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Frankie Chatham Minfield

Prairie View Agricultural and Mechanical College

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A PROGRAM FOR THE IMPROVEMENT
OF THE SOCIAL NEEDS OF THE PINEY
POINT COMMUNITY

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MINFIELD

1947

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A PROGRAM FOR THE IMPROVEMENT OF THE SOCIAL NEEDS
OF THE PINEY POINT COMMUNITY

By

Frankie Chatham Minfield

A Thesis in Education Submitted in Partial
Fulfillment of the Requirements
for the Degree of

Master of Science

in the

Division of Arts and Sciences

of

Prairie View Agricultural and Mechanical College

Prairie View, Texas

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Prairie View University
Prairie View, Texas

BIOGRAPHY

The author, Frankie Chatham Minfield, was born in Hempstead, Waller County, Texas, February 9, 1918, the youngest of the four children born to Bogie and Corine Chatham.

Her early education was received at the Hempstead High School. At the age of twelve, part of the family moved to Denver, Colorado where she completed her junior and high school training.

She pursued and completed her college work at Langston University, Langston, Oklahoma, and was graduated in 1941 with a Bachelor of Science Degree in Home Economics.

In Texas, she has worked both in Wilson County and Houston. She is still employed in the last mentioned place.

ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation and gratitude to all of the persons who have assisted her in the development of this manuscript. She is especially indebted to the Chairman of Elementary Education, Miss A. C. Preston, for her untiring patience in offering helpful suggestions and constructive criticisms.

DEDICATED

To

My mother and sisters

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CHAPTER I

INTRODUCTION

The Statement of the Problem. What are the social needs in Piney Point? The problem under consideration in this study is an effort to determine what social needs; housing, education, health, recreation, economic safety, religion, aesthetic, and leadership are in this particular community.

For the purpose of complete clarity, it is probably desirable that it be stated that certain problems generally connected with communities are not found in this community. For instance, since the community is entirely inhabited by Negroes, there is no racial problem and likewise since it is not incorporated but is a sub-division of metropolitan Houston, the problem of political government here, has no significance.

It is felt that the social needs and interests of any community may to a large extent indicate the progressiveness of such a community. If the needs and interests of a community conform to certain principles and set standards as outlined by authorities in the field of community planning, it is reasonable to assume that all things being equal, that a community will be progressive.

This general idea was well stated by Sims, who wrote:

We can only generalize as to the needs of communities, as a great many factors enter to make the needs widely different. Needs imply human interests. Of these there are a few major

ones, such as those associated with sex, food, health, wealth, religion, education, recreation, social, and aesthetic demands. A community may be judged as to whether they are met or not.

It is felt that if these social needs are met in a community, the inhabitants of such a community will be substantially benefited in all areas of their daily living. They will tend to be better citizens living harmoniously together and participating completely in the building of an improved community.

We are learning that while basic information can be conveyed through graphs and pictures, through the written and spoken word, to passive readers and listeners, it is mainly through active participation--through discussion, volunteer service and self-study such as we have been trying to outline--that the people of a community can be brought actively to care about its development, and personally to engage in efforts for its improvement.²

The Purpose of this Study. The purpose of this study is: (1) to determine to what extent, if any, there are social needs in the Piney Point Community and (2) to point out some programs that have been designed to meet social needs in other communities, and (3) to offer on the basis of these facts, a constructive program designed to meet whatever needs are apparent in the Piney Point Community.

The Need for this Study. There is a definite need for studies concerned with methods and techniques, for ascertaining the best complete social programs for communities,

¹Newell Sims, Elements of Rural Sociology, p. 488.

²Joanna C. Calcord, Your Community, p. 233.

which are in the last analysis, the foundations of our great democratic nation. Without such programs for social betterment, communities cannot offer to the individuals who make up these localities the benefits of the American way of life, freedom of speech, economic security, health and political protection and social equality.

In a study, "The Changing Urban Neighborhood," Clenahan¹ stated that the study was not undertaken with the idea of securing data for any reform movement, but an attempt to learn at first hand not general social conditions, but the reactions of the citizens themselves to the specific changes they had both witnessed and experienced. He further sought to find out the concrete significance in their lives of their place of residence and of their associations, both, within and outside the area. After all, society consists of living human beings, acting and reacting among themselves; no understanding of the forces of organization, change, disorganization or reorganization within a community can be obtained without penetrating to the core of the community, the individual citizen.

It is felt that if a community is well organized, having such things as lodges, clubs, theaters, camp fire groups, amusement parks, etc., there is a finer relationship between the members of the group. Individuals not only tend to cooperate with one another more congenially, but also to accept individual responsibility more readily.

¹Bessie McClenahan, "The Changing Urban Neighborhood," pp. 40-44.

Sources of Data. The materials secured and used as the primary basis of this study were obtained largely from two distinct areas: (1) documentary data in the form of books, magazines, committee reports, newspapers and related studies; (2) results of questionnaires and (3) personal interviews.

Methods of Securing Data. In the routine of preliminary preparation for this investigation, an extensive review and analysis of the published and unpublished studies, similar or related to the one under investigation was made. The methods used in making the study were the statistical, or the enumeration, interpretation of data; and case study, i.e., the analysis of specimens of human experience from the standpoint of the origin and development of opinions and attitudes, together with their classification. The ecological approach has also been utilized to give a picture of the external aspects of the community.

The statistical method provides quantitative measurements, by means of which such facts can be shown as number of families living within the area, composition of these families, types of housing, home ownership, and mobility. Social relations, however, cannot be adequately stated in quantitative terms. They may be presented in descriptive terms, supplementary to the statistical. They are valuable as 'leads' to opinions, attitudes, and fundamental personal experiences, and they have been so used in this study.

The method of case analysis was employed and individual residents were interviewed in the effort to learn at first

hand their experiences in the area, their reactions to these and to their "neighbors."

To secure the data, a house-to-house canvass was made during February and March, 1947, in connection with which a questionnaire form was devised for use as a guide in the interview. The interview was not conducted on a question-answer basis; the "interviewer" was encouraged to tell of his experiences and those of the family, both in the local area and outside of it in the larger community. Extensive data were secured from sixty-six families, which by actual count of the houses and apartments within the section studied, represented 100 per cent of the families living there. The ministers of the local churches, teachers, and former residents were sought out for an expression of their opinions and a recital of their experiences, particularly in relation to the social needs within the locality.

The enrollment of the public school was checked with the returns from the house-to-house canvass and in some instances second interviews were held. The officers and records of the organization operating within the locality were consulted as were certain other documents including maps of the subdivision.

Definition of Terms Used in this Study. The terms used in this study are probably in general use, but in order that there might be a mutual understanding in so far as they relate to this study, it is somewhat desirable that an interpretation be given of their meanings. It is suggested that the term "social needs" be thought of as those

human interests, such as those associated with sex, food, health, wealth, religion, education, recreation, social, and aesthetic demands. The term "community" means those natural groupings, such as; the family neighborhood, city, or state in which voluntary and purposive associations always exist and individuals carry on all phases of a common life.

Some Limitations of this Study. In this study, we are concerned primarily with social needs, which naturally involve certain other factors, such as; economic, recreational and educational needs. The study is necessarily limited by the fact that social needs are somewhat difficult to ascertain, and what may be a social need for one community is not necessarily true of another community.

It is true also that little attention was paid to such factors as political and racial problems. The political angle has little significance for this study as the community is governed by county officers. While better government by city officials conceivably might relieve some of the social needs of the community, this seems far fetched at this time.

In as much as this is virtually exclusively an all Negro community, there exists no racial problem from within. It is true that the very fact that there are few whites in the area mitigates against governmental civic improvements. This coincidence is, however, outside the province of the study.

While these are limitations to any investigation on

social needs of a community, it is possibly understandable that these factors may be of little significance to this study.

It is felt that the results of this study certainly allow for suggestions in the setting up of a program, designed to remedy some of the social needs of the Piney Point Community.

CHAPTER II

SURVEY OF RELATED LITERATURE

Essentials of a Community. If a community is to be progressive and dynamic; instead of static and dying, it must offer to those individuals comprising the various groups within its boundaries certain social, economic, recreational, and educational advantages.

Needs imply certain human interests. Of these there are a few major ones, such as; those associated with sex, food, health, wealth, religion, education, recreation, social, and aesthetic demands. A community may be judged as to whether they are met or not.¹

A classification from Hawthorn's² book sets up the essentials of a community and lists opposite each item the appropriate organizations or institutions through which the interests express themselves.

Hawthorne's essentials and organization classification follows thus:

- (1) Health - Community Health Service, Red Cross
- (2) Parenthood - Child-Welfare Associations, Parent-teacher
- (3) Religion - The Church
- (4) Fraternity - Farmer's Clubs, Lodges

¹Sims, Op. cit., p. 488.

²H. B. Hawthorne, The Sociology of Rural Life, p. 440.

- (5) Education - The School, the Library, Literary, Debating, and Study Clubs
- (6) Agriculture - The Farm Bureau, the Grange, Equity Society, the Gleaners, the Farmers' Union
- (7) Business - The Cooperative Marketing and Purchasing Association, together with organizations mentioned under Agriculture
- (8) Citizenship - The Civic League, Leagues of Women Voters, Taxpayers' Association
- (9) Adolescence - Boys' and Girls' 4-H Clubs
- (10) Recreation - Playgrounds and Recreation Associations, Athletic Clubs
- (11) Aesthetic - Community Improvement Associations.¹

It is felt that if the basic interests of the individuals of a community are to be met, these organizations must be active and vital. In studies made by Lively² and Kirkpatrick³ it was found that only a small per cent of the individuals of those particular communities studied were actively participating, and it appeared that there was a wide-spread deficiency in existence.

Some Requisites of a Common Life Needed in a Community.

There is not only an ever present need for these organizations within the community but likewise, and of equal importance, the need for a common life.

Sims⁴ lists the following requisites of common life which a community must possess:

¹Loc. Cit.

²C. E. Lively, "Some Rural Agencies in Ohio," Bulletin No. 4, Vol. 28, 1922-23.

³E. L. Kirkpatrick, and J. H. Kilb, "Rural Organizations and the Farm Family," Research Bulletin No. 96, November, 1929.

⁴Sims, Op. cit., p. 15.

1. A center of common interest and organization.
2. Relative self-sufficiency in meeting the fundamental needs of life.
3. Group consciousness.
4. Services (educational, economic, religious, and social).

Gillette¹ avers that there must be an established home, or center of common interest and cooperation, while Sanderson² says, "A rural community consists of the social interaction of the people and their institutions in the local area in which they live on dispersed farmsteads and in a hamlet or village which forms the center of their common activities."

Some Problems of Organization of Society. The problem of organizing a community is generally difficult for it entails the bringing together of individuals in a harmonious manner and working cooperatively for the betterment of that community. The problems which they must grapple with are those which require concerted efforts. Such problems as; commercial and industrial activities, political activities, ethical activities; educational activities, social and philanthropic activities, and recreational and health activities must be dealt with.³

Some Signs of Neighborhood Improvement. There is ever

¹J. M. Gillette, Rural Sociology, p. 547.

²Dwight Sanderson, "Locating the Rural Community," The Cornell Reading Course for the Farm, June, 1920, p. 415.

³Stuart A. Queen, Social Organization and Disorganization, pp. 53-58.

present in progressive communities certain signs or characteristics in group contacts which indicate improvement. When organizations are primarily formed to plan for betterment in such things as recreational, educational, health, political and social opportunities, it is a good index of neighborhood improvement. It is through interest and participation on the part of all of the members of a community that improvement and growth exist.¹

Some Programs Used for Community Betterment in Certain Areas. It is an accepted fact that programs set up for various communities must differ, for the needs and interest of those communities differ. Programs which meet the needs of one community would be totally inadequate for another.

Mims² in a very excellent and readable style explains the method, techniques and fundamentals used in the development of some three hundred communities. He wrote:

The organized community is not a "club." There are no dues to be paid. There is no roll called on community nights. No one is asked to become a member. Every man, woman, and child, of any age who lives in a community is a member of it, whether or not he wants to be. The only way he can avoid the responsibilities of citizenship is to move out of it.

The community builds from four fundamentals: economic, civic, health, and social. Organized efforts toward the solving of business, civic, health, social or recreational problems may be started by the home demonstration or the farm agent, by the principal of the school, by the superintendent of education, or by some group of

¹Calcord, Op. cit., pp. 189-225.

²Mary Mims, The Awakening Community, pp. 28-29.

individuals vitally interested. A meeting is called, with everybody invited and the state community worker, if the state has one, appears and explains the plan.

A committee of twelve persons, selected from all parts of the community, is appointed on each objective. Twelve, so that there may be one member for each month of the year, to report, at community meetings, the progress being made on his objective.

The four objectives will have to do with business--which in rural communities mean agriculture--productive and distribution, or buying and selling, and which in all mean economic conditions; civics, health, and plans for social life. The development of the spiritual, that most important of all aspects of human life, is to be a vital part of each of these. Thus is the development of the four-fold nature of man--spiritual, mental, physical, and social, provided for.¹

Several good examples of communities following this plan may be mentioned. One of these communities, Three Corners, reported that:

We have not failed to meet each month since we organized and there have been at least 200 persons present each time. Our list of accomplishments is:

1. Secured lights and window shades for the churches.
2. Beautified church, school, and cemetery grounds.
3. Secured a polling precinct.
4. Had a community fair.
5. Gave June program at community club.
6. Organized chorus.
7. Organized health and home committees.
8. Bought less feed stuff.
9. Canned more products.
10. More pride manifested in attractiveness of our farms.
11. Had a successful clean-up week.
12. Built a Community House.²

¹Loc. cit., pp. 42-43.

²Mims, Op. cit., pp. 37-46.

The community mentioned is a thriving, prosperous settlement but is not satisfied. There are many things ahead that they want, and they are working to get them.

CHAPTER III

A DESCRIPTION OF SOCIAL AND ECONOMIC CONDITIONS
IN THE PINEY POINT COMMUNITY

Houston, Texas dates back to August, 1836. The original city of a few square miles was incorporated in September, 1839. Today the city covers a great expanse of territory, 98 square miles of incorporated land area. The population of this rapidly growing city began early to flow in all directions, and especially towards the southwest. The area chosen for study lies just outside the city limits and along this path of movement. The section begins at Harris County district line and Buffalo Bayou; extends east along or down this bayou to the Houston and Texas Central railroad tracks to Bellaire Boulevard; extends west on Bellaire Boulevard to Rodger's district area.

This area originally was called Piney Point, because an extended grove of lovely pine trees came to a point right at the northwestern beginning point of the studied area.

The present area, while commonly called and known as Piney Point, is in reality that area which was dedicated in 1898 as the town site of Jeannetta. To the southwest of this settlement which is almost exclusively inhabited by Negroes, is a settlement of whites who, in turn, call their settlement Piney Point. It seems that if the natural phenomenon is the cause for the name of that particular area,

then the whites are more justified in calling their exclusive area Piney Point. We shall confine ourselves, however, to the area as described above.

There is still a large amount of undeveloped land which has recently been sub-divided into regulation size city lots of 50x100 and small acreage. There is a definite impetus on the sale of this land.

It appears that there is very definitely a lack of cooperativeness on the part of the members of this area. It was found that of the sixty-six families studied only a few indicated that they ever gave of their time and energies in helping others. It is apparent that in areas so small as the Piney Point community, if it is to be progressive there must be far greater individual and group cooperation.

Another fact which mitigates against the social growth of the community is that only a small percentage of the families ever visit with one another. It is through home visitation, where dancing, home parties, civic organizations and other organizations get their beginnings and impetus. It is of significance that there is little of organized life in this community. Most of the residents of this community failed to see either the necessity or the probable benefits which might accrue from either civic or purely social organizations.

It apparently has never entered the minds of these persons that through organized civics efforts the streets might be made at least passable. Not only are the streets impassable, but there is no semblance of street lighting in this community. The area is rather compact and poorly

laid off, thereby, making a large number of streets, entirely unnecessary.

While the neighborhood activities, which are held, are generally found either in the church or the school, it is probably more desirable that a community center be erected. This would somewhat tend to unify all religious groups, as well as make possible the giving of certain affairs which might not be appropriate either in the school or the church.

It is an area entirely void of industries and there are none immediately adjoining the community. It is easily apparent that any community must encourage the establishment of industries within its midst if it is to be progressive.

Of the people in the community it may be said that they are largely engaged in domestic work. Many forego such necessities as newspapers, radios, telephones, electric service, and others of a similar nature.

The community is served by a small frame building acting as a school, with an enrollment of 58 children. These children are taught by two teachers, who must be able to teach all the subjects of the curriculum, from the first through the fifth grades.

There is no recreational program in existence here and the lack of such facilities makes it a matter of much concern. There are several beer taverns here, which are frequented by persons seeking some form of recreation.

The community is served by two churches, one Baptist and one Methodist. The church buildings are in definite

need of repair and are entirely too small.

The analysis and an interpretation of these conditions will be discussed in a later chapter.

CHAPTER IV

AN ANALYSIS AND INTERPRETATION OF SOCIAL AND ECONOMIC
CONDITIONS OF THE PINEY POINT COMMUNITY

Several interesting factors were indicated when the studied factors were analyzed and interpreted.

In studying these sixty-six families it was found as reflected in Table I that 41.5 per cent worked outside of Piney Point in the nearby white settlement as domestics; 25 per cent worked as share croppers; 2.3 per cent owned and worked their farms; 2.7 per cent worked in metropolitan Houston; while 10.9 per cent were engaged in professional or business enterprises.

TABLE I

TYPES OF OCCUPATIONS ENGAGED IN BY 146 RESIDENTS
OF THE PINEY POINT COMMUNITY

Types of Occupations	Number Engaged	Per cent
Agriculture	40	27.3
Domestics	60	41.5
Transportation	4	2.7
Professional	12	8.2
Business	4	2.7
Public Service	13	8.9
Auto Mechanics	4	2.7
Retired	1	.6
Housewives	8	5.4
Total	146	100.0

It was somewhat surprising to find that there were no

industries either within or immediately adjoining the Piney Point area. As is a general factor under such conditions as we have pointed out, in Chart 1, the monthly incomes of these families were decidedly low. It was found that while several persons with the group had salaries of \$200.00 per month, the average income was \$71.61.

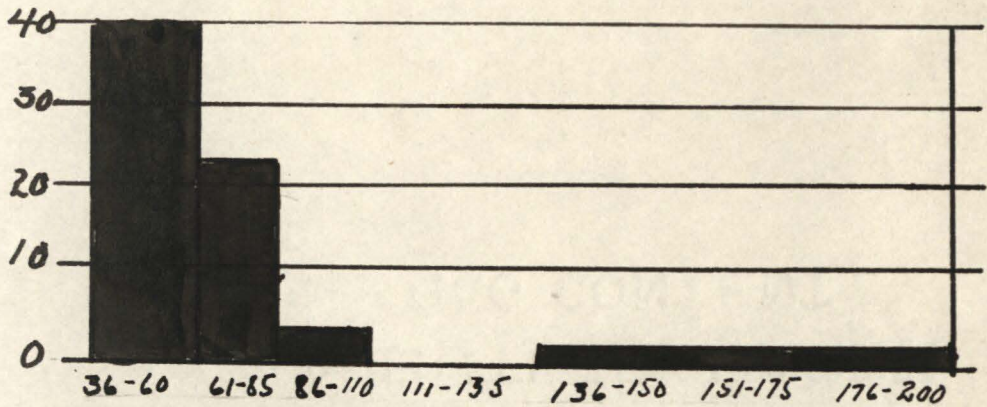


Chart 1. MONTHLY INCOME FOR 66 FAMILIES IN THE PINEY POINT COMMUNITY

While there is a definite need for some mode of transportation for the purpose of coming into the city for supplies, recreation and sometimes business, the low income of the families probably accounts for the fact that only 7.5 per cent of the families had any type of automobile.

Likewise, Table II shows that only 3 per cent of the families had telephones in their homes, thereby cutting down on their possibilities of transacting either business or socializing within the area. On the other hand 47 per cent had radios; 13.7 per cent took daily newspapers; 6 per cent

took Negro newspapers, none professed to take any type of magazine regularly.

These facts may be explained in this light: radios were not considered as a luxury but a necessity; they were means by and through which the family kept abreast of the times and further served as a primary source of recreation. Only a small percentage took newspapers for there was little time left after working hours for reading. Those who were domestics had already found time to read the news. The same explanation might be given in the case of magazines. Domestics were often given old magazines to bring home.

It appears that in as much as these conditions exist they might be traceable to low economic status, but the writer is somewhat inclined to believe that these conditions are more traceable to indifference and apathy.

TABLE II

SOME SOCIAL AND ECONOMIC NECESSITIES OF 66 FAMILIES IN
THE PINEY POINT COMMUNITY

Item	Number	Per cent
Telephones	2	3.0
Radios	31	47.0
Automobiles	5	7.5
Daily Newspaper	9	13.7
Negro Newspaper	4	6.0
Magazines	0	0.0
Sanitation	2	3.0

A somewhat more wholesome picture presents itself in Table III when housing conditions are studied. Of the 55 houses, 50 of these were single stories, and 5 were multiple dwellings. Of the 55 single houses, 58.9 per cent had been remodeled within the last five years and 20 per cent of the multiple dwellings.

TABLE III

TYPES OF HOUSING OF HOME OWNER IN THE AREA

Kind of houses	Number
I. Single Houses	50
1 story	47
2 story	3
II. Multiple Dwellings	5
Duplex	3
Rears	2
III. Remodeled Houses	32
1 story	29
2 story	3

It was interesting to know that 65 per cent of these families owned their homes and 35 per cent were renters. It appears that there is a definite feeling on the part of the majority of members of the community that there are certain definite advantages to be had in owning a home in this area.

Table IV tends to indicate something of the permanency of community people in this locality. It is true that these houses are very pretentious.

TABLE IV

COMPARISON OF LENGTH OF RESIDENCE OF OWNERS
WITH RENTERS

Length of Residence	Owners	Renters
Under 5 years	24%	83%
Under 10 years	61.4%	89.4%
10 years and over	39.2%	4.5%

These houses ranged in number of rooms from 2 to 10 as shown in Chart 2, but the average size house had only 3.7 rooms in it.

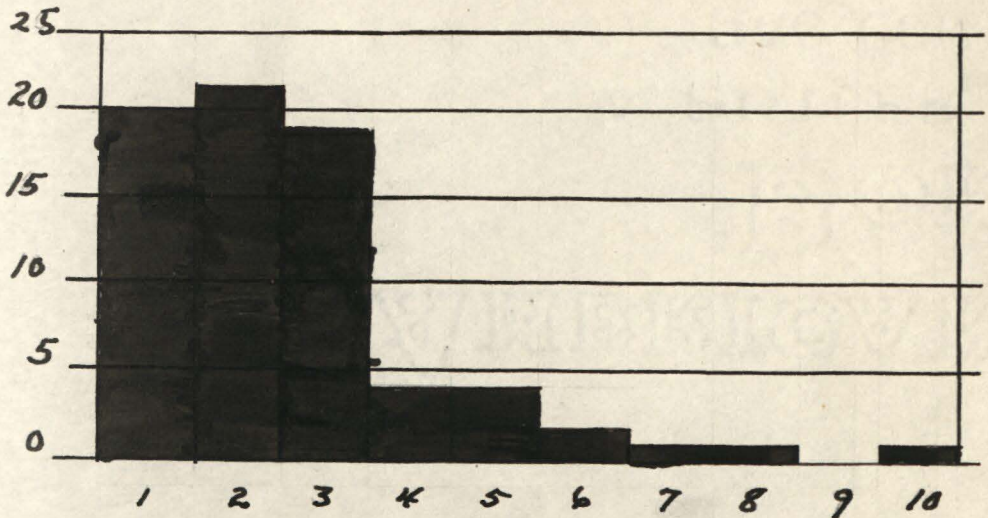


Chart 2. NUMBER OF ROOMS IN 55 HOUSES STUDIED
IN THE PINEY POINT COMMUNITY

The average size of the family itself while ranging from 1 to 9 members was 4.3 per cent members. This is, of

course, inadequate housing as to space. This may be seen in Chart 3.

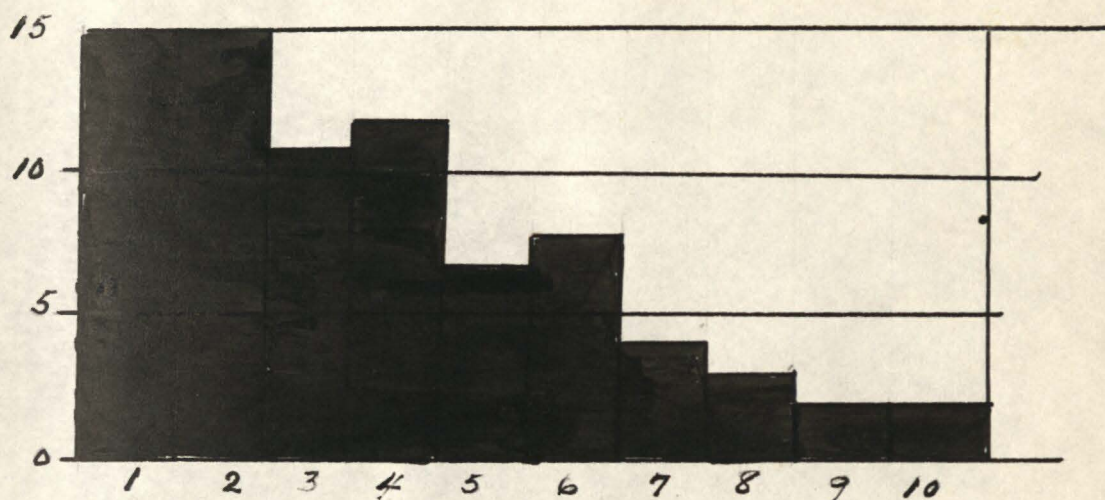


Chart 3. SIZE OF FAMILIES BASED ON 66 FAMILIES IN THE PINEY POINT COMMUNITY

Summary. As to its physical and geographical location Piney Point is without a doubt well placed. It is only six miles from metropolitan Houston, served by railroad connections as well as by several good highways.

There is definitely need for more social contact, such as home parties, helping one another with chores, organizing clubs and being more neighborly at some central point in the community.

The income of the families in this area is unusually low, thereby, causing other evils to crop out. It is possible that with a higher average income, certain community businesses and industries might be introduced. It is felt that if higher incomes were obtained, greater interest on

the part of those already living in the area might be manifested and other citizens might be induced to build homes.

Housing conditions are poor, although a large percentage of the families own their homes in the community. These conditions may or may not be traceable to low income. It is always a possibility that the lack of industry and thrift may be the cause. Yet, it must be borne in mind that approximately 78.9 per cent of these houses have been remodeled within the last 5 years.

CHAPTER V

AN INTERPRETATION AND COMPARISON OF THE RECREATIONAL,
ECONOMIC, SOCIAL AND EDUCATIONAL OPPORTUNITIES
WITH THAT OF SOME PROGRESSIVE COMMUNITIES

As was pointed out in an earlier chapter, there is little of recreational facilities and opportunities in the Piney Point area. Study after study as well as other publications have showed that communities having no recreational programs have been non-progressive.

It is quite true that in as much as there is little or no commercial recreational opportunities in the Piney Point area, the children, to a large extent, must carry on recreational activities in the home. This it seems would tend to make the family ties stronger.

The natural desire of people for amusement results at times in forms of recreation which not only injure those who take part in them but are dangerous also to the entire community. Hence, the community must provide safeguards against injurious amusements and furnish opportunities for entertainments which are attractive and wholesome. Schools, libraries, museums, and parks are also needed for the children, young people, and adults of the community.¹

It is evident that unless parks, theaters, and other places of amusement are offered in Piney Point, the younger

¹Howard C. Hill, Community Life and Civic Problems, p. 138.

persons are going to frequent too often the fewer beer parlors located in this area. In the past, it has been seen that loitering around these places increased delinquency and crime.

A good example of the type of improvement which a community may make in connection with its recreational activities is the case of Bryceland, an oil town. The children in this community had not enough attractive places in which they could play. A park was laid out and 75 trees and shrubs--redbuds, dogwood, wild azalias, holly, magnolia, gum, sweet bay, oaks, were removed from the native nearby forests. One of every native tree in the area was gradually planted in this park thereby making it a place of study.¹

In as much as proper recreation, not only tends to recreate the mind but the physical body as well; it is probably desirable that the health phase of the community be discussed here.

There has been a high index of illness in the Piney Point area. This was especially true of the children of the community. This, of course, may have been due to such factors as muddy streets and poor ditch drainage, lack of sanitary sewerage connection in the homes, rat infested houses, no screens on doors or windows, and infrequent health check-ups. A committee on health should study these conditions for the purpose of offering some solutions to the problems.

Mims suggests the remedy to some of these conditions.

¹Mims, Op. cit.

He points out:

The Health Committee, be the community town or country, may decide to promote a baby clinic, or a round-up of pre-school age children to get them all put into good physical condition for the beginning of their school work. It may be the decision that every pantry shall be stocked with canned fruits and vegetables. It may be securing better drainage or the carrying out of any disease-prevention project.¹

The community of Iowa, Louisiana solved a problem of a similar nature in a very unique way. The people of Iowa decided that one of the things they most wanted was to be assured of their children's welfare. If there were any physical defects that might injure their future health they wanted to know about them and have them corrected. So a doctor and a nurse were secured through the State Health Department, and a three-day clinic was held, with nearly all the children of the community being examined. Physical imperfections that were not suspected before were discovered and expert advice was given the mothers.

It was a service that would have been possible, otherwise, only in the city. Since few of the parents and children ever went to the city, and since the examination, under ordinary circumstances, would have been at a price which, to them, would have meant much, it is doubtful if any of them would ever have had this advantage. The State Department of Health was able to offer this service, free of charge, through the community organization, which served

¹Ibid., p. 32.

as a channel through which the people could be reached.¹

Piney Point is almost as barren and void of educational opportunities as it is void of recreational facilities. It does have, however, a small two-room school where fifty-eight children are enrolled. This school is a frame building originally planned as a single-room school, but later a partition was placed midway the room dividing it into two parts or so-called rooms. The playground space of the school is adequate, but its appearance is poor and there is absolutely no playground equipment available.

The two teachers are adequately trained but are paid inadequate salaries.

It has been indicated elsewhere in this study that the school attendance of the children was remarkably high, certainly under the existing conditions. Likewise absenteeism, on the part of the pupil, was generally followed by a very logical and feasible excuse.

The school offers too little in respect to club and extra-curricular activities. The school needs connected with it a more progressive and active Parent-Teacher Association. The present organization is approximately an organization in name only.

The small town of Three Corners was one of the dirtiest towns that could be imagined. The people were careless, thoughtless, without civic pride. There were four stores, and four schools. The town was divided against itself, not

¹Ibid., p. 41.

into two factions, but into many.

"Get folks singing together and you have created new and binding ties," the teachers of that community decided. They invited everybody to come out to community song gatherings. They chose old, well loved songs that everybody knew; they chose peppy songs packed full of a real community spirit.

Organization was effected and the first objective chosen was the consolidation of the four schools into one. This was finally accomplished, not without much effort, of course. A new, large building was erected, with an auditorium supplied with opera chairs, a home economics department and a science laboratory. People who used to fight each other, in words and thoughts, now sit side by side, in that packed auditorium, to watch and listen to their children at school entertainments, and to enjoy their own "Community Night" programs.

It was interesting to note further that the town folks had entered wholeheartedly in the program. This could be seen in such activities as planting trees and landscaping of the school ground.¹

Of equal, if not greater concern are the factors of social and economic status of the Piney Point.

As has been pointed out in reference to the manner in which progressive communities have solved its problems, the key to the solution has hinged upon, goodwill, understanding, general neighborliness and cooperation on the part of

¹Ibid., p. 49.

members in the community. This investigation tends to show that very little of this exists in the Piney Point area. It was found that only 8 per cent of the families ever gave assistance to their neighbors in any of the family activities, such as gardening, preserving, canning, and like activities. On the other hand 22.7 per cent of the families visited one another for such activities as, dancing, home parties, and civic organization. While this is much too small a percentage, it seems that this might form the nucleus for greater socialization of the community.

The uniqueness of the community's physical layout makes it highly possible for improvement in streets, drainage, and lighting.

There is ample land to be had in the area, at very reasonable cost, and it would not be too expensive to purchase land for a Community House. There is a distinctive need for a Community House in Piney Point; for then, it would be possible to bring together under one roof all groups of individuals in the community. The types of activities which could be held here probably would be more varied than those which are held either in the school or the church. Not only are certain types of activities repugnant to some when they are held in the church which might be acceptable to those same persons if held in a Community House, but the church buildings are much too small to accommodate these activities adequately.

The Iowa Community previously cited in this study, introduced through its social club as an annual social feature

the all-day rally, which is held on the school grounds on summer Saturdays. Neighboring communities are invited to attend and there is usually a crowd of 1500 or more present, to enjoy the rodeo, the sack races, the jumping and running contests, the horse shoe pitching games, the croquet, the trap-shooting, the ball game, the band concert, the "speaking," the old fiddler's contest, and all the other features that go to make up a real picnic.

Those who do not wish to bother preparing and carrying a picnic lunch may buy one on the school grounds, at a nominal price, prepared by the domestic science classes of the school. The proceeds are used for school improvement.¹

Another unique example of a small town solving its problem is that of DeRidder. The problem was one of having the people who lived in the town get acquainted with those who lived in the country and vice versa. Mims reports it in this manner:

The mayor of the town rose to speak. As a representative of the business men of DeRidder, he said that he was glad to welcome, tonight, as the guests of the town, the farmers of the surrounding territory and their wives. He said that the farmer and the business man must depend on each other and work together for each other's benefit.

Response was made by one of the farmers. Next, each person, in turn, was asked to stand and introduce himself or herself, answering these questions, "What is your name?"

¹Ibid., p. 41.

"Where do you live, on what street, if in town, or on what highway, and how far from town?" "How long have you lived there?" "Where did you live before you came here?"

They were seated alternately, a man from town sat by a woman from the country, a man from the country sat by a woman from town. The business men talked to the farmers' wives and the farmers to the wives of the business men.

There was some music, not too much, for plenty of time was wanted for conversation, since the primary purpose of the meeting was to get acquainted. A few months later the people of the country returned that hospitality by entertaining the people of the town as their guests. It was a fried chicken supper. Favors found at each plate were clever silhouettes of farmers, in various poses, made by a talented young man from the country. The program was given entirely by farmers and their families, with the exception of a welcome, again by the Mayor, and a few remarks of appreciation from a DeRidder woman. There was music by a band composed of country children. Two male quartettes from two of the organized communities sang; a family orchestra played; there were five minute talks by several farmers.

There were three hundred and fifty at that dinner and the spirit of neighborliness and friendliness manifested there would have thrilled the heart of the most hardened pessimist.

It is said that nothing produces a spirit of fellowship like eating at the same table, conversing over the coffee cups on sundry topics. Large crowds attend get-together assemblies, usually from one hundred and fifty to

three hundred. Always there is an interesting program. There are talks by agricultural experts from the State University on the topic of the evening. These topics are chosen with great care by the program committee. It may be cotton, or poultry, or the home growing of feed, or dairying, or any other subjects that is of vital interest and on which enlightenment or encouragement is most needed at the time.¹

While the economic status of members of a community is not all important by any means, it certainly is significant. To conditions of the economic status can be traced relationship of health, delinquency, crime, socialibility and housing conditions, merely to mention a few of these concomitants.

Piney Point finds itself with no industries and its agricultural position is not very attractive. This tends to slow up development of the area particularly from the standpoint of increasing population. Population increases tend to follow industry.

The low rate of rent and the low cost of home ownership make it probably somewhat possible for the existence of these families whose monthly income approximates only \$71.61. When 41.5 per cent of the persons of a community are directly dependent upon the meager salaries paid domestic workers in this area, it is not hard to understand its high percentage of illness, inadequate housing, low stand-

¹Ibid., pp. 113-115.

ards of living and high percentage of school age children not enrolled in school.

Such things as the small percentage who own radios, subscribe to magazines, daily newspapers, and Negro weeklies, may be due to either economic status or just plain indifference.

It is apparent that under present general conditions, of high wages and higher living cost, the Piney Point Community, if it is to maintain itself, must follow the examples of more progressive communities along economic lines.

A small town community just outside the city limits of a large city solved its problems in this manner: A committee on economic development suggested that the economic development of the community might be assisted in two ways. First, it would be helpful for the men to get acquainted with one another, and to learn something of one another's work, in order to promote friendship, and a sympathetic, understanding fellowship. In the second place, since the boys and girls, then in school, would soon be faced with the problems of choosing what they were to do in the world, it would be most helpful to them, and to their parents to conduct some form of vocational guidance.

A series of lectures and demonstrations was arranged. One night, at a community meeting in the auditorium of the school, a watchmaker employed by a jewelry store down town gave a talk on watch making.

Another night, the owner of the big dairy that supplied milk to most of the homes of the community gave a talk. One woman in the community who had recently started a small

candy kitchen down in the city, gave a demonstration in candy making and told the proper and improper ways and times to eat candy, and how to make it a benefit instead of an injury to the health. A bookkeeper gave a talk on his work and showed how home-makers can very profitably keep books. In fact, he gave a practical lesson in simple home book-keeping which any housewife could put into practice and find invaluable in working out, and keeping within the bounds of, her budget. Many others in various fields brought their messages to the community. These messages resulted in increased appreciation for the worth of the various individuals in the vocations as well as the impetus to better economic conditions for this small community.¹

In looking comparatively at some progressive communities and Piney Point, it is apparent that certainly the Piney Point Community does not belong in the class of progressive communities. Such a comparison in the areas of economic, social, educational and recreational assets in these communities tends to point out the area wherein the Piney Point Community must improve. With these shortcomings apparent, it better enables the writer to suggest a program of social betterment for the Piney Point Community. The program is, however, reserved for another chapter in this study.

¹Ibid., pp. 106-109.

CHAPTER VI

A RECOMMENDED PROGRAM FOR THE SOCIAL NEEDS OF THE
PINEY POINT COMMUNITY

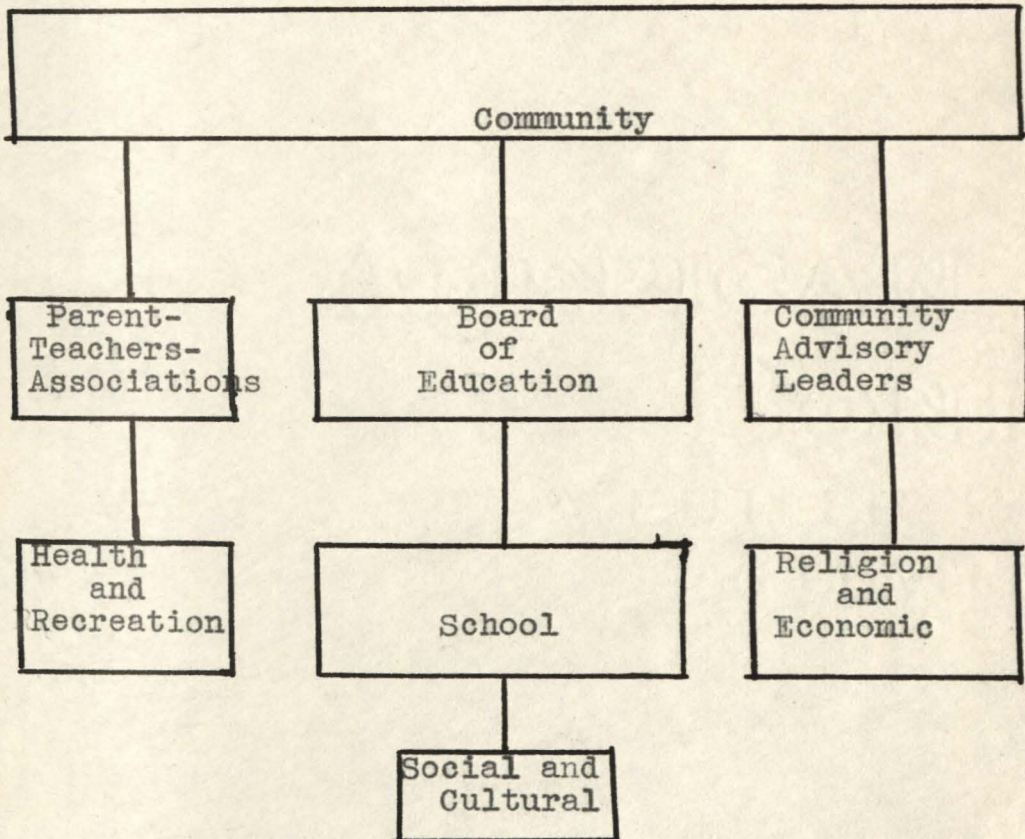


Chart 4. A DIFFUSION OF INTERPRETATION ACTIVITIES
WITHIN THE PINEY POINT COMMUNITY

It is suggested following the preceding chart that the general committee have representation from all segments of the population of the Piney Point Community. It is especially suggested that certain representatives come from the Parent-Teacher Association, school, and the outstanding

leaders of the community. While it is proposed here that the program somewhat center around the board of education, almost equal recognition is given the other two mentioned organizations.

While there is sure to be some overlapping of activities, sometimes there will be need for reinforcement of activities on the part of the organizations. This is quite necessary for the most effective planning of any community.

In view of the study of the social needs of Piney Point Community the following specific objectives are being set up for a community program:

1. To improve health conditions.
2. To remove unsanitary conditions from streets, ditches, and home surroundings.
3. To provide more adequate playground space and equipment.
4. To establish a community house.
5. To improve economic life through training training and thereby qualify for better paying jobs.
6. To improve facilities used for worship.
7. To raise the general standard of living.
8. To improve social relationships and interracial understanding.

The health and the recreative phases of the community life should be sponsored largely by the Health Committee through the Parent-Teacher's Association; educational phase with emphasis on the cultural and social aspect should be

sponsored by the Board of Education, and the Community Advisory Leadership group should sponsor those activities of a religious and economic nature.

In order to achieve the heretofore mentioned objectives the following program is proposed for year:

September

Subject: Know Your Community.

- Business:**
1. The principal will give a short talk explaining the purpose of the meeting.
 2. The following committees to be appointed:
 - a. The health committee
 - b. The educational committee
 - c. The recreational committee
 - d. The economic committee
 3. Expressions and comments from various members of the community.

Educational: 1. Song, "Round-de-lay." Tune, "Row, Row, Row Your Boat."

Know, Know, Know your community,
 Know it every way,
 Cheerily, cheerily, cheerily, cheerily
 We need this knowledge today.

2. Other community songs

Recreation: Mass games for all

Refreshments: Ice cream and cake

October

Subject: Community Opportunities and Ideals.

Business: Decide upon and discuss some community aims to be accomplished during the coming year.

Educational: 1. "The Opportunities Our Community Affords."
(Open discussion)

2. The opportunities we want our school to offer or give our community.
(Discussed by principal of school)

3. Community cooperation.
(County Agent)

4. Song: Tune, "Good Night, Ladies."

Boost for cooperation
Boost for cooperation
Boost for cooperation
For it will always win.

Cooperation makes us one, makes us one,
makes us one,
Cooperation makes us one, merrily makes us
one,

Merrily we believe in it, believe in it,
believe in it,
Cheerily we believe in it for it will help
us win.

Recreation: Stunts to be put on by the girls and boys.

November

Place: The School

Theme: Home Coming

Business: 1. Community parade
2. Community songs

3. Talks from various members of the community.
4. Prizes are to be given to the oldest man attending, the oldest woman, the youngest baby, the largest family, and the person coming from the greatest distance.

Social: Games sponsored by the deacon board of both churches, such as horseshoe pitching and bingo.

The fish pond sponsored by the girl scouts.

The boy scouts are responsible for parking of cars.

Refreshments: A dinner sponsored by the Ladies Home Mission Society.

December

Subject: Christmastide

- Educational:**
1. Song "Holy Night."
 2. A Talk on Why We Celebrate Christmas."
(This is told by a high school girl or boy)
 3. Poem--"Jest Fore Christmas."
 4. Songs: Singing of Christmas Carols by the community.
 5. Playlet: What the young woman of my day considered celebrating Christmas.
(Dress as nearly as possible in keeping with the time you represent)
 6. A Christmas Drill

Recreation: A Christmas Tree

January

Subject: School and Community Partnership.

Business: Reports of committees. If any of the aims have been accomplished, let's think of their worthwhileness and place new ones in their places.

- Educational:**
1. The chairman or representative of each of the following committees names two, three, or four (do not undertake more than you know you can accomplish), community needs that you are going to accomplish, cooperatively, this year.
 - a. Educational (library, grounds, etc.)
 - b. Good roads.
 - c. Beautifying the community.
 - d. Home demonstration work.
 - e. Club work.
 2. School Yell.
 3. "Partnership between Parents and Teachers."
(Discussed by a patron)
 4. Demonstration of well balanced lunch basket, using as nearly as possible home products, also including five food values.
(By the home demonstration agent)

Recreation: Games

February

Subject: Books.

Business: Reports of committees, educational, health,

social, and civic.

- Educational:
1. Chairman, select ten people, men women, boys, and girls, to stand and name to the community the four books that have meant the most to them and why.
 2. Songs (Church choir)
 3. "The Article or Book I Read That Helped Me Most in My Work During the Past Year."
(By a patron of the community)
 4. "Books That Have Made Me Laugh."
(By a boy or girl of the community)
 5. Talk: "How a County Library Would Serve All the People and Bring Books Right into Our Community."
(By the city librarian)

Recreation: Games

Refreshments: Hot chocolate and cookies

March

Subject: Health.

Business: Reports of all committees.

- Educational:
1. Reading of messages sent from state board of health, showing how progress is being made in fighting of preventable diseases.
 2. A talk on proper diets by the home demonstration agent.

3. Song: "Foods," Tune, "Smiles."
4. A short talk on health by the school nurse.
5. Health nursery rhymes.
(To be given by the boys and girls of the community)
6. Health playlet.

Recreation: Each woman and each girl bring two pieces of pie. Each man and each boy bring two bags of candy or peanuts. Women and girls draw numbers from one box; men and boys draw numbers from another box. Like numbers pool pie and candy or nuts and eat together.

April

Subject: Home and Community Improvement.

Business: Reports of all committees--educational, 4-H club, health, social, civic, P.-T. A., and scouts.

- Educational:
1. Favorite song of the oldest homemaker in the community.
 2. Demonstration: Arrangement of flowers for the home. (By a 4-H club girl)
 3. Yell--Fifteen rahs for our mothers, fifteen rahs for our fathers.
 4. "The Ideal Home."
(Given by a carpenter of the community)
 - a. As to architect.

- b. Appropriate colors in papering or painting, including each room.
(Given by a Y. W. C. A. girl)
 - c. Discussion of arrangement of furniture, draperies, and pictures.
(Given by a patron)
 - d. Ideal home from standpoint of following relationships, children, parents, brothers, sisters, friends, and neighbors.
 - e. "Home Grounds." (Given by a person who has the most attractive home grounds)
5. Song: Tune, "Row, Row, Row your Boat."
- Love, love, love your home
Love it every day
Cheerily, cheerily, merrily, merrily,
It is the place to play.
- Work, work, work for home
Improve it every way
There is no place on earth like it
We grow there every day.
6. Open discussion.
- a. What can we do to beautify our school, and church grounds?
 - b. What can we do to make our homes more comfortable and attractive?
7. Open discussion on "The Possibility of Getting Lights and Running Water in our Homes.
8. Song: "Home, Sweet Home."

Recreation: Spelling match, men against women, list of words made by the teacher. Words that are pertaining to the home. Reward to best speller, a home-made pie.

MAY

Subject: Mother's Day.

Business: Reports of all committees. Please let us place four boys and four girls at each door with baskets of flowers and give each mother a flower as she enters.

- Educational:**
1. Sing a favorite song of the mother who has the most children in school.
 2. "What Mothers Expected of their Boys and Girls Fifty Years Ago."
(Given by a woman who was a girl fifty years ago)
 3. "Mother Machree." (Solo)
 4. "Some of My Ideals for My Child."
(By a young mother)
 5. Reading of a good Mother's Day poem.

- Recreation:**
1. Divide the audience into four groups. Let each group select their leader and a song. Each group sings. Judges decide which is best. After decision is made all groups sing their respective songs at the same time, each trying to sing with more pep than the others.
 2. "The May Festival."
(Sponsored by the school)

June

Subject: Father's and Son's Evening.

- Social Committee:
1. Arrange for girls to have baskets of flowers and pin a flower on each father and son.
 2. Have a cooperative dinner. Spread cloths on ground under trees. Make it a cooperative spread, one family bringing fried chicken; some, chicken salad; some, lettuce, fruit salad; others, cakes and pies. Get fathers and sons to line up, fathers between sons, and all march around table singing a verse of some favorite song.

- Educational:
1. Song: "Greetings to Fathers and Sons." (Sung by mothers and daughters)
 2. "The Games that were Played by the Boys Fifty Years Ago that Showed Team Work." (By a grandfather)
 3. "Scouts' Pledge and Principles." (By the scout master)
 4. "What You Fathers and Sons Mean to Us Mothers and Daughters." (Discussed by a devoted daughter)
 5. Poem: "Be a Booster." (Given by a group of boys in unison)
 6. Adjourning the meeting with a song.

July

Subject: Patriotism.

Patriotism is giving yourself, at your best, to your home and community.

Business: Reports of all committees.

Educational: 1. Song: "America, the Beautiful."

2. All repeat in concert the preamble to the Constitution.
3. Apply the preamble to the community life by thinking of cooperative, constructive building being the tie that binds.
4. "A Peace Plan for My Community that Will Bring about Prosperity and Happiness."
(By the minister in the community)
5. Tune: "Tipperary."
(Sing, Community, Sing!)

It's a good time to get acquainted
 It's a good time to know
 What patriot is close beside you
 And to smile and say "hello,"
 Goodbye, that lonesome feeling
 Goodbye, glassy stare,
 Here's my hand,
 My name is (Shout your name)
 Now put yours right there.

Recreation: Everybody out of doors under the trees!

Watermelon feast.

August

Subject: Community Picnic.

Business: Eat, laugh, and play!

1. Song:

- a. Hail, hail, the gang's all here,
Ain't we glad we're living
Ain't we glad we're living
Hail, hail, the gang's all here,
Ain't we glad we're living now!
- b. Sing the favorite melody of the man who
has lived in the community the longest.
- c. Favorite song of the women who has lived in
the community the longest.
- d. Boy or young man, teach the community the
prettiest modern song.

2. Debate: Resolved, that the Boys and Girls of
Forty Years Ago Had More Fun Than the
Boys and Girls of Today.

3. Discuss pleasures that we can have in our com-
munity.

Recreation: Baseball game.

CHAPTER VII

SUMMARY, CONCLUSION, AND IMPLICATIONS AS
A RESULT OF THIS STUDY

The purpose of this study was: (1) to determine to what extent, if any, there are social needs in the Piney Point Community and (2) to point out some programs that have been designed to meet social needs in other communities, and (3) to offer on the basis of these facts, a constructive program designed to meet whatever needs are apparent in the Piney Point Community.

General Summary. A review of the literature relative to community programs and the ultimate improvement of these areas indicated that there are certain essentials of a community and certain requisites of a common life and certain programs used for community betterment.

It was found that if certain essentials, such as; good health, interested and effective parenthood, abiding religious beliefs, adequate education and effective citizenship, there must be certain parallel organizations. Such organizations as the Red Cross, Parent-Teacher Association, the church, lodges, and libraries are most influential. When these organizations are functional and dynamic, invariably the essentials are met and the community is on the road to progress.

It was seen from the review of the related literature, that there is likewise a need for a common life in the community. Among the requisites of a common life are such

things as; a center of common interest and organization, relative self-sufficiency in meeting needs of life, group consciousness, economic, religious, social, educational services.

It was further seen that certain programs tend to bring about community progress and in some instances resurrected bying communities. Probably the best example of a community organizing and evolving a workable social program was that of a small community in Louisiana. As was previously stated the community within a period of one year secured lights for the church, secured a polling precinct, secured means of school transportation, had a community fair, increased Sunday School enrollment, organized health and home committees, canned a large amount of food stuffs, had a successful cleanup week, and built a community house.

It must be admitted that a community accomplishing all of these improvements is certainly progressive.

From the standpoint of the findings based both on the review of related literature and the analysis, interpretation, and comparisons of the investigated data of the Piney Point Community; it may be stated safely that improvement must be made in all of the investigated phases of community life.

If such a program as the one suggested in the previous chapter could be carried out, the community would prosper and its population would doubtlessly increase most rapidly, especially because of its proximity to metropolitan Houston, where there is a distinct housing shortage, high cost

of rent and rising living cost in general.

The community has distinct possibilities, but probably within a period of five years will be incorporated into metropolitan Houston. The evidence tends to point to such a step on the part of the city official, and probably should be favorably looked upon by the members of this community.

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APPENDIX

QUESTIONNAIRE I

- I. Do you attend: Frequently Occasionally Never
- a. Church () () ()
- b. Sunday School () () ()
- c. School () () ()
- How are often are church services held? _____.
- How many religious denominations have churches in Piney Point? _____. List these denominations by name. _____, _____, _____, _____, _____.
- II. Do you own a car _____, a piano _____, a radio _____? Do you take a daily newspaper _____, a weekly paper _____.
- III. Are these organization active in your community?
- a. Parent-Teacher's Association _____.
- b. The American Red Cross _____.
- c. Y. M. C. A. _____ or Y. W. C. A. _____.
- d. Boy Scouts of America _____, Girl Scouts _____.
- e. Community House Associations _____.
- IV. How often have you been ill this year? _____.
- Did you have the doctor? _____ How many doctors live in Piney Point? _____ Is there a hospital or clinic located here? _____.
- V. What is your monthly income? _____. What is your occupation? _____. Do you work? _____.
- What industries are located in Piney Point? _____.
- What is the chief occupation of the Piney Point Community? _____.

VI. Do you visit in the neighborhood for social affairs? ____.
Do you help your neighbor with gardening, preserving,
etc.? ____.

List the things with which you lend aid to your neighbor

a. _____

b. _____

c. _____

d. _____

Where are most of the neighborhood activities held?

QUESTIONNAIRE II

- I. How many schools in the district? _____
 Number of students _____ Grade level taught at the
 schools _____
- II. Number of teachers _____ Annual salaries _____
- III. What extra-curricula activities are offered at the
 schools?
- List activities: _____

- IV. What is the per cent attendance? _____ Per cent ab-
 sence? _____
- V. What per cent have valid excuses for absence? _____
- VI. How often are these cases referred to attendance
 officers? _____
- VII. Is there a parent-teacher organization in the community?
 _____ How often does it meet? _____

QUESTIONNAIRE III

THE FAMILY AND THE HOME

Average size of family _____

Adequacy of houses:

Number of rooms _____ Screened _____
Painted _____ Condition of roof _____
Condition of steps _____ Landscaped _____
Adequate water supply _____ Adequate light-
ing _____ Need of repairs _____