

A RURAL COMMUNITY-SCHOOL PROGRAM

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A RURAL COMMUNITY-SCHOOL PROGRAM

THESIS

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TABLE OF CONTENTS

	Page
LIST OF TABLES	v
Chapter	
I. INTRODUCTION	1
Statement of Problem	
The Local Situation	
Sources of Data	
Proposed Treatment of Data	
Related Studies	
II. NEEDS	10
Child Needs	
Home	
Community-Civic	
Recreational	
Vocational	
Youth Needs	
Home	
Community-Civic	
Recreational	
Vocational	
Adult Needs	
Home	
Community-Civic	
Recreational	
Vocational	
Summary of Needs	
III. FACILITIES	43
Child Facilities	
Home	
Community-Civic	
Recreational	
Vocational	

Youth Facilities
Home
Community-Civic
Recreational
Vocational

Adult Facilities
Home
Community-Civic
Recreational
Vocational

Summary of Facilities

IV. AVAILABLE PROGRAMS 65

Newlon's Proposals
Yeager's Proposals
Health Program
Stewart's Proposals
Principles of Program Making and
Curriculum Improvement
Programs in Action
Plan for a Rural High School at
Arthur Dale
The Rappahannock Program
Local Problems

Summary of Programs

V. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS . . 91

General Analysis
Findings and Conclusions
Proposed Programs

BIBLIOGRAPHY 103

LIST OF TABLES

Table	Page
1. Number of Pupils in the First Grade in New York City Schools in Certain Years from 1927-28 to 1942-3	5
2. Average Teacher Salary, Per Capita Equipment, and Per Capita Operating Expense of California, Nebraska, and Kentucky . . .	13
3. A Comparison of the Achievement of Rural and Urban Children in the School Subjects and Per Cent of Inferiority of Rural Children	16
4. Degree of Youth's Dissatisfaction with Locality of Their Residence and Per Cent of Gain or Loss of Population in Each Locality Due to Their Choice	19
5. Reasons Maryland Youth Gave for Leaving School and Per Cent Which Gave Each Reason	27

CHAPTER I

INTRODUCTION

Statement of Problem

The problem of this study is to determine the type of program needed for a rural community school based on the needs of the children, the youth, and the adults, and on the available facilities. The problem is not a new one and the efforts at solving it have been many. Much thought has been spent concerning the welfare of youth during the last decade. The vast number in unemployment ranks, the many out-of-school youth, the many school failures, and the broken homes, have tended to arouse the interest of well-thinking individuals, and have encouraged them to attack the problem.

Properly aroused people have been found in America to help solve the problem. The distress of the millions came in for first claim on the resources available. Relief organizations were set up over the country to alleviate the suffering due to hunger, illness, poor housing, and lack of clothing. These agencies bearing local, state, and national names have contributed money, food, clothing, and shelter, and have provided much employment for youth and adults.

Most of this help was distributed based on need of the individuals served. Criteria for determining need had to be worked out, needs determined, and extent of help calculated on these needs and commodities and resources available. Assistance thus given was labeled "emergency." Factors creating this emergency and relief measures of a more permanent nature began to occupy the time of individuals and groups.

Educators, economists, welfare workers, and supervisors of government sub-divisions have delved into the needs of all groups and found above all things else that, if democratic institutions are to endure, a more satisfactory form of training the individual is necessary. Certainly, the little red school house and its larger city brother have done a good work in the past, and can be criticized only in the broader social experiences of man who has been made little better by the public school "since the dawn of time."¹

The community school of the earlier days functioned on a cooperative basis because then the farmers held forums, discussed needs, put action to their thoughts by turning carpenters and building houses with donated labor and materials. This school repaid the farmers in various ways, although its curriculum was only the three "R's." Its program was adequate in that the skills acquired in school

¹Wm. A. Yeager, Home-School-Community Relations, p. 19.

actually functioned when school days were over. The home and the community supplemented the school in teaching the boys crop growing, animal raising, carriage making and carpentry, and in teaching the girls the many household duties they must perform in the homes they themselves should shortly have. Moreover, the home and the church assumed virtually all the responsibility for the character education of youth. Recreation was indigneous to the community, a product of the ingenuity of its members.

If the life of the individual was complex and difficult in his period, life in the community was relatively simple. Everyone knew everyone else; there was no history of the community except as it was being made; and children knew its resources because daily they were working with these resources.

The school pursued its task of making the children literate and of developing good citizens. Literacy has always been a prerequisite to good citizenship in a democracy. Since most of the experiences necessary to growth were given outside the school, literacy was the prime problem of the school. The school and the public accepted the role of the school as that of "passing on the social heritage largely as it was recorded in books."² This acceptance explains, in

²National Education Association, Community Resources in Rural Schools, Department of Rural Education Yearbook, 1939, p. 9.

part, the identification of education as schooling in the minds of lay and professional groups and also explains the assumption on the part of the school of that responsibility for children. This philosophy of education and its practices might have continued indefinitely in the public schools had not certain powerful economic and social forces routed the school from its old comfortable position.

In the last fifty years the nation has turned from an agricultural to an urban civilization, creating many tensions in national life. Many tasks once done in the home by women and children are now done by them in city factories. Farm tasks of men and boys are now being done largely by machinery. Many of the farm laborers in the last few decades have sought employment in the city industries, so that educational and vocational adjustment once handed down from family to family later became the responsibility of the factory. The factory was not suited for this task nor inclined to assume the responsibility of it. As a result, pressure groups from business and industry began a successful campaign to thrust it upon the school.

Rapid industrialization created urban problems, and it also created many rural problems. Soil erosion, the abuse of land by single crop systems, the development of unfair tax burdens on the land, concentration of capital in cities, and its consequent ill effects on rural schools were a few

of the many problems which arose in the rural areas and "were destined for many decades to plague both the farmer and his school."³

The fact that so many of the young people brought up in any rural community cannot find avocations there and must migrate to other localities, principally urban centers, widens the scope of the school to such an extent that it can no longer be called the farmers' school. Only about half as many rural men are attaining the age of 65 or are dying each year as there are young men attaining the age of 21. Thus, these young men can not have farms to work, although they may want them. Another factor that contributes to the need for widening the scope of the rural school is the fact that the city is not repopulating itself. This is evidenced by the number of first grade pupils in the New York schools as shown in Table 1.

TABLE 1

NUMBER OF PUPILS IN THE FIRST GRADE IN
NEW YORK CITY SCHOOLS IN CERTAIN YEARS
FROM 1927-28 TO 1942-43⁴

Year	Enrollment
1927-28	110,000
1931-32	100,000
1935-36	90,000
1937-38	80,000
1942-43 (Est.)	55,000

³Ibid., p. 11

⁴Maxwell S. Stewart, Schools for Tomorrow's Citizens, p. 6.

With just half as many potential youth in the city, and with a large surplus in the rural areas, there will be a continued youth migration to the city. These rural youth have been educated at the farmers' expense; but, since they are leaving, they will be in no position to contribute to the rural community life. This further tends to show the unfairness in the distribution of educational wealth.

The migratory youth soon realize the unfairness because the ones who leave are not properly trained to compete on a level with their city cousins, who have had better educational advantages as well as an acquaintance with the social life where both should live.

The Local Situation

In the Forestburg, Texas, community of Southeast Montague County where the interest for this investigation was stimulated, there is a tendency on the part of the graduates of the school to leave and to seek city employment. In 1938, 11% of the graduates left for this purpose; in 1939, 37%; in 1940, 20%; in 1941, 44%. What these young people do and what those who remain in the community find to do is greatly affected by what the school has done for them.

In order to secure the necessary support for the school, the state program was followed rigidly with a maximum offering of 18 units to secure an affiliated system. A number of reasons were advanced for the effort to secure this standard

school; namely, that few jobs could be had without the applicant's having a diploma from an affiliated school; that it was necessary for college entrance; that the state would support an accredited school for a longer term than a non-accredited school; that the pride of the community would be raised proportionately with the raised standard of the school. All this happened after a number of years during which a consolidation program was taking place. The local school is now composed of several small districts whose sum total covers more than one hundred square miles of Montague County land, poor for the most part, and is without the income from any source other than agricultural activities. A land-leasing program, promoted by various oil companies, wiped out the delinquent taxes during the 1939-40 school term. This, however, can only be temporary as no development took place and the rental payments are certain to drop without it.

There is the possibility of the incorporation of two or three other small districts in the group. These are now served for high school purposes. This consolidating program began in 1930 and, as far as area covered is concerned, was completed in 1934. Most of the small units had no more than six to seven months school terms. From 1934 to 1938, under the consolidation, eight months were held. This added time, and the increased effort on the part of the faculties for those years brought about a standard of work worthy of

applying for affiliation with the state program. This was done in 1939. Fifteen units were earned the first year and through change and addition $18\frac{1}{2}$ units have now been earned. These are English 4, History $2\frac{1}{2}$, Mathematics $3\frac{1}{2}$, Science 2, Homemaking 3, Junior Business Training 1, Safety Education $\frac{1}{2}$, Occupations $\frac{1}{2}$, Economics $\frac{1}{2}$, Civics 1. There are 90 students in high school, and 185 in the elementary school. The scholastic population has dropped from 305 in 1935 to 274 in 1941. The high school enrollment in 1935 was 48, the elementary was 240. This trend marks the leveling off of the school enrollment to the time when the high school will need further provision for room, equipment, and teachers while the elementary school will not require so much space or so many teachers.

For the mechanical operation of the school and for the goals attained with respect to the state program there can be little criticism in this study. There is a feeling that after all the school can do something more for the child, the youth, and the adult in the community.

Interviews show that . . . graduates and the public in general do not expect schools to do anything about young people beyond the date when they are honorably dismissed. If this is true for graduates, it is even more true that pupils who drop out without graduation are promptly and completely forgotten. . . . Secondary schools ought to take the same interest in their products that a conscientious industrial establishment takes in its output. The schools ought to be prepared to describe

in perfectly explicit terms what a young person is capable of doing, and ought to stand by him with advice and assistance until he finds a place in the adult world.⁵

In spite of this lack of expectancy on the part of youth and adults as to what education should do, there is a growing demand for the education of the whole child. People are beginning to understand that education is a continuous process through an ever changing world.

Source of Data

The Forestburg situation is described here to show how the interest in the study was created and to lend whatever color it may to the picture. Further reference will occur in the summaries of the needs and the facilities with respect to available programs, and in the proposed program. This study has not been done as a functional problem in the local community where the needs are great and the efforts in concerted work meager, but rather, has been made through the use of reported studies, statistical information, and documented records bearing on the subject. Any statement made or data used with respect to the local situation will be designated. All other conditions will be of a general nature or of another similar situation.

Most of the data gathered in this study were taken from reports of authorized commissions that have studied youth and school problems. Much use is made of the reports from the

⁵Ben G. Graham, and Thomas H. Briggs, and others, What the High School Ought to Teach, p. 32.

American Youth Commission, Monographs from the Works Progress Administration, pamphlets from the Public Affairs Committee, Educational Commissions Studies, facts reported through the United States Office of Education, reports of Fact Finding Committees from a number of states including Texas, Georgia, New York, and California. A number of books on the subject of Community Schools written by widely known authors were used as well as reports of a few such programs carried out in widely scattered areas.

Proposed Treatment of Data

For convenience of being specific, the three groups of child, youth, and adult were studied as to needs and available facilities for serving the needs determined under the following subdivisions: Home, Community-Civic, Recreational, and Vocational. An analysis of the needs, facilities, and available programs is made through the logical subdivisions of child, youth, and adult areas. Conclusions as to the type of an acceptable program are drawn and a program proposed.

Related Studies

Studies that have most bearing on this study are referred to or are quoted at length in the chapter on available programs. See Chapter IV.

CHAPTER II

NEEDS

The Child

Home.--In its early years the life of a child centers around the family. Practically all children of a normal community are members of their own family; however, there are always a few children who are adopted members. Very likely the family has the most influence in shaping the life of the child. From the family the child may acquire lasting ideas of democracy, or from it he may acquire ideas of dictatorship. Social institutions may support or counteract these influences, but cannot replace the family in the essential things the family can give the child. For:

A child has food and shelter if his family has a home and provides food.
He is content and happy if he is well, and if he has parents and others to love and be loved by.
Education begins in the home where he learns to speak, to walk, to handle things, to play, to demand, to give, and to experiment. . . .
Adventure and safety, contentment and rebellion, cooperation, sharing, self-reliance, and mutual aid are family experiences.¹

It seems to be a generally accepted belief that most Americans want to give their children the best provisions for these needs that the family economy can afford. But

¹Maxwell S. Stewart, America's Children, p. 4.

the family income measures the extent of provision of food, shelter, clothing, health, education, and satisfactory home life.

The above factors, which are necessary to the child's social life, are basic also to his physical growth. The child's physical growth, which is basic to his emotional growth, is in turn dependent upon adequate economic resources. "When fathers are out of work, children are undernourished and ill-clothed; they sleep in crowded rooms; their illnesses are not cared for; their physical defects stay with them uncorrected."²

These home needs have been summed up by Hopkins and others under biological needs as sleep, rest, food, shelter, and clothing. Rich and varied experiences are needed--variety for tonic, and richness for depth. In discussing social needs the authors say there must be experience in receiving and giving affection, and some means of living harmoniously with authority, both physical and social.³

Community-Civic.--Closely associated with the home needs are the child's needs in the larger area--the community. Whether he is born into the community or came with his family to it, he is an integral part of it. The important thing

²Harold Rugg, Democracy and the Curriculum, p. 137.

³L. Thomas Hopkins and others, Integration, Its Meaning and Application, pp. 180-187.

now is to secure to the child the feeling that he is a part of this larger area. "Each individual must feel that he is accepted by his social group."⁴

Assuming that the child cannot choose the community in which he will get his education, the problem of his having an equal opportunity for his development with members of other communities looms large.

TABLE 2

AVERAGE TEACHER SALARY, PER CAPITA EQUIPMENT, AND PER CAPITA OPERATING EXPENSE OF CALIFORNIA, NEBRASKA, AND KENTUCKY⁵

State	Av. teacher salary	Per capita equipment	Per capita operating expense
California	\$1,800.00	\$438.00	\$115.00
Nebraska	780.00	309.00	65.00
Kentucky	590.00	134.00	40.00

The data given in Table 2 show that the financial outlay for teacher's salary, per capita equipment, and per capita operating expense taken as a whole is approximately twice as much in California as in Nebraska, and three times as much as in Kentucky. These expenditures indicate that better teacher service can be purchased, that much better equipment is available, and that a greater degree of efficiency of operations can be expected in one locality than in another.

⁴Ibid., p. 187.

⁵Farnsworth Crowder, "Crossroads Schools," Survey Graphic, Vol. 28 (October, 1939), 636.

In April, 1939, less than one-fourth of Texas' 280,000 needy families lived in counties having as much as 100,000 population. More than 174,000 of these families lived in counties predominantly rural.⁶

It is impossible to study the needs of the child apart from the community which forms his environment. His growth is conditioned by the environmental factors. It seems quite probable from the following statement that the relatively fixed intelligence quotient may be changed by educational environment. "It may seem startling that during two years of experience in a nursery school a child's intelligence may be prematurely altered, but that is really what has happened."⁷ Any anticipated change in the child that did not occur may be due to the environmental condition to which he is subjected. He may be said then to be intellectually undernourished.

Progress is too often an idea of advancing rather than a reality of great changes. The education of the child has too seldom adjusted itself to the member of the needy family who will be dropped from the school ranks before the diploma-goal is reached. If the out-of-school youth is given what he needs while he is yet a child, the economic and social forces that are at present freezing the economic and social levels can be overcome by the child's ability to counteract the restrictions placed upon him by "bornation."

⁶Need, Texas Social Welfare Association, Vol. I (November, 1940), 8.

⁷Community Resources in Rural Schools, Yearbook, 1939, p. 8.

The child needs to feel that he is a member of the community, not that he will be a member of it when he graduates from its school or when he leaves his home; he needs civic pride, a feeling that the vacant lot or the ditch along the street is "ours" not "theirs."

Recreation.--Elsie Ripley Clapp, former editor of Progressive Education has written an actual case study of two community schools whose destinies she guided. In writing of the recreational needs in Roger Clark Ballard Memorial School, Kentucky, she voices the needs found in most rural schools.

The children as a whole were lethargic and showed no initiative. The girls like best to sit on the school steps or to play desultory games of hop scotch in the shade. A few boys in both groups (morning recess group and afternoon supervised group) had a consuming interest in football and baseball. Aside from these games their inclination was to play with their pets at home or to "play" with each other in a rough and tumble fashion, very much as dogs and kittens.⁶

This is the lot of all children in situations where the attitude of the school directors has been, "that's the way they've always done." Or as a one-horse school teacher put it, "I never did see one bunch of boys that didn't want to throw rocks at the other bunch." The need in this case was not for a referee to adjudge the right of one group to chunk the other, but for a new and more vitalized physical effort whereby definite goals could be achieved and the taste of

⁶Elsie Ripley Clapp, Community Schools in Action, p. 10.

victory or defeat be met on a sportsman-like basis.

The direction needed here would not come from the dictator but from the teacher and would in no wise conflict with the needs as expressed by Hopkins⁹ for freedom in self-direction, and consistency in self-behavior. But this direction, properly administered, would help to give a positive balance between success and failure. In every experience, failure can become integrating only when one is capable of reinterpreting it in a positive way toward success.

Vocational.--If the child remains in school, he must shorten the gap between himself and the city child in accomplishment. In a study of several years ago this gap was very vividly portrayed.

TABLE 3

A COMPARISON OF THE ACHIEVEMENT OF RURAL AND URBAN CHILDREN IN THE SCHOOL SUBJECTS AND PER CENT OF INFERIORITY OF RURAL CHILDREN¹⁰

Subject	Rural Scores	Urban Scores	Per Cent of Inferiurity
Silent Reading	85.0	98.4	13.4
Writing	88.5	105.2	16.8
Spelling	95.7	105.0	10.3
Language Usage	100.0	108.1	8.1
Grammar	103.7	160.0	56.3
Letter Writing	62.7	93.3	30.6
Geography	59.6	106.6	47.0
History	110.3	114.0	3.7
Average	88.5	111.3	22.8

⁹L. Thomas Hopkins, Integration, Its Meaning and Application, p. 189.

¹⁰Annie Webb Blanton, The Child of the Texas One-Teacher School, p. 105.

The inferiority noted in the above table is very marked in only three instances. The rural child is poor in grammar probably because of the influence of an environment of incorrectly speaking people; in letter writing because this gentle art is usually begun with such trite statements, as "We are fine," or "How are you all?", and not extensively practiced otherwise; in geography because he lacks in travel or in contact with people who do travel. One of the pathetic stories in an inland rural Texas town is that of a fifth grade boy who asked his teacher after a several days' study of ocean liners, if there were any "around here." The lack of difference of the percentage in history rating is difficult of explanation unless, with the absence of other reading matter in the form of magazines and papers, the history books furnished his adventure stories. Probably the most potent factor was the chance the rural child had of hearing the adults tell of experiences.

It may be assumed that some improvement may have been made in the situation shown in Table 3 because of the equalization program in Texas schools and its special emphasis on rural school improvement in the last few years. However, there is no late study available on this subject. It is believed that, allowing for some improvement, there is still an expressed need for broadening the contacts of the child with situations he is sure to meet later. It suggests better experiences that will incur the use of the best means of

communication; experiences that will help the child choose wisely his vocation; experiences that will prepare him for the work-a-day world.

A Maryland survey¹¹ reveals the following facts concerning vocational guidance: that the least amount of vocational guidance was given to the farm youth, of whom only 12.7% of those reporting received any; that the most was given to the city youth, of whom 31.8% received guidance. Of the 1936-37 students, 34.3% received guidance; while of the non-student youth, 19.9% received guidance. These figures reveal that the farm children are being neglected in this important service. However, the youth who were then in school received much more guidance than the non-school youth. This indicates that the higher grade level reached or the longer one remains in school, the more guidance received.

At the seventh grade level one out of ten, at the ninth grade level two out of ten, and at the twelfth grade level three out of ten received vocational guidance.¹²

Further, the report revealed that 93.3% of all the guidance received was given by the schools. This indicates that guidance is not given to any extent by outside agencies. Considering both the in-school and the out-of-school youth, only sixteen out of each hundred felt they received helpful guidance.

¹¹Howard M. Bell, A Study of How the Needs of Youth Are Being Met in Maryland, pp. 86-88.

¹²Ibid., p. 88.

These early figures, showing an upward trend in guidance, indicate that there is a need for a greater quantity and a better quality.

The Youth

Home.--Since this study of youth is being made to determine youth needs, it would be well to investigate first his willingness to live where he is. Very likely his home life will not be pleasant if his home is not in the type of community he likes. Too, there are certain contributing factors to youth's desire to leave the place where he now is.

TABLE 4

DEGREE OF YOUTH'S DISSATISFACTION WITH LOCALITY OF THEIR RESIDENCE AND PER CENT OF GAIN OR LOSS OF POPULATION IN EACH LOCALITY DUE TO THEIR CHOICE¹³

Residence	Per Cent Preferring Change	Per Cent of Population Gain or Loss
Village	74.9	-58.5
Town	67.2	-14.5
Farm	46.0	-16.2
City	15.5	-36.2

After a study of the figures showing those who wish to leave and also showing the locality preferred, the city showed a great gain.

¹³Ibid., pp. 43-44.

Community finances, other than those of the city, seldom include expenditures for public utilities, and incomes are usually very meager among the majority of the residents of the rural communities. Therefore, inhabitants of the rural areas do not always have the conveniences which a few years ago were called luxuries, but which are now called necessities. Since there are so many conveniences that each individual family must provide for itself, the youth is at a disadvantage because of lack of money.

One farm youth in nine enjoys no conveniences at all. Six of every seven do not enjoy the comforts of central heating.

One out of every two lives in a home that has no radio.

The same proportion does not subscribe to any magazine.

The homes of two out of three have no electricity.

Only one out of every five has a bathroom.

But three out of every four have automobiles.¹⁴

The same need for good food, adequate in quantity, in quality, and in variety as was needed for the children is a need of youth. Very much malnutrition is found among youth in and out of school.

Large numbers . . . are falling below the normal health standard for their age, showing not merely underweight, but tooth decay, anemia, little resistance to colds, and poor posture. Lack of a decent diet is not a temporary problem growing out of the present crisis; nor is it limited to the poor. Malnutrition is most common among the poor, but many, rich and poor, fail to purchase health because they

¹⁴Ibid., p. 39.

do not know how to select the right food and prepare it well.¹⁵

Physical examinations and remedial care seem to be a great need for youth. Although they suffer about one-fourth as much as older persons, they are receiving about one-half the amount of medical and dental care that they need.¹⁶ These proportions are true for families in the low income brackets of the areas comparable to the situation of this study.

Youth's illnesses are somewhat different from those suffered by other ages. Among young men accidents take first place. Young women suffer most from colds, bronchitis, and grippe. Accidents are the most frequent causes of death for the youth of both sexes, automobile smashups accounting for 39 per cent of all accidental deaths. Tuberculosis is the second most frequent cause of death for youth, though for all ages it stands only seventh. Heart disease is generally thought to be a disease of old people, but is the third most common cause of death among the young; about one young person out of five has syphilis or another social disease.¹⁷

Young persons find difficulties in their need for proper marriage relations. Their homes have not given them the preparation in budgeting and buying. Much of their money goes to installment buying and to loan sharks. Those whose families had good incomes have trouble adjusting themselves to the low income they now have. Many of the young married people are compelled to live with their families. This

¹⁵Jennie Rowntree, The Problem of Food, pp. 6-7.

¹⁶Maxwell S. Stewart, Youth in the World Today, p. 6.

¹⁷Ibid., p. 6.

situation presents one of the most serious problems of young people who are trying to build a home.

Far too much ignorance still exists about the type of sex knowledge necessary for marriage. Girls receive more instruction in the home than do boys, yet the recent studies show that only about one young woman out of five interviewed had received such information at home.¹⁸

Youth has a distinct need in learning how to establish a normal home. As one authority puts it, there should be "opportunity for normal sex life, culminating in marriage and a family."¹⁹

The Maryland survey indicates definite points with respect to sex education; namely, that it should be taught, and that probably it should be begun in high school.

Out of every twenty youth interviewed, fifteen wanted it, four did not, and one had no opinion. The large majority were not only convinced that instruction on sex should be provided by the schools, but they had fairly definite ideas as to the school level at which instruction should begin. Almost 30% of those who thought it should be taught thought that it should begin somewhere in the elementary school. About 60% believed it should begin in the high school. The other 10% wanted it started in college or had no idea as to where it should begin.²⁰

Community-Civic.--Many surveys in California reveal that youth out of school do not participate in any organization, while the school children and adults do. Thus, at the time when enthusiasm and mature judgment could be of most value to the community, it is lost; and the youth

¹⁸Ibid., p. 31.

¹⁹Hopkins, op. cit., p. 183.

²⁰Bell, op. cit., p. 105.

suffers in not contributing his bit. Lack of money may keep the youth from participating, but lack of community organization is usually the reason for his inactivity. This lack shows a need for the youth to have a chance to give expression to his ability to manage. The school child has Scouts, ball clubs, and other clubs; the adult has associations pertaining to his business, such as Farmers' Union. But the new graduate or the youth who has just left school has no definite organization that he can manage. He does not want adult leadership; he wants a chance to lead.

Since it may be assumed that the youth needs this self-expression, it is safe to say that he himself needs to determine his needs. This has been recognized by the willingness on the part of those conducting the many surveys of the last few years by simply recording the answers to numerous questions leading to youth needs with very little statistical analysis attached. Those reporting on the Maryland survey found the youth had both a "mixture of gratitude and pride. As one youth, who enjoyed the chance to speak his mind, expressed it: 'Usually we don't get asked. We're told to hush.'"²¹

Stewart sums up the New York inquiry in saying that . . . the students who have completed their education and are leaving school are clearly unprepared for citizenship. They keep up with the headlines in the newspapers; they know something of their rights and

²¹Ibid., p. 12.

privileges as American citizens. But tests show that they know very little about civic and social problems in their own communities, and that their acquaintance with the news is very superficial. They know little of the political and economic problems which face America today, especially of international affairs. In contrast with most persons' ideas of youth, their attitude on social issues is generally conservative. Students in the larger cities tend to know more about current problems than those in small towns and the country. They are also somewhat more open-minded on controversial questions. But even so their record is far from satisfactory.²²

Recreation.--This study of needs in the recreation field for youth is not confined to needs of the youth who are able to afford whatever recreation is desired, but is extended to the needs of those who compose the larger per cent of all youth. With this larger group there are not sufficient funds to participate in commercial amusements except in a very limited way. This leaves a great deal of time to be filled by much less expensive pastimes.

Many of the simple outdoor amusements of earlier years are no longer possible, either in the country or the city. The "ole swimming hole" no longer exists. A quiet walk down a country road is no longer quiet or safe. Home amusements are not so easy to plan as they once were. A flat in the slums is not large or attractive enough for even small social gatherings. Expensive apartments are often not much larger. Young people, therefore, have little choice but to look outside of the home for their fun.

The problem is made harder by the fact that young people have much more time on their hands than their fathers and mothers did at the same age. We have seen that there are millions of

²²Maxwell S. Stewart, Schools for Tomorrow's Citizens, p. 10.

young people out of school and out of work who have little, if anything, to do. Thousands of others work only part time, while those with full time jobs have shorter hours than formerly prevailed. Since most young people have little money, the finding of satisfactory recreation represents a very real problem, comparable to that of finding a job.

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 . . . the Children's Aid Society in New York City showed that "while twelve boys and girls are passing three hours a week in thrills and adventures at the motion pictures, only one is at home getting the same thing out of books." . . . Guided reading service through libraries would undoubtedly be of great help to youth, but more than a third of the population of the country is out of reach of libraries. Considerably more than half of the youth who live in the country or small towns have no access to them.

Nearly twice as much time was given to listening to the radio as was given to reading. But very little interest was shown by students or older youth in educational broadcasts. About 2% listened to forums or educational programs.²³

Vocational.--Table 4 in the home choice of youth denotes the migration of youth to the cities or centers that afford better training in facilities than do the rural areas. This migration presents a problem of many angles. Among them are the responsibility of educational cost, the removal of educational wealth to the cities, and the resulting failure of the rural community to inherit an improved educational level commensurate with the cost involved. Even so, except in rare cases, the competition between semi-skilled and unskilled youth in obtaining jobs is a deep concern of the youth and

²³Maxwell S. Stewart, Youth in the World Today, pp. 23-24.

their parents. Farm tenantry has so increased in the South that the stability of farm youth is further jeopardized, thus swelling both the ranks of the unemployed, idle, or drifting youth, and of those seeking urban employment.

The resentment against technology does not rear its head quite so high as it did a decade or so ago; but the fact shouts to us that youth is really not needed in agricultural business except seasonally, and even this seasonal requirement is diminishing. The planting and harvesting of wheat by manual labor formerly represented many man-hours of employment, but the planting and harvesting by large scale machinery now sets this labor free to seek employment elsewhere.

Because the youth does not get what he needs in order to prepare himself for a livelihood, he leaves school. In 1930, in the rural areas 70 per cent of the non-farm youth attended school in contrast to the 39.9 per cent of the farm youth who attended. The absentee scholastic thus forfeits the advantages accruing from even an inadequate school program. The United States census for 1940 changes this picture somewhat by saying that, of the rural non-farm youth between the ages of 14 and 19, 56.8 per cent are in school, and for the same ages of the farm group, 51.4 per cent are in school. This increase in the attendance of farm youth during the ten year period may be accredited to the fact that

they are not needed in farm duties and are recognizing their need of education. The decrease of non-farm youth in attendance suggests that they may have reached their goal earlier, or that distressed conditions may have affected the non-farm group more than the farm group. The reasons for leaving school as shown by the Maryland survey are given in Table 5.

TABLE 5
REASONS MARYLAND YOUTH GAVE FOR LEAVING
SCHOOL AND PER CENT WHICH GAVE
EACH REASON²⁴

Reason	Per Cent
Lack of funds	38.3
Lack of interest	24.6
To earn money	15.7
Graduation--El., H.S., Col.	13.2
Poor health	3.2
To marry	3.0
Other reasons	2.0

The fact that lack of funds is given by the greatest number as reason for leaving school is probably more nearly true for the non-farm youth than the farm youth.

"Over 93 per cent of the youth who had left school before they had completed the sixth grade had fathers who were either skilled, semi-skilled, or unskilled laborers, or who were farm owners, farm tenants, or farm laborers."²⁵ The fact that youth from the lowest economic groups have the

²⁴Bell, op. cit., p. 76.

²⁵Ibid., p. 110.

least chance for education is tending to freeze occupational and social levels.

The Adult

Home.--After a perusal of the needs of the child in the home, one can begin to envision the steps to be taken with the adult in order for him to help in the great program of fulfilling the needs of the younger members of the family. The school and the community cannot carry on any extensive program without the acquiescence on the part of the heads of the family, even though that acquiescence is sometimes only in the form of the lack of voiced disapproval. However, voiced approval in the form of active cooperation is so much more effective that some plan of education is needed to encourage the adult to shoulder his share of a program of family betterment and to enable him to reap some of the satisfaction that is the result of work accomplished.

The greatest need of parents today is expressed in the radio program "One Man's Family," which is dedicated to the understanding of bewildering offspring. A clear understanding of children and youth in the home is one of the greatest needs of adults. Adults do not realize the change in their own lives from adventurous youth to a more cautious age, and are therefore unable to grasp the point of view of youth in a fast moving world. Many parents are autocratic in their points of view. Yet because both secular authority and

religious authority seemingly have lost much of their command, parents are more willing to let events slide along rather than to offer any effort at proper direction. Tensions are thus created, relief from which would make life much more tolerable.

Surveys and health reports have shown that the disability of some wage earning member of the family will so cripple the family resources that outside help is the only means by which the family can regain any semblance of equilibrium. Proper instruction in avoiding the situations that result in accidents would greatly decrease disability of adults.

One of the chief causes of disability in the United States is the great number of accidents, of which there are 30,000 daily and which cause disability for one or more days. "Since 59% of accidental injuries in the home result from falls, it is suggested that the higher accident rate in the lower income groups 'is associated with a correspondingly greater state of disrepair of dwellings, less convenient design and construction of stairways, less adequate lighting facilities, less convenient and sound furniture' than are found in the homes of those who can afford better housing and household equipment."²⁶

Adults have been found in all communities to be vitally interested in the system that educates their children, and

²⁶Beulah Aaidon, Who Can Afford Health? p. 21.

in the cooperation of the school and the community; but they seldom know what to do toward bringing about such cooperation. With adequate guidance the interest in community civics takes shape and the democratic idea of cooperative planning becomes tangible. There is an alarming waste of willingness to work because of the lack of proper direction. This is evidenced in the study of the numerous attempts that have been made in recent years to further school and community relationships. Because of this lack of direction, and thus of cooperation, there is a niggardly community living; and both individuals and local society are the losers. The need then is a greater knowledge of the democratic ideal which involves a use of the individual powers and resources for the civic betterment.

Rugg, speaking of America as a whole, calls it "a depressed society of potential abundance and actual poverty."²⁷ He makes a strong plea for a decent standard of living, and this plea can be made for any community. He says,

Unless our people really know in their bones, with facts and figures at their command, that every family in America can have a comfortable standard of living by finding a way to operate the existing American social system efficiently as it stands, they will do nothing about it. They will continue to live in a depressed society. But if enough of them know it, believe it with their hearts as well as their heads, they will turn the present potentiality into actual facts.²⁸

²⁷Harold Rugg, Democracy and the Curriculum, p. 515.

²⁸Ibid., p. 515.

Democracy rests largely in the right of individuals in it to determine their own best interests. As has been said, "Ye are members one of another." Science believes this axiom, and probably the community does. But then there are methods, finance, and taxation, to be agreed upon to make this so-called oneness real.

An educated community must know to what extent productive enterprise can be taxed to recondition unproductive people. . . . Enterprising people would more cheerfully bear the brunt of the effort if they had confidence in its ultimate success. . . . Does government owe these minus people employment, health, clothing, food, and shelter? . . . An educated community knows that its obligations can be measured by no other standard than enlightened self-interest and it will know what that self-interest is. A society's security and progress are determined by its ability to keep open to the masses the doors of opportunity.²⁹

From the bottom there is need for progress. Genuine agreement and real concern should be exhibited in the privileged use of the ballot. For only through the fullness of the execution of this privilege will the avenues of the better life be afforded all members of society.

Community-Civic.--It will be assumed that the adult's relationship to his local community, his state, and his nation will be so nearly on the same plane and involving the same type of responsibility, that that will be treated as the same relationship. The attitude toward the nation will be patriotic if the individual has the right conception of

²⁹Philip Weltner, Education-A Proposed Policy for Georgia, p. 8-9.

his worth in the locality where he makes his home.

History and literature are full of the traditional way of doing things, but new ideas need to be formed to fit the changing patterns of society. An understanding of democracy as a social living is now imperative. Yeager explains it thus in two aspects:

1. That of the individual or groups of individuals. Individual aspects of importance to him are his protection, religion, family, or group mores, ideas, advancement, children, and his civil rights.

2. The state as the institution, founded to facilitate the individual and group purposes in the larger social group.³⁰

Through cooperation with others and submission to leaders, the individual has relinquished certain rights and liberties, but only for the purpose of obtaining other liberties more vital to his welfare and progress. "In the last analysis, the democracy which serves best may be said to achieve a 'proper balance' between the personality of the individual, or groups of individuals, and the state of which they are an integral part."³¹

The adult's place in the nation entails his responsibility to preserve a public opinion that is democratic and tolerant in spite of the tradition that might becloud progress. It is here that education will be a requisite. It is not enough that the individual is informed; he must teach

³⁰Wm. A. Yeager, Home-School-Community Relations, p. 15.

³¹Ibid., p. 15.

and be taught so that a thinking out of problems will be the result, replacing an inactive acquiescence or even inactive negation.

Education is the medium through which the best democratic principles and the best experiences in social betterment may be preserved. But education is not always schooling, which implies a formal study of prescribed courses. Yeager gives this challenge: "Indeed, if one should consider man's entire experience toward social betterment since the dawn of time, the school, and more particularly the public school, has played little part in his advancement."³² The adult can and should be the aid for helping the school carry its share of the educational process. The newspapers, the radio, and community organizations can all be a part of the public education rather than a part outside of it. Then there could be an evaluating of the worth of these influences. The last few years have seen such a greater realization of this inclusion that education is really taking its place ahead of formal schooling, and the need of such a step is more evident than ever. The demands of public opinion and even legislation, which is in reality only a response, will be the outcome of the adult's better understanding of the necessity of assuming civic responsibility in community-school relations.

³²Ibid., p. 19.

Attaining desirable community attitudes and ideals is a cooperative process and cannot be achieved by school leaders alone. There must be a continual reflection of interest and understanding of purposes between the school and the adult, with the school's ideals on the one hand and the community's institutions and desires on the other, are carried on to fulfillment.

Each individual home feels the effects of the lack of proper food, but the community sometimes fails to realize that as long as a person is hungry, he is going to have a distorted idea of his place in the community. Malnutrition feeds the mind with unintelligent ideas.

The Texas Social Welfare Association has gathered facts that could be of value to every community wishing to attack problems of vital interest.

Texas, with the wealth of an empire, spends as much per head for health protection to its cattle, sheep, hogs, goats, mules and horses as it spends per capita for public health protection to its people--slightly less than three and one-half cents per year; as much for a pig as for a person!

Of the 230 counties reporting in the Basic Social Needs Study:

72 counties reported no hospitals within their boundaries.

202 counties reported no free hospital beds.

187 counties reported no free clinics.

Only one out of ten reported full-time county health officers.

59 counties out of 230 did report one or more public health nurses.

Texas, with only one-twentieth of the population

of the United States, has almost one-fourth of all deaths from pellagra--a disease due to lack of proper food.

With 40,000 persons in the state suffering from tuberculosis, more than 4,000 die from this disease each year in Texas.

In 1939, of the 65,519 deaths in Texas, almost a third were due to preventable diseases.

Texas' infant mortality rate, 66 per thousand in 1939, is an unnecessary 10% above the national average.

During 1939, 8,618 Texas children died before reaching the age of one year.³³

Each community can study its own problem, which is just a narrowed county or state problem. The State and Nation are assuming more and more of the financial burden of relief, but the county will never be relieved of its fair share of the responsibility of aiding in the relief of undernourished and physically ill citizens, even though that aid may be small. "Of 200 counties answering the question, 'Is your county financially able to make additional appropriations for relief purposes?' 19 said they might make additional provisions, 18 were doubtful, and 163 were definite in answering that they could not increase a provision for aid to the destitute."³⁴

Recreation.--

A person who has rarely, if ever, played, who has been over-serious, over-strenuous, and has become stale . . . , looks forward to retirement, often plans for it, but when the plan is realized he is apt to go to pieces immediately and rapidly. Why? Because he is a confirmed chronic specialist

³³ Need, Texas Social Welfare Association, (November, 1940), 24-26.

³⁴ Ibid., p. 31.

in work and has no other interests. Take that away from him and he is lost. Without work his self-importance dies of starvation. He has leisure but he doesn't know what to do with it, for he has lost the ability to play as well as the opportunity to work, and consequently is a thoroughly miserable person.³⁵

But most of the farm people are never able to retire, and need some recreation to relieve the monotony of hard work for which they are poorly paid. Pupils applying for N Y A work in rural schools report parents' yearly income as between \$225 and \$375. This size income does not permit taking advantage of commercialized recreation; but neither does it lessen the need for diversion.

With the above income there can be no books, magazines, or papers in the home. This fact may explain why pupils living in rural areas and coming from homes of low income seek the most exciting and adventurous novels to the exclusion of novels requiring thoughtful reading. Many of the adults never have a chance at reading material except the cheapest sort of magazines. Access to more good reading material is needed to fill a desire for reading on the part of these adults.

Vocational.---

With the opening of school September 1940, more than 75,000 Texas children were out of school, while needy parents besieged employment offices and welfare agencies seeking jobs or aid that their children may not be deprived of an education.³⁶

³⁵Austen Fox Riggs, a quotation in Recreation, XXXII (February, 1939), 599.

³⁶Need, op. cit., p. 16.

Parents cannot be condemned for the school delinquency of their children if the family purse is empty. Neither can their children be blamed for lack of interest in learning. The government is trying to find a solution to the problem, and has aided much to prevent want; but a good understanding of the government's methods on the part of both the person receiving help and of the person paying taxes might result in a study of the local problem, that would in turn result in local relief and restored confidence.

There is the poor farmer who through lack of equipment or lack of managerial knowledge cannot make a living. There is the small village resident who cannot find a steady job. Then there is that adult who follows the job which is not always long-lasting enough to permit of any semblance of permanency. However, a family's well-being is not measured solely by the monetary level but by the kind of food, clothing, shelter, and recreation that different parts of the country afford. Thus, a dollar in one section may still lack the value of a dollar in another section, but the primary need is to put the person in a position to earn that dollar.

As individuals, workers are in as weak a position as farmers--if not a weaker one--to affect the price of their services. All that they have to sell is a fixed amount of time and skill. Labor unions represent an effort to overcome this handicap. For the weakness of the individual, they substitute the strength of the group through collective bargaining and, in some cases, restriction of supply.³⁷

³⁷Maxwell S. Stewart, Your Income and Mine, p. 24.

While this may seem to be a facility for the progress of the workers who form so large a per cent of our rural communities, it presents a greater need, because the unions have included so many in their organizations that they can no longer guarantee a superior workmanship and must resort to more and more superior bargaining power, thus diminishing the chance of gain. Since it is not possible to bring pressure solely against profits, there is an effect on the general cost of living. The need then is to make labor see that, like all other classes, it "must rely on growing efficiency and productivity for permanent gains in income. For the possibility of increasing the workers' plane of living through bargaining or restrictions becomes progressively less as the number of organized workers increase."³⁸

There are thousands of young adults who are ignorant of the things they can do and of how to do them. In dealing with this problem, the traditional classroom has no place. These adults must be met on the level of their needs. The level must be recognized as such. In this endeavor may be enlisted any person who has the sympathy, background, and experience to qualify him. With strong leadership, those people in need who know they do not know will probably yield a great deal of satisfaction because of their susceptibility to learning.

³⁸Ibid., p. 25.

Summary of Needs

Child Needs.---

To have spiritual and moral training in order to give stability in stress and tension.

To be understood without loss of personality.

To have a home where love can be shown and received.

To have the preparation for being well-born.

To have health protection, including periodic examinations for teeth, eyes, and communicable disease; and be provided with remedial care and good wholesome food.

To belong to a family with an income that will provide an adequate standard of living.

To belong to a community which is inferior to none and which provides for material, moral, and social needs.

To have a school that provides for and teaches the use of safety devices, sanitation, light, and ventilation; and which emphasizes emotional and social growth through a carefully planned program for health and recreational instruction.

To have educational opportunities on a level with those of all other sections of the country.

To have experiences that will facilitate the choice of vocations and provide preparation for the work-a-day world.

Youth Needs.---

For every youth a home with love and security which a home provides.

For all youth an income adequate to the satisfying of the desire for home conveniences.

For every youth a community that provides satisfying social activities.

For every youth health protection, including periodic health examinations and necessary remedial care; dental examinations and care of teeth; protective and preventive measures against communicable diseases; and the assurance of pure food, pure water, and pure milk.

For every youth education for safety and protection against accidents (to which modern conditions subject him.

For every youth such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship.

For every youth who may have been cheated of the educational training in the home and the school, the stimulus from youth organizations to supplement this lack.

For every youth the service of recreational, social and cultural activities equal in quality to those available to city youth.

For all youth the privilege of self-expression in determining their own needs and the methods of satisfying them.

For many youths the getting of a job, and for all youth employment with adequate wage which will permit an acceptable standard of living and will provide for future years.

For those youth of draft age or those nearing draft age the removal of much of the uncertainty of their future.

For those youth who when called are rejected because of mental and/or physical unfitness, remedial care and training to fit them for future service or active citizenship.

Adult Needs.--

Supplementary training that will fit them to deal wisely with the problems of parenthood and to know of the available resources for aid.

Homes adequate in social adjustment and with abounding love for the rearing of a family.

Incomes affording current necessities and conveniences, and security for future years.

An abiding interest and active participation in community, state and national affairs.

Supplementary training toward a better knowledge of the use and the significance of the ballot.

Provision for safety devices and training in the use of them.

A greater knowledge of the democratic ideal as a way of social living, involving the use of resources for civic betterment.

Community organizations for cooperative ways of promoting desirable attitudes and ideals.

Recreation through good reading and community play.

District and county organizations with state and national connections to insure the protection of health and welfare of the entire family. This should include:

Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers.

Available hospital beds.

Full-time public welfare service for the relief, aid and guidance of . . . [families] in special need, due to poverty, misfortune, or behavior difficulties, and for the protection of any . . . [member of the family] from abuse, neglect, exploitation, or moral hazard.³⁹

The right to fair and effective means of bargaining for adequate wages in return for labor done.

³⁹ President Hoover's White House Conference on Child Health and Recreation, "Children's Charter," National Education Association Journal, XXI (May, 1932), 159.

CHAPTER III

FACILITIES

The Child

Home.--The requisite for the child's better welfare and development are dependent upon the family's resources and financial standing, and also upon the parents' knowledge of rearing a family.

However, the child in school has a few courses that may help him in his participation in home affairs. The homemaking course for girls and also the one for boys often gives the child a different attitude toward family cooperation, as well as enables him to be of some use in carrying on the work of the family. The methods learned aid in physical work, and studies made in family relationship help him to adjust himself to existing situations. The Texas course of study in this part of the curriculum has probably carried the burden of teaching the proper family relationships, and probably the social relationships. The course of safety and fire prevention can have a value for the home if the plans of the course are practical and applicable. All educators agree that there is a difference in studying about such plans and in putting them into practice. The home, therefore, is the best laboratory for any study that would

concern the welfare of any or all members. Often an idea can become ideal when the school and home cooperate in using knowledge. All other courses in school may be commandeered to make the child a home-help rather than a home-problem.

Community-Civic.--

Federal assistance for rural sections that are financially unable to attain urban standards for social services in spite of heavy tax burdens has been strongly urged by three recent Presidential committees or conferences--one in the field of education, one in public health, and one in child welfare.

These groups have emphasized the fact that the future of the Nation is largely dependent on the care and rearing of the children in low-income families, since these families include by far the largest number of children and are largely located in the areas with the most inadequate institutions. The children from these families enter the labor market in all sections of the country. Legislation looking toward the equalization of opportunity in education, public health, and child welfare by Federal grants based on need has been strongly recommended, but as yet no action has been taken.¹

Even above government help, the greatest facility for the child in his different phases of life is the community itself. Government agencies may furnish the organization and the finances if that seems advisable, but the local people are losing a chance to lend special and meaningful assistance that will tie the child on to the community as well as to the nation, if they do not either lead or closely follow in any project that involves the child.

¹T. J. Woofter, Jr., and A. E. Fisher, The Plantation South Today, Social Problems Series, No. 5. pp. 25-26.

Most of the educators who write on the child's place in civic responsibility think that such tasks as beautifying the vacant lots, building spreader dams, and gathering historical facts of the country about them, and particularly of the immediate community, as well as other projects that might add to the appearance of the community or to the loyalty of its citizens, are of inestimable value. These are facilities that do not call for any particular outlay of money.

Peace and good will can be practiced wherever people mingle together. Character building can then be effective. Respect for the other person's property and personality begins in the home, but is especially stressed in the school and on the playground. A civic pride can be shown and advertised by the presence of clean, wholesome boys and girls. The school becomes the laboratory in which these young folk learn how to take care of the community.

Recreation.--The greatest facility in filling the recreational need of the child is his abounding energy and his insatiable desire to play. Most rural schools have ample playgrounds, and, in the last few years, an increasing number of gymnasiums. But the lack of facilities is in a planned program for using these existing places of meeting, and also for leading the child into a consciousness of fair play and sportsmanship.

Besides athletics, which should not be so dependent on the winnings of an exclusive group, there are so many games and activities at command that a list would be quite lengthy; but games in general--singing, folk dancing, instrument playing, and contests resulting from any activity may be the means of cooperation for both fun and teaching.

Physical exercise is not the only facility for child recreation, which is defined as any exercise or occupation that diverts. There are many courses in school that, if handled correctly, prove diverting and refreshing. In both the elementary and high school divisions there are such means of expression as music, art, and drama. Programs for the public may seem to be primarily for enjoyment, but may when planned with a purpose and when using the arts previously mentioned or others studied, furnish a recreation that is the most painless way of learning.

Several educators state that it is well to find out the desires of students and to let their wishes color the plans made in mapping out school procedures, but they also state that too much dependence cannot be put in their desires as criteria for the evaluation of plans not yet in operation. There can be little doubt that the students like clubs, and also that the time spent is usually not wasted. But it is hard to tell how many clubs are sufficient. Of 667 boys and girls in the eleventh and twelfth

grades in Omaha, Nebraska, and in Council Bluffs, Iowa, nearly 50 per cent liked social clubs best and about 25 per cent educational clubs best. More than 60 per cent would join more clubs in school if it were possible. As to the type of additional clubs preferred, the girls gave a slight preference to social over educational clubs, while giving some consideration to dramatic clubs. The boys gave preference to educational clubs over social ones. Girls attended social parties in greater numbers than did the boys of the classes.²

Vocational.--In a former chapter there is a discussion of the child's need for vocational guidance, and there is an emphasis of the lack of such. This is about all that is shown in surveys, even when youth has expressed personal opinions. There are a few courses in school designed to acquaint the student with vocations, but the lack of money for additional courses and for a counsellor has stamped the facilities as meager and haphazard.

A California survey gives another reason for the school's failure to meet this need.

The major obstacle to this activity [occupational guidance in school] was stated to be the lack of accurate and current occupational knowledge by the teachers and counsellors, and the

²T. Earl Sullenger, "Extracurricular Leisure Time Activities," Recreation, XXXII (December, 1938), 509-510.

non-existence of sufficient sources for the obtaining of such information. . . . Most schools were able to do nothing with this problem.³

The library should contain books on vocations, government bulletins on jobs, and information from employment centers on types of employment most likely to demand labor. Biographies of men who have excelled in various vocations are found in most libraries.

The Youth

Home.--What is needed for youth more than money is something that the Federal agencies cannot give. It is a stimulated local interest, and an effort to meet their needs. It is generally recommended by educators that more efficient training may create this needed interest and effort on the part of the community. But until such cooperative effort is available, other agencies acting more or less separately must be depended upon to aid the youth.

In the school curriculum are homemaking courses designed to meet the needs of the youth for cooking, sewing, designing, purchasing, marketing, and child care. In general, the courses should make for more satisfying and attractive home living. Four H Clubs and Future Farmers of America are assisting in meeting the home needs of youth.

Radio entertainment and educational features as well

³Youth--California's Future, a survey prepared by the California State Department of Education, p. 34.

as magazines are giving youth in the rural areas a chance to keep apace with the better things. For example, the American Institute of Family Relations sponsored by the Ladies' Home Journal sends representatives into homes to work out perplexing problems.

For the purchase of farms, operating tools, and for the money to carry on soil improvement and building improvement, the Farm Security Administration functions over the entire country. The Farm Credit Administration, the Farmer's Educational Cooperative, the Junior Farm Bureau, the National Grange, the short courses from the University and the vocational schools of the state, all make it possible to set up a satisfactory home and to maintain it in a satisfying manner.

Community-Civic.--As has been shown, children in school have a number of clubs and organizations in which they can participate as members or as managers. Yet this is not true for youth, either the graduate just out of school or the one who has just stopped school. "Part of this difference is doubtless explained by the fact that more clubs are available to students, as they are frequently part of the school program."⁴ Of those youth estimating the amount of self-government in clubs and organizations, "83 per cent preferred

⁴Howard M. Bell, A Study of How the Needs of Youth Are Being Met in Maryland, p. 198.

either much, or complete, independence from the guidance or dictation of adults."⁵ Youth feel that their organizations would be more successful and more satisfying under their own leadership.

Although little is being done for health needs of youth as a whole, there are certain agencies operating in this field. The National Youth Administration and the Civilian Conservation Corps are doing their part in meeting the standards for teaching and for practice. "The American Youth Commission makes this recommendation: the CCC should reduce the standards of enrollment to include the many in need of such a health program, and should provide conditioning centers for those not fit to begin work on the projects."⁶ The tragedy is that those who need health attention do not get it, nor do they get work to do.

Little attention is given to health of youth because authorities of the schools are preoccupied with other administrative duties. This lack is so important that it warrants a revision of school programs in this field. "The best schools are very good, the average schools are creditable, the poorest schools are so very bad that the conditions are almost beyond the belief of those who have not seen them."⁷ Also, it is the poor school that gives the

⁵Ibid., p. 199.

⁶Next Steps in National Policy for Youth, Recommendations of the American Youth Commission, p. II.

⁷Ibid., p. 13.

poor rate of progress. Some of the schools that are now housed in improved buildings have not kept pace with the progress in curriculum. New dresses have not always meant new hearts.

Recreation.--The same facilities are present for the recreational needs of youth as for those of the child, except for the lack of leadership. Many communities have the facilities to furnish that lack because of the available supervision by community organizations. As members of families, or as members of the community, or even as individuals in the great army of youth, leaders are found to instigate and to nourish the correct use of leisure time, which not only includes the physical, mental, emotional, and social development, but also includes the character development. The seasons of the year offer a chance for variety and planning. The school house and the churches furnish shelter for indoor recreation. Teachers and willing lay workers and recent graduates who acquired a yen to lead are available for assisting youth in the organization of dramatic clubs, art clubs, game clubs, or in the carrying out of any project the youth and their advisers feel would interest a working number.

Rural organizations are usually poor and, in order to become efficient or even maintain an organization, they become money-making groups. This leaves very little free

amusement in the community, and the jobless youth is without wholesome recreation. Some groups are solving the problem for their own little click of young people, but there is a woeful lack of coordinating activities resulting in more than a haphazard effort at community recreation.

Vocational.--In another section it was noted that between 50 and 60 per cent of rural youth are attending school. We are interested not only in the per cent of those attending school, but also in the training and guidance given the per cent attending. The working out of the latter problem might be at least a partial solution to the attendance problem.

There have been inaugurated two types of vocational instruction--the agricultural and the industrial. The former is to be found in good farming areas rather than in the poor farming areas. The industrial training, which necessitates an outlay of equipment, is also found in the section financially able to undertake such a program. Thus the poor farming regions are again the losers, and the poorer student receives no specific training. It has been estimated that 75 per cent of all youth do not receive any thing that could be called adequate guidance.⁸

There is included in the school's curriculum a number of courses calculated to give information and training at least on an exploratory basis. Courses in occupations, business training, and several courses of a more technical

⁸Homer P. Rainey, "What Is the American Youth Problem?", The Annals of The American Academy of Political and Social Sciences, CIV (November, 1937), 22.

nature help the student to get an idea of what he might be able to do out of school. However, "the fact that relatively high percentages of youth giving lack of interest as their reason for dropping out were found among those who left school at the upper high school level, as well as those who left at the elementary level, indicates that all along the line the schools, as they are now set up, are adapted to neither the needs nor the interests of large numbers of our young people."⁹

The school has good holding power for those young people who are preparing for the professions. Less than 5 per cent of those people found to be engaged in professional work gave lack of interest as their reason for leaving school, while only 14 per cent of those engaged in office and sales work gave lack of interest as their reason for leaving school. All youth reporting gave that reason in 24.6 per cent of the cases. Then, it seems that the school lacks facilities for holding the students who fill the other vocations.

Whether extensive mobility represents a normal path of adjustment for rural young people, or whether it reflects a trend toward increasing transiency, it is a basic consideration in analyzing the problems created by the surplus number of farm youth and the relation of these problems to

⁹Howard M. Bell, Youth Tell Their Story: A Study of the Conditions and Attitudes of Young People in Maryland between the Ages of Sixteen and Twenty-four, p. 67.

the welfare of village youth. Hence, any expansion of constructive, economic measures or of educational, social, and recreational activities in rural communities must take due account of the continuing changes within the youth group.¹⁰

The data on migration, showing both the causes and the trends of migration, furnish a splendid medium for presenting to the youth facts that may help them to understand the problems that each does at present or may in the immediate future face. Thus, after recognition of certain facts about "restless Americans" he may be able to pick out the stabilizing factors, and as a result, may be able to transfer some of the aimless drifting to purposeful shifting.

The Adult

Home.--If the adults in the community were lined up right, the children and the youth would feel that they had something to work for. But when there is so little to relieve the tension among the parents, the young people feel the lack of security in the home.

Vance found that in 1935, 34 per cent of the nation's tenants had lived one year on the present farm; that 42.1 per cent of the land was tenant operated; that 47 per cent of the value of all land was not owner operated; and that 11 per cent of additional land was covered by mortgage.¹¹

¹⁰Bruce L. Melvin and Elna N. Smith, Youth in Agricultural Villages, Works Progress Administration, Research Monograph, XXI, p. 10.

¹¹Rupert M. Vance, Farmers without Land, pp. 5-10.

These figures indicate that there is a great shifting of population each year because of run down farms and home conditions. Poor houses that need repair are not touched by the renter, who will leave in January anyway; and are not improved by the landlord, who will realize no profit on his investment, and who is not bothered by the leaking roof and cold wind.

Farm tenancy is not conducive to stable population, home happiness, good schools, and other valuable community interests. Yet high interest rates and original down payments make home ownership too difficult for the average farmer. The Farm Security Administration, which carries out the provision of the Bankhead-Jones Act, helps to alleviate this difficulty by making 40 year loans at 3 per cent interest for the purpose of buying family-sized farms and making necessary improvement in the land and adequate improvement to the buildings.

. . . the American Farm Bureau Federation estimates that 3 million farm dwellings do not meet minimum standards of health and comfort. These conditions are not met with complete complacency. Communities throughout the country have tightened up their inspection services; have established planning commissions and zoning boards; have encouraged and participated financially in housing developments.¹²

Even though the school has played a relatively small

¹²Bess Goodykoontz, Know Your Community, Leaflet No. 57, Federal Security Agency, p. 28.

part in the adult program, the school in the rural areas assumes the interest that is often otherwise lacking. The school through the homemaking group can reach many kitchens whose occupants have had no instruction in meal planning, but very few other courses help the home either directly or via the pupil.

The Parent Teachers group, if there is one, furnishes contact between home and school, but this is usually primarily a money-making organization.

Community-Civic.--In most communities there is a school building which has ample seating capacity for the members of the community to come together for the purpose of discussing problems of common interest. Very likely the auditorium may be used for public forums and lectures. A wide-a-wake farmer, a business man, or a local teacher can lead these discussions until other desirable leadership is developed. At these forum meetings men and women learn self-expression and techniques of attaining definite ends in view.

In most communities there is a small newspaper that may be used for the dissemination of worthy information-- a medium through which citizens may freely express, and hear expressed, public opinions.

Then there are always the nail kegs at the general store, which is the gathering place of more or less civic-minded groups.

Recreation.---If the school shapes its program so as to make adult recreation a part of its business of learning, and permits itself to be the center of the events pertaining to health and enjoyment, it can remake the community so that the latter will be visibly enriched in happiness. When the adult program is tied on to the school, it ceases to be an afterthought, and is a course of events to develop the proper attitude in the minds of both the adults and the students. Then life does not tend to be sharply divided between the in-school and the out-of-school group, but is more nearly a continuous flow of life which breaks up the formal atmosphere that school often builds around itself. One educator says that such a situation or condition tends "to break down the formal disciplinary and authoritative atmosphere of the school making for greater cooperative spirit and resulting in really significant contributions to democratic, happy living."¹³

The facilities that fulfill recreational needs are almost limitless. The only prerequisite is a central meeting place, and poor and meager indeed is the locality that cannot furnish that. The vacant lot, cleaned by volunteer labor, or the schoolground is ample for out-of-doors games. The school plant itself furnishes a place in which to meet

¹³N. L. Englehardt, and N. L. Englehardt, Jr., Planning the Community School, p. 13.

and to play. It is sometimes more suitable than a community house if the latter has been just haphazardly erected for a meeting place, because the community house in rural areas and in small villages is not so suitably equipped as the school gymnasium. If neither place is available, there is a glaring need for such organized thought as may be necessary to focus attention on the lacking facility.

There are many activities that can be included in the group of recreational and avocational projects. The leader is usually repaid by the happy buzz of conversation, or by the absorbed look, or by the cry of triumph for the planning done before hand when games, sports, county fairs, festivals, and parties call for wholesale participation. Hobbies, or arts and crafts may call forth a little more individual participation. Throughout the activities, even though the group is involved, the emphasis is on the individual. It is he that needs to forget his vocation and take part in a diversion that is enjoyable and refreshing, and any community has the facilities for carrying on some kind of program. Even though most of the recreation should be free, there can be a certain per cent of paid projects that will increase the effectiveness of the other activities.

The index of a recent book dealing with community schools in rural areas lists among the recreations the following for community participation: athletics, Christmas festivals,

drama, fiddling, jigs-dancing, music festivals, library reading, outdoor theater, and square dancing.¹⁴ These furnish occasions for expression and relaxation. A little excuse for meeting and playing can achieve a great purpose.

Since the World War the farmers have had the advantage of group action which has taken three distinct forms:

First, cooperation with a view to raising efficiency and reducing the costs of marketing; second, cooperative and governmental action directed toward the raising of prices of farm commodities; third, direct government aid in the form of low interest rates, nonrecoverable loans, and benefit payments. . . . In recent years such payments have exceeded \$500,000,000 annually and have added from 10 to 15 per cent to the net income of farmers.¹⁵

When the jobs played out in the last decade and the bread baskets became empty, the hungry people had to be fed. These hungry people were afforded the opportunity to earn their food through jobs created by the Works Progress Administration. This medium never reached the entire jobless group.

Labor organizations have functioned for a long while and have developed techniques of obtaining their demands. Inefficient individuals have the benefit of the group bargaining power. These individuals should also have the benefit of the power of such a group to direct them into such work as would demand their capabilities.

¹⁴Elsie Ripley Clapp, Community Schools in Action, 426.

¹⁵Maxwell S. Stewart, Your Income and Mine, pp. 23-24.

Many employment agencies are in operation over the country for the purpose of better distributing labor. Each community should keep in contact with the labor marts through these agencies to inform its citizens with the least expense to them. This can be a part of the adult division of the community school effort to serve all the people.

Summary of Facilities

Child Facilities.---

Of the children of the local community, 98 per cent are with their parents.

Many of the homes are not adequate for giving child care.

Pure water is lacking in 50 per cent of the homes.

Food variety is not available to many homes.

Although health textbooks are furnished in four of the elementary grades, they are used for little more than a reading course.

Health is discussed in classes in General Science, Biology, Homemaking, and Civics. There is no specific effort for a health program.

No regular dental or health examinations are held in the community.

Homemaking courses are available for teaching children the proper family relations.

Many articles of Indian days are to be gathered. A large collection in local community is already available for study.

Beautifying school properties and vacant places about the community furnish civic activities for children.

The school is a laboratory for teaching respect for property.

Approximately 20 per cent of local homes have radios.

Radio programs are heard in school.

At least 30 minutes of directed play is available to each child in school, with games, drills, and folk dances furnishing the main activities.

Rhythm bands and choral singing, with some emphasis placed on art, are part of the recreation for children.

An additional 45 minutes per day is devoted to more or less free play.

An 18 weeks' course in safety education is offered to freshman high school students.

The school class rooms and gymnasium are well heated and ventilated and electrically lighted.

Little or no vocational guidance is given except by individual teachers.

One Boy Scouts group of 15 members is in the community.

Youth Facilities.---

No more than 20 per cent of the graduates of the local

rural community school can find work in the home area in order to make home life partially secure.

Fully 10 per cent of the homes have no conveniences.

About 50 to 60 per cent of the homes where youth are have radios.

Three well-planned homemaking courses are available for youth in preparation for family life.

Food variety is lacking in most homes.

Civics classes and student participation in school government are aids in preparation for citizenship.

Dramatics may be studied in the auditorium of the school.

One young people's Christian organization functions in the community, along with two church schools.

Senior class trips are made each year after school for pleasure, experience, and educational advantages.

The National Youth Administration aids about six students per year to stay in school.

Federal security and credit organizations are available to assist youth in getting an economic start as a farm owner or operator.

University and college extension services furnish valuable help in establishing a home and in carrying on home industry.

Cooperative clubs are functioning in many communities.

Adult Facilities.--

Of the 150 families in the area at least 40 of the heads of them are on relief rolls.

Family incomes, counting work relief, range between \$200 and \$2,000. The average income is from \$300 to \$500.

Approximately 10 per cent of the families have a daily newspaper, 75 per cent have at least one magazine, 25 per cent have two or more magazines, and 20 per cent have a county paper.

No indoor toilets are available. Many families have no outdoor toilets.

About 10 per cent of the families have running water in the house. Well buckets and ropes and pulleys operating on surface wells are predominant for securing water.

Most families have gardens, and about 40 per cent do adequate canning.

Fully 20 per cent of the homes have radios.

About 85 per cent of the homes have some sort of motor conveyance.

Law enforcement officers are 15 miles away.

The county health officer lives 23 miles away.

A large auditorium is available for civic functions.

Doctors live 15 to 26 miles distant.

Hospitalization, dental, and eye care can only be had at a distance of 15 to 26 miles.

One small drug store operates in the community.

One home demonstration club of 15 members carries out home and civic functions.

At least 60 per cent of the houses need repair and paint.

Screened windows and doors should be placed on many houses.

Wall paper, floors and safe flues are items to be improved to make home living better and standard of living higher.

Beautiful home yards and a beautiful school yard would tend to stimulate community pride.

Business houses and fixtures and goods arranged attractively may also show a renewed community interest.

CHAPTER IV

AVAILABLE PROGRAMS

Newlon's Proposals

In order to help the new democratic schools to break away from the formal method of presenting facts, Newlon suggests what he calls a community school program, but which is in reality a plan for such a program. Other educators advocate in the main the same plan and hope that by following this method the school will help alleviate the feeling of insecurity in the minds of individuals. Here is presented a summary of Newlon's plan:

A community school program would provide a central core of experiences common for all.

Understanding of the present must always include understanding of the way in which the present came about, of the forces that produced it. The curriculum for the new school will be definitely planned to include a study of the past wherever it is essential to understanding of the present.

In planning this curriculum the old arbitrary and sharp division between the elementary and secondary school will disappear.

In the elementary school some provision will need to be made to insure mastery of certain essential skills, as for example, reading.

The high school will offer most of the subjects of the present curriculum, but under such a plan subjects will be pursued by those genuinely interested in them and have the requisite abilities. Subject teaching will parallel core curriculum.

Teaching in every subject matter area will be redirected. . . . The study of community planning, both material and cultural, will receive the attention that it deserves and will challenge the creative abilities of youth in every medium of expression--in literature, in music, in the graphic, plastic, and the industrial arts, in architecture, in design of the home.

Upon this school and the education it will afford children and youth, will be built a varied program of adult education. (Such a program will provide opportunities for continued vocational and technical education, or re-education, opportunity for the cultivation of scholarly, artistic, or leisure interest, and, above all, opportunity for the study and discussion of economic, political, and social problems.)

The schools should not and cannot be a thing apart from the community if it is to serve its rightful purpose. Our plan must provide for the fullest possible participation of children and youth in community life. The school itself partakes of the nature of a community. The children should manage the life of the school in so far as possible and increasingly as they mature. Nothing should be done for youth in or out of school that they can do for themselves. This does not minimize the function of the teacher as a guide. Rather, under such a system, it is increased.¹

Yeager's Proposals

Yeager says that it is not desirable to plan pattern home-school-community relations programs which can be adapted to communities of different sizes and types for several reasons; "First, problems of the home, school, and community are peculiar to each community; second, these problems should be considered where they exist and need determined

¹Jesse H. Newlon, Education for Democracy in Our Time, pp. 119-123.

as a result of study; third, and probably most important, the prevailing tendency of educators to imitate successful movements and programs in the educational field is not too conducive to scientific study of local needs and conditions."²

As any such program is being initiated and as it progresses, the following main essentials should be kept in mind:

Policies and programs of home-school-community relations should form an intergral part of the general education policies and programs of the school. To this end they should be given their allocated position in such a program. Good administration requires board of education approval and support.

There should be a clear understanding of the objectives formulated as a part of any home-school-community relations program. In the formation of these objectives, consideration should be given to:

1. Educational objectives of the general educational program.
2. Adaptation of objectives to the program.
3. Reasonable assurance of probable success of objectives selected.
4. Cooperative review with leaders in school and community.
5. Re-evaluation in light of trial.

In setting up a program of home-school-community relations, attention should be given to:

1. The philosophical approach
2. The policy level adopted
3. The organization set up

Leadership is essential. The administrative head of the public school, or some one delegated by him under school board authorization, is the natural educational leader. Where leadership initiates within the community,

² Wm. A. Yeager, Home-School-Community Relations, p. 488.

it should be co-ordinated with some direction within the public school, as through committee or council membership.

The program approach selected should be one that seems to fit into the immediate situation. Approaches selected on lower levels should move progressively forward.

Wherever it is feasible to do so, scientific determination of all aspects of the program should be based, in whole or in part, upon the survey approach.

Areas of service, properly delineated and organized, should be carefully considered in the formation of any program.

The solution of the school and community problems is a logical outcome of the program. To this extent it should be highly practical in nature.

The means of participation in any home-school-community relations program should receive careful consideration. Two aspects of participation are noted: first, programs of home-school-community relations as they advance towards higher levels should provide progressively for simple means of participation of a passive nature to forms of participation in which individuals and groups are actively engaged. The objective of participation ought to be the assumption of some responsibility. Second, programs of home-school-community relations on any level should provide for both passive and active forms of participation.

Division of labor goes hand in hand with division of responsibility. Whoever can do the job best is always preferable, but may not always be the most expedient or tactful approach, especially where personality and delicate issues are concerned.

The selection of the means of accomplishment is a matter of prime importance. Care must be taken to select those which seem predictive of best results. Selection should be made from media originating and available both within the school and within the community, as well as those usable at long and short range.

Timing the program is an essential feature. Consideration should be given to cycles, seasonal

emphasis, emergencies, and both urgent and obsolete issues.

Contacts with state and national agents and agencies are desirable for such services as they can render.

Some scientific appraisal of the results of any program is necessary. At the present time these means are not adequately available. Until objective means of measurement are available, subjective evaluation should be utilized.³

Health Program

Realizing that a well body helps build a well mind, the program builder must not include health education as just one more subject, but must place it carefully as part of the foundation for the curriculum. No other aspect of the curriculum will so nearly meet the common interest of the home and the school. Brueckner outlines the school's obligations which include first, a healthful physical environment, such as temperature, lighting, adjusted seats, safe drinking water, sanitary toilets and washing facilities, safety and fire protection; second, protection against emotional hazards due to a bad mental hygiene environment--a far more serious health problem than sanitation--and the provision of those constructive influences which tend toward the upbuilding of a healthy and well balanced personality; third, a sound and vital instruction, covering mental, emotional, and social, as well as physical, health with two objectives:

³ Ibid., pp. 488-89.

to provide an understanding of the body and to develop useful and constructive health habits; fourth, a program of health education and recreation; fifth, a program of "Health Service" to determine the health status of the child and to correct defects.⁴

Maxwell S. Stewart responds with a seven point program that is too broad for a community of limited means, but worthy of inclusion here as an optimum for attainment:

Health supervision and infant and child care at stated intervals throughout its period of growth and development.

Health instruction in schools and health education for parents.

More intensive programs of safety education.

Better advice on food and food preservation.

Mental health service when needed.

Medical care for sick children at home, clinic, or offices of qualified physician.

Hospital care, as necessary, in approved hospitals with special facilities for children.⁵

Stewart's Proposals

The community school program is four fold and extends from "the cradle to the grave" and must include the following groups: the preschool child, the school child, the

⁴ Leo J. Brueckner and others, The Changing Elementary School, pp. 273-281.

⁵ Maxwell S. Stewart, America's Children, pp. 23-24.

youth, and the adult. Most reference is made to the pre-school child in the matter of health and recreation.

Soule and MacKenzie say that the preschool child should be immunized against smallpox and diphtheria; that he should be taught to help himself into and out of his wraps; that he should be lead to form the habit of washing his hands after toilet and before meals; and that he should be taught to keep chance articles out of his mouth and to use his handkerchief in an efficient manner.⁶ Efforts at meeting the recreation needs of rural preschool children are too meager to enter in this study.

A program for the elementary school is given by Stewart as follows:

Kindergarten work should be a part of the regular school program (and should receive state aid.)

Make the elementary schools, where possible, moderate in size--from 180 to 600 pupils--so that the students may have the best modern equipment and specialized instruction but as cheaply as possible.

Stress the basic tools--reading, writing, speech, and arithmetic--and expect every normal pupil to master them by the end of the sixth grade. These tools must be connected as far as possible, with actual life. Work in literature and reading should be greatly enriched.

Make the development of character the center of the school program by providing inspiring teachers connecting the subjects more closely with life, and

⁶E. S. Soule and Christine MacKenzie, Community Hygiene, p. 148.

fitting the school program with that of other community agencies dealing with children.

Revise the course of studies by cutting down the number of separate courses. . . . Pay more attention to general growth and development.

Take the individual differences of children more fully into account, and make greater effort to help exceptionally gifted and talented children. Cut down the number of cases where children are held back by failure to obtain promotion.⁷

The high school program presented by Stewart represents more fundamental changes than that of the elementary school. The proposed program is based on the report of the Inquiry into the New York schools. The Inquiry does not criticize college preparatory courses to the extent of removal, but suggests a more specific program to fit youth for useful citizenship, with ability to support themselves and to enjoy individual growth. To achieve this it would:

Begin a junior high school program with the seventh grade. . . .

Devote the greater part of the time up to the end of the twelfth grade to such studies as general science, human relations, community life, world history, general mathematics, The basic skills, such as reading and writing, should be given special attention in cases where a student's early schooling has been weak.

Recognize the school's special responsibility for character education . . . by organizing student activities and furnishing inspiring leadership. Make understanding and enthusiasm for the democratic system part of character education.

⁷Maxwell S. Stewart, Schools for Tomorrow's Citizens, pp. 23-24.

. . . Have choices of subjects. . . and experiences of student government, clubs, and other activities which should play a big part in the school program. . .

Allow students to leave school at sixteen if they have real jobs. But otherwise keep them under the eye of the school until they are eighteen, or have obtained jobs. They may keep on with their education in school or out, as the students and their advisors determine, but it should be a continuation of the general education described above.

Add new cultural and subprofessional courses to the high school in order that these students may have the training which they need beyond the twelfth grade. Some vocational courses should be included. . . of a broad character. . . . Somewhat more specific courses. . . should be given for students beyond the twelfth grade.

Establish a guidance service in each school . . . to aid boys and girls. . . until they have found satisfactory jobs.

Give special attention to gifted youth and to handicapped youth, not only for their sakes and the future of society, but in order to deal more satisfactorily with ordinary students.

Improve libraries, and place increased emphasis on research, reference, and field work. Stress also English expression and broad reading.

Give more attention to mental and emotional health in the school health program.⁸

The program for adults as outlined by Stewart from the Inquiry suggests that:

Some member of the school staff be appointed as co-ordinator of adult education in each school district.

Each district have . . . an unpaid advisory

⁸ Maxwell S. Stewart, Schools for Tomorrow's Citizens, p. 23.

council, representing all of the important agencies likely to be interested, to survey educational activities for adults and to make suggestions for eliminating overlapping and for providing such new activities as may be needed.

Courses for industrial retraining and occupational advancement be established as part of the local program. This should be in addition to the federal-aid vocational and industrial rehabilitation programs which should be continued.

Schools and other public buildings suitable for adult education be made available for such projects under plans to be worked out by the co-ordinator.

Libraries, particularly in the small towns and in the country, be improved by adding to the existing state funds for public and school libraries.⁹

Principles of Program Making and Curriculum Improvement

The school has long been a mechanized process with an occasional change here and there to meet the current styles in teaching. But democracy through its schools is at last making itself felt, not by setting before everyone a traditional textbook procedure, but by helping the student to find a way to correct living, a way "which begins as a growth and uses adult forms and standards to promote better and better organization in the personal and social relationships of the child."¹⁰ These schools in a democracy,

⁹ Ibid., p. 26.

¹⁰ Harold Rugg and others, Democracy and the Curriculum, p. 174.

according to Newlon, are duty bound to do the following things:

They should acquaint their pupils with what is significant in man's progress from savagery to, and including, his present stage of civilization.

They should teach their pupils to think as clearly as they are able to do. Implied in this is training against the influences of prejudices and propaganda, fears, and selfishness. It involves study and the discussion of moot questions, and the forming of opinions, though often only tentative ones.

They should make clear the difference between the ideals of democracy and the fundamentals of other ideologies.

They should give their pupils experience in carrying on group affairs, and should give them such contacts with community affairs and participation in them as proves possible and valuable.

They should avoid teaching the pupils what to think, even about a democratic form of government.¹¹

Miss Vivien Wallace Maves of Peabody College for Teachers made a study of the needs and interests of youth and worked out a technique whereby students and teachers checked against each other to determine relative agreement of what the interests and needs are and ought to be. From her study she recommends the following secondary curricular adaptations to meet the needs and interests of pupils:

To provide a flexible curriculum for all pupils, accompanied by a wide range of elective courses and topics of special interests . . . select those experiences on which there is the greatest agreement of interest and desirability between the opinions of

¹¹Newlon, op. cit., p. 212.

pupils and teachers, respectively. This necessitates submitting a check list of activities similar to those in the questionnaire used in this study.

To provide opportunities for desirable social relationships among pupils.

To provide opportunity for obtaining certain vocational information and skills likely to be profitable to pupils during the period of vocational adjustment after leaving school.

To provide opportunities for the development of skills and abilities which may be of value for the constructive use of leisure time.

To provide opportunities for pupils to develop desirable persistent interests. The satisfaction of present interests often opens new fields of interests for exploration.

To provide adequate guidance program, either through the efforts of individual teachers or by a special guidance counsellor. Using the techniques of this study. . . since the opinions from both pupils and teachers have been obtained, the responses from teachers for a particular pupil could be recorded on that pupil's questionnaire. Thus, with the responses of both pupil and his teachers available, the counsellor has for consideration some definite information.¹²

Programs in Action

PLAN FOR A RURAL HIGH SCHOOL (GRADES 7 to 12) AT ARTHURDALE

Seventh Grade

Science-- Beginnings in the methods of study.
Subjects introduced which would be re-studied more intensively in later years of high school:
Environment.
Weather conditions and effects of heat,¹²

¹² Vivien Wallace Maves, A Critical Study of the Needs and Interests of Youth, (An abstract of an unpublished Ph. D. dissertation, Dept. of Education, George Peabody College for Teachers, 1940), pp. 8-10.

etc., on soil, animal life, etc.
 Small garden.
 Geology--locally and for oil and steam
 transportation.

History-- Westward expansion of the United States and
 discovery resources, building, transporta-
 tion systems.

Language-- Informal speech and writing.
 Plays which grow out of history studies, etc.
 Use of library for as much voluntary reading
 as possible and for history and science
 studies.

Mathematics-- Common arithmetic, measuring for shop work, etc.

A discussion of shop work, music, drama, athletics, paint-
 ing for this class, as well as other classes, brings up first
 of all the point that there is work to be done in all those
 lines, and another point that the kind of work to be done de-
 pends on several factors: the environment and resources in
 soil, buildings, stage, shops, and teachers; the cultural
 background of games, drama, music, songs, stories, lore, danc-
 ing; farming, mining, industry; the seasons of the year; and
 each individual or group has arrived.

EIGHTH GRADE

Science-- Some work in the woods and in a small school
 garden.
 Study of electrical communication as a further
 step in doing a science and making use of
 both shop and laboratory as needed.
 Applications of electrical power to houses,
 motors, transportation.

History-- The subject of communication as a local prob-
 lem and a world problem as relations of
 people.

Language-- A continuation of seventh grade work--as a
 tool in study or for pleasure in drama,
 reading, etc.

Mathematics-- An advance in simple calculation can be made
 to applications of measure, to instruments
 in building, business, and science (surveying,
 weighing, etc.).

NINTH GRADE

Plant Science--Local botany, garden and field crops, herbs, shrubs, and seedlings.
Share in care of green house and nursery.

Biology-- Fertilization, hybridization, selection in plants.
Soil bacteria and protozoa, fungus and insect helpers and pests, balance of animal life, nitrogen cycle, etc.

Chemistry-- Plant growth and plant foods and products.
Soil, fertilizers, insecticides, herb drugs.

Economics-Mathematics--Costs in production of plants and marketing of nursery and greenhouse stock.
Records and calculations over a long period of time.

Language and History--The first step in analysis of language is a study of the history of written records as they are related to alphabets, writing materials, meanings and use of symbols--whether linguistic, phonic, mathematical, musical, etc.

To make a study of records it is useful to consider the study of both history and language, and to build in both with reading in history and literature with emphasis on England and the development of the English language. In later years this background for study of the language and modern language practices and resources and medium of expression is valuable.

Economic organization--structure in Middle Ages.
Dramatic work and music are of direct help in the use of language and in history in such a case as production of a Craft Guild play at Christmas time.

Painting and shop work are indispensable in the study of records and in drama of this sort.

Perhaps the more practical study of writing English comes in preparing a record of science work, etc.

Home Economics--Dealing with agricultural produce is almost as essential here as raising it, and a study with the girls must be done on foods for home use, as well as canning or marketing of specialties in food line.

TENTH GRADE

Animal Science--Biology, especially studying poultry, dairy, bee keeping.

In studying diseases, tests and pests, and the economically important bacteria, etc., in dairy products, biology becomes of social value. In addition, the talks of the doctor and the agriculturist, dairyman, etc., all offer related facts to study.

Chemistry-- Analysis of food values in feeds and diets, strengths in disinfectants and chemical changes in foods caused by bacteria or blocked by preservatives and handling of products.

Economics-Mathematics--Marketing of poultry and dairy and bee products and relative costs of production. Mathematics of store keeping and accounting. Study of pure food laws.

Home Economics--Food values in planning meals in rural areas where canning, butchering, garden season, and long winters have to be considered.

Language-- Recording of economic and scientific studies in form for use in homes. Study of the technical details of writing in studying the printing press.

History-- Activities in the discovery of the world as seen especially in the developments which contributed to the invention of printing and book making.

Processes in making paper, design and casting of type, wood cutting.

Printing, and political changes, economic influences and expansion and beginnings of nationalism.

(Both the art and shop room need to be drawn in on the above studies.)

Music and Drama--The opportunities and playing of instruments and the giving of plays begin to have their own development and to be a community as well as a school activity. The development of arts in the community, as well as of economic and scientific studies, depends on how well the school bridges the gap between the school children and the adults. Most of this has to be done in the later years of high school.

Athletics-- Similarly, games and teams begin to be an interest to the community as well as to the school and are the first step in developing good rural recreation, where the gymnasium and stage become the center of activities for the weekends rather than the town movie and dance hall, etc.

ELEVENTH GRADE

Chemistry-- Mineral products used in local farming and industry analyzed and tested. Study of by-products in farm and industry. After having studied various phases of chemistry in three years of high school, the students should be fairly well accustomed to use of a laboratory and many of the principles of chemical actions.

Geology-- This area is full of valuable mineral, oil, and coal deposits, water power, etc., which are the basis of much industry and are the source of products in use of farming and trades, such as glass. The geologic study of the area is thus of value for chemistry, economics, and also the social history of West Virginia people.

Economics-Mathematics--Value of minerals and products such as glassware. Study of economic structure--production and consumption--with a view to understanding problems of West Virginia, and what determines price and value. School "bank"; bookkeeping.

- History-- Economic and international.
- Language-- Job and book printing. Compilation of pamphlets useful to the community or in outside contacts with schools, city markets, etc.
- Shop-- Craft work in use of mineral resources, such as production of agricultural lime and use of pottery clay and glass materials for glass making and blowing. Here is one field where many of the men of the community can draw on the school, or contribute their knowledge and help in such work as the glass trade.
- Home Economics--Budget for households.
Studies of standards in foods, rural standards of living and resources.
Contacts with homes and women of the community.

Drama--

Music--

Art--

Athletics--

TWELFTH GRADE

- Mechanical Science--Related to previous studies and materials, such as lime, concrete, and development of power with coal and water, gasoline, etc.
- Chemistry-- Fuels, oils, distillations--alcohol from waste produce, etc.
Soybean products.
- Economics-Mathematics--Purchase of fuels and electricity for local consumption.
Study in machine invention and machine production as against hand crafts.
School "bank"; bookkeeping.
Nature of fashions and advertising in marketing produce.
- History-- Industrial-social problems of machine age in America which are vivid in this area in coal mining, but also in farming, mills, glass factories, etc. Local government and social organization.

Language-- The study of communication through printing, group discussion, electrical and other machinery, culminates in developing a local newspaper--for which as yet there is no completely satisfactory model. The kind of newspaper has to be worked out in relation to this kind of community, where the newspaper would be not a business but a medium of communication and expression, and in relation to the equipment which is available here.

Shop-- Mechanical shop for work on gasoline and electrical motors and machines used in farming or industry.
Construction in concrete, wood, etc.
Designing and planning.

Home Economics--Home crafts as possible source of home furnishing and income.

Drama--

Music--

Painting--

Athletics--

Note: . . .Further: as classes graduate there will be shifts in the types of work needed to be done and the relations between the non-school members of the community.

Already there are graduates who wish to continue school work as student teachers or assistants in various lines of work which have been developed in school. There will thus be need for just as careful attention to post-high school students as to those who are studying their own community in school.¹³

The Rappahannock Program¹⁴

The plan of each grade of the new curriculum at the Rappahannock school as reported by the principal in charge is as follows:

First grade. The work for the first grade grows out of the pupil's interest in his home and school.

Second grade. The plan for the second grade grows out of the pupils' knowledge of the various activities in their community. Their experiences now center around helpers in the community, such as doctors, policemen, sheriffs, dentists, laborers, clerks, and nurses. Ways to travel, recreation, ways of making the community attractive, and the community's protection of life, health, and property suggest experiences of interest.

Third grade. Pupils enter the third grade with an understanding and appreciation of their home, school, and community. In this grade their knowledge is broadened through a study of the influences of the forces of nature on communities which are different from theirs. They find out how people and plants and animals in communities which are different from theirs adapt themselves to the forces of nature, and how such people need to protect themselves from adverse weather conditions. The class experiences lead on to a consideration of foods and products raised in other climates, of methods of transportation in other communities, and of types of recreation in different countries resulting from environmental forces. . . . The experiences involved in this grade, as compared with those of the first two, must be predominately vicarious, which places more of a challenge upon the teacher. The establishment of the appreciations suggested for this year's work must not be confused as the mere coverage of subject matter. The success of the undertaking revolves largely around the factor of interest.

Fourth grade. When children enter the fourth grade they have an understanding that people live in different ways according to the climate in which they live.

¹⁴Note. The Rappahannock District High School is in Center Cross, Virginia.

In the fourth grade their knowledge is broadened to include frontier living. They find out how pioneer people met their problems of providing protection for themselves; they investigate the materials of which the pioneers built their homes; they study the foods the pioneers brought with them and those they found; they study the preparations which were made in producing more food; they treat of the need for the production of clothing; they study the means people used to communicate with each other; and they learned to appreciate the contribution the frontiersman made to modern living. In this comparison of pioneer with modern life, the teacher must again be warned that vicarious experiences should not be forced experiences.

Fifth grade. In the fifth grade the pupils explore inventions and discoveries which make possible a civilization in which man controls and directs forces of nature more effectively than ever before. The fifth grade is interested in all kinds of inventions and discoveries, such as radios, telephones, gasoline engines, and electric lights. He accepts these and many other inventions as part of his every day life. These interests lead into experiences which develop an understanding of the meaning and importance of these things to his own life at school, at home, and in the community.

Sixth grade. While the fifth grade led to an appreciation of the effect of inventions and discoveries on the individual's life, the sixth grade emphasizes their effect upon society. The work in the one grade acts as a background for the work in the other. In the sixth year comes a broader understanding of what machine production means to social life. For instance, the pupils learn that with machinery it is possible to produce more goods and services than can be consumed. He appreciates that this ease in the production of the material things of life means more leisure time for him. This feature of the course presents the teacher with a real challenge.

Seventh grade. The prior to the seventh grade has emphasized the social aspects of life--how man has learned to control his physical surroundings, what he has accomplished in the fields of science, and how he controls these physical forces through his discoveries and inventions. In the seventh grade the pupil comes to an understanding of some of the results of this power which man has over his physical environment--the social problems which make living more complex and which emphasize the interdependence

of individuals, groups and nations. He should be able to understand that a satisfactory social adjustment has been ever more difficult than conquering the forces of nature, that man is naturally selfish in his dealings, and that because of this condition social and governmental agencies are constantly operating to bring about social planning and co-operative living.

First year, high school. In the eighth grade the entire core course is centered around the topic "The Effects upon People of Man's Modification of Natural Forces through Inventions and Discoveries." The work is built upon that of earlier years.

Second year, high school. The core course in the ninth year is centered around the topic "The Effects upon People Living in Simple Agrarian and Complex Industrial Societies."

Third year, high school. The tenth year shifts to the topic, "The Effects upon People of the Efforts to Extend Democracy."

Fourth year, high school. In the eleventh year the core is centered around the topic, "The Application of Democratic Concepts in American Life."

A Point of View. The point of view accepted by the Rappahannock School for its curriculum is:

1. The school is an agency of society for its perpetuation and recreation.
2. Growth processes in individuals and in society are resultants of continuing interaction between individuals and society.
3. Individuals differ in interests, abilities, attitudes, appreciations, understandings, habits, skills, and capacity to learn.
4. Growth is continuous.
5. All learning comes through experience.
6. An individual tends to avoid experiences which annoy and to seek experiences which satisfy.
7. The school can serve as a creative institution only as it succeeds in controlling through its curriculum the experiences of learners so that cultivated, integrated, and individualized personalities are developed.¹⁵

¹⁵Harold Spears, The Emerging High-School Curriculum, pp. 103-106.

Local Problems

Miss Clapp suggests the following problems for the combined study of school and community:

Economics.--

Production, marketing, calculating costs, buying.
Essentials of business management.
Accounting and bookkeeping.

Chemistry.--

Glass and minerals.
Fertilizer, soils, disinfectants.
Clay.
Plant and animal metabolism nutrition.
Food, feeds, dairy products, substitutes.
Fuels, preservatives, consumer research.
By-products, distillation, wastes.

Biology.--

Dairy health and dairy products.
Selection in cows, chickens, etc.
Water tests, certification of milk.
Insect pests, diseases.
Helpful bacteria, yeasts, molds in soil, industry,
animal bodies.
Bees.
Selection in plants, grafting.

Rural Produce--Foods.--

Cheese, butter.
Preserves.
Greenhouse flowers, vegetables, seedlings.
Honey.
Poultry, eggs.
Seed varieties for this climate.
Canned specialties.

Communications.--

Newspapers.
Technical, economic, and craft bulletins.
School material for recording and distributing literature for children and adults.
Means of expression for members of community and means of closer contacts.

Recreation.--

Athletics.
Drama.

Music, singing, orchestra, folk music.
 Dancing.
 Library--literature, periodicals, reference books.
 Arts--painting, modeling.
 Crafts--pottery, woodcutting.

Shop and Craft Lines Which Could Be Developed with Adults.--

Wood tools.
 Glass-blowing.
 Pottery-firing.
 Beehive equipment.
 Typesetting, printing, woodcutting.
 Mechanics, design and construction.
 Sewing, quilting.
 Bookbinding.
 Advertising.¹⁶

In working out such problems as are listed above, the Arthurdale school did "primary research on what a rural high school can be, how rural students are to be fitted to their environment and how the school may develop economic and cultural resources on which to base healthy economic life."¹⁷

Summary of Possible Programs

Child.--

Basic tools such as reading, writing, speech, and arithmetic should be mastered by the end of the sixth year.

Programs recognize the general education of the child as opposed to any specialized training.

In so far as possible students should plan and manage school life affairs.

General growth with emphasis on character building is the core of all programs.

¹⁶ Clapp, op. cit., pp. 348-9.

¹⁷ Ibid., p. 349.

Inspirational teachers are determining factors in the success of any school program.

The school must be adjusted to take care of both the gifted and the handicapped child.

Information concerning the individual abilities and needs should be a part of each child's school record.

Promotions and diploma awards ought to be a responsibility of the individual school.

Youth.--

In the upper grade any lack of mastery of the tool subjects should be corrected.

Every school program should provide for after school study.

Programs should provide for first out-of-school adjustment.

Vocational study should be of a general nature rather than specialized.

In the upper grades the tool subjects become increasingly functional.

Vicarious experiences are to be introduced only by joint decision of pupil and teacher.

Schools should provide for recreational activities that may be continued through later years.

Adult.--

A maximum amount of adult participation is encouraged.

Securing adult participation depends on bridging the gap between the upper grades in school and the adults' interests.

Participation of the adult in the elementary field is necessarily passive except in the study of the school problems.

The program should be flexible to facilitate not only passive and active participation but progression from passive to active participation.

The most efficient leadership is not always the most expedient because of community tensions or conflicting personalities.

Physical features of the buildings should be so arranged as to break down the formal atmosphere so that adults will want to participate in a school-community program.

Industrial training leading to occupational advancement should be a part of the local school program in addition to the use of Federal subsidized courses.

General.--Child, Youth, Adult

Set programs for any and all size schools are impossible.

School programs must be individual to the local community.

Generally, the programs proposed are experience programs.

Any program initiated must have the Board approval.

Leadership should initiate through the head of the school.

The means of approach that will most likely command the whole hearted approval of the community and will bring about successful results should be selected.

There should be as much care in timing as of selecting the approach.

A library must be available, sufficient for both recreational reading and research in the school and in the community.

There should be an appraisal of the results of the program in action or the one completed.

Every possible advantage should be taken in connection with state and national aids.

Program material wherever possible should come from the local community.

Aspects of the program should be based on the survey approach.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

General Analysis

In a democracy, the needs of children, youth, and adults are the same in one locality as in another. This study reveals that the facilities for meeting the needs are greatly divergent in equality both as between the rural and city communities, and as between one rural community and another in different sections.

Each community has its particular cultural background, its types of industries, and its specific physical resources. These life factors are not satisfying to all members of any one community. This fact causes those people who desire something different from the home community to search elsewhere for satisfying living situations if at all possible to go. Then the local situation takes on a broader influence and the result is a closer tie with many communities.

The needs of all age groups are determined by the sum total of the needs of all people in a democracy. These needs are so determined because the equality of a free people is perpetuated through the democratic ideal. Since democracy is maintained for the purpose of protecting the rights

and liberties of the people under its influence, it is necessary that the needs be determined on a broad scale.

Each community has its immediate needs which are usually interpreted in terms of facilities, or of lack of facilities, for maintaining the ideals of a free and equal people. The purpose of this study will be satisfied in a program that will help the people of a community to interpret their needs and facilities in the broad terms of the democratic ideal.

Findings and Conclusions

Child.-- After reviewing the needs, facilities, and programs available, it seems safe to say that the health needs are alarming, and facilities are woefully absent, but the programs are highly suggestive of a more satisfying school life.

The facilities still indicate narrow subject fields. Yet the need is for the education of the whole child, and the programs reviewed point to all learning as an integrated process with provision for all levels of ability.

Since children need love and character education, and since homes are often lacking in this quality and church influences are limited, the available programs indicate that the child's needs can best be served by sympathetic leadership which directs the child into channels of wholesome living rather than the acquiring of a knowledge of unrelated facts as laid down in textbook lessons.

The work-a-day world demands a knowledge of basic skills. There is a facility wherever there is a well-equipped schoolroom and teacher the direction of a program providing for the learning of these basic tools through the child's home-school-community experiences is desirable.

The need for a health program in a rural community is more specific than the facilities and the program can provide. The child's emotional nature and physical development can be cared for, but little or no means are available for doing specific examination and remedial work.

Youth.-- There are very few facilities in any rural community for meeting the needs of its youth.

It is a difficult task for any school program to educate a youth in a community where security for home life cannot be had or to prepare him for obtaining work in a larger community where chance of employment is indefinite.

It is evident from the programs reviewed that a great deal of effort is being made to further train youth after he has completed the normal secondary course. This extra training should be, and programs suggest that it can be, more intensely technical and of the short-course variety in order that the individual may accept available employment at any stage of his study.

By the time a youth has become a regular graduate, he is ready to assume some initiative and leadership in

determining his own recreational and cultural needs and also in determining the means of satisfying them.

Therefore a carefully planned and well balanced training in study and leadership should be offered during the last few years in school and for as long after his formal schooling as he can be induced to participate.

Adults.-- A large per cent of the adults of the rural community are insecure because of lack of home employment, and are therefore passive about community activities.

The burden of the community-school relations program is to determine the resources available and to secure through expedient leadership, a planned program for active participation.

Low incomes prevent families from having proper health care, but through community-school cooperative efforts, certain minimum health services may be purchased.

Practically all community recreation is sponsored by the school, which has the only available facilities for carrying out community activities on a community-wide scale. The community-school program provides for the discovery of what recreational interests would be and for the carrying out of such activities as would satisfy those interests.

Children have the school to lead them to conclusions, but the rural adult is often without proper guidance either

by the printed word or personal leadership. Therefore, his learning is purely accidental.

Civic responsibility is assumed only when civic interests are aroused.

Therefore the adult should be brought into active participation in a community program, where his needs can be discussed and resources can be determined, so that he will discover the assistance he needs to improve his home, his work, and his social and civic relations.

General.-- This study reveals that each individual community must solve its own problems with whatever aids it can secure from outside agencies; that the survey technique has been used widely in determining a program based on needs and facilities; and that all available resources in the community are considered as having value for the education of the child, the youth, and the adult.

Therefore every community can and should form some organization or work through an established organization as a medium through which the study of its resources may be made.

Proposed Program

It is proposed that a program of study and experience be best suited to this situation. There is no provision for outside financial help, and no additional teachers are available. There are ten teachers and 290 students in the

twelve grades. There are nine class rooms, one large study hall, and one gymnasium-auditorium.

Child--Grades one to six. An enriched form of the following subject matter areas should be offered in these grades:

Reading and literature in free textbooks and supplementary readers with a great deal of reading through the local and the county school circulating libraries

Language in the oral and written forms for basic skills

Socialized arithmetic emphasizing its use in local affairs

Social studies as developed about pupil interest and with teacher guidance

Health education in connection with a community-wide effort for improvement

Clubs for music, art, citizenship, drama, and play

To tie on to the upper grades, encouragement will be given for the older students to assist in the direction of play and club activities.

To tie on to the adults, visits to clubs and stage programs will be insisted upon--women will be invited to help in costuming and decorating, men in the matter of exhibits at fall and spring festivals and in the study of any community resource that may lend itself for that purpose.

To this end an adult study group will work under the direction of the Elementary Principal to study the plant life of the community. Two expected outcomes of this study

group will be improved home yards and an improved school campus. Contributors to this study will be the County Agriculture Agent, the County Home Demonstration Agent, and college instructors from nearby institutions.

Child--Grades seven to nine. It is expected that by this time most of the pupils will have mastered the basic skills. Also, that they have a social background of the knowledge of home and community services; of other communities' efforts in protecting, feeding, clothing, and educating their inhabitants; of the frontier contributions to modern life; and of the many inventions and discoveries.

The child will begin now to interpret the meaning of these modern facilities for living and their consequent effect in giving him more time to use for himself. He will come to understand the complex and interdependent ways of living, and the necessary adjustments society must make because of man's selfish dealings. He finally will consider and will draw some conclusions as to the effect on people of man's ability to control the forces of nature through invention and discovery.

Club work will be continued with a wider choice of activity and pupil direction. Remedial work will be given in the basic skills, but student activity will not be penalized because of lack of these skills. However, lack of ability may be a limiting factor.

Youth--Grades ten to twelve. In these upper grades effort will be exerted to define the work in broader social terms. It is hoped that the pupils following this program will have reached sufficient maturity of understanding to work out increasingly more difficult problems in these three grade levels--such problems as the resulting change in people living in rural agricultural influences and in involved industrial surroundings; as the changes that may be expected in making society more democratic; and as the manner in which the ideals of democracy fit into the American way of life.

For these older students in school and for any out-of-school youth, whether graduate or undergraduate but who may care to take part in a more complete educational effort, there will be offered a number of opportunities to do short subject features in several fields, some of which are listed below.

Home and school repairs.

Handicrafts such as basket-weaving, or the making of quilts, cotton, wool, or feather.

Dramatics and choral, work

Direction of physical education groups in the lower grades

Typing and typesetting in connection with the local newspaper

Orchestra

The economics class composed mostly of seniors will be broadened to include an intercommunity relations study. This idea evolved from the experience of three previous years in which the senior classes just graduated took trips for pleasure and social development and each time found that a more thorough knowledge of the places visited would have been invaluable. The interest in the trip is sufficient to motivate a lengthy study of one or more communities. To this end the parents of these students will be invited to discuss all the possible places to which such an excursion may be made and to select the ones most likely satisfying the demand for interest and value. Although the principal criteria for the study of any town, city, or other community, will be its points of interest, other features to consider will be its nearness, possible labor mart, industries, state and national significance, and trade area served. Throughout the course these various factors will furnish the principal content. Communication will be established between the class and all agencies of the community to be studied and visited, and with the aid of information gathered in this manner and recorded information about the place in histories, geographies, industrial guides, census reports, and state almanacs, complete data for the study may be had.

At the close of the course each student will prepare a report on some phase of the study and present it to the

class as a final test of the course. Then the actual trip will be made. First hand impressions gained in this manner will be checked against his study and a more beneficial outcome is expected.

The implications of this course are many. It furnishes a technique for future travel. It will supplement any vocational guidance given. It may help to determine the future school study, the place of residence, the choice of occupation, and an economical method for parents to give their children the broadening influences they would like for them to have.

Adult.--An attempt will be made to coordinate the work of the adult division with the regular school work. Women of the community will find their interests most correlated with the work in the homemaking department at school. The men's work will parallel that of the economics class, the community relations class, the business training class, and the occupations class. Their work will further parallel that of the vocational agriculture department which had been applied for, but has not yet been installed. Until then the assistance of the County Agriculture Agent will be sought.

Adult.--Women. An inventory will be made through the cooperation of the homemaking students and the adults concerning home conditions and concerning food supply available through home or cooperative gardens, through poultry and cattle production.

A committee of students and adults will make an outline of plans for study.

A program which will follow any or several of the following leads will evolve: bread making; canning; buttermaking; laundering; butchering; clothes making and buying; child care; food planning, preparation, and serving; the purchasing of food, linens, rugs, furniture, draperies, and electrical equipment.

Adult.--Men. For business interests the study may be concerned with swine and cattle perfection tests; farm contracts; drainage and soil conservation; farm management; and cooperative buying and selling with emphasis on local small or large crop possibilities.

Of special significance for all men will be discussions concerning local self-government, business ethics, propaganda versus truth, and socialized medicine.

Adult.--Community at large--Local problems for study will include school and community responsibility to children; the fun of creating things with the hands; community physical, cultural, and social improvement; safety devices and fire prevention.

Wider scope problems will include international affairs; the effect of war on farmers, business men, and consumers; reciprocal trade agreements; strength and weakness of our form of government; the South's mistakes such as the tenant system, the credit system, land uses, and its low educational rating;

Uncle Sam's help in job-finding; purchasing power of our taxes; cost of distribution; meaning of the census figures; and the significance of the ballot.

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