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## A Study Of How The Coordinated Program Functions In Community Life Development In Smith County Texas

Lizzie Emma Seals

*Prairie View State Normal and Industrial College*

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A STUDY OF HOW THE COORDINATED  
PROGRAM FUNCTIONS IN COMMUNITY  
LIFE DEVELOPMENT  
IN SMITH COUNTY TEXAS

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SEALS

1944

A STUDY OF HOW THE COORDINATED PROGRAM FUNCTIONS IN  
COMMUNITY LIFE DEVELOPMENT IN  
SMITH COUNTY, TEXAS

By

Lizzie Emma Seals

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

Master of Science  
in the  
Graduate Division

of

Prairie View State Normal and Industrial College  
Prairie View, Texas  
August, 1944

## DEDICATION

This thesis is dedicated to my dear mother Mrs. L. A. Seals and my devoted grandmother Mrs. Pollie Hendricks in appreciation for their untiring effort to inspire and assist me in every worthwhile endeavor.

## ACKNOWLEDGMENTS

The writer wishes to express her appreciation and acknowledge her indebtedness to the following instructors:

Miss A. C. Preston, Professor of Rural Education for her patience and helpful suggestions in the preparation of this thesis.

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She is expecially grateful to Mr. R. S. Boulter, County Superintendent and Mr. J. M. Hodges, City Superintendent for encouragement and inspiration.

The writer is indeed grateful for the cooperation manifested by the people she interviewed.

## BIOGRAPHY

Lizzie Emma Seals was born April 5, 1908, at Tyler, Smith County, Texas. She is the daughter of the late S. S. Seals and Lillie Hendricks Seals. Her childhood days were spent in Tyler with her parents and only brother.

She received her primary, elementary, high school and normal education at Texas College, Tyler, Texas, finishing the normal department, May, 1923.

The Summer of 1923 was spent at Wiley College, Marshall, Texas, in the primary field. In 1924-25 she taught in Smith County School System.

She entered the sophomore class in 1925 at Texas College and completed her junior work there.

The Fall of 1927 she entered Prairie View College as a senior and finished May 28, 1928. She attended school several summers at Texas College, being trained in the primary field, and in Library Science.

She has taught in the rural communities of Smith County, Tyler, Texas, in Texas College, Tyler, Texas, and is now doing primary work in the Peete Elementary School, Tyler, Texas.

She began her graduate work at Prairie View State College, Summer of 1939, continued in the summers of 1942,

1943, and 1944. The writer majored in general education and minored in English. At the present time she is a candidate for graduation August, 1944.

## TABLE OF CONTENTS

| CHAPTER  | PAGE |
|--|------|
| I. INTRODUCTION .....  | 1    |
| A. Geographical Setting of Smith County .....                      | 1    |
| B. The Negro Population and Occupation .....                       | 3    |
| C. Statement of Problem .....                                      | 5    |
| D. Purpose of Study .....  | 5    |
| E. Scope of Investigation .....                                    | 6    |
| F. Source of Data .....  | 8    |
| G. Method of Procedure .....                                       | 8    |
| H. Previous Study .....  | 9    |
| II. HISTORY OF THE COORDINATED PROGRAM MOVEMENT ...                | 14   |
| A. Definition of Coordinated Program .....                         | 14   |
| B. The Crisis That Gave Rise To The Co-<br>ordinated Program ..... | 16   |
| C. The Guiding Philosophy of The Coordi-<br>nated Program .....    | 23   |
| D. Stages of Development .....                                     | 23   |
| III. THE COORDINATE PROGRAM IN ACTION .....                        | 24   |
| A. Some Successful Communities .....                               | 24   |
| 1. Alexandria, Ohio .....  | 24   |
| 2. Nambe', New Mexico .....  | 25   |
| 3. Friendship, Louisiana .....                                     | 27   |
| 4. Green Bay, Texas .....  | 30   |
| IV. SMITH COUNTY COORDINATED PROGRAM .....                         | 32   |
| A. Need for Coordinated Program .....                              | 32   |
| B. Communities Engaged in Coordinated<br>Program .....             | 33   |
| 1. Jackson Community .....   | 33   |
| a. Where they were held .....                                      | 33   |
| b. When .....  | 33   |
| c. The cooperating agencies .....                                  | 33   |
| d. The goals to which they were<br>directed .....                  | 34   |
| e. Goals attained .....  | 37   |



| CHAPTER   | PAGE |
|---|------|
| 2. Douglas Community .....  | 38   |
| a. Where they were held .....   | 39   |
| b. When .....   | 39   |
| c. The cooperating agencies .....   | 41   |
| d. The goals to which they were<br>directed .....                                     | 43   |
| e. Goals attained .....   | 44   |
| V. THE EFFECT OF THE COORDINATED PROGRAM UPON THE<br>CURRICULUM IN SMITH COUNTY ..... | 49   |
| A. Modern Views of Education .....  | 49   |
| B. A Functional Curriculum for Smith County   | 54   |
| VI. SUMMARY AND CONCLUSION .....  | 58   |
| VII. RECOMMENDATIONS .....  | 62   |
| VIII. BIBLIOGRAPHY .....  | 64   |

LIST OF TABLES

| TABLES   | PAGE |
|--|------|
| I. THE NEGRO POPULATION OF SMITH COUNTY BY AGE AND SEX .....       | 4    |
| II. THE OCCUPATIONAL DISTRIBUTION OF NEGROES IN SMITH COUNTY ..... | 5    |

## LIST OF GRAPHS

| GRAPH  | PAGE |
|--|------|
| I. DISTRIBUTION OF CURED MEATS IN JACKSON AND DOUGLAS COMMUNITIES .....    | 46   |
| II. DISTRIBUTION OF CANNED FRUITS IN JACKSON AND DOUGLAS COMMUNITIES ..... | 47   |

MAP

PAGE

|  |    |
|--|----|
| I. SMITH COUNTY MAP ILLUSTRATING HIGHWAYS, SCHOOLS,<br>TOWNS, VILLAGES AND COUNTY SEAT ..... | 42 |
|--|----|

## CHAPTER I

### INTRODUCTION

#### The Geographical Setting of Smith County

Smith County is situated in the Pine and Oak Belts of East Texas. The terrain is **red and** hilly, drained by the Sabine and Neches Rivers. It has an altitude of 550 feet. Its annual rainfall is 41.63 inches. Its mean annual temperature is 66 degrees; in July 83.7 degrees, and in January 47.2 degrees. Its land area is approximately 920 square miles, equivalent to 588,800 acres.

The soils of Smith County are gray sandy, sandy red and clay in bottom. Timber includes second growth pine, gum, and oak. There is some commercial production of lumber. Minerals include oil (6,040,969 barrels in 1940), iron, ore, lignite, brick clay, and glass sand.

Smith County is principally agricultural. Its principal field crops are cotton, corn, sugar cane, oats, peanuts, sorghum, hay and sweet potatoes. Large quantities of tomatoes, watermelons, strawberries, and all kinds of truck vegetables are grown for market, shipped out in carloads and sold to local canneries.

Smith County is first in the United States in commercial rose growing. Rose bushes are shipped from the first frost until April. Various fruits are raised for the mar-

ket; commercial orchards are numerous. Pecans bring cash to farmers in season.

Beef cattle production is the principal livestock industry; hogs and sheep are raised for market. Dairying is done extensively. The establishing of milk routes and creameries have stimulated production. There is an increasing number of high grade registered milch cows. Poultry raising is also an important industry. Large quantities of eggs and broilers are produced for market. Production in Smith County has influenced the rapid increase in population. In diversity of crops and total annual production of agricultural wealth, Smith County is one of the leading counties in Texas.<sup>1</sup>

Smith County has ten towns and villages, which are connected by a splendid system of transportation and communication.

State highways 69, 80, 110, 64, 31, 135, 269 and 271 run through different parts of the county. In addition to these highways there are several "county roads" constructed largely for marketing convenience of the farmers. The Cotton Belt and The Missouri Pacific railroads also run in different sections of the county.

Tyler, the County Seat, has a strong broadcasting station. Two papers are published daily: "The Tyler Morning

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<sup>1</sup>Texas Almanac, Dallas Morning News, Publishers, Dallas, Texas, 1942-1943, p. 505.

and Courier-Times-Telegraph." Another paper, "The Tyler Journal", is published weekly. In addition to these local papers, "The Dallas Morning News" has a large circulation in the county. One or more of these papers may be found in almost every rural home. There are thousands of radio sets in rural homes. These media of communication, not only serve as a guide or index for weather conditions and marketing, but also serve to arouse and solidify community interest.

This was vividly illustrated in 1942, when The Negro Extension Service, The Public Schools, The County Ministerial Alliance and other organizations sponsored a War Bond Rally on a county-wide basis. The editors of these papers and the radio announcers were very generous in publicizing this effort. As a result, the greatest crowd of Negroes that ever gathered for a patriotic occasion, came to the rally. The sponsors of the project said this was largely due to the publicity which originated in Tyler.<sup>1</sup>

#### The Negro Population and Occupation of Smith County

The Negro population of Smith County is 22,293. Table I shows the population by age and sex. From this analysis we may see that the larger percentage of the population consists of children and young people.

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<sup>1</sup>Tyler Morning and Courier-Times-Telegraph, Publishers Section 1, p. 2, October 20, 1942.

The occupational distribution of Negroes in the county is shown in Table II. It may be seen here that farmers and farm managers constitute the largest single group of workers among the Negroes of the county.

TABLE I

THE NEGRO POPULATION OF SMITH COUNTY BY AGE AND SEX<sup>1</sup>

| Age               | Male | Female |
|-------------------|------|--------|
| Under 5 years     | 1088 | 1080   |
| 5 to 9 years      | 1215 | 1218   |
| 10-14 years       | 1266 | 1231   |
| 15-19 years       | 1208 | 1327   |
| 20-24 years       | 1008 | 1149   |
| 25-29 years       | 970  | 1106   |
| 30-34 years       | 841  | 924    |
| 35-39 years       | 725  | 770    |
| 40-44 years       | 595  | 633    |
| 45-49 years       | 499  | 533    |
| 50-54 years       | 389  | 376    |
| 55-59 years       | 278  | 265    |
| 60-64 years       | 233  | 217    |
| 65-69 years       | 300  | 253    |
| 70-74 years       | 158  | 129    |
| 75 years and over | 141  | 118    |

<sup>1</sup>United States Census Bureau - The Sixteenth Census of The United States, Washington, D. C., 1940, Table XXII.



TABLE II

THE OCCUPATIONAL DISTRIBUTION OF NEGROES IN SMITH COUNTY<sup>1</sup>

| <u>Occupation</u>   | <u>Male</u> | <u>Female</u> |
|---|-------------|---------------|
| Professional workers                                      | 131         | 190           |
| Semi-professional workers                                 | 9           | 2             |
| Farmers and farm managers                                 | 2115        | 167           |
| Proprietors, managers and officials,<br>executive farmers | 72          | 14            |
| Clerical sales and kindred workers                        | 63          | 26            |
| Craftsman, foreman and kindred workers                    | 134         | 2             |
| Operatives and kindred workers                            | 339         | 46            |
| Domestic service workers                                  | 270         | 1848          |
| Service workers (except domestics)                        | 455         | 171           |
| Farm laborers (wage-earners and foremen)                  | 1012        | 46            |
| Farm laborers, unpaid family workers                      | 483         | 204           |
| Laborers (except farm workers)                            | 610         | 8             |
| Occupations not reported                                  | 31          | 19            |

Statement of Problem

The problem involved in this study is "How The Coordinated Community Program Functions in Community Life Development in Smith County."

Purpose of Study

The purpose of this study is to find out what bearing the Community Coordinated Program has had upon Community Life Development in Smith County.

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<sup>1</sup>United States Census Bureau - The Sixteenth Census of the United States, Washington, D. C., 1940, Table XXIIIa

## Scope Of Investigation

This study involves fourteen schools and forty-six communities:

Jackson Industrial High School, Route 3, Box 129, Tyler, Texas. Mr. Jody Phillips, Superintendent and Mrs. Mary Francis Warren, Principal; sixteen teachers.

The following communities are involved in the above named school: Jackson, Chapel Hill, Garfield, Sunshine, Starville, Union, Coles Hill, Lanes Chapel, Pleasant Grove and Universe.

Douglas Junior High School, Route 3, Tyler, Texas. Mrs. Gertrude Mayfield, Principal; eight teachers. The communities involved in the above named school are: Hope-well, Providence and James Town.

Lindale Colored High School, Route 2, Box 56. N. R. Allen, Principal; ten teachers, seven communities: Rock Creek, Garden Valley, Duck Creek, St. Mary, Clear Spring, Friendship and Walnut Spring.

Stanton School, Route 4, Tyler Texas: Sixteen teachers. Mr. Armster Martin, Principal, fifteen communities: New Hope, Corinth, New Bethel, Black Jack, Spain, Galilee, Oak Grove, Wallace Grove, Limber Log, Galilee, Mt. Neveleton, Antioch, Willow Valley, Murph, Langly and Flint.

Some of these communities had various types of programs, namely, hot lunch, vegetable and meat shows. Each

year two hundred and fifty dollars (\$250.00) is given away in prizes for the best canned foods.

Liberty School: Mr. Leo Johnson, Principal, Route 2, Troup, Texas; four teachers; Hot Lunch program.

Dixie School: Mr. R. M. Pearson, Principal, 1502 North Moore, Tyler, Texas; nine teachers; four communities: Mt. Olive, Mt. Sylvan, Dale and Swan; Hot Lunch Program.

St. Louis: Mr. John A. Hughey; Route 8, Box 206; five teachers; Hot Lunch program.

Galilee School: Miss Lottie Hayter, Principal; Whitehouse, Texas, three teachers; Hot Lunch program.

New Home School: Mrs. Mary Waters, Principal; Route 1, Box 212, Winona, Texas, two teachers; Hot Lunch program.

Shady Grove: Mrs. Elvena King, Principal, 1206 East Oakwood, Tyler, Texas, two teachers; Hot Lunch program.

Young Hill: Miss Myrtle Anderson, Principal, 1807 North Grand. One teacher; Hot Lunch program.

Rabbit School: Mrs. Effie Muckelroy, Principal, Box 577, Overton, Texas, two teachers; Hot Lunch program.

New Hope: Mr. George Land, Principal, Route 5, Box 34, Tyler, Texas, three teachers; Canning program.

Dunbar School: Mr. Langston Tolbert, Principal, Route 3, Box 174, Kilgore, Texas, nine teachers, three communities: Dunbar, Mt. Era, and Holt-Work Shop.

The above named schools had some form of the coopera-

tive program. The program was in operation on two campuses, but the other schools carried the idea on in their communities, with the use of meat shows, vegetable shows and the hot lunch program.

### Source of Data

The material contained in this study has been gathered from the following sources: surveys of various agencies; the United States Census report; survey of communities where the coordinated program is functioning effectively; a five year program in five counties in Michigan; conferences with state and community leaders who took the initiative in projecting, and who have fostered the Coordinated Program in Texas; interviews with Agricultural Secretary of the Negro Chamber of Commerce; President of the Smith County Negro Ministerial Alliance; the mayors of Lindale, Troup, Winona, Whitehouse, Bullard and Arp; conferences with key persons in Swan, Sanflat, Flint, and Garden Valley; reports of the work shops on curriculum studies in rural communities, sponsored by Bishop and Texas Colleges, and the community organization and adult education; reports and bulletins of the State Department of Education and numerous other available related materials.

### Method of Procedure

The method employed in the analysis of this problem is divided into three parts: The Delineation of the Prob-

## lem, Observation and Investigation, and Compilation of Data.

The first effort was to define terms carefully and to select indices so that the problem could be stated in the form of a question. This included defining the term, "Community Coordinated Program" and what constitutes "Community Life Development." Later, pertinent community organizations were selected. Then interviews with the leaders in community development were arranged. In addition to this, the most pertinent literature was examined; questionnaires and investigations were made of the work shops conducted at Douglas Community in Smith County, Good Will School in Washington County, Green Bay in Anderson County, Karnack in Harrison County, and the work shop in curriculum studies in rural communities, sponsored by Texas and Bishop Colleges, held at Jackson School in Smith County.

After these investigations and observations, careful assortment according to the utility of data was made. Following the assimilation, information was tabulated and entered into a narrative form.

### Previous Studies

The history of this topic is very limited. But several related studies have been made. In 1933 Lloyd E. Branch developed a study of "Federal Cooperation in Agricultural Extension Work, Vocational Education and Vocational Rehabilitation." In this treatise special interest was placed on

the role of the Federal Government in Vocational Education.

In 1936, Dr. Maurice E. Thompson wrote for his Doctor's Dissertation "A Study of Special Kinds of Education for Rural Negroes." It was here that Dr. Thompson made the first definite attempt at an analysis of the functioning of various educational agencies among rural Negroes.

In 1937-38 The Social Science Department of Prairie View State College, under the direction of Dr. Henry Allen Bullock made a study of "The Inter-relation of Educational Agencies among Rural Negroes of Texas." In reporting the findings of this study, Dr. Bullock stated during The Ninth Educational Conference at Prairie View State College, "In our present work we attempt to show the inter-relationship of these agencies as to organizational structure and function with a definite application to social deficiencies facing Texas Negroes."<sup>1</sup>

In 1942, Doctors George A. Works and Simon O. Lesser published a study entitled "Rural America Today, Its Schools and Community Life." Throughout this entire report rural education has been interpreted in the broadest possible terms. One cannot fully understand the conditions, problems, and functions of the schools without taking ac-

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<sup>1</sup>Proceedings of The Ninth Educational Conference  
Prairie View State College Press, Prairie View, Texas,  
p. 16.

count of community conditions and of the fact that the community itself exerts educational influences of the utmost importance. The writers therefore have regarded it as an essential part of their task to discuss many phases of rural community life which are closely related to education and deal with the economic and demographic factors, which are responsible for some of the most difficult educational problems faced by rural people. In the belief that education is a life long process, they have also reported upon existing educational facilities in rural areas for older youth and adults. A chapter has also been devoted to the special problems of rural Negroes. The broad definition of education which has guided the writers has added to the difficulty of their task, but they do not feel that they could have omitted any topic and fulfilled their objective of giving an adequate account of rural educational conditions, problems, and developments."<sup>1</sup>

The Coordinating Council Inc., (Los Angeles, California) a research and service organization for the advancement of community coordination publishes, "Community Coordination", a sixteen page illustrated bi-monthly publication devoted to the interests of coordinating, community neighborhood councils.

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<sup>1</sup>Works, George A. and Lesser, Simon O., Rural America Today, Its Schools and Community Life. University of Chicago Press, Chicago, Ill. 1942, Preface V-VI.

In the July-August 1940 number of "Community Coordination", Walter L. Stone contributed an article entitled "History of Development of Community Coordinating Councils" and in the same number appeared an article by Esther Reynolds Bradley, the subject of which is "An Evaluation of Los Angeles County Coordinating Councils."

Even though these studies deal with neighborhood councils in cities and towns under 25,000 in population, the basic principles of operation are very similar to those employed in successful rural communities.

In 1940, The Louisiana Negro Normal and Industrial Institute (Grambling, Louisiana) published a report of the four year period, 1936-1940. This publication gives a rather comprehensive review of the philosophy, psychology and techniques which have been responsible for the phenomenal growth of this unique institution.<sup>1</sup>

This review included (1) coordination of teacher education with work of state parish agencies of health, agriculture, trade and industries, and home economics, (2) the field service unit, (3) the curriculum laboratory, (4) the apprentice teaching program, (5) the coordination of the Jeanes teacher, (6) the summer schools, and (7) the so-

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<sup>1</sup>Review for the Four-Year Period 1936-1940 of the Louisiana Negro Normal and Industrial Institute, (Mimeograph Copy) Grambling, Louisiana, p. 9.



called instructional phases of the curriculum.

The editor of the "Review" observes that each phrase of this program is planned to help rural Negroes improve their individual communities. Therefore, the "Review" is a contribution toward the coordinated program. The Louisiana Negro Normal and Industrial Institute devoted 1936-1940 to the development of wholesome community life in certain strategic parishes in Louisiana.<sup>1</sup>

Elsie Ripley Clapp published in 1939 a book entitled "Community School in Action". This book is a review of reports on the community program operated in the Ballard Memorial and the Arthudale School Communities.

John Dewey characteristically states that this book portrays all that is involved in its title, "Community Schools in Action."<sup>2</sup>

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<sup>1</sup>Review of the Four-Year Period 1936-1940 of the Louisiana Normal and Industrial Institute, Grambling, Louisiana, pp. 9-10.

<sup>2</sup>Clapp, Elsie Ripley, Community School in Action, The Viking Press, New York, New York, 1939, Foreword VIII.

## CHAPTER II

## HISTORY OF COORDINATED PROGRAM MOVEMENT

Definition of Coordinated Community Program

Finding a satisfactory definition of the coordinated program is similar to that of trying to obtain a satisfactory definition of education or religion. Every person who attempts to define it in the nature of the case, allows it to be colored by his prejudice against it, or his enthusiasm for it.

In view of this fact, for this treatise the meaning of the term Coordinated Community Program is derived from a cross-section of definitions given by those who introduced the idea, and have motivated the activity which is now generally known as, "The Coordinated Community Program." A group of community-minded leaders and community agencies assembled at Prairie View State College in June, 1937 to discuss "The Inter-relation of Educational Agencies in Community Improvement." This group outlined a workable program for community development.

In the preamble of the constitution we have the meaning of "The Coordinated Program", as outlined by the group:

"This program shall be known as the \_\_\_\_\_ community program. It shall have for its purpose the promotion of the economic, health, social, recreational

and spiritual welfare of the people of the community. It shall be entirely voluntary as to whether any community or any individual in the community shall engage in it."

The community program means just what its name indicates. It is not planned to the program of any particular group or organization. But it is intended to be a Coordinated Community Program of all groups, organizations and individuals who voluntarily join themselves together to work in it.<sup>1</sup>

In order that the coordinated community program concept might be clear, the constitution suggests what the community program should include:

1. Producing and conserving its food supply of vegetables, fruits, nuts, berries, meats, lard, eggs, milk products, bread and cereals.
2. Improving usefulness, appearance, convenience and safety of public buildings, homes and farm buildings of the community.
3. Conserving and improving the natural resources of the community.
4. Developing such cooperative enterprises as the community actually needs, (suggested examples are meat clubs or circles, community cannery, nursery, community glee club and community library.)
5. Enriching recreational, educational, physical, cultural, moral, and spiritual advantages and conditions throughout the community.<sup>1</sup>

In the winter of 1942, and the spring of 1943, the writer asked a group of people who had been trying to sell

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<sup>1</sup>Worley, Gordon News Release, The Coordinated Community Program, Department of Education, Austin, Texas, 1941.

the idea of a coordinated community program to commit to writing what they meant by a Coordinated Program.

In reply to this request, Miss Sophia E. Montgomery, Jeanes teacher of Anderson County, stated:

"The Coordinated program was organized by an interested group of people to work out the needs and improvements of the community that could not be successfully gained individually."

Mr. William H. Dailey, Principal of the Flint Hill Rural School, Palestine, Texas, wrote:

"The Coordinated Program is the working together of all existing community agencies toward the solution of existing community problems."

Other workers in the Coordinated Programs submitted definitions, but these two are representative of all the others.

Therefore, in the light of the conceptions of the leaders who formulated the first definition of a coordinated program; and the conclusions of some of the folk who have ardently been trying to carry it out, the writer concluded that:

The Coordinated Community Program is a program which grows out of an intelligent sense of the most urgent needs of a community; and the voluntary participation of all the community agencies, working toward the meeting of these needs.

#### The Crisis That Gave Rise To The Coordinated Program.

The coordinated community program was an outgrowth of the critical problems which confronted rural America during the late twenties and early thirties of this century. At the beginning of this period, alert rural leaders were

becoming painfully aware of the gravity of their problems, and began to make strenuous efforts to solve them in a number of individual areas, such as education, health, recreation, and welfare. But increasingly they began to recognize that all of their problems were inter-related; and acting upon this realization, in thousands of places throughout the United States, they launched comprehensive programs to improve their communities: to pool their resources of intelligence and goodwill, to reconcile their differences, and through planned cooperative efforts to re-make their environment in the image of their wishes, for themselves and their children.

This tendency to solve community problems cooperatively was given impetus by the new emphasis on adult education, which became popular at the beginning of this period. During this time educators everywhere, vigorously insisted that the focus of adult education should be enrichment of community life, and the cooperative diagnosis and solution of community problems. "This in itself", said they, "is a significant form of education." Educators further recognized that such community efforts are not only of value to adults, but also to children. The environment itself exerts innumerable educational influences, and progress in improving the community spells better schools. They realized that effective schools require not only understanding

and support, but corroboration in the everyday life of the community in those desirable patterns and attitudes which the schools seek to develop in their students. Schools can not flourish in a community which is economically sick; divided by antagonism and incapable of offering its population a rich and satisfying life.

The educators also discovered that the membership of all these organizations was predominately drawn from the same social and economic strata and in the meantime these organizations tended to broaden their activities until their programs overlapped, while many urgent community needs were overlooked by all of them.

The factors listed above may be considered straws in the wind in their relation to: "What Gave Rise To The Co-ordinated Program." The most dramatic cause of its birth on a large scale was the great depression of 1929, which brought agricultural planning into being. Works and Lesser say in this connection, "The critical problem which confronted rural America during the thirties underscored the need for intelligent local planning and led to a rapid expansion of rural community organization."<sup>1</sup>

This type of planning came as the result of the Na-

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<sup>1</sup>Works, George A. and Lesser, Simon O. Rural America Today, Its Schools and Community Life. University of Chicago Press, Chicago, Ill., 1942, pp. 373-376.

tional Government's effort to alleviate the difficulty which faced the farm population in 1930. In the year of 1930 nearly a dozen separate programs were authorized by Congress to deal with various agricultural problems. The haste with which these programs were enacted and lack of sufficient consideration of their inter-relationships caused their administration to be characterized, in many cases, by ineffectiveness, conflict, and duplication, which were particularly evident when a number of these programs happened to effect the same form. The need for coordinating these programs, of interweaving them with state, county, and local programs, soon became apparent. It was largely to meet these needs that cooperative agricultural planning developed. This type of community program began in 1935, but it received its real impetus in the summer of 1938 with the drafting of the Mount Weather Agreement. This document not only settled an important issue which had caused sharp differences of opinion, the division responsibility between federal and state agencies and institution in connection with national "action" programs for agriculture, but it proposed a blue print for implementing the understanding which was reached.

It was agreed that the Department of Agriculture should retain full responsibility for administering national action programs and that the land-grant colleges and the Department of Agriculture should jointly cooperate,

in each locality and state, "in the development of land use plans which might serve as a basis for localizing and correlating all programs." Further, the agreement contained "a rather detailed description of a proposed organization for planning." Largely on the basis of its recommendations, which were later embodied in more formal memorandums of understanding between the Bureau of Agricultural Economics and the land-grant colleges in the various states, effective machinery for cooperative agricultural planning was quickly established on the local, state, and national levels."<sup>1</sup>

The Mount Weather Agreement greatly implemented the efforts of rural people toward a cooperative community development. In a period of six years (1935-1941) cooperative agricultural planning was being carried on in 1,891 counties and in more than 10,000 communities in 47 states. The program has enlisted the active participation of 140,000 individuals, seven-eighths of whom are laymen and women with the desire and determination to solve their own social and economic problems.<sup>2</sup>

### Texas

The crisis which gave rise to the coordinated program in Texas dates back to the period when various educational agencies began to work for the betterment of rural Negroes

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<sup>1</sup>Op. cit., p. 374.

<sup>2</sup>Ibid., p. 376.



in Texas. But the immediate situation which brought it forth began to make itself felt during the decade of 1920-1930. During this period Texas Negroes experienced an increasing awareness of serious deficiencies in their public schools.

These deficiencies literally demanded attention. Eventually a small group of Negro and white Educators of the state, met at Prairie View State College, in April, 1930, to seriously study these deficiencies, for the purpose of doing something to eliminate them.

This conference led to the calling of a similar conference every year until 1937. During these succeeding years the topics of the conferences were: In 1931, "The Present Status of High Schools for Negroes in Texas - Principals." In 1932, "The Negro High School of Texas with special emphasis upon Teachers of English, Science and Vocational Subjects." In 1933, "Negro Rural Schools in Texas." In 1934, "Negro Health, Child Welfare and Protection." In 1935, "Economic Status of Negroes in Texas." In 1936, "Vocational Opportunities for Negroes in Texas." In 1937, "The Availability of Public Education for Negroes in Texas."

During the period in which educators and many laymen from all walks of life were meeting at Prairie View State College and discussing these pertinent topics, there came to life certain other grave problems which greatly affect Negro life in Texas. For instance, the increase in our

national population and constant pressure of this population upon our national resources, in spite of constant technical advancement, tended to facilitate a gradual fading of our economic frontier. And as a result, economic competition was greatly increased. Thus, on the whole the struggle for existence grew sufficiently acute to call for a larger degree of national, economic, and social planning than we ever experienced before.

As a concomitant part of the discovery of this problem, appeared the fact that minority groups were affected by the fading economic frontier. This being the case it became conspicuously evident that Texas Negroes were facing economic problems which their leaders were obligated to attempt to solve.

These leaders were of the opinion that cooperative endeavors of all community agencies are the most fruitful technique of accomplishing their goal.

In the light of this opinion these leaders chose as the topic of the 1938 Educational Conference at Prairie View, "The Inter-Relation of Educational Agencies for Negroes in Texas."

In stating the reason for choosing this topic, Dr. Henry Allen Bullock, said, in substance "It is hoped that the discussion of this topic will create a technique for harnessing all of the agencies of the Negro Community in

a common task of community improvement."<sup>1</sup>

### The Guiding Philosophy of The Coordinated Program

The guiding philosophy of the coordinated program may be stated thus, "The whole equals the sum of all its parts, and no part is greater than the whole." In other words we may say that the guiding philosophy of the coordinated community program is that when it comes to the wholesome development of the community, all agencies should work as a unit.

### Stages of Development

The coordinated program was born from the efforts of alert schools and communities to solve their problems in such areas as education, health, and recreation. Later these leaders began to realize that if two or three groups could profit by working together, all agencies in the community working together could do the same thing. In the light of this realization, limited cooperation of agencies has grown to the working together of all agencies for the improvement of the whole community.

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<sup>1</sup> The Preceedings of The Ninth Educational Conference, Prairie View College Press, Prairie View, Texas 1938, pp. 8-11.

## CHAPTER III

## THE COORDINATED PROGRAM IN ACTION

Community Coordinated programs are being carried on in thousands of communities in almost every state in the union. Therefore, in this study, we have selected from different sections of the country, four programs for discussion, taking these as samples of all the others.

Alexandria Community

Alexandria, an agricultural community located in Ohio, was encouraged to organize a community council by the success of a three-day centennial celebration. Although there were about four hundred and fifty people in the entire community of Alexandria, about two thousand people attended one of the centennial events. Alexandria organized a permanent community council to plan for community betterment. The council is composed of two groups, the first consisting of representatives of designated agencies, such as the school, the church, the Parent-Teacher Association and specified individuals such as the mayor of Alexandria village, the president of the town's board of trustees, the county agent, and the home demonstration agent. The second group includes any other persons interested in community welfare, who may care to participate.

The Alexandria Community analyzes the community needs. It lists those that can be solved immediately and those

that can be solved by long time planning.

During the first decade of its existence it has achieved progress by coordinating the efforts of the churches and community, in extending electricity to more farm homes and improving public buildings and parks. A number of improvement programs both educational and recreational have been launched, including a library and a community school for adults. In 1941, the president of the Alexandria Council said that so many activities were going on that a community calendar had to be formed to avoid conflicts.<sup>1</sup>

#### The Nambe' Community

Nambe' is a small agricultural village located in New Mexico. This village is made up of six hundred persons representing one hundred and sixty families of Spanish origin. The Spanish families generally consist of the parents and five to eight children with often an older relative living with them. They live in small adobe houses. The home might be poor, but there are always plants in the windows and few pictures, with photographs or magazine illustrations on the walls.

In Nambe' there are several private businesses which are carried on by members of the community in addition to

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<sup>1</sup>Works and Lesser "Rural America Today, Its Schools and Community Life. University of Chicago Press, Chicago, Ill., 1940, pp. 389-390

their farming. The oldest and most permanent is the flour mill, where much of the wheat and corn are ground into meal flour by power supplied by an old overshot water wheel. There are four grocery stores, each carrying a limited supply of staple foods, one garage where cars are repaired and little gas is sold, because the owner operates on a cash basis. One saloon has been established during the last two years and here business proceeds regardless of the stipulated cash basis. There is a Catholic church in the village served by the priest who comes every other Sunday at nine o'clock to say mass.

The ground work for a coordinated community began in the school. The first step was taken when the superintendent and the directors of the school selected a teaching staff that would be open minded, familiar and sympathetic with the problems of Spanish speaking children and who were familiar with rural areas and endowed with the vision and experience which would be necessary for the realization of the aim of a coordinated community program.

Having employed an efficient faculty, the leaders of the schools began to develop a long range program of community development. A Parent-Teacher Association was organized. A little later a community work shop was organized and a school well constructed. Through the extension service of the State Agricultural college the school received assistance from the county agricultural and home demonstra-

tion agents. The W. P. A., N. Y. A., The Forest Service, The Santa Fe County Health Department, The State Welfare Department Maternal Clinic, The Catholic Clinic, The Dental Clinic, and The Carrie Tingley Hospital joined the school in its effort to improve the life of Nambe'.

In 1942, this project has been under way only five years but the following goals have been reached.

- (1) The children became fully aware of the existence of the community agencies, and realized their importance.
- (2) The people realized that the agencies existed for their use.
- (3) A way was opened for the people to make the best use of community and state resources....<sup>1</sup>

#### The Friendship Community

Friendship is an agricultural center located near Grambling, Louisiana, and the program that is being carried on was initiated by the Field Service Unit of Louisiana, Negro Normal and Industrial Institute.

The institutions of Friendship consist of four churches, (1) two-teacher school and one state owned and operated college. Other community agencies are: (1) The State Department of Health (2) United States Department of Health, (3) A Parish Health Unit, (4) W. P. A. (5) F. S. A. (6) The Red Cross (7) The Chamber of Commerce, (10) All divi-

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<sup>1</sup>Tireman, L. S. and Watson, Mary, "La Comunidad" - Report of the Nambe' Community School, University of the New Mexico Press, Albuquerque, New Mexico. 1939-1942, pp. 89-99.

sions of the Louisiana Negro Normal Schools.

The problems found in the community were (1) School (2) Health and Sanitation (3) Recreation (4) Agriculture and (5) Homes.

The cooperating agencies together with the citizens of the community organized and began to work toward the solution of these problems. After having worked a little more than thirty days, the community council reported that progress was evident in every area of the program and in the meantime an instruction program based on community problem was being sponsored by the community council.<sup>1</sup>

#### The Cooperative Community Workshop

Texas is a fertile field for the development of the coordinated community program idea. Dr. Arthur Wright says, that Texas is ahead of most of the states in its conception of community coordination and in the extent to which this conception is being made a reality.<sup>2</sup>

The coordinated program in Texas follows the same general pattern of those mentioned above, but in order to understand these programs adequately, one must acquaint himself with the cooperative workshops. Many of these work shops are held annually, but the State Department of

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<sup>1</sup>Report of the Local Field Service Unit of Louisiana Negro Normal School-Visit No. 1, Grambling, Louisiana, 1941, pp. 5-18.

<sup>2</sup>Dr. Wright in a statement while he was a visitor at the Green Bay Work-Shop in 1942.



Education thinks of Green Bay, Friendship, Karnack, and Douglas shops as being the best representatives of the coordinated idea in Texas. These four shops follow the same general pattern in their program. Therefore, in this connection only one of them will be discussed.

The Green Bay cooperative workshop was held July 26th-31st, 1942. It is located nine miles west of Palestine, on highway no. 9. The theme of the workshop was "Food and Feed for Victory."

The sponsoring communities were Elkhart, Evans, Springs, Flint Hill, St. Paul, Shilo, Wheeler Springs and Green Bay.

The leadership personnel consisted of 1. The County Superintendent, 2. The District Superintendent, 3. Principals and teachers of the cooperating schools. 4. Trustees of the cooperating schools 5. Ministers 6. Leaders of the local churches 7. Community chairman 8. Agricultural teachers helper 9. Extension Service representatives. 10. Jeanes Teachers 11. Representatives of National Defense 12. State Department of Education 13. Soil Conservation Program representatives 14. Department of Education, Prairie View State College. 15. Vocational Educational workers.

The purpose of the Green Bay Workshop was expressed as follows:

It is the hope of the sponsors of the 1942 workshop

that those persons and communities participating will develop plans that will assist them in:

1. Constructing and repairing the furniture farm implements and household appliances necessary for profitably conducting their farm activities.
2. Protecting and promoting community safety and health.
3. Producing and conserving those food and feed products necessary for the needs of the family, leaving a surplus for sale.
4. Developing a working basis between religion and everyday activities.
5. Making classroom methods and materials contribute to the solution of the everyday problems faced by the students.
6. Building a wholesome interesting family and community recreation program.

In the light of the discussion of the Green Bay work shop the writer concludes that it served a double purpose: first, it was a continuation of the type of program that had been carried on in the individual sponsoring communities, and in the second place, it served as a pattern for future work in the individual sponsoring communities.

After this program had been outlined and put into operation, the people of this community assumed the "something-we-can-do-attitude" instead of the "nothing-we-can-do-attitude".<sup>1</sup>

The people of the Green Bay Work Shop repaired and

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<sup>1</sup>Leaflet Green Bay School, Cooperative Community Work Shop, 1942.

constructed furniture and farm instruments. What is true of the Green Bay Workshop in this connection is true of the other three approved cooperative workshops.

## CHAPTER IV

## SMITH COUNTY COORDINATED PROGRAM

Need For Coordinated Program

The Coordinated Community Program in Smith County grew out of a consciousness of definite needs. Smith County has two hundred and two rural churches, thirty-two schools, one hundred thirty-nine teachers, and the county also has the services of an agricultural county agent, home demonstration agent, a Jeanes teacher, a Farm Security Administration agent, a Vocational Agricultural teacher helper and a nurse. Each of these institutions and agencies worked separately and independently; frequently in competition with one another. This resulted in widespread confusion and dissatisfaction, among the rural people, as well as their leaders. The rural people began to realize that even though they had more educational agencies in their communities than they had ever had before, their economic, social and spiritual conditions were growing worse every year. Even though many of them owned farms, they were not producing enough food and feed to adequately supply the minimum needs of their families, and live stock. And in spite of their traditional bent towards religious ideals in individual and community life, drunkenness, prostitution and many other vices were much in evidence. And in the meantime churches were deteriorating while the congre-

gations were being led by ministers who lived out of the community.

This state of affairs and the inspiration received from The Ninth Educational Conference held at Prairie View College caused many of these leaders to meet with Mr. Gordon Worley of the State Department of Education, at Texas College, Tyler, Texas, in an effort to project a program that would coordinate all community agencies in an effort to improve family and community life.

#### Jackson Community

The first coordinated program in Smith County was held at Jackson Industrial High School, located nine miles from Tyler on the Tyler-Kilgore highway number 31. This program began in the fall of 1938 and extended over a period of four years, 1938-1942.

Professor Jody D. Phillips is the District Superintendent and Mrs. Mary F. Warren is the Principal of Jackson Industrial High School. There were twenty-one teachers, five buses and around six hundred students. This school includes four Districts and ten communities, namely: Jackson District, Whites Chapel Districts, Bascum and Murph District and communities: Jackson, Chapel Hill, Garfield, Sunshine, Union, Coles Hill, Lanes Chapel, Pleasant Grove, Starville and Universe.

The agencies that helped to carry out the Program:

1. Vocational Agriculture Teachers

2. Home Making Teachers
3. Class room Teachers
4. Area Supervisors
5. Jeanes Supervisors
6. Principals
7. Minsiters
8. County Nurses
9. County Superintendent
10. County Agent
11. Home Demonstration Agent
12. Rural War Production Teacher
13. College Officials-Texas College and Prairie View State College.
14. Local School Board
15. Patrons of Community

### Objectives Set Up

1. To produce enough foods and feeds for the family through the year.
2. To improve public as well as farm buildings.
3. To develop such crops as the community needs.
4. To establish year round gardens.
5. To increase the number of pure bred flocks of poultry in the various communities.
6. To screen more homes.
7. To establish more orchards.
8. To dig a well near every home.
9. To produce and cure enough meat to supply the home needs.
10. To can enough fruits and vegetables to serve the family.
11. To grow more pure bred livestock.
12. To landscape homes and native shrubbery.
13. To teach more illiterate adults to read and write.
14. To encourage more reading of papers and farm magazines.
15. To reclaim and repair old furniture and farm equipment.

In 1938 the following survey of 65 families in Jackson Community was made:

The average family in the Jackson community lived in a four room unpainted, unscreened, unlandacaped house. The family suffered about ten days of confining illness and

consulted the doctor once a year. Sixty-seven acres of land were cultivated. This included twenty-three acres of cotton, twenty-one acres of corn, two acres of hay crop, ten acres of food crops, three and one-half acres of peas for soil improvement, and ten and one-tenth acres for temporary pasture. Sixty-five quarts of canned food, two bushels of dried fruits, one gallon of dried beans, one hundred and four gallons of dried eating peas were preserved by the average family. The poultry production averaged twenty-four hens producing ninety-eight dozen eggs, or sixty-three eggs per hen, and one hundred and thirty-six baby chicks. Live-stock production consisted of twenty-nine head of cattle, and nine head of hogs, Ten peach, two plums, and six fig trees constituted the orchard of the average family. Seven pounds of honey, forty-three gallons of syrup, nine bushels of peanuts, thirty-three bushels of sweet potatoes, and four bushels of Irish potatoes were produced by these sixty-five families. One fourth of these families did not take a paper of any kind. Thirty-eight dollars and eighty-four cents (\$38.84) was spent for food and feed that could easily be raised on the farm. There was a yearly income of twenty-eight dollars and ninety-nine cents (\$28.99) from the sale of produce. The only hobbies were fishing and hunting. The family of this community did not cooperate with its neighbors to achieve and advantages which individ-

ually it could have.<sup>1</sup>

The Accomplishments of Jackson Cooperative Program over a  
Period of Four Years 1938-1942

|                                     |            |
|-------------------------------------|------------|
| Homes painted .....                 | 20         |
| Homes whitewashed .....             | 8          |
| Homes screened .....                | 32         |
| Homes landscaped .....              | 27         |
| Windows re-glassed .....            | 61         |
| Mattresses made .....               | 68         |
| Poultry houses built .....          | 22         |
| Year round gardens .....            | 112        |
| Farm programs planned .....         | 42         |
| Orchards set out .....              | 34         |
| Trees set out .....                 | 1600       |
| Trees pruned .....                  | 1970       |
| Renovation of Home Orchards .....   | 12         |
| Trees in each orchard .....         | 315        |
| Homes with pure bred flock .....    | 72         |
| Chickens in the 72 homes .....      | 7000       |
| Permanent pastures started .....    | 72         |
| Pieces of furniture renovated ..... | 196        |
| Wagon beds built .....              | 23         |
| Registered bulls .....              | 1          |
| Renovation of farm implements ..... | 530        |
| Pounds of meat cured .....          | 38000      |
| Cans of food (vegetables) .....     | 32000 qts. |
| Livestock vaccinated .....          | 3400       |
| Yards terraced (on farm) .....      | 41000      |
| Culling laying hens .....           | 2200       |
| Castrating of farm animals .....    | 925        |
| Pit type toilets .....              | 21         |

Besides the accomplishments just enumerated, there is a social value which is evident as a result of the community program.

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<sup>1</sup>Leaflet - Survey of the Average Negro Farm Family in Jackson Community, Fall, 1938.



There are some difficulties in every worthwhile program, and below are some of the obstacles and difficulties that this program had to encounter:

1. Misconceptions on the part of the patrons in some instances.
2. Economic reasons.
3. Selfishness on the part of some patrons and leaders.
4. Lack of agencies to carry out the program effectively.

Mr. W. L. Kizam, agricultural teacher at Jackson, says, "We have attempted to correct some of the difficulties by holding meetings more often to bring the agencies and patrons closer together. We plan steps to be taken and take the steps little at a time." He also says, "The task of putting over this job was by no means an easy one, but by all the forces working together toward one common end we made the community a better place in which to live."

This report shows that this coordinated program was the best one of its kind in this section. More jobs were actually completed. The community is still keeping the workshop spirit going.

The coordinated program of the Jackson community has had two community fairs and food shows. The last fair and food show was held October 28-30, 1943, on the school campus. Every thing that is grown on a farm in East Texas was displayed. This fair was sponsored by New Farmers of America, New Homemakers of Texas and Jackson Farmers Improvement Association.

The fair is carried out in such fine manner that people for miles around attend it and look forward to the event. It shows that there is the spirit of cooperation on the part of every one in the community. The last fair cleared one hundred and eighty-two dollars and fifty cents (\$182.50) after all indebtedness was paid.

The average family in the Douglas Community lived in a four room, unpainted, unscreened, unlandscaped home. They suffered ten days of confining illness and consulted the doctor less than once a year. Sixty-one acres of land were put into cultivation, including nineteen acres of cotton, eighteen acres of corn, two acres of hay crop and eight acres of temporary pasture. Twenty quarts of canned vegetables, thirty-three quarts of canned fruits, one bushel of dried fruits, one gallon of dried beans, one hundred and one gallons of dried peas were preserved by the average family. The poultry production averaged twenty hens, producing fifteen dozen eggs or fifty-seven eggs per hen per year, and one hundred and twenty-two baby chicks. Live-stock production consisted of twenty-four head of cattle, and seven head of hogs. Eight peach, twelve pear, one plum, and five fig trees constituted the orchard of the average family. Five pounds of honey, thirty-six gallons of syrup, seven bushels of peanuts, twenty-nine bushels of sweet po-

tatoes and three bushels of Irish potatoes were produced by these thirty-three families. One half of these families did not take a paper of any kind. Thirty-two dollars and eighty-one cents (\$32.81) was spent for food and feed per year. The yearly income was only twenty-four dollars and ninety-seven cents (\$24.97) from the sale of produce. They engaged in hunting and fishing as a hobby. The families of this community did not cooperate with each other to achieve an advantage which individually they could not have.<sup>1</sup>

Another survey shows that there were two schools in the community; one a five teacher school and the other, a two teacher school. The schools were poorly equipped and under manned. The shortage of teachers, the inadequacy of equipment did not meet needs of the community, for example; there was not a Home Economic building, nor a workshop, and most of the teachers' class rooms were overcrowded and a majority of the teachers lived outside the community.

There were three Baptist churches, and one Church of God in Christ. The average membership per church was one hundred. These churches were pastored by non-resident ministers who for the most part conducted highly emotional worship services. Each church sought to carry on its program

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<sup>1</sup>Leaflet Survey of the Average Negro Farm Family in Douglas Community, November 15, 1939.

as if there were no other churches in the community and in many cases there was keen competition between the groups.

Another step toward community coordination was taken when the school board, the superintendent, teachers of the two schools, the vocational agricultural teacher helper, Mr. Gordon Worley, and an interested minister from Tyler, pastors of the local churches, representative from the Smith County Health Department and Parent-Teacher Association leaders met together with such individuals of the community as would volunteer to cooperate in setting up this community program. All cooperating agencies acquainted themselves with what was to be done and how each could best help in doing it. A survey form was adopted and the survey method was to be used in securing other facts concerning the promotion and execution of the coordinated community programs. In the light of the survey referred to above, it was decided that the program for 1939-1940 include as much of the following as could be done:

1. Producing and conserving the food supply of vegetables, fruits, nuts, berries, meats, lard, eggs, milk products, bread, cereals, etc.
2. Improving the usefulness, appearance, convenience, and safety of public buildings, homes, and farm buildings of the community.
3. Conserving and improving the natural resources of the community.
4. Developing such cooperative enterprises as the community actually needs, (Suggested examples are meat clubs or circles, community cannery, sewing circle, bull circle, farm shop, community nursery, community glee club, community library, etc.)

5. Enriching the recreational, educational, physical, cultural, moral and spiritual advantages or conditions throughout the community.

It was decided that the following equipment was needed to carry out the above program: (1) a hammer and grist mill (2) community spray and pruning tools, (3) equipment for hanging wall paper, (4) mattress making equipment.

It was further concluded that this program would be supported through instructional assistance such as: adult night classes, church programs community achievement days, special bulletins, fairs and exhibitions, demonstrations and community forums. The Coordinated Program emphasizes these activities in the public school.

It was at once apparent to the originators that this program could be achieved only over a comparatively long period. There, they designated 1943 as the time of its achievement:

The Agencies that helped to carry out the Program

1. Vocational Agriculture Teacher
2. Home making Teacher
3. Class room teachers
4. Area Supervisor
5. Jeanes Supervisor
6. Principal
7. Ministers
8. County Nurses
9. County Superintendent
10. County Agent
11. Home Demonstration Agent
12. Rural War Production Teachers
13. College officials - Texas College and Prairie View State College
14. Local School Board
15. Patrons of Community.



Objectives Set Up

1. To produce enough food and feed for the family throughout the year.
2. To improve public as well as farm buildings.
3. To develop such crops as the community needs.
4. To establish year-round gardens.
5. To increase the number of pure bred flocks of poultry in the various communities.
6. To screen more homes.
7. To establish more orchards.
8. To dig a well near every home.
9. To produce and cure enough meat to supply the home needs.
10. To can enough fruits and vegetables to serve the family.
11. To grow more pure bred livestock.
12. To landscape homes and native shrubbery.
13. To teach more illiterate adults to read and write.
14. To encourage more reading of papers and farm magazines.
15. To reclaim and repair old furniture and farm equipment.

The Accomplishments of Douglas Cooperative Program over a  
Period of Four Years 1939-1943

|  |       |
|--|-------|
| Poultry Houses constructed .....         | 10    |
| Pieces of furniture renovated .....      | 150   |
| Pieces of new furniture made .....       | 130   |
| Houses painted .....                     | 5     |
| Pastures improved .....                  | 6     |
| Places landscaped .....                  | 6     |
| Fruit canned .....                       | 31700 |
| Meat canned .....                        | 1300  |
| Renovation of farm implements .....      | 500   |
| Homes improved .....                     | 12    |
| Trees set out .....                      | 1200  |
| Plow beams made .....                    | 45    |
| Homes screened .....                     | 22    |
| Trees pruned .....                       | 1650  |
| Live stock vaccinated .....              | 1800  |
| Acres of land terraced .....             | 990   |
| Pit type toilet .....                    | 5     |
| Homes with electric lights .....         | 5     |
| Pounds of meat cured .....               | 20000 |
| Pieces of meat on display at shows ..... | 230   |
| Project chickens N. F. A. Boys .....     | 500   |

|   |    |
|---|----|
| Registered brood sows .....                                       | 13 |
| Registered boars .....  | 2  |
| Registered pigs .....   | 43 |
| Families with pure bred chickens .....                            | 15 |
| Registered communities bulls .....                                | 1  |
| Smoothing irons repaired .....                                    | 11 |
| Washed pots welded .....  | 4  |
| (13) Farmers bought a Cooperative Feed Mill at a cost of \$351.00 |    |

A workshop was in operation when the writer made her last visit January 24, 1944. There were chairs, wagon beds, irons and many other things to be repaired. The writer spent five hours visiting with the people and observing the work in the shop. The cooperative program has helped the Douglas community and its adjoining communities in many ways. When Mr. Davis went to the community, there was one usable building with four rooms and four teachers. There was one screened home and there were no beautiful yards, flowers, or electric lights at all; now he has five buildings, one teacherage and eight teachers. He succeeded in getting rural electrification, a pressure cooker that carries fifty-one quarts at one time, and has made Douglas the center for the communities. He has helped the people financially, socially, intellectually, recreationally and spiritually. When he started out with this program he had only thirty-three families, now he has ninety-one. He has been there eight years. Most of his accomplishments have been made in the last four years.

Mr. Davis opens a workshop when there is need. The



repairs are made by the people.

Communities that work in this program are Jamestown, Hopewell and Providence.

One can see from the accomplishment sheet that both schools have done much in making their communities ideal places to live in, but most of the accomplishments were made in cured meats and canned fruits.

Graph No. 1 on the following page illustrates the progress made in both schools in cured meats, and Graph No. 2 shows the progress made in canned fruits. The dotted lines represent the Jackson school, and the straight line represents the Douglas school.

Similar graphs could be made of all the other accomplishments, but these two are the most outstanding ones.

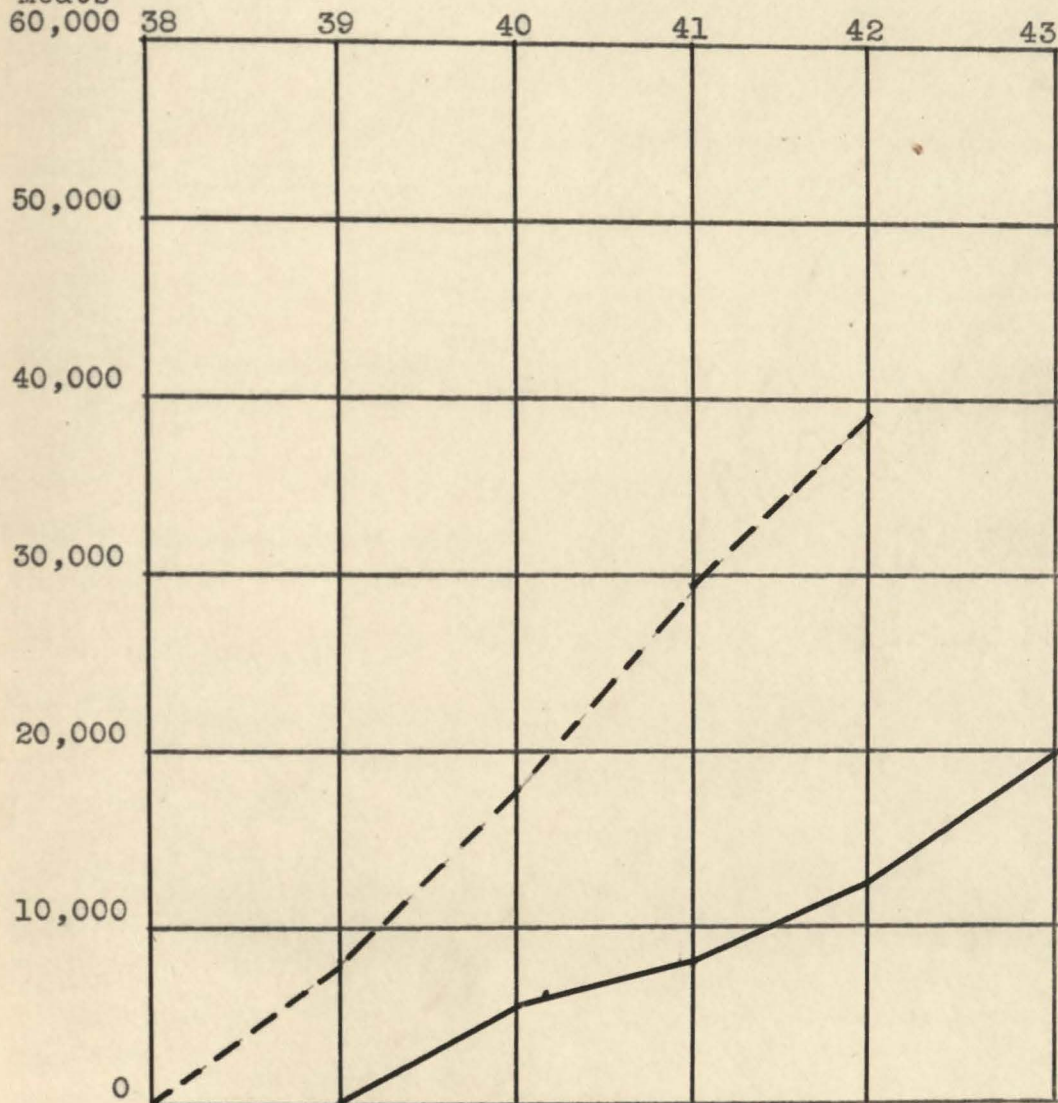
From the graph one can readily see that each year there was huge progress in the work of the coordinated program in both schools.

The accomplishments of this program could not be complete without mentioning the work of Mrs. Hattie Green Sneed, County Home Demonstration Agent and Mr. B. J. Pryor, County Agricultural Agent. They have left nothing undone when it comes to organizing the people into working groups, and teaching them how to live at home.

They conduct annually a meat show in the down-town area and give prizes for the best cured meats. Once a year at the county fair all the farmers' products are exhibited

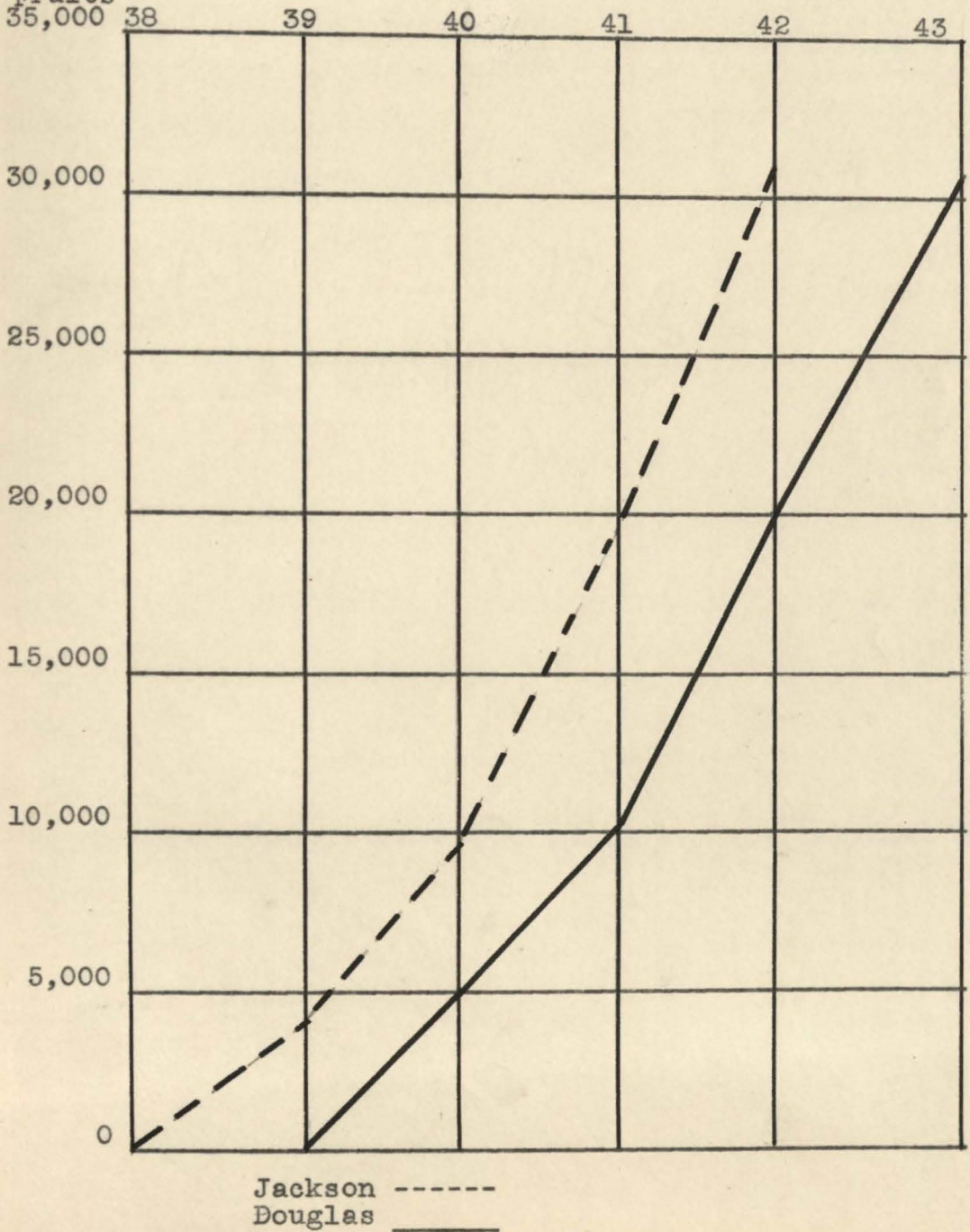
## GRAPH I

## DISTRIBUTION OF CURED MEATS

Jackson and Douglas  
1938-1943Pounds  
of  
Meats  
60,000Jackson -----  
Douglas \_\_\_\_\_

## GRAPH II

## DISTRIBUTION OF CANNED FRUITS

Quarts  
of  
Fruits  
35,000Jackson and Douglas  
1938-1943

at which time many prizes are given for the best products that were raised that year. These prizes serve as incentives for good workmanship the next year, and the farmers are always happy to begin the next year's work.

One of the most outstanding accomplishments was made under Mr. Pryor's supervision in 1943, when he and the farmers cured over 100,000 pounds of pork using the methods recommended by the Texas A. and M. College.

## CHAPTER V

THE EFFECT OF THE COORDINATED PROGRAM UPON THE CURRICULUM  
IN SMITH COUNTYModern Views of Education

We seldom speak in modern schools of a basic reader or arithmetic but instead provide suitable material in any form appropriate for the child's learning level.

The curriculum then, is those experiences of the child which the school in any way utilizes or attempts to influence.<sup>1</sup>

No longer is the curriculum considered to be a fixed body of subject matter to be learned. We realize only too well that the curriculum for each child is the sum total of all his experiences which are in anyway affected by the school. However rich or valuable any printed course of study may seem to be, the child benefits not at all, if he does not have those experiences in the classroom.

Today cooperation between persons and groups is increasingly necessary. Society demands that we work together on projects for a common welfare. Experiences must be provided in school in which children have the opportunity to work together, to plan, to execute, and to evaluate.

If we look at Lee's definition of Education, we are re-

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<sup>1</sup>Lee, J. Murray and Lee, Doris May, The Child and His Curriculum, D. Appleton-Century Company, New York, 1940, p. 165.

minded that to learn is not merely to master the printed page, to get information, but that it is to develop, to grow, to experience and to live.

The curriculum must include both knowledge and activities, and these must be drawn from the actual life the child is living, else they cannot supplement his ordinary experiences. Activities in the curriculum must be natural activities of children and their surroundings, otherwise they will not readily engage in them.

The teacher must not always keep in mind the text book but the points at which the material within the text connects up with the outside world and with the natural spontaneous activities of children.<sup>1</sup>

The coordinated program is that training which equips one to make a living; that training which enables one to be self supporting and independent. Booker T. Washington was of the opinion that Industrial Education would enable the Negroes to enter the businesses of store keeping, manufacturing, trades, agriculture and owning their homes. He knew that if the Negroes knew how to grow and save their food and feed, they would some day become taxpayers, safe and conservative citizens and voters considering the in-

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<sup>1</sup>Lee, J. Murray and Lee, Doris May, The Child and His Curriculum, D. Appleton-Century Company, New York, 1940, pp. 165-166.

terest of their whole communities before casting their ballots.<sup>1</sup>

The modern educational process involves five rather distinct factors: (1) the child to be educated, (2) the teacher, (3) the materials of instruction, (4) the school plant and equipment and (5) the administrative and supervisory machinery necessary to insure an integrated and effective program.

Modern psychology dictates that learning can take place only as the learner is actively participating in the educative process. The ideal curriculum will be constructed on the basis of definitely stated and generally accepted aims, and stated in terms of the activities to be performed by the children, and of the experiences which they are to undergo. The materials or subject matter of instruction and the teaching methods to be employed will stand in a secondary position and will be dictated entirely by the requirements of the educational process, as indicated by the outline of pupil activities and experiences.

To appreciate the significance of the newer approach to curriculum construction, it is necessary to follow through for some particular objective the procedures advo-

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<sup>1</sup>Boone, Theodore S. The Philosophy of Booker T. Washington, Theodore S. Boone, Ft. Worth, Texas, 1939, p. 80.

cated. Among the many statements of the general objectives of secondary education, none have been accepted more extensively than those proposed in 1918 by the commission on the reorganization of Secondary Education of the National Education. They are:

(1) health (2) command of fundamental process (3) worthy home membership (4) ethical character (5) worthy use of leisure (6) vocational efficiency, (7) citizenship.<sup>1</sup>

Children's needs cannot be discovered in a classroom controlled by the teacher "Keeping Order". It is through actual group contacts that the child learns how people get along together. He sees how one group or one child helps another. He becomes willing to share materials, time and responsibility. He bows to the wishes of the group. He learns to accept responsibility. The teaching of the social studies hopes to develop an understanding of an acceptance of differences. One cannot assume that desirable habits and attitudes will result from a mastery of information because ideas are based on facts. We teach facts and believe that ideas will follow in most series of activities.<sup>2</sup>

The state cannot rise from above the level of its com-

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<sup>1</sup>Chamberlain, Leo M. The Teacher and School Organization, Prentice-Hall, Inc., New York, New York, 1938, p. 389.

<sup>2</sup>Liveright, Alice K. and Gibbs, Mary S. Toward a Learning Curriculum, Educational Press, Philadelphia, Pennsylvania, 1940, p. 108.



munities anymore than the society can rise above the individuals composing it. The state and community must grow hand in hand.<sup>1</sup>

The main reason why planning has become so important in the modern school lies in a shift in emphasis on the adoption of new goals. Yesterday's teacher taught subject matter, and factual knowledge was given undue emphasis; the teacher of today is interested in the social and personal development of the individual pupil. In grandfather's time instruction was an end; today, it is a means to an end, the end being the acquisition of desirable habits, attitudes and skills on the part of pupils.

It is obvious that subjects become functional only when they serve as bases for setting up situations or providing experiences in an environment that will insure the development of the most desirable attitudes, skills and habits of pupils. In brief, the various areas of the curriculum must enable us to achieve the fundamental goals of education. Nor can we achieve them unless we know what these goals are.<sup>2</sup>

The new education is simpler in principle than the old education. The new education is in harmony with principles

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<sup>1</sup>Op. cit., p. 154.

<sup>2</sup>Schorling, Raleigh Student-Teaching and Experience Program, McGraw-Hill Book Company, Inc., New York, New York. 1940, p. 89.

of growth. The rise of what is called new education and progressive schools is of itself a product of discontent with traditional education. The fundamental unity of the newer philosophy is found in the idea that there is an intimate and necessary relation between the processes of actual experience and education. If this is true, then a positive and constructive development of its own basic idea depends upon having a correct idea of experience.<sup>1</sup> Fundamental unity of the newer philosophy is found in the idea that there is an intimate and necessary relation between processes of actual experience and education.

If this is true, then a positive and constructive development of its own basic idea depends upon having a correct idea of experience. Pupils must learn that experience is the best teacher. Teachers should study pupils and give them the activity that they need.

#### A Functional Curriculum for Smith County

The coordinated program has helped the curriculum in Smith County in many ways:

1. It shows that there must be an individual responsibility, and if this responsibility is to be assumed, there must first be the recognition of the need for the program.
2. There must be opportunities for practice.

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<sup>1</sup>Dewey, John Experience and Education, Macmillan Company, New York, New York, 1938, pp. 4-7.

3. The teacher-pupil relationship in the school where these programs are carried on are based upon planning together, sharing tasks, and accepting responsibilities.

4. It is logical that the program of a community school be based upon the immediate needs of the community.

As we view the vast good which Jackson and Douglas communities derived from the coordinated program, and as we see the change for better that was made in the communities which carried on the program, the writer suggested, that the coordinated program be a compulsory part of the curriculum. The writer further believes that the work of said program should not be left entirely with the Home Makers and Agriculture teachers, but that each teacher correlate his classes with the coordinated program.

From a socialized point of view the coordinated program as practiced in the fourteen schools of Smith County involved in this study have made the program more concrete. Evidences of the concrete materials used may be found in the schools. The correlation of the factual material derived from the coordinated program was evidenced in the following subjects: Reading, Arithmetic, Geography, Spelling, Nature Study and Health.

Examples: Health-Pupils order pamphlets from the Agricultural and Mechanical College-Experiment Station, Bryan, Texas, on egg production, the care of chickens, and diseases of animals.

Nature Study - Pupils compare the hen and incubator.

Thus pupils learn about natural and artificial heat when hatching chickens.

Spelling - The teacher aims to make each pupil feel the need of spelling. The pupil sees the immediate needs in the activities in which he is engaged. Correct spelling is necessary, because it enables the reader to progress through written material more readily and understandingly. Therefore correct spelling, neatness, and good English are always stressed.

Arithmetic - In arithmetic the desire is that pupils understand the significance of numbers and be able to use them in natural and meaningful situations. It is fundamental that with pupils of sufficient intelligence, attention should be given to the solution of practical problems to insure their correct solution under all circumstances. The progressive school organizes arithmetic problems around activities. In the first grade the program may be keeping store; third, fourth and fifth grade-giving a party or a study of food; sixth grade, a bank or measurement project. Each of course sets its own arithmetic learning requirements. The pupil brings arithmetic in:

1. Measuring the lumber for chicken houses.
2. Measuring cloth for aprons and costumes.
3. Measuring ingredients for recipes.

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<sup>1</sup>Hildreth, Gertrude Learning the Three R's, A Modern Interpretation, Educational Publishers, Inc., Nashville, Tennessee, pp. 163, 164, 165.

4. Counting lunch orders.
5. Collecting and accounting for money for the Junior Red Cross and Nursery.
6. Having real banking experience through the school bank.

In creative activity the full store of one's inherent abilities and past experience is unlocked. All that one has seen, done, thought, and felt, all the half solved problems one has faced, all of his unsatisfied longings and curiosities stand at the threshold of his consciousness for examination and use. He is able to see the hidden truths of life, his judgment, imaginations, feelings, emotions, his ambitions and ability for sustained attention and effort. The result is creative thinking; the mind has grown and developed. The vault of the mind has expanded to contact at more points the lofty vault of the universe.<sup>1</sup>

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<sup>1</sup>Crow, Charles Sumner Creative Thinking, Prentice-Hall, Inc., New York, New York, 1937, p. 231.

## CHAPTER VI

## SUMMARY AND CONCLUSION

There are thirty-two schools and one hundred thirty-nine teachers in Smith County. Fourteen schools, seventy-four teachers and forty-six communities have been exposed to this program.

The coordinated program was actually held in two schools, Jackson Industrial High School and Douglas Junior High School.

Smith County has six teachers of Vocational Agriculture, one at each of the following schools, namely; Jackson, Douglas, Dunbar, Stanton, Dixie and Lindale. There are six home making teachers in the county; two at Jackson, one each at Lindale, Stanton, Douglas and Dunbar. Wherever there is an agricultural teacher, there is a vast amount of shop work going on whenever it is necessary.

Ten of the schools have the hot lunch program. The home makers have charge of the program; then through the help of the principal and superintendent, the students are served hot lunches. In other instances the schools have community gardens and can the food to help out with the hot lunch program. There are any number of the schools that do not have the hot lunch program, but they do unit work which is a part of the cooperative program.

The program is so well organized at Jackson that the

student-leader can go to any community and do any job he was taught and report the next day to the instructor, and the instructor found out that the jobs held up perfectly. The writer has made four visits to the Jackson school and talked with several of the teachers about their program. The last visit was made February 1, 1944. The cooperative program opened a way for the people to make the best use of community and state resources.

The cooperative program taught the people how to be skilful, and to acquire a reasonable amount of proficiency in the solution of their problems. They had learned new ways of doing things. The general appearance of the pupils was pleasing where there had been a cooperative program or some phrase of it.

Where there was a spirit of cooperativeness, the pupils showed it in their conversation; they were able to express themselves fluently, intelligently, and with conviction about their activities in the school and the community.

Usually the professional attitude and team work of the faculty was splendid. There was evidence of a sincere attempt to make the work of the class room meet **the desires** and the needs of the community.

From observation and contact, the writer suggests that the cooperative program will forever exist in the schools, because the students are taught how to make an independent living on the farm, and where they are unable to go to col-

lege, they have learned how to be self-sufficient which after all is the best type of living.

The coordinated cooperative program has helped community life in many ways in Smith County.

It taught the people to respect leadership, to be cooperative, to exchange ideas, to raise and preserve food and feed for the family.

This program helped the person who wanted to be helped. It handicapped people who had nothing and who wanted nothing.

This cooperative program taught the people to let a person work where he is best fitted.

It has helped the people to respect and help the leaders who made it possible for them to have a cooperative program. In some schools they hope to do the follow-up program. The principal of Stanton School hopes to follow the cotton from the time it is planted until it comes back as a finished product. He plans to coordinate the unit on cotton with all of the courses in the curriculum.

The home making personnel taught the by-products of meat, how to work jointly in preserving food in summer for winter, and to make over clothing to meet the war time program.

Using the foregoing facts as a basis, the author has reached several definite conclusions regarding the coordinated program in Smith County, Texas.



Namely:

1. A widened community interest.
2. Richer course offering.
3. Enriched social life.
4. Better prepared teachers.
5. Economic saving of parents.

## CHAPTER VII

## RECOMMENDATIONS

In the light of the information that was gathered to make a study of "How the Coordinated Program Functions in Community Life Development in Smith County," the writer recommends:

1. That accurate records be kept on file for observation in the superintendent's office and in the office of the school where the program was held.

2. That courses be provided for the rural teachers on the coordinated program before they attempt to teach the pupil and parents.

3. That the coordinated program should be so well organized that it enriches rather than penalizes the regular curriculum experiences of the community.

4. Because of the influence that the coordinated program has had upon community life development, because of the influence that this program has reflected to other communities, the writer recommends that the leaders and promoters continue this program until every community has been exposed to it, and its benefits carried out.

5. That the results of the Coordinated Program be interwoven with the curriculum.

6. The writer further recommends that there be a follow-up program of each home as to how much they saved per year on food and feed through the aid of the coordinated

program.

7. That the Board of Education prescribe a coordinated program that may be correlated with the curriculum of the school.

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