

A CRITICAL EVALUATION OF THE ARKADELPHIA ADULT
EDUCATION PROJECT IN BOSTON, BOWIE
COUNTY, TEXAS

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APPROVED:

G. A. Odum

Major Professor

Jack Johnson

Minor Professor

G. A. Odum

Director of the Department of Education

L. A. Sharp

Chairman of the Graduate Council

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EDUCATION PROJECT IN BOSTON, BOWIE
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THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Adelia Darter Zihlman, B. S.

Fort Worth, Texas

June, 1941

90544

90544

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CHAPTER I

THE NEED FOR AN ADULT EDUCATION PROGRAM

Increasingly hard of solution are the numerous and complicated problems of the world today. Immediate decisions must be made that will be followed by planned activities of adults designed to produce better physical, mental, and spiritual adjustments to their present environment. Where for many years before nature furnished food and shelter in abundance with but little cultivation by man, unknown thousands of people are now forced to seek new means of livelihood. Such changes demand new devices and scientific improvements. The mind must grow and expand with each new experience. Mental concepts and ethical standards, likewise, must acquire those necessary qualities to meet successfully today's challenges that tomorrow become realities. Therefore, problems, that may be defined as anything that interferes with progress, are awaiting the individual's or community's recognition and subsequent efforts toward their removal.

Instinctively, human beings seek protection and happiness through co-operation. Scattered dwellings eventually

combine to become communities, each planning its own betterment. Such undertakings by adults have come to be known as projects, and one of the earliest to be undertaken was that of adult education. It does not deal with answers, but with ideas. It defies limitations or a set-up list of definite qualifications. As stated by Dearborn:

A literal interpretation of its scope is too inclusive. Adults are daily exposed to a wide range of influences, books, press, radio, travel, etc. These privileges of modern life, which contribute to education, are not good enough. Adults need systematic study, activity with a learning purpose. We delimit the definition accordingly.¹

Since people have worked, played, and studied together throughout the past ages, always seeking better ways of living, and since education makes the communication of ideas and experiences possible, different nations have sought to give such an opportunity to all of their citizens. These in turn have chosen leaders who have inquired what a worthwhile community project in adult education should attempt to do. Because of the various influencing factors, answers have been different.

We are told by Wren that the British worker, however he may crave an opportunity for higher education and co-operative activity, resents what is done by others. He wants a share in the planning and administering of it. In 1903 the workers were admitted to joint control of their associations

¹Ned H. Dearborn, "Philosophy of Adult Education," Adult Education Bulletin, Department of Adult Education, National Education Association, 1938, p. 8.

through their labor organizations. Their program varies in different sections of the Empire. In some places workers' education is strictly devoted to the interests or projects of manual workers, while in other locations it is much broader.²

In Germany, the whole concept of workers' education has been changed since 1929. Labor unions and trade unions no longer exist. All citizens are trained to become good Nazis. Their outstanding health project, and "strength through joy," has been brought about by planned recreational trips, games, etc. The educational methods developed have been for intensive adult education with its aim the education of the whole man in all his interests, his achievements, and his relationships.³

In the Scandinavian countries, such an educational project has become a well-knit, highly developed organization carrying a wide program of workers' educational activities that embrace many types. All undertakings were developed in close co-operation with their labor movement. According to information given by Eleanor Coit, the characteristic forms of activity are the study circles, of which there are five thousand in Sweden alone; the workers' libraries; and the resident schools. Emphasis is placed upon

²Drummond Wren, "Workers' Education in the British Empire," Journal of Adult Education, June, 1936, p. 348.

³Carola Blume, "Workers' Education in Germany," Journal of Adult Education, June, 1936, p. 349.

contemporary problems, and situations of current general interest, and particularly upon those that most closely affect the members of the group, namely, the problems of labor.⁴

In Denmark, the Folk High Schools grew up in connection with that country's struggle toward the attainment of a new agricultural economy. In Nova Scotia, a program was evolved to meet the needs and to help solve the problems of its fishermen, miners, and fruit growers. Both of these nations built their educational patterns in accordance with their economic activities.

America apparently lacks a definite pattern, but such is not actually the case, for we are shaping an educational structure in harmony with the ever-changing American scene. Inquiries have been made as to what procedures should be followed that would best assist in personal and community adjustments. Adults have felt the need of an exchange of ideas and experiences. In most instances it has become evident that in order for people to use much of the information gained, their educational background would have to be changed; that is, it would have to be broadened and enlarged. With a wide diversity of interests built up throughout the nation, many kinds of educational projects have been found to be needed or helpful.

⁴Eleanor Coit, "Workers' Education in Scandinavia," Journal of Adult Education, June, 1936, pp. 347-348.

William H. Kilpatrick once remarked that facts and laws of themselves do not suffice for life. Experience, calling for appropriate action, continually presents problematic situations. We must think through these, weigh alternatives, consider consequences, etc., before we can act intelligently. Forming an integrated decision involves and uses facts.

Other thinkers in America have realized that man is not naturally social; that human society is a product of his reason; and that it consists of beings related to one another in various ways. We must all live together, yet each desires to be free in thought and action. A principal basis for growth and progress is the combination of desires and tendencies to join old ways of thinking and doing in new ways in many different forms. It has been found that the value of an individual to a community is measured by his efficiency in assimilating into his personality many different kinds of things, and his increasing ability to exhibit more varied and suitable behavior in every situation that arises. That capacity is dependent upon the acquisition of the disposition to continue to learn from experience.

A community is made up of human beings whose primary concern is their welfare. In America the great task of educating its citizens has therefore, in the past, been directed toward the youth and not the adult. Yet, adulthood

is two-thirds of life. All education, then, surely should continue through life and assist the entire population to come to an intelligent understanding of our social and economic situation.

Bryson has said that adult education as an organized social movement is comparatively new in American life. That it has been going on for not much more than a decade, is generally known. Pressure and change in modern life have made such education necessary. It is only through this means that civilization is able to hand down the mores and the skills of the group to each succeeding generation.⁵

Some educational implications suggested by Studebaker have been (1) freedom in learning by evolutionary procedure, (2) such learning to be done with an experimental attitude and critical mind, (3) opportunities to be provided that are widespread, systematic, and adequate, and (4) to prepare for our modern obligations as citizens by having wide and continuous opportunity for individual choice and participation in group choice.⁶

In the United States, shortly after the World War, the idea of adult education was conceived. It was to extend educational privileges to the underprivileged groups of people. As in other countries, there were already many educational agencies which supplied systematic opportunities

⁵Lyman Bryson, Adult Education, pp. 1, 7.

⁶John W. Studebaker, The American Way, pp. 7, 115-116, 126-128.

for those adults who for one reason or another remained outside the regular university scheme. Many agencies, such as the Young Men's Christian Association, the Young Women's Christian Association, the press, public libraries, the pulpit, the lecture platform, and others, enlarged the first conception. These, truly, have exerted actual educative influence upon mature individuals. But America has gone farther. In 1929, the Secretary of the Interior appointed the National Advisory Committee on Illiteracy. In 1930, this national committee organized state and county advisory committees for the purpose of reducing illiteracy as much as possible. Although during that year it was found that in the United States there were at least twelve million men and women who were not functionally literate, other instruction was needed in order to assist them to live more abundantly and more effectively in their communities. Ultimate aims for the education program were enlarged so as to include the following:

1. To foster desirable attitudes of mind and to develop interests and capacities in their students that would assist them to assume their own responsibilities and meet community problems more hopefully and intelligently.
2. Working with their students, to try to find ways that will lead to a higher standard of living.
3. To assist in the development of self-confidence in adults by helping them to avoid the encumbrances of

illiteracy and to meet on an equality with other adults.

4. To foster an interest in reading and study in those students who attain functioning literacy that will continue to increase throughout their lives.

To attain such aims, it is apparent that the tools of learning will first have to be mastered. Recognizing this fact, provision was made in America for such instruction for those able to profit by it until functioning literacy has been attained. In many programs, adult elementary education has been assigned as subject matter with regularly scheduled lesson periods. But even in these classes there is a difference from the old traditional methods of presentation. Correlation is made with the solving of problems which confront adults in their daily life and which bring them to the opportunity of evening schools. To such people, the tool subjects become a part of their own problems. In other programs, there is a more progressive and socializing trend. Each school has at least one project per term that is initiated by the students, with the skillful guidance of the teacher, and carried out by them. To succeed in this, many times the co-operation of key persons in the community and of influential organizations may be needed. The result is usually a constructive and very worthwhile contribution to that location. Through activities growing out of the solution of the problems that arise, the students put into immediate use newly acquired skills and

knowledge of which they had felt a definite need. A flexible schedule is necessary at all times for such a program.

The estimated twelve million men and women in need of a more functional literacy education, more than any other group of American citizens, probably are in greater need of services from various community agencies. Often committees of students are appointed to consult various health departments, visit available libraries, confer with civic and social institutional leaders, attend parent education conferences, demonstration meetings, or lecture forums conducted by farm and home agents of the Department of Agriculture, and many other such community activities. Adults soon are no longer unduly embarrassed by taking an active part in public discussions, for their self-confidence will have been greatly increased.

Ruth Kotinsky avers that any one facing responsibility will seek to understand the situation that he may surely manage it well. Continuing, she adds: "Adult education is here conceived as an essential component of any effort toward a more desirable social order."⁷ Her suggestion that it is impossible longer to run the world haphazardly, is followed by the assertion that the making of plans by people who carry them out and participate in the good or evil that ensues is an essential part of the educative process.

⁷Ruth Kotinsky, Adult Education and the Social Scene, pp. vi-vii.

"The role of adult education takes it to the very center of social planning on a wide scale."⁸

Bruner states that the new educative program must be such that the individual, the nation, and the whole world may capitalize upon their opportunities which their cultures today present.⁹ A similar conception is held by Basil Yeaxlee, who has said:

Adult Education must not be regarded as a luxury for a few exceptional persons here and there, nor a thing which concerns only a short span of early manhood, but as a permanent national necessity, an inseparable aspect of citizenship. . . .¹⁰

He also states that the opportunity for adult education should be spread uniformly and systematically over the whole community, as a primary obligation on that community in its own interest and as a chief part in its duty to its individual members. It is pointed out that it then becomes a quickening and socializing force that will result in a constructive contribution to the community. Classes for such should be held in schools, churches, other public buildings, and many times in factories. Vocational training should develop in the unemployed, as well as the employed, those skills, knowledge, and personal qualifications

⁸Ibid.

⁹Herbert B. Bruner, Some Suggestions for the Study of Modern Problems, A Bulletin for Teachers, pp. 6, 14.

¹⁰Quoted in the Buffalo Educational Council, Adult Education in a Community, American Association for Adult Education, p. iii.

that will enable the individual to obtain employment in the various types of industries.

Charles A. Beard has said that throughout our industrial structure technology is swiftly at work closing old occupations and opening new opportunities.¹¹ Because of technical advances, many thousands of people have been thrown out of employment yearly. It has been found in the United States that most of those adults have had to be trained for new types of work through educative projects in adult education. Too, the needs of the urban communities have been found to be quite different from those of the sparsely settled rural areas where probably two-thirds of the people are illiterate. These develop their own psychology, and must be reached if at all by non-urban agencies and perhaps by special methods.¹² Because the rural environment is unique, that education offered should be especially applied to the farmer's field. Instruction should be and has been given on the conservation of the strength of the soil for the perpetual use of society. All information concerning the growing of grain, improving the breed of animals, conserving their food products, and other knowledge for the advancement of the welfare of the community must include a program of active learning participation on the part of the men and women.

¹¹Quoted in Mary L. Ely, Adult Education in Action, American Association for Adult Education, pp. 24-26, 370.

¹²Ibid., p. 26.

Just as programs have been set up for the promotion of projects in the field of agriculture, farming, stockraising, gardening, landscaping, mechanics, carpentry, painting, etc., for the male population in the smaller scattered areas, similar projects pertaining to homemaking and parent education have been made available to the women. Activities which afford recreational and religious group participation are also included as a part of a well-planned program.¹³

Summarizing what a worthwhile community project in adult education should undertake to do, the following conclusions have been reached:

1. In order to enlarge and enrich life, and to assist individuals to easily and effectively make new and necessary adjustments, opportunities for continuous study in all lines of endeavor, including mastery of the tool subjects, must be offered to all the citizens living within both urban and rural communities.

2. Basic materials that will attack illiteracy and provide the adult with an opportunity to study the fundamentals of education as it relates to individual, family, and group living should be made available to all those needing or desiring such information.

3. All projects should be planned and administered by those who are to be directly or indirectly affected by the co-operative activity.

¹³Ibid.

4. Community projects in adult education should plan for the education of the whole man in all his interests, his achievements, and his relationships.

5. An educational project should become a well-knit, and perhaps a highly developed, organization providing for a program of workers' educational activities that embrace many types.

6. Planned experiences that call for appropriate action leading to the solution of present problematic situations must be provided for the student. These must be wide and continuous.

7. Situations must be set up that will permit and encourage the individual to assimilate into his personality many kinds of abilities, skills, appreciations, interests, knowledge, etc.

8. As an organized social movement, adult education must encourage in the pupil an inquiring mind and a disposition to continue to learn from experiences.

9. Opportunities for the broader and more thorough study of ever-changing social and economic situations should be made available to the public.

10. Through discussion groups, forums, and other appropriate methods, pertinent and timely instruction along recreational, vocational, avocational, spiritual, and home-making lines should be brought to the members of the community.

Procedures that should be followed toward the realization of a worthwhile community adult education project are not as yet definitely agreed upon by our well-known educators. Yet, all agree that education is the composite of all experiences of an individual, and therefore, should be and will be different for each adult.

Seay has remarked:

The conception of education as a composite of all experiences does not eliminate study of specialized subject-matter or practice in highly technical skills, but it relegates such study and practice to a subordinate position, a part of the whole educational process for an individual. . . . It is believed that no department or specialized phase of learning can function efficiently in an isolated manner. The entire "product" is the goal, and a program should be planned to achieve that goal.¹⁴

Continuing, he adds that since education is a continuous process, it cannot be confined within fixed administrative divisions; it demands co-ordinated fusion of all its services. Also, he asserts that an educational program for all age levels must be characterized by flexibility.

It has been found that wherever a medium of voluntary community co-operation exists, the business of approaching a community problem challenges numerous possibilities. In order to obtain the names and locations of those persons to be helped, and to ascertain the most rudimentary facts regarding their economic or educational background, a preliminary survey of that area is needed. Where non-profit

¹⁴Maurice F. Seay, "Some Principles of Adult Education," Adult Education Bulletin, Department of Adult Education, National Education Association, p. 3.

agencies exist that will co-operate with the education program, the expense and time required can both be lessened. Usually the findings are then studied by the agencies in relation to their own programs, and suggestions are made for a concerted approach to the problem. Many representatives attend the general meeting and brief talks follow, each discussing the main facts of the survey. Concrete and detailed findings suggest certain lines of investigation as a next step. Another survey as to types of employment and opportunities for such, and other economically pertinent facts are undertaken unless the information was previously obtained. Then it is that certain projects that will foster needed training and skills are planned for active participation in by all the citizens. Wholehearted co-operation by agencies and interested adults seeking aid, working together for the general welfare of the community, make it safe to predict success for the undertaking.¹⁵

In reviewing some community projects that have been attempted in other states, the writer has found the following ones to be outstanding in value:

The Denver Opportunity School is one planned for unemployed youth and is chiefly, though not wholly, a vocational enterprise. Miriam E. McNally writes that there has existed in Denver some eight years a community of sixty non-profit agencies, co-operating under the title of the Adult

¹⁵Miriam E. McNally, "Planning for Unemployed Youth," Adult Education Bulletin, January, 1939, pp. 8-10.

Education Council of Denver, which has given an approach to these youth problems certain distinguishing characteristics.¹⁶ Their aim has been to assist young people in making a satisfactory transition to adult life. No one knew who these youth were nor much about them. A survey was outlined and recommended by the Council's committee late in 1937. In the spring of 1938, the co-operative project was undertaken. The data were furnished by the Department of the Census and by the Denver public schools, and were prepared with the assistance of an adult education project of the Works Projects Administration and co-operation of workers employed by the National Youth Administration. More agencies, also, assisted.

The findings of the survey were published in the fall of 1939, and through the office of the Adult Education Council were immediately distributed to all members of the Council organizations, to youth-serving and social agencies, to chambers of commerce, to churches, and to local study clubs. The Committee on Youth Problems at that time recommended two additional related surveys, both of which are now nearing completion. Soon afterwards, the member agencies of the Council called a meeting at which brief talks were made setting forth the main findings of the first survey. Among the facts revealed were the following:

¹⁶Ibid., p. 8.

1. In Denver there were at that time ten thousand unemployed youth.

2. Very few of the many "youth-serving agencies" were working with youth under eighteen years of age.

Following the general discussion, three important suggestions were made, namely:

1. A follow-up survey was to be made to gather additional facts.

2. Inexpensive adequate training for employment was to be provided.

3. The community as a whole was to be more accurately informed as to the extent and nature of youth problems.

On November 10, 1939, the delegates meeting together, authorized appointment of three representative committees to put into immediate action the above recommendations. A sincere co-operative approach toward community problems had indicated the direction for needed effort, and has since demonstrated the wisdom and vision of those who planned the project.¹⁷

Another good illustration of the co-operative method is the one practiced in Wisconsin in the adult education field. In this state, where all cities of five thousand and over population are required, and municipalities under that figure are permitted, to set up local boards of vocational and adult education, day and evening classes are

¹⁷Ibid., pp. 9-10.

operated for out-of-school youth and adults. A local school is administered by a local board consisting of the local superintendent of schools, two employers selected by the local school board, and two employees selected in the same way. The project is under the direction of the State Board of Vocational and Adult Education, which determines the general policies and distributes both state and federal aids. In Madison, the enrollment consists largely of adult commercial students, because of the great demand for commercially trained people for the state and university offices. Also, there are a number of regular classes financed entirely by the federal government.

The Stoughton School presents a contrast. It maintains its school on a voluntary basis. The school invites rural youth in for several days in the week, both boys and girls. The teachers of homemaking and agriculture spend certain afternoons and evenings conducting classes for adults -- farmers and farm women of the country districts -- and for a large group of rural young men for agriculture, physical education, farm mechanics, and other subjects. Services are also extended to the physically handicapped people. They are sent to schools where they can get the training that they need and can use. The University Extension Division works with the local boards in providing educational opportunities for the population. In

some schools, room has been provided for the workers' educational classes, which are organized by University teachers under an advisory committee responsible to organized labor.¹⁸

In Buffalo, New York, a careful and comprehensive survey was made by the Buffalo Educational Council in order intelligently to answer the inquiries as to what the sustained progress of its citizenry might be, and whether it would be worthwhile to continue the use of all facilities for self-improvement on the part of those whose occupational activities or interests make full-time study impossible or impracticable. The survey was limited to a consideration of only those non-profit institutions that offer definite educational programs to adults. Besides the University of Buffalo, there were found to be in operation two Roman Catholic colleges; two public libraries; a state normal school; a state law library for reference only; a museum of natural sciences; an historical society operating both a library and a museum; a public school system; and numerous private schools and academies.

The financial support of the institutions is received in part from the city, the State of New York, the Erie County Board of Supervisors, and endowed funds for certain schools. These educational agencies have served a city incorporated ninety-four years ago, containing over half a million

¹⁸George P. Hambrecht, "Adult Education in Wisconsin," Adult Education Bulletin, January, 1939, pp. 11-13.

population (Poles and Italians together comprise nearly forty per cent of the total) within an area of forty-two square miles, with unusually diversified manufacturing interests, and with a variety of well-developed educational institutions. Because of the vast number of adults thus seeking to improve themselves, the survey of adult education in Buffalo was decided upon in order that (1) all so engaged might become better acquainted, (2) each institution make known its purposes and methods, (3) the complete program of all be assembled, (4) needless duplication of effort be relieved, (5) the lacks or gaps in the program be studied, and (6) future needs of the city be appraised.

The Educational Council's major activities took three forms:

1. A self-survey of each institution by its directing head.
2. Five committees, which studied types of training offered, such as collegiate training, trade and vocational training, etc., these committees drawn from the staffs of the various institutions.
3. A questionnaire distributed in all schools, from elementary grades up through the University, and filled out in class by each student. These were later analyzed, interpreted, and recommendations were given by the five committees. After some revision, the reports were approved by the entire Council. The present program of adult self-improvement, then,

began in that city. Although the program began for adults in 1851, as is shown in Chart 1 on the following page, most of the institutions began the program as it is now conducted within the last fifteen years. Chart 2 on page 23 shows the year of establishment of Evening Public Schools in forty-two American cities. In the year 1925-1926, it was estimated that one in eight of the adults of the city of Buffalo was actually enrolled for study or discussion in formal class or informal but closely organized groups.¹⁹

In the report of the Advisory Committee on Education, transmitted to the President of the United States on February 18, 1938, the following observations were made:

1. Nothing in the evolution of American education is more striking than the development of the public high school, and in planning the work of such schools, a central place should be given to the major task of preparing young people of high school age for useful, self-sustaining adult life.

2. Satisfactory educational opportunities are found in only a few places where circumstances are unusually favorable. A basic difficulty is the way the tax system is organized to provide money for schools.

3. The adult group in rural areas in nearly every state has to educate proportionately a far greater number of children than the adult group in cities. They must also carry

¹⁹Buffalo Educational Council, Adult Education in a Community, American Association for Adult Education, pp. 4-8.

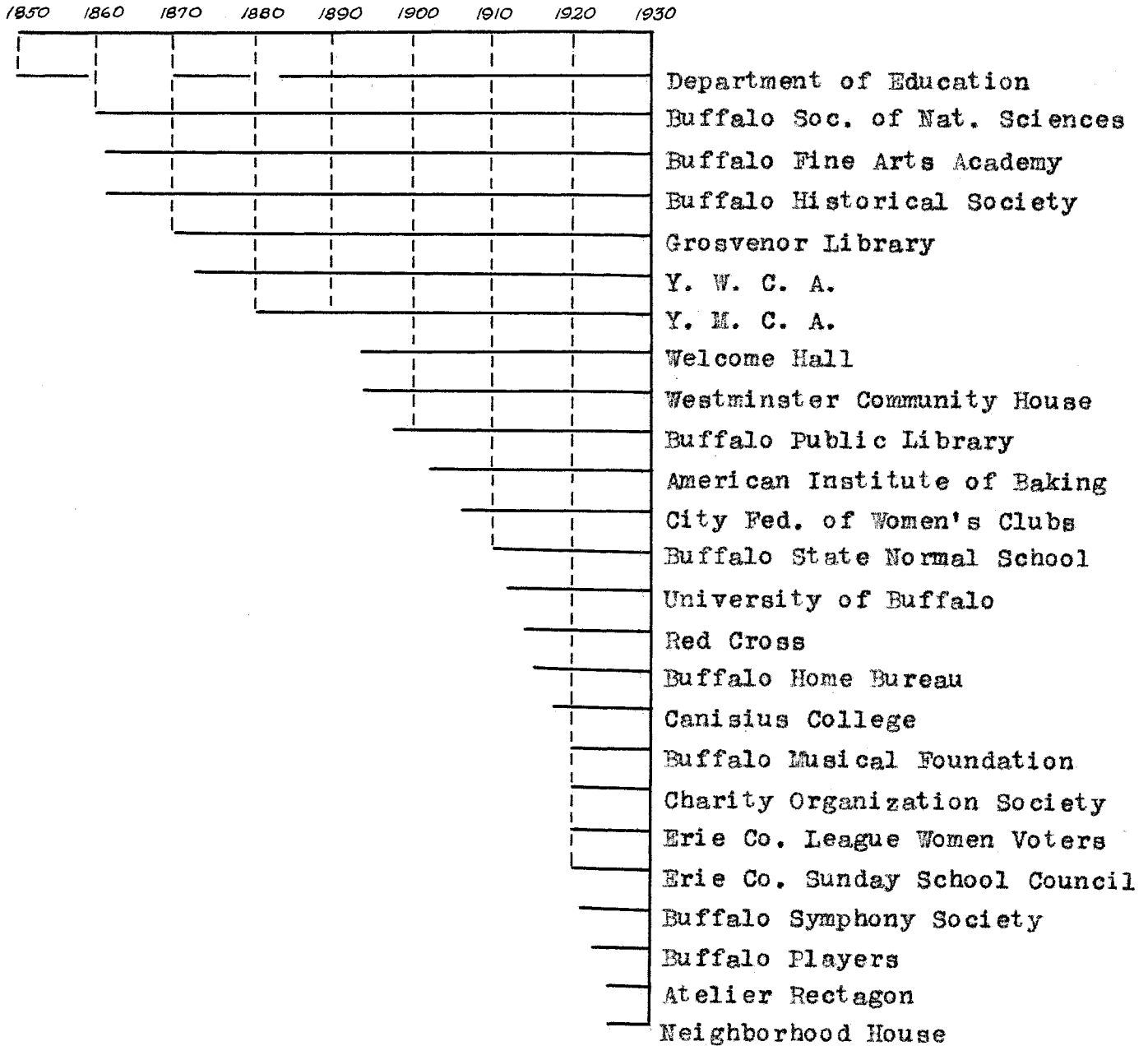


Chart 1. -- The years in which Buffalo, New York, organizations began adult education programs. (Adapted from C. H. Marsh, Adult Education in a Community, p. 6.)

Note. Breaks in the bars indicate lapses in the program of adult education.

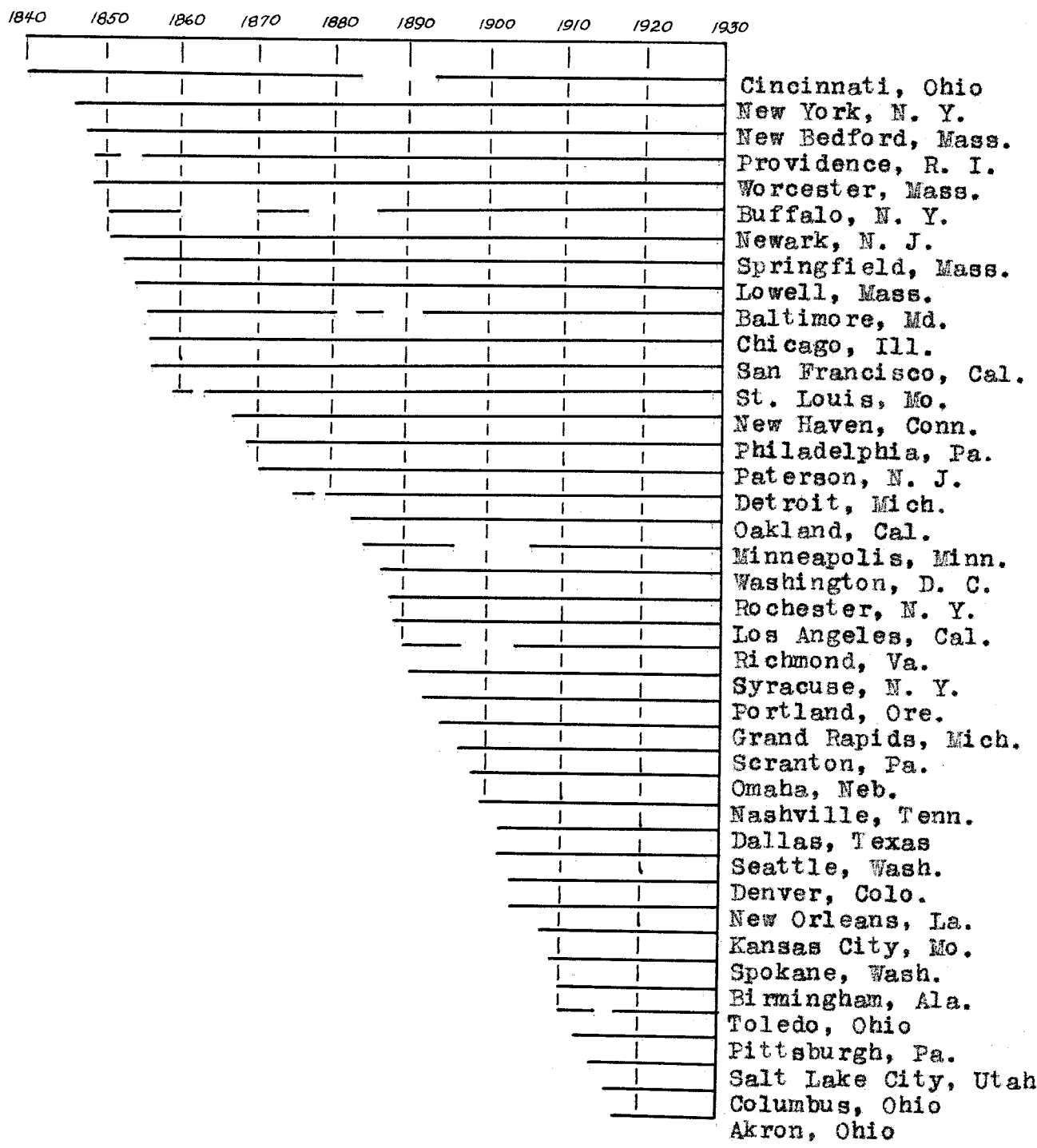


Chart 2. -- The date of the establishment of evening schools in forty-two American cities. (Adapted from C. H. Marsh, Adult Education in a Community, p. 9.)

Note. Gaps in the bars indicate temporary lapses in evening classes.

the load on incomes which average much lower than those of city people.

4. In most of the states where there are separate schools for Negro children, the schools for white children are below the national average, yet Negro schools are only about half as well supported as the white schools.²⁰

Some additional information offered by the Advisory Committee on Education contains the following pertinent facts:

1. The movement away from the farms between 1920 and 1930 was so great that the total farm population actually declined, and that about sixty per cent of those people came from farms located south of the Mason and Dixon line.

2. During the worst years of the depression, it was necessary to provide funds to keep schools open in many rural areas. Federal aid of this type amounted to a total of about twenty-two million dollars.

3. The Works Progress Administration has supplemented the educational facilities of the country in many ways. As many as forty-four thousand unemployed teachers have provided various types of part-time education for more than 1,700,000 people through an emergency program. A program of student aid on a work basis has been carried on since 1934. Also, the Civilian Conservation Corps, established

²⁰ Advisory Committee on Education, The Federal Government and Education, pp. 11-16, 24, 104, 108-112.

in 1933, has developed a new type of public program for youth, combining work with other varieties of educational experience. More than 1,800,000 young men have been enrolled during its first five years.

4. Vocational education of an intensive and specialized type has been promoted in the public high schools of the United States by special federal grants to the states. These now amount to \$21,785,000 annually. They have been authorized for vocational education in agriculture, home economics, and trades and industries, and for the training of teachers in these fields.

5. Of the seventy-five million persons who make up the adult population of the United States, over thirty-six million of them did not finish elementary school, and at least three million are unable to read and write. However, during the past few years, approximately seven hundred thousand adults have learned to read and write in classes conducted by teachers on the Federal Education Program.²¹

Capitalizing upon the wonderful opportunity offered the citizens of the United States through the Emergency Education Program to enrich their educational background through study in adult day and evening classes, the South, especially, has shown progress. Adults who are sharecroppers or renters and whose families comprise over three-

²¹Ibid., pp. 36-38, 115-122.

fourths of the farm population of the South, living in the rich lands of the eastern Carolinas, southwest Georgia, south-central Alabama, the Mississippi delta, and the black waxy belt of east-central Texas, struggle for the bare necessities of life in the midst of plenty. Tenant families now number 1,831,000 -- a total of more than nine million men, women, and children. With the South's farm wage hands added, the number rises to over eleven million. They are plagued with low incomes, hookworm, malaria, illiteracy, pellagra, and poor housing conditions. The plight of the Negro of the South has not improved the condition of the average white farmer there, for between 1920 and 1930 the white tenant families in the South increased by two hundred thousand, while the Negro tenant families decreased by two thousand. The tenants have been exploited by the landowners, and they have in turn exploited the land in their efforts to produce crops as cheaply as possible.²² It is evident that the South needs desperately to do two things: (1) conserve and restore her physical resources, particularly the fertility of the soil; and (2) develop and utilize her human resources.

Better education in rural regions will help not only to improve nutrition and living standards (in as far as malnutrition and unsanitary conditions are the result of a lack of knowledge) but will also create a general demand for higher standards.²³

²²Arthur Raper, "Farm Tenancy in the South," The Texas Outlook, February, 1940, pp. 20-22.

²³Rupert B. Vance, Rural Relief and Recovery, pp. 25-29.

In Texas the percentage of illiteracy has been shown to be considerably above the national average, according to the definition given by the Bureau of the Census, which defines any one over ten years of age who cannot read or write as an illiterate. In 1930 there were approximately 308,000 adult illiterates in Texas, or about 6.8 per cent of the total population above the age of ten years. In addition, it has been estimated that there are at least 600,000 persons whose knowledge of reading and writing is so limited that they find difficulty in putting it to practical use.²⁴

Not only does illiteracy need to be reduced in this great state, but there is urgent need for vocational education, especially among the Negro race. Such training can and has played a very important role in the occupational adjustment of these individuals since the passage of the George-Dean Act in 1936, enlarging the scope of the National Vocational Educational Program. Two main groups of occupations, agriculture and domestic and personal service, have afforded employment to the major proportion of Negro workers. During 1934-1935, there were 73,428 Negro pupils enrolled in federally aided vocational courses in eighteen southern states. In Texas there were 13,613 Negro students enrolled in vocational education in the following groups: (1) in agriculture there were 7,440; (2) in home economics

²⁴The Education Program of the Works Progress Administration in Texas, pamphlet issued by the Works Progress Administration Office, San Antonio, Texas, 1939.

there were 4,252; and (3) in trades and industries there were 1,921.²⁵ The response to vocational education by Negroes has been splendid where a standard program has been offered, but very poor in instances where a slipshod program has been provided.

In 1933 the Adult Education Program in Texas was inaugurated. There were 199 Negro teachers engaged to teach 4,769 illiterate Negro adults. This race alone will henceforth be considered, since the subject of this thesis is about one of their projects. In the field of vocational education, which included instruction in six related subjects, there were forty-two Negro teachers who taught classes of 956 students. In academic teaching, there were 237 teachers meeting groups of 5,549 students. Including several teachers in other fields, there were 591 Negro teachers employed that year to assist in an educational way those of their own race less fortunate.²⁶ Since 1933 many teachers have been added to the education program to instruct classes in a wide variety of subjects.

Many community projects have been planned and developed. It has been interesting to observe the improvements resulting from some of those undertaken in Texas in a number of the poorer Negro settlements. An enumeration of the influencing factors, or direct reasons for their action will help

²⁵ Advisory Committee on Education, Special Problems of Negro Education, pp. 90-92.

²⁶ Ibid., pp. 87-94, 161-164.

in a more adequate appraisal of their worth to the individual and to the community.

It was in 1932 that certain members of the State Department of Education at Austin, Texas, became suspicious that the Public School Program for Negroes in this state was not doing for the people some of the things which they had a right to expect. That conclusion led to the establishment of extension schools for all the rural teachers in each of the three counties located in widely separated sections of the state that were selected for the purpose of a survey. The object of these schools was to ascertain the status of the economic, health, social, and religious conditions of the people throughout those rural sections of the counties chosen.²⁷ A number of things were agreed upon as proper steps to be taken in securing the desired information. They were:

1. A questionnaire should be prepared to be used in obtaining from all the rural families data which, when compiled, would furnish a composite picture of the elementary conditions of the average family in the community.
2. Surveys were to be made simultaneously of the families in the three counties.
3. The data obtained were to be compiled for analysis.

²⁷Gordon Worley, The Co-ordinated Community Program, Texas State Department of Education, p. 1.

When those participating had finished their undertaking, the following picture was found:

1. Home conditions.

The average family was found to live in a rented, three-room, unpainted, unscreened, and unlandscaped house.

2. Health conditions.

The average family suffered a total of thirty days of confining illness and consulted the doctor once a year.

3. Gardens.

Each home had a spring and summer garden of greens, beans, onions, okra, and tomatoes.

4. Dairy products.

Each family produced seven-tenths of a gallon of milk daily, which was only about a pint per member.

5. Orchards.

The average family had an orchard composed of one-fifth of a grape vine, one-fifth of a fig tree, three-tenths of a pecan tree, a pear tree, and about three peach trees of different ages, sizes, and conditions.

6. Farm animals.

Every home kept a farm menagerie composed of thirteen mongrel hens, two scrub cattle, two piney-woods rooter hogs, a dog, and a cat.

7. Feed crops.

It did not attempt to have or make an improved pasture for its menagerie of scrubs.

8. Yearly income.

Each family had a yearly income of ten dollars and seventeen cents from the sale of vegetables, fruits, nuts, berries, poultry, eggs, meat, lard, hogs, butter, and milk.

9. Recreation and education.

Each home had one copy of a daily newspaper each week, a farm journal every four months, one copy of a magazine of some sort every year, and a total of seven family-owned books in a lifetime.

10. Hobbies.

The family had no hobbies of any sort, but did hunt and fish a little.

11. Community co-operation.

The family did not co-operate with its neighbors in any matters which individually it could not have. What was worse, it did not know of any advantages which would come to it by co-operation.²⁸

The conference committee found conditions so much worse than anticipated that they were convinced that not only was the public school system failing to do its part toward these

²⁸Ibid., pp. 1-2.

communities, but the church, extension services, vocational services, and health services, also, were failing to an appreciable degree to do for the Negro citizens what they had a right to expect of their publicly supported organizations. It was then that those few educational leaders decided upon concerted action. A conference was scheduled where the leadership from the various services in one of the counties should come together for a study of the conditions, as step number two in following up the reasons and procedures in the selection of certain community education projects in Texas. This meeting led to the formation of a set-up for a co-ordinated community program, to replace and include much of the separate programs then being unsuccessfully engaged in by the different agencies.

In summarizing the types and needs of certain community projects that have been undertaken in various states, the following facts have been revealed:

1. In Colorado, the Denver Opportunity School, which was planned for unemployed youth, is chiefly a vocational enterprise. The aim has been to assist youth in making a successful transition to adult life. The procedure followed in the establishment of this educational program was: (1) A comprehensive preliminary survey was made as outlined and recommended by the Council's committee late in 1937; (2) a co-operative project in education was started in 1938; and (3) the main findings of the first and second subsequent

surveys drew forth the suggestions that inexpensive adequate training for employment be provided, and that citizens of Denver be better informed in the future of the extent and nature of youth's problems.

2. In the State of Wisconsin, it was pointed out that two types of outstanding adult education projects were being operated. One consists of day and evening classes for adults, principally in the field of vocational education; the second one, the Stoughton School, invites rural youth, and farmers and farm women, into the classes on certain days for study courses related to their type of employment. Also, services are extended to workers' educational classes and to physically handicapped people.

3. Under the leadership of the Buffalo Educational Council, in Buffalo, New York, a survey was made of the needs of the people, which resulted in the establishment of an educational project promoting individual self-improvement.

4. In Texas, attention has been focused upon successful Negro projects because of their large number of illiterates and because of their need for training in the vocational and homemaking fields of activity. Surveys were made in three widely separated Negro communities, and from the compilation of data received, it was ascertained that assistance was needed along many lines. The State Advisory Council finally decided that since neither Houston nor

Burleson County had undertaken a co-ordinated program, an experiment in the establishment of a community co-ordinated program should be carried out in Bowie County. Through the efforts of the county superintendent, a monthly program had already been initiated in which various organizations participated.

CHAPTER II

REASONS FOR ESTABLISHING THE ARKADELPHIA PROJECT

After considering the three counties, Bowie, Burleson, and Houston, as to the pictures painted by the survey sheets, and having decided upon Bowie County as the one in which to establish a co-ordinated community program, the Conference members began planning future activities. However, such activities were not altogether new in that area. As early as the summer of 1936, county-wide forums were being held for the white citizenry through the efforts of its county superintendent, L. H. Griffin. In the spring of 1937, Griffin called several meetings of community representatives, day school principals, vocational teachers, Works Progress Administration Education Program teachers, Jeanes teachers, ministers, and home economics teachers. A program was at that time worked out by them for each month of the year. It was felt that if all agencies stressed the same topic, better results could be obtained. A bulletin was compiled by the representatives of various agencies and published in the superintendent's office. At first the meetings each time were held at different schools, but later one place,

Shady Grove School, was selected. Before disbanding, those attending were divided into groups working under their chosen leader to select methods for carrying on the next month's program. In the winter of 1937, four schools were selected for forum centers, and a panel forum was organized among the leaders from the participating agencies.¹

Not long afterwards, it was decided that a typical rural community in Bowie County should be selected for a definite educational experiment, and Arkadelphia was chosen by the county superintendent. It was his desire to choose a community that would be likely to benefit most from such a program as the one proposed, and one that did not have a vocational teacher, nor a home economics instructor, nor more than two or three day school teachers. Arkadelphia came nearest to satisfying these requirements and possessed the additional asset of having a very active public school faculty. The selection of Arkadelphia was made in the winter of 1937.

In making this choice, Griffin realized that Arkadelphia was not unlike some other communities in every way, but possessed some strikingly similar characteristics found throughout the United States in general, namely:

1. In most rural communities, eight to ten per cent of the citizens possess a knowledge so meager that is is

¹William J. Fraker in a personal letter to the State Supervisor, W. P. A. Education Program, on Bowie County's Co-ordinated Program for Negro Education, February, 1937. Letter on file in office of State Supervisor, Educational Section of Works Progress Administration, San Antonio.

useless for any practical purposes, consequently cutting them off from written communication or from information through the printed word. Such people have the lowest earning power and the least consuming power. Unnecessary sickness is prevalent among them, usually causing their children to be retarded or to leave school.

2. Many of the persons enrolled in literacy classes need to be provided an understanding of the responsibilities, principles, and ideals of democratic government.

3. Many men and women whose schooling was cut short early in life have felt a need for a variety of cultural and creative courses in order to develop constructive leisure-time interests.

4. Because of the lack of an understanding of today's economic, political, and social problems which affect their own and others' welfare, instruction has been requested and given in Workers' Education and Public Affairs Forums.

5. Wives and mothers, forced to stretch their meager budgets to the limit in order to cover the vital necessities of life, have been found to be in need of instruction about foods, clothing, nutrition, health, and household management.

6. Many parents are lacking in a practical knowledge of proper child behavior and development, and family relationships.²

²Works Progress Administration, Inventory Pamphlet on Education, 1939.

Developing programs for rural communities was not a new activity for the Bowie County superintendent. The general objectives usually contained aims similar to those of the Maryland Program for Agriculture and Rural Homes, some of which were:

1. Fostering a system of economical production and marketing of farm and community products.
2. Maintaining an adequate system of good roads, and other means of communication.
3. Creating and enjoying more convenient, attractive, and satisfying rural homes.
4. Supporting the best-equipped and best-managed rural schools the community can afford.
5. Insuring healthful environment and sane health habits for individuals, families, and communities.
6. Providing adequate recreational facilities and opportunities for rural people.
7. Expanding and enriching opportunities for social, esthetic, and religious development.³

The co-ordinated community program in the little Arkadelphia area of twenty-three families is typical of the other community programs in Bowie County. Here, the public school teachers made a survey of all the families and compiled the data upon which the various agency leadership and the men

³Extension Service, University of Maryland, Maryland Program for Agriculture and Rural Homes, 1937, p. 32.

and women of the community set up a week's conference or short course which should be held during the week of January 23-29 of the following year, 1938. The purpose of the conference, as stated by the general chairman, L. H. Griffin, was:

1. To evolve and put into operation a worthwhile, workable, community program, that will lead to much improved economic, health, cultural, and spiritual conditions of the participating families of the community.

2. To effect a closer co-ordination of the agencies of vocational education, agriculture extension, health, rural ministers, adult education, and the local school with the citizens of the community, for the improvement and enrichment of life and living conditions of the people of Arkadelphia community.

3. To work out carefully and effectively a plan for the co-ordination of agencies in Arkadelphia's program that may be used as a basis for the setting up of similar programs of co-operation throughout the county and the state where they may be desired.

4. To present in simplified form the needed technical information and to put that information into immediate field practice, for the improvement of living conditions of the families of the community.⁴

⁴Worley, op. cit., p. 3.

At the first meeting of all the groups working together at the conference, the subject, "Taking Stock of Arkadelphia," was chosen. Points considered were:

1. Becoming acquainted with:

- (1) Worst shortages in the production and conservation of a living at home.
- (2) Lack of home conveniences and safety of buildings.
- (3) Health losses resulting from preventable diseases.

2. Setting up plans for the improvement and beautification of home and yard.

3. Making improvements about a home, such as repairing, screening, whitewashing, beautifying of yard, etc.

The second day's subject was "The Home Orchard." During the morning all groups studied the planning of a home orchard, and the steps for a fruit-producing program, including groups and varieties of fruits to be added that year. Working with the teacher-helper in vocational agriculture and with the county agricultural agent, the attendants agreed upon detailed plans.

On the third day, "The Vegetable Garden" was discussed. The two topics considered were:

1. Planning the year-around vegetable garden and farm food production program for Arkadelphia community.
2. Special hobbies.

The fourth day's subject was "Home Poultry and Dairy Program." Points stressed were:

1. Determining the present status and actual needs of the people for poultry and dairy products.
2. Setting up the year's program to take care of the community's needs.

Activities that would bring about the realization of such aims were then listed. The groups were assisted by the district supervisor of vocational agriculture and the district supervisor of adult education.

The subject of the fifth day was "Community Co-operatives." Suggested activities for the groups were:

1. Determining what simple co-operatives the community needs and could operate during the year.
2. Setting up plans for the co-operatives to be used during the year. (These were studied with the vocational agriculture teacher.)

On the last day, Griffin, chairman and co-ordinator, chose for his subject, "Rounding Out." Demonstrations on how to can a beef, and how to cut and cure meat were given. Later, action was taken on the setting up and adopting of the community's program. Twelve co-operative agencies were proposed.

At the conclusion of the course, the men and women of the community were divided into five teams of five families each for work in carrying out the program as set up and

adopted. Things to be done actually as outlined in the program were:

1. Each family whitewash or paint its house, screen at least the cooking and eating quarters against flies, set out native trees and shrubs about each home and repair the fences and gates about the yard, garden, and barn lot.
2. Produce at every home, good all-year vegetable gardens comprising each a minimum of at least twenty-five vegetables suited to the community and to the likes of the family.
3. Every family produce, can, dry, or store enough of at least five staple garden or truck crops to take care completely of its needs for same during the year.
4. Every family co-operate in constructing and operating a community-size hotbed at the school, which will completely supply its needs for early plants, such as lettuce, cabbage, cauliflower, peppers, eggplants, and tomatoes.
5. Every family co-operate in establishing and maintaining a community nursery on the school grounds that will supply the needs for such nursery and ornamental plants as peaches, plums, figs, grapes, pecans, blackberries, strawberries, roses, hedge plants, crepe myrtles, etc.
6. Every family co-operate in building a house in which to establish and operate a co-operative cannery, grist mill, and blacksmith shop on the school grounds.
7. Each family make definite advancement in the improvement of its income and living from its chickens by getting

started with at least a few good standard-bred chickens, and by growing on its farm sufficient quantity of foodstuffs to mix its poultry feeds.

8. Each family cut, haul, and rick, in advance, the year's supply of wood for cooking and heating.

9. Each family secure through co-operation with the other families important reading materials including for each family at least The Progressive Farmer, American Poultry Journal, and a minimum of ten farmer's and extension bulletins, best suited to the advancement of the community's program.

10. Every family make or recondition at least one good cotton mattress during the year to replace some of the thirty-eight straw mattresses now being used.

11. Each team of five families take at least one Sunday during the year to provide the best service it can at the church for the entertainment of the entire community and for the advancement of the community's program.

12. All families co-operate in maintaining a community forum which will meet at least twice monthly to discuss ways and means of improving the conditions of the families of the community.

13. All families co-operate in planting cowpeas or velvet beans in all of their corn to improve the soil and to increase the feed supply.

14. Plant and rightly care for a minimum of five family-size home orchards to become demonstrations in the community.

15. Each group of five families cut, haul, and rick up at the school house, two cords of wood to be used at the school and at the church.

16. All family teams co-operate in making laundry soap and lye hominy to supply the families' needs for these products.⁵

During the year, the different participating agencies provided the assistance that each could best furnish. Because of this and their unselfishness, the development of a feeling of community solidarity has resulted, and there has been an improvement in the community's economic, health, social, and cultural conditions. Recognition for this work should also be given to the careful and thorough planning of the various groups, which consisted of:

1. The principals' group, led by the county superintendent.

2. The elementary teachers' group, led by the Jeanes teacher, or by some one selected by the group.

3. Adult education group, composed of vocational teachers, Works Progress Administration Education Program teachers, and Works Progress Administration Senior Field

⁵Gordon Worley, The Co-ordinated Community Program, p. 8. See also, Gordon Worley, Arkadelphia's Community Program Adopted for 1938, p. 7.

Supervisors, vocational training teachers, and home economics teachers led by the county agent.

4. Ministers' group, led by Rev. C. C. Wilson.⁶

The functioning of an adult education program in Arkadelphia started with a tentative outline for a year's work submitted to the teachers of the Negro schools of Bowie County by the county superintendent, in August, 1937. It was developed by the Educational Committee, working through the eight experimental schools conducted in that county during the 1936-1937 term. Detailed outlines were sent at regular intervals for the work to be done during the following month. All agencies in the community co-operated with any individual teacher desiring assistance in the solution of problems.

Some of the suggestions from the co-operating agencies included:

1. Activities suggested by the Negro county agent.
 - (1) County fair.
 - (2) Fall and winter gardens.
2. Adult teachers' program, by Edward D. Fleeks.
 - (1) All subject matter taught must be from a practical source.
 - (2) Tool subjects must be correlated with such material.

⁶William J. Fraker in a personal letter to the State Supervisor, W. P. A. Education Program, on Bowie County's Co-ordinated Program for Negro Education, February, 1937, p. 2. Letter on file in office of State Supervisor, Educational Section of Works Progress Administration, San Antonio.

3. Bowie County ministers' program.
 - (1) Sermons on the "Purpose, Power, and Dignity of Labor."
 - (2) Appointment and training of a committee of leaders.
4. Jeanes teacher.
 - (1) Practical lesson plans.
 - (2) School visits, clinics, and exhibits.
5. Home economics teachers.
 - (1) School gardens and landscaping of school grounds.
 - (2) Planning with families for poultry and tree-planting.
 - (3) Butchering and canning of beef.
 - (4) Exhibits and cooking demonstrations.
6. Agriculture teachers.
 - (1) Demonstration gardens and orchards.
 - (2) Building of poultry houses and securing of chicks.
 - (3) Planning for feed and flowers.
 - (4) Shop and project exhibits.
 - (5) Pit toilets and community screens.⁷

Through friendly competition by the twenty-three families that were organized in groups of five or more, the live-

⁷L. H. Griffin in letters to the teachers of the Negro schools of Bowie County, 1937-1938. Copies of letters are on file in the office of the State Supervisor, Educational Section of Works Progress Administration, San Antonio.

at-home programs have been kept going in Arkadelphia. During a demonstration week, educational activities included mattress making, butchering, orcharding, meat curing, lye-hominy making, poultry yard improvements, house white-washing, yard beautification with native shrubbery, interior house staining, etc. A hot-bed was constructed and a home was screened. The class work at the school was constructed from the students' activities at home. During the summer of 1938 the Arkadelphia Community Program accomplished the following things:

1. Houses whitewashed . . twelve.
2. Cotton mattresses made . . six.
3. New orchards set out . . two.
4. Old orchards improved . . eight.
5. Orchards pruned and sprayed . . twelve.
6. Grist mill purchases . . one.
7. Canning and grist mill house constructed . . one.
8. Cemetery improved . . one.

Also, there were many cans of fruit and vegetables put up, permanent pastures made, poultry yards improved, etc. A hot-bed was planted from which the entire community obtained plants.⁸

Another educational feature that functioned successfully in this little district has been the forum centers of which

⁸Edward D. Fleeks, Report to William J. Fraker on "Bowie County's Co-ordinated Program for Negro Education" (mimeographed), February, 1939, p. 4. Obtainable from Educational Section of Works Progress Administration, San Antonio.

Arkadelphia is one. Separate speakers have been selected to conduct these discussions. The speakers have special topics and go to different locations on the same night until each community has been visited. These were always well attended, a fact which led the county superintendent to organize a panel forum among the representatives from the various agencies.⁹

In summary of the main points listed relative to the selection of Arkadelphia for a community adult education project, the following information is given:

1. After the selection of Bowie County for the establishment of a co-ordinated community program, the county superintendent called special meetings of community educational representatives to assist in the organization of an educational activity program for the various schools for Negroes in that area. Group leaders were selected, and four forum centers were chosen, of which Arkadelphia was one. Soon afterwards, a panel forum was organized from the participating agencies to assist in the organization of groups for participation in the community activities. The reasons for the selection of this location were based upon the actual needs of the people. Characteristics of the program were in many instances similar to others operating in the United States. Classes were held for adults whose education was on the literacy level. Courses were offered in

⁹Ibid., p. 2.

citizenship, parent education, budgeting, foods, clothing, homemaking, health, economics; cultural, creative, recreational, social, religious, and other general subjects; handicraft, home and farm improvement, etc.

2. Early in 1938 a conference was called by the county superintendent at which the group leaders decided upon a detailed monthly outline of student projects and teacher instruction to be carried out. Each educator was to receive all possible assistance from co-operating community agencies. A week of actual demonstrational work was given for the benefit of the classes.

3. Through a friendly competition of the groups of five or more families and their respective leaders, many educational projects have been carried to completion in Arkadelphia. During the summer of 1938, furniture, homes, orchards, livestock, and poultry were improved and increased, and progress has continued since that time. Yards, gardens, and the cemetery have been made more acceptable in appearance.

CHAPTER III

CRITERIA CHOSEN FOR THE EVALUATION OF COMMUNITY PROJECTS

In the setting up of certain criteria for the evaluation of community projects, there is an apparent need for consideration of some principles of adult education that are thought to be basic. Seay has stated that these broad principles, if followed, lead to more efficient co-ordination and more adequate support of all educational services, and to a recognition of the functions which each service is to perform in the total educational program of the community. They are not separate and entirely distinguishable, for they could not be that and still portray education as a unity. Briefly, they may be expressed as follows:

1. "Education represents the composite of all experiences of an individual: thus education is different for each individual." In the application of educational technique to such problems as arise, a successful program must give recognition to the theory that all experiences of an individual must be considered. This does not eliminate study of specialized subject matter or practice in highly technical skills, but relegates them to a subordinate position, a part of the whole educational process. No department

or specialized phase of learning can function efficiently in an isolated manner.

2. "Since education is a continuous process, it cannot be confined within fixed administrative divisions; it demands co-ordination of all its services." Numerous experiences of organizations which have attempted to plan well-balanced and well-planned programs of education for communities that are served by many agencies have shown that leadership can more effectively come from the public school system or the library than from any other place. The important problem is how to get one agency at least to see and act upon the opportunity. In so doing, the result has been a planned, well-balanced, and adequately supported educational program for all age levels.

3. "Educational activities should be based upon the problems, needs, and interests of those for whom they are planned." The existence of individual differences has long been recognized as an important factor in the educative process. It has been found that experts in various fields would be more effective in their assistance to programs that are controlled by well-balanced and well-trained staffs if they refrained from preparing courses of study for large areas and confined their efforts to devising and testing techniques of curriculum construction for individual situations.

4. "The democratic method in education is a practical

method by which the educational program can be related to the real interests and to the real needs of the people." Careful study has shown that more effective results follow when participants contribute in a democratic way to the planning and conducting of the program.

5. "An educational program for all age levels must be characterized by flexibility." A co-ordinated and well-balanced program of a community has a wide range of objectives that necessitate a variety of activities for their accomplishment. This principle and the others previously mentioned are closely related and interrelated.¹

Harry L. Hopkins, Administrator of the Works Progress Administration, has remarked that "while other peoples are learning to use gas masks and bombproof shelters, we are improving the lot of the underprivileged, eliminating illiteracy, opening up opportunities for work and play."² Five years ago the state departments of education of this country launched a vast nation-wide venture in education. Public school officials and the federal government have been partners in carrying on this enterprise, which is the program of adult education and nursery schools. It has grown out of the need for educational services on the part of millions of grown men and women. Some of the needs which have

¹Maurice F. Seay, "Some Principles of Adult Education," Adult Education Bulletin, January, 1939, pp. 3-5.

²Harry L. Hopkins, What Is the "American Way"?, Works Progress Administration, Washington, pp. 1, 4, 12, 15, 18, 22.

not been adequately met up to the present time are:

1. Training and retraining in the skills by which men and women can earn a living.

2. Learning how to read and write on the part of those adults who are wholly or functionally illiterate.

3. Gaining an understanding of the principles of our truly democratic government through an active participation in free discussion closely related to facts.

4. Strengthening of home life through education pertaining to the provision and preparation of food, clothing, and shelter and in personal relations of the family.

5. Learning how to improve and protect the health of the members of the family and of the community.

6. Increasing one's knowledge of how to use leisure time so that it may contribute to the enjoyment of life for the individual and to the enrichment of national culture.³

Alderman declares that these needs are permanent, as was revealed by the 1930 Census. There were at that time four and one-quarter million self-confessed illiterate adults in the United States. In Texas there were 308,000 illiterate persons. Where illiteracy exists, statistics show that certain undesirable characteristics are common in community life. Among these are diseases and ill health, low incomes, high rate of infant mortality, poor housing,

³I. R. Alderman, "A Five-Year Experiment," The Texas Outlook, April, 1939, p. 56.

lack of sanitation, and a high rate of criminality.⁴

Operating through the established state agencies of education, on the principle that education is a function of the states rather than of the Federal Government, the emphasis of the program has been placed on adult education and upon nursery schools, because these fields are above and below the usual range of the public school service, and also, in them the urgent need for education has been brought out and is readily apparent. Studebaker has declared that through education we must prepare for our modern obligations as citizens, and that our new concept of democracy is to shift the emphasis from individualism toward co-operation. Adult life must be given the strength which the pressure of present-day living demands. He further suggests that a possible solution of preserving our democratic ideals is the use of the public forum. All levels of educational training need forums. They are but one of the numerous agencies, however, now existing in America to inform people of present economic or governmental conditions. Some of the ways that they contribute to effective citizenship are:

1. Making available to all citizens analyses of national and international problems.
2. Offering experts trained in the art of impartial analysis of complicated issues.

⁴C. W. Huser, "Federal Adult Education in Texas," Works Progress Administration Education Program, Works Progress Administration Office, San Antonio, Texas.

3. Making possible the continuation through adult life of the habit of learning.

4. Encouraging adults to consult more intelligently the information available in printed form.

5. Developing among adults the techniques and habit of discussion.

The largest dividends from a systematic study of society can be secured on the adult level because of their maturity, physically, mentally, and experientially. A national survey in the United States in 1934 showed that there are approximately three times as many citizens in adult life as in school life, and that adult life is about three times as long.⁵

Since the middle-aged group of people will before many years predominate, opportunities for adult education will surely increase. However, the school of tomorrow will be a community-centered school open to the entire population. There, health, economic, unemployment, and other such vital problems found in every community throughout the land will be studied and an intelligence-born solution sought. Especially in rural areas will this be true.

In planning the Maryland Program for Agriculture and Rural Homes, the co-operating agencies recognized that the ultimate aim is to improve the social and economic status

⁵John W. Studebaker, The American Way, pp. 21-22.

of farm people and promote the general welfare of the state. The state-wide programs carried on as a part of the national efforts toward agricultural conservation, land utilization, etc., have aroused the interest and secured the co-operation of most of the farm people. All agencies were expected to work together in the solution of social problems incident to the most wholesome type of rural life. Seventeen co-operating organizations assisted in the outlining of activities for this rural undertaking.⁶

In the operation of adult education programs in a community, there must be a wise expenditure of the operating funds. As has been mentioned previously, in offering the various types of adult education in the Buffalo, New York, community, maintenance funds are derived from numerous sources. The city makes annual appropriations for some, others have endowment funds, while membership dues, contributions, and miscellaneous receipts maintain other institutions. The remainder are financed by the state or national governments. Financial support is given when and where needed, the object being to promote the educational interests of the city and through co-operative effort to inform the public of available opportunities.⁷ Similar methods are followed by other communities.

⁶Extension Service, University of Maryland, Maryland Program for Agriculture and Rural Homes, p. 32.

⁷Buffalo Educational Council, Adult Education in a Community, American Association for Adult Education, p. iii.

Any program of adult education for the United States nationally must be postulated upon a meeting place to which people as a whole are able and willing to go. We have three types of plant open to public use on the whole -- the public school, the public library, and the public museum. The most numerous of these is the public school, and may be regarded as the probably chief gathering place for adult education classes. The general trend in both urban and rural areas is toward the increased use of school plants for such groups. This undoubtedly serves as a means of keeping overhead operating expenses at a minimum, and in counties where there is work being done by a state university extension division, they are better able to help the people overcome petty jealousies and to gain an understanding of the potentialities of their home communities.⁸ Every dollar wisely invested in furnishing educational opportunities brings back to society a wealth return, both social and economic, commensurate with the breadth and intensity of the program projected.⁹

A similar thought has been advanced by Debatin, who points out that in the first place adult education is so closely affiliated with the public school system of the country and with the public institutions of higher learning, that

⁸Robert C. Wilson, "Training Young Citizens," Adult Education Bulletin, October, 1939, p. 13.

⁹George P. Hambrecht, "Adult Education in Wisconsin," Adult Education Bulletin, January, 1939, p. 14.

there exists as a result an intimate mutual relationship.¹⁰ Other writers have advocated that the community council of a community should call upon schools for services and facilities to be used in promoting, clearing, and co-ordinating activities of morale-building agencies within its boundaries.

The Department of Adult Education believes that the control of federal funds provided for adult education should be vested in the states, that the designated use of these funds should be safeguarded by legislation, and that programs should be planned by the state with the co-operation of the United States Office of Education.¹¹

In an article by Hilda W. Smith and Ernestine L. Friedmann, the principles of teaching basic for successful adult education programs have been listed as (1) the plan must be democratically developed, (2) the subject matter must deal with the concrete facts of the daily lives of workers, (3) the success of the teaching must be tested by their ability to use what they have learned. It has been found true in many workers' education classes under the Works Progress Administration program where a council or steering committee has been appointed representing faculty and students. The committees have studied each community, then listed the educational needs of the workers, helped recruit students,

¹⁰Frank M. Debatin, "Will-o'-the-Wisp or Harbor Light," Adult Education Bulletin, January, 1938, p. 15.

¹¹Maud E. Eiton, "Legislative Bulletin," Adult Education Bulletin, January, 1939, p. 26.

planned the courses and suggested the activities of the group. Where this plan has been followed, the learning process becomes a part of each day's experiences.¹²

In order to help the cause which they serve, the Adult Education Association of Los Angeles, California, at a general assembly meeting on June 2, 1939, prepared and adopted "A Code of Ethics for Teachers of Adults." Listed as "Special Problems in Adult Education" in the article just mentioned is the following assertion:

For the good of the cause which they serve, adult educators should subscribe wholeheartedly to definite standards of achievement and to rigorous criteria of success. In the matter of standards, it should be required of every course offered in an adult school that it shall

- (a) Meet a definite economic and cultural need.
- (b) Tend to open new doors of learning for its students.
- (c) Be predicated upon a definite plan of progress.
- (d) Produce measurable results.

Criteria of success in adult teaching are inherent in the requirements just set forth.¹³

Jack R. Morton of Mississippi State College has set forth the idea that the most simple and practical means of relieving current maladjustments is through the education of our adult citizenship. If this obligation is to be discharged, then functionally adult education is believed to have

¹²Hilda W. Smith and Ernestine L. Friedmann, "Methods in Workers' Education," Adult Education Bulletin, January, 1937, pp. 3-6.

¹³Adult Education Association of Los Angeles, "A Code of Ethics for Teachers of Adults," Adult Education Bulletin, June, 1940, p. 139.

five major obligations in the form of the following responsibilities:

1. It must provide for all people information and skills necessary for group living.
2. It must help people to develop and maintain their capacities for making a living, for doing their share of productive work.
3. It must develop in people habits of intellectual accuracy and abilities for intellectual freedom and relaxation.
4. It must help people remedy the defects in their previous educational experiences.
5. It must help people to gain understanding of the factors involved in social, civic, and economic problems.¹⁴

In summarizing the criteria for evaluating community projects, student activities in an educational way that produce or result in the following desirable attainments have been indicated as satisfactory by numerous outstanding educators:

1. Increased functional literacy among adults.
2. Happier home relations.
3. Greater co-operation of adults with each other.
4. Improved economic conditions.
5. Enrichment of cultural opportunities and environment.

¹⁴Jack R. Morton, "What Could Adult Education Mean to You and to Me?," The Texas Outlook, April, 1939, pp. 32-33.

6. Better health standards and home sanitation.
7. Active participation by existing county agencies.
8. Wise expenditure of operating funds.
9. Use of effective methods and techniques in the teaching program.

CHAPTER IV

EVALUATION OF THE ARKADELPHIA PROJECT ACCORDING TO CRITERIA

The co-ordinated educational program of Arkadelphia has been termed a practical program in action, for not once have its various agencies or committees ceased to function in a satisfactory manner. The strength of the personalities who have directed the project and the very effectiveness with which the programs have been planned and carried to completion are contributing factors worthy of serious consideration. The guiding personality for the past four years has been the county superintendent, L. H. Griffin. Working with him and contributing of their educational experiences and resourcefulness have been the Jeanes teacher and the county farm or home demonstration agents. The Negro Works Progress Administration adult education teacher in this rural area has also rendered services above and beyond schoolroom duties.

The civic and educational agencies of this little community of twenty-three families co-ordinated their efforts to improve the local living conditions. To accomplish this, committees were set up to assist in carrying out definite

work programs. For, as previously stated, although Arkadelphia is a comparatively rich agricultural area, the social and economic conditions are much in need of betterment. The 1930 Census indicated that seventy-seven per cent of the Negroes in this county were tenants living in small unpainted and unscreened shacks. The rating of illiteracy here was found to be 13.8 per cent. Very few newspapers, magazines, or books were to be found in the homes, but a greater average amount of sickness existed.¹ Knowing this, Griffin undertook first to establish public discussion groups, as the first step to the betterment of conditions. Well-planned and simply conducted forums were introduced.

For two years, this was continued, showing increased satisfactory results. The adult classes served to fill a community need by offering a meeting place and an organized group to participate in the services extended by farm and home demonstration agents, county nurses, the adult education teacher, and others. The program was then enlarged to include other civic and religious agencies that they too might bear fruit. During this period, the State Department of Education, becoming interested, conducted surveys of fifty rural communities in three counties of which Bowie County was one. The status of the average rural family has been previously given. Soon afterwards, Griffin called

¹Bowen Evans and Carl W. Huser, "A Practical Co-ordinated Program in Action," Adult Education Bulletin, April, 1940, p. 87.

his leaders together for a meeting with other representatives of organizations; and planning as a whole, the group adopted a tentative outline for a year's program. Supplementing the year's program were monthly outlines drawn up by each agency in accordance with the schedule of topics. Mimeographed copies were distributed. Subjects emphasized included fall and winter gardens, orchard culture, shrubbery culture, butchering and canning of meats, home improvements, etc. Each topic chosen furnished practical information on practical problems. Many demonstrations and public forums were held.²

A week's demonstration conference was held at Arka-delphia for the purpose of putting into operation a workable, worthwhile community program, that would stimulate improved economic, health, cultural, and spiritual conditions of the participating families. At the conclusion of the week's conference, the twenty-three families were divided into teams of five or more families with a rating scale set up to see which group could improve home conditions in the shortest length of time. Many goals were set up and achieved. Conditions here are now much improved, mainly because subjects that appealed to the emotional and vivid life interests of the adults were offered; discussions were built upon common experiences; adult terms and adult material and approaches were used in the instruction given; and only

²Ibid., pp. 88-89.

present problems that pertained to life situations were dealt with.

Since adult education is always an incentive to further learning, and it means a change in standards and interests as the process goes on, it is well to consider the various fields in which such learning takes place. Bryson has said that the good of society requires that all adults shall be given the tools of learning and be raised as far as possible to the minimum educational requirements, and that every citizen should be brought as far as possible to his greatest economic usefulness. Such activities would then logically fall into the fields of literacy, vocational instruction, parent education, general and leisure-time education. Therefore, goals for self-improvement and the establishment of healthier and happier home surroundings might rightly include the desired results previously mentioned in the criteria for evaluating community projects.

Data published in 1939 showed that in Texas, Negroes comprised 34.5 per cent of the enrollment in adult classes, and that fifty thousand adults of all races during the past three years have been taught to read and write in the adult education classes.³ From a comparison of the figures on the survey chart (pages 72-74), the increased number of books, newspapers, and magazines now being subscribed for

³Department of Adult Education, National Education Association, "North East West South," Adult Education Bulletin, June, 1939, p. 37.

and read by families in Arkadelphia indicates that there has been a definite increase in functional literacy among the adults of this community. Cultural backgrounds have been broadened through such reading, and the information obtained has in most instances been applied toward improving their economic status, or standards of living, by the residents of this little agricultural community.

Family relations in Arkadelphia appear to be all that might be desired. On an average, each home contained the father, mother, and one more adult, besides three or four children. There were no divorced couples, and all the members of the family co-operated to make their abode one of peace and harmony. Houses were made more attractive and healthier during the past four years that the adult educational work has been in progress. Homes have been screened and painted, needed furniture has been made or secured, and more flowers, shrubs, and trees have been planted.⁴

Community co-operation has been instrumental in securing numerous other improvements, also, in this small Negro settlement. A few outstanding ones include (1) the widening, grading, and rolling of the main road, (2) enlarging and re-roofing the school building, (3) construction of a machine and work shop, (4) planting of a community frame garden, (5) addition of some school playground equipment,

⁴The writer's personal findings as a result of her survey, shown in Chart III, pp. 72-74.

and (6) additional worthwhile educational programs. The families no longer plan, plant, and work their gardens and fields alone, but instead, they meet together, discuss, and help each other.

Teaching methods and techniques used are varied and many in this location. The Jeanes teacher, the county farm agent, the county home economics teacher, and the adult education teacher are progressive in their methods, having made use of the laboratory, discussion group, lecture, and individualized instruction techniques. Also, each instructor employed those techniques found to be most effective for the presentation of the materials to be used. The nature of the lesson content and of the students to be reached are always influencing factors.

Some of the agencies assisting the county superintendent in the carrying out of the Arkadelphia Community Project were the Adult Education Program of the Works Progress Administration, the Extension Department of the Texas Agricultural and Mechanical College, the Bowie County public school system, vocational youth associations, local and other nearby churches, county health nurses and doctors, the Jeanes supervisor, and interested individuals.⁵ Information that was really necessary and meaningful was brought to the group through community forums, radio, special

⁵Gordon Worley, The Co-ordinated Community Program, Texas State Department of Education, p. 8.

bulletins, fairs, exhibits, demonstrations of various kinds, and other means.

As a summary of the evaluation of the Arkadelphia project according to criteria, the following points have been presented:

1. Additional opportunities have been provided for the various individuals to live a happier and fuller life through participation in worthwhile educational group activities.

2. Vocational and cultural backgrounds have been broadened through the reading of an increased number of daily, weekly, monthly, and yearly publications such as Country Home, Farm and Ranch, Southern Agriculture, Capper's Farmer, and Progressive Farmer. Daily and weekly newspapers have contributed pertinent information on current happenings, home management, parent education, crop production, and desirable community improvements.

3. Standards of living have been raised through cooperative study and practice of conserving the fertility of the fields through soil conservation and crop rotation. The planting of diversified crops according to the suggestions and under the supervision of the county demonstration teachers has done much toward insuring the families a more adequate supply of foodstuffs and grain.

4. Family relations have improved as members of the home groups and those of the community toiled side by side

to increase their income. Educational classes for the homemaker and the illiterate have served to satisfy a common interest and need, which, in turn, have led to a deeper appreciation for the talents and work of each other and of the citizens of that location.

5. The health rating of the families has increased favorably, since sanitation rules and suggestions have been more generally carried out. A survey of Chart IV (page 78) indicates that homes have been somewhat enlarged, painted, and many more have been screened during the three years elapsing between 1936 and 1939.

6. A feeling of unity and oneness has grown up in this little area because of greater community co-operation. Vocational, educational, and ethical programs are being planned and executed by the members as a whole. Families are more concerned with improving the environment of the homes and of the community. A neighborly feeling now exists.

7. Suitable materials for study and demonstration purposes and outside assistance have been freely donated by numerous local, county, and state agencies. These have been presented in the classes by such methods and techniques as were found to be most effective.

Besides those things mentioned above, other tangible and intangible desirable results have been realized.

CHAPTER V

IMPROVED CONDITIONS OBTAINED IN ARKADELPHIA

In further considering the accomplishments of this little rural settlement, some more specific goals or objectives might well be enumerated. These could rightly be classified under the captions of (1) personal progress or improvement and (2) physical betterment. Such goals were selected by the five committees chosen for that purpose. Contentment and increased economic security have resulted.

Among the accomplishments of a personal nature attained, the two most clearly discerned are better attitudes and habits. Where in 1936 the group survey showed that no member had a hobby of any sort, enjoying only a little hunting and fishing, the 1939 survey listed basketball playing, the planting of flowers, and the raising of purebred livestock and poultry as worthwhile hobbies being engaged in by an ever-increasing number of individuals. Another form of recreation enjoyed by male members of the families is hunting. If, however, a friend or some neighbors can be got together at a favorable time, swimming may be the activity chosen. At any rate, those amusements are available and free, and, furthermore, healthy. Unless ill, usually

all members of the home groups attend church services once or twice on Sundays. Before and after the sermon there is a period of singing. Negro spirituals are sung without instrumental accompaniment, led by three or four of the women. This part of the service seems to be enjoyed very much.

The attitudes of the people living in Arkadelphia have improved in like manner. Where before, according to the 1937 report made by Worley, the people knew but very little of the advantages to be derived through co-operation in group endeavors, all of the families are now participating in group activities.¹ Some of the types of work engaged in are (1) farm shop labor, which results in the making and repairing of certain farm implements, (2) operation of a grist mill for the benefit of the community, (3) co-operative buying of fruit trees and some clothing commodities, (4) the planting of a community hot-bed for year-round gardens, and (5) improving the school building and playgrounds. The women co-operated in the canning and drying of fruits and vegetables. Beef and hogs were butchered and shared. Parts not eaten at the time were either dried or canned in the community cannery. By-products were prepared for future use.

As stated elsewhere, the families were divided into five groups, working with their appointed leader. These divisions cut, hauled, and ricked up at the school and church,

¹See Chart 3, pages 72-74, prepared from the writer's personal survey in 1939.

Chart 3. -- Survey of Arkadelphia, 1937 and 1939

————— 1937 survey by W. A. Flowers, supervisor of Vocational Agriculture.

- - - - - 1939 survey by Adelia Zihlman.

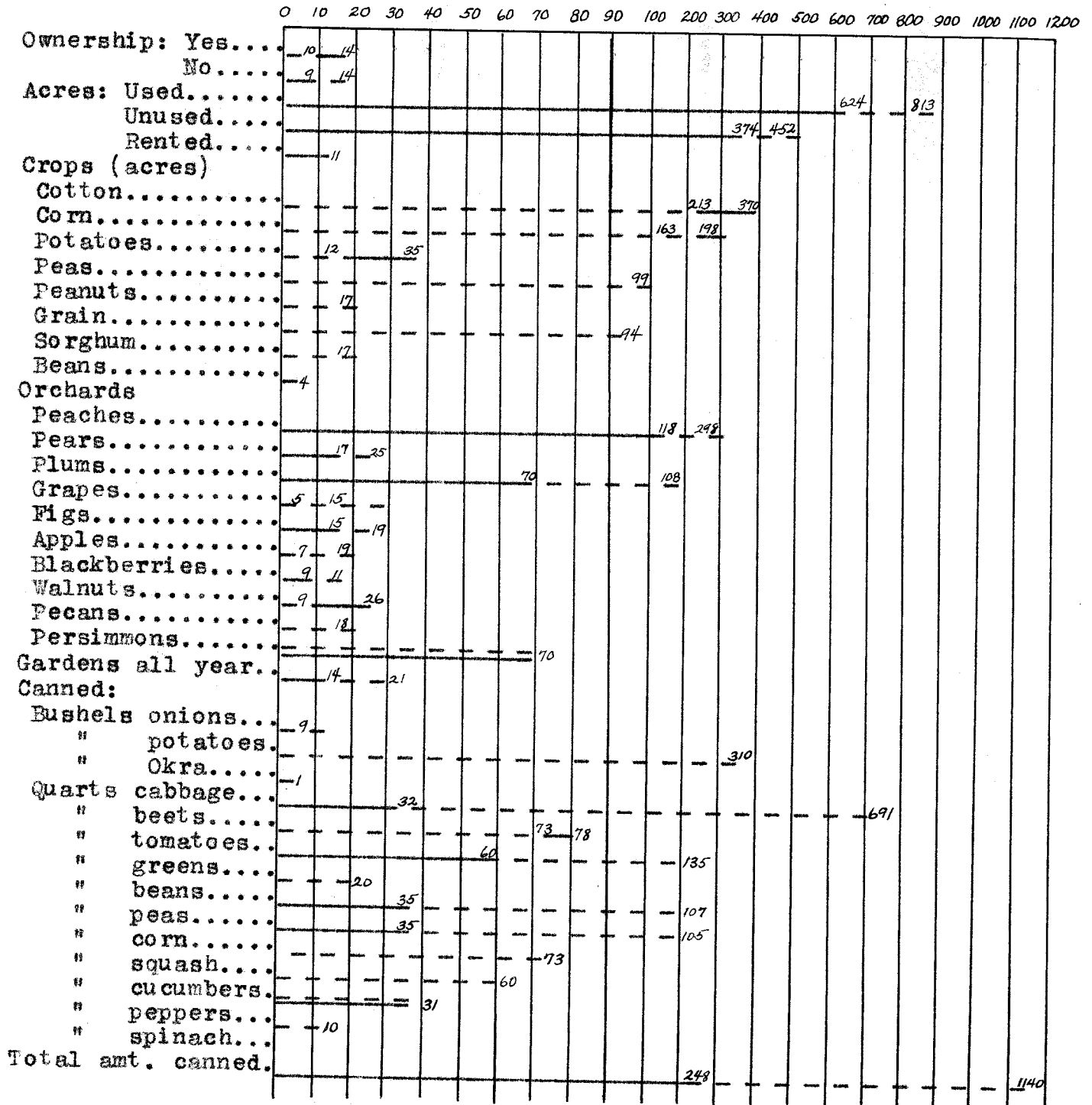
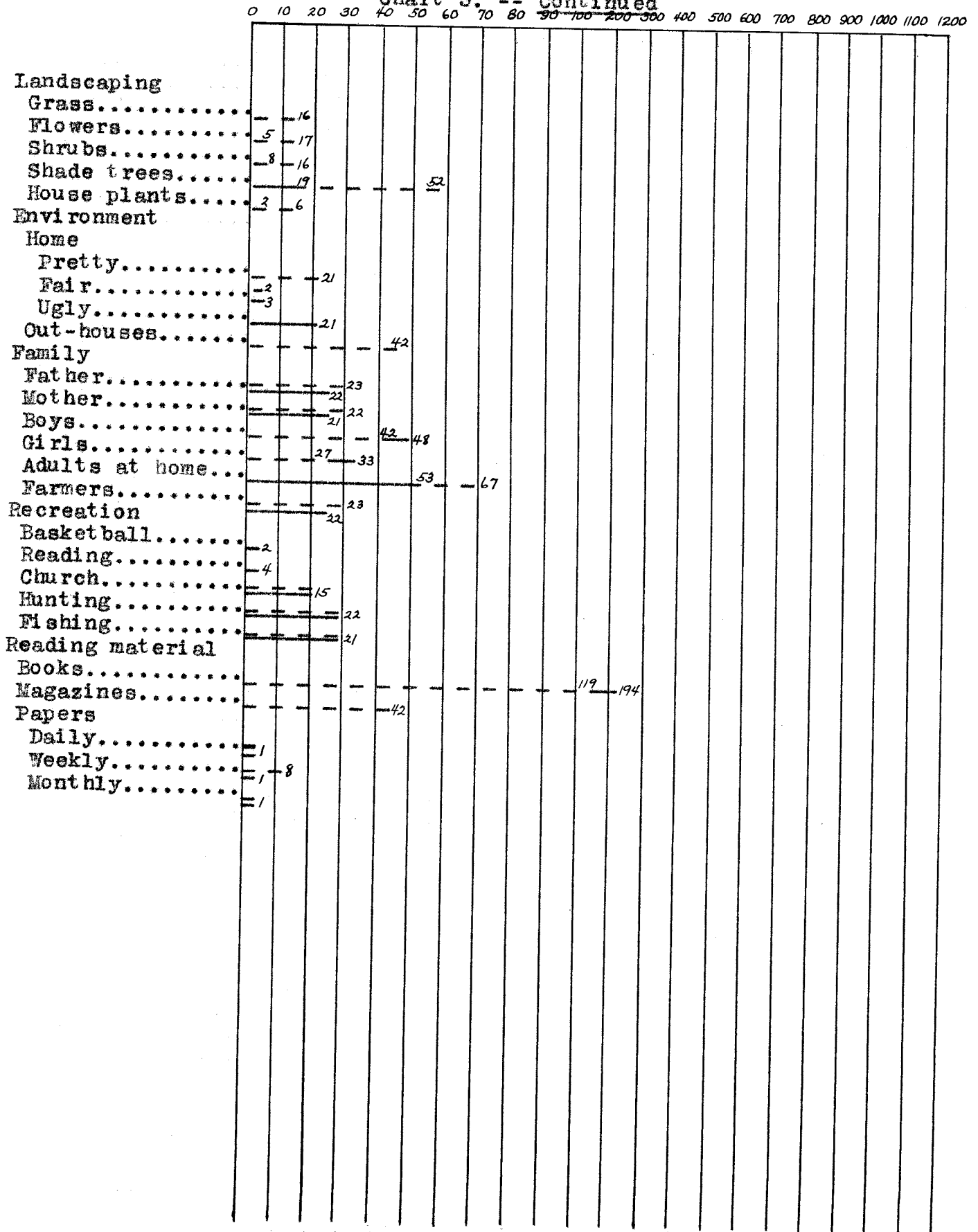


Chart 3. -- Continued



sufficient wood for fuel during the year. Also, reading material was exchanged and discussed. Practical demonstrations were given frequently by the supervisor of vocational agriculture, the Jeanes teacher, and the county agent. Special programs and lecture forums were held from time to time, and groups of adults were brought together at regular intervals for the purpose of studying the tool subjects and other topics of mutual interest.² All such meetings as just listed tended to draw the people closer together in a social way, and to encourage them to assist each other in every way possible.

By increasing their knowledge and skills through the practical application of facts learned, their fields of interest and appreciation have been broadened. Projects requiring unity of effort have been satisfactorily culminated by these people.

In considering the physical betterment realized in Arkadelphia, a number of things are outstanding. In 1936, the average family lived in an unpainted, unscreened three-room house; whereas in 1939, more than half of the homes were of four rooms, painted, and screened (Chart 3). Whereas before, the roads were poor, three-fifths of them are now either fair or good. Yards unlandscaped in 1936 had one-half

²Edward D. Fleeks, Report to William J. Fraker on "Bowie County's Co-ordinated Program for Negro Education" (mimeographed), February, 1939, pp. 3-4. Obtainable from Educational Section of Works Progress Administration, San Antonio.

or more of them planted in grass, flowers, shrubs, and shade trees in 1939. Too, during those years, many more fruit trees were planted, as shown in Chart 3. The following were grown: peaches, plums, pears, apples, figs, pecans, and black walnuts. Only the last-named tree did not increase in production. Grapes, blackberries, and persimmons added to the food supply. In planting the fruit trees and vegetables, each family endeavored to meet its own needs, and to raise an extra supply for canning and marketing. This was not done during the year of 1936.

Some of the vegetables, fruits, and crops grown or conserved in 1939 were: 213 acres of cotton, 163 acres of corn, twelve acres of potatoes, ninety-nine acres of peas, seventeen acres of peanuts, and 121 acres of feedstuffs. From the sorghum, 300 gallons of molasses were made. Of vegetables, the following were canned: cabbage, sixty-nine quarts; beets, seventy-three quarts; tomatoes, 135 quarts; greens, twenty quarts; beans, 107 quarts; corn, seventy-three quarts; and some squash and cucumbers. Spinach, peppers, and onions were included in the gardens. The use of these food products built stronger and healthier bodies.

By following the instructions given to them by their teachers and leaders, soil erosion in this rural area was greatly reduced. Through a better drainage system, terracing, and the rotation of crops, soil has been built up and has been saved. There has been grown an abundance and a variety

of products. In 1936, according to the report by Gordon Worley of the Texas State Health Department, only five varieties of vegetables were grown and the average orchard consisted of only one-fifth of a grape-vine and of a fig bush, three-tenths of a pecan tree, one pear tree, and about three peach trees.³ A survey conducted in December, 1937, and summarized by W. A. Flowers, Area Supervisor of Vocational Agriculture, reveals that the twenty-three families in Arkadelphia have raised in their gardens eleven varieties of vegetables and that twenty of the families had fruit trees of eight different kinds (see Chart 4, page 78). The survey made in 1939 of the twenty-four families then living in Arkadelphia shows the following increase: Fifteen varieties of vegetables were raised and eight kinds of fruit trees were planted in the orchards. Where in 1937 most of the orchards were old improved ones with only two new ones set out, the 1939 survey indicated that there were fourteen young orchards, three old ones, and seven families without any. Four of the old orchards had died out. Also, it is interesting to note that while in 1937 the families canned a total of 1,390 quarts of fruit,⁴ in 1939 1,769 quarts were canned.⁵

³Gordon Worley, Rural Education 603, Texas State Department of Education, p. 1.

⁴W. A. Flowers, Rural Family Survey, Texas State Department of Education.

⁵The writer's personal survey. See Chart 3.

Items	1936	1937	1939
Size of home.....	3 rooms	3.4 rooms	3.8 rooms
Homes painted.....	0	0	.6
Homes screened.....	0	2 per cent	54 per cent
Homes landscaped.....	0	3 per cent	70 per cent
Days of illness.....	30	44	28
Yearly consultations with doctor.....	1	16	16
Kinds of vegetables in gardens.....	5	12	15
Milk produced daily..	.7 gal.	18.3 gal.	54 gal.
Orchards, composed of	1/5 grape	1/5 grape	1/5 grape
	1/5 fig	5/6 fig	1/8 fig
	3/10 pecan	1/5 pecan	3/4 pecan
	1 pear	7/10 pear	12 peaches
	3 peaches	5 peaches	1 pear
		3 plums	1/3 b. walnut
		7/8 b. walnut	4.5 plums
		3 persimmons	3 persimmons
			6/8 apple
			1 bu. strawber- ry
Poultry.....	13	24	38
Cattle.....	2	1.6	3
Hogs.....	2	5	4.5
Dogs.....	1	1	1
Cats.....	1	1	1
Improved pasture, acres.....	0	3	6
Yearly income from products.....	\$10.17	\$26.27	\$103.79
Reading material (per family).....	1 daily paper 1 journal (4 months) 1 magazine (year) 7 books	0 daily paper 1 wly. paper 9 magazines 8 books	1 daily paper 1 mo. magazine 7 books

Chart 4. -- Survey of Arkadelphia, 1936, 1937, and 1939.

Note. 1936 data are from Gordon Worley's survey; 1937 data, from W. A. Flowers' survey; 1939 data, from Adelia Zihlman's survey.

The raising of livestock has increased in number and breed during the three years after 1936. The average production for each family was as follows:

Year	Poultry	Cattle	Hogs
1936	13	2	2
1937	23	3	5
1939	38	4	5

Acres of land improved for the use of the animals was, in 1936, none; in 1937, 206; and in 1939, 442. Milk produced daily for each family averaged, in 1936, seven-tenths of a gallon; in 1937, one gallon; and in 1939, two and one-fourth gallons. As for work stock and implements, the following comparison for 1937 and 1939 might be considered:

	1937	1939
Horses and mules	36	50
Wagons	12	9
Planters	14	10
Cultivators	11	8
Plows	15	84
Spreaders	2	4

From the foregoing information it is evident that the physical betterment of the community has increased in most respects since 1936, obviously through the direct application of educational information gathered and through co-operative

effort. Terracing and crop rotation have made all farms more productive.

In summarizing the accomplishments of the Arkadelphia project, numerous things have been presented that were indicative of progress made under the guidance and direction of efficient educational leaders. Through individual and co-operative effort, specific goals have either been realized or definitely approached. Personal improvement and physical betterment have resulted.

CHAPTER VI

COMPARISON OF THE ARKADELPHIA SURVEY WITH DATA RELATING TO SIMILAR PROJECTS

In making a comparison of the data secured and presented relative to the accomplishments of the Arkadelphia Adult Education Project and the data of similar undertakings, it is well to keep in mind the following facts: (1) that objectives of many adult education projects vary widely because of differences in the needs and interests of the population; (2) that means for carrying on certain adult educational projects in different locations vary because of differences in the sponsors' contributions; and (3) that the size of population, racial differences, and economic status of certain areas abroad and in the United States influence the choice of subject matter offered groups of adults. Therefore, only certain Negro projects located in the State of Texas will be compared in a specific manner. All others will be considered in a broad and general way.

In England, as mentioned previously, Wren states that the English worker craves an opportunity for higher education and co-operative activity. The workers' association

admits the participants to control and plan the program jointly through their labor organizations. Consequently, the projects vary in different sections of the Empire.¹ The tutorial classes of the Workers' Educational Associations are made up of miners, farmers, factory workers, foremen, housewives, etc., and create an understanding of comradeship that makes for true social progress.² It appears that the evening school is a permanent thing, as it affords these adults the help needed to meet the demands of their occupations or to prepare them to merit promotion. Such a program of national scope is comparable to that of the United States, where the pattern of workers' education is a combination of education and recreation. Resident workers' schools in this country are credited with having done much to develop recreational facilities. An ever-increasing number of trade unions are asking that provision be made for such leaders, as well as for classroom teachers. From data furnished about the Arkadelphia Educational Project, such classes for workers and others have been set up along lines for employment and recreational improvement. And while tutorial classes throughout the British Empire are set up so that workers in industry are brought into contact with

¹Drummond Wren, "Workers' Education in the British Empire," Journal of Adult Education, June, 1936, p. 348.

²Gustav F. Beck, "Adult Speakers Speak for Themselves," Adult Education Journal, January, 1937, p. 36.

members of university faculties in courses in economics, sociology, government, history, literature, music, and art,³ in Arkadelphia similar instruction, on a very much smaller scale, is being given in economics pertaining to agriculture, homemaking, Americanism, and recreational activities.

In Germany, we have been told that all citizens are trained to become good Nazis, and the aim of their teaching is the education of the whole man in all his interests, his achievements, and his relationships.⁴ So, in America, the adult education project has been carried on in order to help the people to solve their own problems, and to plan for the present and the future, that they may gain information directly related to their experiences. Arkadelphia, too, has endeavored to maintain an activity program that would help them to improve themselves mentally, physically, and morally, or in all their interests, achievements, and relationships.

Denmark's Folk High Schools were concerned with the attainment of a new agricultural economy, and, like Nova Scotia, this country has built her educational patterns around the economic needs of the people.⁵ The folk movement

³T. H. Shelby, "Adult Education Movement and Democracy," The Texas Outlook, October, 1937, pp. 39-42.

⁴Carola Blume, "Workers' Education in Germany," Journal of Adult Education, June, 1936, p. 349.

⁵Eleanor Coit, "Workers' Education in Scandinavia," Journal of Adult Education, June, 1936, pp. 347-348.

was an undertaking primarily for the refashioning of a national culture. Denmark was concerned with the young adult or with the awakening age of youth. It struggled toward a new agricultural economy. So, in America, adult education came into being as the result of a social urge which might be said to be in part a folk movement aimed at the cultural and economic enrichment of those participating, the community, the state, and the nation. In Arkadelphia, likewise, the agricultural economic needs shaped her educational patterns. She has been struggling toward a better and happier standard of living.

As previously cited, the adult education movement in America is comparatively new. Economic pressure and rapid changes in modern life have necessitated a broader governmental and economic understanding and better functioning as parents, voters, workers on our jobs, students of current world movements, readers of literature, students of art, music, and drama, interpreters of history, hobbies, etc.⁶ The first quarter of the twentieth century, as Alderman has said, will probably go down in American educational history as the period in which adult education came into its own. One in every 125 persons of all ages goes to college.⁷ For purposes of comparison, educational projects undertaken in several states will be mentioned. The reduction of illiteracy was one of the aims of educators in each of the

⁶Shelby, op. cit., p. 40.

⁷Ibid., p. 41.

states, for every one of them contained a part of the twelve million men and women who were functionally illiterate as shown by the 1930 national census. One of the most important community projects undertaken in this country has been that of teaching people to read, write, and to be able to solve simple arithmetic problems.

Some one has said that, according to a law of learning, material learned and not used is soon forgotten; for education, after all, is a process of adjustments. The individual must be able to adapt new facts and materials to his own use and also be able to adapt himself to social and economic conditions that are continually changing. One's education should proceed in terms of his experiences in undergoing and controlling the forces of nature and society.⁸ Some of the principal subjects taught have been (1) various general education topics, (2) parent education, (3) vocational training, especially for youth, (4) workers' education where skill on the job might be developed, and (5) literacy and nursery school education. Projects undertaken in health, citizenship, naturalization, music, art, etc., are classified as general education.

The national health survey -- the most far-reaching inventory of the nation's health ever made -- was accomplished with Works Progress Administration personnel. Under the

⁸A. H. Wilcox, "Education as Adjustment," The Texas Outlook, June, 1937, p. 31.

direction of the United States Health Service, five thousand trained enumerators canvassed 800,000 families in nineteen states and eighty-four cities. This survey formed the basis for the National Health Conference, whose recommendations were embodied in the Wagner Bill.

Typhoid, hookworm, and dysentery have been greatly reduced in the rural South. Instruction in health and nutrition is given to those who need it most through several projects conducted by the Works Progress Administration's Educational and Recreational Divisions. In the majority of the seven thousand communities where such Works Progress Administration programs operate, educational workers have conducted over 100,000 classes each month, with average monthly attendance of some 1,250,000 people.⁹

Alderman states that we have been spending about thirty million dollars each year on this program, and have employed about forty thousand teachers and helpers. It is said that the United States has the highest standard of living of any country in the world. That applies to probably two-thirds of our people, but one-third of our population are ill-clad, ill-housed, and ill-nourished.¹⁰ Community projects in adult education have and are now seeking to help these people to

⁹John M. Carmody, Public Health and the W. P. A., pp. 3, 4, 6.

¹⁰L. R. Alderman, "The Challenge," Adult Education Bulletin, June, 1939, p. 6.

make for themselves better and fuller lives. Let us see what some of the various states are doing about this.

North Carolina showed an increased enrollment of more than sixteen thousand adult students for the year ending in 1939. The total enrollment for September, 1938, was 32,568, whereas for September, 1939, the number enrolled was 48,981.¹¹ A co-ordinated literacy program was launched in this state in the spring of 1939. Five colleges are already sponsoring a program to eradicate illiteracy in the counties in which these schools are located. Representative agencies and individuals of the community co-operate, such as college officials, public school officials, Works Progress Administration education teachers and staff, state-aid teachers and county directors, adult education council members, college students, and members of church, civic, and social organizations. It is expected that at least seventy-five per cent of those reached by this program will enroll in the already-established education centers, known as community schools.

More than two hundred illiterate Negro employees attend a class in Durham that is taught by volunteer public school teachers and students from the North Carolina College for Negroes and the Works Progress Administration teachers. More than three thousand Negro public school teachers in

¹¹ Department of Adult Education, "North East West South," Adult Education Bulletin, October, 1939, p. 35.

seventy-five counties in the state are now doing volunteer teaching of adult illiterates.¹² In July, 1939, a project requested by the Highway Safety Division was opened for any adult over sixteen years of age. These Safe-Driving Schools continued three weeks with twenty-four hours given to classroom instruction in highway laws and the mechanism of motor vehicles and fourteen hours of practical instruction in the actual driving of automobiles. Already more than 1,500 men and women have graduated from the three weeks' course.¹³ Also, an important Negro health project was carried on in this state during April, 1939, by the Works Progress Administration education teachers. As a result, 3,964 Negro adult students attended health clinics, and more than three thousand Negro students improved their homes.

In Colorado, the outstanding adult education project attempted so far has been the one entitled "Planning for Unemployed Youth." For more than eight years, sixty non-profit agencies, co-operating under the title of the Adult Education Council of Denver, have made and studied surveys that dealt with the unemployment problem affecting youth between the ages of sixteen and twenty-five. Three important factors have characterized this experiment. They were (1) the existence of a functioning medium of co-operation entirely voluntary in character, a representative community

¹²Ibid., p. 36.

¹³Percy W. Foote, "Saving Life by Training Drivers," Adult Education Bulletin, June, 1939, p. 17.

council on adult education; (2) the devotion of the agency leaders to the task of interpreting the problem of their own organizations and their readiness to co-operate whole-heartedly with other community agencies toward its solution; and (3) the spirit with which the agencies have submerged organizational loyalties to community needs and their initiative in attempting to see this problem entirely and clearly as part of the total pattern of a community.¹⁴ During 1935-1936 the enrollment was twenty-three thousand.

Another project worthy of mention is the outdoor forum educational work carried on at the Greek Theater, where each week hundreds of persons assemble for music, lectures, and discussions of public affairs.¹⁵

In Wisconsin, the 1939 report on adult educational activities listed thirty-eight schools of vocational and adult education with both day and evening classes, and six additional schools with evening classes only. Since the establishment of these part-time schools for workers, and according to the previous year's enrollment, there were over 110,000 out-of-school youth and adults served in this state in accordance with their respective educational needs. Important developments of recent years are the disappearance of the young worker coming to school part-time and the

¹⁴Miriam E. McNally, "Planning for Unemployed Youth," Adult Education Bulletin, January, 1939, pp. 9-10.

¹⁵Department of Adult Education, "North East West South," Adult Education Bulletin, October, 1939, p. 30.

appearance of an ever-increasing stream of adults to be trained or retrained for a job; to improve themselves culturally as well as definitely vocationally to use leisure time to good advantage through classes in current problems.¹⁶ The University of Wisconsin's School of the Air and College of the Air programs are broadcast from the two state-owned radio stations. For elementary schools such topics are included as Community Living; and for high schools, the Radio Reading Club, Contemporary Economics, and American Youth Guidance.¹⁷ In some schools, room has been made for the workers' education classes, Works Progress Administration teachers and supervisors, and National Youth Administration administrators. The co-operative method is practiced in the adult educational field of this state. Advisory committees assist in the planning and administration of the shop training division of apprentice education.

The adult education program in the State of New York is outstanding in the scope and success of its work. For the stimulation, experimentation, and research related to adult education, the educational advisory committee has recommended the expenditure of \$1,275,000 over a five-year period to establish and maintain:

¹⁶George P. Hambrecht, "Adult Education in Wisconsin," Adult Education Bulletin, January, 1939, p. 12.

¹⁷Department of Adult Education, "North East West South," Adult Education Bulletin, January, 1939, p. 28.

1. Educational and vocational guidance demonstration centers.
2. Community program demonstrations.
3. University extension correspondence instruction.
4. Radio.

It is hoped that through these activities adults will be able to meet more effectively the complex individual and social problems of the present day.¹⁸ During 1936 and 1937, the adult education program staff expanded from its original quota of three hundred to an actually operating personnel of three thousand. Subjects taught included elementary education, advanced and cultural subjects, trade and technical work for men and women, creative arts, arts and crafts, music, homemaking, health education, and a host of subdivisions. On the basis of reports obtained as of November 20, 1936, there were more than fifty thousand active registrants in more than five thousand classes for adults that year.¹⁹

In California, more than two hundred representatives of forty-six types of agencies met at the second annual Pacific Southwest Conference in November, 1939, to discuss the present-day needs of adults. The program here represents one of

¹⁸Alonzo F. Myers, "Adult Education," The American Teacher, May, 1939, p. 30.

¹⁹Department of Adult Education, "North East West South," Adult Education Bulletin, October, 1939, p. 37.

the longest continuing programs in the country; a program that has matured but not grown old, meeting many interests and urgent needs, utilizing community educational resources, and providing a wide range of educational services. Community problems are studied.²⁰ According to the 1937-1938 School Directory, there were about six thousand teachers giving instruction to about 330,000 people. In 1940, there were more than one thousand classes in homemaking.²¹

Maryland's State Department of Education received an appropriation of forty thousand dollars for adult education in 1940.²² This fund will be used to carry on all projects. The Maryland Program for Agriculture and Rural Homes deals directly with the needs of the rural people. The standards of living, progress, and general welfare of the entire rural population are directly dependent upon the success with which the agricultural industry is conducted. Rather definite plans are made by all farm families and farm agencies for the year's activities. Farmers of the state have cooperated in extensive programs of adjustment. Such subjects as farm management and the business phase of their industry are studied. A project is outlined according to commodities constituting the agricultural industry and factors influencing the rural homes. Objectives center about such subjects

²⁰Ibid., January, 1939, p. 28. ²¹Ibid., April, 1939, p. 31.

²²Ibid., October, 1940, p. 37.

as dairying, milk, livestock, poultry, landscape gardening, fruits, market gardening, canning crops, insect control, farm management and economics, home improvement, foods and nutrition, clothing, and many others.²³

Texas, located in the South, has built programs centered around her own individual needs as rapidly and as efficiently as her financial means permitted. Much of the entire program touches upon public and social welfare. In an effort to answer to the community needs and in a spirit of service, Texas has included in the adult education work, in addition to the program requirements, opportunity for spontaneous attempts to assist any situation that presented a need for service. This is especially true of the community project work of the Negro Works Progress Administration adult education teacher. Possibly the greatest service has been rendered in the rural areas because of the lack of public, social, and welfare agencies, and the great need for education, recreation, and advice. The communities are grateful, and have shown their appreciation by working to attain the goals set up by the projects. Usually the Negro Works Progress Administration teacher, the Jeanes agent, and the farm or home demonstration agent work co-operatively. Although the literacy program has been greatly stressed, the other accomplishments and work of the teachers have served to

²³ Extension Service of the University of Maryland, Maryland Program for Agriculture and Rural Homes, p. 1.

exert far greater moral influence than can be estimated. The education classes have offered a meeting place for the adults. Members of all the families have come together to learn about and study their common interests. Out of these discussions have grown such community projects as the holding of health clinics, screening of homes against flies, purchasing community farm implements, raising funds to repair the church and school, purchasing necessary school equipment, raising and canning of foodstuffs, beautifying homes, constructing sanitary outdoor pit toilets, etc. In most instances the co-operation of the local school authorities has been enlisted. Also, educational and welfare agencies have assisted in the planning of the work.

The State Department of Education and the Extension Division of the University of Texas are co-sponsors of the statewide adult education program. These, with the city and county school systems which sponsor each local project, furnish approximately 640 public school buildings and 1,094 rooms for use by the classes.²⁴ The types of educational work engaged in have been general, parent, vocational, avocational and leisure-time, literacy, and homemaking. Nursery schools, too, have operated forty-seven units. Surveys have indicated that the removal of illiteracy will affect economy in government, and will enrich the lives of many people. In

²⁴The Educational Program of the Works Progress Administration in Texas. May be obtained from the Educational Section, Works Progress Administration, San Antonio.

1939, the fifty thousandth citizen was taught to read and write in the Works Progress Administration adult education classes.

During the fiscal year ending June 30, 1940, naturalization projects in Texas reported 784 aliens enrolled in adult education classes had received their final citizenship papers. During the past five years, 3,330 Works Progress Administration enrollees in this state have secured their citizenship papers. Other projects related to the youth problem have been progressing satisfactorily under the direction of the adult education program, the National Youth Administration, and the Civilian Conservation Corps.²⁵

In comparing data of similar national and state projects with those of Texas, the following points have been mentioned:

1. England has an active workers' educational association with tutorial classes for the adults who desire assistance in preparing themselves for advancement in their occupations. Opportunity for higher education and co-operative activity are offered. In Texas the vocational, general, literacy, and homemaking classes accomplish such purposes.

2. Germany seeks to educate the whole man in all of his interests, achievements, and relationships. To do this, a co-ordinated recreational and educational activity program

²⁵Department of Adult Education, "North East West South," Adult Education Bulletin, October, 1940, p. 38.

consisting of various projects to do this is used. In Texas, educational and recreational projects go hand-in-hand, each supporting the other in attaining specific goals.

3. Denmark's Folk High Schools and those of Nova Scotia deal primarily with the establishment of a new agricultural economy. The aim is to train youth to appreciate and seek such economic and cultural enrichment. Texas carries on similar projects through the co-operation of the adult education program, the National Youth Administration, and the Civilian Conservation Corps programs.

4. In America, the state of North Carolina is operating a very successful literacy project. Enrolled students also attend community classes. Traffic safety, health, and other topics are taught with culminating activities. In Texas, projects centered about health, first aid, and safety are to be found in every district.

5. The outstanding projects in Colorado are those operating for the special benefit of unemployed youth. Texas is solving her youth problem through similar vocational, general, and homemaking classes.

6. Wisconsin offers instruction in vocational and leisure-time subjects, but stresses retraining for jobs by out-of-school youths and adults. Educational radio programs are broadcast, and shop training is, as a community project, carried on extensively. Texas conducts similar projects

on a very large scale through her Works Progress Administration and public school groups.

7. California's adult education program consists of innumerable community projects dealing with literacy, general, vocational, and family-life education subjects. In Texas, classes are operating through day and evening classes in related projects. Cultural subjects are included.

8. Maryland has established agricultural projects throughout the state. Other activities are dependent largely upon the successful outcome of these undertakings. In Texas, especially in the rural sections, community planning and co-operation, likewise, is concerned with farm problems.

From the foregoing information, it is readily seen that in all parts of the world adults are meeting co-operatively and working together in order successfully to carry on worthwhile community educational projects.

But what about the community projects in the widely separated sections of Texas, may be asked. Let us see where and how some Negro educational programs are being conducted. From the rural family survey made in 1937, to obtain data for more effective teaching and community service, the following Negro communities show definite improvement over the conditions as outlined previously in the first chapter of this thesis. Some comparisons are listed below.

Upshaw School Community, Nacogdoches County²⁶

1937

1936

Home conditions

Two-thirds of families owned a home that was not screened nor painted, but had four rooms.

Average family lived in a rented, three-room, unpainted, unscreened house.

Health conditions

Average family had eight days of confining illness and consulted a doctor once a year.

Average family had thirty-five days of confining illness, and consulted a doctor once a year.

Gardens

Average family had an all-year garden and raised fourteen kinds of vegetables. Enough for family use was grown.

Average family had a spring and summer garden of five vegetables.

Dairy products

Each family produced about six-tenths of a gallon of milk daily. All cows were tested for tuberculosis.

Each family produced seven-tenths of a gallon of milk daily.

²⁶Mrs. B. E. Hooper, "Rural Family Survey," on file in Nacogdoches County Education Office. See also Gordon Worley, The Co-ordinated Community Program, p. 1.

Orchards

Average family grew some wild grapes, one persimmon tree, five peach trees, one plum tree, one-fourth pear tree, and a few berries.

Average family possessed one-fifth of a grape-vine, three-tenths of a pecan tree, one pear tree, and three peach trees.

Farm animals

Average family raised thirty-six chickens, two cattle, eight hogs, a dog, and a cat.

Average family had thirteen hens, two scrub cattle, two hogs, a dog, and a cat.

Feed crops

Average family had twenty-nine acres of improved pasture and four families raised oats for feed.

Average family had no pasture that was improved, and no feed crops.

Yearly income

Average family had a yearly income of approximately seven dollars, but had much more food and of a greater variety for home consumption.

Average family had a yearly income of ten dollars and seventeen cents.

Recreation and education

Average family had one newspaper, one farm journal, and two books.

Average family had one newspaper a week, a farm journal a year, and seven books.

Community co-operation

Average family co-operated in operation of community canning plant, wood-saw, and grist mill.

Average family did not co-operate with any others.

Since the survey report on the various communities for the year 1936 was the same, only the surveys for 1937 will be given on the following two communities. Data are approximately correct.

Wheeler Springs School Community, Houston Co.²⁷Arkadelphia School Community, Bowie Co.²⁸Home conditions

One-half of families owned a home that was not painted nor screened, but had four rooms.

Seven-twelfths of the families owned a home that was unpainted and unscreened, but had three and four-tenths rooms.

²⁷J. C. McAdams, "Wheeler Springs Community Survey" (mimeographed), filed in office of Educational Section, Works Progress Administration, San Antonio.

²⁸Report of W. A. Flowers, supervisor of vocational agriculture, February, 1937; filed in office of Educational Section, Works Progress Administration, San Antonio.

Health conditions

Average family had two and one-eighth days of confining illness and consulted a doctor once a year.

Average family had forty-four days of confining illness and consulted a doctor sixteen times a year.

Gardens

Two-thirds of families had all-year gardens. Average family raised twelve kinds of vegetables.

Two-thirds of families raised all-year gardens. Average family produced twelve kinds of vegetables.

Dairy products

Each family produced about one and one-third gallons of milk daily, and about seven-tenths of a pound of butter.

Average family produced about five-sixths of a gallon of milk daily and about three-eighths of a pound of butter daily.

Orchards

Average family grew six peach trees, three-fifths pear tree, one-half plum tree, seven-eighths fig tree, and some berries, pecans, walnuts, and persimmons.

Average family grew five peach trees, seven-tenths pear tree, three plum trees, one-fifth grape-vine, five-sixths fig tree, seven-eighths walnut tree, three persimmon trees, and berries.

Farm animals

Average family had thirty-five chickens, five cattle, five hogs, a dog, and a cat.

Average family had twenty-four chickens, three cattle, five hogs, a dog, and a cat.

Feed crops

Average family had no improved pastures and had approximately thirty-seven acres of oats, grass, and clover.

Average family had three acres of improved pasture, four acres of temporary pasture, and five acres in hay, corn, and cow peas.

Yearly income

Average family had an income of \$7.38 a year, besides more food for the home.

Average family had an income of about \$21.25 a year, besides much more food for home use.

Recreation and education

Only one family took a daily paper, one a weekly paper, and all together got fifteen monthly magazines. Average family had ten books.

One family took a weekly paper, nine got a monthly magazine, and each family had about eight books.

Similar to the co-ordinated educational programs of Buffalo, New York, and Denver, Colorado, the three Negro co-ordinated community educational projects described were undertaken for the purpose of meeting a felt need of the people in these locations. Such needs were determined by reports of surveys carried out in each of the communities. Although several instructors were assisting the families individually, it was found from the 1937 survey sheets that the small amount of improvement made was not enough. Therefore, community programs were adopted by the co-operating agencies, and the people themselves in the spring of 1938 planned for a year's activity project. As revealed by the preceding charts and summaries, Arkadelphia made greater progress than the others. All of them were striving for increased products for home consumption and greater purchasing power from increased sales. Educational advancement and co-operative activity resulted.

CHAPTER VII

SUMMARY AND CONCLUSION

The conditions existing in Arkadelphia in 1936 have been fully discussed, and the results of better living conditions obtained through adult education classes and community co-operation from 1937 to 1939 are both interesting and informative. The following facts may be noted:

1. In 1937, only ten families owned their homes; in 1939, fourteen families were home owners.
2. In 1937, there were 624 acres used, 374 acres unused; whereas in 1939, there were 813 acres used and 452 acres unused.
3. In 1937, there were 370 acres of cotton, 198 acres of corn, and thirty-five acres of potatoes; in 1939, there were 213 acres of cotton, 163 acres of corn, twelve acres of potatoes, ninety-nine acres of peas, seventeen acres of peanuts, and four acres of beans.
4. In 1937, there were 118 peach trees, seventeen pears, seventy plums, five grapes, fifteen figs, seven apples, nine patches of blackberries, and seventy persimmon trees; whereas in 1939 there were 298 peach trees, twenty-five pear trees, 108 plum trees, fifteen grape-vines,

nineteen fig trees, nineteen apple trees, eleven berry patches, nine walnut trees, eighteen pecan trees, and seventy persimmon trees.

5. In 1937, there were fourteen all-year gardens, fifty-two quarts of cabbages canned, sixty quarts of tomatoes, thirty-five quarts beans, thirty-one quarts cucumbers, besides some fresh peas, onions, squash, and spinach; while in 1939, there were 691 quarts of cabbage canned, seventy-eight quarts beets, 135 quarts tomatoes, twenty quarts greens, 107 quarts beans, seventy-three quarts corn, thirty-one quarts cucumbers, nine bushels onions raised, 310 bushels potatoes, and some peas, squash, and spinach.

6. In 1937, there were thirty-seven cows, 122 hogs, 533 chickens, thirty-six mules, one horse, one bee hive, ten cats, eleven dogs; while in 1939, there were sixty-nine cows, 102 hogs, 533 chickens, thirty-six mules, twenty horses, nine bee hives, twenty-nine cats, and twenty-three dogs.

7. In 1937, there were 128 gallons of milk produced weekly, eleven dozen eggs daily, and sixty-one pounds of butter a week; while in 1939, there were 378 gallons of milk produced weekly, fifteen dozen eggs daily, fifty-three gallons lard, and thirty-two pounds of butter.

8. In 1939, there were sixteen plows, eleven cultivators, two sweeps, one hay rake, fourteen planters, and

eleven middle busters; while in 1939, there were eighty-four plows, eight cultivators, twenty-four sweeps, nine wagons, three hay rakes, fourteen planters, and four middle busters.

9. In 1937, all the roads were poor; while in 1939, about one-half were fair.

10. In 1937, all the buildings were poor; but in 1939, there were fifteen good ones, four fair ones, and five poor ones.

11. In 1937, there were twenty-three, or all, homes unpainted; while in 1939, there were fifteen homes either painted or whitewashed.

12. In 1937, the number of rooms in the homes totaled seventy-eight; while in 1939, the number of rooms totaled ninety-one.

13. In 1937, the number of doors and windows well screened was four; whereas in 1939, the number of doors screened was seventy-eight and windows screened, sixty.

14. In 1937, the number of chairs in the homes was 109; tables, one; and mattresses, 101. In 1939, however, there were 140 chairs, fifty-six tables, and seventy-nine mattresses.

15. In 1937, no house had water piped in it, sixteen homes had water near, seven had water far away; twenty-one had well water, and two had cistern water. In 1939, there was one home with water piped in it, nineteen homes had water near, four had water far away; twenty-one had wells and two used spring water.

16. In 1937, there were nineteen homes with shade trees, eight had shrubs, and five had house plants; while in 1939, there were twenty-three homes with shade trees that totaled fifty-two, there were seventeen homes with flowers, and sixteen had shrubs.

17. In 1937, the homes had 194 books, but subscribed for no magazines; but in 1939, the families had 119 books, but subscribed for forty-two magazines.¹

Comparisons in other things might be made, but the items mentioned present a fairly good picture of the progress made in material things during the two years previous to 1939. However, possibly the greatest amount of progress was made in group co-operation. Whereas in 1937, there was no community co-operation of any kind, in 1939, there was much mutual assistance. Families began to purchase trees, seed, foods, and community outfits co-operatively. A grist mill, a mechanic's workshop, and community hot-beds were built and operated by the men. The women were taught how to operate a pressure cooker and assisted each other in canning. Other forms of community endeavor were the repairing and enlarging of the school building, repairing the church, and securing the services of a part-time minister, and improving the roads. (See pictures of Arkadelphia in

¹Statistics for 1937 are from the report of W. A. Flowers, supervisor of vocational agriculture, December, 1937; on file in the office of the Educational Section, Works Progress Administration, San Antonio. Figures for 1939 are from the writer's personal survey.

the Appendix, taken by the writer during the summer of 1939.)

In summarizing the results of the Arkadelphia co-ordinated program, it may be stated that many of the goals set up to be realized through adequate education of the Negroes in this rural area have not yet been realized; but the most of them have been completely achieved, as just indicated.

Experience in the planning and conducting of a worthwhile community adult education project, as has been shown in this study and evaluation of the Negro Arkadelphia Co-ordinated Program, indicates beyond a reasonable doubt its great value to the participating individuals, the local group, and the nation.

In the first place, the Arkadelphia undertaking is a co-ordinated one, embracing the primary civic, spiritual, and educational agencies of the locality. The definite improvement in the life and living conditions of this rural Negro community of twenty-three families has received recognition and study throughout the county, the neighboring regions, and other states.² Just how much progress has been made cannot be correctly ascertained because of the numerous intangible, as well as tangible, benefits derived. However, whereas before the specific planning and organization of this

²Bowen Evans and Carl W. Huser, "A Practical Co-ordinated Program in Action," Adult Education Bulletin, April, 1940, p. 87.

work began, there were seventy-seven per cent of the Negroes in this county, Bowie, living in small, three-room, unpainted shacks, homes have since been enlarged and made more tenantable. Too, economic and social conditions throughout the rural area which had an estimated potential productive value of four million dollars annually, yet remained in apparent need of betterment as set forth in the 1930 Census, have shown gradually a basic improvement. This conclusion is substantiated by government figures compiled for this agricultural area of the United States by the county superintendent, the director of Negro education, the principal of the Arkadelphia colored school, the Jeanes teacher, the county agricultural agent, the supervisor of adult education, the vocational agriculture teacher, and the home economics teacher, as set forth in the charts of surveys recently made.

As further proof of the effectiveness of the Arkadelphia Co-ordinated Adult Education Project, the desirable community attainments previously listed have been and are now being partially achieved. They may be summarized as:

1. The increased functional literacy among the adults of this community is readily seen from the greater number of current magazines and daily newspapers being enjoyed and studied by families that formerly received but very few.³

³Ibid.

2. The happier home relations now existing is evidenced by the increased amount of family activity in the improvement of dwellings and the landscaping of yards.

3. Greater co-operation of adults with each other is manifested in the establishment and operation of the community farm shop, which does work on farm implements; the grist mill; the co-operative buying of fruit trees and community outfits; and the pooling of physical resources for the improvement of the school building, the school grounds, and the church.

4. Better economic conditions, as set forth in the 1936, 1937, and 1939 surveys, are discernible when the yearly income from products is compared.

5. Enrichment of cultural opportunities and environments has been effected, in a large measure, through closer co-ordination of the various agencies for the improvement of life and living conditions of the people of Arkadelphia with the captains and members of the five family groups previously mentioned. Teachers and ministers have worked together to assist the group leaders in obtaining the services of forum speakers and ministers. As mentioned by Carl W. Huser, State Director of Adult Education in Texas, "The cultural life of the communities participating in the co-operative program has been greatly enriched."⁴

⁴Ibid., pp. 87-89.

6. Better health standards and home sanitation have been established in Arkadelphia. A study of the 1936, 1937, and 1939 charts reveals the fact that the number of days of illness has been reduced, and that more needed consultations with doctors have taken place.

7. Active participation by existing county agencies has been the influencing factor in the successful planning and operation of the Arkadelphia project. As previously stated, after the state department had sponsored surveys in fifty rural communities in three counties and found the status of the average Negro family to be so much worse than ever suspected, several meetings of educational and civic leaders of the county were called together by the county superintendent. Those attending were schoolboard members, school superintendents, teachers, ministers, vocational teachers, county extension agents, Jeanes teachers, health workers, Works Progress Administration adult education teachers, youth association leaders, and representatives of other community organizations. A tentative outline was adopted for a year's program at Arkadelphia, and goals were set up, many of which have since been reached. This program has been referred to as an outstanding example of what can be accomplished through group co-operation and competent leadership.⁵

⁵Ibid., p. 90.

8. Wise expenditure of operating funds for the Arkadelphia Adult Education Project has not been a real problem, since the teachers are furnished almost entirely without cost to the community. The county superintendent of schools is responsible for the adult education programs in the territory under his supervision. The county superintendent cooperates with the State Supervisor of Adult Education in the district of which the county is a part.⁶ Arkadelphia, like other relief farm areas in Texas, has been supplied with teachers who instruct and help the people with their various problems. Instruction is furnished free and is directly related to the problems and practices involved in the Rural Rehabilitation Program.⁷ The sponsoring public educational agency, the Bowie County superintendent of instruction, is expected to and has furnished necessary facilities for efficient operation of the project. These consisted of a building, furniture, and other necessary equipment. Other agencies rendering instructional assistance, besides the Works Progress Administration's Adult Education Program, have been the public school, vocational youth associations, county extension agents, health nurses and doctors, and the community forum speakers. The only funds expended possibly have been for heat and lights, since the wood used has been

⁶Division of Adult Education, Texas State Department of Education, The Adult Education Program in Texas (1934-1935), p. 2.

⁷Ibid., p. 8.

provided by the different groups and only a negligible amount of coal oil for lamps is necessary. Forum discussion leaders have donated their services.⁸

9. The use of effective methods and techniques has been practiced in Arkadelphia. Goals have been determined and set up by the people of the community working with their leaders. These have embraced the promotion of the economic, social, health, recreational, and spiritual welfare of the citizens. Next, materials have been gathered and specific plans made for each month's activity program according to the needs and interests of the group. Major units have been prepared with daily topics for discussion. Demonstrations and illustrations are given when advisable. The fundamental tool subjects are taught in relation to the subject matter.⁹ As has been stated, it is a planned, coordinated program of community co-operation.

In the preceding chapters, it has been shown that the Arkadelphia Adult Education Project has been operating successfully along lines determined as best meeting the needs and interests of the people of the community. It has operated in a similar manner to those established in foreign countries, other states in the United States, and in other counties in Texas. Criteria suggested by prominent educators

⁸State Department of Education, "School Plant Improvement," Negro Education Bulletin, February, 1937, pp. 22-23.

⁹L. H. Griffin in a personal letter to the teachers of Bowie County, October, 1937.

for a worthwhile community adult education program (see Chapter III) have been met in a satisfactory manner, as revealed by the charts made from information obtained by community surveys of Arkadelphia. Therefore, this co-ordinated project has been accepted by educational leaders throughout the state and elsewhere as an outstanding and valuable adult educational undertaking.

APPENDIX A

QUESTIONNAIRE

ARKADELPHIA COMMUNITY SURVEY -- 1939 (Summer)

- I. Name: _____ Address: _____
- II. Property:
1. Ownership _____ Acres: Used _____
Unused _____
Rented out _____
 2. Number years occupied: _____
 3. Crops: Kinds _____ Acres _____ Amount _____
Made products _____ Amount sold _____
- III. Condition of:
1. Street
 2. Road
 3. Building
 - a. General appearance
 - b. Painted
 - c. Number of rooms
 - d. Screens: Doors _____ Windows _____
 - e. Furniture: Chairs _____ Beds _____ Tables _____
 - f. Mattresses:
Straw _____
Feather _____
Cotton _____
 - g. Other articles
 - h. Built-in conveniences:
- IV. Sanitation:
1. Water supply: In house _____ Near house _____
 2. Well _____ Spring _____ Cistern _____ Creek _____
Other _____ Pure _____ Safe _____
 3. Sewage disposal: Sewers _____ Septic tank _____
Dry toilet _____
 4. Drainage: Good _____ Bad _____
- V. Landscaping:
1. Grass
 2. Flowers
 3. Shrubs
 4. Shade trees
- VI. Orchards: Number _____ Age _____ Bearing _____
Canned _____ Sold _____ Amt. received _____
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 6. Berries
 7. Nuts

- VII. Vegetable gardens: Garden pests:
1. Kinds
 2. Amount produced
 3. Amount sold
 4. Amount canned
- VIII. Domestic animals: Kinds _____ Number _____ Variety _____
1. Cows Sold _____ Raised _____ Products _____
 2. Hogs Amount _____ Beef _____ Milk _____
 3. Poultry Pork _____ Eggs _____ Butter _____
 4. Mules Lard _____
 5. Horses
 6. Bees
 7. Cats
 8. Dogs
- IX. Farm implements:
- X. Environment: Home _____ Out-houses _____ Pastures _____
- XI. Family: Father _____ Mother _____
1. Children at home: Boys _____ Girls _____
 2. Children under school age: Boys _____ Girls _____
 3. Children of school age not in school: Boys _____
Girls _____
 4. Adults at home _____
- XII. Health: Adults _____ Children _____ Results _____
- Visits of Doctor _____ Cost _____
1. Diseases:
 - a.
 - b.
 - c.
- XIII. Education: Adults _____ Children _____
- XIV. Employment: Type _____ Time _____ Amount Saved _____
1. Male
 2. Female
- XV. Recreation: Hobbies _____ Churches _____ Playground _____
- XVI. Reading material: Books _____ Magazines _____
Papers _____

APPENDIX B

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