AN ANALYSIS OF THE NEEDS OF THE NORTHWEST INDEPENDENT SCHOOL DISTRICT AND THE CONSTRUCTION OF A POSSIBLE PROGRAM TO MEET THOSE NEEDS

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THESIS

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By 180256
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# TABLE OF CONTENTS

LIST OF TABLES ........................................... v

Chapter

I. INTRODUCTION ....................................... 1

   Statement of Problem
   Proposed Treatment
   Definitions and Delimitations
   Source of Data
   Related Studies

II. EXPLORATION OF SELECTED COMMUNITY PROGRAMS ... 8

   Selection of Programs
   Description of Selected Programs
      Arthurdale, West Virginia
      Ashwood Plantations, South Carolina
      Clarksville, Tennessee
      Goldsprings, Alabama
      Cottageville, South Carolina
      Crossville, Tennessee
      Jordan, South Carolina
      Kents Store, Virginia
      Macedonia, Georgia
      Ravenscroft, Tennessee
      Roger Clark Ballard Memorial School,
         Jefferson County, Kentucky
      Sheffield, Alabama
      Summerfield, Tennessee
      Tygarts Valley, West Virginia

   Analysis of Programs
      General Analysis
      Detailed Analysis
         Recreation
            Activities peculiar to farmers and ranchers
         Health and safety
         Education
         Library

   Summary

III. MAKING THE SURVEY ............................... 41

   Tabulation of Survey Returns
   Analysis of Survey Returns
   Summary
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Populations of Communities with Established Programs</td>
<td>10</td>
</tr>
<tr>
<td>2. Populations of Communities in the Northwest District</td>
<td>10</td>
</tr>
<tr>
<td>3. Appearance of Some Type of Activity in the Programs of the Selected Communities Under Five Classifications</td>
<td>34</td>
</tr>
<tr>
<td>4. Number and Types of Recreational Activities Found in Fifteen Selected Community Programs</td>
<td>36</td>
</tr>
<tr>
<td>5. Number and Types of Activities Peculiar to Farmers and Ranchers Found in Fifteen Selected Community Programs</td>
<td>37</td>
</tr>
<tr>
<td>6. Number and Type of Health and Safety Activities Found in Fifteen Selected Community Programs</td>
<td>38</td>
</tr>
<tr>
<td>7. Number and Type of Education Activities Found in Fifteen Selected Community Programs</td>
<td>39</td>
</tr>
<tr>
<td>8. Number and Type of Library Activities Found in Fifteen Selected Community Programs</td>
<td>39</td>
</tr>
<tr>
<td>9. Distribution and Return of Survey Questionnaires in the Five Northwest District Communities</td>
<td>42</td>
</tr>
<tr>
<td>10. Distribution of Occupations Represented in the Northwest District Survey</td>
<td>44</td>
</tr>
<tr>
<td>11. Tabulation of Survey Returns for the Five Questionnaire Groups</td>
<td>45</td>
</tr>
<tr>
<td>12. A Comparison of the Five Survey Questionnaire Groups in Representation on the Questionnaire and Representation in the Returns</td>
<td>47</td>
</tr>
<tr>
<td>13. Frequency of &quot;1&quot;s Checked for Various Items on the Northwest District Survey Questionnaire</td>
<td>48</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Statement of Problem

From the time that man first became conscious of a need for an organized source of knowledge, the work, study and plans of all educators have been toward the same ultimate goal, that of unifying all the environmental forces of a child so that he may derive the highest quality of benefit in the largest quantities. The only differences that have appeared in this long struggle are the methods used by educators in attempting to reach this goal.

In reviewing the past history of educational method, it immediately became apparent that progress has been made in long strides or movements. As to the number and approximate dates of these movements this study is not concerned, but it is concerned with a constituent of one of the later movements. The constituent here referred to is the survey. Essentially, the survey method is a part of the movement which is basing human thought and human conduct on facts objectively measured, rather than on the assertion of authority.\(^1\) In education, the

\(^1\)Hollis Leland Caswell, City School Surveys; An Interpretation and Appraisal, Teachers College, Columbia University, Contributions to Education, No. 358, p. 3.
survey movement in its broadest sense has been composed of many currents, but there are two general groups of educational surveys. One group is commonly referred to as subject-matter or administrative-problem surveys, and the other group is called locality surveys. The social survey is a branch or member of the subject-matter group with which this study is concerned.

The problem in this study was to determine the needs of the people of the Northwest District by a social survey, and then, on the basis of the results of this survey and the exploring of established community programs, to construct a possible program by which these community needs could be partially or completely met. The problem was considered fourfold in its scope. A solution was attempted through the following steps:

First, the needs were determined through a questionnaire survey.

Second, it explored other established community programs, operating under similar conditions, on five major points, namely, education, recreation, health and safety, library, and activities peculiar to farmers and ranchers.

Third, through an analysis of needs as established by the questionnaire and an analysis of the explored programs, a possible program to meet these needs was set up.

\(^{2}\text{Ibid.}, \text{p. 4.}\)
Fourth, it set forth the conclusions and recommendations arrived at in this study.

Proposed Treatment

A brief outline of the treatment of this problem was mentioned in the statement of the problem, but for the sake of clarity and more detail, the proposed treatment was considered by chapters.

The first chapter contains a statement of the problem, definitions and delimitations, source of data, related studies and proposed treatment.

The second chapter consists of descriptions of other community programs. These programs exist in communities and under conditions, as far as possible, similar to those under consideration in this study. Also, explorations were made around the same points as contained in the questionnaire, namely, education, recreation, health and safety, library, and activities peculiar to farmers and ranchers.

In the third chapter a thorough analysis of the returned questionnaires was made to determine what the actual needs of the Northwest District are, according to the opinions of the people themselves. Frequency of opinions and/or suggestions determine the needs upon which the suggested program was partially based.

In chapter four, through an analysis of the findings of chapters two and three, a proposed or suggested program was
set up whose objective was partially or completely to remedy the needs as determined by the questionnaire survey in chapter three. Also, the findings and recommendations of authorities in building a school-community program were considered.

Finally, the conclusions and recommendations arrived at in this study were set forth. This constituted the fifth and final chapter.

Definitions and Delimitations

In this study the locale under consideration is a special one. It is special in that it is now going through the major stages of consolidation and the necessary adjustments that follow consolidation. So, because of this fact, the situations and conditions that now exist in that community may be altered or changed to a slight degree in a year or possibly in a few months. Thus, taking this into consideration, the determined needs revealed as a result of the questionnaire survey may also change slightly. The proposed or suggested program that was based partially upon those needs may require corresponding revision.

The survey that is the primary basis for this study was carried out through a questionnaire. Webster's definition of a questionnaire is acceptable here: a set of questions for submission to a number of persons to obtain data for an induction or calculation of social, personal, and physical conditions. The "number of persons" in this study does not
involve all of the population of the district concerned, but merely a sampling of the population.

This study is limited to the area of the Northwest District which comprises parts of Denton, Tarrant and Wise Counties.

In looking at the statement of this problem two broad terms require special attention regarding their definition in this study, namely, community and community needs. Community needs are defined as those services which can be rendered by any part of the school or any phase of school work. For purposes of this study, the community is considered as a particular type of spatial group plus its culture, an activity circle which embraces the inhabitants of an area and functions in a specific manner. More concretely defined,

A community is a population aggregate, inhabiting a contiguous territory, integrated through common experience, possessing a number of basic service institutions, conscious of its local unity and able to act in a corporate capacity.3

Source of Data

Most of the data used in this thesis were obtained through a questionnaire survey of the Northwest District. One hundred and twenty-five questionnaires were distributed throughout the district to as many persons. Upon return, these questionnaires were tabulated and analyzed. Also, additional

3Lloyd A. Cook, Community Backgrounds of Education, p. 27.
data were taken from various studies that have been made and published, or not published, that concern home-school-community relations.

Related Studies

Weber made a rather complete study of home-school-community relations in Texas. The study covers underlying principles, objectives and the roles of the three parties in the programs, but the major idea was to compare what was actually being done with what authorities recommend. It was found that school-community relationships in general were not of the type or extent recommended.⁴

In focusing the problem a little more with respect to this study, Allen made a study in 1949 to determine some sound administrative steps in organizing a community school. The steps finally arrived at were measured or established by accepted criteria. Some of those steps that have a direct relation to this problem are

1. A community school should be organized where there is an existing need.

2. The planned program should have as its central purpose the welfare of all the people.

3. The program of the community school should involve activity, both physical and mental.\textsuperscript{5}

The study that most nearly parallels this one was made by William J. Miller. In this study Miller took the problem of determining a rural school-community program based on the needs of the people and the facilities available. The curriculum was given much attention. The study revealed that each individual community must solve its own problems with whatever aids it can secure from outside agencies and that all available resources in the community are considered as having value for the education of its citizens.\textsuperscript{6}

Another study given attention here is one that concerns only a part of the present study, that of a recreation program. Welch attempted to determine the principles and criteria of a sound recreational program for a rural community and to use these principles and criteria as a yardstick. Important criteria found were the following: it should meet the needs of the people in the community; provide opportunities for recreation for all ages; be democratic in nature; have ample facilities; and have organized and trained leadership.\textsuperscript{7}


CHAPTER II

EXPLORATION OF SELECTED COMMUNITY PROGRAMS

In beginning this study it seems appropriate first to examine a few of the more successful publicized community programs that are either in operation at present or have operated in the past. This is preliminary to setting up a suggested program to meet the needs of the Northwest District in a later chapter of this study. The experiences and findings of other communities in building similar programs are invaluable to a study of this type.

Selection of Programs

Much research was carried out and many programs were examined before the final selection of fifteen such programs was made for use here. In selecting the programs for analysis, an effort was made to choose those communities somewhat similar to the locales under consideration in this study. Similarity was sought almost wholly in population and location, namely, a rural or semi-rural setting. A list of the rural communities whose programs were studied in this chapter is as follows:

1. Arthurdale, West Virginia
2. Ashwood Plantations at Bishopville, South Carolina
3. Clarksville, Tennessee
4. Cold Springs, Alabama
5. Cottageville, South Carolina
6. Crossville, Tennessee
7. Jordan, South Carolina
8. Kents Store, Virginia
9. Macedonia, Georgia
10. Ravenscroft, Tennessee
11. Roger Clark Ballard Memorial School, Jefferson County, Kentucky
12. Sheffield, Alabama
13. Summerfield, Tennessee
14. Tygart Valley, West Virginia
15. Westmoreland Homestead, Pennsylvania

It is apparent that the community sites for the programs selected are principally in the South. Tennessee was the site of four such studies; South Carolina, three; West Virginia, two; Alabama, two; Virginia, one; Kentucky, one; Georgia, one; and one in Pennsylvania. This selection was not intentional, but the fact is that most of the studies made involving community improvement have been made with reference to southern communities. About these studies, Samuel Everett says that:

Recent studies reveal an astonishing situation in the South and point to the tremendous possibilities for the educative efforts of the community school. Here, indeed, is a fertile field, a paradox of poverty and wealth, of deficiency and abundance, of exploitation and waste.¹

Engelhardt observes that:

The organized community school programs of many southern communities have in them much from which the rest of us can learn. . . . These organized community school programs have grown out of necessity.²


²W. L. Engelhardt, "Building Community Schools," The American School and University, 1941, p. 18.
Tables 1 and 2 reveal great similarity in the populations of the communities under study here just as the similarity appeared in the location of these communities, namely, a rural or semi-rural southern setting.

TABLE 1

<table>
<thead>
<tr>
<th>Community</th>
<th>Population</th>
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<tbody>
<tr>
<td>Arthurdale, West Virginia</td>
<td>800</td>
</tr>
<tr>
<td>Ashwood Plantations at Bishopville, South Carolina</td>
<td>25</td>
</tr>
<tr>
<td>Clarksville, Tennessee</td>
<td>831</td>
</tr>
<tr>
<td>Cold Springs, Alabama</td>
<td>126</td>
</tr>
<tr>
<td>Cottageville, South Carolina</td>
<td>100</td>
</tr>
<tr>
<td>Crossville, Tennessee</td>
<td>511</td>
</tr>
<tr>
<td>Jordan, South Carolina</td>
<td>100</td>
</tr>
<tr>
<td>Kents Store, Virginia</td>
<td>39</td>
</tr>
<tr>
<td>Macedonia, Georgia</td>
<td>73</td>
</tr>
<tr>
<td>Ravenscroft, Tennessee</td>
<td>200</td>
</tr>
<tr>
<td>Roger Clark Ballard Memorial School, Jefferson County, Kentucky</td>
<td>615</td>
</tr>
<tr>
<td>Sheffield, Alabama</td>
<td>933</td>
</tr>
<tr>
<td>Summerfield, Tennessee</td>
<td>210</td>
</tr>
<tr>
<td>Tygart Valley, West Virginia</td>
<td>328</td>
</tr>
<tr>
<td>Westmoreland Homestead, Pennsylvania</td>
<td>85</td>
</tr>
</tbody>
</table>

In Table 1 the populations ranged from 25 to 933 with an average of 331.

TABLE 2

<table>
<thead>
<tr>
<th>Community</th>
<th>Population</th>
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<tbody>
<tr>
<td>Fairview, Wise County</td>
<td>60</td>
</tr>
<tr>
<td>Haslet, Tarrant County</td>
<td>175</td>
</tr>
<tr>
<td>Justin, Denton County</td>
<td>700</td>
</tr>
<tr>
<td>Rhone, Wise County</td>
<td>340</td>
</tr>
<tr>
<td>Roanoke, Denton County</td>
<td>485</td>
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</tbody>
</table>
In Table 2 the populations ranged from 60 to 700 with an average of 352 people per community. This average was slightly higher than in Table 1, but was close enough so that both groups of communities could be definitely classified as rural or semi-rural. There are three communities in Table 1 that have at least 100 more people than the most populated community in Table 2. The average was higher in Table 2, however, because of the very low population of four of the communities in Table 1.

**Description of Selected Programs**

In the process of exploring these selected community programs a brief description of each program was necessary to ascertain the scope of the program. This general information was then used later in making a more detailed analysis or study of the program. The following is a brief description of each of the fifteen selected community programs used in this study.

**Arthurdale, West Virginia**

This program, which was planned and executed by a staff of professional educators, presented an opportunity to determine how effective as a social instrumentality a school might be in progressively developing a community and its people.

In the beginning Arthurdale was only a group of shacks around several almost abandoned mines. The people were living in extremely unsanitary conditions; malnutrition flourished, as the miners' meager salaries did not permit them to provide
sufficiently for their families. The only indication of a school was a small one-room building where, each day, several children came for long hours of drilling. No social life existed for the children, the young people, or the adults of that community. There were very few young people, as most of them had left for better opportunities in one of the surrounding towns. Arthurdale, West Virginia, offered nothing to interest them. This was the situation when this community and its conditions were called to the attention of the government. Almost immediately, because of her experience, Elsie Clapp was sent to Arthurdale to direct a program for the improvement of the community.

That a nursery school could miraculously come into being was due to expert knowledge, imagination, and creative ability. That an eight-grade school could take an old mansion used as a barracks, and a high school emerge from one room and two sheds used for supplies, was due to the enterprise and inventiveness of a group of teachers experienced in the creation of schools.

The work on the health problem for the first months was definitely clinical in character. After much searching the services of a doctor and a nurse were secured. In the beginning every child in the community, as well as many of the adults, was examined for immediate treatment. Later, the program included better food and health routines at school to counteract the undesirable health conditions of that community.
One of the most pressing health needs was to obtain dental care for the children and older people who were most affected. The services of a dentist were secured. He brought his own instruments; the community provided supplies and pledged a nominal salary for the period of his work. This program brought beneficial results almost at once. Other features of the Arthurdale health program were the school's program of exercise and rest periods, hot lunches, child care routines, daily school inspection and treatment by nurse and doctor, and work in nutrition.

Besides the organization of a health program, the first stages of this community program also saw the provision of recreational facilities, of "good times", of athletics and supervised play; the establishment for the out-of-school young adults of "Night School"; the formation of a farm cooperative; the appointment by the men's and the women's clubs of committees representing community interests; and the establishment by the school of "summer activities".

The "Night School" for the young people out of school was operated and courses arranged in woodworking and electricity in the school shop, in English (reading and writing), in athletics, in mathematics; and in history and science (soils, biology). For the girls, courses were offered in home economics, pottery, English and typing.

The recreation program at Arthurdale was not a large one, but it sufficed to give the entertainment that the people
needed so much. The center was devoted to meetings, reading, and indoor games. Square dancing was also held there every Saturday night. A basketball and a baseball league were formed with surrounding towns. These games attracted many of Arthurdale's citizens. Later, a recreation building was possible and the program of recreation was increased greatly.

The school and the community library, started with three volumes, finally reached several hundred. The books were obtained largely by donations from families in the community, from a university, and from other lenders. Interest in using the library increased rapidly, circulation being approximately twenty-five books daily the first week and later on mounting to fifty-six. In the beginning, an attic of the school was the library, but later the community was able to erect and maintain a separate building as the school and community library.

The magnitude of this project was great and in the end much was accomplished. More than anything else it has proved what can be accomplished through a school when democratic principles are applied.³

Ashwood Plantations, South Carolina

The people of this community were fortunate enough to have, besides their regular school building, another building which housed the community center. This community center building is spacious, being of Southern colonial architecture.

³E. R. Clapp, Community Schools in Action, pp. 61-391.
The very large recreation room is used by adults for social recreation, discussion, and community dining. It is used by children both as an indoor play space and a lunch room.

The community kitchen, also housed in the community center building, serves many purposes. In this kitchen hot lunches are prepared; cooking classes are held; it is used for community canning; and is also in use when any social function requires the preparation of refreshments.

Another small room in this building serves a number of purposes. The recreational director has his office there. It is also used for the display of hobbies, as an aquarium, as a browsing library, and as a game room.

The health needs of the community are well met as there is one building devoted entirely to that purpose. In it is a dental clinic, an emergency room, a diet laboratory, and a room where instruction in health is given.

As farming is an important occupation, the agricultural shops were built for machinery repairs, instruction and, in general, guidance in farming techniques and practices.

There is provided in this community a large library for use both by the school children and people in the community. Just outside is a park, a suitable site for many activities. Very near the library building is the recreation center, the larger portion of which is the auditorium and gymnasium combined. The gymnasium is used for athletics, dancing, and
general recreation involving physical activity. Outside are picnic grounds and a swimming pool with dressing rooms in the gymnasium. 4

Clarksville, Tennessee

The new Providence School at Clarksville, Tennessee, is handicapped greatly by inadequate space for its many activities. One large room is used by the children as a play room, and by the adults for meetings and recreation. This room also serves as a lunch room for the children and a community dining room for adults. A kitchen equipped with a range and sinks has been added upon one side. School plays, musical programs, and occasional movies take place in an auditorium, where there is a movable stage.

There is a county workshop on the school site available at all times to the community. In this same building one room is devoted to a community circulating library. An experimental kitchen-garden surrounds the building. The school maintains a plant-nursery used in landscaping the school grounds, other community buildings, and the homes of the people. 5

Goldsprings, Alabama

It is difficult to imagine in present-day America a more isolated community than that served by the Goldsprings School.

5 N. L. Engelhardt and N. L. Engelhardt, Jr., Planning the Community School, pp. 155-156.
To the natural barriers of mountain ranges and ravines are added such obstacles to intercourse with the outside world as no telephone lines, no bus or railroad within fifteen miles, and very poor roads.

The earliest, and perhaps the most difficult, single community program undertaken by the school was the campaign against hookworm which was carried on in cooperation with the school principal and the director of health and physical education. A survey was made to determine areas of greatest prevalence of this disease. The starting point was in the health education classes where hookworm was one of many diseases discussed. Tuberculin tests, immunizations for scarlet fever and diphtheria, smallpox vaccinations, and dental clinics became parts of the health program. The boys of the school suggested and executed the construction of sanitary toilets in the community in combating the hookworm. Existing hookworm infestation among school children had been reduced from 54 per cent to 1 per cent. Every child was taught good health practices, first aid, and principles of home nursing. A study of community needs revealed a large number of stillbirths and maternal deaths. A program was begun with senior high school girls in which prenatal care was studied. This program was gradually extended to include out-of-school girls and young married women through the formation of a club. The county nurse came once a month to lead discussions and to show movies.
The recreation program serves the entire community. There are softball leagues, volleyball leagues, and basketball leagues made up of older students and the younger people of the community. Community night once a week combines recreation with cultural and avocational interests. The school basement is open all the time, and the men of the community use it for recreational purposes. A library of social games has helped to introduce recreation into the homes. For several years boys and girls have been allowed to take a game home for overnight or the weekend just as they would take a book from the library. Such games include dominoes and Chinese checkers. The Health Department provided the school with an experimental library of books and pamphlets.

More diversified farming is on the increase. The farmers are gradually realizing that they are in a good fruit section. Demonstration orchards and vineyards at the school have played their part in this as have also the evening classes of the vocational teachers. The Coldsprings school-community program touches all phases of life.6

Cottageville, South Carolina

In this small community the work was handicapped by inadequate space, but good use was made of the available space, and as a result a fine community-school now exists.

6Jean Ogden and Jess Ogden, Small Communities in Action, pp. 176-185.
The community building has as its prized possession a large library with enough room to accommodate all who care to use it. Another room of great benefit, and one which is used perhaps more than any other, is a large meeting room. Many forums and discussion groups meet here. Its gymnasium-auditorium is provided with a stage, both wide and deep but unfortunately with a low ceiling which prevents proper changing of scenery and adequate stage lighting. During the basketball season the gymnasium is used frequently. Regular physical education classes are held here during the day. At night, except during basketball season, it is used as a community moving picture theater. This weekly movie is the most popular recreational activity provided.

For the farmers of the community, agricultural shops are built under the stage of the auditorium. Here major repairs are made on machinery, tools are repaired and made, and some instruction is given on general farm subjects. Upon the school site is a co-operative cannery and a picnic ground equipped with a covered kitchen for serving warm lunches and encouraging community gatherings.7

Crossville, Tennessee

The Cumberland Homestead School buildings at Crossville, Tennessee, were erected from the native sandstone of the area

7N. L. Engelhardt and N. L. Engelhardt, Jr., op. cit., p. 155.
by residents of the project. Only by hard work and long hours and the aid of a few professional mason-brick-layers supplied by the Federal Government, have these people been able to build their school, other community buildings, and homes for many of them. The school building is too traditional in design, however, for the best community use. There is neither library nor gymnasium. The auditorium is very large and is adaptable for many public uses such as meetings, lectures, and various entertainments. A general shop and greenhouse unit are the only remaining features adaptable to general community use.  

Jordan, South Carolina

At Jordan, South Carolina, the people became conscious of a need for bettering conditions in their community. Commercialized entertainment was scarce; reading material was hard to find. Everyone enjoyed singing, and in most families there was some kind of musical instrument, but there was no place to get together except at church for the increased enjoyment that comes from mixing music with social gatherings. There was no provision for wholesome fun. The schools contributed little to the cultural, recreational, or economic life of the community. In fact, matters had been going from bad to worse in the schools, until the general dissatisfaction of parents, trustees, teachers, and children became the stimulus that has resulted in new life for the community. The schools were

\[\text{Ibid.}, \text{ pp. 156-157.}\]
unattractive and in poor condition. Rooms were dingy; grounds were not improved; no school had a sanitary toilet. Equipment was meager. The high school library, for example, consisted of thirty-three books of fiction and a set of reference books on which the down payment had been made. There were no clubs, a very limited athletic program, and almost no social life in the school.

All of these conditions in the community led to the inspection of other community programs by the citizens of Jordan to get ideas for improvement of their own school and community. They set as their first goals an agriculture teacher and a gymnasium. These two necessities were granted through effort of the State Department of Education and the National Youth Administration. The agriculture teacher organized classes for adults and out-of-school boys. He and the superintendent saw many possibilities for serving the community. With the cooperation of the State Department of Vocational Agriculture, the County Board of Education, the high school trustees, and the National Youth Administration, a community cannery was constructed. Later the same National Youth Administration boys built two school lunchrooms, two shops, a health center, and a nursery for cuttings and shrubs, besides beautifying the grounds of several schools. The home economics teacher visited the girls and mothers, helped with canning and dressmaking, and organized two adult classes in the community. Other teachers went to work on a recreation program. Through
the efforts of the Jordan Area Health Club a community nurse was procured and a health center was built. The health club also brought in a sanitary inspector from the County Health Department who made recommendations for protecting water supplies, screening homes, and building sanitary toilets. With the opening of the center, circulation of the library increased in two years from 359 to 2,950. Prior to this, county library books had circulated through two private homes.

The agriculture teacher was sent to Nova Scotia to study cooperatives and credit unions. A cooperative with twelve charter members was organized to buy feed. At first orders were taken by the manager in evening classes at the school. Later the cooperative expanded and had many stockholders.3

Kents Store, Virginia

The Wilmington Grange had for several years been meeting the needs of local people. At first, cooperative buying and insurance had been among its primary purposes. Later it seemed as if these needs could be met without the grange, but there remained the need for and the determination to have sociability. The grange had met in an abandoned elementary school six miles from Kents Store, but when the school there was vacated because of consolidation the grange decided to move to Kents Store.

3Jean Ogden and Jess Ogden, op. cit., pp. 23-25.
The necessary money to buy the school building and
ground was advanced by a public-spirited citizen who wanted
the school kept for a community center and felt that this
could be accomplished through the one organized group in the
area. The loan was quickly repaid with money raised by
activities held in the school. Money for slight remodeling
and repairs was raised in the same way. A piano and other
modest equipment were purchased. So popular did the Kents
Store square dances become that raising money presented no
difficulties. Dances and parties have continued to be the kind
the people of the community want.

Later, because of the great increase in membership and
the demands of the people, the name of the organization was
changed to the Kents Store Agricultural and Recreational
Center. A small initiation fee and monthly dues were charged
for local membership.

The Kents Store program has made excellent progress.
On Sunday afternoon a baseball game furnishes entertainment
for boys who play and their friends who watch. On Saturday
night a hundred or more of the county folk are to be found
dancing the old dances so popular there. On other nights,
there may be a program on forestry (timber is important in
that county) with talks and movies on good forestry practices
and prevention of forest fires. The county agent, home
demonstration agent, vocational agriculture or home economics
teacher may have meetings on food production and preservation.
Neighbors may meet to talk about the need for a market for their tomatoes and use their combined influence to have a commercial cannery located near by. Kents Store has found a plan for instruction and sociability in an entirely rural area that might serve as a pattern in other communities.  

Macedonia, Georgia

The educational program of adult vocational retraining and economic adjustment in this community is carried on through the development of community resources rather than classes in the school building, since the only school in the community area is a one-room building used solely by children. A co-operative store is located in the home of a member of the community. A community garden, a co-operative chick hatchery and poultry project, beef and dairy cattle herds, an agricultural shop, a community laundry, a portable sawmill, and a housing project are found in this community. These newly-built homes utilize the native stone of this region. There is also a community barn with the second floor being used as an agriculture shop. Here may be found the tools and materials necessary for repairs on machinery and buildings. A grist mill is operated for making the water-ground corn meal which is a staple food of the area. In the process of construction is a dam which will provide electric power for the community. In a small wooded plot of land is a recreational

10Abid., pp. 158-161.
area or park. Many community recreational opportunities have been sponsored here by the mission church located near the center of the community development.11

The operation of such a program of community education is a challenge to the belief that education is best carried on if it is centralized in a building designed for educational purposes. In this community the school is the co-operative store, the grist mill, the agriculture shop, and the community laundry. It is in the informal and wholesome relationships that these familiar places inspire that more healthful, happy, and successful ways of living together are being learned.12

Ravenscroft, Tennessee

A mining town, Ravenscroft, Tennessee, almost completely abandoned during the depression years, became almost unlivable. The people, all miners, were living in company-owned houses and barely subsisting on meager salaries. Malnutrition flourished and illness resulted from it. The most urgent need was medical care and getting additional food. With the aid of a doctor and the Federal Security Administration, a program of rehabilitation began. In the late spring of 1937 a community house was opened with volunteer workers. Clinics, classes, and recreation programs were begun. A community garden was started, as was a school hot-lunch program. A brief community survey showed that there was nothing to farm

12 Ibid., p. 152.
with except six milk cows, a few underfed hens, and five head of nondescript work stock. Only seven of the sixty-six families had attempted a garden the preceding year. From such a beginning the community was determined to become self-sustaining.

There was no great amount of money available to the project. Small Federal Security Administration grants, or work loans, were made. Thus fertilizer, seed, and a minimum supply of implements and work-stock were obtained. The average loan that first summer was $19.55. A community meeting was called, which approximately fifty people attended. It was decided that production of food for the families was of first importance. Gardens were discussed, and careful planning was urged. Anyone interested in getting help with planning was invited to come into the office of the supervisors. A progress chart of the families helped by Federal Security Administration showed great strides toward self-sustentation.

In three years the people had learned enough about purchasing to want to start a consumer cooperative. It began with five members and a capital of $25. In one three-month period this cooperative did business amounting to $4,700.

A new shining white school building is one of the bright spots of the community. The National Youth Administration helped make this possible. In this school the children receive both mental and physical nourishment. In the community house
many health projects have been sponsored by the Uplands Sanatorium staff. There is a library and reading room. There are clubs and classes for every age group. The Homemakers Club is a very active organization. Its better homes' campaign a few years ago won county prize for the community.

The people of Ravenscroft have learned a new way of life; they have learned to participate in community affairs and to work things out as a group. Consequently, they are much better prepared to cope with the problems of living.13

Roger Clark Ballard Memorial School,
Jefferson County, Kentucky

We were attracted to the situation because it offered an opportunity to deal with public education in a rural area; because the school was in the country and in a countryside still largely agricultural, yet only a few miles from a city -- the city of Louisville; and especially because its pupils, 75 per cent of whom were the children of small farmers and farm 'tenants' and 25 per cent the children of prosperous old Kentucky families, had been going to school together for twenty years. This situation, together with the fact that the school was, and always had been, a center of the community's interest and effort, seemed to offer an opportunity to develop the educational use of environment and active learning in a public rural school, and a chance to continue and possibly extend the community's interest in the school.14

Arranging for a wholesome hot lunch for all the children in the school was the first enterprise. This proved to be as good an issue as any on which to get acquainted. The mothers

13Jean Ogden and Jess Ogden, op. cit., pp. 16-23.
14E. R. Clapp, Community Schools in Action, p. 5.
who could not get in to the school were contacted, and they agreed to pack a lunch for their children each day. It was during these visits, other visits, and daily contact with the children in school that both health and social needs of the country children were discovered. Army cots and blankets were secured and children in the first and second grades had supervised rest periods each day. Morning recess periods were established for every class, and an afternoon supervised play period was started. The children as a whole were lethargic and showed no initiative. A thorough physical examination was necessary for each child, and the school was able through county-city agencies to make appointments at dental and eye clinics and to arrange for hospital care or service. Parents and teachers were used to take the children to these centers. In the schoolroom good health habits and hygiene were taught, and a toothbrush was secured for each child with proper instructions on how to use it.

The programs tentatively planned for use in the school were based mainly on different phases of Kentucky life and history. It was sought at every point to engage in study of the environment and to make educational use of the surroundings. The purpose of this investigation was to gain for the children a basis in the understanding of their lives. A farm study was set up for the first grade and a study of village communities for the second grade. The third grade studied the life of both the Indians who had used Kentucky as a hunting and camping...
ground and of the pre-Indian people who had lived in the caves near by. The fourth grade relived the experiences of families coming into Kentucky: their settlement in the wilderness and the resulting pioneer life. The fifth grade studied the colonists, whereas the sixth grade worked on a unit in aviation. The seventh grade studied the first part of the history of the state, and the eighth grade entered deeply into all phases of the period of 1800-1850 of their state's history. The ninth grade studied ancient history.

In the interest of health and social work, several activities were prominent. A country fair was held in which everyone was encouraged to enter exhibits of farm stock and crops. This led to plans for learning about the breeding of better stock through classes and lectures. Classes in gardening and the raising of nutritious foods were also started. A Women's Exchange was formed to provide a market for farm products such as chickens, eggs, milk, cream, pastries, jams, and cakes. In connection with the Exchange a "labor bureau" was operated to find jobs for the unemployed men in the community. A follow-up of physical examinations was made and a pre-school clinic was operated to better prepare physically the children for the coming year's school work. An occasional health assembly program was put on in the school.

Another need the school faced was that of recreation. The games and sports, started as a health measure, became a
source of entertainment and enjoyment to the whole neighborhood. The movies, school plays and assemblies, community suppers, and the fair were welcomed by the children and the families. Out of the school's active recess-period games and the supervised sports had developed basketball teams, which in time played teams from other county high schools and neighboring towns and villages. These games became a feature of Saturday evenings and drew an increasingly large crowd.

Much was learned from this project that was used in setting up other community-school programs.¹⁵

Sheffield, Alabama

There was little to begin with in this small rural Alabama community. Presented with an old abandoned barracks, the people of Sheffield set to work. There was trained personnel to direct the work and an ample number of volunteer laborers, but not funds. Later a small grant of federal money was obtained and within a few months the old barracks was transformed into a school building with large fireplaces and broad window seats to be enjoyed alike by children and adults. In one end of the school was a large kitchen used to provide lunches for the school children as well as refreshments for public occasions. Two other rooms made provisions for reading and the playing of games. A wide piazza overlooking a ravine, and picnic woods all lend themselves

well to adult use in this district. Most of the people in
the community are families of chemists, engineers, and foremen
at the Muscle Shoals nitrate plant and Wilson Dam.\textsuperscript{16}

Summerfield, Tennessee

This program grew out of a mountain community where most
of the people were farming; yet only one third of the farms
were self-supporting. Lumbermen and coal miners of the
community received such small salaries that existence was
difficult. Consequently, labor unions were formed and a pro-
gram of productive diversified farming was established. Along
with the growth of the unions, plans were developed for starting
co-operative stores, and the people still have hopes of working
out a successful producer-consumer co-operative. There are
games on the recreation ground and in the school, and in the
summer the community gathers to see plays on the outdoor
stage. The school provides music lessons for as many as
twenty children and young people at a time. An active librarian
has set up a library reading program and much interest was
developed here. Visiting lecturers join with the teachers in
presenting social, economic, and political problems. An
evening is set aside each week for a community gathering.
Usually the programs are informal and consist of singing and
dancing and occasional discussions. Square dancing has been
revived and is the most popular form of entertainment; young

\textsuperscript{16}N. L. Engelhardt and N. L. Engelhardt, Jr., \textit{op. cit.},
p. 156.
and old alike join in traditional mountain dances. Recently a program of ballads, workers' songs, and native folk-dances was broadcast from this mountain community school to England by the British Broadcasting Corporation. Plans are underway for school curriculum revision and the establishing of a nursery school.17

Tygart's Valley, West Virginia

Mining, as an occupation in Tygart's Valley, failed; then the men of the community were out of work. In order to prepare them for other occupations, the school conducted vocational classes for the adults. The health program consisted of a dental clinic and a health unit located on the first floor of the community school. On duty at all times are a dentist and a public welfare nurse. Helping out tremendously with the economic support of the people in this community are a dimension mill and a lime plant that give work to men there. The lime plant supplies a much-needed soil constituent to the badly farmed hills of this region. In this community there is such keen interest and encouragement of local music, folk-dances, and native crafts that a "Square Dance Road House" has been opened as a part of the project. Here, also, are sold native products of the loom and kitchen.18


Westmoreland Homestead, Pennsylvania

This small community near Mt. Pleasant, Pennsylvania, has as its main feature a 1,320-acre co-operative farm. Big-scale farming is carried on here and furnishes a means of support for the entire community. Raised on the farm and maintained are a herd of Guernsey dairy cattle, a beef herd, hogs, and a poultry project which produces eggs and broilers for the Pittsburg market.

Within the regular school building is a large auditorium with a seating capacity of 600 used by the community for entertainments, meetings, and other gatherings that require a large amount of space. The auditorium has all modern equipment including a motion-picture projector. The auditorium is leased to a local motion-picture distributor for the weekly showing of commercial films. The real community center, however, is located in a large farmhouse. Here are found many recreational activities, community socials and meetings. There is a kitchen within this center where food and drink can be prepared when desired.

Under the stage in the auditorium is located the community shop equipped for varied types of shop experiences.\(^19\)

Analysis of Programs

General Analysis

In this chapter particular attention is paid to those parts of the programs that fall into the classifications or

\(^{19}\)Ibid., p. 158.
categories of recreation, library, education, health and safety, and activities peculiar to farmers and ranchers. For a very general analysis concerning these five areas of activity in the selected programs, Table 3 has been prepared.

### Table 3

**Appearance of Some Type of Activity in the Programs of the Selected Communities Under Five Classifications**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Library</th>
<th>Education</th>
<th>Health and Safety</th>
<th>Activities Peculiar to Farmers and Ranchers</th>
<th>Recreation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthurdale, West Va.</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>4</td>
</tr>
<tr>
<td>Ashwood, S. C.</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>5</td>
</tr>
<tr>
<td>Clarksville, Tenn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Goldsprings, Ala.</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>4</td>
</tr>
<tr>
<td>Cottageville, S. C.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Crossville, Tenn.</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>3</td>
</tr>
<tr>
<td>Jordan, S. C.</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td>5</td>
</tr>
<tr>
<td>Kents Store, Va.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>4</td>
</tr>
<tr>
<td>Macedonia, Ga.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>3</td>
</tr>
<tr>
<td>Ravenscroft, Tenn.</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td>5</td>
</tr>
<tr>
<td>Roger Clark School, Ky.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>4</td>
</tr>
<tr>
<td>Sheffield, Ala.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>3</td>
</tr>
<tr>
<td>Summerfield, Tenn.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>4</td>
</tr>
<tr>
<td>Tygarts Valley, West Va.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>3</td>
</tr>
<tr>
<td>Westmoreland Homestead, Pa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>11</td>
<td>15</td>
<td>--</td>
</tr>
</tbody>
</table>
In Table 3 if there was indication of any activity in the programs of the selected communities under the five different classifications, an "X" was placed in the space corresponding to both the classification and the community.

In the vertical column marked "Total" it is seen that only three community programs evidenced activities for all five classifications, with an average of 3.6 activities for each community.

As to the category appearing most, some type of recreational activity was found in everyone of the fifteen programs (100 per cent). Ranking second were activities peculiar to farmers and ranchers and educational activities, both of which were carried on in eleven of the fifteen community programs (74.4 per cent), while health and safety activities appeared in nine of the fifteen communities (60 per cent), and library activities were found in the least number of programs, eight of the fifteen, for a percentage of 54.4.

Detailed Analysis

In a general analysis of the community programs, certain areas of activity appeared to be outstanding. A more detailed analysis is made here to ascertain exactly which individual activities, if any, are outstanding within those large areas of activities, namely, recreation, library, education, health and safety, and activities peculiar to farmers and ranchers. Each of these large areas of activity was handled individually on the following pages.
Recreation. -- Although some type of recreation activity was found in each of the fifteen selected programs, a breakdown of these activities shows that they are very diversified and vary in frequency of appearance in the programs. Following, in Table 4, is a list of the number and types of recreational activities found in the selected programs.

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation center</td>
<td>5</td>
</tr>
<tr>
<td>Community socials and dancing</td>
<td>4</td>
</tr>
<tr>
<td>Community meetings</td>
<td>3</td>
</tr>
<tr>
<td>Dramatic clubs</td>
<td>3</td>
</tr>
<tr>
<td>Community play night</td>
<td>2</td>
</tr>
<tr>
<td>Country fairs</td>
<td>2</td>
</tr>
<tr>
<td>Intraschool games</td>
<td>1</td>
</tr>
<tr>
<td>Afterschool supervised sports</td>
<td>1</td>
</tr>
<tr>
<td>Weekly movies</td>
<td>1</td>
</tr>
<tr>
<td>Annual athletic dinner</td>
<td>1</td>
</tr>
<tr>
<td>Annual harvest supper</td>
<td>1</td>
</tr>
<tr>
<td>Spring school fair</td>
<td>1</td>
</tr>
<tr>
<td>Summer athletic program</td>
<td>1</td>
</tr>
<tr>
<td>Music festival</td>
<td>1</td>
</tr>
<tr>
<td>Community picnics</td>
<td>1</td>
</tr>
<tr>
<td>Community rallies</td>
<td>1</td>
</tr>
<tr>
<td>Ball leagues in the community</td>
<td>1</td>
</tr>
<tr>
<td>Library of social games in the school</td>
<td>1</td>
</tr>
<tr>
<td>Singing convention</td>
<td>1</td>
</tr>
<tr>
<td>Community suppers</td>
<td>1</td>
</tr>
</tbody>
</table>

The high ranking activities in this group were a recreation center in five programs and community socials and dancing

20 See Table 3, page 34.
in four programs. Both activities are of the type in which most people participate and, thus, are most sociable.

Activities Peculiar to Farmers and Ranchers. -- Here, too, was found to include a variety of activities ranging in frequency of appearance in the programs from eight to one. A listing of these activities with the number of times they appeared in the selected programs follows in Table 5.

**TABLE 5**

NUMBER AND TYPES OF ACTIVITIES PECULIAR TO FARMERS AND RANCHERS FOUND IN FIFTEEN SELECTED COMMUNITY PROGRAMS

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-operative store.</td>
<td>8</td>
</tr>
<tr>
<td>Operation of school lunchroom</td>
<td>6</td>
</tr>
<tr>
<td>Community cannery.</td>
<td>6</td>
</tr>
<tr>
<td>Farm study groups of men and boys</td>
<td>4</td>
</tr>
<tr>
<td>Community garden.</td>
<td>4</td>
</tr>
<tr>
<td>Agriculture shops.</td>
<td>4</td>
</tr>
<tr>
<td>Agricultural activities for boys and girls in classroom</td>
<td>2</td>
</tr>
<tr>
<td>Canning demonstrations.</td>
<td>2</td>
</tr>
<tr>
<td>Cooking classes.</td>
<td>2</td>
</tr>
<tr>
<td>Diversified farming practices</td>
<td>2</td>
</tr>
<tr>
<td>Formation of 4-H Clubs.</td>
<td>1</td>
</tr>
<tr>
<td>Formation of Women's Farm Clubs</td>
<td>1</td>
</tr>
<tr>
<td>Live-at-home program.</td>
<td>1</td>
</tr>
<tr>
<td>Soil conservation.</td>
<td>1</td>
</tr>
<tr>
<td>Lectures and films on locally produced goods.</td>
<td>1</td>
</tr>
<tr>
<td>Farmer's meetings.</td>
<td>1</td>
</tr>
</tbody>
</table>

Emphasis, in this group, was placed on activities dealing with foods; however, the activity ranking first, co-operative store, is an economic activity.

Health and safety. -- Activities under this classification were varied and were evenly distributed as to appearance in the programs. Table 6, on the following page, lists these activities.
<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspection of school children by physicians</td>
<td>4</td>
</tr>
<tr>
<td>and/or nurses and/or dentists.</td>
<td></td>
</tr>
<tr>
<td>Cooperation with school lunch program</td>
<td>2</td>
</tr>
<tr>
<td>Attended children of bad posture and malnutrition</td>
<td>2</td>
</tr>
<tr>
<td>Pre-school health clinics</td>
<td>2</td>
</tr>
<tr>
<td>Hygiene classes in the school</td>
<td>2</td>
</tr>
<tr>
<td>Health inspection of all people</td>
<td>2</td>
</tr>
<tr>
<td>Lectures on health practices and problems</td>
<td>2</td>
</tr>
<tr>
<td>Health club</td>
<td>2</td>
</tr>
<tr>
<td>Health center</td>
<td>2</td>
</tr>
<tr>
<td>Inspection of community sanitary facilities</td>
<td>2</td>
</tr>
<tr>
<td>Health assembly program</td>
<td>1</td>
</tr>
<tr>
<td>Well-baby clinic</td>
<td>1</td>
</tr>
<tr>
<td>Formation of fire prevention committee</td>
<td>1</td>
</tr>
<tr>
<td>Survey to determine community health conditions</td>
<td>1</td>
</tr>
<tr>
<td>First-aid classes in school</td>
<td>1</td>
</tr>
<tr>
<td>Health films for community showing</td>
<td>1</td>
</tr>
<tr>
<td>Health books in library</td>
<td>1</td>
</tr>
<tr>
<td>Community laundry</td>
<td>1</td>
</tr>
</tbody>
</table>

In this group most concern was shown in protecting the health of school children. The first item, inspection of school children, appeared in twice as many programs as the next item.

**Education.** — The appearance of educational activities was rather sparse and the range of frequency of appearance in the programs was small, being only three to one, as shown in Table 7.

The instructional type of activity was emphasized in this group as shown by the first-ranking activity, evening classes.
TABLE 7
NUMBER AND TYPE OF EDUCATION ACTIVITIES FOUND IN FIFTEEN SELECTED COMMUNITY PROGRAMS

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening classes.</td>
<td>3</td>
</tr>
<tr>
<td>Use of community resources in the school</td>
<td>2</td>
</tr>
<tr>
<td>Community council</td>
<td>2</td>
</tr>
<tr>
<td>Music classes for youths</td>
<td>1</td>
</tr>
<tr>
<td>Community lectures</td>
<td>1</td>
</tr>
<tr>
<td>Community employment bureau</td>
<td>1</td>
</tr>
<tr>
<td>Shop class in 'home repairs'</td>
<td>1</td>
</tr>
<tr>
<td>Nursery school</td>
<td>1</td>
</tr>
<tr>
<td>Community newspaper published in the school</td>
<td>1</td>
</tr>
<tr>
<td>Trade school</td>
<td>1</td>
</tr>
<tr>
<td>Wood and metal shop</td>
<td>1</td>
</tr>
<tr>
<td>Community garden and nursery</td>
<td>1</td>
</tr>
</tbody>
</table>

**Library.** The appearance of library activities in the selected programs indicates little emphasis here; however, one activity appeared in five different programs as shown in Table 8.

TABLE 8
NUMBER AND TYPE OF LIBRARY ACTIVITIES FOUND IN FIFTEEN SELECTED COMMUNITY PROGRAMS

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library for both school and community use</td>
<td>5</td>
</tr>
<tr>
<td>Increased library circulation</td>
<td>3</td>
</tr>
<tr>
<td>Reading campaign in the community</td>
<td>1</td>
</tr>
<tr>
<td>A better library campaign</td>
<td>1</td>
</tr>
<tr>
<td>School course in library work</td>
<td>1</td>
</tr>
</tbody>
</table>

The first activity listed in Table 8 appeared in as many programs as a combination of the other four activities. This activity indicates that, in general, the library programs emphasize few activities, but these few activities include everyone in the community.
Summary

In this chapter fifteen school-community programs were presented for analysis. They were selected so as to be comparable to the Northwest District Community in population and in general setting, rural or semi-rural. These selected community programs were then analyzed, both generally and in detail, to determine what activities, if any, they contained that were outstanding.
CHAPTER III

MAKING THE SURVEY

The basis of this study was a survey of the Northwest Independent School District. The purpose of the survey was to determine the needs of that community so that a more accurate and complete suggested program to meet the needs of that community could be made.

To carry out the survey, a questionnaire, constructed as specifically and simply as possible, was used.\(^1\) A list of many possible community needs was first compiled -- needs that might be found in any community. These needs were then listed under five major headings, namely, recreational needs, educational needs, library needs, needs peculiar to farmers and ranchers, and health and safety needs. Using his own ideas and opinions, each participant located those needs that he thought existed in his community. The participant then ranked the chosen needs "1", "2", or "3". The "1" indicated a need of great intensity, "2" a need of only moderate intensity, and the "3" a need of little intensity. Additional suggested needs could be added by the participant.

\(^1\)See the Appendix for a reproduction of this questionnaire.
In distributing this questionnaire, an attempt was made to use as participants a representative sampling of the population. These participants were actually contacted on distributing the questionnaires to give orally the instructions for answering and to explain the purposes of the survey. This method was thought to improve both the quantity and quality of the replies. One hundred and twenty-five questionnaires were distributed in the five communities that make up the Northwest District. Table 9 shows the distribution in each community and the returns made by each community.

TABLE 9

DISTRIBUTION AND RETURN OF SURVEY QUESTIONNAIRES IN THE FIVE NORTHWEST DISTRICT COMMUNITIES

<table>
<thead>
<tr>
<th>Community</th>
<th>No. of People</th>
<th>% of Total Distributed</th>
<th>No. of Questionnaires</th>
<th>% of Total</th>
<th>No. of Questionnaires Returned</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairview</td>
<td>60</td>
<td>3.3</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td>4.8</td>
</tr>
<tr>
<td>Haslet</td>
<td>175</td>
<td>9.8</td>
<td>20</td>
<td>16</td>
<td>15</td>
<td>18.2</td>
</tr>
<tr>
<td>Justin</td>
<td>348</td>
<td>19.6</td>
<td>25</td>
<td>20</td>
<td>18</td>
<td>21.9</td>
</tr>
<tr>
<td>Rhome</td>
<td>485</td>
<td>27.4</td>
<td>30</td>
<td>24</td>
<td>16</td>
<td>19.5</td>
</tr>
<tr>
<td>Roanoke</td>
<td>700</td>
<td>39.5</td>
<td>40</td>
<td>32</td>
<td>29</td>
<td>35.3</td>
</tr>
</tbody>
</table>

Fairview, the smallest of the five communities, having 3.3 per cent of the total population, received 8 per cent of the questionnaires and made 4.8 per cent of the returns. With 9.8 per cent of the population, Haslet got 16 per cent of the questionnaires, but made 18.2 per cent of the returns. The same figures for Justin were 19.6 per cent, 20 per cent, and
21.9 per cent in comparison to Rhone's 27.4 per cent, 24 per cent, and 19.5 per cent. Roanoke, the largest of the communities, had 39.5 per cent of the total population, received 32 per cent of the questionnaires and made 35.3 per cent of the total returns. There was no attempt to make the percentage columns for each community correspond exactly, but it is logical that they should be somewhat similar for best results in the survey. The range in differences of the per cent of questionnaires distributed over the per cent of questionnaires returned was a 4.5 per cent for Rhone to a 13.3 per cent for Roanoke. Differences for Fairview, Haslet and Justin were -3.2, 2.2, and 1.9 respectively, thus indicating a relatively good coverage of the communities in the survey according to their returns. A relatively good coverage was also indicated according to the populations of the communities. Haslet made the best percentage of returns according to population, but Roanoke made the best percentage of returns according to questionnaires distributed.

While this survey was being made, a record was kept of all the occupations represented so as to ascertain the degree of coverage along this line. Here too, good coverage is necessary in obtaining a representative sampling of the population, and consequently a better and more accurate survey. There was relatively good coverage in this respect, as indicated by Table 10.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number Receiving Questionnaires</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>28</td>
<td>22.4</td>
</tr>
<tr>
<td>Aircraft Worker</td>
<td>13</td>
<td>10.4</td>
</tr>
<tr>
<td>Construction Worker</td>
<td>10</td>
<td>8.0</td>
</tr>
<tr>
<td>Mechanic</td>
<td>8</td>
<td>6.4</td>
</tr>
<tr>
<td>General Store Owner</td>
<td>8</td>
<td>6.4</td>
</tr>
<tr>
<td>Carpenter</td>
<td>8</td>
<td>6.4</td>
</tr>
<tr>
<td>Grocer</td>
<td>5</td>
<td>4.0</td>
</tr>
<tr>
<td>Railroad Worker</td>
<td>5</td>
<td>4.0</td>
</tr>
<tr>
<td>Welder</td>
<td>5</td>
<td>4.0</td>
</tr>
<tr>
<td>Service Station Owner</td>
<td>5</td>
<td>4.0</td>
</tr>
<tr>
<td>Miller</td>
<td>4</td>
<td>3.2</td>
</tr>
<tr>
<td>Restaurant Owner</td>
<td>4</td>
<td>3.2</td>
</tr>
<tr>
<td>Dairyman</td>
<td>3</td>
<td>2.4</td>
</tr>
<tr>
<td>Shoemaker</td>
<td>3</td>
<td>2.4</td>
</tr>
<tr>
<td>School Bus Driver</td>
<td>3</td>
<td>2.4</td>
</tr>
<tr>
<td>Pastor</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Postal Clerk</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Druggist</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Doctor</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Confectionary Owner</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Retired Farmer</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Banker</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Bricklayer</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Non-Worker</td>
<td>1</td>
<td>.8</td>
</tr>
</tbody>
</table>

Farmers received 28 of the questionnaires or 22.4 per cent of the 125 that were distributed. This is reasonable as the Northwest District comprises an area where farming is the chief occupation.² Twenty-three aircraft and construction workers received 18.4 per cent of the questionnaires. Accounting for 44 of the questionnaires or 25.2 per cent were small business owners, such as grocers, service station owners and

²Mary Jo Cowling, Geography of Denton County, Chapter III.
general store owners, and skilled laborers of mechanics, carpentry and welding. Railroad workers were also included in this group. Comprising the remaining group of 30 or 24 per cent were such occupations as millers, doctors, and non-workers.

Tabulation of Survey Returns

After the returns were made, a table method of tabulation was used. This method was used in showing a complete breakdown of the returns by group. Table 11 shows this breakdown in totals of 1's, 2's, and 3's checked and then a composite total of the three figures.

**TABLE 11**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of 1's Checked</th>
<th>Number of 2's Checked</th>
<th>Number of 3's Checked</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational Needs</td>
<td>159</td>
<td>80</td>
<td>26</td>
<td>265</td>
</tr>
<tr>
<td>Library Needs</td>
<td>54</td>
<td>26</td>
<td>11</td>
<td>91</td>
</tr>
<tr>
<td>Health and Safety Needs</td>
<td>235</td>
<td>47</td>
<td>17</td>
<td>299</td>
</tr>
<tr>
<td>Needs Peculiar to Farmers</td>
<td>78</td>
<td>48</td>
<td>23</td>
<td>149</td>
</tr>
<tr>
<td>and Ranchers</td>
<td>93</td>
<td>89</td>
<td>57</td>
<td>239</td>
</tr>
<tr>
<td>Educational Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>619</td>
<td>290</td>
<td>134</td>
<td>1043</td>
</tr>
</tbody>
</table>

Health and Safety Needs comprise far the largest group in both number of "1"s checked and totals; these figures being 235 and 299 respectively. The number of "2"s and "3"s checked
for this group was small, a total of 64. The Library Needs
group recorded the smallest number of checks; for the "1"s 54, the "2"s 26 and for the "3"s 11, a composite total of 91.
Recreational Needs ranked second with a total of 265 checks;
159 of these were "1"s, 80 were "2"s, and 26 were "3"s.
Ranking third was the Educational Needs group. This group
recorded 93 "1"s, 89 "2"s, and 57 "3"s for a grand total of 239
checks recorded. With 149 total checks recorded the
Needs Peculiar to Farmers and Ranchers group ranked fourth.
These 149 checks were divided thus: 78 "1"s, 48 "2"s, and
23 "3"s.

Analysis of Survey Returns

After the breakdown of returns of the various groups
in Table 12, a comparison was made on the tabulated returns
for each group. The comparison was made between the group's
representation in the returns and on the questionnaire.
With 27.1 per cent of the items on the survey questionnaire
the Health and Safety Needs group has 28.6 per cent of the
total checks and 37.9 per cent of the total "1"s recorded.
The Library Needs group has the figure of 8.7 in all three
percentage columns. Having 26.0 per cent of the items, the
second highest, the Recreational Needs group, recorded 25.4
per cent of the total checks and 25.6 per cent of the total
"1"s, thus ranking third to the groups, Health and Safety
Needs, first, and Library Needs, second, in this comparison,
Ranking fourth and fifth respectively, were Needs Peculiar to Farmers and Ranchers and Educational Needs groups. The fourth-ranking group represented on the survey questionnaire by having 14.4 per cent of the items, recorded 14.2 per cent of the total checks, and received 12.6 per cent of the "1"s recorded. In fifth place, according to comparison, was the Educational Needs group, having 23.9 per cent of the total items, 22.9 percent of the total checks, and only 15.0 per cent of the total "1"s recorded.

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Items</th>
<th>Per Cent of Total Items</th>
<th>Number of Checks Recorded</th>
<th>Per Cent of Total Checks</th>
<th>Number of &quot;1&quot;s Recorded</th>
<th>Per Cent of Total &quot;1&quot;s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Needs</td>
<td>22</td>
<td>23.9</td>
<td>239</td>
<td>22.9</td>
<td>93</td>
<td>15.0</td>
</tr>
<tr>
<td>Library Needs</td>
<td>8</td>
<td>8.7</td>
<td>91</td>
<td>8.7</td>
<td>54</td>
<td>8.7</td>
</tr>
<tr>
<td>Health and Safety Needs</td>
<td>25</td>
<td>27.1</td>
<td>299</td>
<td>28.6</td>
<td>235</td>
<td>37.9</td>
</tr>
<tr>
<td>Needs Peculiar to Farmers &amp; Ranchers</td>
<td>13</td>
<td>14.1</td>
<td>149</td>
<td>14.2</td>
<td>78</td>
<td>12.6</td>
</tr>
<tr>
<td>Recreational Needs</td>
<td>24</td>
<td>26.0</td>
<td>265</td>
<td>25.4</td>
<td>159</td>
<td>25.6</td>
</tr>
</tbody>
</table>

The information on Table 12 indicates just where the felt needs were as expressed by the people of the Northwest District.
Strong emphasis was placed on Health and Safety Needs, and some need, above the average, for the items as a whole on Needs Peculiar to Farmers and Ranchers and Recreational Needs.

To determine just which items of the various groups were outstanding in the survey returns, Table 13 was constructed.

**TABLE 13**

**FREQUENCY OF "1"'S CHECKED FOR VARIOUS ITEMS ON THE NORTHWEST DISTRICT SURVEY QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of 1's Checked Per Item</th>
<th>Number of Items Having That Number of 1's</th>
<th>Number of the Items on the Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Needs</td>
<td>8</td>
<td>3</td>
<td>6, 9, 17</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Library Needs</td>
<td>8</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>2</td>
<td>1, 2</td>
</tr>
<tr>
<td>Health and Safety Needs</td>
<td>8</td>
<td>2</td>
<td>11, 16</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>7</td>
<td>2, 8, 9, 15, 19, 23, 24</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>3</td>
<td>5, 12, 13</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>3</td>
<td>1, 7, 18</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>2</td>
<td>6, 21</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Needs Peculiar to Farmers and Ranchers</td>
<td>8</td>
<td>3</td>
<td>5, 7, 10</td>
</tr>
<tr>
<td>Recreational Needs</td>
<td>8</td>
<td>2</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>3</td>
<td>6, 7, 15</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

In this table it was not necessary to include all items having one or more "1"'s as only the higher items are important.
Therefore only those items having eight recorded "1"s appear in the table. The Health and Safety Needs group not only contains the most items that fall into this number bracket (8 to 15), but also has the items recording the highest number of "1"s. Those items in the group having 12 recorded "1"s are numbers:

1. Prevention of epidemics
7. Adequate care for defective children
18. First Aid courses in the school and community

Those having 13 recorded "1"s are numbers:

6. Annual inspection of school children by county health officers.

21. Conduct clean-up campaigns in the community

With 15 recorded "1"s is item number 2:

2. Complete community sanitation

Found in the Recreational Needs group are items with 10, 11, and 12 "1"s recorded. They are, respectively:

10. Social life for the adults
8. Prevention of delinquency
9. Keep the community youth in the community

With 2 items having 10 recorded "1"s is the Library Needs group. They are items:

1. More books
2. Better books in the homes

Items 15 and 19 in the Educational Needs group have 9 and 10 recorded "1"s respectively. They are:
15. Manual or trade training in the school
19. More visits between teachers and parents

The Needs Peculiar to Farmers and Ranchers group includes three items with only 6 recorded "1"s each. They are:

5. Soil conservation practices
7. More agricultural courses offered in the school
10. Active 4-H, F. F. A. and F. H. A. Clubs

There were no additional needs suggested by any of the participants as mentioned at the time of contact.

Summary

In this chapter a survey of the Northwest Independent School District was made. A questionnaire was constructed and distributed throughout the five communities of the district by actually contacting the participants. When the questionnaires were returned they were tabulated and analyzed, and outstanding needs were determined by frequency of appearance and/or suggestions.
CHAPTER IV

BUILDING THE PROPOSED COMMUNITY PROGRAM

It was the purpose of this chapter to set up a proposed or suggested community program for the Northwest District Community. This program was based upon (1) an analysis of the needs derived from the survey questionnaire, (2) an analysis of fifteen community programs that are now in operation or have operated, and (3) the recommendations of authorities in building a community program of this type.

An attempt was made to make this program as workable and applicable as possible to the real situations as they exist in the Northwest District Community, although it must be realized that any program must be continually remade in terms of interpreted needs. The community program so proposed here is not a fully developed program in every detail, but is little more than the outline for such a program.

**Determining the Basis for the Program**

As previously stated, this suggested program was based, in general, upon an analysis of the community needs as revealed by the questionnaire and of the fifteen selected programs. In each case certain activities were arrived at and it is upon these activities that this program was finally based.
An examination of these two lists of activities was made in order to compare them for similarities.

Following is a list of outstanding needs derived from the survey questionnaire. They are listed in order of number of appearances in the survey returns. Need number one received fifteen "1" checks, and the last need received eight "1" checks.

1. Complete community sanitation
2. Annual inspection of school children by county health officers
3. Clean-up campaigns in the community
4. Prevention of epidemics
5. Adequate care for defective children
6. First Aid courses in the school and community
7. Interest of youth in the community
8. Prevention of delinquency
9. Social life for the adults
10. More books
11. Better books in the homes
12. More visits between teachers and parents
13. Manual or trade training in the school
14. Soil conservation practices
15. More agricultural courses offered in the school

Presented for comparison is a list of the higher ranking activities, according to frequency of appearance in the
selected programs from each of the five groups of activities. The item appearing the greatest number of times was eight, and it heads the list; the item appearing the least number of times was three, and it is at the foot of the list.

1. Co-operative store
2. Operation of school lunchroom
3. Community cannery
4. Farm study groups of men and boys
5. Community garden
6. Agriculture shops
7. Recreation center
8. Community socials and dancing
9. Community meetings
10. Dramatic clubs
11. Inspection of school children by physicians and/or nurses and/or dentists
12. Evening classes
13. Library for both school and community use
14. Increased library circulation

There is little comparison between the two lists of activities, as the list based upon the questionnaire returns emphasizes health and safety activities, while the list based upon the fifteen selected programs emphasizes activities peculiar to farmers and ranchers and recreation. There were, however, two areas in which some similarity was evident. Both lists of
activities advocated annual inspection of the school children by competent health officials and both lists evidenced adequate library facilities for the school and the community.

**Suggested Organization of the Program**

The Northwest District school-community program includes in its membership, or the persons eligible to participate in its activities, all people living within the community.

The broad purposes of such a program are as follows:

1. To provide an agency by means of which the needs of the community may be formulated in relation to the demands of a changing society from the continuous growth and enrichment of children and adults in the Northwest District Community.

2. To create means whereby continuous improvement of community life is achieved through cooperative planning and action.

3. To provide a more realistic means of education for all persons by making the problems and activities of community life the essential basis of educative experiences.

4. To facilitate the recognition of group planning as a dynamic social activity capable of reconstructing the social order in accordance with the demands of society and the implication of democracy.

The community program is to be administered by an agency designated as the Community Planning Council. Membership in the council consists of representatives chosen by and from
such agencies in the community as the Parent-Teacher Association, the Board of Education or Trustees, the school faculty, various clubs, and one representative each from labor and professional groups.

The method of selection and the length of time that each representative shall serve as a member of the Community Planning Council are determined by each representative agency. The council selects its own officers and determines its own rules of procedure.

Broadly conceived, the functions of the Community Planning Council are as follows:

1. To serve as a representative agency whose responsibility shall be long-time planning in the interest of the continuous improvement of community life.

2. To integrate the individual and social needs of all persons within the community by the formulation of broad areas of activity.

3. To make specific recommendations to social and civic agencies that will suggest the means whereby community purposes can be achieved with the greatest degree of co-ordination.

4. To emphasize continuously cooperative planning and action as the dynamic social function upon the success of which the improvement of community life will ultimately depend.

It is suggested that within the Community Planning Council five separate committees, each with a chairman, be set up. The titles of the five committees are as follows:
1. Committee on Educational Activities
2. Committee on Health and Safety Activities
3. Committee on Recreational Activities
4. Committee on Library Activities
5. Committee on Activities Peculiar to Farmers and Ranchers

The members of the five committees include the total members of the Community Planning Council with the exception of one whose title is that of Coordinator. In a program of this type and size it is necessary that a system be worked out to prevent conflicts of different groups for the use of the same buildings, facilities, and equipment. Also, another major duty of the Coordinator is that of preventing too much overlapping among the five committees concerning activities, purposes, and policies.

**Suggested Program of Activities**

Having established the scope of the program, its purposes and method of administration, it now remains to establish the program itself which consists of suggested or proposed activities. In view of an analysis of the needs of the Northwest District Community as expressed by the survey questionnaire and an analysis of fifteen selected school-community programs, the following program of activities is proposed for the Northwest District Community. This program is presented in five sections, namely, activities of recreation, education, library, health and safety, and activities peculiar to farmers and ranchers.
Program of Recreational Activities

In the past the recreational aspect of the rural problem has been neglected; this is perhaps due in part to the general misconception that rural folk do not need recreation. Of all people in the world there is no class which needs recreation more than agricultural workers -- not physical exercise, but social and mental recreation.\(^1\) They crave recreation and social enjoyment, but they fail to understand that they have all the necessary means of recreation -- the schoolhouse as a meeting place and the teachers as leaders. The responsibility rests on the teachers. They alone, in most cases, must open the way to social enjoyment and recreation.\(^2\)

It must be remembered that play in the country is not so much to promote health as to develop the higher social instincts, to introduce another factor into country life which will tend to counteract the explosive features which have been so actively depopulating the rural districts. The country child does not play enough. His repertoire of games is surprisingly small and inadequate. If he would play more, he would love the country better, see more beauty in it, feel the isolation less, and, thus, be less inclined to leave.\(^3\)

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Every community wants to keep the youth at home, and must do so in order to grow and function properly.

The National Society for the Study of Education, in its Tenth Yearbook, advises that an adequate program of this type should include the following:

An adequate program of play would include pleasurable outdoor and indoor occupation for (a) home, (b) day schools, (c) Sunday schools, (d) other social organizations, public and private, suitable for Sundays as well as for weekdays, adjusted to the season of the year, and adapted to the needs of (1) very little children, (2) children from eight to thirteen, (3) boys and girls in the adolescent period, (4) adults; sex as well as age being taken into account when necessary.4

Adults, as well as boys and girls, enjoy almost any kind of play and athletics.

Essex, after a similar study, advises as follows:

The activities in a program of public recreation usually include the following: (1) games and sports, including athletics, group games, aquatics, hiking and skating; (2) social recreation, including parties, folk games, card games, and dancing; (3) arts and crafts, including woodcraft, beading, braiding, carving, drawing and sketching; (4) rhythms and dancing, including such activities as national and country dances, social dancing, and modern dancing; (5) dramatics, including such activities as pageantry, puppetry, plays, and story telling; (6) music, including such activities as community singing, chorus, instrumental music clubs, and festivals.5

4Ibid., p. 53.

Morgan also gives some definite ideas about what a program of this type should include. He mentions the following:

Under existing conditions the aim of a program of community recreation most frequently should be to increase the first type of recreation — that of noncommercial games, sports, amusements, and related occupations — which are directed chiefly by those who participate, and for their benefit, rather than for spectators. . . . There should be definite efforts to have times and occasions when the community as a whole can get together for play and acquaintance. Music furnishes an excellent opportunity for such meetings. . . . Periodic community dances and social evenings can make a great contribution to community recreation and community spirit. . . . Among the most satisfactory programs for community recreation are community parks, playgrounds, and camp grounds.6

According to the survey, the predominating recreational need in the Northwest District Community is that of supplying some sort of social life for the adults. For adults, this need can be met, at least partially, through several activities.

1. An evening recreation center could be established in the community. An activity of this type would serve other groups in the community as well.

2. Community socials and dancing provide an opportunity for the adults to relax and enjoy themselves. This program could or could not include children and young people.

3. The formation of adult clubs offers an avenue for adult recreation. Socials sponsored by these clubs are ideal as adult gatherings.

4. Many times meetings of the adults in the community are necessary. These meetings, with additional preparation, could include recreational activities.

5. Lectures and demonstrations to adults in the community, for example, by the County Agent and Home Demonstration Agent, provide some social life.

Program of Educational Activities

The disadvantages faced by rural people in supporting an adequate educational program for their children are seen in existing rural school facilities and conditions.

Every commonly employed statistical measure suggests that the quality of educational service provided by rural schools, considered as a group, falls far below national norms. School facilities and conditions clearly reveal the difficulties faced by the rural population in trying to educate a disproportionately large share of the nation's children on a disproportionately small share of the national income. Weaknesses abound despite a more-than-average effort to support an adequate educational program and despite some assistance, nearly everywhere, from state school funds. Even though rural people generally spend more than city people on education in relation to their means, they are unable to provide their children with the preparation they need to cope with their environment and to compete on equal terms with city-bred children.⁷

Thus, a dark picture is painted in which rural education is inadequate and lacking in most necessities. However, in later years this situation has been improved somewhat; Senate Bills 115, 116, and 117 provide mainly for more rural

consolidation, an increase in state aid, meaning more and better teachers, buildings, and equipment and more funds.

In the opinions of the people of the Northwest District, two of the most important educational needs in that community are (1) more visits between teachers and parents, and (2) manual or trade-training in the school. It should be relatively easy to remedy the first need; however, the second need may require some major action on the part of the school. These needs are listed with suggested activities for meeting them.

1. More visits between teachers and parents

   a. The institution of a Parent's Day is appropriate here. On this day both parents, if possible, visit the school and classrooms during classes.

   b. It is also possible that meetings can be held between parents and teachers in order to discuss prominent school problems.

   c. It is advisable, and necessary, for a teacher to understand more completely the student, that the teacher visit each home at least once during the year.

2. Manual or trade-training in the school

   a. Through a committee made up of representatives from the faculty, community, student body, and specialists, subjects providing for manual or trade training could be added to the school curriculum.
b. To carry out this curriculum necessary additions would be adequate classrooms, equipment, supplies, and funds, and perhaps a special teacher.

Program of Library Activities

The importance of the provision of library service to rural communities and schools scarcely requires stress. The deficiencies in the cultural resources of rural areas increase the need for library service. All the available data suggest that most rural families possess relatively small amounts of reading material and that the periodicals and books which are available are limited in variety and are unsubstantial in character. Rural areas have similarly limited supplies of the supplementary material many modern libraries furnish, such as pictures and phonograph records. There is a genuine and widespread need in rural areas for libraries which have adequate resources. 8

There may be assigned three good reasons why rural people should seek good reading material:

First, the use of leisure time may be improved -- rural people's isolation and lack of opportunity for immediate social intercourse make reading in the home very necessary. Some danger may arise from a haphazard selection of books for the sole purpose of pastime, and the result be baneful rather than helpful.

Second, attitudes and ideals may be elevated. Even though there is much work to be done on the farm, there comes a time in the long winter evenings that can and should be given over to association with the best men and women through their writings.

8 Ibid., p. 168.
Third, the habit of reading may be acquired. One who has formed such a habit cannot be satisfied until he has something at hand to read. In the years of early youth, habits of any kind are most easily formed; hence, if a reading habit is to be fixed, young people must have an opportunity to secure books that are not only suited to their needs but also to their desires.9

The frequent communication of the rural home with the rural school through the child who attends it brings the little library into close contact with that home. For this reason it is a little nearer to the people who support it than is the city library.10

Morgan, in advising what the community library should contain, says that:

    The community library is a primary necessity. Its shelves should not be wholly filled with the latest best sellers. There should be room for literature, science, poetry, biography, history, philosophy, and religion. It is not always the book most talked about and taken out most frequently which is most interesting.11

In the Northwest District the people feel that there is a need for more books in the library and better books in the homes. Suggested remedies for these needs are:

10Ibid., p. 35.
1. More books in the library
   a. Ask the Parent-Teacher Association and other local agencies to donate books or money for buying books.
   b. Ask people in the community to donate or loan personally owned books to the school library.
   c. Arrange with the county library for library loans and service. Books will be delivered and picked up each month.
   d. Raise the money to buy library books by giving, at the school, pie or box suppers, cake walks, school plays, or other entertainments.

2. Better books in the homes
   a. Ask the county librarian to aid in selecting books for the library.
   b. Form reading clubs or circles in the school and community.
   c. Encourage the students to check out and take home library books for supplementary reading in their subjects. This could be required.
   d. Encourage all people in the community to use the library.

Program of Health and Safety Activities

For a number of reasons rural schools must concern themselves with the entire problem of rural health. Pupils' notions about health and their physical and mental well-being are obviously dependent on home and community conditions and experiences, not merely on what they learn and do in school. In providing health service, as in
providing library service, considerations of economy compel rural schools to utilize existing community facilities to the greatest extent possible; they must plan their own programs to dovetail with those of other agencies. Finally, rural schools have a responsibility not only to their pupils but to the general public to do everything in their power, not inconsistent with their educational function, to improve community conditions. Rural health is one of the most important and appropriate areas for the schools' attention; they cannot neglect it without to some extent evading their responsibility to their pupils and devitalizing their program. Fortunately, too, the schools are in a strategic position to contribute to the improvement of rural health. 12

Hanifan gives some suggestions for a rural health program, as follows:

1. This program should be made primarily instructive. Many people living in the country have never had the opportunity of learning even the simplest laws of health. They do not have the facilities for sanitary living that the city affords. A few definite suggestions about the house fly, its breeding places, and its relation to typhoid may be the means of avoiding a typhoid epidemic in the community. Other maladies, such as tuberculosis, colds, and the various contagious diseases, are good subjects for discussions.

2. Nothing could be more appropriate on a health program than some plain suggestions relative to personal hygiene. In such discussions the teacher will, of course, use due caution not to offend or to allow the discussion to go beyond its proper limitations.

3. It is a very good plan to have a local physician address the meeting. He is in position to say to the people what the teacher would not dare to say or what one parent could not say to the others. His experience among the homes will enable him to emphasize the things most important to the health of the community.

4. The motion picture companies now have excellent films showing the ravages of the house fly, the causes

of tuberculosis, the dangers of stagnant water, etc. These films are far more impressive than any amount of 'lecturing'.

5. In a good many communities the physicians could be interested in making a medical inspection of the school without fees. A report of such an inspection would open the eyes of the community as perhaps nothing else would.\textsuperscript{13}

Works and Lesser suggest what should be the component phases of a well-rounded school health program:

1. A healthful school environment in a safe, sanitary school building, with adequate outdoor and indoor play space.
2. Mental hygiene as reflected in properly qualified teachers and co-operative pupil-teacher relationships.
3. Health protection through medical inspection, school nursing service, and remedial work.
4. Health instruction by means of curriculum material related to the child and his environment.
5. Physical education properly graded to pupil capacities and interests.
6. Recreation on a year-round, community basis.\textsuperscript{14}

There are many health and safety needs in every community, and the Northwest District is definitely not an exception; however, according to the opinions of the people in this community, there are several outstanding needs that are being considered here. They are complete community sanitation, annual inspection of school children by county health officer, clean-up campaigns in the community, prevention of epidemics, adequate care of defective children, first-aid courses in the school and community, and prevention of delinquency. Most

\textsuperscript{13}L. J. Hanifan, \textit{The Community Center}, pp. 194-195.

of these needs overlap each other greatly and, in most cases, are conducive to the successful execution of the others as seen in the following listings:

1. Prevention of epidemics
   a. Lecturers and films on the major epidemics and their causes.
   b. Complete community sanitation.
   c. Conduct clean-up campaigns in the community.
   d. Periodic inspection of the community people by a competent health official.
   e. Emergency health measures in case of an outbreak of a contagious disease.

2. Complete community sanitation
   a. Conduct clean-up campaigns in the community.
   b. Divide the community into sections for a clean-up contest with the local physician as judge.
   c. Have health officials inspect the community and report the results to the people.
   d. Inform the community people of the importance of sanitary conditions.

3. First-aid courses in the school and community
   a. Through a committee made up of representatives from the faculty, community, student body, and specialists, a first-aid course could be added to the school curriculum.
   b. Arrange first-aid classes for the out-of-school people in the community. These classes could be held at night when more people could attend.
4. Annual inspection of school children by county health officials
   
a. Arrange with county health officials for an annual inspection of all school children. The county health nurse would probably do this.

   b. Make adequate preparation and arrangements with the faculty, students and parents to make the inspection successful.

   c. Impress upon the parents that follow-up of the inspection or examination as directed by the health officials is essential.

5. Conduct clean-up campaigns in the community.
   
a. Divide the community into sections for a clean-up contest with local health officials as judges.

   b. Inform the community of the importance of clean living conditions.

   c. Have health classes make posters about the community clean-up campaign.

6. Adequate care for defective children
   
a. Arrange for a teacher of exceptional children and/or an in-service training program for the faculty members on the teaching of exceptional children.

   b. Ask aid of local or state agencies in getting special medical treatment and special materials and equipment in the school.
c. Close contact should be made and kept with the parents of an exceptional child. This is necessary for best progress.

7. Prevention of delinquency

a. Provide after-school activities and summer activities for the school children.

b. Provide leisure-time activities for the out-of-school youth.

c. Establish a "Teen-age" center in the community.

d. Have a local law official to give a talk to the community on causes, prevention, and consequences of delinquency.

e. Attempt to destroy bad environmental conditions in the community.

Program of Activities Peculiar to Farmers and Ranchers

The desirability of rural schools' providing instruction in agriculture is scarcely open to question. Vocational agriculture meets every criterion which educators have set up for selecting the types of occupational preparation which should be offered in the schools. . . . the instructional program in vocational agriculture can be broad and readily linked with general education. In such a program courses designed to lay the basis for good farm management might include: (1) training in sound business practices, including cost accounting, supply-and-demand factors as related to quantity and quality of production, co-operative marketing and purchasing; (2) scientific farming, including soil conservation, improved breeds of livestock and varieties of crops, control of insect pests and plant and animal diseases; (3) mechanics, including the use of power machines; (4) plant maintenance
and improvement; and (5) social co-operation, including information about farm organizations, administration of federal farm programs, and fundamental policies of the community, the state, and the nation in the development of agriculture.15

All farm programs should be made as practical as possible because, if the people are interested at all, they desire some very definite help on the problems that actually confront them.16 The problems and activities of farm programs should be those indicated by farmers of the community; therefore the school serves the community through its needs.17 These are conclusions drawn as the results of studies made by Hanifan.

The following are agricultural needs of the Northwest District as indicated by the people themselves: soil conservation practices, more agricultural courses offered in the school, and active 4-H, F. F. A., and F. H. A. Clubs. Suggested activities for meeting each of the needs are:

1. Soil conservation practices
   a. Demonstrations on terracing, drainage, and grass planting by the County Agent
   b. Lectures on soil conservation practices by County Agent or a prominent local farmer with accompanying picture slides or motion picture films

15Ibid., p. 122.  
16L. J. Hanifan, op. cit., p.192.  
17Ibid., p. 193.
c. Field trips by farmer groups to a demonstration farm or local Experiment Station

2. More agricultural courses in the school
   a. Through the aid of the faculty, students, parents, and specialists, attempt to provide in the curriculum adequate agricultural courses.
   b. Arrange, through legal and necessary channels, all supplies, equipment, and materials for the teaching of agriculture courses.

   b. If 4-H, F. F. A., and F. H. A. Clubs do not exist in the community, ask the County Agent and County Home Demonstration Agent to form them.
   c. Ask parents to cooperate with the student in the handling of a project.
   d. Encourage social activities among these clubs.
   e. Encourage students with successful projects to enter them in competitive shows.

Any program must be continually remade in terms of interpreted needs. Leadership to inspire program-making and evaluation in terms of these needs should come from the community with as little help as possible from the outside. The program should begin with the cradle and should extend
to the grave. Education should be seen as a continuous process. Everyone should have a part in the planning of the activities and programs in terms of needs which they too have helped to determine. This can be accomplished best through a school-community program.18

**Summary**

In this chapter a proposed program was set up to meet, at least partially, the needs of the Northwest District. This program was based upon the returns of the questionnaire and their analysis, the analysis of the program of the fifteen selected programs, and the recommendations of authorities in building such a program. Only the outstanding needs were considered, and in each case activities were suggested to meet these needs. A method of organizing the program was also suggested.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

There is great need for a much more complete and revised social and educational program in the lives of rural people in this country. When these programs are improved or revised, they should be changed in the light of the present needs of the community, for the needs of the people in the community should determine what the school curriculum contains as well as what out-of-school activities are conducted in the community by either the school or local agencies. In this thesis a rural community was studied with such an improvement or revision program in view.

First, in order to take advantage of the experiences and findings of other communities in attempting a program of this type, fifteen such communities were selected for exploration on the basis of their programs. These school-community programs were then analyzed with the purpose of isolating information that would aid in building other school-community programs. In the analysis of these programs particular attention was paid to the activities and methods used to meet the needs of the people in each case.
Before an existing program can be revised or a program constructed to meet the needs of the people in any community, such needs must be known. In determining the needs of the Northwest District in this study a survey was made. A questionnaire was constructed and was distributed by actual contact with each participant. When the questionnaires were returned, they were assembled, tabulated and analyzed. Thus, if the people of the Northwest District know their needs, such needs were derived from the questionnaire by frequency of appearance.

When the needs of a community are determined, it then remains to revise the program, if one exists, in terms of these needs, or to construct a program based upon these needs. In this study the determined needs of the Northwest District did form the basis for proposing a program. Also, very prominent in proposing a school-community for the Northwest District were the experiences and findings of other communities in building such programs.

Conclusions

From experiences in Kentucky in working on a community improvement problem, Clapp drew some conclusions which parallel those of this study:

From our experiences in Kentucky we learned that education is intrinsically a social process; that it is, as a matter of fact, at in the larger process of educating which includes many elements and agencies and influences, and is tantamount to
what we call living. A socially functioning school is a school which assumes as an intrinsic part of its undertaking cooperative working with the people of the community and all its educational agencies on community problems and needs with reference to their effect on the lives of the children and of the adults. Its special concern is with the process of growth and development.¹

The Society for Curriculum Study also made an intensive study of certain phases of school-community relations and drew some conclusions which are important here.

1. All life is educative, not gained only in institutions of formal learning.
2. Education requires participation in, not merely study of life.
3. Public-school systems should be primarily concerned with the improvement of community living and the improvement of the social order.
4. The curriculum should receive its social orientation from major problems and areas of community living, not from specialized aims of academic subjects.
5. Public education should be founded upon democratic processes and ideals.
6. Progress in education and in community living best comes through the development of common concerns among individuals and social groups.
7. Public schools should be held responsible for the education of both children and adults.
8. Teacher-preparatory institutions should prepare youth and adults to carry on a community type of public education.²

The following conclusions resulted from this survey and study of the Northwest Independent School District:

1. Making actual contact with the participants in a survey seems to stimulate their interest so that a fairly large percentage of returns is made. It is conjectural whether or not the quality of answers received is improved.

¹E. R. Clapp, op. cit., pp. 64-65.
2. The people of the Northwest District definitely place more emphasis or importance on the health and safety needs of their community than on any other single group of needs.

3. Although farming predominates in this area, the people are not so interested as might be anticipated in the furthering of this occupation. Migration to small businesses and to large cities for work seems to be taking place.

4. Other studies seem to indicate that small rural communities, particularly in the South, are best suited for studies of this type.

5. In general, recreation predominated in the selected programs. There was also much emphasis on education and activities peculiar to farmers and ranchers. After a detailed analysis, however, activities peculiar to farmers and ranchers predominated with recreation ranking second.

6. Similarity between outstanding activities in the selected programs and outstanding needs in the Northwest District was negligible.

7. To determine how a program is to function is the first step in making it succeed.

8. Any community program must be continually remade in terms of interpreted needs.

9. The success of any school-community program depends upon planning and cooperative action on the part of everyone concerned.
10. Clarity, simplicity, and specificity in the questionnaire determine more than any other factor the success or failure of a survey.

Recommendations

1. Every rural school principal or superintendent should, with the aid and materials available, attempt a program to determine and to meet outstanding needs that exist in his community.

2. If at all possible, when conducting a survey, make personal contact with the participants so as to increase both quantity and quality of the returns.

3. School officials of the Northwest District should take from this study such information and suggestions which they deem applicable in that community.

4. Rural school principals and superintendents should make special educative preparation to cope with rural community improvement and rehabilitation problems.
APPENDIX A

A SURVEY QUESTIONNAIRE TO DETERMINE COMMUNITY NEEDS OF THE NORTHWEST DISTRICT

Do you believe that there exist in your community certain "needs" that could be either partially or completely remedied by the various school services? If so, read the following list of possible community needs and check, by the method indicated, those items that coincide with your own opinion. If you think there is great need place a "1" in the parenthesis beside the item, only moderate need, a "2", and little need, a "3". Some of the items may merely serve to remind you of other items or needs that are not on the list; in that case please feel free to list and number such needs. If necessary, use the back of the sheet.

I. Educational Needs
   ( ) 1. Evening or night schools
   ( ) 2. Night industrial schools
   ( ) 3. Week-end schools
   ( ) 4. Vacation schools
   ( ) 5. Education for illiterates
   ( ) 6. Preparing children for occupations in the community
   ( ) 7. Adequate guidance program in the school
   ( ) 8. Set up vocational counseling bureau in the community
   ( ) 9. Frequent showing of educational films in the community
   ( ) 10. Some provisions for exceptional children
   ( ) 11. Setting up nursery schools and/or kindergartens
   ( ) 12. Adult education classes
   ( ) 13. Better use of community resources by the school
   ( ) 14. School placement bureau
   ( ) 15. Manual or trade training in the school
   ( ) 16. Formation of school-community council
   ( ) 17. An active Parent-Teachers Association
   ( ) 18. Visiting days for parents at school
   ( ) 19. More visits between teachers and parents
   ( ) 20. Use of radio stations by the school
21. Use of the local newspaper by the school
22. Extension courses for adult home study

II. Library Needs
1. More books
2. Better books in the homes
3. More library space in the school
4. Need more libraries in the community
5. Need different books; if so, what kind?
6. State traveling library
7. Greater variety of books in the library
8. Many useful magazines in the library

III. Health and Safety Needs
1. Prevention of epidemics
2. Complete community sanitation
3. Free from disease carrying insects
4. Purer water and foods in the community
5. Lectures on health problems
6. Annual inspection of school children by county health officers
7. Adequate care for defective children
8. Solution of delinquent problems
9. Safer driving in the community
10. Driving classes in the school
11. Safety club in the school and/or community
12. Safety classes in the school
13. Fire drills in the school
14. Fire drills in the community
15. Abolition of community fire hazards
16. Community lectures on fires and fire hazards
17. Observance of "Fire Prevention Week"
18. First aid courses in the school and community
19. Formation of a safety council in the community
20. Take advantage of annual free chest X-rays
21. Conduct clean-up campaigns in the community
22. Sex education in the school
23. Showing of safety and health education films
24. Safer and better transportation for the children
25. Better lunch room facilities

IV. Needs Peculiar to Farmers and Ranchers
1. Better farming methods
2. Workshop for farmers and ranchers
3. Community canning center
4. Closer contact with the County Agent and the Home Demonstration Agent
5. Soil conservation practices
6. Natural resources conservation practices
7. More agricultural courses offered in the school
8. Showing of agricultural films
9. Participation in county agricultural fairs
10. Active 4-H, F.F.A., and F.H.A. Clubs
11. Cooperation with school lunch room
12. Cooperation with the nearest Agriculture Experiment Station
13. Holding farm and cattle clinics

V. Recreational Needs
1. Vacation playgrounds
2. Evening recreation center
3. Motion pictures
4. Lectures
5. Community meetings
6. Community talent programs
7. Meeting places for community clubs, etc.
8. Prevention of delinquency
9. Keep the community youth in the community
10. Social life for the adults
11. Use of school facilities by the community
12. Community theater or movies
13. More interschool activities
14. "Teen-age Center"
15. Operation of year-round playgrounds
16. Formation of leagues and tournaments in softball, bowling, tennis, etc.
17. More community socials and dances
18. Old folks' recreation center
19. Child-care agency for working mothers, etc.
20. Afterschool playgrounds
21. Community recreation system
22. Recreation for non-school youth and adults
23. All-year community recreation
24. More intraschool activities
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