five elementary children with two teachers in either schools. Needless to describe the conditions of such a situation. The schools were characterized by the traditional textbook. The practices and policies of the schools evidently were confined strictly to instructional activities and the limits of these activities and policies were defined by the walls of

the building. Pupils were made to fit into the curriculum, and individual needs, abilities, and interests were secondary. The curriculum content and organization were rather formal and unrelated to the life of the pupil and of the community. Curriculum Practices were far from preparing the youth for living in his own area, nor were efforts put forth to study the resources of the environment. There were few health examinations and immunizations; there was no hot lunch program. The children brought their lunches, and ate them on the school grounds, disposing of the waste paper as they pleased. School and community activities were restricted to the annual commencement and spelling matches.

The teachers taught subject matter and children studied the same for the purpose of giving back to the teacher. The methods of teaching were those of formal discipline, and the technique of learning was memorizing by rote. Progress was measured by mileposts in specific textbooks or by going from one book to another, that is, from the Third to the Fourth Reader. The rigid discipline of the school was in perfect harmony with the rigidity of the curriculum. The child's mind was not developed evidently, it was stuffed; his interest was not stimulated, it was driven; and his individuality, and personality were not developed, they were crushed and catalogued.

The buildings were also deficient in their lack of room and of equipment for lighting and ventilation, water and sewage disposal systems, and in the opportunity to differentiate between the various school processes. The school grounds lacked space, play equipment, and organization of any kind. The school equipment did not include enough blackboards, maps, charts, globes, or any teaching material.

The union of the two schools which was brought about in the school year of 1933-34, made for a number of advantages. Some of the advantages are listed.

1. Improved curriculum of School curriculum.
2. Better school buildings were insured.
3. Provided for bigger school grounds.
4. Provided better and more school equipment.
5. Made possible better supervision and administration.
6. Improved quality of work.
7. Improved teacher personnel.
8. Made possible a high school training for rural people.

Needs and functions of the rural school being recognized more fully, its curriculum is accordingly providing for some adaptations to rural life. Methods of teaching are being evolved which utilize the native rural environment and prepare the child for life on the farm and in the

open country. The aim of the curriculum is to provide such content as will give pupils the physical, intellectual, moral, and social training needed. The aim is directed not only at preparation for participation in adult life, but for intelligent living now. The curriculum represents a definite shift from textbook content to the child and his immediate needs. The assumption is that the curriculum is a series of guided experiences selected from real life situations and so related to the interests and needs of the learner, that what is learned now serves to integrate the total life experiences of the child. It now deals with real life problems which are so related to life that the child sees the need of these learnings in every day life experiences.

A number of weaknesses found in the two elementary schools were eliminated through the union. This union has not corrected the defects as far as the supply of equipment, but much has been added for the outside as well as inside. This union meant that for a radius of 20 miles, rural boys and girls were attending a high school for the first time. This school was accredited in 1937, by the State Department of Education. Many other Negro schools have been accredited since 1943 in the county; consequently the enrollment of the high school has decreased.

The high school curriculum consists of courses in the social studies, public school music, and piano, typing, junior and senior homemaking and shop work. Many activities are carried on, such as; choral clubs, male and female quartettes, N. H. T. and N. F. A. organization.

Teaching Personnel

The generally accepted standard of training for high school teachers is four years of college work, a part of which is professional courses in education.¹ From the transcripts taken from the County superintendent's office, the eight teachers of the Furney Richardson School have four years or more of college training. Five of these teachers are teaching the subjects upon which they have spent considerable time during their own college career, and four of them are not teaching the subjects which they spent considerable time during their own college career.

The teaching personnel is very stable in tenure of position. Three of these teachers including the principal were teachers of the two elementary schools before the union. Another one of the teachers was added to the faculty the year of the union, they all are yet

¹Dennis H. Cooke, Problems of the Teaching Personnel, P. 43

teaching in the school. Whether or not experience beyond a certain point adds to a teacher's proficiency is questionable. Much depends upon where and under what conditions the experience was gained; and upon its relation to the requirements of particular situations.

"Practice does not make perfect unless it is the right kind of practice," claims some authorities, moreover, there are individual differences in the ability to learn from experience. Nevertheless, it is generally conceded that a certain amount of experience is an important factor in the qualification of teachers.

CHAPTER V

ANALYSIS OF DATA

The material in this chapter is based upon the findings from a survey made of the community. There are approximately ninety-five families residing in the community where the survey was made. The study was made of eighty-two of those families. These are the returns of the study.

The survey was grouped under six headings: Family Background, Economic Level, Social Contacts, Health and Sanitation, Housing Conditions, and Recreation. These will be discussed in order named.¹

Family Background

The size of these families ranged from 1 to 16. There was 68 families which ranged from 1 to 7 in size. Thirteen families had from 8 to 12 in size, and only 1 family had 16 in number. Twenty-two were either widows or widowers. Fifty-five were married and five were single.

The occupation of the mothers consisted of house-wives, common labor, cooking and beauty culture work. The majority of the mothers served as house-wives. The scale of occupation in importance runs as follows:

¹For full detail of survey findings see appendices, pp. 68-80.

housewife, common labor, farming, cooking and beauty culture work.

With regards to the fathers, farming is the chief occupation with unemployment ranking second. Listing livelihood activities in importance the following are found: farming, unemployment, common labor, and the ministry.

From the study of the educational level of mothers and fathers it is pointed out conclusively that more emphasis should be placed upon the education of the boys of the community, only nine mothers never attended school, while twenty-four mothers finished high school. The height of the educational level of the men centers around the primary and elementary level. That of the women centers around the elementary and high school level.

Economic Level

The income of this group ranged from \$200 a year to \$2,000 a year. The greatest income bracket ranges around \$500 to \$1,000. A smaller number receives an annual income above \$1,000, and only 5 families receive incomes between \$1300 and \$2000.

Only 23 families out of the 82 save anything. These 23 save an average found in the following bracket: \$10.00-49.00- 15 persons: \$50 - 99 - 1 person, and from \$100 to \$350, 7 persons.

Food preferences show that of the average daily diet of the average family. Food preferences consist of vegetables, cereals, meats, syrup, fruits, salads, milk, sea food, sweets and coffee. Seventy-seven had regular diets and five had special diets.

Social Contacts

Social contacts are limited to church, school, and one female lodge activities. Visitation ranges from 24 who very often visit, 20 who often visit, and 38 who seldom visit.

Health and Sanitation

Only about one third of the families have a visit by a physician annually. Patent medicine is used instead of medicine prescribed by a physician. Only 8 deaths occurred in the community during the last year. Measles, whooping cough and mumps are the diseases most prevalent among children.

The main water supply is supplied by wells, however, only one half of the population has wells. Some of the families have no water on their places, two families obtain water from springs.

Garbage disposal is not a problem. The hogs and chickens are given the garbage which comes from the tables of these families, very few burn garbage or haul it away.

Housing

The majority of the houses range from two to

five rooms in size. Most of the homes are classed as "fair or good." Most of them do not have screens. There is great improvement needed in the landscaping and general appearance around the homes.

Recreation

Recreation is carried on by attending churches, being affiliated with fraternal organizations, sewing circles, reading clubs, hunting, and listening to the radio. These families visit each other often, and this is one of the very important ways in which they seek recreation.

From the foregoing study it can be stated the following conclusions:

1. Farming is the major occupation.
2. The average home is around 8 in number.
3. Only a small percentage is single.
4. The education of the men is lower than that of the women.
5. Better water supply should be secured since only half of the population has wells.
6. Garbage disposal should be disposed of properly.
7. Greater attention on medical aid should be encouraged.
8. Better housing conditions should be encouraged.
9. More wholesome social and recreational activities should be encouraged.

CHAPTER VI

A SUGGESTED PROGRAM

Rural education must equip rural children and youth to take their full part in meeting the test of postwar economic and social readjustments in every phase of American life.¹ Social studies occupy a unique place in the curriculum because the entire content must center around either natural phenomena or the activities, achievements and aspiration of mankind. Since the school program has fundamentally a social purpose, every thing included in it must have social value; because society which established and maintains the school, as one of its indispensable social institutions, is concerned primarily that the school function to produce the highest type of citizenship. The purpose of all education and the purposes of social studies teaching are synonymous. The emphasis upon social studies in the modern curriculum, therefore, is easily defensible.

¹ Helen Hefferman, "Newer Types of Instruction in the Social Studies." Newer Types of Instruction in Small Rural Schools. Yearbook. 1938. Department of Rural Education. National Education Association of The United States, p. 56.

The aim of the suggested program is to help rural boys and girls of the Furney Richardson School and community, to experience effective social living in their present relationship, as the best possible preparation for effective social living in adulthood. Desirable social behavior is the product of adequate knowledge about the world of men and their welfare, ideals of social justice for all mankind, and a thorough understanding of the techniques of cooperation by means of which human beings achieve their mutual goals.

The last decade has witnessed tremendous progress in the development of a functioning citizenship. Teachers have been challenged to accept a dynamic social theory and to make the school serve as an effective instrument in helping bring about social progress. In recent years, the attention of all thinking people has been focused upon the steadily increasing industrialization of our society due to science and technology. The machine has brought about an almost unbelievable increase in capacity to produce. From a social point of view the significant question arises, "Will this increased capacity for production operate for the welfare of all mankind?"¹ Numerous recent studies have proved that our available resources and ability to produce goods and services are sufficient to guarantee a high

¹Harold Loeb and Others, The Chart of Plenty
Boston: Houghton-Mifflin Co., 1939. P. 180

standard of living for all. Economists are pointing out the necessity of redesigning our economic system to provide for the needs of all the people rather than for the profit and privilege of a few. Then education must make its contribution by putting young people in possession of the facts concerning the problems confronting the present day world. They must be helped to develop such attitudes of social justice, that will make them eager to participate with civic competency, in that orderly reconstruction of our institutions, essential to meet emergent needs.

The problem of serving individual needs in this rural community is very complicated. From the survey studied, about half of the boys and girls who grow up on the farm are destined to go to the cities to earn a living. This means that the school must train two groups, those who are to be the future adult citizens of rural areas.(or those who stay at home), and those who, as adults, will live in cities. This must be done without knowing in advance which is to remain rural residents. The best possible basic education for both groups is one that gives the pupil an understanding of his community, its environment, its problems, and how to work out the solution to these problems.¹

¹"Rural Schools and the War," Yearbook. The Department of Rural Education. National Education Association of the United States, (February, 1944), pp. 102-104.

Those who remain in the rural community can use this understanding of the real problems of life in finding their places in that type of community. Those who will go to the city will have learned an approach to the problems of living in any community being rural or urban.

The studies of the American Youth Commission, and studies conducted by various states and other groups, indicate clearly that the schools must prepare youth for living, as well as for higher education. These studies also indicate that the schools are not now doing a satisfactory job of preparing youth for living and working. This program for the Furney Richardson Community does not plan to solve this problem in the community, but it does plan to teach the rural boys and girls some fundamental principles that will help them to adapt themselves in living and working.

The following general pattern of educational opportunities and provisions are offered as a series of goals for postwar schooling in the Furney Richardson rural high school. This program is being prepared in the light of recommendations found in hundreds of professional books, bulletins, and magazine articles on local, state and national aspects of education.

The guiding principles for the Furney Richardson Community of Tomorrow are listed below:

1. Provide for education in the classrooms that will be closely related to the economic processes of community life.
2. Provide an education which will make possible an intelligent and productive participation in the political and governmental life of the local community, the state, and the nation.
3. Prepare the people to develop and use the social service needed in the community.
4. Strengthen and enrich family life throughout the community.
5. Provide opportunities for experiences in wholesome recreational activities including the creative arts and crafts.
6. Emphasize social attitudes and values which determine much of human behavior.
7. Provide opportunities to learn what the people of the urban area contribute to the welfare of the rural area and vice versa.
8. Include counseling and guidance service for all ages of children, youth and adults.
9. Provide a program of vocational education that make it possible for youth and adults to secure training in farming, homemaking, farm family living, rural service, and other diversified occupations, which are conducted in the adjacent to the community, and for

those who intend to migrate to urban areas, fundamental vocational training suitable for entrance to industrial and other urban occupations.

10. A strong rural economy should be a primary goal of the school program.

Each child in the Grove Island District should receive a secondary school education suited to his needs, whether he will remain permanently in the community, migrate elsewhere for economic opportunity, or go to college.

Although the public responsibility for education is first to children and youth, their needs cannot be effectively served unless there is available and adequate program of education for adults.¹ The function in this field is to (1) provide such educational facilities and services as it can provide most efficiently and effectively, (2) take major responsibility for coordinating the total educational activities of the community. The adult education program should include vocational training, the consideration of current social and economic problems, cultural offerings, and parent education. Schools have been quick to realize that if they do their part fully, they must be willing to spend both time and energy in the in-

¹Victor L. Johnson, "What Is the Meaning of Education," Journal of the Association for Supervision and Curriculum Development, N. E. A. May, 1946, P. 354

tegration of postwar problems into the courses of instruction.

Motivation for studying the war and postwar economy exist in the daily life of the pupil. The war and its effects touch every student everyday.¹ When he enters the classroom in the morning, whether he is in the primary grades or the high school, he is aware of the changes that war brings. He knows that since the needs of starving nations must be met, butter, sugar, and meat are no longer obtainable in unlimited quantities. He knows that an increase in his father's salary may not buy greater amounts and more varied commodities.

Every field of interest, every department and every course in the Furney Richardson School present possibilities for the integration of problems related to postwar economics and an infiltration of materials to be used in a discussion of them. While it is agreed that a certain amount of standardized subject-matter must be covered in any class, it is also agreed that the ingenious teacher can find a surprising number of ways to satisfy the student's interest in current issues.² Studies of contemporary conditions do not necessitate the inauguration of new courses, although some colleges and universities

¹Hollis L. Caswell, "What We Are Talking About," Journal of the Association for Supervision, and Curriculum Development, N. E. A. May, 1946, pp. 346-347

²Homer W. Anderson, "Schools at War," Nation School Vol. 30, 1942, P. 28

have introduced new ones on wartime economics and consumer education. Most public schools have in most cases simply altered the emphasis of their courses, especially in such courses as home economics and social studies.

The department of homemaking occupies unique and a strategic position in the transformation from a peacetime economy of plenty to a war and postwar time economy of scarcity. The homemaking teachers have real opportunities for services. The entire scope of consumer education, a major part of community education for postwar living should challenge them. They, as no other group, are in a position to teach, (1) economical buying, (2) quality, protection, (3) healthful living, (4) the use of alternates and substitutes, (5) conservation, (6) judgment in grading and labeling. The primary object is to teach and protect the members of the community through services of the school. At all points where food and food values, and home equipment are involved the home economists have a wealth of new material for the classroom.¹

Courses in the social studies are easily correlated with home defense measures and problems, especially

¹Marjorie Shuler, "Pearl S. Buck: "A Good Homemaker," What's New in Home Economics, Nov., 1944, P. 29

sociology or economics such as: (1) rent control and its relation to housing, (2) migration of population to war industrial areas, (3) the development of new communities, (4) the need for community organization. Closely associated are analysis of old social values and the development of new ones. Family adjustments as a result of a changing standard of living, increased industrial employment of women, and delinquency problems are significant aspects of the war which are of interest to sociology classes.

Price control belongs largely to the fields of economics, and history. All its implications may be incorporated into the established courses by the teacher who is wise enough to make his course vital and significant. The history of price control and inflation, the reasons for regulations, supply and demand in relation to controls, and many other sub-topics readily lend themselves to classroom teaching.

Through the teaching of civics, children may be taught to elect their officers of the various clubs found in the school. Through this class a student council could be organized and developed. Materials from the Chamber of Commerce should provide tangible contacts with the thinking of public officials, and business people concerning the social and economic aspects of local development for the school. Social growth and better human living are part of these materials which the young people will

study. Children who have civic clubs, and student councils to study the opportunities for human betterment through a cleaner, more beautiful and more efficient community will, be ready to work, and to vote such changes when they become voters. Civics aims contemplate a study of ways of increasing interests, competence, and participation of boys and girls in the activities of the good citizen, and to develop them eventually into good adult citizens.

Geography lends itself especially to a study of strategic raw materials, both domestic and foreign. Maps tell the story of transportation difficulties and the need for the conservation of natural resources, home equipment, tires, coffee, sugar, woolen garments, glycerine, tin, and magnesium. Thus, geography becomes more vital and more fascinating than it was in prewar days.

Students in science classes experiment with the production of synthetic goods designated to replace those that are now scarce; in close cooperation with departments of home economics they evolve techniques for and actually test synthetic products now on the market; they develop yardsticks of quality and usability.

Students in mathematics and general business use problems relating to accurate weights and measures which portray the need for careful and wise buying. Valuable projects are worked out in cooperation with city departments of weights and measures. Exercises dealing with

the computation of interest on different types of government securities, the income tax, and the increase in the cost of living lead to a better understanding of why it is necessary to have anti-inflation controls during an age of conflict. A study of the significance of percentages and absolute numbers in terms of governmental expenditures, family budgets, and income result in an appreciation of a few of the economic problems attending World War II, and should bring a clearer understanding of difficulties to be faced in the postwar era.¹

These activities may be carried out in the classrooms of the school. The next step is to organize a Community Council. The body will be composed of the representative leaders available in the community. Each council member might well serve as chairman of one committee. Here is an illustrative breakdown of committees:

Committee on Economic Improvement

Committee on Recreation Improvement

Committee on Health

Committee of Community Social Welfare

Committee on Churches

1

W. H. Gaunmitz, "The Small School Problem Again," School Life, Vol. 28, June 1946, P. 20.

The purpose of each committee is to develop those community assets and correct those weaknesses revealed by the findings of the community survey. The general council should determine in what order of priority the problems should be attacked.

By way of illustration, the Committee on Economic Improvement may be concerned with:

- Diversifying crops and soil conservation
- Developing natural resources
- Improving roads
- Establishing a "farmers' market" in town
- Developing rural electrification
- Organizing a community fair
- Conserving wildlife
- Advancing reforestation
- Establishing a cold storage locker plant
- Inaugurating auction sales of livestock
- Organizing co-op marketing and buying
- Aiding poultry raising, orcharding, dairying, gardening
- Establishing a community cannery or potato curing plant.
- Advancing cooperative veterinary service
- Maintaining cooperation with county agent and home demonstration agent

The Committee on Recreation Improvement may be concerned with:

Promoting a community recreation program

Sponsoring Boy Scout and Girl Scout organizations

Developing a dramatic club, folk dancing activities,
group singing

Promoting community barbecues, picnics

Arranging for holiday observance

Organizing hobby and handicraft clubs

The Committee on Health Improvement may be concerned

with:

Securing a resident physician for the Community

Sponsoring adult education on diet

Emphasizing proper care of milk and foods

Stressing the evils of patent medicines

Providing physical examinations for adults and youth

Training classes for midwives

Training in pre-natal and post-natal care for mothers

The Committee on Home Improvement may be concerned

with:

Sponsoring a community clean-up week

Promoting farm and home ownership

Creating incentives for home conveniences

Encouraging interest in landscaping homes

Advancing interest in the F. H. A. program

Stressing home upkeep

Promoting a flower exchange day

The Committee on Social Welfare may be concerned

with:

Improving aid to sick and crippled

Informing citizens of provisions of the G. I. Bill
of Rights

Assisting group organization in re-employment and
adjustment of veterans

Studying child welfare and juvenile delinquency

Directing aid for orphans, destitute, widows, insane

Studying youth problems

The Committee on Churches may be concerned with:

Unifying and integrating the concerted strength of
all local churches in meeting the needs of the community
in harmony with the community council.

Promoting interest in maintaining care of the community
cemetery

Conducting religious educational activities: week day
or vacation periods

Forming a religious work council on a Community basis

Interpreting principles of the "good life" in terms of
the community situation

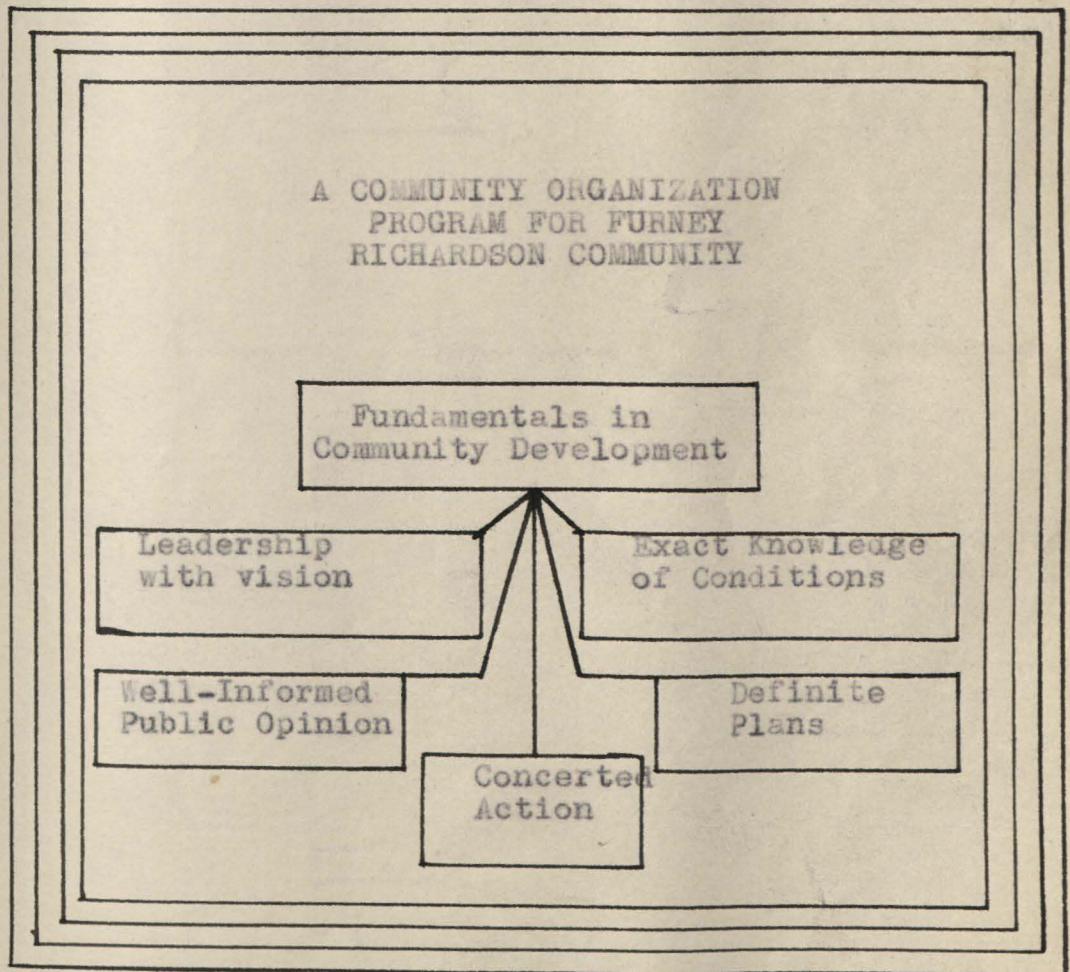
Encouraging church attendance

Helping to maintain moral standards and law enforcement

Supporting worthy community projects

The democratic processes for developing a "well-rounded"
community program becomes effective in proportion to the de-
gree of the leadership, education, and organization of the
citizenry of the community.

The greatest single handicap in organizing most any small community is not a scarcity of leadership, but rather lack of vision of what the community might be - "where there is no vision, the people perish."



AID AND ACTIVITIES

Aids

Visual materials

School excursions

Radio

Posters

Exhibits

Handbooks

Newspapers

Monographs

Moving Pictures

Churches

Welfare Agencies

Agricultural Extension Services

Activities

Dancing

Picnics

Dramatics

Drawing

Molding

Fairs

Special Units

What young people wish to know

You and your economic system

Money management

Consumer credit

Understanding Insurance

CHAPTER VII

Summary, Conclusions and Recommendations

Summary

If the economic and social conditions of any community are to be improved in general, the major part of this improvement will become the responsibility of the school. The schools of a nation or of any community of the nation are the foundations of all phases of life in that nation or community. School programs and curricula are constructed according to the desires and wishes of people who control the schools.

The social heritage is transmitted by means of the school curriculum and likewise the individual pupil is enabled to become a functioning member in society. When pupils are sold higher ideals of economic and social life, they have the opportunities of putting such ideals into practice in their community lives.

This survey of the Furney Richardson Community shows that it is possible to improve the economic conditions and social activities in the community. The income brackets of the workers should be raised. The housing conditions give evidences of the need of better homes for the majority. In some instances the meals are not as well balanced as they

should be and food is not in the variety that the human body demands. In general the sanitary conditions of the community should be improved.

Conclusions

The survey also shows that the inhabitants of this community may improve their home conditions by raising or growing more food for consumption and a wider variety of food products for consumption. The output of any people rests on those individuals being properly fed. Proper food selection and distribution are factors in the energy and productivity of people.

The results of the survey show that the social life of the people of the community is restricted to only a small number of activities open to all. The social life of a community needs development as well as the intellectual, the vocational, the physical, and the emotional lives. The government of the United States of America is democratic in that it provides opportunities for all. Yet there are no equal social opportunities for all unless the educational program leads to such opportunities. People enjoy the social contacts which they are taught to enjoy.

The social studies program in the school up to the present time offers no evidences that the social life in the community has been changed to any appreciable extent by the school program. It may be possible that such program has not stressed participation by every individual.

It may be possible that the war conditions have retarded the development of a more varied social life.

The survey results also show that rural education is being neglected in general. There seem to be no demand for practical procedures in some of the teachings. Some of the characteristics of rural life have been omitted from the curriculum. An intensive study of the cultural, social, economic, and vocational conditions of the rural community should be made. The curriculum should at least be partially based on the results of such study.

Recommendations

The writer of this thesis thinks that the results of the survey justify the following recommendations:

1. Teachers and educators should study the characteristics of the school community and base all curricular materials on the needs of both the adults and the pupils of the community.
2. All people concerned give more attention to social and recreational community life. Efforts should be put forth to the extent that the school become a community center.
3. Some program of adult education should be provided. Such program should enlist the support and cooperation of the entire adult population of the community. It should center on the objective of better economic and social conditions.

4. The board of education together with the superintendent, principal, and teachers should assume the responsibility for the school to improve the community life. To do this the school will need better financial support and a better and more adequate school plant.

5. The community, under school direction and guidance, should provide a program of club work for boys and girls. This program should be fostered by the United States Department of Agriculture.

6. Better professional leadership should be provided. Such leadership may be provided by one or more of the county's or state's officials. These individuals may function as supervisors or special teachers who know the problems of the rural schools. A visiting teacher in the rural schools would prove an asset in any community.

7. The rural school should utilize as a part of its program the many varied activities and experiences in the home, on the farm, and in the community. The pupils should be encouraged to bring to school for fuller consideration some of their out-of-school activities and problems. The work of the school should be so organized as to illuminate, expand, and enrich the meanings of the pupils' daily experiences and work.

It is impossible to state or list all recommendations which may be made concerning matters of a social studies curriculum when the different phases of community life are

involved. A study of every phase of economic and social life is not included here. Such would entail too many items and thus make the study long and tedious.

APPENDICES

A CHARACTER OF EDUCATION FOR
RURAL CHILDREN

The White House Conference on Rural
Education Presents The Following As
The Educational Rights Of Every
Rural Child And Pledges
Itself To Work For
Their Achievement

I Every rural child has the right to a satisfactory, modern elementary education. This education should be such as to guarantee the child and opportunity to develop and maintain a healthy body and a balanced personality, to acquire the skills needed as tools of learning, to get a good start in understanding and appreciating the natural and social world, to participate happily and helpfully in home and community life, to work and play with others, and to enjoy and use music, art, literature, and handicrafts.

II Every rural child has the right to a satisfactory modern secondary education. This education should assure the youth continued progress in his general physical, social, civic, and cultural development begun in the elementary school, and provide initial training for farming or other occupations and an open door to college and the professions.

III Every rural child has the right to an educational program that bridges the gap between home and school, and between school and adult life. This program requires, on the one hand, cooperation with parents for the home education of children too young for school and for the joint educational guidance by home and school of all other children; and, on the other hand, the cooperative development of cultural and vocational adult education suited to the needs and desires of the people of the community.

IV Every rural child has the right thru his school to health services, educational and vocational guidance, library facilities, recreational activities, and, where needed, school lunches and pupil transportation facilities at public expense. Such special service, because they require the employment of specially qualified personnel, can be supplied most easily thru enlarged units of school administration and the cooperation of several small schools.

V Every rural child has the right to teachers, supervisors, and administrators, who know rural life and who are educated to deal effectively with the problems peculiar to rural schools. Persons so educated should hold state certificates that set forth their special qualifications, should be paid adequate salaries, and

should be given by law and fair practices security in their positions as a reward for good faithful services. The accomplishment of these objectives is the responsibility of local leadership, state departments of education, the teacher education institutions, and national leaders in rural education.

VI Every rural child has the right to educational service and guidance during the entire year and full-time attendance in a school that is open for not less than nine months in each year for at least twelve years. The educational development of children during vacation time is also a responsibility of the community school. In many communities the period of schooling has already become fourteen years and should become such in all communities as rapidly as possible.

VII Every rural child has the right to attend school in a satisfactory, modern building. The building should be attractive, clean, sanitary, safe, conducive to good health, equipped with materials and apparatus essential to the best teaching, planned as a community center, and surrounded by ample space for playgrounds, gardens, landscaping, and beautification.

VIII Every rural child has the right thru the school to

participate in community life and culture. For effective service the school plant must be planned and recognized as a center of community activity; the closest possible interrelationships should be maintained between the school and other community agencies; and children and youth should be recognized as active participants in community affairs.

IX Every rural child has the right to a local school system sufficiently strong to provide all the services required for a modern education. Obtaining such a school system depends upon organizing amply large units of school administration. Such units do not necessarily result in large schools. Large schools can provide broad educational opportunities more economically, but with special efforts small schools can well serve rural children and communities.

X Every rural child has the right to have the tax resources of his community, state, and nation used to guarantee him an American standard of educational opportunity. This right must include equality of opportunity for minority and low economy groups. Since many rural youth become urban producers and consumers, it is necessary for the development of the democratic way of life that the wealth and productiv-

ity of the entire nation should aid in the support of
the right of every child to a good education.

THESE ARE THE RIGHTS OF THE RURAL CHILD BECAUSE
THEY ARE THE RIGHTS OF EVERY CHILD REGARDLESS OF RACE
OR COLOR OR SITUATION. WHEREVER HE MAY LIVE UNDER
THE FLAG OF THE UNITED STATES OF AMERICA.

TABLE I. THE FAMILY BACKGROUND

Family Number	Size of Family	Marital Status	Occupation of Father	Occupation of Mother	Educational Level	
					of Father	of Mother
1.	7	Widower	0	0	Primary	0
2.	8	Married	Farmer	Housewife	Primary	Primary
3.	8	Married	Farmer	Farmer	0	Elem.
4.	10	Married	Farmer	Housewife	Elem.	H. School
5.	5	Married	Farmer	Housewife	Primary	Elem.
6.	5	Married	Farmer	Housewife	Elem.	H. School
7.	7	Married	Farmer	Common Lab.	Elem.	H. School
8.	7	Widow	Farmer	Housewife	0	H. School
9.	4	Single	0	0	0	H. School
10.	4	Married	Farmer	Housewife	Elem.	H. School
11.	2	Widower	0	0	Primary	Primary
12.	4	Single	0	Farmer	0	Elem.
13.	16	Married	Farmer	Housewife	Primary	Elem.
14.	12	Married	Farmer	Housewife	Elem.	Elem.
15.	4	Widow	0	Housewife	0	Elem.
16.	6	Married	Farmer	Housewife	Primary	H. School
17.	6	Married	Farmer	Housewife	Elem.	H. School
18.	9	Married	Farmer	Housewife	Elem.	Elem.
19.	10	Married	Farmer	Housewife	H. School	H. School
20.	3	Widow	0	0	0	H. School
21.	12	Married	Farmer	Common Lab	Elem.	Elem.
22.	4	Married	Farmer	Housewife	Primary	Elem.
23.	2	Married	Farmer	Housewife	0	Primary
24.	4	Single	0	Farmer	0	Primary
25.	3	Married	Farmer	Housewife	Primary	Primary
26.	3	Widow	0	0	0	Primary
27.	2	Widow	0	0	0	Elem.
28.	7	Widower	Farmer	0	Primary	0
29.	4	Married	Farmer	Housewife	Primary	Elem.
30.	2	Married	Farmer	Housewife	Primary	Elem.
31.	3	Widow	0	0	0	Primary
32.	3	Married	Farmer	Housewife	0	Elem.
33.	3	Widow	0	Farmer	0	Elem.
34.	3	Widower	Farmer	0	Primary	0
35.	3	Married	Army	0	Primary	Elem.
36.	4	Married	Farmer	Housewife	Primary	H. School
37.	7	Married	Farmer	Housewife	Primary	Primary
38.	3	Widow	0	Common Lab.	0	Elem.
39.	3	Widow	0	Farmer	0	Elem.
40.	3	Widower	Farmer	0	Elem.	0
41.	4	Married	Farmer	Cook	0	Elem.

TABLE I. Continued

Family Number	Size of Family	Marital Status	Occupation of Father	Occupation of Mother	Educational Level	
					of Father	of Mother
42.	3	Widow	0	Farmer	0	H. School
43.	6	Married	Minister	Housewife	Elem.	Elem.
44.	3	Married	Carpenter	Housewife	Primary	Elem.
45.	3	Married	Farmer	Beautician	Elem.	H. School
46.	2	Married	Farmer	H. Keeper	Elem.	Elem.
47.	9	Married	Farmer	H. Keeper	Elem.	H. School
48.	2	Married	Farmer	H. Keeper	Elem.	Elem.
49.	3	Married	Farmer	Housewife	Primary	Elem.
50.	4	Married	Farmer	Housewife	H. School	H. School
51.	1	Widower	0	0	Elem.	0
52.	1	Widower	Com. Lab.	0	Elem.	0
53.	5	Married	Farmer	Housewife	Elem.	H. School
54.	3	Married	Farmer	Housewife	Primary	H. School
55.	3	Married	Farmer	Housewife	0	Elem.
56.	5	Married	Farmer	Housewife	Elem.	Elem.
57.	1	Single	Farmer	0	H. Sc.	0
58.	5	Married	Farmer	Housewife	Elem.	H. S.
59.	3	Married	Com. Lab.	Com Lab.	Prim.	H. S.
60.	3	Married	Com. Lab.	Housewife	Prim.	H. S.
61.	4	Widow	0	Com Lab.	0	H. S.
62.	8	Married	Farmer	Housewife	Prim.	H. S.
63.	3	Married	Farmer	Housewife	Prim.	Prim.
64.	6	Married	Farmer	Housewife	Elem.	Elem.
65.	3	Married	Farmer	Housewife	Elem.	Prim.
66.	3	Widow	0	0	0	Prim.
67.	2	Widow	0	Housewife	0	H. S.
68.	1	Single	Farmer	0	Elem.	0
69.	7	Married	Farmer	Housewife	Prim.	Elem.
70.	4	Married	Minister	Housekeeper	Elem.	H. S.
71.	3	Married	Farmer	0	H. S.	0
72.	10	Married	Minister	Housekeeper	Elem.	Elem.
73.	10	Married	Farmer	Housewife	Elem.	Elem.
74.	3	Married	Com. Lab.	Cook	Prim.	Prim.
75.	4	Married	Farmer	Housewife	Prim.	Elem.
76.	5	Married	Farmer	Housewife	Elem.	Prim.
77.	7	Married	Farmer	Housewife	Elem.	Elem.
78.	9	Married	Farmer	Housewife	Elem.	Elem.
79.	2	Widow	0	0	0	Elem.
80.	1	Widower	Farmer	0	Elem.	0
81.	4	Married	Farmer	Housewife	Elem.	H. S.
82.	2	Married	Farmer	Housewife	H. S.	H. S.

TABLE II. ECONOMIC LEVEL

Family Number	Income	Savings	Diet	Food Preferences
1.	\$1,000	\$20.00	Regular	Vegetables
2.	\$1,800	\$100.00	Regular	Vegetables
3.	400	0	Regular	Sweets
4.	750	\$10.00	Regular	Vegetables
5.	350	0	Regular	Fruits
6.	900	\$15.00	Regular	Meats
7.	800	0	Regular	Fruits and Vegetables
8.	600	\$20.00	Regular	Vegetables
9.	500	0	Regular	Meats
10.	\$1,200	\$30.00	Regular	Meats and Vegetables
11.	600	0	Regular	Sweets
12.	600	\$10.00	Regular	Vegetables
13.	\$1,000	0	Regular	Vegetables and Sweets
14.	375	0	Regular	Milk-vegetables
15.	600	\$10.00	Regular	Vegetables
16.	900	0	Regular	Vegetables
17.	\$1,500	\$35.00	Regular	Vegetables-fruits
18.	\$1,200	\$40.00	Regular	Cereals-vegetables
19.	\$1,000	\$12.00	Regular	Vegetables, cereal-fruits
20.	480	0	Regular	Fruits-vegetables
21.	350	0	Regular	Syrup
22.	700	0	Regular	Vegetables-cereals
23.	432	0	Regular	Coffee and bread
24.	400	0	Regular	Fruits and vegetables
25.	700	0	Regular	Fruits, cereals
26.	360	0	Regular	Cereals and vegetables
27.	450	0	Regular	Vegetables
28.	500	0	Regular	Bread-syrup
29.	\$1,500	100.00	Regular	Fruits-vegetables
30.	800	0	Regular	Salads-vegetables
31.	400	0	Regular	Milk-bread
32.	300	0	Regular	Vegetables
33.	500	0	Regular	Vegetables, fruits, meats
34.	600	0	Regular	Vegetables
35.	960	100.00	Regular	Milk, cereals, sweets
36.	800	0	Regular	Vegetables
37.	800	0	Regular	Meats
38.	400	0	Regular	Sea foods
39.	700	0	Regular	Vegetables-fruits
40.	443	0	Regular	Vegetables
41.	400	0	Regular	Meats and syrup

TABLE II. Continued

Family Number	Income	Savings	Diet	Food Preferences
42.	900	\$50.00	Regular	Cereal, fruits, vegetables
43.	600	0	Regular	Cereal, syrup, milk
44.	500	0	Regular	Coffee, syrup, bread
45.	1,700	\$30.00	Regular	Cereal, vegetables, fruits.
46.	1,200	120.00	Regular	Cereals, vegetables, fruits
47.	1,500	200.00	Regular	Cereal, fruits, meats
48.	450	0	Regular	Sweets, vegetables
49.	300	0	Regular	meats, fruits, vegetables
50.	1,000	350.00	Regular	Vegetables
51.	248	10.00	Regular	Coffee, bread
52.	216	0	Regular	Coffee, vegetables
53.	900	20.00	Regular	Cereal, fruits, vegetables
54.	800	0	Regular	Vegetables and salads
55.	800	0	Regular	Vegetables, fruits
56.	700	0	Regular	Vegetables
57.	600	10.00	Regular	Meats
58.	600	0	Regular	Vegetables, salads
59.	800	0	Special	Vegetables, salads
60.	500	10.00	Special	Vegetables, milk
61.	400	0	Special	Vegetables, milk
62.	700	0	Special	Vegetables
63.	375	0	Special	Meats
64.	850	0	Special	Meats, vegetables, sweets
65.	400	0	Special	Vegetables, sweets
66.	488	0	Special	Cereal, sweet, vegetables
67.	600	0	Regular	Vegetables, meats
68.	800	0	Regular	Meats
69.	450	0	Regular	Meats, bread, syrup
70.	950	0	Regular	Salad, sweets, vegetables
71.	500	0	Regular	Meats, sweets
72.	700	0	Special	Meats, vegetables
73.	1,000	100.00	Regular	Vegetables
74.	200	0	Special	Meats, vegetables
75.	700	0	Regular	Meat, salads
76.	800	0	Special	Vegetables, sweets
77.	800	0	Regular	Vegetables
78.	1,500	0	Regular	salads and sweets
79.	216	0	Regular	coffee, vegetables
80.	216	0	Regular	bread, milk, syrup
81.	400	0	Regular	bread and syrup
82.	1,000	0	Regular	fruits, veg., sweets

TABLE III. SOCIAL CONTACTS

Family Number	Visitations	Organization	
		Father	Mother
1.	Very often	Church	Church
2.	Very often	Church	Church
3.	Often	Church	Church
4.	Seldom	Church	Church
5.	Often	0	Church
6.	Seldom	Church	Church
7.	Seldom	0	Church
8.	Seldom	0	Church
9.	Seldom	0	Church
10.	Seldom	Church	Church
11.	Often	Church	0
12.	Seldom	0	Church
13.	Seldom	Church	Church
14.	Seldom	0	Church
15.	Seldom	0	Church
16.	Seldom	0	Church
17.	Seldom c	0	Church
18.	Seldom	Church	Church
19.	Seldom	Church	Church
20.	Very often	0	Church
21.	Seldom	Church	Church
22.	Seldom	Church	Courts of Cal.
23.	Often	Church	Church
24.	Often	0	Church
25.	Seldom	Church	Courts of Cal.
26.	Often	0	Church
27.	Often	0	Church
28.	Very often	Church	Church - Courts
29.	Seldom	Church	
30.	Very often	Church	Church
31.	Often	0	Church
32.	Seldom	Church	Church
33.	Seldom	0	Church
34.	Seldom	Church	0
35.	Very often	Church	Church
36.	Seldom	Mason-Church	Church
37.	Often	Church	Church
38.	Often	Church	Church and Courts
39.	Seldom	Church	Church and Courts
40.	Often	0	Church
41.	Often	0	Church

TABLE III. Continued

Family Number	Visitations	Organization	
		Father	Mother
42.	Seldom	0	Courts of Cal.
43.	Seldom	Church	Church
44.	Seldom	0	Church
45.	Often	Church	Church
46.	Seldom	0	Church and Courts
47.	Seldom	Church	Church and Courts
48.	Very often	Church	Church and Courts
49.	Often	Church a	Church
50.	Often	0	Church
51.	Seldom	Church	0
52.	Very often	Church	0
53.	Often	0	Church and Courts
54.	Seldom	Church	Church and Courts
55.	Often	0	Church
56.	Very often	Church	Church
57.	Very often	Church	0
58.	Very often	Church	Church
59.	Very often	0	Church
60.	Very often	0	Church
61.	Very often	0	Church
62.	Very often	Church	Church
63.	Very often	Church	Courts of Cal.
64.	Seldom	Church	Church
65.	Often	Church	Heriones
66.	Often	0	Church
67.	Very often	0	Church and Courts
68.	Very often	0	0
69.	Often	Church	Church
70.	Very often	Church	Church
71.	Very often	Church	0
72.	Very often	Church	0
73.	Seldom	0	Church
74.	Very often	Church	Church and courts
75.	Often	Church	Church
76.	Often	Church	Church
77.	Often	Church	Church
78.	Seldom	Church	Church
79.	Seldom		Church
80.	Very often	Church	
81.	Often		Church
82.	Very often		Church and courts.

TABLE IV. HEALTH AND SANITARY
CONDITIONS

Family Number	Childhood Disease	Doctor Visits	Medicines	Deaths	Water Supply	Garbage Disposal
1	Wd. M.	Yes	Doctor	None	Spring	Hogs
2	M. Wc. T	Yes	Doctor	None	Well	Hogs
3	M. Wc. T	Yes	Doctor	One	Well	Burn
4	M. Wc. M.	No	Patent	None	Well	Hogs
5	M. Wc. Cp.	Yes	Patent	None	Well	Hogs
6	M. Wc. M.	Yes	Patent	None	Well	Hogs
7	M. Wc. Cp.	Yes	Patent	None	Well	Hogs
8	M. Wc. M.	Yes	Patent	None	Well	Haul
9	M. Wc. Cp.	Yes	Patent	One	Well	Back yd.
10	M. Wc. Cp.	Yes	Patent	One	Well	Haul
11	None	No	Patent	None	Well	Haul
12	None	No	Patent	None	Well	Hogs
13	M. Wc. T.	No	Patent	None	Well	Haul
14	M. M. Cp.	No.	Patent	None	Well	Hogs
15	Wc.	Yes	Doctor	None	Well	Haul
16	M. Wc. Cp.	No	Patent	None	Haul	Hogs
17	M. Wc. Cp	No	Patent	None	Well	Hogs
18	Wc.	Yes	Doctor	None	Well	Hogs
19	T.	Yes	Doctor	None	Well	Hogs
20	Wc. M.	No	Patent	None	Haul	HOGS
21	M.	No.	Patent	None	Spring	Hogs
22	Wc. M. T.	No	None	None	Haul	Hogs
23	None	No	None	None	Well	Hogs
24	M. Wc.	No	Patent	None	Well	HOGS
25	M. Wc. M.	No	Patent	None	Haul	Hogs
26	Wc. M. Cp.	Yes	Patent	None	Well	Hogs
27	M. Wc. M.	No	Patent	None	Haul	Hogs
28	M. Wc. M.	No	Patent	One	Well	Haul
29	O	No	Patent	One	Well	HOGS
30	O	Yes	Doctor	None	Well	Haul
31	Wc.	No	Patent	None	Haul	Hogs

Key to Abbreviations

Whooping cough -----Wc.
 Mumps-----M.
 Thrash-----T.
 Measles-----M.
 Chicken pox -----Cp.
 Small pox -----Sp.
 Typhoid -----t.

TABLE IV. HEALTH AND SANITARY CONDITIONS
Continued.

Family Number	Childhood Disease	Doctor Visits	Medicines	Deaths	Water Supply	Garbage Disposal
32.	O	No	Patent	None	Haul	Hogs
33.	O	Yes	Doctor	Two	Well	Hogs
34.	M. Wc.	Yes	Doctor	None	Well	Haul
35.	T.	Yes	None	None	Well	Dogs
36.	M. Wc. Cp.	Yes	Doctor	None	Well	Chickens
37.	Wc.	Yes	Doctor	None	Well	Hogs
38.	O	No	Patent	None	Well	Chickens
39.	M. T.	Yes	Patent	None	Well	Chicken
40.	M. Cp.	Yes	Doctor	None	Well	Chicken
41.	M. Cp. Sp.	Yes	Doctor	None	Haul	Chicken

TABLE IV. Continued

Family Number	Childhood Disease	Doctor's Visits	Medicines	Deaths	Water Supply	Garbage Disposal
42.	M. Cp. M.	Yes	Doctor	None	Haul	Chicken
43.	M. Cp. M.	Yes	None	None	Well	Hogs
44.	M. Cp. M.	No	Patent	One	Well	Hogs
45.	M. Cpm. M.	Yes	Patent	One	Well	Hogs
46.	M. Wc. M.	Yes	Patent	None	Well	Hogs
47.	M. Wc. M.	Yes	Patent	None	Well	Hogs
48.	O	No	Patent	None	Well	Hogs
49.	M. M. T.	No	Patent	None	Well	Hogs
50.	M. Wc. T.	No	None	None	Well	Hogs
51.	O	No	Patent	None	Spring	Chickens
52.	O	No	Patent	None	Haul	Hogs
53.	M. Wc. T.	Yes	Patent	None	Haul	Hogs
54.		No	Patent	None	Well	Hogs
55.	M. Wc. M.	Yes	Doctor	None	Haul	Hogs
56.	M. T.	No	Patent	None	Well	Hogs
57.	M. Wc. T.	No	Patent	None	Well	Hogs
58.	M.	No	Patent	None	Well	Hogs
59.	M. Wc. M.	None	Patent	One	Well	Hogs
60.	M. Wc. Sp.	None	Patent	One	Well	Hogs
61.	M. Wc. T.	No	Patent	None	Well	Hogs
62.	Wc. M. T.	No	Patent	None	Well	Hogs
63.	M. T. Cp.	Yes	Doctor	None	Well	Hogs
64.	M. Wc. M.	Yes	Doctor	None	Well	Hogs
65.	M.	No	Doctor	None	Well	Hogs
66.	O	No	Patent	None	Well	Hogs
67.	M. Wc. Cp.	Yes	Doctor	None	Well	Hogs
68.	M. T. Cp.	Yes	Doctor	None	Well	Hogs
69.	M. M.	No	Doctor	None	Well	Hogs
70.	Wc.	Yes	Patent	None	Well	Hogs
71.	M. Wc. M.	Yes	Patent	None	Well	Hogs
72.	Wc. Cp. M.	Yes	Patent	One	Well	Haul
73.	Wc. M. T.	No	Patent	None	Well	Hogs
74.	M. T. Cp.	No	Patent	None	Well	Ditches
75.	M. T. Cp.	No	Patent	None	Well	Hogs
76.	M. Wc. Cp.	No	Patent	None	Well	Hogs
77.	M. Wc. Cp.	No	Patent	None	Well	Hogs
78.	M. Wc. Cp.	No	Doctor	None	Well	Hogs
79.	O	No	Doctor	None	Cistern	Chickens
80.	O	No	Patent	None	Well	Chickens
81.	O	No	Patent	None	Well	Haul
82.	M. Wc. M.	Yes	Patent	One	Well	Dogs.

TABLE V. HOUSING

Family Number	Size of House	Condition	Screened	Landscaping
1.	5 Rooms	Fair	Yes	Good
2.	6 Rooms	Good	Yes	Fair
3.	4 Rooms	Fair	No	Fair
4.	3 Rooms	Bad	No	Fair
5.	2 Rooms	Bad	No	Fair
6.	4 Rooms	Bad	Yes	Fair
7.	6 Rooms	Good	Yes	Good
8.	4 Rooms	Good	Yes	Good
9.	3 Rooms	Fair	No	Fair
10.	7 Rooms	Fair	No	Fair
11.	4 Rooms	Bad	No	Fair
12.	6 Rooms	Fair	No	Fair
13.	6 Rooms	Fair	No	Good
14.	6 Rooms	Bad	No	Fair
15.	4 Rooms	Fair	No	Fair
16.	4 Rooms	Good	Yes	Good
17.	6 Rooms	Good	Yes	Good
18.	7 Rooms	Good	Yes	Fair
19.	4 Rooms	Fair	No	Fair
20.	3 Rooms	Bad	Yes	Fair
21.	6 Rooms	Bad	Yes	Fair
22.	4 Rooms	Bad	Yes	Fair
23.	3 Rooms	Fair	No.	Fair
24.	3 Rooms	Fair	No	Fair
25.	2 Rooms	Fair	No	Fair
26.	2 Rooms	Poor	No	Fair
27.	2 Rooms	Fair	Yes	Good
28.	2 Rooms	Poor	Yes	Fair
29.	5 Rooms	Good	Yes	Good
30.	5 Rooms	Fair	No	Fair
31.	4 Rooms	Poor	No	Fair
32.	3 Rooms	Good	Yes	Fair
33.	4 Rooms	Fair	No	Fair
34.	5 Rooms	Fair	No	Good
35.	4 Rooms	Poor	No	Fair
36.	4 Rooms	Fair	Yes	Fair
37.	2 Rooms	Poor	No	Fair
38.	4 Rooms	Good	Yes	Good
39.	3 Rooms	Fair	No	Fair
40.	5 Rooms	Fair	Yes	Good
41.	3 Rooms	Fair	Yes	Fair

TABLE V. Continued

Family Number	Size of house	Conditions	Screened	Landscaping
42.	6 Rooms	Good	Yes	Good
43.	4 Rooms	Poor	No	Fair
44.	2 Rooms	Poor	Yes	Fair
45.	5 Rooms	Good	Yes	Fair
46.	3 Rooms	Good	Yes	Fair
47.	6 Rooms	Good	Yes	Fair
48.	6 Rooms	Fair	No	Fair
49.	5 Rooms	Good	Yes	Good
50.	6 Rooms	Good	Yes	Good
51.	2 Rooms	Fair	No	Fair
52.	4 Rooms	Fair	Yes	Fair
53.	3 Rooms	Fair	No	Good
54.	4 Rooms	Fair	No	Fair
55.	7 Rooms	Fair	Yes	Good
56.	4 Rooms	Fair	Yes	Fair
57.	5 Rooms	Good	Yes	Good
58.	3 Rooms	Fair	No	Fair
59.	5 Rooms	Fair	No	Fair
60.	3 Rooms	Fair	Yes	Fair
61.	7 Rooms	Fair	No	Fair
62.	6 Rooms	Fair	Yes	Fair
63.	3 Rooms	Poor	Yes	Fair
64.	3 Rooms	Fair	Yes	Good
65.	3 Rooms	Fair	Yes	Fair
66.	6 Rooms	Fair	Yes	Fair
67.	4 Rooms	Fair	Yes	Good
68.	4 Rooms	Good	Yes	Good
69.	2 Rooms	Fair	No	Fair
70.	3 Rooms	Good	Yes	Good
71.	4 Rooms	Fair	Yes	Fair
72.	7 Rooms	Good	No	Good
73.	6 Rooms	Fair	Yes	Fair
74.	6 Rooms	Fair	No	Good
75.	3 Rooms	Fair	No	Fair
76.	5 Rooms	Fair	Yes	Fair
77.	3 Rooms	Fair	Yes	Fair
78.	5 Rooms	Fair	Yes	Fair
79.	2 Rooms	Fair	Yes	Fair
80.	2 Rooms	Fair	No	Fair
81.	3 Rooms	Fair	No	Fair
82.	2 Rooms	Poor	No	Fair

TABLE VI. RECREATIONAL ACTIVITIES

Family Number	Activity Preferred			
	Father	Mother	Son	Daughter
1.	Visiting	Quilting	Radio	Athletic Activities
2.	Visiting	Religious	Sports	Radio
3.	0	0	Sports	Basket Ball
4.	0	Fishing	Games	Reading
5.	Visiting	Fishing	0	Music Reading
6.	Hunting	Radio	0	Music Reading
7.	0	Chrochet	Games	Music Reading
8.	0	Nursing	Games	Singing
9.	0	Quilting	0	Children, Games
10.	Radio	Radio	Music	0
11.	Hunting	Fishing	Hunting	0
12.	0	Quilting	Games	0
13.	Hunting	Radio	Games	Radio, visiting
14.	Hunting	Quilting	Toys	Music, Reading
15.	0	Reading	Toys	Singing, Reading
16.	Hunting	Fishing	Games	Music-Reading
17.	Mech-Work	Fishing	Sports	Reading, Music
18.	Mech-Work	Radio	Games	Music, Reading
19.	Checkers	Quilting	Sports	Reading-Sch. Act.
20.	0	Radio	Games	Reading-Sch. Act.
21.	Checkers	Quilting	Games	Games
22.	Radio	Music	0	Music-Reading
23.	Visiting	Fishing	0	0
24.	0	Fishing	Games	Cooking
25.	0	Fishing	Games	Radio
26.	Religious	0	Sports	Radio
27.	0	Fishing	Sports	Sewing
28.	Fishing	Fishing	Sports	Sewing
29.	Hunting	Radio	Sports	Reading, Radio
30.	Radio	Radio	0	Reading
31.	0	Quilting	0	Sewing
32.	Fishing	Fishing	Games	0
33.	Hunting	Quilting	0	Singing
34.	Visiting	Fishing	0	Reading
35.	Hunting	Radio	0	Toys
36.	Radio	Fishing	Sports	Music
37.	0	0	Games	0
38.	0	Fishing	0	Embroidering
39.	0	Sewing	Hunting	Reading-Sewing
40.	0	Fishing	0	Reading
41.	Movies	Fishing	Games	Games

TABLE VI. Continued

Family Number	Activity Preferred			
	Father	Mother	Son	Daughter
42	0	Singing	Sports	Sewing
43	Hunting	Quilting	Games	Games
44	0	0	0	Music
45	0	Quilting	Sports	Singing
46	0	Sewing	Reading	0
47	Hunting	Reading	Reading	Sewing-fishing
48	Reading	Radio	Reading	0
49	0	Quilting	Sports	0
50	Hunting	Quilting	Sports	Sewing
51	Religious	0	0	Sewing
52	Religious	0	0	0
53	Hunting	Sewing	0	Music-Reading
54	Hunting	Radio	0	0
55	Visiting	Fishing	Movies	0
56	Religious	Quilting	Games	0
57	0	Nursing	Games	0
58	Hunting	Visiting	Singing	Music
59	Radio	Fishing	Hunting	0
60	Radio	Singing	0	Music
61	0	Fishing	Athletics	0
62	Reading	Fishing	Singing	0
63	Radio	Radio	Radio	0
64	Hunting	Fishing	Radio	Reading
65	Reading	Fishing	Radio	Reading
66	0	Fishing	Radio	Dancing
67	0	Radio	Radio	Music
68	Radio	Sewing	0	0
69	Hunting	Radio	Games	Games
70	Reading	Music	Games	Reading
71	Religious	0	Games	0
72	Religious	Fishing	Games	Radio
73	Fishing	Fishing	Games	Radio
74	Games	Fishing	Games	0
75	Hunting	Fishing	Games	0
76	Hunting	Radio	Games	0
77	Hunting	Fishing	Games	0
78	Religious	Fishing	Sports	Music
79	0	0	0	0
80	Fishing	0	0	0
81	Hunting	Fishing	Movies	Music
82	Religious	Quilting	Sports	Singing

BIBLIOGRAPHY

- Allison, R. L., "Rural Education in Application," Journal of the Education Association, Vol. 33, April, 1944, pp. 87-88.
- Anderson, Homer W., "Schools at War," Nation's School, Vol. 30, 1942, p. 28.
- Atteberry, George C., Auble, John L. and Elgin F., Introduction to Social Science. The Macmillan Company. 1941, p. 201.
- Bining, A. C. and Bining, D. H., Teaching the Social Studies in the Secondary Schools. New York: McGraw-Hill Book Company, Inc., 1935.
- Blair, C. D., "Rural School Rights as a Country Superintendent Sees Them," The Nation's Schools, Vol. 31, May, 1943, pp. 45-48.
- Blanchard, Everard, "Guidance in the Rural School," Bulletin of National Association of Secondary Principals, Vol. 28, November, 1944, p.75.
- Booker, I. A. "Seven Desirable Goals for Rural School Systems", The Nation's Schools, Vol. 27, March, 1941, p. 53.
- Brunner, Edmund, Working With Rural Youth. Washington, D. C. : American Council of Education, 1942, pp. 18-19.
- Brunner, Kobb, Edmund, J. H., A Survey of Rural Society: Its Organization and Changes, The Macmillan Company, p. 146.
- Caliver, Ambrose, Availability of Education to Negroes in Rural Communities, Washington, D. C. : Office of Education, U. S. Bureau Bulletin, No. 12, 1935.
- Caswell, Hollis L. And Campbell, D. S., Curriculum Development. New York. American Book Company, 1935.
- Cook, Dennis Hargrove, Problems of the Teaching Personnel, Longmans' Green and Company, 1933, p. 59.

BIBLIOGRAPHY

- Department of Superintendence of National Education Association, Seventeenth Yearbook. Schools in Small Communities. Washington, D. C. 1936.
- Department of Superintendence of National Education Association, Fourteenth Yearbook. The Social Studies Curriculum. Washington, D. C. 1939.
- Everett, Samuel and Others, Challenge to Secondary Education: Plans for the Reconstruction of the American High School. New York; D. Appleton-Century Company, 1935.
- Feek, L. W., "Physical Fitness for Postwar World," The Texas Outlook, Vol. 30, June, 1946, pp. 15-18.
- Fite, D. H. "Attempt to Meet Rural Education Needs," Educational Administration and Supervision, Vol. 25, Jan. 1939, pp. 57-65.
- Gaumnitz, W. H. "The Small School Problem Again," School Life, Vol. 28, June, 1946, p. 20.
- Hatcher, Latham, "The Rural Community in a New Era," Texas Outlook, Vol. 27, March, 1945, p. 10.
- Hefferman, Helen, "Newer Types of Instruction in the Social Studies," Newer Types of Instruction in Small Rural Schools. Yearbook, 1938. The Department of Rural Education. National Education Association of the United States.
- Horn, Ernest, Methods of Instruction in the Social Studies, New York; Charles Scribner's Sons, 1937.
- Johnson, Victor L., "What is the Meaning of Education," Journal of the Association for Supervision and Curriculum Development, N.E.A., May, 1946, p. 354.
- Kandall, I. L., "Problems of Rural Education in America and Abroad," Elementary School Journal, Vol. 39, June, 1939, pp. 816-821.
- McMahon, Theresa Schmid, Social and Economic Standards of Living, American Book Company, Boston, 1942, pp. 18-20.

BIBLIOGRAPHY

- National Education Association, Department of Rural Education, The Yearbook for 1938; Newer types of Instruction in Small Rural Schools; The Yearbook for 1939, Community Resources in Rural Schools; The Yearbook for 1944, Rural Schools and the War; The Yearbook for 1945: Rural Schools for Tomorrow, 1945. Washington, D. C.
- Ritter, E. L. and Shepherd, L. A., Methods of Teaching in Town and Rural Schools. New York: The Dryden Press, 1942.
- Romney, Otto, "A Modern Conception of Recreation and Its Place in the Postwar World," p. 68, The Research Quarterly, Vol. 17, March, 1946.
- Schatzmann, I. E., "Country Children and the War," Progressive Education, Vol. 19, April, 1942, p. 102.
- Shuler, Marjorie, "Pearl S. Buck: A Good Homemaker", What's New In Home Economics. New York: D. Appleton Century Company, Nov. 1944, p. 29.
- Sorokin, Pitirim, and C. C. Zimmerman, Principles of Rural-Urban Sociology. New York: Henry Holt and Company, P. 172.
- Spears, Harold, Experiences in Building a Curriculum New York; The Macmillan Company, 1937.
- Starie, John, "School and the Atom", Education, No. 1, April, 1946, p. 500.
- Stormzand, M. J. and Lewis, R. H., New Methods in the Social Studies. New York: Farrar and Rinehart, 1935.
- Tappan, Julia B., "Clean Children-An Executive Responsibility," The School Executive, November, 1939, p. 118.
- Taylor, Carl C., Rural Sociology. The Macmillan Company, New York: 1933, p. 81.

BIBLIOGRAPHY

- "The White House Conference on Rural Education", October 3,4,5, 1944. National Education Association of the United States, Washington, D. C.
- Vogt, Paul., The Social Studies on General Education, D. Appleton and Company, New York, 1936. pp. 18-19.
- Whelpton, P. K. "Current Trends and Events in Negro Education: Rural Education," Journal of Negro Education, Vol. 16. (May, 1939), p. 139.
- Wilcox, Walter W. "Small Farms in Wisconsin", Journal of Farm Economics, Vol. XXVII, N. Y., Viking Press, p. 104.
- Wooford, Kate V. Modern Education in the Small Rural School, New York. The Macmillan Company, 1938.
- Works, G. A., and Lesser, S. O. Rural America Today: Its Schools and Community Life, Chicago, University of Chicago Press, 1942.