

SOME EDUCATIONAL AND SOCIAL EFFECTS  
OF CLOSING NEGRO HIGH SCHOOLS  
IN OKLAHOMA

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## PREFACE

The educational and social changes effected in two small Oklahoma Negro communities by the closing of public high schools were examined in this investigation. It is hoped that the findings of the study can be used in program development in these and other communities in which such changes have occurred.

The writer wishes to express her sincere appreciation to Dr. Daniel Selakovich, Professor of Education at Oklahoma State University and Chairman of her Committee, for his invaluable guidance, assistance, and encouragement. Gratefulness is expressed to Dr. James Kenneth St. Clair, Head of the Department of Education at Oklahoma State University, for his constructive criticisms, constant encouragement, and faith. Sincere gratitude is extended to Dr. Idella Lohmann for her generous help and continuing interest. The writer is deeply grateful to Dr. Gene Acuff, who was assigned to her committee in the final stages of the thesis, for his encouragement and support.

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## CHAPTER I

### INTRODUCTION

Although a major function of the public high school is that of providing an educational program for youth, it makes other contributions to the life of the community. In many communities, particularly the small communities, the high school participates with other institutions in the implementation of several kinds of services and activities. Among such services and activities are those that are planned for adult members of the community. These programs consist of education classes, recreational and civic activities, health services, and cultural opportunities. In addition to the planned programs and activities for the development of adults are the various types of informal influence exerted by professional education leaders of the school. These services and activities are representative of the endeavors of the high school to participate in meeting the educational and social needs of the entire community.

Concerning the school as a community institution, the authors of The American Secondary School Curriculum state that:

More and more the secondary school is tending to become a community institution. In addition to providing schooling for boys and girls in the classroom, the modern secondary school takes the pupils into the community and brings the community into the classroom. ... In many communities much, if not most, of young people's social life is centered in the school. Moreover, the schools' program is not limited to boys and girls. Many secondary schools are expanding their programs to give adults both cultural and social experiences. Anderson and Gruhn list six practices by which secondary schools have been becoming community educational, cultural and recreational centers. They are (1) cooperation

between school and community agencies in developing activities for youth and adults; (2) increased parent participation in the program of secondary schools; (3) recreational and enrichment programs during vacation and out of school hours for youth and adults; (4) upward extension of education for all youth beyond the twelfth grade; (5) the development of adult education programs; and (6) the development of the schools as a cultural center for the community.<sup>1</sup>

The importance of the school as a relevant social institution in the community is also supported by Ronald Warren, a contemporary sociologist. Professor Warren views the school as one of the main social units which performs the "locality-relevant function" of socialization in the community. In his view, there is an essential interdependency of school and local community which is basic to the adequate functioning of both institutions of society. Professor Warren defines socialization as the process whereby individuals acquire knowledge, values, skills, attitudes, and behavior patterns of society and learn behavior appropriate to the different roles defined and sanctioned by society.<sup>2</sup> He takes the position that the school's part in socialization is not confined to the child at school, nor is it limited to children and youth, but is a process continuing through the lives of individuals.<sup>3</sup> Moreover, when the process is not continued, there is a falling away from culturally sanctioned participation in society.<sup>4</sup>

If indeed, the public high school is the center of educational, cultural and recreational activities, and if it performs the

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<sup>1</sup>Leonard H. Clark et. al., The American Secondary School Curriculum (New York, 1965), pp. 410-411.

<sup>2</sup>Ronald L. Warren, The Community in America (Chicago, 1963), pp. 13-14.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

"locality-relevant function" of socialization, then a public high school with its many functions and designs is closely involved with the several important facets of society and is related to the total stability of community life. Hence, it seems reasonable to assume that when a public high school closes in a small community, there are changes in the community's educational and social life.

### The Problem

The problem of this study was brought clearly into focus on May 17, 1954, when the United States Supreme Court decided that racial segregation in public schools was unconstitutional.<sup>5</sup> This set in motion the processes of public school desegregation. On May 31, 1955, the Court again stated the unconstitutionality of segregation in public schools and ruled that all districts must proceed to integrate their schools "with all deliberate speed".<sup>6</sup> In compliance with the desegregation rulings, West Virginia, Delaware, Missouri, Kentucky, Maryland, Oklahoma, and Washington, D. C., began the process of desegregating their schools.<sup>7</sup> The school systems of other states were to follow.

The effects of certain changes brought on by the desegregation of public schools have posed several problems. Among the problems which were posed by such changes were various known fears which

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<sup>5</sup>"Brown et. al. vs. Board of Education of Topeka et. al.", United States Reports, 348 (Washington, D. C., 1954), pp. 483, 495-496.

<sup>6</sup>"Brown et. al. vs. Board of Education of Topeka et. al.", United States Reports, 349 (Washington, D. C., 1955), pp. 294, 301.

<sup>7</sup>J. Milton Yinger, A Minority Group in American Society (New York, 1965), p. 60.

seemed to be present in both Negro and white groups. J. Kenneth Morland, Professor of Sociology at Randolph-Macon Women's College at Lynchburg, Virginia, has delineated several of such fears.<sup>8</sup> One fear was that the strains of integration would be too great for young people of both races. It was also feared that academic standards would be lowered under desegregation. There was also concern that moral standards of white students would be lowered by interracial contact. George Eaton Simpson and J. Milton Yinger pointed up two problems which Negroes might face. These included possible feelings of inferiority on the part of Negro students brought about by the fear that they could not meet standards required by the white schools, and the fear of Negro administrators and teachers that they might lose their positions.<sup>9</sup>

A major concern of this study was to determine whether these fears and others were genuinely felt by the residents of certain small communities in which the public high schools have been closed, or are faced with this prospect.

Because the public high schools have served a wide diversity of social as well as educational functions, some residents of small communities seemed to fear that social and educational changes brought about by the closing of the local high school might be disastrous to community stability. Because these fears seemed genuinely held and are discussed

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<sup>8</sup>J. Kenneth Morland, "Token Desegregation and Beyond" in Arnold M. and Carolyn B. Rose, Minority Problems. (New York, 1965), pp. 236-238.

<sup>9</sup>George Eaton Simpson and J. Milton Yinger, Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination. (New York, 1965), p. 429.

in the significant literature dealing with the problems of desegregation since 1954, the major task of this study was to make educational and social changes brought on by the closing of public high schools in two small communities an in-depth study to determine their nature and extent.<sup>10</sup>

#### Purposes of the Study

The first purpose of the present study was to identify the possible educational and social changes in small communities brought on by the closing of the public high schools. It appeared to the writer that if the closing of public high schools in small communities effected such changes, they should be identified in order to ascertain to what extent the communities utilized the programs associated with the educational and social aspects of the schools. Such information could be used to facilitate the reorganization of communities in the areas in which such changes have occurred.

The second purpose of the study was to discover the possible areas

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<sup>10</sup>For further information on this aspect of the study, see the following research studies:

J. W. Atkinson, "Theory of Motivational Determinants of Risk-Taking Performance" in J. W. Atkinson (ed.), Motives in Fantasy, Action and Society (Princeton, New Jersey, 1958), pp. 322-340.

Carl F. Hansen, "The Scholastic Performances of Negro and White Pupils in the Integrated Public Schools of the District of Columbia," Harvard Educational Review (Summer, 1960), pp. 216-224.

Irwin Katz and C. Greenbaum, "Effects of Anxiety, Threat, and Racial Environment on Task Performance of Negro College Students," Journal of Abnormal Psychology, 66 (1963), pp. 562-567.

R. L. Plaut, A Blueprint for Talent Searching. New York National Scholarship Service and Fund for Negro Students, 1957.



in which school-related activities, programs and services could be substituted for by the implementation of similar programs by other agencies. It was also felt by the writer that the present study would make available data, in specific educational and social areas, which might be used in implementing programs of services and activities similar to those previously sponsored by the high schools.

The third purpose of the study was to ascertain the opinions of residents of the communities on the present educational and social needs of adults and the impact of the closing of the schools. The writer believed that such opinions would provide needed information on the former school programs for the adults of the communities. Further, such information would have important consequences in the development of recommendations for substitute programs.

The final purpose of the present study was to make recommendations for programs which would be comparable to the former programs offered for adults by the high schools. Since the review of related literature did not seem to reveal that existing community action and community development programs are based on research focused specifically on the areas of this study, the writer felt that the effort should be made to provide such basis.

#### Definition of Terms

Several terms relate to this study and are vitally involved in the solution of the problem. A list and definitions of the several terms

follows.

Community. Specifically,

A community is a territorially organized system co-extensive with a settlement pattern in which (1) an effective community network operates, (2) people share common facilities and services distributed within the settlement pattern, and (3) people develop a psychological identification with the 'locality symbol' (the name).<sup>11</sup>

Small Community. Those particular areas of populations in the State of Oklahoma which have been identified as not sufficiently populated, or that are otherwise disqualified to meet the minimum requisites to maintain legally the separate public high schools for Negro inhabitants. More specifically, the term refers to those population areas that have experienced the loss of their public high schools due to racial desegregation.

Desegregation. With respect to communities refers to a process resulting in the change from segregated to bi-racial or multi-racial status either in practice or principle.<sup>12</sup>

Integregation. The absence of all racial distinctions in the public schools.<sup>13</sup>

Compliance. With respect to segregation - desegregation refers to the obedience of a school or school district to the laws of the

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<sup>11</sup>Irwin T. Sanders, The Community: An Introduction to a Social System (New York, 1966), p. 26.

<sup>12</sup>Robert F. Campbell et. al., A Statistical Summary of School Segregation-Desegregation in the Southern and Border States. (Nashville, Tennessee, 1965-66).

<sup>13</sup>Ibid.

Supreme Court in desegregating public schools in America.<sup>14</sup>

Adult Education Courses. Generally refers to all classes, activities and experiences designed to serve the educational needs of adults and out-of-school youth beyond the compulsory school ages.<sup>15</sup> However, for the purposes of this study, adult education also referred to the classes held under the sponsorship of the public high schools for adults and out-of-school youths.

Recreational Activities. Activities planned and sponsored by the school for pleasure and enjoyment.

Civic Activities. Activities planned by the school which lead to participation in, and the understanding and practice of good citizenship on the levels of city, county, state, national, and international affairs.

Health Services and Activities. Those services and activities planned and sponsored by the school to foster health education and better health among adults as well as youth of the community.

Cultural Activities. School planned activities engaged in by persons for enjoyment and enrichment, activities which embody a high standard of excellence and refinement such as art, music, and drama.

Informal Influence of Professional Education Leaders. Those contributions of school leaders which are made outside their regular and assigned duties at school.

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<sup>14</sup> Ibid.

<sup>15</sup> Homer Kempfer, Adult Education Activities of the Public Schools: Report of a Survey, Pamphlet Number 107 (Washington, D. C., 1948), p. i.

## Scope and Limitations of the Study

The study involved two small Oklahoma communities. The communities were Red Bird, located in Wagoner County, and Chandler, located in Lincoln County. The study was not made of all of the manifold aspects of the two localities. Rather, it was confined specifically to certain areas of community relationships which were related to community social and educational changes which resulted from the closing of the public Negro high schools as a result of The Supreme Court's ruling. These areas were adult education classes, adult recreational, civic, health and cultural services and activities, and the informal influence of professional education leaders.

The study also sought to ascertain the existing programs of services and activities offered for adults of the two communities which are sponsored by other institutions and organizations. Also considered were the felt needs of adults in the communities with regard to these activities and services and the opinions of adults on educational and social changes brought about by desegregation of public high schools.

Evaluation of the responses of the residents of the two communities under investigation, or of the attitudes and opinions of the respondents, was completely beyond the scope of this study. Further, this study in no sense implied that either inadequate schools or segregation should have continued.

## Need for the Study

The 1954 ruling of the Supreme Court on the desegregation of public schools in America indicated that school segregation was psychologically harmful to Negro young people. It, therefore, insisted that

public schools must integrate without delay. While the court's urgency to provide Negro children and youth adequate access to educational opportunity, it did not make preparation for the consequences which were to follow the decision of the court. It failed to make provisions for the parents and other adults (in communities in which public schools closed) who must contribute to the growth and development of young people. Thus, one may conclude not only that provisions were not made, but apparently no one in position to act seemed to have foreseen the consequences that occurred as a result of the decision.

Thus, within the context of the nation's efforts to integrate public schools over the past thirteen years, there seemed to be several definite needs which this study would serve. The following is a discussion of some of these needs.

First, this study was designed to serve the needs of those communities that have already taken measures toward desegregation and are desirous of programs of readjustment, programs which will continue the services and activities related to those of the former high schools. These communities include those that have already complied with desegregation laws by closing their high schools and sending their children to the integrated schools.

Second, this study was designed to serve the needs of social workers and others who from time-to-time must devote their skills, efforts and positions to the planning of services and activities for communities that have accepted the recourse of public school desegregation.

Third, this study was designed to serve the needs of communities which seek to prepare themselves for similar changes experienced by the pilot

communities that have sought to comply with the school laws and their consequences. As shown by statistics on school segregation-desegregation, the 1954 decision on school integration is yet to complete its course.<sup>16</sup> Thus, the problem of school integration continues to be a serious problem in the United States.

Fourth, this study was designed to serve the needs of persons who seek increased knowledge about the desegregation aspects of community life which will eventuate in a broader and deeper understanding of the larger society. The local community is not only one of the most important subcultures of society, it is the "key to society".<sup>17</sup> It is within each community that the concerns of individuals for the well-being of each other and their willingness to participate in the cooperative solving of vital problems give significance to the democratic process.

The fifth need which this study was designed to serve was to provide insight into certain social and educational problems which resulted from the closing of public high schools in small communities. A careful and thorough survey of literature disclosed that an inquiry designed to obtain information on the changes which resulted from the closing of public high schools in small communities had not been previously undertaken.

#### Summary

Although a primary function of the public high school is that of teaching the subject matter of a rather specific curriculum, it makes

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<sup>16</sup>Campbell, p. 29.

<sup>17</sup>Conrad C. Arensberg and Solon T. Kimball, Culture and Community (New York, 1965), p. 132.

other contributions to the life of the community. Among the contributions which it makes are those in adult education classes, recreational, civic, health and cultural activities, and informal influence of professional leaders. Hence, when a public high school closes in a small community, there are changes in the community's educational and social life.

The problem defined for the study, therefore, was to determine the educational and social changes brought on by the closing of the public high schools in small communities. The purposes of the study were as follows: (1) to identify some of the educational and social changes in communities brought on by the closing of the public high schools; (2) to discover the possible areas in which school activities, programs, and services could be substituted for by the implementation of similar programs by other agencies; (3) to ascertain the opinions of residents of the communities on the impact of the closing of the public high schools; and (4) to make recommendations for programs which would be comparable to the former programs offered for adults by the former public high schools.

The study involved two small Oklahoma communities, Red Bird and Chandler. The study sought to ascertain if the closing of the high schools effected change in the following areas: adult education courses, recreational, civic, health and cultural activities, and informal influence of professional education leaders. Also, felt needs of residents in regard to the six areas studied were sought as well as their perceptions of the closing of the high schools and what desegregation of schools means to Negroes.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Recognizing the need for quality research on community life and development, there has been an abundance of research literature published in recent years. Several studies proved to be very beneficial in the various aspects of this work. The literature includes studies pertaining to social change, locality and community participation, community power structure and decision-making, community influence and adult education. The objective of the present chapter which surveys the related literature is to bring into focus earlier research efforts which were found to be related to the problem of this study.

On the inevitability of social change in the United States, Daniel Bell states, "The United States is the ... first large society to have change and innovation 'built into' its culture."<sup>1</sup> If change is inevitable, it seems reasonable to suppose that community residents should understand, analyze, and overcome resistances to desirable change. Thus, studies on social change proved to be of significant worth to this study. A study of social change which is related to this work is the investigation of Donald Vosburg. Made in 1958, the study was

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<sup>1</sup>Daniel Bell, The End of Ideology (New York, 1966), p. 37.



entitled, "A Community Study of Industrial Transition and Social Change."<sup>2</sup> Professor Vosburg's study reflects several significant issues involved in a study of social change. The Vosburg study was undertaken to investigate changes in Gloversville, New York, as they related to changes in industry. Gloversville is the larger of two villages in Fulton County, and is the center of the American glove industry. The industry, since World War II, has experienced some severe economic problems. In recent years, labor costs have been greater than the demands for gloves and increased competition from foreign companies has resulted from more liberal tax laws.

The methodology of the study consisted of a comparison of Gloversville and the glove factory in terms of what obtained in 1930, the beginning of the depression, with conditions from 1940 to 1958. Among the sources from which data were gathered were history, census records, newspapers, business statistics, and interviews with selected persons of the community. The hypothesis was that there has been a significant correlation between economic and/or industrial changes in selected aspects of the community. The findings of the Vosburg study revealed that the most significant changes in the community resulted from: (1) a progressive decline of consumer demand for gloves, (2) high cost of production in comparison with the volume of sales and a marked increase of competition from foreign producers which resulted from the Trade Agreement Act of 1934, and (3) liberalizing policies of tariff. The data disclosed further that the greatest changes in

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<sup>2</sup>Donald Ralph Vosburg, "A Community Study of Industrial Transition and Social Change" (unpub. Ph.D. dissertation, Syracuse University, Syracuse, New York, 1958).

Gloversville since 1930 have been: (1) an increase in unemployment, (2) an increase in the number of commuters to other cities for employment, (3) an increase in the migration of young people, to other places upon high school graduation, and (4) an increase in feelings of insecurity which resulted from the inability to bring about industrial diversification to compensate for the decrease in the glove industry.

The study is illustrative of what might happen to a community when an institution declines in output, or is removed from a community. It also shows that this type of change might have a tendency to create frustrations. In order to supplement the services offered by the institution in former times, citizens must either commute to other places for the services, or develop in their community something which will substitute in providing similar services of the lost institution. The study seems to raise serious questions as to how dysfunctional effects of social change may be curtailed or eliminated in small communities in which social institutions have been lost.

The Vosburg study was pertinent to this investigation in that Dr. Vosburg's interests for industrial concerns were related to concern for educational, social, civic, and cultural problems and issues, and gave a broader orientation of the problem under study. The study proved helpful, further, in the search for and selection of methods to employ in the gathering of the various types of data needed in the present study. Also, the study proved helpful in the establishment of theoretical backgrounds of this study, and the understanding of the impact of social change on small communities.

Other problems related to this study are those of social stratification and social mobility which have been problems in America

throughout the nation's history. Studies which follow provide a clear and sharp insight into the nature of these problems, not only as they relate to other social institutions, but to the school as well.

In the 1950's, Professor Alvin W. Schaff made a study entitled, "The Effects of Commuting on Participation in Community Organizations."<sup>3</sup> The study endeavored to show the degree of participation of commuters in the town of Claremont, California, a rapidly growing small town in an outlying metropolitan district. The problem was stated in the form of the following four questions:

1. To what extent is Claremont becoming a commuter town?
2. What are some of the differences between the commuter and the non-commuter groups?
3. Is participation in community organizations affected by commuting?
4. What is the effect of factors other than commuting upon community participation?

The major findings of Professor Schaff's study were: (1) the town of Claremont is a community with a rapidly increasing commuter population, and that a great number of young adults commute to other places for employment, (2) the commuter's interest is likely to be divided between his community of residence and his place of employment, (3) as a rule, the commuter participates very little in community affairs, (4) the presence of a large number of commuters is helpful, but it also poses additional problems such as increasing the child population, and

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<sup>3</sup>Alvin H. Schaff, "The Effects of Commuting on Participation in Community Organizations," The Sociological Review, 17 (April, 1952), pp. 215-220.

providing schooling for them, and an increased pressure for parking space, and (5) the organizations in the community are highly selective of the commuters for membership.

A similar study was made in 1963 by Frank Q. Sessions who made an investigation of the relationships between geographic mobility and social participation.<sup>4</sup> The center of the study was Richfield, Utah, a small town located about 160 miles from Salt Lake City. The subjects represented 114 households which were randomly chosen from the town water census roll, involving 196 persons. Response from the subjects was about 93 per cent.

The Sessions study disclosed that women who had to migrate from longer distances did not contribute financially to the church. There was a positive relationship between men who traveled casually and participation in fraternal groups. Civic participation was found to be positively related to the geographically mobile men, but not for women. For women, the size of the community of birth, youth, and the distances traveled were positively related to participation in fraternal groups.

The Schaff and Sessions studies seem to be consistent in demonstrating how members of communities and commuters are affected by the problems of stratification and mobility. The implications of these studies may be transferable to commuters for educational purposes, both at the high school and adult levels. From the data, one may learn that commuters from communities in which high schools have been closed are not immune to the effects of social stratification and mobility. For

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<sup>4</sup>Frank Q. Sessions, "Relationships Between Geographical Mobility and Social Participation in a Stable Community" (unpub. dissertation, University of Utah, Salt Lake City, Utah, 1963).

example, deprived students from small community schools, who commute to other community schools may not be able to maintain their status, and as a result, lose motivation and become dropouts.<sup>5</sup> The studies might prove useful to community planners and leaders in the development of programs which are oriented to assisting the upward mobility of students who may be exposed to circumstances similar to those presented in the Schaff and Sessions studies. The results of the studies may also be of use to community planners and leaders in the understanding and removal of socially imposed barriers to opportunities of upward mobility.

The studies were very useful to the present investigation in the following ways: by giving insight into the problems of commuting, one of the results of public school desegregation; in sampling procedures and the selection of respondents; in the analyzing of data on opinions and attitudes of respondents on the effects of desegregation of public high schools; and in the developing of recommendations.

Another type of research related to the problem of this thesis is the research on community power structure and decision-making. These studies seem to indicate that in every community, large or small, the factors of community power structure and decision-making are present, and that the school leaders play significant roles in such efforts.

Ralph Kimbrough's study, "The Development of a Concept of Social Power," involved two school districts which had the same boundary limits as the counties, and were designated by the fictitious names, "River

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<sup>5</sup>Edgar Z. Friedenberg, "An Ideology of School Withdrawal," in Jonathan C. McLendon, ed., Social Foundations of Education: Current Readings From the Behavioral Sciences (New York, 1966), p. 80.

County" and "Beach County".<sup>6</sup> The two counties were chosen for investigation on the basis that they were similar in the area of social climate, but varied significantly in local financial effort for educational purposes.

The team of researchers used the same methodology in comparing the two counties. They gathered historical data through interviews with inhabitants of both areas.

The investigation disclosed that the power structure in the two counties were significantly different. It was found that the power structure in "Beach County" (referred to as the "low effort county" because of its limited local financial efforts for education) was of tight monopolistic control by individuals who were economically powerful. In this county, school officials were not high in decision-making power; whereas, in "River County" (referred to as the "high effort county" because of its high achievements in local financial effort for educational purposes) the superintendent of schools was high in power and prominent in decision-making politics. Findings of the investigation indicated, also, that "River County", unlike "Beach County", was characterized by a competitive power structure in which no single group could control decision-making for all governmental sectors.

A related study was made by Arthur J. Vidich and Joseph Bensman in the 1950's called Small Town in Mass Society.<sup>7</sup> The investigators made a descriptive study of a small rural community in New York called

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<sup>6</sup>Ralph B. Kimbrough, "The Development of a Concept of Social Power," in Robert S. Cahill and Stephen C. Henchley, The Politics of Education (Danville, 1964), pp. 93-94.

<sup>7</sup>Arthur J. Vidich and Joseph Bensman, Small Town in Mass Society: Class, Power, and Religion in a Rural Community (Princeton, 1958).

"Springdale". The community is inhabited by approximately 3,000 people, 1,000 of whom lived in the village of Springdale, and the other 2,000 lived in the open country and five hamlets. The study included only those inhabitants who were socially and commercially oriented to the village.

Although the investigation is designed to show certain relationships of the local community and larger society and the manner in which both social systems operate to meet the needs of persons who belong to both systems, its findings have relevance for the present study. The study disclosed that the main mechanism of the community's coordination and integration was leadership. The study also revealed that the school was the strongest institution in the community, its budget was the largest, and that the school board stood at the center of decision-making. Further, the school principal, who was accorded some power in decision-making, was the community's chief leader and administrator.

The study by Vidich and Bensman emphasized the coordinating effects of leadership in a small community. It also seemed to support the idea that school leaders play influential roles in small communities and that what was found to be true of Springdale community might also be true in other small communities similarly situated.

The two studies concerning power structure and decision-making in the local community were of special benefit in developing items for the questionnaires and interview schedule used in the present study, particularly the items dealing with the informal influence of professional education leaders. The Vidich and Bensman study also proved helpful in the selection of elements used to describe the communities under study.

The last two studies summarized pointed up the fact that school

leaders are influential in small communities. The next related study seemed to support this contention and also to tell how this type of influence is obtained.

An exploratory study was done by Robert K. Merton entitled "Patterns of Influence: A Study of Interpersonal Influence and Communications Behavior in a Local Community".<sup>8</sup> The study was based primarily upon interviews with eighty-six men and women from diverse economic strata of "Rovere", a small town on the Eastern seaboard. The study was essentially a case study rather than a statistical analysis of influence patterns. The major purposes of the study were fourfold: (1) to identify types of people regarded as variously influential by their fellows, (2) to relate patterns of communications behavior to their roles as influential persons, (3) to gain clues to the chief avenues through which they came to gain influence, and (4) to set out hypotheses for more systematic study of the workings of interpersonal influence in the local community. Merton's analysis was based on two types of people -- the "locals" and the "cosmopolitans". "Locals" and "cosmopolitans" referred to types of influentials rather than geographic areas or regions. Methods of approach involved holding interviews with the eighty-six men and women from the two levels.

Findings of the Merton study revealed that "locals" confined their interests to the local community, were preoccupied with local problems to the exclusion of the national and international events, were interested in knowing many individuals in the local community, and

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<sup>8</sup> Robert K. Merton, "Patterns of Influence: A Study of Interpersonal and Communications Behavior in a Local Community," in Matilda White Riley, ed., Sociological Research: A Case Approach (New York, 1963), pp. 153-163.



were parochial in that "Rovere" was their world. "Cosmopolitans", on the other hand, are concerned with the local community, but their interests were not confined there. The study revealed also that the approaches to the interpersonal influence of the two levels of influentials were shown to be different. For example, the local influentials were reared in the town, received some degree of education and training there, and left only temporarily for college and professional training; whereas, the cosmopolitan influential was more or less a new arrival in the area. Therefore, the cosmopolitan influential could not use personal ties as his major claim to influentiaity and attention. Instead, he ordinarily possessed the distinction or reputation associated with his vocation when he entered the community. Another finding of the study was that the rise of the "local" to influentiaity was relatively slow because he had to establish himself by working his way to success; whereas, the rise of the "cosmopolitan" to influentiaity was at a relatively high level. The local influential had to establish his influentiaity, but the cosmopolitan's influence arose from association with other individuals in the community. The different approaches to influence made by the "locals" and the "cosmopolitans" helped account for their different orientations toward the community, according to the study. Another distinction between the two types of influence was found in the pattern of utilizing social status. "Locals" used their personal relations and were influential because of services based on such relations. On the other hand, "cosmopolitan" influentiaity's service was based upon the expertness or specialized skill and knowledge which they possessed. According to the findings, they were sought out for advice and help because they had certain knowledge and skills

needed by the residents of the community.

If the "cosmopolitan" (this includes educators) are sought out for what they know and because of skills, the finding by Merton lends support to the contention that educators seem to exert informal influence in the local community. The study by Merton has relevance to this work in two specific ways. First, it is similar in methodology and approach. It is a descriptive case study and was very helpful in developing a framework for describing and analyzing data. Secondly, Merton's base for classification of influentials in small communities was applicable to the areas in the instruments which dealt with the informal influence of professional leaders in the small community. It proved helpful to the investigator in the construction of the instruments.

The final group of studies related to the present work is focused on adult education. There are three of such studies. One is a national study, and the other two are concerned with adult education at the state level.

An investigation was made by Homer Kempfer, Specialist on General Education and Post High School Education, under the auspices of the Office of Education, Washington, D. C., on "Adult Education Activities of the Public Schools" in the late 1940's.<sup>9</sup> The instrument with which the data were gathered was an inquiry blank consisting of twenty-two categories. The blanks were mailed to all school districts located in or around communities of the nation of 2,500 population or above, according to the 1940 census. In the states which contained separate elementary and secondary school districts or separate public school and

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<sup>9</sup>Kempfer, pp. 1-21.

junior college districts serving the same community, blanks were sent to both. The investigator requested that respondents check any of the items on the list sponsored by the Board of Education for adults and out-of-school youth since July 1, 1947. The state directors were asked to mail the forms with their own cover letters to school administrators.

Findings of the Kempfer survey revealed that approximately three-fourths of the districts in communities of 2,500 people or above had some form of adult education in the public schools. It was concluded that approximately 3,000,000 adults and post-high school youths were being served each year by the public schools. Findings also revealed that among the educational experiences offered under the sponsorship of the public school for adults and out-of-school youth were both formal and informal types. They included classes, guidance services, theater, clubs, and excursions. Also, special experiences were provided for persons past retirement age. Oklahoma was one of the states reporting programs in adult education, and ranked number twenty-eight of the forty-eight states. Rank was based on the percentage of population involved in adult education activities in 1948.

A study on adult education was made, in 1951, to determine the adequacy of three Oklahoma public school adult education programs. Made by Joseph Ellis Timken, the study was entitled, "A Study to Determine the Adequacy of Three Selected Oklahoma Public School Adult Education Programs."<sup>10</sup> The three programs evaluated were as follows: Junior College at Miami, Tulsa City Schools, and Stillwater Public

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<sup>10</sup>Joseph Ellis Timken, "A Study to Determine the Adequacy of Three Selected Oklahoma Public School Adult Education Programs" (unpub. Ed. D. dissertation, Oklahoma State University, Stillwater, Oklahoma, 1951).

Schools. The study analyzed the goals of the programs, the different types of adult education activities offered (in the light of the activities in existence in the United States), and evaluated the three programs on the basis of goals and adequacy of programs in terms of meeting the needs and interests of the adults enrolled in the programs. Questionnaires were sent to four hundred and seven persons who were enrolled in the three selected public school adult education programs.

Findings of the Timken investigation revealed that none of the adult education programs studied made full use of the available educational centers for adult learning activities. The evaluation of course activities which lead adult learners to future enrollment and continuance of learning was not adequate. The study indicated that from the standpoint of channels used to pass on information to adults, the programs could be investigated with great profit. Inadequacy was found in the area of encouraging the adults to become cooperative beings, in community group planning and implementation. The study revealed that all three of the programs had some degree of adequacy with respect to the comparison between program emphasis and adult interest in the general areas of adult problems. The author drew several conclusions from the findings. They were as follows: (1) the adequacy of public school adult education programs can be determined, (2) it is possible to establish appropriate goals for adult education, and (3) adequacy of the program is best measured in terms of how well the program meets the needs of the adults enrolled. Finally, the author recommended that public adult education program directors and teachers base their program emphasis on the expressed interests and needs of adults growing out of problem concern.

In 1952, another investigation on adult education was made by Samuel E. Fuhr. The title of the study was, "Adult Education Programs in Negro Departments of Vocational Agriculture in Oklahoma."<sup>11</sup> The purposes of the study were as follows: To determine the nature and scope of adult education programs in Negro departments of vocational agriculture in Oklahoma, to ascertain the methods and practices used in organizing the programs, to discover methods and procedures used in conducting the programs to ascertain the problems and difficulties encountered by instructors of vocational agriculture in organizing and conducting the programs and to offer recommendations for improving the programs. Methods used to gather data were interview, observation, and questionnaire. The study involved twenty-six schools which were located in twenty-six leading counties of the State of Oklahoma. One of the counties involved in the study was Lincoln, in which one of the schools investigated in this work is located. The school was centered at Douglas High School, Chandler, Oklahoma.

Findings of the Fuhr study revealed that among the courses and other experiences offered adults in the twenty-six state high schools were food production and preservation, marketing, family health, shop, soil, and water conservation, animal disease and parasite control, poultry production, record keeping and home budgeting, handicraft, and home beautification. The study disclosed that recreational activities included playing organized games, programs, movies, picnics, tours, athletic events, banquets, and light refreshments served after the

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<sup>11</sup>Samuel E. Fuhr, "Adult Education Programs in Negro Departments of Vocational Agriculture in Oklahoma" (unpub. Master's thesis, Oklahoma State University, Stillwater, Oklahoma, 1952).

educational phases of the class meetings. The study also disclosed that, although Negro vocational agriculture teachers were taking an interest in their adult education programs, there were certain aspects in which improvements needed to be made.

The three studies on adult education were useful to the present investigator in the construction of the instruments employed in the study. Many of the items used in the questionnaires and the interview schedule, particularly in the areas of adult education classes, recreational activities, and health services and activities were suggested by the three studies. The study by Fuhr was especially beneficial to the investigator in the analysis of data on the instrument concerned with courses which were offered one year prior to the school's closing. The study was made in 1952, and the school closed in 1954. The study confirmed the responses made by respondents of that particular phase of the investigation.

Several groups of studies related to various aspects of the present study have been presented. The study on social change directed attention to the impact of social change upon small communities. Changes in a network of social systems produce subsequent changes and adjustments. The study was relevant to the present investigation in that it raised serious questions as to how dysfunctional effects of social change brought on by the closing of a social system may be eliminated. The study provided insight to the investigator on the problem of social change, suggested several of the methods used in the study, undergirded the theoretical background of the dissertation, and aided in the statement of the problem.

Studies on locality and community participation, which dealt with

social stratification and mobility, were useful to the present study by providing insight into the problems of commuting, in sampling procedures and selection of respondents, in analyzing data on opinions and attitudes of respondents on the effects of desegregation, and in developing recommendations.

Studies on community power structure and decision-making which threw light upon the significant roles which school leaders play in community decision-making were of benefit in developing items for the questionnaires and the interview schedule used in the investigation. They were used in the development of items concerned with the informal influence of professional education leaders in the community. The studies were also helpful in describing the two localities under study.

The study on patterns of influence in small communities, which suggested the fact that school leaders are influentials in the community, was relevant to the present study in that its similarity in methodology and approach provided assistance in the choice of methods and procedures. The study also proved helpful in the construction of instruments, particularly in the area on influence of professional education leaders in the small community.

The three studies on adult education, one a national survey study, and the other two evaluative studies dealing with adult education programs in the State of Oklahoma, were very helpful. They were beneficial to the investigator in the developing of some of the items on the questionnaires and the interview schedule used in the study. Items in areas on adult education classes, recreational activities, and health services and activities were drawn from these three studies. The Fuhr study confirmed data gathered in one of the phases of the study.

## CHAPTER III

### THE TECHNIQUES OF THE STUDY

The research techniques used in this study follow the general pattern of similar research on community studies. These techniques include: (1) the development of hypotheses and underlying assumptions, (2) the construction of instruments to test the hypotheses, (3) the selection of the communities studied, (4) sampling procedures, and (5) the collection and treatment of the data.

#### Statement of the Hypotheses and Assumptions

In an attempt to determine the nature of educational and social changes brought about by the closing of the Negro high schools in two small communities in Oklahoma, this study proceeds on the basis of the following hypotheses and assumptions:

H-1. The closing of Negro high schools in small communities has brought about educational and social changes in community life -- changes which are perceived by residents, specifically, in the following activities and services:

- a. adult education
- b. recreation
- c. civic activities
- d. health services and activities



- e. cultural activities
- f. informal influence of professional education leaders.

H-2. These perceived changes will be affected by:

- a. the extent of former high school-community centered activities and services.
- b. the existing programs which substitute for former high school-related programs of services and activities.
- c. the increase in distance to be traveled in order to participate in similar activities and to obtain similar services.

The hypotheses are based upon the following underlying assumptions:

- A-1. When a public high school closes in a small community, changes occur in community life.
- A-2. These changes can be, to some degree, perceived by adult residents of the community.
- A-3. The impact of these changes, as perceived by the adult members of the community, can be identified, measured, and used in the developing of community action programs.

#### The Construction of Instruments Used and Sources of Information

Two questionnaires were developed for this study. The purpose of the first questionnaire was to determine the extent and nature of school-related services and activities available to adults of the

communities one year prior to their closing.<sup>1</sup> This instrument was designed to be submitted to professional and official school personnel who were in position to be knowledgeable on such services. The bases upon which the selection of the respondents for the questionnaires were made included the following:

1. Tenure in the community at least one year prior to the schools' closing.
2. Official professional position in the schools as teacher, principal, superintendent, counselor, or supervisor.
3. Official representative of a local, district, county, or state educational or governmental agency such as county home demonstration or vocational agriculture agent; school board chairman, member or secretary; and social welfare worker.

It was assumed that adults meeting these criteria would most likely be in a position to provide the desired information concerning the services and activities made available to the community by the former public high schools in the areas of adult education, recreation, civic activities, health services and activities, cultural activities, and the informal influence of professional education leaders. The responses of such persons on these matters were requested and expressed in the questionnaire.

Since responses were desired concerning aspects of each of the six areas of the school-related programs, the first questionnaire consisted

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<sup>1</sup>An exhibit of the first questionnaire appears in Appendix B of the thesis.

of six parts corresponding to the six areas of the study. These parts and the respective number of items in each were as follows: Part I, Adult Education Classes, fourteen items; Part II, Recreational Activities, ten items; Part III, Civic Activities, thirteen items; Part IV, Health Services and Activities, thirteen items; Part V, Cultural Activities, sixteen items; and Part VI, Informal Influence of Professional Educational Leaders, nine items. Space was provided for the respondents to write in additional items which seemed to them to be related to the respective parts of the instrument.

The items of the first questionnaire were selected on the basis of lists of courses and programs from the Handbook of Adult Education in the United States,<sup>2</sup> two unpublished theses,<sup>3</sup> a survey and examination of related literature,<sup>4</sup> and interviews with teachers, school administrators, county agents, and state educational officials.<sup>5</sup>

The second questionnaire used in this study was constructed and developed to obtain information concerning the adult education classes, recreational activities, civic activities, health services and

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<sup>2</sup>Malcolm S. Knowles, Handbook of Adult Education in the United States (Washington, D. C., 1960), pp. 393-542.

<sup>3</sup>Joseph Ellis Timken, "A Study to Determine the Adequacy of Three Selected Oklahoma Public Adult Education Programs" (unpub. Doctoral Dissertation, Oklahoma State University, Stillwater, Oklahoma, 1951).

Samuel E. Fuhr, "Adult Education Programs in Negro Departments of Vocational Agriculture in Oklahoma" (unpub. Master's Thesis, Oklahoma State University, Stillwater, Oklahoma, 1952).

<sup>4</sup>Kempfer, pp. 1-21.

<sup>5</sup>A list of consultants appears in Appendix I of the Dissertation.

activities, cultural activities, and the informal influence of professional education leaders offered in the communities since the closing of the Negro public high schools.<sup>6</sup> This instrument was designed to be submitted to persons who were knowledgeable on such services and activities. The bases upon which the selection of the respondents for the questionnaires were made ~~included~~ the following:

1. Tenure in the communities at least five years since the schools' closing.
2. Official professional position in the community as teacher, principal, superintendent, counselor or supervisor.
3. Retired teachers, principals, superintendents and past board members.
4. Officers of clubs, fraternal and civic organizations of the communities.
5. Pastors and other officers of religious organizations of the communities.
6. Official representatives of local, district, county, or state educational or governmental agencies such as county home demonstration and vocational agents, school board chairmen or members, and social welfare workers.

It was assumed that adults meeting these criteria would most likely be in positions to provide information concerning the existing services and activities currently available for adults in the areas of

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<sup>6</sup>An exhibit of the second questionnaire appears in Appendix C of the thesis.

adult education classes, recreational activities, civic activities, health services and activities, cultural activities, and informal influence of professional education leaders. The responses of such persons were requested and expressed in the questionnaire.

Since responses were desired concerning aspects of each of the six areas of services and activities currently existing in the communities for adults, the second questionnaire also consisted of six parts corresponding to the six areas of the study. The parts and the respective number of items in each were as follows: Part I, Adult Education Classes, fourteen items; Part II, Recreational Activities, ten items; Part III, Civic Activities, thirteen items; Part IV, Health Services and Activities, thirteen items; Part V, Cultural Activities, sixteen items; and Part VI, Informal Influence of Professional Education Leaders, nine items. Space was provided for the respondents to write in additional items which seemed to them to be related to the respective parts of the instrument.

To be noted is the fact that the several parts and the respective items of the second questionnaire corresponded to the items of the questionnaire constructed and submitted to professional and official personnel who were in positions to know the services and activities made available to adults of the communities through the cooperation of the Negro high schools one year prior to their closing.

In addition to the questionnaire concerned with school-related services and activities for adults prior to the closing of the high schools, and to the questionnaire on currently existing programs and activities for adults of the communities under study, one other instrument was constructed and employed. This instrument was in the form of

an interview schedule. The interview schedule was designed to be used with a sample of the general public who were qualified to make the following contributions: (1) respond to research items concerning the felt needs for services and activities comparable to those usually made available to adults through and/or with the cooperation of the public high schools, (2) suggest substitute programs and how they may be sponsored, and (3) express opinions representative of the Negro population on changes in the communities resulting from the closing of the Negro high schools and opinions on what desegregation has meant to Negroes.<sup>7</sup>

The assumption was made in preparing the schedule that persons with the qualifications stated above could and would provide the desired information concerning the services and activities made available through and/or with the cooperation of the former Negro high school in the areas of adult education, recreational activities, civic activities, health services and activities, cultural activities and the informal influences of professional education leaders. The responses of such persons on these matters were requested, expressed, and recorded.

Since responses were desired concerning aspects of each of the six areas of school-related programs, the interview schedule included six parts corresponding to the first six areas of the study. These six parts of the schedule and the respective number of items in each were as follows: Part I, Adult Education Classes, fourteen items; Part II, Recreational Activities, ten items; Part III, Civic Activities,

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<sup>7</sup>An exhibition of the interview schedule appears in Appendix D of the dissertation.

thirteen items; Part IV, Health Services and Activities, thirteen items; Part V, Cultural Activities, sixteen items; Part VI, Informal Influence of Professional Education leaders, nine items. The schedule also provided for the interviewees to state additional items which seemed to them to be related to the respective parts of the instrument.

To be noted is that the six parts of the interview schedule, together with their respective items, corresponded generally to the six parts and the respective items of the first questionnaire constructed and submitted to professional and official personnel who were in positions to be knowledgeable on the services and activities made available to adults of the communities through and/or with the cooperation of the Negro high schools one year prior to their closing. The schedule corresponded generally to the parts and respective items of the second questionnaire constructed and submitted to persons of the population who were in a position to be knowledgeable on the services and activities for adults of the communities since the closing of the Negro high schools.

Part VII of the interview schedule was designed to ascertain the opinions of the interviewees as to school desegregation and the changes which resulted. Part VII consisted, first, of twelve questions for structured responses. In order for the interviewees to express to some degree the intensity of their opinions, provision was made for five possible responses; namely, (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree, and (5) No Comment.

Part VII consisted, secondly, of three open-ended questions. The questions were: (1) In your opinion, how did the closing of the Negro high school affect this community? (2) Now that the Negro high school

is closed, what other organizations and institutions could sponsor programs and activities which it once sponsored for Negro adults in your community? and (3) What do you think desegregation of public schools has meant to Negroes? The three questions were designed to secure, more in depth, the opinions of the respondents. The responses were requested, expressed, and recorded.

The data gained through the three instruments described above were immeasurably augmented and substantiated by information gained through informal interviews with residents on programs of services and activities in which they participated, and in which they presently participate. This information was gathered as a follow-up of the first and second questionnaires, and to validate the hypotheses formulated for the investigation.

The data obtained through the three instruments described above were also augmented and substantiated by conferences and visits with key persons who gave pertinent information, historical in nature, but also of value in a grasp of the communities from the points of view of education, economics, politics, and social life. The key persons who granted conferences and who were visited included the following: City and county officials; professional, business, and newspaper persons; social welfare workers; veteran residents; and members of the general public who had significant information to contribute to the study. Twenty-three such persons were interviewed for Red Bird and twenty-eight for Chandler.

To reflect the broad context of the communities' total life and development, the information from the key persons may be categorized under the following headings: historical and geographical setting,



population trends, economic bases of the communities, social contacts with other communities, transportation and highways, public facilities, recreational facilities, and community institutions. The data obtained in this way were such that would be yielded only by face-to-face relationships with the key persons. Hence, the reason for employing this technique in the study.<sup>8</sup>

Further information concerning the two communities of Red Bird and Chandler was obtained from census reports, historical documents, newspapers, and other written sources. Therefore, the prime substance of the chapter of the thesis, "Descriptions of the Two Communities," was made possible by the conferences and visits with key persons and the information from the census, documents, papers, and related written sources.<sup>9</sup>

#### The Selection of the Communities Studied

The two communities selected for the study were chosen on the bases of the following criteria:

1. Communities must be judged as being small communities.
2. Communities must be ones in which the public high schools for Negroes were closed as a result of the process of the desegregation act.
3. Communities must be similar with respect to the size of the Negro populations: of no fewer than three

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<sup>8</sup>This procedure is described in Pauline V. Young, Scientific Social Surveys and Research (Englewood Cliffs, New Jersey, 1966), pp. 148-160; 514-551.

<sup>9</sup>Ibid.

hundred inhabitants; of no more than four hundred and fifty; and of a difference of no more than fifty between the two.

4. Communities must be one of all Negro inhabitants, and the other of both races.

The Oklahoma communities selected for the study were Red Bird and Chandler. On the basis of the 1960 census report, the communities of Red Bird<sup>10</sup> and Chandler<sup>11</sup> met the above criteria. First, each conformed to the definition used in the study to delineate "small communities," the definition being as follows: The term small community refers to those particular areas of population in the State of Oklahoma which have been identified as not sufficiently populated, or that are otherwise disqualified to meet the minimum requisites to maintain legally the separate public high schools for Negro inhabitants. More specifically, the term refers to those communities that have experienced the loss of their public high schools due to racial desegregation. Secondly, both communities have lost their public high schools formerly established for Negro persons only.<sup>12</sup> Thirdly, both communities were similar with regard to the sizes of their Negro populations. Red Bird has a Negro population of three hundred and ten<sup>13</sup>

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<sup>10</sup>United States Department of Commerce, Bureau of Census. Census Population: 1960, Washington: United States Government Printing Office, 1962.

<sup>11</sup>Ibid.

<sup>12</sup>Information regarding the closing of public high schools in these communities was obtained from the State Office of Education, Oklahoma City, Oklahoma.

<sup>13</sup>United States Census.

and Chandler of three hundred and nineteen;<sup>14</sup> a difference of only nine separates the two populations related to the criteria. Fourthly, Red Bird is an all Negro community;<sup>15</sup> whereas Chandler is made up largely of Negro and white people.<sup>16</sup>

#### Sampling Procedures

The sampling procedures used for selecting respondents for the interview schedule was simple random. This procedure was employed in order to eliminate bias in the selection of the respondents.<sup>17</sup>

Sizes of the samples for Red Bird and Chandler were computed on the basis of the number of Negro households in each community. As respondents were to be adults, it was assumed that there was at least one adult in each household. There are eighty-nine households<sup>18</sup> in Red Bird and ninety-seven<sup>19</sup> in Chandler. The populations were estimated on the basis of the number of households in each community. It was decided that a sample of one-half of each population would be a reliable and representative cross-section of each community. This would yield a sample of approximately forty-five for Red Bird and approximately forty-eight for the Negro community of Chandler.

The process of selecting the adult populations of the two

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<sup>14</sup>Ibid.

<sup>15</sup>Ibid.

<sup>16</sup>Ibid.

<sup>17</sup>Young, pp. 330-331.

<sup>18</sup>United States Census.

<sup>19</sup>Ibid.

communities consisted of securing the names of adults in the eighty-nine households in Red Bird and the ninety-seven Negro households in Chandler. To secure such information required consulting a variety of sources. The following sources supplied the lists of adult names for the populations: electric companies, gas companies, telephone directories, water companies, tax assessors' offices, city clerks' offices, newspapers, chambers of commerce, automobile tag agencies, business establishments, church records, and individuals who live in the communities.

When the lists of names were compiled, duplications were eliminated and the names were listed randomly (not alphabetically listed), each respondent selected for the sample was made in accordance with the listing of random numbers.<sup>20</sup> The Rand Tables of Random Numbers were employed in the process of selecting respondents.

#### General Procedure and Treatment of Data

The first questionnaire, concerned with community school-related services and activities was mailed to thirteen persons who are or were related to the Red Bird community and in position to be knowledgeable on the subject of the questionnaire. Ten persons responded by completing and returning the questionnaire. The responses of the ten respondents were presented in tabulated form in the tables and/or reports in Chapter V.

Data gained from interviews on programs of services and activities

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<sup>20</sup>The Rand Corporation, "A Million Random Digits," Hubert M. Blalock, Social Statistics (New York, 1960), pp. 430-440.

in which interviewees participated one year prior to the closing of the high school were also reported in tabulated form in tables and/or reports in Chapter V.

The second questionnaire, concerned with community services and activities presently available for adults of the Red Bird community was mailed to fifteen persons in/or related to the community and in position to be knowledgeable on the subject of the questionnaire. Thirteen persons responded by completing and returning the questionnaire. The responses of the thirteen respondents were presented in tabulated form in the tables and/or reports of Chapter V.

Data gained from interviews on programs of services and activities in which interviewees are presently able to participate were reported in tabulated form in tables and/or reports in Chapter V.

The interview schedule, also described above, on felt needs of adults for services and activities comparable to the former high school's program for adults, and on adult opinions on desegregation and the consequential changes was used to interview one adult member of forty-five of the eighty-nine families of the Red Bird community. The responses of the forty-five interviewees were presented in tabulated form in Chapter V.

To facilitate study, comparisons and contrasts, the total number of responses to each item was expressed in per cent. The writer felt that the use of per cent to compare the responses would provide the clearest insight into the factors studied.

These three instruments, Questionnaire One, on community services and activities for adults one year prior to the closing of the high school, and Questionnaire Two, on community services and activities

which are presently available; and the interview schedule, on felt needs and opinions, were used among the respective counterparts of the Chandler Negro community, as was done in Red Bird.

Questionnaire One, on community services and activities for adults one year prior to the closing of the high school, reached fourteen persons of the Chandler community. Thirteen persons responded by completing and returning the questionnaire. Questionnaire Two, on community services and activities presently available in the community, reached nineteen persons. Thirteen persons responded by completing and returning the questionnaire. The responses of the Chandler respondents to the items of the questionnaires were presented in tabulated form in Chapter V. The respective number of responses to the items of both questionnaires were computed and expressed in the identical manner as was done for the responses to the items of the questionnaires used for the Red Bird community.

The interview schedule was used to interview one adult member of forty-eight of the ninety-seven families of Chandler. The responses of the interviewees were presented in tabulated form in the tables and/or reports of Chapter V. The totals of the respective number of responses to the questions were computed, expressed, and treated in the identical manner as was done for the responses to the interview questions in the Red Bird community.

#### Summary of Techniques Used in the Study

The hypotheses of the study were: (1) the closing of high schools in small communities has brought about educational and social changes in community life -- changes which are perceived by residents, specifically, in the areas of adult education classes, recreational

activities, civic activities, health services and activities, cultural activities, and informal influence of professional education leaders; and (2) these perceived changes will be affected by (a) the extent of the former high school community centered activities and services, (b) existing programs which substitute for former school-related programs, and (c) the increase in distance to be traveled in order to participate in similar activities and obtain similar services.

The hypotheses were based upon the underlying assumptions: (1) when a public high school closes in a small community, changes occur in community life; (2) these changes can be, to some degree, perceived by residents of the community; and (3) the impact of these changes, as perceived by members of a community can be identified, measured, and used in the development of community action programs.

Three research instruments were developed for the study: A questionnaire on programs of services and activities available to Negro adults of the communities one year prior to the closing of the high schools; a questionnaire on programs of services and activities presently available in the communities for Negro adults; and an interview schedule on Negro adult felt needs for services and activities comparable to those offered prior to the closing high schools and consequential changes. Also, interviews were conducted to follow-up responses to the two questionnaires of the study.

Criteria for the selection of the two communities were as follows: Communities small in population; communities in which the Negro high schools were closed because of desegregation; communities similar with respect to the size of the Negro population; and dissimilar in that one community was all Negro and the other made up of several ethnic groups.

Sampling procedures for the interview were simple random. Sizes of the samples were computed on the basis of one-half of the number of households in each community. Out of the eighty-nine households in Red Bird, forty-five sample households were selected and one adult out of each household was chosen. Out of the ninety-seven households of Chandler, forty-eight Negro households were selected, and one adult out of each of the forty-eight households was chosen.

The general procedure and treatment of data comprised: (1) the administration of the three instruments of the study and informal interviews; (2) the compilation and recording of the responses received; and (3) the computation and tabulation of the data yielded through the several inquiries.



## CHAPTER IV

### DESCRIPTIONS OF THE COMMUNITIES

The present chapter of the thesis was designed to present brief descriptions of Red Bird, located in Wagoner County, Oklahoma, and Chandler, located in Lincoln County, Oklahoma.

#### Red Bird, Oklahoma<sup>1</sup>

Historical and geographical setting. Red Bird is one of five all Negro towns in the State of Oklahoma. It is situated between the Choska Bottom and Porter in the southwestern part of Wagoner County. The nearby towns are Porter, Coweta, Tullahassee, Muskogee and Wagoner, the county seat of Wagoner County.<sup>2</sup>

Red Bird came into existence in 1899 and was chartered as a town in 1908<sup>3</sup>. Founded by the Reverend E. L. Barber, who became its first mayor, the town covers about four-hundred and eighty acres of land.

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<sup>1</sup>Information for the description of the Red Bird community was obtained largely through interviews with the mayor of the town, the city clerk, the president and the secretary of the Pioneer and Historical Club, the Wagoner County Agent, the president and the secretary of the Board of Education (for the elementary school), and other citizens who had pertinent information to offer about the town. Information obtained otherwise is indicated in the footnotes.

<sup>2</sup>Official State Highway Map of Oklahoma, 1966.

<sup>3</sup>A map of Red Bird is exhibited in Appendix E of the thesis.

The city limits extend from highway 51-B to the Arkansas River Basin. The town is split in two parts by Main Street. The street is dotted with the few small business establishments of the town.

According to several interviewees, the earliest settlers of Red Bird came from various southern states including Arkansas, Tennessee, Texas, Mississippi, and Louisiana. However, some of the early inhabitants were Oklahomans.<sup>4</sup>

The earliest industries of the town included a cement block factory, a lumber yard, a grain elevator, two cotton gins, a grist mill, a soda water plant, and a telephone exchange. However, most of the early inhabitants made their living by farming. The chief agricultural products were cotton, hay, corn, alfalfa, and spinach.<sup>5</sup>

Population Trends. In 1940, the population of Red Bird community was 393. From 1940 to 1950, the population was increased to 411, an addition of 18 inhabitants or 4.6 per cent. However, from 1950 to 1960, the population of the town decreased by a total of 101 persons or 24.6 per cent. The United States Census of 1960 reported that the population of the community in that year was 310.<sup>6</sup>

The 1960 census also reported that there were 89 households in Red Bird. In 1960, there were 81 males 14 years old and over, 20 of whom were single, 51 were married, and 10 were widowed and/or divorced. According to census data in 1960, there were 107 females 14 years old or over, 29 of whom were single, 54 were married and 24 were widowed

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<sup>4</sup>Interview with the President of the Pioneer and Historical Club and with the town clerk.

<sup>5</sup>Ibid.

<sup>6</sup>United States Census.

and/or divorced. The 1960 census also listed 122 persons under 14 years of age in the Red Bird community.<sup>7</sup>

Several reasons were offered by those interviewed for the decline in population of the town. The most prominent of these reasons were:

1. There were no industries in the area, necessitating the finding of jobs in other places.
2. There had been a decline in farming and farm people were becoming a smaller and smaller part of the total population of the town.
3. Industrial occupations and other off-the-farm employment for salary, wages, or economic profits attracted citizens from Red Bird to other communities.<sup>8</sup>

Economic base of the community. The citizens of Red Bird derive most of their income from agriculture, the principal crops being cotton, soybeans, corn, alfalfa, other row crops and some beef cattle production. Other sources of income include pensions, social security, and social welfare. Presently, the total labor force of the town is approximately seventy-five, about fifty of whom are gainfully employed, and about twenty-five who are not gainfully employed. For the most part, those who are gainfully employed commute to other towns and cities in the State to their jobs. Work centers include Tulsa, Broken Arrow, Coweta, Porter, Muskogee, and farms and industries located near Red Bird in Choska Bottom.<sup>9</sup>

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<sup>7</sup>Ibid.

<sup>8</sup>Interview with the Wagoner County Agricultural Agent and residents of the town.

<sup>9</sup>Ibid.

About ninety per cent of the residences have vegetable gardens where lettuce, cabbage, squash, potatoes, tomatoes, peppers, carrots, and other root crops are grown for family consumption.<sup>10</sup>

As the town consists of only two modest grocery stores to supply the needs of its residents, they do much of their shopping outside the town. Interviewees indicated that the trade centers to which the residents most frequently go for certain necessities are Muskogee, Wagoner, Tulsa, Porter, Broken Arrow, and Coweta.<sup>11</sup>

Social contacts with other communities. From the standpoint of social contacts with other communities, it may be assumed that the community of Red Bird is typical of any other Oklahoma community of its size. While all Negro, the community is not socially isolated from other communities. There is much social interaction among people of the community through church visitation, trading, commuting of high school students to other towns for educational purposes, and visiting of members from other races (both adults and adolescents). Thus, the residents make regular contacts with other communities.<sup>12</sup> Neither is the town physically isolated, as was previously mentioned.

Transportation and highways. The community of Red Bird is served by two blacktop roads, one mile in length, which lead into the town. The two roads intersect Highway 51-B from the south to the west. The community is likewise served by the Missouri-Kansas-Texas Railroad which provides freight services. In addition, several truck lines

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<sup>10</sup>Ibid.

<sup>11</sup>Interview with Red Bird residents.

<sup>12</sup>Ibid.

which originate in Muskogee, Tulsa, and Okmulgee, serve the area. Also, no trains or other public vehicles which pick up and discharge passengers serve the community. The only passenger conveyance in and out of the town is private. By private automobile, Coweta, Porter, Broken Arrow, Muskogee, and Okmulgee can be reached within thirty minutes. Likewise, Tulsa can be reached within an hour. The intersection of Highway 51-B, from the south to the west skirting the city limits, facilitates travel.<sup>13</sup>

Public facilities.<sup>14</sup> The town of Red Bird has several public facilities which provide some of the needs of its citizens. They include the following:

1. A city water supply. Since the water supply is owned and operated by the town of Red Bird, the water utilities come under the administration of the local city government.
2. Southwestern Bell Telephone service. Approximately sixty-five per cent of the residents of the community have telephone service.
3. Electric service.
4. Butane gas service.
5. City Hall. The City Hall is a small brick, one-story building. Meetings of the town's council and other city meetings are held in this facility.

Recent planning by the Town Board has attempted to provide better

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<sup>13</sup>Interview with the Mayor of the town of Red Bird.

<sup>14</sup>Ibid.

facilities for its residents, according to the Lowrie and Relph Engineering Company of Oklahoma City.<sup>15</sup> In a recent report, the company makes the following statement:

In an effort to provide residents with better service, Red Bird's Town Board successfully promoted and has just completed a water system which has been enthusiastically subscribed to by residences, churches, and businesses of the community.

This water system cost the town \$80,000.00 and was paid for by a loan from the Housing and Loan Finance Agency ... the system has been well received and appears to have every chance for successful operation. This type of planning and effort on the part of the Town Board to provide essential services and utilities for its citizens has placed the town of Red Bird in a position ... to at least maintain its present population by attracting retired and semi-retired people to take up residence ...

In a further effort to provide needed public service, greater comfort and safety for school children and other members of the community, the Town Board, through its president, contacted the Oklahoma Natural Gas Company requesting service for the town. In answer, the Town Board was informed that Oklahoma Natural Gas Company could not economically sell Red Bird wholesale gas through a border station for distribution through a municipally owned and operated system. In order to take advantage of this offer and to proceed with acquisition of the necessary transmission and distribution systems, the Town Board created a Red Bird Gas Authority which has the power to issue first mortgage revenue bonds against the proposed gas systems and use the proceeds from the sale of such bonds to pay for the construction of the systems ... the voters of Red Bird favored leasing the proposed systems to the Authority for operation and further giving the Authority power to use the net revenue derived from operation of the systems to retire the bonds.

At the time that this investigation was made, the transaction for city natural gas had not been completed. It may be assumed, therefore, that at that time the town was without natural gas, and was still

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<sup>15</sup>Lowrie Relph Engineering Company, Preliminary Engineering Report for Red Bird Gas System, Oklahoma City, Oklahoma (June, 1966), pp. 3-4.

utilizing butane gas.

Recreational facilities. The town has very few recreational facilities for adults and young people. With the exception of a baseball diamond for the two ball teams, made up of Red Bird boys and young men, the community has no recreational facilities.<sup>16</sup> However, the community is in relatively close proximity to recreational facilities of neighboring towns, namely Muskogee, Okmulgee, Wagoner, Tulsa, Porter, Coweta, Broken Arrow, and Tullahassee.<sup>17</sup> Also, the community is near Taylor Ferry Resort Area, which is located on United States Highway 69; and Sequoyah State Park, one of the State's newest and most modern recreational area. Dotted with trees, the 19,500 acres of the park's facilities include 104 rooms, a swimming pool, boat docks, rental boats, and camp and picnic areas.<sup>18</sup> While Negroes were once barred from these facilities, they are now free to utilize them. According to the interviewee, Negroes of Red Bird sometimes use these facilities.<sup>19</sup>

Social institutions.<sup>20</sup> Several types of social institutions provide some of the services and activities for the community of Red Bird. The following are such institutions:

1. Civic organizations.

- a. American Legion Post Number 249. According to a report from the city clerk, this organization

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<sup>16</sup>Interview with the city clerk and other residents.

<sup>17</sup>Ibid.

<sup>18</sup>Ruth Kent, et al., A Guide to The Sooner State (Norman, Oklahoma, 1957), p. 398.

<sup>19</sup>Interview with the mayor of Red Bird.

<sup>20</sup>Interview with the city clerk and other residents.

frequently sends a representative to Boys' State, and presents a certificate of award to the most outstanding high school student of the town.

- b. An American Legion Auxiliary which is composed of the wives, mothers, sisters, and daughters of war veterans of the town. The Auxiliary exerts considerable influence in the town, particularly in the area of civic activities.
- c. A Masonic Lodge which is the only fraternal organization in the community. Lodge members (who were interviewed) appeared to have a deep sense of loyalty to the organization.
- d. A Home Demonstration Club which provides some experiences in homemaking for adult women of the town. The women of the community seemed to take a considerable amount of pride in maintaining membership in the club.
- e. Parent Teachers' Association which is designed to help parents and teachers of the elementary school provide better educational programs.
- f. Pioneer and Historical Club. This club has for its major purposes the collection and preservation of significant historical data about the town. Data include pictures, old newspaper clippings, and other items of information which will help preserve the history of Red Bird.

2. Religious institutions. According to reports from the



interviewees on this aspect of the community, religion plays a significant role in the lives of the residents of Red Bird, both young and old. The churches of the town serve as one of the instruments of social control. Also, there is very little, if any, conflict between the three denominations represented in the town. The total number of church memberships was not available, however there are four churches in the area. They are as follows:

- a. Two Baptist churches.
- b. One Methodist church.
- c. One Church of God in Christ.

3. Businesses. As was previously mentioned, there are very few business establishments in Red Bird. They are as follows:

- a. Two grocery stores.
- b. One tavern.
- c. One recreation or pool hall.

4. There are two political parties (Republican and Democrat) represented in Red Bird. The total number of registered Republicans and Democrats was not available to the writer.

5. The City Government. The city government of Red Bird consists of the mayor-council type. All officials are Negroes, elected by the residents of the town every two years. The officers are as follows: three councilmen, a city clerk, and a city treasurer. The three elected

councilmen elect a chairman of the Council who is given the title of mayor.

6. Newspapers and Periodicals. Red Bird has no newspapers nor periodicals. The residents subscribe to the Wagoner Democrat and the Wagoner Tribune (both bi-weeklies); the Muskogean Phoenix and the Tulsa World (both dailies); and the Oklahoma Eagle (a weekly). Some of the periodicals subscribed to are: Ebony, Look, Life, Jet, Readers' Digest, Time, and Newsweek.
7. Health. There are no hospital or medical facilities in the town. Persons who need hospitalization, dentist or physicians' care must commute to Tulsa, Muskogee, Okmulgee, Wagoner, or other towns or cities in which such services may be obtained.
8. Public housing. There are no public housing accommodations such as hotels, motels, lodging houses, etc. The nearest hotels and motels to the area are in Muskogee and Wagoner, both about fifteen miles away.
9. Education. Although the high school has closed, education continues to play a significant role in Red Bird community. The following is a brief discussion of the educational aspects of the area.

In the year of 1912, the elementary school was organized in the community.<sup>21</sup> The school is still in

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<sup>21</sup>Interviews with the president and the secretary of the Board of Education, and with the president and the secretary of the Pioneer and Historical Club.

existence and has approximately sixty-nine students. Responsibility for operating the school system resides in the hands of the Board of Education whose members are elected by the residents of the town.<sup>22</sup> The high school came into existence in 1921,<sup>23</sup> and in keeping with the processes of desegregation, was closed in May of 1959.<sup>24</sup> Students on the high school level receive their training in Coweta and Porter.<sup>25</sup> Coweta, a town in Wagoner County, has a population of about 1,858,<sup>26</sup> and is approximately seven miles northwest of Red Bird. Porter, also a town in Wagoner County, has a population of about 697,<sup>27</sup> and is approximately five miles east of Red Bird. The high school students from Red Bird commute to both high schools by bus.<sup>28</sup>

Other educational opportunities available in the community of Red Bird include extension workshops which offer courses in family living, general practical health

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<sup>22</sup>Ibid.

<sup>23</sup>Ibid.

<sup>24</sup>Ibid.

<sup>25</sup>Ibid.

<sup>26</sup>United States Census, 1960

<sup>27</sup>Ibid.

<sup>28</sup>Interview with the Red Bird city clerk.

problems, conservation practices, livestock, agronomy, and gardening. These activities are offered periodically in workshops and conferences under the sponsorship of the Wagoner County Agricultural Agent.<sup>29</sup>

Likewise, periodic workshops and conference in various aspects of homemaking are offered by the Wagoner County Home Demonstration Agent.<sup>30</sup>

The town seems to be in favorable proximity to institutions of higher learning in the State. About thirty-five miles north of Red Bird are the University of Tulsa and the recently established Oral Roberts University. Fifty miles east of the town is Northwestern College at Tallequah, and approximately twenty-five miles southwest of the community is Okmulgee Technological Institute, a branch of the Oklahoma State University at Stillwater, Oklahoma. Also, approximately sixteen miles from Red Bird is Bacone College (Indian) in Muskogee. Further, the Oklahoma Military Academy at Claremore is approximately forty miles from the town.<sup>31</sup>

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<sup>29</sup>Interview with Wagoner County Agent.

<sup>30</sup>Ibid.

<sup>31</sup>Interviews with Wagoner County Agent and the Red Bird city clerk.

Chandler, Oklahoma<sup>32</sup>

Historical and geographical setting. Chandler, Oklahoma, the county seat of Lincoln County, was founded in September, 1891. The town was named for George Chandler of Kansas, the first Assistant Secretary of the Interior under President Benjamin Harrison.<sup>33</sup> Located in the center of a rich oil-producing area,<sup>34</sup> the community is in close proximity to the two largest cities of the State of Oklahoma, Oklahoma City and Tulsa.<sup>35</sup> The largest city in Lincoln County, the community has developed from a "busy frontier town of frame houses and buildings"<sup>36</sup> to the only urban center of the county.<sup>37</sup>

In 1887, when Chandler was about six years old, a dreadful cyclone struck the town and every building was destroyed with the exception of

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<sup>32</sup>Much of the information for the description of Chandler was obtained through interviews with the mayor of the town, the director of the Historical Society, the secretary of the Chamber of Commerce, the school superintendent, the director of Logan County Welfare Agency, the director of the secretary of the Lincoln County Office of Economic Opportunity, and several other citizens who had significant information about the town. Information obtained otherwise is indicated in the footnotes.

<sup>33</sup>Oklahoma Employment Security Commission, Economic Base Report: Lincoln County (Oklahoma City, Oklahoma, 1966), p. 4.

<sup>34</sup>Oklahoma Gas and Electric Company, "A Factual Analysis and Report on Industrial and Commercial Location Advantages in Chandler, Oklahoma" (Oklahoma City, Oklahoma, 1965), p. 3.

<sup>35</sup>Oklahoma Official State Highway Map, 1966.

<sup>36</sup>Oklahoma Employment Security Commission, Economic Base Report, p. 4.

<sup>37</sup>An exhibit of a map of Chandler appears in Appendix F of this thesis. Use of the term "urban" here is based upon the 1960 U. S. Census definition of the term. It classifies as urban those places of 2,500 inhabitants and over.

the Presbyterian church. Sixteen persons were reported to have been killed and twenty-six injured. The citizens took shelter in the Presbyterian church which was used as a hospital for the injured. When they emerged from the church, they discovered that the whole town had been razed by the storm. Among the injured was the town's only doctor, who administered to the other injured until assistance arrived from Guthrie, Oklahoma. Immediately following the storm, Chandler, "a town that refused to die", began to rebuild, and was, therefore, publicized as a progressive city.<sup>38</sup>

The earliest industries of Chandler included cotton, which was the principal crop, and oil, which still plays a significant part in the economy of the whole of Lincoln County.<sup>39</sup>

Population trends. In the past twenty years, Chandler, like many other small communities, has experienced a decrease in population. The 1960 United States Census shows that in 1940, the population of the town was 2,738. Also, in 1950, the population was 2,724, a change of 0.5 per cent. Further, in 1960, the population was 2,524, a change of 7.3 per cent. Of the present 2,524 inhabitants of Chandler, 319 are Negroes, 2,199 are white and only 6 are of other ethnic origin. The total number of households in the town in 1960 was 927 and 97 of these households were Negroes.<sup>40</sup>

Economic base of the community. Although Chandler is predominantly an agricultural community, it is known today as one of the

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<sup>38</sup>Oklahoma Employment Security Commission, Economic Base Report, pp. 4-5.

<sup>39</sup>Ibid., p. 8.

<sup>40</sup>United States Census of Population, 1960.

largest pecan shipping points in the nation. It was given the title "The Pecan Capital of the World" by the Oklahoma State Legislature, according to a public relations publication of the town.<sup>41</sup> Chandler is also well-known for its honey packing plant which produces and distributes honey to grocery markets throughout the State of Oklahoma.<sup>42</sup>

There are several other industries which provide sources of income for Chandler residents. They are as follows: A motor re-building factory, feed mill, ready mix concrete plant, peanut press, monument company, bakery, printing press, meat processing plant, and a fertilizer mixing plant.<sup>43</sup> In addition to the industries listed above, the town has a new knit goods plant which was established in 1965.<sup>44</sup>

Another major source of income for the people of Chandler, as well as for the residents of other towns of Lincoln County, consists of wages earned by persons who commute to work outside the town. Among the cities and towns to which residents commute for employment are Tulsa, Oklahoma City, Stillwater, and Shawnee.<sup>45</sup>

Data gained from interviews revealed that many of the town's residents plant vegetable gardens where corn, potatoes, tomatoes,

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<sup>41</sup> "Welcome to Chandler, Oklahoma, The Pecan Capital of the World" (A souvenir program issued by the City of Chandler).

<sup>42</sup> Ibid., p. 1.

<sup>43</sup> Oklahoma Gas and Electric Company, "A Factual Analysis and Report," p. 3.

<sup>44</sup> Oklahoma Employment Security Commission, Economic Base Report, p. 46.

<sup>45</sup> Ibid., p. 35.

lettuce, onions, carrots, cucumbers, peppers, cabbage, and squash are grown for sale and for family consumption.<sup>46</sup>

Data obtained from interviews also revealed that other sources of income for Chandler residents include the following: social security, pensions, and social welfare.<sup>47</sup>

Social contacts with other communities. As there are four courts in Chandler, Judicial District Court 23, the County Court, the Police Court, and two Justice of the Peace Courts,<sup>48</sup> government activities form a significant social function in the town. Also, since it is necessary for people of the surrounding areas to frequent the court house to pay taxes, register property deeds, secure marriage licenses, discuss local road building programs, and to conduct business of various types, the town is far from being socially isolated. These persons who come into the town for such business and other purposes are mainly from surrounding towns within Lincoln County.<sup>49</sup> Centrally located in the State of Oklahoma and easily accessible through highways, railroads, and air travel, neither is the town physically isolated from other communities.

Transportation and highways. Chandler is served by three major highways: Interstate Highway 44, United States Highway 66, and State

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<sup>46</sup>Interviews with residents.

<sup>47</sup>Interview with Lincoln County Director of Social Welfare and other residents of the town.

<sup>48</sup>Oklahoma Gas and Electric Company, "A Factual Analysis and Report," p. 2.

<sup>49</sup>Interviews with the city mayor and several other residents.



Highway 18.<sup>50</sup> The town is also served by the St. Louis-San Francisco Railway Company with a truck line service which provides direct service to Texas, Arkansas, Missouri, Tennessee, Mississippi, and Alabama with connections at all points. Also, four passenger trains serve the town daily, two east and two west.<sup>51</sup> Further transportation services provided for Chandler are through the Greyhound Bus Lines, Magic Empire Express Company, and Mistletoe Express Company which have connections to all points in the State. Other bus and motor freight services for Chandler are by Frisco Transportation Company, Lee Way Motor Freight, Inc., and Santa Fe Trail Transportation Company which maintain direct connections to Nebraska, Missouri, Arkansas and Kansas.<sup>52</sup> The town has no commercial airline service of its own. However, it has easy access to the Central Airlines which serve Stillwater, Oklahoma, located only 38 miles away. The service makes connections to major airlines. Further, five major airlines are available to the people of Chandler at Oklahoma City which is only 49 miles away. The airlines are American, Braniff, Central, Continental, and Trans World.<sup>53</sup>

Public facilities. Public facilities of the town of Chandler are too numerous to discuss in the space provided in this work. Only a few will be listed. However, several of the public facilities will be listed and discussed under the topic "social institutions". The public

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<sup>50</sup>Oklahoma Gas and Electric Company, "A Factual Analysis and Report," p. 3.

<sup>51</sup>Ibid.

<sup>52</sup>Oklahoma Gas and Electric, "A Factual Analysis and Report," p. 3.

<sup>53</sup>Ibid.

facilities of Chandler include postal services, a city police department, a fire department, a street department, a sewer and garbage disposal, gas and water services, and health and medical facilities.<sup>54</sup>

Recreational facilities. Recreational facilities of Chandler include several parks and camps. Tilghman Park, consisting of 112 acres, is situated west of the town and provides football and baseball areas, a rodeo field, playground equipment, tennis courts and a 9-inch hole sand green golf course. The park facilities are open to all ethnic groups. Also, North Park, consisting of 10 acres, is situated in town and provides a swimming pool, two lighted baseball fields and playground equipment. For fishing facilities, the people of Chandler are in close proximity to several lakes including the Chandler Lake. The other lakes are Lake Carl Blackwell at Stillwater, Lake Heyburn, Deep Fork River, and Shawnee Lake.<sup>55</sup> Further, Chandler has a large baseball training camp program for boys from eight to eighteen. The boys are coached by a ten-man staff. Now in its eighth year, the camp holds four sessions each summer, and has enrolled boys from thirty-seven states.<sup>56</sup> The capacity of the camp is ninety boys per summer. In the summer of 1962, the camp trained 382 boys.<sup>57</sup> In June of 1964, Universal films of Hollywood, California recognized the importance and interest of the boys' baseball camp and sent a group of technical personnel

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<sup>54</sup>Ibid.

<sup>55</sup>Ibid., p. 4.

<sup>56</sup>Ibid.

<sup>57</sup>County Planning and Resource Development Council, p. 34.

from Hollywood to Chandler, where, during two weeks this company made and produced a color and sound film on the Chandler Baseball Camp. The film was entitled, "Peewee Leaguers." The world premiere of the film was shown on April 1, 1965.<sup>58</sup> Other recreational facilities made available to the people of Chandler include the Lincoln County Museum,<sup>59</sup> the Lincoln County Library, a movie theater and Indian Springs, a rest area and roadside park for tourists.

Social institutions. Many of the physical, social, economic, intellectual, and spiritual needs of the residents of Chandler are provided through the several social institutions of the city. They include the following:

1. Civic organizations. According to data obtained on this aspect of Chandler, there are thirty active civic and fraternal organizations in the town which offer opportunities for citizens to understand and to develop loyalty to the community, State and Nation.<sup>60</sup>
2. Religious institutions. It was indicated by interviewees that religion plays a significant role in the lives of the town's residents. There are eleven denominations with a membership of approximately two thousand, and about eighteen churches in the community.<sup>61</sup> The denominations and churches are as follows:

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<sup>58</sup>The Daily Oklahoman, April 1, 1965, p. 13.

<sup>59</sup>Lincoln County Historical Society, "Howdy".

<sup>60</sup>Oklahoma Gas and Electric Company, "A Factual Analysis and Report," p. 2.

<sup>61</sup>Ministerial Alliance, "Directory to Chandler Churches."

- a. Three Methodist churches.
  - b. One Assembly of God.
  - c. Three Baptist churches.
  - d. One Bible Missionary church.
  - e. One Catholic church.
  - f. One Christian church.
  - g. One Church of Jesus Christ.
  - h. One Friends church.
  - i. One Nazarene church.
  - j. One Presbyterian church.
  - k. One Seventh Day Adventist church.
  - l. One House of Prayer.
3. Businesses. Businesses of Chandler include the following: four general merchandise stores, three lumber and building materials stores, three hardware and farm equipment stores, ten food stores, six automobile dealers, eleven gasoline stations, three apparel accessory stores, six furniture stores, thirteen eating and drinking places, two drug and proprietary stores, and eleven other retail stores.<sup>62</sup>
4. The city government. The form of city government in Chandler is the council-mayor type. This form of government was inaugurated July 2, 1925, thirty-eight years after the founding of the town.<sup>63</sup>

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<sup>62</sup>County Program Planning and Resource Development Council, p. 65.

<sup>63</sup>Oklahoma Gas and Electric Company, "Factual Analysis and Report," p. 2.

5. Newspapers and Periodicals. The town has one newspaper, The Lincoln County News, which serves all of Lincoln County. At the time of this investigation, the paper had a circulation of 3,057 subscribers.<sup>64</sup> Several other newspapers from various cities and towns are also read by the Chandler residents. The town produces no periodicals of its own, but the residents read a large variety of periodicals from other publishers.<sup>65</sup>
6. Welfare and Health. At the time of this investigation, relatively few Negroes in Chandler were receiving old age assistance, according to the Lincoln County Director of Public Welfare.<sup>66</sup> Only ninety Negroes in the entire county were receiving these benefits. Among the ninety who were receiving the benefits were the Negroes of Chandler. Also, only a few were receiving aid for dependent children. There were fifty-seven Negro families receiving this benefit in the entire county, and the Negro families of Chandler were included in the fifty-seven. Only two Negroes in Lincoln County were receiving aid to the blind. There were twenty-eight Negroes receiving aid to the disabled in Lincoln County. Those Negroes in Chandler who were receiving this aid were among this number.<sup>67</sup> The exact number of

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<sup>64</sup>Ibid.

<sup>65</sup>Interviews with residents.

<sup>66</sup>Interview with the Lincoln County Director of Public Welfare.

<sup>67</sup>Ibid.

Negro persons of Chandler receiving welfare was not available to the writer.

The town has several hospitals, clinics, nursing homes, and doctors.<sup>68</sup> They are:

The Mileham Hospital	14 beds
Medical Clinic	No overnight patients
Paul J. Smith, D. O.	Overnight patients
C. W. Robertson, M. D.	No overnight patients
Jenkins-Seeling Clinic	No overnight patients
Two nursing homes	100 beds.

In Chandler, there are four licensed medical doctors and surgeons, one osteopath, one optometrist, and three dentists.<sup>69</sup>

7. Public Housing. There are several types of public housing in Chandler. The town has two hotels, three motels, and several available meeting and banquet rooms at the American Legion Hut, the Methodist Church, the First National Bank, and the Christian Church.<sup>70</sup>
8. The School System. The school system of Chandler includes three public grade schools, one junior high school, and one public high school. The approximate enrollment during the year of 1965 was 780 students.

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<sup>68</sup>Oklahoma Gas and Electric Company, "A Factual Analysis and Report," p. 2.

<sup>69</sup>Ibid.

<sup>70</sup>Ibid.

There are 32 teachers in the four schools.<sup>71</sup> The town is in favorable proximity to institutions of higher learning in the state. The following are listed as being near the town: Eastern Oklahoma Agricultural and Mechanical College, Wilburton; Connors State Agricultural College, Warner; Bacone College (Indian), Muskogee; Agricultural and Mechanical College Extension Division, Okmulgee; Tulsa University, Oral Roberts University and Benedictine Heights College, Tulsa; Oklahoma Military Academy, Claremore; Oklahoma State University, Stillwater; Central State College, Edmond; East Central State College, Ada; Oklahoma City University and Oklahoma Christian College, Oklahoma City; University of Oklahoma, Norman; and Oklahoma Baptist University and St. Gregory's College, Shawnee.<sup>72</sup> The town is also within forty-five miles of Langston University, Langston, Oklahoma.

The Negro Community of Chandler. The Negro community of Chandler consists of 319 persons and 97 households.<sup>73</sup> There are four Negro churches in the area, two Methodist and two Baptist. There are two small Negro business establishments in the town, consisting of one

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<sup>71</sup>Oklahoma Employment Security Commission, Economic Base Report, p. 48.

<sup>72</sup>Oklahoma Gas and Electric Company, "A Factual Analysis and Report," p. 4.

<sup>73</sup>United States Census, 1960.

barber shop and one small cafe.<sup>74</sup> Because jobs are scarce in Chandler, several of the Negroes commute to nearby cities and towns for employment. Others who work engage in day work and services at the various factories of the town. A relatively small number (as was previously mentioned) receive welfare checks.<sup>75</sup>

In the early 1950's, there were two Negro public schools in Chandler, one elementary and one high school.<sup>76</sup> The high school was closed in 1954<sup>77</sup> and the elementary school closed in 1964,<sup>78</sup> both in compliance with the desegregation law of the United States Supreme Court. The Negro children and youth of Chandler attend the desegregated schools of the town. According to reports from knowledgeable persons (including school officials and Negro parents), the record of integration has been peaceful in Chandler. There have been no riots or demonstrations by Negroes nor whites relating to the problem of school desegregation.<sup>79</sup>

#### Summary

This chapter has presented a general description of the two communities under investigation. Red Bird, an all Negro community

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<sup>74</sup>Interview with Negro residents.

<sup>75</sup>Interview with Lincoln County Director of Social Welfare.

<sup>76</sup>Data were obtained from the Oklahoma State Department of Education.

<sup>77</sup>Ibid.

<sup>78</sup>Ibid.

<sup>79</sup>Interviews with Superintendent, Counselor, School Secretary, and with several Negro parents of Chandler.



in Wagoner County, Oklahoma, came into existence in 1899 and was chartered as a town in 1908. The town has decreased in population since 1940 and presently has a population of 310. There are 89 households in the town. As the area consists of only two grocery stores, residents do much of their shopping in nearby towns. The economic base of the community is agriculture. The town has no public passenger conveyances, no newspapers, no hospital facilities, and no public housing facilities. The public facilities include a water supply, telephone service, electric and butane gas service. Civic, religious and social organizations of the town include an American Legion Post, a Masonic Lodge, a Home Demonstration Club, a Parent Teachers' Association (for the elementary school), a Pioneer and Historical Club, two political parties, and four churches. Recreational facilities of the town are limited. The elementary school which began in 1912 is still in operation, but the high school which began in 1921 was closed in 1959 in compliance with the processes of desegregation. High school students from Red Bird attend the high schools of Coweta and Porter, both in Wagoner County. The town is in close proximity to several institutions of higher learning in the State.

Chandler, a town made up largely of Negroes and whites, came into existence in 1891, and was named for George Chandler, the first assistant of the Interior under President Benjamin Harrison. The town has decreased in population since 1940 and presently has a population of 2,524. There are 319 Negroes and 97 Negro households in the town. The economic base of the community is agriculture. The town has several industries, including pecan shipping and peanut pressing. The town is served by three major highways, four passenger trains and truck line

service. There is no commercial airline service in the town, but several major airline services are available in nearby cities and towns. Recreational activities of the town consist of parks, camps, a movie theater, a tourist rest stop, a museum, and a library. There are thirty active civic and fraternal organizations in the town, approximately eighteen churches, and several business establishments of various types. The town has one newspaper, with a circulation of 3,067 subscribers. There are four Negro churches in the town, and two Negro business establishments. In 1954, the Negro high school of Chandler was closed. In 1964, the Negro elementary school was closed. Negro children and youth attend the desegregated schools of the town. The record of integration of the schools has been peaceful.

## CHAPTER V

### REPORT OF FINDINGS

One hypothesis of this study was that the closing of Negro high schools in small communities has brought educational and social changes in community life and that these changes are perceived by residents, specifically, in the following services and activities: adult education courses, recreational activities, civic activities, health services and activities, cultural activities, and informal influence of professional education leaders. Another hypothesis<sup>8</sup> of this study was that these perceived changes will be affected by the extent of former community centered activities and services, the existing programs which substitute for former high school-related services and activities, and the increase in distance required for residents to participate in similar activities and to obtain similar services.

Answers were sought to the following questions: (1) What were the school-related services and activities available to adults of the communities under study one year prior to the closing of the Negro high schools? (2) What services and activities are presently made available to adults of the communities under study that are similar to the ones offered under the sponsorship of the Negro high schools? (3) What are the felt needs for services and activities comparable to those usually made available to adults through and/or with the cooperation of the public high schools? and (4) What are the opinions

of adults of the communities under study regarding the effects of desegregation and the closing of the Negro high schools in their communities?

In seeking answers to these questions and to test the hypotheses set forth, an investigation was conducted using several instruments with several different groups of respondents. The first instrument was a questionnaire designed to be submitted to professional and official school personnel who were in position to be knowledgeable on the school-related services and activities made available to adults of the communities one year prior to the closing of the Negro high schools. Thirteen of these questionnaires were sent to former professional educational leaders of Red Bird to be filled out and returned. Ten of the respondents returned the instrument. Fourteen of the questionnaires were sent to former educational leaders of Chandler high school to be filled out and returned, and thirteen were returned.

The second questionnaire was mailed to persons who are now living in the communities and who are knowledgeable on present services and activities comparable to the former school related services and activities sponsored prior to the closing of the Negro high schools. The number of persons in Red Bird to whom the second questionnaire was sent was fifteen, and the number that filled out the questionnaire and mailed it back was thirteen. The number to which the questionnaire was mailed in Chandler was nineteen and the number of respondents who mailed it back was also thirteen.

The interview was used in this study both as a follow-up device of the two questionnaires and to obtain information on the interviewees' perceptions of felt needs for services and activities similar to those

sponsored by the schools, and on the effects of desegregation.

Reports of the responses to the three instruments and informal interviews used in this study were organized under six major areas of services and activities found on the instruments. They were adult education courses, recreational activities, civic activities, health services and activities, cultural activities, and informal influence of professional education leaders.

The reports of the responses to the two questionnaires and to the interviews used for the inquiries into the Red Bird community follow.

### Report of Findings on School-Related Services and Activities

#### Offered in Red Bird Prior to the Closing of the High School

#### Adult Education Courses

Several of the services and activities listed in the literature on community programs for adults were found to be available in the Red Bird community one year prior to the closing of the high school. One such area of services and activities was that of adult education courses.<sup>1</sup> It was also found that several interviewees had participated in some of the adult education courses offered at the time. Table I indicates the number of respondents who stated that they were able to participate in these courses. Information presented in the table was obtained through interviews with residents of Red Bird. This aspect of the interview was done as a follow-up of responses secured through the

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<sup>1</sup>A complete report of data on the availability of adult education courses prior to the closing of the high school of Red Bird appears on Table XXV.

first questionnaire.

TABLE I

INTERVIEWEES' PARTICIPATION IN ADULT EDUCATION COURSES ONE YEAR  
PRIOR TO THE CLOSING OF THE RED BIRD HIGH SCHOOL<sup>2</sup>

Adult Education Courses	Number	Per Cent
Sewing	3	6.67
Cooking	1	2.22
Canning	1	2.22
Shop Training	3	6.67
Vocational Guidance	1	2.22
Home Improvement	1	2.22
Dairying	2	4.44
Food Production	1	2.22

The table shows that courses in sewing, cooking, canning, shop training, vocational guidance, home improvement, dairying and food production were available prior to the closing of the school. Courses listed in the literature which were not available were in mathematics, English, history, health, arts and crafts, and government.

Recreational Activities

Recreational activities were found to comprise a second area of services and activities available to adults of Red Bird prior to the

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<sup>2</sup>Information for this aspect of the study was obtained through interviews with residents.

closing of the high school.<sup>3</sup> As in the area of adult education courses, it was found that several interviewees had participated in some of the school related recreational activities one year prior to the closing of the high school. The following table indicates the types of activities and the number and per cent of interviewees who participated.

TABLE II  
INTERVIEWEES' PARTICIPATION IN SCHOOL-RELATED RECREATIONAL ACTIVITIES  
ONE YEAR PRIOR TO THE CLOSING OF THE RED BIRD HIGH SCHOOL<sup>4</sup>

Recreational Activities	Number	Per Cent
Engage in physical play such as baseball, etc.	3	6.67
Learn to develop hobbies such as knitting, leather work and other crafts	4	8.89
Learn to take advantage of recreational activities in nearby areas such as parks, etc.	4	8.89
Learn about the importance of play in the home	5	10.42
Engage in indoor socials such as teas, banquets, etc.	3	6.67
Learn to plan and carry out outdoor socials such as picnics, parties, etc.	3	6.67
Learn how to organize various types of clubs	2	4.44

Information presented in the above table was obtained through interviews with residents of Red Bird. This aspect of the interview was used as a follow-up of the first questionnaire.

<sup>3</sup>Table XXV.

<sup>4</sup>Interviews with residents.

The table indicates that the following recreational activities were available to adults of Red Bird one year prior to the closing of the high school: Opportunities to engage in physical play such as baseball, etc., learn to develop hobbies such as knitting, etc., take advantage of recreational activities in nearby areas such as parks, etc., and about the importance of play in the home, engage in indoor socials such as teas, banquets, etc., learn to plan and carry out outdoor socials such as picnics, parties, etc., and how to organize various types of clubs. These activities were ~~provided in connection with~~ adult education courses and by county agents.

Recreational activities listed in the literature which were not available were as follows: Opportunities to learn and play games which are of interest to adults and young people, to take advantage of seeing good movies and other types of commercialized entertainment and how to play paper and pencil games.

#### Civic Activities

Just as was observed in the areas of adult education and recreational activities, some civic activities were found to be available to adults of Red Bird one year prior to the closing of the school.<sup>5</sup> It should be stated that these activities were not formally organized, but were of an informal nature such as a school would make available to citizens of a community.

The following table indicates several of the school related civic activities in which interviewees indicated that they participated.

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<sup>5</sup>Table XXV.



TABLE III

INTERVIEWEES' PARTICIPATION IN SCHOOL-RELATED CIVIC ACTIVITIES  
ONE YEAR PRIOR TO THE CLOSING OF THE RED BIRD HIGH SCHOOL<sup>6</sup>

Civic Activities	Number	Per Cent
Learn how to register to vote	1	2.22
Learn why one should vote	3	6.67
Learn how to vote	3	6.67
Learn about issues on which to vote	3	6.67
Learn the basic rights of citizens	2	4.44
Learn about the benefits of government	2	4.44
Learn the importance of being good, loyal American citizens	2	4.44
Learn the privileges of being citizens of a democratic country	2	4.44
Learn about the serious problems facing the community, state, nation, and the world	4	8.89
Learn about national holidays and what they mean to the American people	1	2.22
Learn how to save the land and other natural resources	4	8.89
Learn how to use clubs and other organizations to which one belongs to meet community needs	2	4.44

Information presented in the above table was secured through interviews with residents of Red Bird community. This part of the interview was done as a follow-up of the first questionnaire.

The table indicates that the following school related civic activities were available to Red Bird adults one year prior to the closing of the high school: Opportunities to learn how to register to vote, why one should vote, how to vote, about issues on which to vote, the basic rights of citizens, about the benefits of government, the

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<sup>6</sup>Interviews with residents.

importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about the serious problems facing the community, state, nation and the world, about national holidays and what they mean to the American people, how to save the land and other natural resources and how to use clubs and other organizations to which one belongs to meet community needs. The only school related civic activity not available to adults of Red Bird community one year prior to the closing of the high school was the opportunity to learn how to keep up with the latest news on community, state, national, and world affairs.

#### Health Services and Activities

Another area of school related services and activities found to be available to adults of Red Bird one year prior to the closing of the high school was that of health services and activities.<sup>7</sup> Some of these services and activities were offered in formal courses through the county agents and instructors of vocational agriculture and home economics, and others were offered informally by county agencies under the auspices of the high school, according to interviewees.

The following table indicates the school related health services and activities in which interviewees stated that they participated one year prior to the closing of the high school.

Data exhibited in Table IV were obtained through interviews with Red Bird residents. This aspect of the interview was employed to follow-up the responses to the items in the first questionnaire.

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<sup>7</sup>Table XXV.

TABLE IV

INTERVIEWEES' PARTICIPATION IN SCHOOL-RELATED HEALTH SERVICES  
AND ACTIVITIES ONE YEAR PRIOR TO THE CLOSING OF THE  
RED BIRD HIGH SCHOOL<sup>8</sup>

Health Services and Activities	Number	Per Cent
Learn how to plan meals	5	11.11
Learn basic rules of cleanliness	5	11.11
Receive shots for communicable diseases	2	4.44
Learn first aid treatments	5	11.11
Learn how to report emergencies	1	2.22
Learn safety rules	2	4.44
Learn how to prevent fires and other home accidents	1	2.22
Learn how to prepare for storms, tornadoes, and other community threats	2	4.44

The table indicates that the following school related health services and activities were available one year prior to the closing of Red Bird High School: Opportunities to learn how to plan meals and basic rules of cleanliness, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires in the home, and how to prepare for storms, tornadoes, and other community threats.

Health services and activities which were indicated as not being available were opportunities to discuss problems of health with knowledgeable people, learn symptoms of mental and physical illnesses, basic rules for driving automobiles and for pedestrians to prevent accidents.

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<sup>8</sup>Interviews with residents.

Cultural Activities

Another area of services and activities listed in the literature on school-related programs for adults was found to be available in the Red Bird community one year prior to the closing of the high school. This area of services and activities was that of cultural activities.<sup>9</sup> It was also found that several interviewees had participated in some of the cultural activities available at the time. The following table reveals the number of interviewees who indicated that they were able to participate in these activities.

TABLE V

INTERVIEWEES' PARTICIPATION IN SCHOOL-RELATED CULTURAL ACTIVITIES  
ONE YEAR PRIOR TO THE CLOSING OF THE RED BIRD HIGH SCHOOL<sup>10</sup>

Cultural Activities	Number	Per Cent
Attend Musicals	3	6.67
Learn to appreciate various types of music	1	2.22
Learn about great musicians	1	2.22
Attend plays (dramas)	5	11.11
Attend book talks and reviews	1	2.22
Learn about sources from which to get free reading materials for the community	1	2.22
Learn how to use a library	1	2.22
Learn about great thinkers	2	4.44
Attend lectures on different issues	3	6.67
Learn to appreciate different types of folk dances	1	2.22

<sup>9</sup>Table XXV.

<sup>10</sup>Interviews with residents.

Facts shown on Table V were gathered through interviews with Red Bird residents. This aspect of the interview was used as a follow-up of responses to the items in the first questionnaire.

The table indicates that the following cultural activities were available to adults of Red Bird one year prior to the closing of the high school: Opportunities to attend musicals, learn to appreciate various types of music, and about great musicians, attend plays, and book talks and reviews, learn about sources from which to get free reading materials for the community, how to use a library, and about great thinkers, attend lectures on different issues and how to appreciate different types of folk dances.

The only school-related cultural activities not available to adults of Red Bird community one year prior to the closing of the high school were opportunities to belong to music clubs, learn how to select good television shows, belong to reading clubs, learn how to select and read the best newspapers, how to speak correctly, and about art such as paintings, sculpture, etc.

#### Informal Influence of Professional Education Leaders

The final area of services and activities related to the high school found to be available in Red Bird community one year prior to the closing of the high school was that of informal influence of professional education leaders.<sup>11</sup> It was found also that some interviewees had benefited from these services. The following table indicates the number of interviewees who stated that they had benefited from

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<sup>11</sup>Table XXV.

such services.

TABLE VI

INTERVIEWEES BENEFITING FROM SERVICES AND ACTIVITIES RELATED TO  
INFORMAL INFLUENCE OF PROFESSIONAL EDUCATION LEADERS ONE  
YEAR PRIOR TO THE CLOSING OF RED BIRD HIGH SCHOOL<sup>12</sup>

Informal Influence of Professional Leaders	Number	Per Cent
Assistance in understanding the law or courts	5	11.11
Help in explaining important issues (problems) facing the community, state, and nation	6	13.33
Assistance in making difficult community decisions	10	22.22
Help to parents in the understanding of their duties (roles) as parents	10	22.22
Guidance in understanding behavior problems of young people	6	13.33
Guidance in solving personal problems	11	24.44
Guidance in how to get and keep jobs	1	2.22
Help in reading directions such as labels on medicine	1	2.22
Leadership in the church such as teaching Sunday School classes	11	24.44

Information shown on Table VI was obtained through interviews with adults of Red Bird. This part of the interview was employed as a follow-up for the first questionnaire.

The table indicates that the following services and activities related to informal influence of professional education leaders were available to Red Bird adults one year prior to the closing of the high school: Assistance in understanding the law or courts, help in

<sup>12</sup>Interviews with residents.

explaining important issues (problems) facing the community, state and nation, assistance in making difficult community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in understanding behavior problems of young people, guidance in solving personal problems, guidance in how to get and keep jobs, help in reading directions such as labels on medicine, and leadership in the church such as teaching Sunday School classes. It should be noted that all of the items listed in the literature on informal influence of professional education leaders were available to adults of Red Bird prior to the closing of the high school (see Table XXV).

In summary, adult education courses found to be available to adults of Red Bird community one year prior to the closing of the high school were in sewing, cooking, canning, shop training, vocational guidance, home improvement, dairying, and food production.

Recreational activities found to be available to adults of Red Bird one year prior to the closing of the high school were as follows: Opportunities to engage in physical play such as baseball, etc., learn to develop hobbies such as knitting, etc., learn to take advantage of recreational activities in nearby areas such as parks, etc., learn about the importance of play in the home, engage in indoor socials such as teas, banquets, etc., learn to plan and carry out outdoor socials such as picnics, parties, etc., and learn how to organize various types of clubs.

Civic activities found to be available to adults of Red Bird one year prior to the closing of the high school were as follows: Opportunities to learn how to register to vote, why one should vote, how to vote, about issues on which to vote, the basic rights of citizens,

about the benefits of government, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about the serious problems facing the community, state, nation and the world, about national holidays and what they mean to American people, how to save the land and other natural resources, and how to use clubs and other organizations to which one belongs to meet community needs.

It was found that the following health services and activities were available to adults of Red Bird community one year prior to the closing of the high school: Opportunities to learn how to plan meals, and basic rules of cleanliness, to receive shots for communicable diseases, to learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires in the home, and how to prepare for storms, tornadoes and other community threats.

Cultural activities found to be available to adults of Red Bird one year prior to the closing of the high school were opportunities to attend musicals, to learn to appreciate various types of music and about great musicians, to attend plays (dramas) and book talks and reviews, to learn about sources from which to obtain free reading materials for the community, how to use a library and about great thinkers, to attend lectures on different issues, to learn how to speak correctly, and to appreciate different types of folk dances.

Services and activities related to informal influence of professional education leaders found to be available to adult residents of Red Bird one year prior to the closing of the high school were as follows: Assistance in understanding the law or courts, help in explaining important issues (problems) facing the community, state, and



nation, assistance in making difficult community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in understanding behavior problems of young people, solving personal problems and in how to get and keep jobs, help in reading directions such as labels on medicine and leadership in the church such as teaching Sunday School classes.

#### Report of Responses on Programs of Services and Activities

##### Presently Available to Adults of Red Bird

The solution of the problem involved a consideration of certain community programs for adults. These particular programs are those which relate to services and activities which continue to be available in the community since the closing of the schools. The part of the chapter which follows reports the responses to the inquiries on the services and activities accessible to adults since the public high schools for Negroes closed in the Red Bird and Chandler communities. First reported are the responses concerning Red Bird.

#### Adult Education Courses

Several courses in adult education were found to be presently available to adults of Red Bird.<sup>13</sup> It was also found that several interviewees are presently participating in some of the courses. The following table shows the number of respondents who indicated that they were presently taking such courses.

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<sup>13</sup>A complete report of data on the present availability of adult education courses in Red Bird appears on Table XXVI.

TABLE VII  
 INTERVIEWEES PRESENTLY PARTICIPATING IN ADULT EDUCATION  
 COURSES IN RED BIRD<sup>14</sup>

Adult Education Courses	Number	Per Cent
Sewing	2	4.44
Cooking	2	4.44
Canning	1	2.22
Home Improvement	3	6.67
Food Production	2	4.44

Information presented in the above table was obtained through interviews with residents of Red Bird. This aspect of the interview was done as a follow-up of responses secured through the second questionnaire.

The table indicates that courses in sewing, cooking, canning, home improvement, and food production are presently available. These courses, according to interviewees, have been offered intermittently in workshops and conferences through the Wagoner County Agents and the Home Demonstration Club for about twenty-two years, and not in formal courses as were offered under the high school program. Courses which were found not presently available were in shop training, vocational guidance, dairying, mathematics, English, history, health, arts and crafts, and government.

<sup>14</sup>Information for this aspect of the study was obtained through interviews with residents.

### Recreational Activities

Recreational activities were found to comprise an area of services and activities presently available to adults of Red Bird.<sup>15</sup> Further, it was found that several of the residents are presently participating in such activities. The following table shows the number of interviewees who indicated that they are presently participating in such activities.

TABLE VIII  
INTERVIEWEES PRESENTLY PARTICIPATING IN RECREATIONAL  
ACTIVITIES IN RED BIRD<sup>16</sup>

Recreational Activities	Number	Per Cent
Engage in physical play such as baseball, etc.	3	6.67
Learn to develop hobbies such as knitting, leatherwork, and other crafts	2	4.44
Learn about the importance of play in the home	3	6.67
Engage in indoor socials such as teas, banquets, etc.	4	8.89
Learn to plan and carry out outdoor socials such as picnics, parties, etc.	2	4.44

As in the area of adult education, information presented in the above table was obtained through interviews with residents of the

<sup>15</sup>Table XXVI.

<sup>16</sup>Interviews with residents.

community.

The table indicates that the following recreational activities are presently available to adults of Red Bird: Opportunities to engage in physical play such as baseball, etc., learn to develop hobbies such as knitting, leatherwork and other crafts, learn about the importance of play in the home, engage in indoor socials such as teas, banquets, etc., and learn to plan and carry out outdoor socials such as picnics, parties, etc. According to interviewees, the activities have been offered intermittently under the sponsorship of County Agents, the Demonstration Club, and the American Legion for over twelve years.

Recreational activities listed in the literature which are not available are opportunities to learn and play games which are of interest to adults and young people, take advantage of recreational activities in nearby areas such as parks, etc., how to organize various types of clubs, take advantage of seeing good movies and other kinds of commercialized entertainment, and how to play paper and pencil games.

### Civic Activities

Civic activities were found to comprise another area of services and activities which are presently available to adults of Red Bird.<sup>17</sup> Also, several interviewees reported that they are presently able to participate in some of these activities. The following table indicates the number of civic activities in which interviewees stated they presently participate.

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<sup>17</sup>Table XXVI.

TABLE IX  
 INTERVIEWEES PRESENTLY PARTICIPATING IN CIVIC ACTIVITIES  
 IN RED BIRD<sup>18</sup>

Civic Activities	Number	Per Cent
Learn how to register to vote	4	8.89
Learn why one should vote	4	8.89
Learn how to vote	4	8.89
Learn the basic rights of citizens	3	6.67
Learn about the benefits of government	2	4.44
Learn how to save the land and other natural resources	6	13.33

Data depicted in the above table were secured through interviews with residents of the community. According to the table, the following civic activities are participated in by residents: Opportunities to learn how to register to vote, why one should vote, how to vote, the basic rights of citizens, about the benefits of government and how to save the land and other natural resources. These activities have been offered intermittently by County Agents and the American Legion Post of the community for more than twelve years.

Civic activities which were found not to be presently available were as follows: Opportunities to learn about issues on which to vote, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about the serious problems facing the community, state, nation, and the world, about national holidays and what they mean to the American people, how to keep up with

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<sup>18</sup> Interviews with residents.

the latest news on community, state, national, and world affairs, and how to use clubs and other organizations to which one belongs to meet community needs.

#### Health Services and Activities

Several health services and activities were also found to be presently available to adults of Red Bird.<sup>19</sup> Likewise, interviews revealed that some of the residents of the area are presently able to participate in several of these activities. The activities are listed in the table below.

TABLE X  
INTERVIEWEES PRESENTLY PARTICIPATING IN HEALTH SERVICES  
AND ACTIVITIES IN RED BIRD<sup>20</sup>

Health Services and Activities	Number	Per Cent
Learn how to plan meals	5	11.11
Learn basic rules of cleanliness	5	11.11
Receive shots for communicable diseases	3	6.67

Information shown on the above table was gathered through interviews with residents of the community. This part of the interview was done as a follow-up of the second questionnaire.

<sup>19</sup>Table XXVI.

<sup>20</sup>Interviews with residents.

Items shown in the table to be presently available are opportunities to learn how to plan meals, learn basic rules of cleanliness, and receive shots for communicable diseases. The services and activities have been offered by Wagoner County through County Agents and the Health Association, and the Home Demonstration Club of Red Bird for more than twenty-two years.

Items listed in the literature which are not presently available to adults of Red Bird are opportunities to discuss the problems of health with knowledgeable people, learn symptoms of mental and physical illnesses, first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires in the home, how to prepare for storms, tornadoes and other community threats, and basic rules for driving automobiles and for pedestrians to prevent accidents.

#### Cultural Activities

Another area of services and activities listed in the literature as being presently available to adults of Red Bird is that of cultural activities.<sup>21</sup> It was also found that several interviewees are presently participating in some of these activities. Data on the following table reveal the cultural activities in which interviewees indicated that they are presently participating.

The report listed in Table XI was obtained through interviews with adults of Red Bird. This aspect of the interview was employed as a follow-up of the second questionnaire.

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<sup>21</sup>Table XXVI.

TABLE XI  
 INTERVIEWEES PRESENTLY PARTICIPATING IN CULTURAL ACTIVITIES  
 IN RED BIRD<sup>22</sup>

Cultural Activities	Number	Per Cent
Attend plays (dramas)	2	4.44
Attend lectures on different issues	2	4.44

The table indicates that only two of the cultural activities listed in the literature are presently available to adults of the area. These activities are opportunities to attend plays (dramas) and lectures on different issues. The activities are offered under the elementary school's program. The number of years that these activities have been available was not established.

The following cultural activities were reported not to be presently available to adults: Opportunities to attend musicals, learn to appreciate various types of music and about great musicians, belong to music clubs, learn how to select good television shows, belong to reading clubs, attend book talks and reviews, learn about sources from which to obtain free reading materials for the community, how to select and read the best newspapers, how to use a library, about great thinkers, how to speak correctly, to appreciate various types of folk dances and about art such as paintings, sculpture, etc.

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<sup>22</sup>Interviews with residents.



Informal Influence of Professional

Education Leaders

It was disclosed that informal influence of professional education leaders was another area of services and activities presently available to adults of Red Bird.<sup>23</sup> It was also disclosed that some adults of the the community indicated that they are presently benefiting from some of these activities and services. Data concerned with such services and activities are listed in the following table.

TABLE XII

INTERVIEWEES PRESENTLY BENEFITING FROM SERVICES AND ACTIVITIES  
RELATED TO INFORMAL INFLUENCE OF PROFESSIONAL  
EDUCATION LEADERS IN RED BIRD<sup>24</sup>

Informal Influence of Professional Education Leaders	Number	Per Cent
Help in reading directions such as labels on medicine	1	2.22
Leadership in the church such as teaching Sunday School classes	5	11.11

As in the several other areas of this aspect of the study, information presented in the above table was gained through interviews with

<sup>23</sup>Table XXVI.

<sup>24</sup>Interviews with residents.

residents of Red Bird. This part of the interview was used as a follow-up of the second questionnaire.

Only two items related to informal influence of professional education leaders are listed on the table as being presently available to adults of Red Bird. They are help in reading directions such as labels on medicine and leadership in the church such as teaching Sunday School classes. The services and activities are offered by teachers and administrators of the elementary school of the town. The number of years that such services and activities have been available was not established.

Seven of the nine items are not presently available to adults of the community. They are as follows: Assistance in understanding the law or courts, help in explaining important issues (problems) facing the community, state, and nation, assistance in making difficult community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in understanding behavior problems of young people, solving personal problems, and in how to get and keep jobs.

In summary, the following courses were found to be presently available to adults of Red Bird: Sewing, cooking, canning, home improvement and food production. The courses are offered intermittently through workshops and conferences under county agents.

Recreational activities found to be presently available to adults of Red Bird were opportunities to engage in physical play such as baseball, etc., to develop hobbies such as knitting, leatherwork, etc., to learn about the importance of play in the home, to engage in indoor socials such as teas, banquets, etc., and to learn to plan and carry

out outdoor socials such as picnics, parties, etc. The activities are sponsored by the County Agents, Home Demonstration Club, and the American Legion.

Civic activities presently available to adults of Red Bird are opportunities to learn how to register to vote, why one should vote, how to vote, the basic rights of citizens, about the benefits of government, and how to save the land and other natural resources. The activities are sponsored by the American Legion and County Agents.

The following health services and activities were found to be presently available to Red Bird adults: Opportunities to learn how to plan meals, basic rules of cleanliness, and to receive shots for communicable diseases. The activities and services are offered by the Home Demonstration Club, and Wagoner County Agents.

Cultural activities presently available to adults of Red Bird are opportunities to attend plays (dramas) and lectures on different issues. These activities are offered by the elementary school of the town.

Services and activities related to informal influence of professional education leaders available to adults of Red Bird are help in reading directions such as labels on medicine and leadership in the church such as teaching Sunday School classes. The services are offered by the teachers and administrators of the elementary school of Red Bird.

Report of Findings on Opinions of Interviewees on  
Needed Programs of Services and Activities  
for Adults of Red Bird

Adult Education Courses<sup>25</sup>

All items on services and activities listed in the literature on community programs for adults were expressed by the interviewees to be needed in the town. One such area of services and activities was that of courses in adult education.

Some of the courses in adult education received a majority of 95.56 per cent of the responses of the interviewees as being needed. These courses were in sewing and cooking. Other such courses that received a majority of the responses as being of need were in home improvement and English which received a majority of 93.33 per cent of the responses. A majority of 88.89 per cent of the responses were expressed for the need of courses in food production, mathematics, and health.

Other courses, together with the percentage, perceived to be needed for adults of Red Bird were in history, 86.67 per cent; vocational guidance, 80.00 per cent; shop training, 77.78 per cent; canning, 75.56 per cent; arts and crafts, 57.78 per cent; government, 71.11 per cent; and dairying, 53.33 per cent.

It should be noted that all of the adult education courses listed in the literature of this study were perceived by residents of the area to be needed.

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<sup>25</sup> A complete report of data on adult education courses felt to be needed in Red Bird is found on Table XXVII.

Recreational Activities<sup>26</sup>

Recreational activities were found to comprise a second area of services and activities expressed by the interviewees to be needed for adults in the Red Bird community.

All of the recreational activities concerning which inquiries were made were expressed by the interviewees to be needed for adults. A majority of 97.78 per cent of the respondents felt that opportunities to learn and play games which are of interest to adults, children, and youth were needed. In reply to the inquiry on the need for opportunities to learn the importance of play in the home, a majority of 93.33 per cent of the interviewees indicated that they were needed in the area. The need to learn to take advantage of recreational activities in nearby park areas received a majority of 91.11 per cent of the responses, and a majority of 88.89 per cent were expressed in support of the need of opportunities to engage in indoor socials such as teas, banquets, etc. The need to learn how to develop hobbies such as knitting, leatherwork, and other crafts and to learn how to plan and carry out outdoor socials such as picnics, parties, etc., received a majority of 86.67 per cent of the responses.

Additional recreational activities thought and expressed to be needed for adults of Red Bird were opportunities to learn to take advantage of seeing good movies and other kinds of commercialized entertainment, a majority of 77.78 per cent; to engage in physical play such as baseball, etc., a majority of 73.33 per cent, and to learn how

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<sup>26</sup> A complete report of data on recreational activities felt to be needed for adults of Red Bird is found on Table XXVIII.

to organize various types of clubs, a majority of 62.22 per cent.

### Civic Activities<sup>27</sup>

Just as was observed in the areas of adult education courses and recreational activities, certain aspects pertaining to the improvement of civic life were felt by the interviewees to be needed for adults of the Red Bird community. Some of these types of activities were expressed by a majority of one hundred per cent of the responses. These particular activities were opportunities to learn the importance of being good, loyal American citizens and the privilege of being citizens of a democratic country.

Two of the civic activities about which inquiries were made received a majority of 97.78 per cent of the responses as being of need. These activities were concerned with opportunities to learn the benefits of government and the most serious problems facing the community, state, nation, and the world. Felt to be needed for adults were three civic activities which received a majority of 95.56 per cent of the responses. They were opportunities to learn why one should vote, the basic rights of citizens, and how to keep up with the latest news on community, state, national, and world affairs. Receiving a majority of 93.33 per cent of the responses as being of need for adults in Red Bird were opportunities to learn about issues on which to vote.

Further, the civic activities concerned with opportunities to learn how to meet certain community needs through clubs and other organizations to which one belongs were expressed to be needed by a

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<sup>27</sup>A complete report of data on civic activities felt to be needed for adults of Red Bird is found on Table XXIX.

majority of 86.67 per cent of the respondents. Items on learning how to vote, how to save the land and other natural resources, and about the national holidays and what they mean to the American people received a majority of 88.89 per cent of the responses. Also, the opportunity to learn how to register to vote was felt to be needed, as was expressed by a majority of 55.56 per cent of the interviewees.

### Health Services and Activities<sup>28</sup>

In the area of health services and activities for adults of Red Bird community, a majority of one hundred per cent of the interviewees indicated that opportunities to learn the symptoms of physical illness were needed. Thus, health services and activities were expressed to be a fourth area of community programs that should be maintained for the adults of the town.

Health services and activities that received a majority of 97.78 per cent of the responses were opportunities to learn symptoms of mental illness, how to prevent fires and other home accidents, and how to prepare for storms, tornadoes, and other community threats. Items on opportunities to learn first aid treatments and safety rules received a majority of 95.56 per cent of the responses. Four of the health services and activities listed in the literature received a majority of 93.33 per cent of the responses. These services and activities were opportunities to learn basic rules of cleanliness, receive shots for communicable diseases, learn how to report emergencies and

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<sup>28</sup>A complete report of data on health services and activities felt to be needed for adults of Red Bird is found on Table XXX.

basic rules for pedestrians to prevent accidents.

Other health services and activities that received a majority of the responses were opportunities to learn to plan meals and basic rules for driving automobiles to prevent accidents, 91.11 per cent; and to discuss problems of health with knowledgeable people, 82.22 per cent.

It should be noted that all of the items dealing with health services and activities were felt to be needed for adults of Red Bird.

### Cultural Activities<sup>29</sup>

A fifth area of the services and activities listed in the literature on community programs for adults was expressed by the interviewees to be needed for adults in Red Bird community. This area was that of cultural activities.

A majority of 93.33 per cent of the responses were expressed for the opportunities to learn how to speak correctly. Opportunities to learn how to select good television shows, how to read and select the best newspapers, and to attend lectures on important issues received a majority of 91.11 per cent of the responses as being needed for the adults. A majority of 88.89 per cent of the responses indicated a need for opportunities to attend book talks and reviews; 86.67 per cent to learn about sources from which to obtain free reading materials for the community; 84.44 per cent to attend plays (dramas), 82.22 per cent to learn about great thinkers; and 80.00 per cent to belong to reading clubs.

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<sup>29</sup>A complete report of data on cultural activities felt to be needed for adults of Red Bird is found on Table XXXI.



Additional cultural activities that received a majority of the responses as being of need for adults of Red Bird were opportunities to belong to music clubs, 77.78 per cent; attend musicals, 75.56 per cent; learn how to use a library, 73.33 per cent; learn about great musicians, 62.22 per cent; learn to appreciate various types of music, 57.78 per cent; learn about art, such as paintings, sculpture, etc., 55.56 per cent; and learn to appreciate different types of folk dances, 51.11 per cent.

It should be observed that all of the cultural activities listed in the literature were felt to be needed for the adults of Red Bird community.

#### Informal Influence of Professional

#### Education Leaders<sup>30</sup>

The inquiry made into the Red Bird community on the need for services and activities related to influence of professional education leaders disclosed a sixth area listed in the literature on needed programs for the town's adults.

The interviewees expressed themselves with a majority of 95.56 per cent that the following services and activities were needed for the adults of the community: Help in explaining important issues (problems) facing the community, state, and nation, guidance in solving personal problems and in understanding the behavior problems of children, help in reading directions such as labels on medicine, and leadership in the

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<sup>30</sup> A complete report of data on needed services and activities related to informal influence of professional education leaders is found on Table XXXII.

church such as teaching Sunday School classes. The matter of help in understanding their duties as parents received a majority of 93.33 per cent of the responses as being needed in the community.

Two of the services and activities related to the informal influence of professional education leaders were given a majority of 91.11 per cent of the responses as being of need. They were assistance in understanding the law or the courts and assistance to leaders in making difficult community decisions. A majority of 86.67 per cent of the responses were expressed for the need of guidance in how to get and keep jobs.

In summary, each of the items of the six areas of services and activities was perceived by interviewees of Red Bird to be needed for the adults of the town. The six areas were as follows: Adult education courses, recreational activities, civic activities, health services and activities, cultural activities and informal influence of professional education leaders.

Report of Perceptions of Interviewees on Changes  
Effected by the Closing of the  
Red Bird High School

As was referred to in the techniques of the thesis, responsible citizens were thought to be knowledgeable about affairs of the community related to the study and could and would give valuable information which would prove helpful in the solution of the problem. This was

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<sup>31</sup>A complete report of data on interviewees' opinions on the changes effected by the closing of the Red Bird High School is found on Table XXXIII.

observed to be true with respect to opinions on school desegregation and its consequences. To be reported now is information on the inquiries disclosed regarding matters of school desegregation and its consequences. An account of the structured responses to statements on consequences of school desegregation in the Red Bird community will be presented first.

The interviewees were of the opinion that in some areas of community life school desegregation had effected certain changes. What follows are opinions of agreement concerning areas in which changes have occurred. The percentage of the interviewees who were of this opinion and the intensity of their agreement are also reported.

To the statement that young people get into more trouble since the high school closed, 51.11 per cent of the interviewees strongly agreed and 35.56 per cent agreed. The interviewees were of the opinion that the high school should not have been closed. This was the response of 48.89 per cent of the interviewees who strongly agreed and 35.56 per cent who agreed.

To the statement, "Since the high school closed, more boys and girls drop out of school," 48.89 per cent strongly agreed and 37.78 per cent agreed. Since this aspect of the study was to ascertain the opinions of the adults on the affects of closing the school, the writer did not check school records to prove or to disprove their statements on the drop out problem.

A majority of 55.56 per cent strongly agreed and 37.78 per cent agreed that closing the high school cut down on educational opportunities for adults. To the opinion that the community should find means to continue adult educational opportunities once offered by the

high school, 64.44 per cent strongly agreed and 35.56 per cent agreed.<sup>32</sup>

To the statement, "The high school program was adequate," 11.11 per cent of the interviewees strongly agreed and 68.89 per cent agreed. Closing of the high school gave Negro youth greater educational opportunities was the opinion of 33.33 per cent of the interviewees who were in strong agreement and of 46.67 per cent who were in disagreement. To the statement, "Since the Negro high school closed fewer social activities are available for adults of the community," 57.78 per cent strongly agreed and 42.22 per cent agreed.

As the interviewees held opinions of agreement that in some areas of community life school desegregation had effected certain changes, they held other opinions of disagreement. The following is a report of interviewees' opinions of disagreement, together with the per cent of the interviewees and the intensity of their disagreement.

Responses showed that 37.78 per cent of the interviewees disagreed and 37.78 per cent strongly disagreed that closing the high school caused no serious changes in community life. The statement that closing the high school was the right thing to do received responses of disagreement by 35.56 per cent of the interviewees and strong disagreement by 48.89 per cent. Concerning the disposition of physical facilities of the former school, 68.89 per cent of the interviewees disagreed and 8.89 per cent strongly disagreed that the high school building should be used as a community center. To the statement, "The

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<sup>32</sup>See Table I and Table XXV.

high school program was inadequate," 68.89 per cent of the interviewees disagreed, and strongly disagreeing were 11.11 per cent of the interviewees.

Opinions of Interviewees on the Effects of  
Closing the High School in Red Bird<sup>33</sup>

The first hypothesis of the thesis stated that the closing of high schools in small communities has brought about educational and social changes in community life and that these changes are perceived by residents of the communities. In order to test the part of the hypothesis stating that changes can be perceived by residents, several open-ended questions were included in the interview schedule. These questions helped to ascertain the opinions of residents as to the impact of the closing of the high schools in their communities. It was felt that such perceptions would either prove or disprove the hypothesis. Therefore, essential to the solution of the problem were the unrestrained statements made by certain interviewees of the two communities to the open-ended questions on the interview schedule.

One category of responses was made to the question, "In your opinion, how did the closing of the Negro high school affect this community?" A discussion of representative replies of interviewees from the Red Bird community follows.

Fifteen, or 33.33 per cent, of the interviewees felt that the closing of the high school in Red Bird decreased the unity and

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<sup>33</sup>A complete report of opinions of interviewees on the effects of closing the high school in Red Bird is found in Appendix G, pp. 354-357 of the thesis.

togetherness of the town. The following are statements which show their opinions on this matter:

Closing our high school decreased the unity of our community. Parents and children are divided. The children are divided. Some of them go to one school and some to another. Children and community are divided. They are citizens of two communities; there by day and here by night, which isn't much.

The only institution to provide unity for this community was the school. When it was here, everybody was interested and proud. Now, there is nothing, I mean nothing, to hold us together.

This is a sad, sad, divided town now.

The closing of the school caused less civic pride among the citizens of the town. We are far apart now.

Eleven, or 24.45 per cent, of the interviewees of Red Bird believed that the closing of the high school decreased the population of the town. The following are excerpts from quotations illustrative of statements made to this effect.

... Several families moved out of this town so that their children would be close to school ...

Children don't want to live here any more ... Many of them just up and leave.

... If this keeps up nobody will be here but those too old to go.

At least three, or 6.67 per cent, of the interviewees' perceptions of the impact of the closing of the high school of Red Bird are that it

caused no serious changes in the life of the community. The following are examples of such statements:

No changes. If there are they are for a better community.

I don't see very much difference.

It had no affects on the community.

It was the opinion of nine, or 20.00 per cent, of the interviewees that the closing of the high school in Red Bird increased the behavior problems of their young people. Several excerpts from typical responses expressing these opinions follow:

... caused the school drop-out rate to increase.

... juvenile delinquency has increased since the school closed.

... young people act up more ...

... It is just like they were in another world. We can't reach them at all, now.

... Children ... leave town and get into trouble.

Around 35, or 77.78 per cent, of the interviewees shared the views that the closing of the high school in Red Bird decreased services and activities of professional education leaders in community affairs.

Following are several responses indicating these opinions:

We miss the good of the high school teachers.

... If we just had all of the teachers back in our community, I would say that closing the school didn't affect us as much.

Took many good leaders from us. Teachers, I mean.

They helped us handle the kids. They understood them.

... I didn't realize how much teachers helped until they left.

In statements of opinions on the impact of the closing of the high school in their community, about 40, or 88.89 per cent, of the interviewees specified that the social and educational opportunities for adults were decreased. Representative responses indicating their views follow:

It cut down on educational opportunities for adults.

Decreased opportunities for adults to participate in projects like sewing, etc.

It limited the social activities for adults.

Adults have nowhere to go now but to church. That's bad.

It cut down on opportunities for parents to participate in the P.T.A. ...

Made it harder for parents to talk with the Board of Education about certain school problems.

Ten, or 22.22 per cent, of the interviewees expressed the view that closing the high school in Red Bird affected the relationships between parents and children. Examples of statements indicating these views follow:

It took the kids from us. We can't know ... whether or not they are going to school.

Young people are not with us any more ... just like they are in another world.

Moved kids out of observational reach of parents.



Opinions on Organizations and Institutions That Could  
Sponsor Needed Programs of Services and  
Activities in Red Bird

One of the basic assumptions upon which the hypotheses rested was that the impact of the changes that resulted from the closing of the high schools in small communities, as perceived by adult residents of those communities, can be identified and used in the planning of community development programs. The replies to the previous open-ended question on the interview schedule identified the perceptions of adult residents concerned with the impact of the closing of the high school in Red Bird. Thus, it was believed that responses to the second open-ended question would be vital to the application of these perceptions in the development of recommendations for community programs. Therefore, essential to the solution of the problem were the unrestrained statements in answer to the following question: "Now that the Negro high school is closed, what other organizations and institutions could sponsor programs and activities which it once sponsored for Negro adults in your community?" The interviewees were asked to make their statements in relation to the six broad areas of the study. A report of the responses of Red Bird interviewees follows.

Adult Education Courses<sup>34</sup>

The largest per cent of the interviewees felt that the local clubs of the Red Bird community could sponsor the needed adult education

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<sup>34</sup>A report of data on institutions and organizations which could sponsor needed adult education courses in Red Bird is found on Table XXXIV and Appendix G, p. 359.

courses for the community. Ten of the interviewees, or 22.22 per cent, of the forty-five persons interviewed gave this indication. The second highest number and per cent of the responses indicated that Wagoner County, Red Bird town, and State agencies could sponsor such programs. The number of persons who held this opinion was nine, and the per cent was 20.00.

Eight of the forty-five interviewees, or 17.78 per cent, indicated that the several churches of the community could sponsor adult education courses. The town of Red Bird was listed by seven of the interviewees as a possible sponsor of educational courses to meet the needs of its adults. The per cent was 15.56. Another possible sponsor of the needed adult education classes for the community was listed by six, or 13.33 per cent, of the interviewees. This group indicated that federal aid programs could give sponsorship for the program. Five, or 11.11 per cent, of the interviewees stated that they did not know what other institutions or organizations could sponsor classes in adult education for their community.

### Recreational Activities<sup>35</sup>

Most of the agencies suggested by interviewees for the development and sponsorship of programs of adult education courses were also suggested for the recreation area. Receiving the highest per cent of responses of interviewees for the sponsorship of recreational activities were the community clubs and fraternal organizations of the town.

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<sup>35</sup>A report of data on institutions and organizations which could sponsor needed recreational activities for adults of Red Bird is found on Table XXXV and Appendix G, p. 359 of the thesis.

Fifteen, or 33.33 per cent, of the respondents felt that these organizations could sponsor recreational activities to meet the needs of adults of their community. Churches of the community received the second highest number and per cent of opinions as being a possible sponsor of recreational activities. Ten, or 22.22 per cent, of the interviewees indicated that the churches could sponsor such activities. Nine, or 20.00 per cent, of the interviewees suggested that county and state working cooperatively could sponsor programs to meet the recreational needs of adult residents of Red Bird. Federal programs were suggested by eight, or 17.78 per cent of the interviewees as a possible sponsor for recreational programs. Only three, or 6.67 per cent, of the interviewees indicated that they did not know.

#### Civic Activities<sup>36</sup>

Several of the organizations and institutions listed as possible sponsors of adult education and recreational activities were also suggested as possible sponsors of civic activities.

County and state cooperatively, and city and county cooperatively, were each suggested as possible sponsors of civic activities by ten, or 22.22 per cent, of the interviewees. Federal programs and local clubs were, each indicated by eight, or 17.78 per cent, of the interviewees as being possible sponsors of such programs. Receiving seven, or 15.56 per cent, of the replies as institutions which could sponsor civic activities for adults of Red Bird were the churches of the community.

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<sup>36</sup>A report of data on institutions and organizations which could sponsor needed civic activities for adults in Red Bird is found on Table XXXVI and Appendix G, p. 359 of the thesis.

Two, or 4.44 per cent, of the interviewees indicated that they did not know.

#### Health Services and Activities<sup>37</sup>

On needed programs of services and activities in Red Bird concerned with health, several institutions and organizations were listed as sponsors. As in other areas, several of the agencies were repeated. Nine, or 20.00 per cent, of the interviewees listed the town as a possible sponsor. It was felt by seven, or 15.56 per cent, of the interviewees that doctors and hospitals of the Wagoner County and city organizations could develop programs of health education and services for persons in Red Bird community as well as in other communities of the area. The federal government was suggested by eight, or 17.78 per cent, of the interviewees as an agency which could sponsor programs of health services and activities in the community. Churches of the town and the elementary school were listed by five, or 11.11 per cent, of the interviewees as organizations which could sponsor such services. Four, or 8.89 per cent, of the interviewees stated that they did not know.

#### Cultural Activities<sup>38</sup>

The opinions of interviewees on how cultural activities could be

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<sup>37</sup>A report of data on institutions and organizations which could sponsor needed health services and activities for adults in Red Bird is found on Table XXXVII and Appendix F, p. 360.

<sup>38</sup>A report of data on institutions and organizations which could sponsor cultural activities for adults in Red Bird is found on Table XXXVIII and Appendix G, p. 360.

sponsored since the high school closed in Red Bird were similar to those given in the previous areas. However, one other type of institution for possible sponsorship was added.

The added institutions were the integrated schools of Porter and Coweta which the young people of Red Bird attend. Five, or 11.11 per cent, of the interviewees indicated that they felt that these schools could sponsor some of the needed cultural activities for Red Bird adults. Two other types of institutions received five, or 11.11 per cent, of the opinions, each, as being possible sponsors of cultural activities for the community. They were federal and county governments, and the various churches of the city.

Receiving ten, or 22.22 per cent, of the opinions of interviewees as a sponsor of cultural activities was the city of Red Bird. The prevailing opinion of these interviewees was that the town should develop special programs to meet the cultural needs of its adults. It was believed by eight, or 17.78 per cent, of the interviewees that the elementary school should sponsor some of the cultural activities which were sponsored by the former high school. It was the opinion of nine, or 20.00 per cent, of the interviewees that the local clubs of the town could sponsor such activities. In this area only three, or 6.67, of the interviewees stated that they did not know.

Informal Influence of Professional Education

Leaders<sup>39</sup>

Opinions on the sponsorship of this area were not as varied as those of the other five areas discussed above. Practically all of the interviewees believed that services in this area should be provided by educational institutions and personnel. Eleven, or 24.45 per cent, of the interviewees expressed the opinion that educators and other professional persons who live in the area could provide such services. Fifteen, or 33.33 per cent, of the respondents believed that leaders of the integrated schools which the children attend could provide some of the services needed in the areas listed. Ten, or 22.22 per cent, of the interviewees felt that the elementary school faculty of Red Bird could provide some of the needed services. Nine, or 20.00 per cent, of the interviewees stated that they did not know.

Opinions of Red Bird Interviewees on What

Desegregation of Public Schools

has Meant to Negroes<sup>40</sup>

In order to gain a broader perspective of the interviewees' perceptions on desegregation, particularly as they relate to the impact of the closing of the high school in their community, the following open-ended question was asked: "What do you think desegregation has meant to

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<sup>39</sup> A report of data on institutions and organizations which could sponsor services and activities related to informal influence of professional education leaders is found on Table XXXIX and Appendix G, p. 361.

<sup>40</sup> A report of opinions of Red Bird interviewees on what desegregation has meant to Negroes is found in Appendix G, pp. 362-365 of the thesis.

Negroes?" Responses to this question were essential to the analysis and interpretation of data gathered through other parts of the interview schedule. A discussion of representative responses of interviewees from the Red Bird community follows.

Interviewees who perceived desegregation as offering greater educational opportunities to high school students were significantly greater in number than those who felt otherwise. More than 35, or 77.78 per cent of the interviewees expressed that, in general, desegregation has meant progress for Negroes. The following are typical statements representing these perceptions:

Good idea. Children get better facilities. Opportunities are better.

Good. It means educational opportunity for Negro kids.

Better chance for Negro girls and boys.

Good. Ought to have happened forty years ago.

Generally, it means betterment for Negro kids.

It brought an end to years and years of cultural deprivation.

Progress.

I think that this is the most wonderful chance for betterment, in every way that we ever had.

Education is a key to life. Now our children have a chance to get that key.

About 5, or 11.11 per cent, of the interviewees did not have the opinion that desegregation meant progress for Negroes. Their views are represented below:

It was a good intention. But integration, you got to have it in your heart and not just say it. Maybe some good will come

of it, but I doubt it.

Less opportunity.

Not the best thing for Negroes ...

It has not meant progress nor help. Rather, it has hurt the Negroes.

Nothing ...

In some ways Negroes have been hurt instead of being helped.

Now, other schools have better facilities and prepared teachers, but not the interest in Negro children. Remember, this means something too.

Eight, or 17.78 per cent, of the interviewees expressed opinions on what "desegregation has meant to Negroes," which could not be classified with either polar group of opinions previously mentioned. Several representative statements expressing their views follow:

Good for us, if carried out right.

Fine, if done right and if we are not discriminated against.

In a way, all right, if done right.

In some ways good, and in some ways bad.

If all of the problems were solved, it would be much better.

Help for Negro students. Harm for Negro teachers.

At least 41, or 91.11 per cent of the opinions of interviewees on the question of what desegregation means to Negroes, as opinions on the impact of the closing of the high school in Red Bird, tended to express feelings of disapproval that Negro teachers were not integrated with the Negro students. Many of the interviewees were quite outspoken on the issue. The following responses are indicative of their views:

Deprived children of teachers who understood them.



If they just had taken the Negro teachers too, I wouldn't have a single criticism about desegregation and what it means to Negroes. That's the only thing lacking.

Do you think they just didn't think our teachers were good enough? All that is wrong with the whole thing is that Negro teachers were put out.

... Harm for Negro teachers.

#### Miscellaneous Items for Red Bird

#### Interviewees<sup>41</sup>

Several miscellaneous items were included in the interview schedule for Red Bird respondents as being of sufficient importance to the hypotheses of the study. Such items were included to ascertain the extent to which adults of the community availed themselves of opportunities made available by the high school. These items consisted of three questions. They were: "Prior to the closing of the high school in your community, were you enrolled in any of the adult education classes offered by the school?" "What are the names of the courses in which you were enrolled?" "Suppose a young adult of your community asked your advice on what would be the most beneficial or helpful course for adults in your community, what single course would you advise him or her to take?" A report of the findings follows.

In answer to the question concerned with whether or not interviewees were enrolled in courses prior to the closing of the high

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<sup>41</sup>The purposes of this aspect of the study were to create an environment for interviewee participation in the interview and to provide more insight into the problem under study.

school, eleven, or 24.44 per cent, answered "yes" and thirty-four, or 75.56, answered "no".<sup>42</sup>

In answer to the second question, which was concerned with the titles of the courses taken, three, or 6.67 per cent, of the respondents replied that they had taken courses in sewing; one, or 2.22 per cent, had taken courses in cooking, canning, shop training, vocational guidance, home improvement, and food production; two, or 4.44 per cent, indicated that they had taken courses in dairying.<sup>43</sup>

The courses in which respondents were enrolled consisted of sewing, cooking, canning, shop training, vocational guidance, home improvement, dairying, and food production. Follow-up questions to those requesting the number and name of courses in which residents were enrolled revealed that interviewees valued the courses which they had taken. Also, the fact that they were enrolled may suggest that they valued them. Data on Table I and Table XXV support the conclusion that these courses were available prior to the closing of the school. And data on Table XXVI reveal that courses in sewing, cooking, canning, home improvement, dairying, and food production are presently available. However, information from interviews revealed that the courses are not offered under an adult education program of a school, but are made possible through the county in intermittent workshops under the direction of

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<sup>42</sup>Replies to the question concerned with whether or not interviewees enrolled in courses prior to the closing of the high school in Red Bird are exhibited on Table XL.

<sup>43</sup>Replies to the question which asked interviewees to name the courses in which they were enrolled prior to the closing of the Red Bird High School are exhibited in Table XLI.

County Agents. Interviewees who stated that they took the courses under the high school program prior to its closing also stated that they attend the workshops when they are held.

Responses to the third question, which was concerned with courses that interviewees would advise young adults to take, revealed that five, or 11.11 per cent, of the respondents would advise the following courses: Cosmetology, vocational guidance, English, health, and cooking. Four, or 8.89 per cent, of the respondents stated that they would advise young adults to take courses in mathematics. Three, or 6.67 per cent, of the respondents stated that they would advise young adults to take courses in food production, sewing, and home improvement. Courses in shop training received the highest number of responses. Seven, or 15.55 per cent, of the respondents answered that they would advise young adults to take courses in shop training. The listing of these courses by the interviewees could suggest that the courses have relevance for the adult population of Red Bird.<sup>44</sup>

Report of Findings on School Related Services and Activities  
Offered in Chandler One Year Prior to the Closing of  
the Negro High School

As was found in Red Bird, several of the items in the six areas of the study were found to be available to adults of the Negro community of Chandler one year prior to the closing of the Negro high school.

The reports of the responses to the two questionnaires, the informal interviews, and the interview schedule used for the inquiries

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<sup>44</sup> Replies to the question on courses interviewees would advise young adults to take are listed on Table XLII.

into the services and activities available in the Negro community of Chandler one year prior to the closing of the school follow.

### Adult Education

One area of services and activities found to be available in the Negro community of Chandler one year prior to the closing of the Negro high school was that of adult education.<sup>45</sup> It was also found that several of the interviewees participated in some of the adult education courses offered at the time. The following table indicates the number of adults who stated that they were able to participate in such courses.

TABLE XIII

INTERVIEWEES' PARTICIPATION IN ADULT EDUCATION COURSES  
ONE YEAR PRIOR TO THE CLOSING OF THE NEGRO HIGH  
SCHOOL IN CHANDLER<sup>46</sup>

Adult Education Courses	Number	Per Cent
Sewing	2	4.17
Cooking	2	4.17
Canning	3	6.25
Shop Training	1	2.08
Vocational Guidance	1	2.08
Home Improvement	3	6.25
Dairying	1	2.08
Food Production	1	2.08

<sup>45</sup>A complete report of data on the availability of adult education courses prior to the closing of the Negro high school in Chandler appears on Table XLIII.

<sup>46</sup>Information for this aspect of the study was obtained through interviews with residents.

Information presented in the above table was obtained through interviews with Negro residents of Chandler. This aspect of the interview was done as a follow-up of responses secured through the first questionnaire. The information obtained through interviews shows that several courses were available to Negroes of Chandler one year prior to the closing of the Negro high school.

The table indicates that courses in sewing, cooking, canning, shop training, vocational guidance, home improvement, dairying and food production were available. Courses which were not available were in mathematics, English, history, health, arts and crafts, and government.

#### Recreational Activities

Recreational activities were found to comprise a second area of services and activities available to Negro adults of Chandler one year prior to the closing of the high school.<sup>47</sup> As in the area of adult education courses, it was found that several interviewees participated in some of the activities which were available at the time. The following table indicates the activities and the number and percentage of interviewees who said they participated.

Information found on Table XIV was secured through interviews with residents of Chandler. This aspect of the interview was used as a follow-up of the second questionnaire.

Table XIV indicates that the following recreational activities were available at the time: Opportunities to engage in physical play

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<sup>47</sup>Table XLIII.

such as baseball, etc., learn to develop hobbies such as knitting, leatherwork and other crafts, learn to take advantage of recreational activities in nearby areas such as parks, etc., learn about the importance of play in the home, engage in indoor socials such as teas, banquets, etc., learn to plan and carry out outdoor socials such as picnics, parties, etc., and learn how to organize various types of clubs. The activities which were not available were opportunities to learn and play games which are of interest to adults and young people, learn to take advantage of seeing good movies and other kinds of commercialized entertainment and learn how to play paper and pencil games.

TABLE XIV

INTERVIEWEES' PARTICIPATION IN SCHOOL-RELATED RECREATIONAL ACTIVITIES  
ONE YEAR PRIOR TO THE CLOSING OF THE NEGRO HIGH SCHOOL  
IN CHANDLER<sup>48</sup>

Recreational Activities	Number	Per Cent
Engage in physical play such as baseball, etc.	1	2.08
Learn to develop hobbies such as knitting, leatherwork, and other crafts	2	4.17
Learn to take advantage of recreational activities in nearby areas such as parks, etc.	2	4.17
Learn about the importance of play in the home	5	10.42
Engage in indoor socials such as teas, banquets, etc.	3	6.25
Learn to plan and carry out outdoor socials such as picnics, parties, etc.	5	10.42
Learn how to organize various types of clubs	3	6.25

<sup>48</sup>Interviews with residents.

### Civic Activities

Just as was observed in the areas of adult education and recreational activities, some civic activities were found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school.<sup>49</sup> It should be mentioned that these activities were not formally organized, but were of an informal nature such as a school would make available to citizens of a community. Also, it was found that some of the interviewees indicated that they were able to participate in several of the civic activities which were available at the time. The following table indicates such activities.

Table XV indicates that the following school related civic activities were available to Negro adults of Chandler one year prior to the closing of the Negro high school: Opportunities to learn how to register to vote, why one should vote, how to vote, about issues on which to vote, the basic rights of citizens, about the benefits of government, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about the serious problems facing the community, state, nation, and the world, about national holidays and what they mean to the American people, how to save the land and other natural resources and how to use clubs and other organizations to which one belongs to meet community needs. The only school related civic activity not available to Negro adults of Chandler one year prior to the closing of the Negro high school was the opportunity to learn how to keep up with the latest news on community, state, national, and world affairs.

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<sup>49</sup>Table, XLIII.

TABLE XV

INTERVIEWEES' PARTICIPATION IN SCHOOL-RELATED CIVIC ACTIVITIES  
ONE YEAR PRIOR TO THE CLOSING OF THE  
NEGRO HIGH SCHOOL IN CHANDLER<sup>50</sup>

Civic Activities	Number	Per Cent
Learn how to register to vote	2	4.17
Learn why one should vote	3	6.25
Learn how to vote	3	6.25
Learn about issues on which to vote	10	20.83
Learn the basic rights of citizens	10	20.83
Learn about the benefits of government	7	14.58
Learn the importance of being good, loyal American citizens	3	6.25
Learn the privileges of being citizens of a democratic country	5	10.42
Learn about the serious problems facing the community, state, nation, and the world	5	10.42
Learn about national holidays and what they mean to the American people	3	6.25
Learn how to save the land and other natural resources	6	12.50
Learn how to use clubs and other organizations to which one belongs to meet community needs	5	10.42

Health Services and Activities

Another area of school related services and activities found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school was that of health services and activities.<sup>51</sup>

Some of these services and activities were offered in formal courses through the county agents and instructors of vocational agriculture and

<sup>50</sup>Interviews with residents.

<sup>51</sup>Table XLIII.



home economics, and others were offered informally by county agencies under the auspices of the high school, according to interviewees. The following table indicates the school related services and activities in which interviewees stated that they were able to participate one year prior to the closing of the Negro high school.

TABLE XVI  
INTERVIEWEES' PARTICIPATION IN SCHOOL RELATED HEALTH SERVICES  
AND ACTIVITIES ONE YEAR PRIOR TO THE CLOSING  
OF THE NEGRO HIGH SCHOOL IN CHANDLER<sup>52</sup>

Health Services and Activities	Number	Per Cent
Learn how to plan meals	5	10.42
Discuss problems of health with knowledgeable people	2	4.17
Learn basic rules of cleanliness	3	6.25
Receive shots for communicable diseases	2	4.17
Learn first aid treatments	2	4.17
Learn how to report emergencies	1	2.08
Learn safety rules	2	4.17
Learn how to prevent fires and other home accidents	2	4.17
Learn how to prepare for storms, tornadoes, and other community threats	1	2.08

Data depicted on the above table were obtained through interviews with residents. This part of the interview was used as a follow-up of the second questionnaire.

<sup>52</sup>Interviews with residents.

The table indicates that the following school related services and activities were available at the time: Opportunities to learn how to plan meals, discuss problems of health with knowledgeable people, learn basic rules of cleanliness, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent fires and other home accidents, and how to prepare for storms, tornadoes and other community threats.

Four of the school related health services and activities listed in the literature were found not to be available. They were opportunities to learn symptoms of mental and physical illnesses, and basic rules for driving automobiles and for pedestrians to prevent accidents.

#### Cultural Activities

Another area of services and activities listed in the literature on school related programs for Negro adults of Chandler was found to be available one year prior to the closing of the Negro high school. This area was that of cultural activities.<sup>53</sup> It was also found that several interviewees participated in some of these cultural activities which were available at the time. Table XVII reveals the number of interviewees of Chandler who indicated that they were able to participate in these activities.

Information shown on Table XVII was secured through interviews with residents. This part of the interview was used to follow-up the second questionnaire.

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<sup>53</sup>Table XLIII.

TABLE XVII

INTERVIEWEES' PARTICIPATION IN SCHOOL-RELATED CULTURAL ACTIVITIES  
 ONE YEAR PRIOR TO THE CLOSING OF THE  
 NEGRO HIGH SCHOOL IN CHANDLER<sup>54</sup>

Cultural Activities	Number	Per Cent
Attend musicals	18	37.50
Learn to appreciate various types of music	2	4.17
Learn about great musicians	1	2.08
Attend plays (dramas)	21	43.75
Learn about sources from which to obtain free reading materials for the community	1	2.08
Learn how to use a library	1	2.08
Learn about great thinkers	5	10.42
Attend lectures on different issues	7	14.58
Learn to appreciate different types of folk dances	1	2.08

The above table indicates that the following school related cultural activities were available to Negro adults of Chandler one year prior to the closing of the Negro high school: Opportunities to attend musicals, learn to appreciate various types of music and about great musicians, attend plays (dramas), learn about sources from which to obtain free reading materials for the community, how to use a library and about great thinkers, attend lectures on different issues and learn to appreciate different types of folk dances.

Several school related cultural activities were indicated as not being available for Negro adults one year prior to the closing of the Negro high school of Chandler. These activities consisted of opportunities to belong to music clubs, learn how to select good television

<sup>54</sup>Interviews with residents.

shows, belong to reading clubs, attend book talks and reviews, learn how to select and read the best newspapers, how to speak correctly and about art such as paintings, sculpture, etc.

#### Informal Influence of Professional Education Leaders

The final area of services and activities related to the Negro high school found to be available to Negro adults of Chandler one year prior to the closing of the school was that of informal influence of professional education leaders.<sup>55</sup> It was also found that several interviewees had benefited from these services. Table XVIII indicates the number of interviewees who stated that they had benefited from such services.

Information shown on Table XVIII was obtained through interviews with residents of the town. This aspect of the interview was employed to follow-up the second questionnaire.

The table reveals that the following services related to informal influence of professional education leaders were available to Negro adults of Chandler one year prior to the closing of the Negro high school: Assistance in understanding the law or courts, help in explaining important issues (problems) facing the community, state, and nation, assistance in making difficult community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in understanding behavior problems of young people, in solving personal problems and in how to get and keep jobs, help in reading directions such as labels on medicine, and leadership in the church

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<sup>55</sup>Table XLIII.

such as teaching Sunday School classes. It should be noted that all of the items listed in the literature regarding the informal influence of professional education leaders were available to Negro adults of Chandler one year prior to the closing of the Negro high school (see Table XLIII).

TABLE XVIII

INTERVIEWEES BENEFITING FROM SERVICES AND ACTIVITIES RELATED  
TO INFORMAL INFLUENCE OF PROFESSIONAL EDUCATION  
LEADERS ONE YEAR PRIOR TO THE CLOSING OF THE  
NEGRO HIGH SCHOOL IN CHANDLER<sup>56</sup>

Informal Influence of Professional Education Leaders	Number	Per Cent
Assistance in understanding the law or courts	1	2.08
Help in explaining important issues (problems) facing the community, state, and nation	3	6.25
Assistance in making difficult community decisions	2	4.17
Help to parents in the understanding of their duties (roles) as parents	5	10.42
Guidance in understanding the behavior problems of young people	5	10.42
Guidance in solving personal problems	3	6.25
Guidance in how to get and keep jobs	1	2.08
Help in reading directions such as labels on medicine	2	4.17
Leadership in the church such as teaching Sunday School classes	13	27.08

In summary, the following adult education courses were found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school: Sewing, cooking, canning, shop training,

<sup>56</sup>Interviews with residents.

vocational guidance, home improvement, dairying and food production.

Recreational activities found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school were opportunities to engage in physical play such as baseball, etc., learn to develop hobbies such as knitting, leatherwork and other crafts, take advantage of recreational activities in nearby areas such as parks, etc., and about the importance of play in the home, engage in indoor socials such as teas, banquets, etc., learn to plan and carry out outdoor socials such as picnics, parties, etc., and how to organize various types of clubs.

The following civic activities were found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school: Opportunities to learn how to register to vote, why one should vote, how to vote, about issues on which to vote, the basic rights of citizens, about the benefits of government, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about the serious problems facing the community, state, nation, and the world, about national holidays and what they mean to the American people, how to save the land and other natural resources, and how to use clubs and other organizations to which one belongs to meet community needs.

Health services and activities found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school were opportunities to learn how to plan meals, discuss problems of health with knowledgeable people, basic rules of cleanliness, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires

in the home and how to prepare for storms, tornadoes, and other community threats.

It was found that the following cultural activities were available to Negro adults of Chandler at the time: Opportunities to attend musicals, learn to appreciate various types of music and about great musicians, attend plays (dramas), learn about sources from which to get free reading materials for the community, how to use a library and about great thinkers, attend lectures on different issues, and learn to appreciate different types of folk dances.

Services and activities related to informal influence of professional education leaders found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school are as follows: Assistance in understanding the law or courts, help in explaining important issues (problems) facing the community, state, and nation, assistance in making difficult community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in understanding behavior problems of young people, in solving personal problems and in how to get and keep jobs, help in reading directions such as labels on medicine and leadership in the church such as teaching Sunday School classes.

#### Report of Responses on Programs of Services and Activities

#### Presently Available to Negro Adults of Chandler

#### Adult Education Courses

As was found in Red Bird, several courses in adult education were

found to be presently available to Negro adults of Chandler.<sup>57</sup> It was also found that several interviewees are presently participating in some of these courses.

TABLE XIX  
INTERVIEWEES PRESENTLY PARTICIPATING IN ADULT EDUCATION  
COURSES IN CHANDLER<sup>58</sup>

Adult Education Courses	Number	Per Cent
Sewing	5	10.42
Cooking	3	6.25
Canning	3	6.25
Shop Training	3	6.25
Vocational Guidance	2	4.17
Home Improvement	3	6.25
Dairying	1	2.08
Food Production	5	10.42
*Business Administration (general)	3	6.25
*Human Resource Development	1	2.08
*General Agriculture	4	8.34

\*Courses which were not listed on the interview schedule.

Information presented in the above table was obtained through interviews with residents, including the Superintendent of Schools and the Oklahoma State University Extension Service Director and Vocational Agent of Lincoln County. The interview was done as a follow-up of responses secured through the second questionnaire.

The chart indicates that courses in sewing, cooking, canning, shop training, vocational guidance, home improvement, dairying, food

<sup>57</sup>Table XLIV.

<sup>58</sup>Interviews with residents.



production, business administration (general), human resource development and general agriculture are presently available to Negro adults of Chandler. The courses are sponsored by Lincoln County and the Office of Economic Opportunity and are directed by the County Extension Agent. Courses in sewing, cooking, canning, shop, vocational guidance, home improvement, dairying, and food production have been sponsored by the county for over twenty years. Courses in business administration, human resource development have been sponsored by the Office of Economic Opportunity for less than about two years.

Courses which were not found to be presently available to Negro adults of Chandler were mathematics, English, history, health, arts and crafts and government. However, several basic courses in adult education were offered (beginning the second semester of 1966-1967) but were discontinued at the end of the semester because of the lack of attendance.<sup>59</sup>

#### Recreational Activities

Recreational activities were found to comprise an area of services and activities presently available to Negro adults of Chandler.<sup>60</sup> Further, it was found that several of the residents are presently participating in such activities. Table XX reveals the number of interviewees who indicated that they are able to participate in these activities.

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<sup>59</sup>Interview with the Superintendent of Schools and the County Agent.

<sup>60</sup>Table XLIV.

TABLE XX  
 INTERVIEWEES PRESENTLY PARTICIPATING IN RECREATIONAL ACTIVITIES  
 IN CHANDLER<sup>61</sup>

Recreational Activities	Number	Per Cent
Engage in physical play such as baseball, etc.	1	2.08
Learn to take advantage of recreational activities in nearby areas such as parks, etc.	3	6.25
Learn about the importance of play in the home	2	4.17
Engage in indoor socials such as teas, banquets, etc.	3	6.25
Learn to plan and carry out outdoor socials such as picnics, parties, etc.	1	2.08

As in the area of adult education courses, information presented in the above table was obtained through interviews with residents of the community. This aspect of the interview was done as a follow-up of the second questionnaire.

The table indicates that the following recreational activities are presently available to Negro adults of Chandler: Opportunities to engage in physical play such as baseball, etc., learn to take advantage of recreational activities in nearby areas such as parks, etc., and about the importance of play in the home, engage in indoor socials such as teas, banquets, etc., and learn to plan and carry out outdoor socials such as picnics, parties, etc. The activities have been sponsored by the various clubs of the Negro community and by the several schools of the city for about twelve years.

Five recreational activities listed in the literature were

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<sup>61</sup>Interviews with residents.

indicated by interviewees as not being presently available. They were opportunities to learn and play games which are of interest to adults and young people, learn to develop hobbies such as knitting, leather-work and other crafts, how to organize various types of clubs, take advantage of seeing good movies and other kinds of commercialized entertainment and how to play paper and pencil games.

### Civic Activities

Civic activities were found to comprise another area of services and activities which are presently available to Negro adults of Chandler.<sup>62</sup> Also, several of the interviewees reported that they are presently able to participate in some of these activities. The following table indicates the number of civic activities in which interviewees stated that they presently participate.

Information presented in Table XXI was secured through interviews with residents of the area. This part of the interview was employed as a follow-up of the second questionnaire.

According to the data shown in the table, the following civic activities are participated in by Negro residents: Opportunities to learn how to register to vote, why one should vote, how to vote, about the benefits of government, about the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about national holidays and what they mean to American people and how to save the land and other natural resources. The services and activities are sponsored by the political parties (Democratic and Republican), and Lincoln County

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<sup>62</sup>Table XLIV.

through extension agents. The number of years these activities have been available was not established. However, interviewees indicated that most of these (especially those involved with voting) are available during election seasons and are not offered regularly.

TABLE XXI  
INTERVIEWEES PRESENTLY PARTICIPATING IN CIVIC ACTIVITIES  
IN CHANDLER<sup>63</sup>

Civic Activities	Number	Per Cent
Learn how to register to vote	5	10.42
Learn why one should vote	5	10.42
Learn how to vote	4	8.34
Learn about the benefits of government	3	6.25
Learn about the importance of being good, loyal American citizens	2	4.17
Learn the privileges of being citizens of a democratic country	3	6.25
Learn about national holidays and what they mean to the American people	3	6.25
Learn how to save the land and other natural resources	6	12.50

Civic activities which are not presently available are opportunities to learn about issues on which to vote, the basic rights of citizens, about the serious problems facing the community, state, nation, and the world, how to keep up with the latest news on community, state, national, and world affairs, and how to use clubs and other organizations to which one belongs to meet community needs.

<sup>63</sup>Interviews with residents.

### Health Services and Activities

Some of the health services and activities listed in the literature were found to be presently available to Negro adults of Chandler.<sup>64</sup> It was likewise found that several interviewees indicated that they participate in these services and activities. The services and activities are listed in the table which appears below.

TABLE XXII  
INTERVIEWEES PRESENTLY PARTICIPATING IN HEALTH SERVICES AND  
ACTIVITIES IN CHANDLER<sup>65</sup>

Health Services and Activities	Number	Per Cent
Learn how to plan meals	6	12.50
Discuss the problems of health with knowledgeable people	2	4.17
Learn basic rules of cleanliness	5	10.42
Learn symptoms of physical illness	1	2.08
Receive shots for communicable diseases	4	8.34
Learn first aid treatments	2	4.17
Learn how to report emergencies	1	2.08
Learn safety rules	2	4.17
Learn how to prevent fires and other home accidents	2	4.17
Learn how to prepare for storms, tornadoes, and other community threats	1	2.08

Information presented on the above table was obtained through interviews with residents. This aspect of the interview was used as a

<sup>64</sup>Table XLIV.

<sup>65</sup>Interviews with residents.

follow-up to the second questionnaire.

Items shown by the table to be presently available to Negro adults of Chandler are opportunities to learn how to plan meals, discuss the problems of health with knowledgeable people, learn basic rules of cleanliness and symptoms of physical illness, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires at home, and how to prepare for storms, tornadoes, and other community threats. The services and activities are sponsored by the various institutions and facilities of the town and Lincoln County. The services and activities have been available for more than twenty years.

Health services and activities which were not found to be presently available to Negro adults of Chandler were opportunities to learn symptoms of mental illness, basic rules of driving automobiles, and basic rules for pedestrians to prevent accidents.

#### Cultural Activities

Another area of services and activities listed in the literature as being presently available to Negro adults of Chandler is that of cultural activities.<sup>66</sup> It was found, also, that several interviewees are presently participating in some of these activities. Data on the following table reveal the cultural activities in which interviewees indicated that they are presently participating.

Information presented on Table XXIII was obtained through interviews with residents. This aspect of the interview was used to

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<sup>66</sup>Table XLIV.

follow-up the second questionnaire.

TABLE XXIII  
INTERVIEWEES PRESENTLY PARTICIPATING IN CULTURAL ACTIVITIES  
IN CHANDLER<sup>67</sup>

Cultural Activities	Number	Per Cent
Attend musicals	5	10.42
Learn to appreciate various types of music	2	4.17
Attend plays (dramas)	4	8.34
Attend book talks and reviews	3	6.25
Learn about sources from which to obtain free reading material for the community	1	2.08
Learn how to use a library	3	6.25
Learn about great thinkers	2	4.17
Attend lectures on different issues	4	8.34
Learn how to appreciate different types of folk dances	1	2.08

The table indicates that the following cultural activities are presently available to Negro adults of Chandler: Opportunities to attend musicals, learn to appreciate various types of music, attend plays (dramas) book talks and reviews, learn about sources from which to obtain free reading materials for the community, learn how to use a library and about great thinkers, attend lectures on different issues, and learn how to appreciate different types of folk dances. The activities are offered by the schools, and the County Library, and have been available for more than twelve years.

<sup>67</sup>Interviews with residents.

Several of the cultural activities are not presently available to Negro adults of Chandler, according to interviewees. They are opportunities to learn about great musicians, belong to music clubs, learn how to select good television shows, belong to reading clubs, learn how to select and read the best newspapers, how to speak correctly and about art such as paintings, sculpture, etc.

### Informal Influence of Professional

#### Education Leaders

It was disclosed that informal influence of professional education leaders was another area of services and activities presently available to Negro adults of Chandler.<sup>68</sup> It was also disclosed that some Negro adults of the community indicated that they are presently benefiting from some of these services and activities. Data concerned with such services and activities are listed in Table XXIV.

Information found on Table XXIV was secured through interviews with residents. This part of the interview was employed as a follow-up of the second questionnaire.

The table indicates that the services and activities (listed in the literature) related to informal influence of professional education leaders that are presently available to Negro adults of Chandler are as follows: Assistance in understanding the law or courts, assistance in making difficult community decisions, guidance in how to get and keep jobs and leadership in the church such as teaching Sunday School classes. The services and activities are sponsored by the various institutions

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<sup>68</sup>Table XLIV.



of the county through county agents, retired school teachers and other professional persons of the town, and the Office of Economic Opportunity staff of workers. Services in this area concerned with assistance in understanding the law or courts are contributed by lawyers, etc., and have been available for more than twenty years; assistance in making difficult community decisions by Negro clubs have been available for more than twelve years; guidance in how to get and keep jobs by various staff members under the Office of Economic Opportunity such as the county agent; and leadership in the church by retired school teachers for which the number of years was not given.

TABLE XXIV

INTERVIEWEES PRESENTLY BENEFITING FROM SERVICES AND ACTIVITIES  
RELATED TO INFORMAL INFLUENCE OF PROFESSIONAL EDUCATION  
LEADERS IN CHANDLER<sup>69</sup>

Informal Influence of Professional Education Leaders	Number	Per Cent
Assistance in understanding the law or courts	1	2.08
Assistance in making difficult community decisions	1	2.08
Guidance in how to get and keep jobs	1	2.08
Leadership in the church such as teaching Sunday School classes	5	10.42

Several items listed in the literature related to the area of informal influence of professional education leaders were indicated as

<sup>69</sup>Interviews with residents.

not being presently available to Negro adults of the town. These items consisted of help in explaining important issues (problems) facing the community, state, and nation, help to parents in the understanding of their duties (roles) as parents, guidance in understanding the behavior problems of young people and in solving personal problems, and help in reading directions such as labels on medicine.

In summary, the following courses were found to be presently available to Negro adults of Chandler: Sewing, cooking, canning, shop training, vocational guidance, home improvement, dairying, food production, business administration, human resource development, and general agriculture. The courses are offered by the county through agents and by the Office of Economic Opportunity.

Recreational activities found to be presently available to Negro adults of Chandler are opportunities to learn and play games which are of interest to adults and young people, engage in physical play such as baseball, etc., learn to take advantage of recreational activities in nearby areas such as parks, etc., and about the importance of play in the home, engage in indoor socials such as teas, banquets, etc., and learn to plan and carry out outdoor socials such as picnics, parties, etc.

The following civic activities were found to be presently available to Negro adults of Chandler: Opportunities to learn how to register to vote, why one should vote, how to vote, about the benefits of government, about the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about national holidays and what they mean to American people, and how to save the land and other natural resources.

Health services and activities found to be presently available to Negro adults of the Chandler community are as follows: Opportunities to learn how to plan meals, discuss the problems of health with knowledgeable people, learn basic rules of cleanliness and symptoms of physical illness, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires at home, basic rules for driving automobiles to prevent accidents and basic rules for pedestrians to prevent accidents.

Presently available to Negro adults of Chandler are the following cultural activities: Opportunities to attend musicals, learn to appreciate various types of music, attend plays (dramas) and book talks and reviews, learn about sources from which to obtain free reading materials for the community, learn how to use a library and about great thinkers, attend lectures on different issues and learn how to appreciate different types of (folk) dances.

Services and activities related to informal influence of professional education leaders found to be presently available to Negro adults of Chandler are assistance in understanding the law or courts, assistance in making difficult community decisions, guidance in how to get and keep jobs, and leadership in the church such as teaching Sunday School classes.

Report of Findings on Needed Programs of Services  
Activities for Negro Adults of Chandler

Adult Education<sup>70</sup>

Several of the services and activities listed in the literature on community programs for adults were expressed by the interviewees to be needed for adults in the Chandler Negro community. One such area of services and activities was adult education courses.

Two courses in the area of adult education received a majority of 66.67 per cent of the responses of the interviewees as being needed for adults. These courses were English and health. Three courses were accorded a majority of 64.58 per cent. Such were the courses in sewing, cooking, and mathematics. Courses in home improvement and food production were given a majority of 62.50 per cent of the responses.

The courses which follow continue those in adult education which were accorded a majority of the responses of the interviewees as needed for adults: Courses in vocational guidance and in government, 58.33 per cent of the responses; and courses in shop training, 52.08 per cent. Receiving a plurality, not a majority, of exactly fifty per cent of the responses as needed for adults were courses in history.

Also, responses were received concerning courses in adult education which were expressed by the interviewees as not needed in the Chandler Negro community. These particular courses and the responses accorded to them were arts and crafts and canning. A majority of 56.26

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<sup>70</sup> A complete report of data on opinions of interviewees concerning needed adult education courses for Negro adults of Chandler is found on Table XLV.

per cent of the interviewees indicated that arts and crafts were not needed in the community, and 52.08 per cent of the interviewees indicated that courses in canning were not needed.

### Recreational Activities<sup>71</sup>

Recreational activities comprised a second area of services and activities expressed by the interviewees to be of benefit and needed for adults in the Chandler Negro community.

However, not all of the recreational activities concerning which inquiries were made were expressed by the interviewees to be needed for adults in that community. Nevertheless, the following recreational activities received a majority of responses as being of need: Opportunities to learn and play games which are of interest to adults, children, and youth, 60.42 per cent; and to learn about the importance of play in the home, 58.33 per cent.

Receiving a plurality, not a majority, of the responses as being of benefit and needed were opportunities to learn to take advantage of recreational activities in nearby areas such as parks, etc., exactly 50 per cent; to engage in physical games such as baseball, etc., 45.83 per cent; to learn to develop hobbies such as knitting, leatherwork, and other craft work, 43.75 per cent; and to learn how to take advantage of seeing good movies and other kinds of commercialized entertainment, 41.67 per cent.

Recreational activities concerning which inquiries were made and

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<sup>71</sup>A complete report of data on opinions of interviewees concerning needed recreational activities for Negro adults of Chandler is found on Table XLVI.

which were expressed by interviewees as not needed for Negro adults of Chandler included opportunities to learn how to plan and carry out outdoor socials such as picnics, parties, etc. 60.42 per cent; how to organize various types of clubs, 58.33 per cent; engage in indoor socials such as teas, banquets, etc., also 58.33 per cent; and learn how to play paper and pencil games, 56.25 per cent.

### Civic Activities<sup>72</sup>

Just as was observed in the areas of adult education and recreational activities, certain aspects pertaining to the improvement of civic life were expressed by the interviewees to be needed for adults in the Chandler Negro community. Some of these types of activities were expressed by a majority of 100 per cent of the responses. These particular ones were opportunities to learn the importance of being good and loyal American citizens and the privileges of being citizens of a democratic country.

A majority of 97.92 per cent was given to the matter of opportunities to learn about the most serious problems facing the community, state, nation, and the world; about issues on which to vote; the basic rights of citizens and how to keep up with the latest news on community, state, national, and world affairs received a majority of 87.50 per cent of the responses. Further, opportunities to learn the benefits of government, and about the national holidays and what they mean to the American people received the majority of 83.33 per cent of the responses.

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<sup>72</sup>A complete report of data on opinions of interviewees concerning needed civic activities for Negro adults of Chandler is found on Table XLVII.

Other civic activities which were expressed by the interviewees to be needed for adults in the Chandler Negro community were opportunities to learn how to save the land and other natural resources, 79.17 per cent of the responses; how to meet certain community needs through clubs to which one belongs, 72.92 per cent; why one should vote, 70.83 per cent; and how to vote, 58.33 per cent.

The one area of civic activities which was expressed by the interviewees as not needed for adults in the Chandler Negro community was opportunities to learn how to register to vote. This area received a majority of 60.42 per cent of the responses.

#### Health Services and Activities<sup>73</sup>

On the need of health services and activities for the adults of the Chandler Negro community, a majority of 100.00 per cent of the interviewees indicated that opportunities to learn safety rules, how to prevent fires and other home accidents, to prepare for storms, tornadoes, and other community threats, and to learn symptoms of physical illness were judged to be needed for adults. Thus, health services and activities were expressed to be a fourth area of community programs for adults that should be maintained for adults of the Chandler Negro community.

Two services and activities were accorded a majority of 97.92 per cent of the responses. These activities were to learn symptoms of mental illness and first aid treatments. A majority of 93.76 per cent

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<sup>73</sup>A complete report of data on opinions of interviewees concerning needed health services and activities for Negro adults of Chandler is found on Table XLVIII.

of the responses was expressed for opportunities to learn how to report emergencies. Other health services that received a majority of the responses as being needed for adults of the Chandler Negro community were opportunities to learn the basic rules of cleanliness, 83.33 per cent; how to plan meals, 79.17 per cent; basic rules for driving automobiles to prevent accidents, 79.17 per cent; basic rules for pedestrians to prevent accidents, 77.08 per cent; and to discuss with knowledgeable people problems of health, 72.92 per cent.

#### Cultural Activities<sup>74</sup>

A fifth area of the services and activities listed in the literature on community programs for adults was expressed by the interviewees to be needed for adults of the Chandler Negro community. This fifth area was that of cultural activities.

A majority of the responses were expressed for the following cultural activities: Opportunities to learn to speak correctly, 62.50 per cent; how to select good television shows, 56.26 per cent; to appreciate various types of music, 52.08 per cent; and how to read and select the best newspapers, 52.08 per cent.

Although not all of the cultural activities upon which inquiries were made were supported by majority responses as being needed, others were accorded a plurality of the responses as being of need. These were opportunities to attend book talks and reviews, exactly 50.00 per cent of the responses, to learn about sources from which to obtain

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<sup>74</sup>A complete report of data on opinions of interviewees concerning needed cultural activities for Negro adults of Chandler is found on Table XLIX.



free reading materials for the community, 47.92 per cent; to belong to reading clubs, 43.75 per cent; to learn about great musicians, 41.67 per cent; and to belong to music clubs, 37.50 per cent.

The interviewees indicated by their responses that several of the cultural activities listed in the literature were not needed for adults of the town. These particular activities included opportunities to attend lectures on different issues, a majority of 52.08 per cent. The other cultural activities expressed as not needed were accorded a plurality of the responses. Among which were opportunities to attend plays, 43.75 per cent; to learn about art such as paintings, sculpture, etc., 39.58 per cent; to learn how to use the library, 37.50 per cent; and to learn to appreciate different types of folk dances, 35.42 per cent.

#### Influence of Professional Educational Leaders<sup>75</sup>

The inquiry made into the Chandler Negro community on the need of services and activities related to certain community leaders disclosed a sixth area listed in the literature on community programs for adults that was expressed by the interviewees to be of need for Negro adults of Chandler. The area was disclosed to be the informal influence of professional education leaders.

The interviewees expressed themselves with a majority of 100.00 per cent of the responses that the following services and activities were needed for adults in the Chandler Negro community: Help in

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<sup>75</sup>A complete report of data on opinions of interviewees concerning needed services and activities related to informal influence of professional education leaders for Negro adults of Chandler is found on Table L.

explaining important issues (problems) facing the community, state, and nation; help to parents in the understanding of their duties (roles) as parents; guidance in solving personal problems and in understanding the behavior problems of children.

Two services and activities into which inquiries were made concerning the contributions of professional education leaders received a majority of 83.33 per cent of the responses. They were assistance in understanding the law and courts and leadership in the church such as teaching Sunday School classes. A majority of 72.92 per cent was given to assistance of Negro leaders in making difficult community decisions.

Responses from interviewees indicated that two other services of professional education leaders were needed in the community. These services were guidance on how to get and keep jobs and help in reading directions such as labels on medicine. A majority of 70.83 per cent of the responses indicated that these services were needed.

In summary, adult education courses felt to be needed for Negroes of Chandler were sewing, cooking, shop training, vocational guidance, home improvement, food production, mathematics, English, health and government.

The following recreational activities were perceived to be needed for Negro adults of the area: Opportunities to learn and play games which are of interest to adults, children, and youth and about the importance of play in the home.

Further, civic activities felt to be needed for Negro adults of Chandler consisted of opportunities to learn why and how one should vote, about issues on which to vote, the basic rights of citizens, the benefits of government, the importance of being good, loyal American

citizens, the privileges of being citizens of a democratic country, about the most serious problems facing the community, state, nation, and the world, about national holidays and what they mean to the American people, how to save the land and other natural resources, how to keep up with the latest news on community, state, national, and world affairs, and how to use clubs and other organizations to which one belongs to meet community needs.

Likewise, the following health services and activities were perceived to be needed for Negro adults of Chandler: Opportunities to learn how to plan meals, discuss problems of health with knowledgeable people, basic rules of cleanliness, symptoms of mental and physical illnesses, first aid treatments, how to report emergencies, safety rules, how to prevent fires and other home accidents, how to prepare for storms, tornadoes, and other community threats, and basic rules for driving automobiles and for pedestrians to prevent accidents.

Also, in the area of cultural activities, opportunities to learn to appreciate various types of music, how to select good television shows, how to read and select the best newspapers and how to speak correctly were thought to be needed for Negro adults of the town.

In addition to the perceived needs reported in the above areas, services and activities related to the informal influence of professional education leaders felt to be needed for Chandler Negro adults consisted of the following: Assistance in understanding the law or the courts, help in explaining important issues (problems) facing the community, state, and nation, assistance in making difficult community decisions and to parents in the understanding of their duties (roles) as parents, guidance in understanding behavior problems of children, in

solving personal problems and in how to get and keep jobs, help in reading directions such as labels on medicine, and leadership in the church such as teaching Sunday School classes.

Report of Perceptions of Interviewees on Changes  
Effected by the Closing of the Negro  
High School of Chandler<sup>76</sup>

As was referred to in the techniques of the study, responsible citizens were thought to be knowledgeable about affairs of the community related to the study and could and would give valuable information that would prove helpful in the solution of the problem. This was observed to be true with respect to opinions on school desegregation and its consequences. To be reported now is information on the inquiries disclosed regarding matters of school desegregation and its consequences. An account of the structured responses to statements on consequences of school desegregation in the community will be presented next.

As was found in Red Bird, interviewees of Chandler were of the opinion that in some areas of community life school desegregation had effected certain changes. What follows are opinions of agreement concerning areas in which changes have occurred. The percentage of the interviewees who were of this opinion and the intensity of their agreement are also reported.

To the statement that the Negro high school should not have been

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<sup>76</sup>A Complete report of data on interviewees' opinions on changes effected by the closing of the Negro high school in Chandler is found on Table LI.

closed, a majority of 58.33 per cent of the respondents agreed and 20.83 per cent strongly agreed. It seems that the prevailing opinion of Chandler adults was that the Negro high school should not have been closed.

On the question "Since the Negro high school closed more boys and girls dropout of school," there was no majority of opinion. Rather, 45.83 per cent of interviewees agreed. Since this aspect of the study was to ascertain the opinions of adults on the effects of closing the school, the writer did not check school records to prove or disprove their opinions on the dropout problem.

Interviewees strongly agreed one hundred per cent that closing the Negro high school in Chandler cut down on educational opportunities for Negro adults.

The second item to receive a one hundred per cent majority of the strongly agreed responses was the statement that the community should find means to continue adult educational opportunities once offered by the Negro high school.<sup>77</sup>

Two questions received the same per cent majority on the agree-disagree continuum. The statements were "The Negro high school was adequate" and "The Negro high school was inadequate." To the statement that the school was adequate (good), 29.17 per cent of the respondents strongly agreed, and 41.67 agreed. The interviewees, therefore, felt that the school was adequate. To the statement that the school was inadequate (poor), 29.17 per cent of the interviewees strongly

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<sup>77</sup>See Table XIII, p. 121 and Table XLIII, p. 297 regarding the adult education courses found to be available one year prior to the closing of the Negro high school in Chandler.

disagreed, and 41.67 per cent disagreed.

One hundred per cent of the interviewees agreed that the Negro high school building should be used for a community center.

To the statement that closing the Negro high school gave Negro youth greater educational opportunities, a majority of 62.50 per cent of the interviewees strongly agreed and 22.92 agreed. The responses indicate that Negro adults of Chandler were of the opinion that closing the Negro high school increased educational opportunities for high school students.

Interviewees strongly agreed one hundred per cent that since the Negro high school closed, fewer social activities are available for adults of the community.<sup>78</sup>

To the statement "Closing the Negro high school caused no serious changes in the community's life," a majority of 83.33 per cent of the respondents disagreed, and 8.33 per cent strongly disagreed. A majority of the interviewees indicated that the closing of the school caused serious changes in the life of the community.

A majority of the interviewees were of the opinion that young people do not get into trouble more since the Negro high school closed. Opinions were indicated by the 50.00 per cent who disagreed and the 10.42 per cent who strongly disagreed. A majority of 60.42 per cent of the respondents indicated this opinion.

Receiving a majority of 58.33 per cent of the responses in the disagree column, and 20.83 per cent in the strongly disagree column, was

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<sup>78</sup> See Tables XIV, XV, and XVII, pp. 123, 125, and 128, respectively, and Table XLIII, pp. 297-299 regarding social activities available for Negro adults of Chandler one year prior to the closing of the Negro high school.

the statement "Closing the Negro high school was the right thing to do." The majority of the interviewees felt that the school should not have been closed.

Opinions of Interviewees on the Effects of the  
Closing of the Negro High School in  
Chandler<sup>79</sup>

In the hypotheses of the study, it was proposed that the closing of high schools in small community results in educational and social changes in the life of the community, and that these changes can be perceived by adult residents of the community. The purpose of this aspect of the study is to ascertain the perceptions of Negro adult residents on the changes which resulted from the closing of the Negro high school of Chandler. It was believed that such perceptions would be instrumental in either proving or disproving the hypotheses and in the analysis and interpretation of data. In order to ascertain these perceptions, the following open-ended question was asked the Negro adults of Chandler: "In your opinion, how did the closing of the Negro high school affect this community?"<sup>80</sup> A discussion of exemplary responses of the interviewees from the Negro community of Chandler follows.

In reply to the question "In your opinion, how did the closing of

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<sup>79</sup>A complete report of interviewees' statements concerning the effects of closing of the Negro high school in Chandler is found in Appendix H, pp. 367-370.

<sup>80</sup>Because this part of the study was unstructured, responses had to be reported in approximations rather than in exact numbers and percentages.

the Negro high school affect this community?", about 36, or 75.00 per cent of the interviewees expressed the general opinion that the community has been greatly benefited. Typical replies indicating this opinion are listed below:

Started the community on a new path. It slowed up for awhile, but now it's gaining ground.

Something swell happened in Chandler, we're together.

I didn't want the school to close, but since it did, I am able to see some of the good results. The community is really a part of the town now. We feel like we are accepted as Chandler citizens, not just Negroes.

Closing the Negro school here caused both races to be exposed to each other. This was good for the Negro community and the whole town ...

... helped the community to learn the meaning of togetherness in education and in other things. It developed mutuality among the races.

It affected the community to the point that the people realize that they will have to provide a whole lot more in order to keep the kids from leaving the town as soon as they finish high school.

It figures that better chances were given to our kids, but not to our teachers and other grown ups.

It helped the community to see its needs and where it was weak.

I see great improvement in the whole town. At first didn't.



The only seemingly adverse criticisms of Chandler's interviewees to the consequences of the closing of the Negro high school, and which were similar to those of the Red Bird interviewees, were on the issue regarding the integration of Negro teachers. As in Red Bird, the criticisms came from both educated and non-educated respondents, thereby indicating the depth of the feeling, and perhaps the seriousness of the issue. Nearly 40, or 80.33 per cent, of the interviewees felt that the Negro teachers should have been integrated along with the Negro students. Representative responses relating to this feeling follow:

The teachers were neglected. This hurt the community.

It affected the Negro teachers in this community. It caused them to leave town for jobs, and the community is without their help.

It took the colored teachers out of the town ... This is the only thing that is wrong ...

Negro faculty members were not integrated ... You could carry any problem to them ... They understood us. Now they are gone.

Only two, or 4.17 per cent, of the interviewees expressed the opinion that the closing of the Negro high school had no affect on the community. The two responses representing this view are listed below:

It had no affect on the community.

It is the same community, only a little slower.

Approximately 13, or 27.08 per cent, of the interviewees felt that the closing of the Negro school limited the functions of some of the other local organizations and institutions. The following responses are indicative of this view:

It is bad for the Negro church. You can't get much cooperation from the Negro kids now.

The Negro school building was the only center for recreation.

The closing of the school reduced that.

The school building was very useful to the community in helping to serve as a meeting place for overflow crowds for

churches, clubs, and other organizations. Now we don't have

a central building that is large enough for such purposes ...

We miss the school's cooperation in community programs ...

It was the opinion of nearly all, or about 95.83 per cent, of the interviewees that the closing of the Negro high school affected the social and educational advantages of adults. Typical responses expressing the opinion are as follows:

Lessened social activities for adults.

We miss the programs that the school had ...

It took away advantages of Negro adults to learn and engage in social and cultural activities. However, we are beginning to get some of these back now.

It sure cut out night classes and somewhere to go.

... we grown ups lost.

Opinions on Organizations and Institutions That Could  
Sponsor Needed Programs of Services and Activities  
in Chandler<sup>81</sup>

It was stated earlier that the impact of the changes which resulted from the closing of high schools in small communities, as perceived by adults, can be identified and used in the development of community development programs. The responses to the previous open-ended question on the interview schedule identified the perceptions of adult residents in relation to the impact of the closing of the Negro high school in Chandler, Oklahoma. It was felt that responses to the second open-ended question were essential to the application of these perceptions in the development of recommendations for community programs. Therefore, essential to the solution of the problem were the unrestrained statements made by certain interviewees to the question "Now that the Negro high school is closed, what other organizations and institutions could sponsor programs and activities which it once sponsored for adults in your community?" The interviewees were asked to make their statements according to the six broad areas of the study. A summarized report of the responses in each area follows.

Adult Education Courses

Some of the interviewees stated that the community action programs through the Office of Economic Opportunity which were already sponsoring

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<sup>81</sup>A complete report of interviewees' opinions on institutions and organizations which could sponsor needed adult education courses for Negro adults of Chandler is found on Table LII, p. 310 of the thesis, and Appendix H, p. 371.

several of the basic education courses could be broadened to include the other needed courses. Twenty-five, or 52.08 per cent, of the respondents indicated that programs under this agency could sponsor the courses.

Twelve, or 25.00 per cent, of the interviewees expressed the opinion that the several schools of the city, both elementary and secondary, could sponsor the courses. The four Negro churches of Chandler were suggested by eleven, or 22.92 per cent, of the interviewees as possible sponsors of the classes. In this area, none of the interviewees stated that he did not know.

### Recreational Activities<sup>82</sup>

Opinions of interviewees on recreational activities varied, as they did on the area of adult education courses, on possible sponsorship. Twenty, or 41.67 per cent, of the interviewees, indicated that the various clubs of the community could expand their programs to offer additional recreational services and activities for Negro adults of the town.

The churches of the Negro community were listed by fifteen, or 31.25 per cent, of the interviewees as institutions which could sponsor recreational activities needed for Negro adults. The interviewees seemed to feel that sponsoring some of the recreational activities for the community was a responsibility of the churches.

Also, thirteen, or 27.08 per cent, of the respondents offered the

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<sup>82</sup> A complete report of interviewees' opinions on institutions and organizations which could sponsor needed recreational activities for Negro adults of Chandler is found on Table LIII, p. 311, and Appendix H, pp. 371-372.

opinion that the several schools of the city, both elementary and secondary, could sponsor some of the needed recreational activities for adults of the Negro community.

### Civic Activities<sup>83</sup>

For organizations and institutions which could sponsor civic activities for the Negro residents of Chandler, the interviewees listed several of those which they had previously listed for the other areas.

Thirteen, or 27.08 per cent, of the responses indicated that the schools of the city, both elementary and secondary, could sponsor needed civic activities for Negro adults of the area.

The clubs of the city were suggested by ten, or 20.83 per cent, of the interviewees as organizations which could sponsor needed civic activities for Negro residents of the town. The City of Chandler and community action programs under the Office of Economic Opportunity were, each, indicated by eight, or 16.67 per cent, of the interviewees as institutions which could sponsor needed civic activities.

Five, or 10.42 per cent, of the interviewees indicated that Lincoln County and the State of Oklahoma (through county and state agents) could offer some of the needed civic activities for Negro adults of Chandler. Again, the Negro churches were suggested as possible sponsors of services and activities for Negro residents. Three, or 6.25 per cent, of the interviewees were of the opinion that the Negro churches of Chandler could sponsor some of the civic activities needed by the Negro adult

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<sup>83</sup>A complete report of interviewees' opinions on institutions and organizations which could sponsor needed civic activities for Negro adults in Chandler is found on Table LIV, p. 311, and in Appendix H, p. 372.

residents. Only one, or 2.08 per cent, of the interviewees stated that he did not know what institutions and organizations could sponsor such activities.

#### Health Services and Activities<sup>84</sup>

On sponsoring needed services and activities relating to health, several organizations and institutions listed previously for other areas were repeated. Thirteen, or 27.08 per cent, of the interviewees indicated that the hospitals and clinics of Chandler and Lincoln County could sponsor needed health services and activities for Negro adults of the community.

The Lincoln County Health Association was listed by ten, or 20.83 per cent, of the interviewees as an institution which could assume the sponsorship of needed health services and activities for the Negro residents of Chandler. Likewise, ten, or 20.83 per cent, of the interviewees offered the opinion that the social action programs under the Office of Economic Opportunity could sponsor some of the needed health services for Negro adults of the town.

Six, or 12.50 per cent, of the respondents suggested that the schools of the city (both elementary and secondary) could offer some of the needed health services and activities for the Negroes of Chandler. The Negro community clubs were listed by five, or 10.42 per cent, of the respondents as institutions which could assume the responsibility of sponsorship for needed health services and activities for Negro

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<sup>84</sup>A complete report of interviewees' opinions on institutions and organizations which could sponsor needed health services and activities for Negro adults of Chandler is found on Table LV, p. 312, and in Appendix H, pp. 372-373, of the thesis.

adults of the area.

Receiving two, or 4.17 per cent, of the interviewees' opinions as being some of the institutions and organizations, which could sponsor needed health services and activities for Negro adult residents of Chandler, were the several Negro churches of the town. Likewise, two, or 4.17 per cent, of the respondents stated that they did not know what institutions and organizations could sponsor health services and activities for Negro adults of the area.

### Cultural Activities<sup>85</sup>

The opinions of the interviewees on how cultural activities could be sponsored for Negro adults of Chandler varied and overlapped as they did on the other five areas. The following were expressed by interviewees as being institutions and organizations which could sponsor such activities.

Sixteen, or 33.33 per cent, of the interviewees expressed the opinion that the schools of the city (both elementary and secondary) could assume some of the responsibility of sponsorship of the activities. Two additional institutions were added to the list of sponsors of needed cultural activities. They were the Lincoln County Museum and the Lincoln County Library, both located in the town. Each of these institutions received ten, or 20.83 per cent, of the opinions of the interviewees as possible sponsors of needed cultural activities.

Seven, or 14.58 per cent, of the interviewees felt that the Negro

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<sup>85</sup>A complete report of interviewees' opinions on institutions and organizations which could sponsor needed cultural activities for adults of Chandler is found on Table LVI, p. 313, and in Appendix H, p. 373, of the thesis.

churches of the town could sponsor some of the needed cultural activities for Negro adult residents, and five, or 10.42 per cent, listed community clubs as possible sponsors.

#### Informal Influence of Professional

##### Education Leaders<sup>86</sup>

Similar to those of Red Bird, Chandler interviewees expressed the opinion that the offering of informal services of professional education leaders could be provided by professional persons of the town. Twenty-five, or 52.08 per cent, of the interviewees stated that professional persons of the town (including those in all of the professions) could offer such services. Twenty, or 41.67 per cent, of the respondents offered the opinion that teachers of the schools of Chandler could offer such needed services.

#### Opinions of Chandler Interviewees on What Desegregation of Public Schools has Meant to Negroes<sup>87</sup>

In order to gain a broader perspective of the perceptions of the interviewees of Chandler on desegregation, the following open-ended question was asked: "What do you think desegregation of public schools

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<sup>86</sup> A complete report of interviewees' opinions on institutions and organizations which could sponsor needed services and activities related to informal influence of professional leaders is found in Table LVII, p. 313, and Appendix H, pp. 373-374.

<sup>87</sup> A complete report of statements of opinions of interviewees on what desegregation of public schools has meant to Negroes is found in Appendix H, pp. 375-378.



has meant to Negroes?" It was felt that replies to this question would be vital to the analysis and interpretation of data gathered through other parts of the interview schedule. The following is a discussion of typical replies of interviewees from the Chandler Negro community.

On the question, "What do you think desegregation has meant to Negroes?", approximately 40, or 83.33 per cent, of the Chandler interviewees expressed the opinion that it has provided greater opportunities for advancement for Negroes.<sup>88</sup> The following are representative statements of interviewees expressing this opinion:

More extra-curricula opportunities. Youth can participate in more things and can have more chances to grow.

Better educational opportunities for Negro children all over America.

Best luck Negroes have had since slavery ended. Now they can grow up.

In every way that I can think of, it is better for Negroes, old and young. I don't see how we have come this far without these opportunities, but we did make some progress.

Now we can make more.

Good, good, good.

Something swell happened in America and to the Negro.

Progress.

Advancements. Cultural development.

It means decent jobs, decent housing, and decent living.

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<sup>88</sup> Because this part of the study was unstructured, responses had to be reported in approximations rather than in exact numbers and percentages.

It was the opinion of approximately ten, or 20.83 per cent, of the interviewees of Chandler that desegregation exacts greater responsibilities on the part of Negroes. The following statements are examples of such views:

It puts us on the spot. Now we got to make good. No excuses. Exposes Negro children and adults who will take it, to greater opportunities to be somebody. Means harder work, but its good.

A chance to get ahead if we take it.

Helps Negro children become better qualified. If they make use of the opportunities and get ready, they can get better jobs.

About twelve, or 25.00 per cent, of the interviewees assessed the results of desegregation by describing it in relation to American citizenship. The following are excerpts of typical statements expressing these opinions:

Now Negroes can participate fully in American life. Now we are real citizens of the country. This is what desegregation has done.

This right to a good education, equal opportunities for employment and public accommodations, and the right to vote are essential to American citizenship. Desegregation provides opportunities to a race of people who never had them before ...

... Negroes can be men and women with dignity and worth ... can be respected ...

To know that my country accepts me, and my other dark

brothers, as citizens gives me peace. You know what I mean? I mean dignity. I feel like a citizen. That's what the whole thing means to me.

This is what was needed to help us be real Americans.

... A wonderful feeling to be a citizen.

Approximately seventeen, or 35.41 per cent, of the interviewees stated their opinions concerning the status of Negro teachers in the process of desegregation. Several exemplary statements follow:

It helped the young people, but not the teachers. This happened all over the South and in some other states too.

It means much, but it will mean more to the Negro kids when they put some Negro teachers there. They understand the kids and the kids understand them.

When teachers are completely integrated, then, desegregation will be a reality.

... Without Negro teachers it is not complete integration.

Big deal for kids but not for Negro teachers.

#### Miscellaneous Items for Chandler

##### Interviewees

As was done for interviewees of Red Bird, several miscellaneous items were included in the interview schedule for interviewees of Chandler. These items were considered to be of sufficient relevance to the hypotheses of the study to be included. The items were included to find out the extent to which adults of Chandler took advantage of the opportunities made available to them by the Negro high school. The items consisted of three questions. They were: "Prior to the closing

of the Negro high school in your community, were you enrolled in any of the adult education classes offered by the school?", "What are the names of the courses in which you were enrolled?", and "Suppose a young adult of your community asked your advice on what would be the most beneficial or helpful course for adults in your community, what single course would you advise him or her to take?" A report of the findings follow.

In answer to the first question, which was concerned with whether or not the interviewees were enrolled in courses prior to the closing of the Negro high school, fourteen, or 29.17 per cent, of the interviewees answered "yes" and thirty-four, or 70.83 per cent, answered "no".<sup>89</sup>

In answer to the second question, which was concerned with the titles of the courses taken, two, or 4.17 per cent, of the interviewees replied that they were enrolled in courses in sewing and cooking. Three, or 6.25 per cent, stated that they were enrolled in courses in canning, and home improvement. One, or 2.08 per cent, of the interviewees indicated that he was enrolled in shop training, vocational guidance, dairying, and food production.<sup>90</sup>

Responses to the third question, which was concerned with courses which interviewees would advise young adults to take, revealed that six,

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<sup>89</sup>Replies to the question concerned with courses in which interviewees enrolled prior to the closing of the Negro high school in Chandler are shown in Table LVIII.

<sup>90</sup>Replies to the question which asked interviewees to name the courses in which they were enrolled prior to the closing of the Negro high school in Chandler are exhibited in Table LIX.

or 12.50 per cent, of the interviewees would advise young adults to take courses in health and vocational guidance. Five, or 10.42 per cent, of the interviewees indicated that they would advise young adults to take courses in home management, sewing, food production, and shop training. Courses in English and cosmetology received four, or 8.33 per cent, of the responses as being courses advised for young adults. Three, or 6.25 per cent, of the interviewees stated that they would advise courses in dairying. Courses in history and government were named by two, or 4.17 per cent, of the interviewees as courses which they would advise young adults to take. One interviewee, or 2.08 per cent, indicated that he would suggest courses in mathematics for young adults.<sup>91</sup>

#### Summary of Findings

Three instruments were used in the investigation, two questionnaires and an interview schedule. The first questionnaire was employed to gather information on school related services and activities available to adults of the communities under study one year prior to the closing of the Negro high schools. The second questionnaire was used to obtain information on services and activities which are presently available to adults in the communities. The interview schedule, which consisted of structured and unstructured questions and statements, was used to gather information on felt needs of adults of the communities, to ascertain the perceptions of adults of the communities on the changes

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<sup>91</sup>Replies to the question on courses interviewees would advise young adults to take are listed on Table LX.

which resulted from the closing of the high schools, effects of closing the high schools, how services and activities which are similar to those once offered by the high schools could be sponsored, and what desegregation of public high schools has meant to Negroes. Further, follow-up questions were included in the interviews to ascertain the extent to which the interviewees made use of the opportunities offered by the former schools. The following is a summary of findings.

Red Bird. Adult education courses found to be available to adults of Red Bird one year prior to the closing of the high school were sewing, cooking, canning, shop training, vocational guidance, home improvement, dairying and food production. Further, it was found that courses in sewing, cooking, canning, home improvement, dairying, and food production are presently available to adults of the town but are offered in workshops rather than in regular courses. Interviewees expressed a felt need for all of the courses listed in the literature concerned with adult education courses.

Recreational activities found to be available to adults of Red Bird one year prior to the closing of the high school were opportunities to engage in physical play, learn to develop hobbies, take advantage of recreational activities in nearby areas such as parks, etc., about the importance of play in the home, engage in indoor socials, plan and carry out outdoor socials, and how to organize various types of clubs. Recreational activities found to be presently available were opportunities to engage in physical play, learn to develop hobbies, and about the importance of play in the home, engage in indoor socials, and learn to plan and carry out outdoor socials. All of the recreational activities listed in the area were felt to be needed for adults of the

community.

The following civic activities were found to be available to adults of Red Bird prior to the closing of the high school: Opportunities to learn how to register to vote, why one should vote, how to vote, about issues on which to vote, the basic rights of citizens, about the benefits of government, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about the serious problems facing the community, state, nation, and the world, about national holidays and what they mean to American people, how to save the land and other natural resources and how to use clubs and other organizations to which one belongs to meet community needs. Civic activities found to be presently available to adults of the community were opportunities to learn how to vote, why one should vote, how to vote, the basic rights of citizens, about the benefits of government, and how to save the land and other natural resources. Interviewees also expressed a felt need for all of the civic activities listed in the literature.

Health services and activities expressed to be available to adults of Red Bird one year prior to the closing of the high school were as follows: Opportunities to learn how to plan meals, discuss problems of health with knowledgeable people, learn basic rules of cleanliness and symptoms of physical illness, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires in the home and how to prepare for storms, tornadoes and other community threats. It was found, also, that the following health services and activities were presently available in the town: Opportunities to learn how to plan meals, basic

rules of cleanliness, and to receive shots for communicable diseases. The interviewees expressed felt needs for all of the items listed in the literature on health services and activities.

Cultural activities found to be available to adults of Red Bird one year prior to the closing of the high school were opportunities to attend musicals, learn to appreciate various types of music and about great musicians, attend plays (dramas) and book talks and reviews, learn about sources from which to obtain free reading materials for the community, how to use a library and about great thinkers, attend lectures on different issues, learn how to speak correctly and appreciate different types of folk dances. The following cultural activities were found to be presently available to adults of Red Bird: Opportunities to attend plays (dramas) and lectures on different issues. As was done in previous areas, interviewees expressed felt needs for each of the items concerned with cultural activities listed in the literature.

Services and activities (listed in the literature) related to informal influence of professional education leaders found to be available to adults of Red Bird prior to the closing of the high school were as follows: Assistance in understanding the law or courts, help in explaining important issues (problems) facing the community, state and nation, assistance in making difficult community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in understanding behavior problems of young people, solving personal problems and in how to get and keep jobs, help in reading directions such as labels on medicine and leadership in the church such as teaching Sunday School classes. Two of the services and activities related to informal influence of professional education leaders were



expressed to be presently available in Red Bird. They are help in reading directions such as labels on medicine and leadership in the church such as teaching Sunday School classes. Interviewees expressed felt needs for each of the listed services and activities related to the informal influence of professional education leaders.

Interviewees viewed the closing of the high school as affecting educational and social changes in the community. It was their feeling that closing the high school limited educational and social opportunities for the adults of the town. However, the interviewees perceived the desegregation of public high schools as providing greater educational advantages for Negro youth.

Chandler. The following adult education courses were found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school: Sewing, cooking, canning, shop training, vocational guidance, home improvement, dairying and food production. The courses found to be presently available were sewing, cooking, canning, shop training, vocational guidance, home improvement, dairying, food production, business administration, human resource development, dairying, and general agriculture. Adult education courses felt to be needed by Chandler Negro adults were sewing, cooking, shop training, vocational guidance, home improvement, food production, mathematics, English, health and government.

Recreational activities found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school were opportunities to engage in physical play, learn to develop hobbies, to take advantage of recreational activities in nearby areas such as parks, and about the importance of play in the home, engage in indoor

socials, learn to plan and carry out outdoor socials such as picnics, parties, etc., and how to organize various types of clubs. Recreational activities found to be presently available to Negro adults of Chandler were opportunities to engage in physical play such as baseball, learn to take advantage of recreational activities in nearby areas such as parks and about the importance of play in the home, engage in indoor socials and learn to plan and carry out outdoor socials. Perceived to be needed for Negro adults of Chandler were opportunities to learn how to play games which are of interest to adults, children, and youth and about the importance of play in the home.

The following civic activities were found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school: Opportunities to learn how to register to vote, why one should vote, how to vote, about issues on which to vote, the basic rights of citizens, about the benefits of government, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about serious problems facing the community, state, nation, and the world, about national holidays and what they mean to the American people, how to save the land and other natural resources, and how to use clubs and other organizations to which one belongs to meet community needs. Civic activities found to be presently available to Negro adults of the town were opportunities to learn how to register to vote, why one should vote, how to vote, about the benefits of government, about the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about national holidays and what they mean to the American people and how to save the land and other natural resources. Civic activities found to be needed

for Negro adults of Chandler were opportunities to learn why and how one should vote, about issues on which to vote, the basic rights of citizens, the benefits of government, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about the most serious problems facing the community, state, nation, and the world, how to keep up with the latest news on community, state, national, and world affairs, how to save the land and other natural resources and how to use clubs and other organizations to which one belongs to meet community needs.

Found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school were the following health services and activities: Opportunities to learn how to plan meals, discuss problems of health with knowledgeable people, basic rules of cleanliness, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires in the home, and how to prepare for storms, tornadoes and other community threats. It was found that opportunities to learn how to plan meals, discuss problems of health with knowledgeable people, learn basic rules of cleanliness and symptoms of physical illness, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires at home, and how to prepare for storms, tornadoes, and other community threats are presently available to Negro adults of the town. The following health services and activities were perceived as needed for adults of the area: Opportunities to learn how to plan meals, discuss with knowledgeable people problems of health, basic rules of cleanliness, symptoms of physical and mental illnesses, first

aid treatments, how to report emergencies, safety rules, how to prevent fires and other accidents in the home, how to prepare for storms, tornadoes, and other community threats, basic rules for driving automobiles and for pedestrians to prevent accidents.

Cultural activities found to be available to Negro adults of Chandler one year prior to the closing of the Negro high school consisted of the following: Opportunities to attend musicals, learn to appreciate various types of music and about great musicians, attend plays (dramas) and book talks and reviews, learn about sources from which to get free reading materials for the community, how to use a library and about great thinkers, attend lectures on different issues, learn how to speak correctly and to appreciate different types of folk dances. Presently available to Negro adults of Chandler are opportunities to attend musicals, learn to appreciate various types of music, attend plays (dramas) and book talks and reviews, learn how to use a library and about great thinkers, learn about sources from which to obtain free reading materials for the community, attend lectures on different issues, and learn to appreciate different types of folk dances. Needed for Negro adults of Chandler are opportunities to learn how to appreciate various types of music, how to select good television shows, how to read and select the best newspapers and how to speak correctly.

Prior to the closing of the Negro high school in Chandler, the following services and activities related to the informal influence of professional education leaders were available: Assistance in understanding the law or courts, help in explaining important issues (problems) facing the community, state, and nation, assistance in making difficult community decisions, help to parents in the

understanding of their duties (roles) as parents, guidance in understanding behavior problems of young people, in solving personal problems and in how to get and keep jobs, help in reading directions such as labels on medicine and leadership in the church such as teaching Sunday School classes. Found to be presently available to Negro adults of Chandler in this area were assistance in understanding the law or courts, assistance in making difficult community decisions, guidance in how to get and keep jobs and leadership in the church such as teaching Sunday School classes. Services and activities related to informal influence of professional education leaders expressed to be needed for Negro adults of Chandler consisted of the following: Assistance in understanding the law or courts, help in explaining important issues (problems) facing the community, state, and nation, assistance in making difficult community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in understanding the behavior problems of young people in solving personal problems, and in how to get and keep jobs, help in reading directions such as labels on medicine and leadership in the church such as teaching Sunday School classes.

Chandler interviewees perceived the closing of the Negro high school as effecting changes in the educational and social life of the community. These changes consisted in limiting the educational and social advantages of Negro adults, but providing greater educational advantages for Negro youth.

## CHAPTER VI

### SUMMARY AND ANALYSIS OF FINDINGS

The preceding chapter presented a detailed report of the responses elicited from the several inquiries into the communities under study on programs of school-related services and activities available to adults one year prior to the closing of the Negro high schools in the communities, the programs of services and activities presently available to adults of the communities, the programs of services and activities which interviewees perceived to be presently needed in the communities and their opinions on the desegregation of public schools and its consequences.

The present chapter is a presentation of the summary and analysis of findings, conclusions, recommendations, the general summary and the implications of the findings for educational practice. The summary and analysis were presented in consideration of the majority and plurality of responses received on the items and/or questions in the several inquiries into the communities studied.

The information secured through Questionnaires One and Two were reported in tables and analyzed objectively. Also, the information gathered through the structured-semistructured interview schedule and informal interviews was reported objectively and the data were analyzed accordingly. The writer felt that objectivity, both in reporting and analyzing findings, would increase the validity of the study.

The following is a summary and analysis of the findings on Red Bird and Chandler in the several areas listed in the literature.

A Summary and Analysis of Data on School-Related Services and  
Activities Available to Adults Prior to the Closing  
of the Red Bird High School

The findings of the study seemed to indicate, quite conclusively, that some of the services and activities that were listed in the literature on programs customarily available through and/or with the cooperation of the public high school were available for adults prior to the closing of the Red Bird high school. Also, findings seemed to indicate, just as conclusively, that some of the services and activities for adults of Red Bird that were listed in the literature on programs customarily available through and/or with the cooperation of the public high school were not available one year prior to the closing of the high school. The following discussion presents a summary and an analysis of the findings concerning the availability of such services and activities in the areas of adult education courses, recreational, civic, health and cultural services and activities, and informal influence of professional education leaders.

Adult Education Courses

A study of data summarized in Table I and Table XXV reveals that the following adult education courses were available to residents of the Red Bird community one year prior to the closing of the high school: Sewing, cooking, canning, shop training, vocational guidance, home improvement, dairying, and food production. On the basis of data

presented, it was assumed that the courses listed above were available at the time.

Likewise, a study of information summarized on Table XXV will show that the following courses were not available to adults of Red Bird one year prior to the closing of the high school: Mathematics, English, history, health, arts and crafts, and government. It should also be mentioned that statements from interviewees regarding the non-availability of these courses support data on Table XXV. On the basis of evidence presented, it was assumed that the courses were not available at the time.

#### Recreational Activities

From the summarization of data shown in Table II and Table XXV, it appears safe to assume that the following school related recreational activities were available to adults of Red Bird community one year prior to the closing of the high school: Opportunities to engage in physical play such as baseball, etc., learn to develop hobbies such as knitting, leatherwork and other crafts, take advantage of recreational activities in nearby areas such as parks, etc., and about the importance of play in the home, engage in indoor socials such as teas, banquets, etc., learn to plan and carry out outdoor socials such as picnics, parties, etc., and how to organize various types of clubs.

Also, on the basis of evidence presented in Table XXV and gained through interviews, it seems justifiable to conclude that the following recreational activities were not available at the time: Opportunities to learn and play games which are of interest to adults and young people, how to take advantage of seeing good movies and other types of



commercialized entertainment and how to play paper and pencil games.

### Civic Activities

It seems evident from data contained in Table III and Table XXV that the following school-related, civic activities were available to adults of Red Bird one year prior to the closing of the high school: Opportunities to learn how to register to vote, why one should vote, how to vote, about issues on which to vote, the basic rights of citizens, about the benefits of government, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about the serious problems facing the community, state, nation, and the world, about national holidays and what they mean to the American people, how to save the land and other natural resources, and how to use clubs and other organizations to which one belongs to meet community needs. On the basis of such data, it must be assumed that the civic activities listed above were available at the time.

Table XXV also presents data showing the civic activities which were not available at the time. These activities are opportunities to learn how to keep up with the latest news on community, state, national, and world affairs. On the basis of data presented in Table XXV, and responses from interviewees, who stated that they were not able to participate in such activities because of their absence, it seems justifiable to conclude that they were not available at the time.

### Health Services and Activities

A study of the data recorded in Table IV and Table XXV discloses that several school related health services and activities were

available to adults of Red Bird one year prior to the closing of the high school. They are opportunities to learn how to plan meals and basic rules of cleanliness, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires in the home, and how to prepare for storms, tornadoes, and other community threats. Conclusions drawn from such data are that these health services and activities were available at the time.

Further, on the basis of the findings, it must be assumed that opportunities to discuss problems of health with knowledgeable people, to learn basic rules of mental and physical illnesses, for driving automobiles, and pedestrians were not available at the time.

#### Cultural Activities

It seems evident from data shown in Table V and Table XXV that the following school-related cultural activities were available to adults of the Red Bird community one year prior to the closing of the high school: Opportunities to attend musicals, learn to appreciate various types of music and about great musicians, attend plays (dramas) and book talks and reviews, learn about sources from which to obtain free reading materials for the community, how to use a library and about great thinkers, attend lectures on different issues and to appreciate different types of folk dances. From the data presented, there seems to be adequate grounds to assume that the activities were available.

Further, data on Table XXV and information gained from interviewees who indicated that the activities were not available seem to provide adequate grounds to suppose that the following cultural activities were

not available: Opportunities to belong to music and reading clubs, learn how to select good television shows, how to read and select the best newspapers, how to speak correctly and about art such as paintings, sculpture, etc.

#### Informal Influence of Professional Education Leaders

Consensus of responses as to the informal influence of professional education leaders as revealed in Table VI and Table XXV seems to provide sufficient evidence to draw the conclusion that the services were available to adults of Red Bird community one year prior to the closing of the high school. It is interesting to note that in the six areas of school-related services and activities prior to the closing of the high school in Red Bird, the area concerned with the informal influence of professional education leaders was the only one on which all of the items were indicated by responses to the questionnaire and the interviewees to be available at the time. It was indicated by respondents to the first questionnaire and by interviewees who stated that they benefited from such services and activities, that they were available. The services and activities are as follows: Assistance in understanding the law or courts, help in explaining important issues (problems) facing the community, state, and nation, assistance in making difficult community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in understanding behavior problems of young people, in solving personal problems and in how to get and keep jobs, help in reading directions such as labels on medicine, and leadership in the church such as teaching Sunday School classes. Therefore, on the basis of findings, there appears to be sufficient evidence to

assume the availability of these items.

It was stated previously that answers were sought to four questions. The answer to the first question was the primary concern of this aspect of the analysis. The question was "What were the school-related services and activities available to adults of the community under study one year prior to the closing of the high school?" An analysis of data on Tables I-VI and Table XXV shows the school-related services and activities available to adults of Red Bird community one year prior to the closing of the high school. Thus, it has been clearly established that school-related services and activities were available for adults of Red Bird prior to the closing of the high school. These services and activities were in the following areas: Adult education courses, recreational, civic, health, and cultural services and activities, and informal influence of professional education leaders.

Summary and Analysis of Data on Services and  
Activities Presently Available for Adults  
in Red Bird

The problem of the study focused on the social and educational effects of the closing of a public high school in a small community. The solving of the problem posed several questions, the first of which was answered in the analysis of data in the previous discussion. It was felt that if data answering this question were to be of benefit in the solving of the problem of the study, it must be compared with certain other data germane to the solving of the problem. These data were concerned with services and activities which are presently available to adults of Red Bird that are similar to the services and

activities offered under the sponsorship of the Negro high school. By examining what was offered prior to the closing of the high school against what is presently offered, certain educational and social changes which resulted from the closing of the high school could be ascertained. The summary and analysis which follow were focused on services and activities presently available in the Red Bird community.

A study of the data shown in Table VII and XXVI reveals that the following courses are presently available for the adults of the Red Bird community: Sewing, cooking, canning, home improvement, and food production. The courses are now offered under the sponsorship of Wagoner County through County Agents, according to interviewees. The courses were previously made available through both the county and through the school's vocational agriculture and home economics teachers. In a follow-up interview with the vocational agriculture agent and residents of Red Bird, it was disclosed that the courses are offered on a county basis and are carried on through institutes held intermittently for adults of Wagoner County in which Red Bird is included.

It should be noted that courses in shop training, vocational guidance and dairying, which were available prior to the closing of the high school, are not presently available to adults of the area. Closing the school seems to have effected change in these three areas. Also, courses in mathematics, English, history, health, arts and crafts and government were not available prior to the closing of the high school and are not presently available. In these areas, closing the high school effected no changes.

On the basis of data reported in Table VII and Table XXVI, it must be assumed that the closing of the high school in Red Bird effected

changes in the number of courses offered and in the amount of time which residents spend in the courses that are presently offered. Data, therefore, seem to support the assumption that the closing of high schools in small communities effects changes in the area of adult education courses.

### Recreational Activities

From the data shown in Tables VIII and XXVI, it was revealed that recreational activities in the following areas are presently available to adults of Red Bird: Opportunities to engage in physical play such as baseball, etc., learn to develop hobbies such as knitting, leatherwork and other crafts, and about the importance of play in the home, engage in indoor socials such as teas, banquets, etc., and learn how to plan and carry out outdoor socials such as picnics, parties, etc. Evidence presented in Tables VIII and XXVI seems to be a defensible reason to conclude that the activities are presently available for adults of the town.

It should be noted that recreational activities that are presently available were also available prior to the school's closing. They are opportunities to engage in physical play, learn to develop hobbies and the importance of play in the home, and engage in indoor and outdoor socials. These activities were carried on under the leadership of adult education teachers. Since these activities did not cease with the closing of the school, it does not seem reasonable to suppose that the closing of the high school effected changes in these particular areas of recreational activities.

Furthermore, data on Table II and Table XXV present evidence that

several recreational activities were not available prior to the closing of the high school in Red Bird and Table VIII and Table XXVI show that they are not presently available. These activities are opportunities to learn to play games which are of interest to adults and young people, how to take the advantage of seeing good movies and other types of commercialized entertainment and how to play paper and pencil games. On the basis of evidence, it must be assumed that the closing of the high school in Red Bird did not effect change in these areas.

However, several recreational activities, which were shown to be available prior to the closing of the high school, were not shown to be presently available to adults of the town. These activities are concerned with opportunities to learn to take advantage of recreational activities in nearby areas such as parks, etc., and how to organize various types of clubs. Data seem to present sufficient evidence to assume that the closing of the high school effected change in the two areas of recreation mentioned above. Again, the hypothesis that closing high schools in small communities effects change in those communities seems to be supported.

#### Civic Activities

Data represented in Table IX and Table XXVI indicate that civic activities in the areas of opportunities to learn how to register to vote, why one should vote, how to vote, the basic rights of citizens, about the benefits of government, and how to save the land and other natural resources are presently available to adults of Red Bird. On the basis of evidence presented, it must be assumed that these activities are presently available.

Likewise, data represented in Table III and Table XXV reveal that each of these activities listed above as presently available were also available one year prior to the closing of the high school. Therefore, it must be concluded that the closing of the high school effected no change in these particular areas.

One area of civic activities was indicated on Table III and Table XXV as having not been available one year prior to the closing of the high school, and was also indicated on Table IX and XXVI as not being presently available. The activity was concerned with opportunities to learn how to keep up with the latest news on community, state, national, and world affairs. Therefore, it must be concluded that the closing of Red Bird high school effected no change in this area.

However, data on Tables III, IX, XXV and XXVI indicate several civic activities which were available prior to the closing of the high school, but are not presently available. These activities are opportunities to learn about issues on which to vote, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, the serious problems facing the community, state, nation, and the world, about national holidays and what they mean to the American people, and how to use clubs and other organizations to which one belongs to meet community needs. On the basis of data, it seems reasonable to conclude that closing the high school in Red Bird effected change in these particular areas of civic activities.

#### Health Services and Activities

An analysis of data on Table X and Table XXVI reveals that health services and activities concerned with opportunities to learn how to



plan meals, basic rules of cleanliness and to receive shots for communicable diseases are presently available to adults of Red Bird community. In fact, these were the only health services and activities listed as being available at the present time. On the basis of data presented, it seems reasonable to conclude that they are available.

Also, data represented in Table IV and Table XXV show that each of the three health services and activities presently available was available one year prior to the closing of the high school. Thus, it must be assumed that the closing of the high school effected no change in these particular areas.

Several items in the area of health services and activities were indicated in Table IV and Table XXV as not being available one year prior to the closing of the high school, and were also indicated on Table X and Table XXVI as not being presently available. The activities are as follows: Opportunities to discuss the problems of health with knowledgeable people, learn symptoms of mental and physical illnesses, basic rules for driving automobiles and for pedestrians to prevent accidents. Therefore, it must be concluded that the closing of the high school effected no change in these particular areas.

Nevertheless, data on Tables IV, X, XXV, and XXVI reveal several health services and activities which were available prior to the closing of the high school, but are not presently available. These activities are opportunities to learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires in the home and how to prepare for storms, tornadoes, and other community threats. Since data show that these activities were available under the sponsorship of the high school, but are not available at the present, it can

be concluded that the closing of the school effected a change in these areas.

### Cultural Activities

It seems clearly evident from the data accumulated on Table XI and Table XXVI that only two of the cultural activities which were formerly offered by the high school are presently available for adults of Red Bird. These are opportunities to attend plays (dramas) and lectures on different issues. On the basis of evidence, there seems to be sufficient reason to assume that these activities are presently available.

Moreover, data on Table V and Table XXV reveal that these two activities were offered one year prior to the closing of the high school. Consequently, it can be concluded that the closing of the high school caused no change in these particular areas.

Also, in the light of data presented on Table XI and Table XXVI, it may be assumed that the following cultural activities are not presently available to the adults of the community: Opportunities to attend musicals, learn to appreciate various types of music, about great musicians, belong to music clubs, learn how to select good television shows, belong to reading clubs, attend book talks and reviews, learn about sources from which to obtain free reading materials for the community, how to use a library, about great thinkers, how to speak correctly, to appreciate different types of folk dances and about art such as paintings, sculpture, etc.

Several cultural activities were indicated in Table V and Table XXV as having been available one year prior to the closing of the high school. Likewise, Table XI and Table XXVI indicated that these

activities are not presently available. These activities are as follows: Opportunities to attend musicals, learn to appreciate various types of music and about great musicians, attend book talks and reviews, learn about sources from which to obtain free reading materials for the community, how to use a library, about great thinkers, and appreciate different types of folk dances. Inasmuch as these activities were available prior to the closing of the high school in Red Bird, there seems to be adequate justification to assume that the closing of the high school effected change in these particular areas.

#### Informal Influence of Professional

##### Education Leaders

An examination of Table XII and Table XXVI reveals that two areas of services and activities related to the informal influence of professional education leaders are presently available. These services and activities are concerned with help in reading directions such as labels on medicine and leadership in the church such as teaching Sunday School classes. On the basis of evidence, one could assume that these services and activities are available.

It should be pointed out here that the elementary school is still in operation in the town, and has several teachers. It was expressed by interviewees in answer to the question concerned with the effects of closing the high school in the community, that the elementary school teachers offer some of the services which were once offered by former high school teachers. However, the number of leaders is much smaller and must be limited in the amount of assistance they can render to adults of the community.

The two items which were revealed to be presently available were also available prior to the closing of the high school (see Table VI and Table XXV). It must be assumed, therefore, that the closing of the high school effected no change in these areas.

A significant factor relating to the informal influence of professional education leaders is that all of the areas of activities related to this aspect were found to be available prior to the closing of the high school. Only two of these areas are presently available. Those which are not presently available are assistance in understanding the law or courts, help in explaining important issues (problems) facing the community, state and nation, assistance in making difficult community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in understanding behavior problems of young people, guidance in solving personal problems, and guidance in how to get and keep jobs. The interpretation made, on the basis of evidence presented, is that the closing of the high school effected change in the particular areas mentioned above.

Data from Tables I-VI and Table XXV established what school-related services and activities were available to adults of the Red Bird community one year prior to the closing of the high school. Data from Tables VII-XII and Table XXVI have established what services and activities are presently made available to adults of the Red Bird community that are comparable to those offered under the sponsorship of the high school. From the establishment of the services and activities which were offered and are offered, certain educational and social changes which resulted from the closing of the high school have been ascertained. These proofs of educational and social changes which resulted

from the closing of the high school seem to support the hypothesis that the closing of high schools in this small community has brought about educational and social changes in the life of the community from the standpoint of adult education, recreation, civic, health, and cultural activities and the informal influence of professional education leaders. Data also support the hypothesis that the changes in these areas are perceived by the residents of the community.

Summary and Analysis of Data on Opinions of Needed  
Programs of Services and Activities  
for Adults in Red Bird

This part of the study was designed to ascertain the opinions of interviewees on services and activities needed for adults of Red Bird. It was felt that such information would be helpful in the interpretation of data from other measures and in the development of recommendations for programs of services and activities which are similar to those of the high school. The following is an analysis of the responses of interviewees on needed services and activities.

Adult Education

Data relevant to needed courses in adult education in Red Bird are depicted in Table XXVII. Data show that it was the opinion of the interviewees that all of the courses listed on the interview schedule are needed for adults in Red Bird. The courses are as follows: Sewing, cooking, canning, shop training, vocational guidance, home improvement, food production, dairying, mathematics, English, history, health, arts and crafts, and government.

A factor of significance was that respondents to Questionnaire Two indicated that courses in sewing, cooking, canning, home improvement, and food production are presently offered in Red Bird (see Table VII and Table XXVI). It was also mentioned that these courses are offered intermittently through workshops, institutes, and conferences by county agents on a county basis and not in regular class offerings. Thus, it seems reasonable to conclude that the courses are felt to be needed for the adults of Red Bird.

Another factor of significance was that the basic courses (including English, mathematics, history, health, and government) were felt to be needed. The basic courses were not offered prior to the closing of the school, are not presently offered, but are felt to be needed according to adults of this community.

#### Recreational Activities

As in the area of adult education courses, interviewees expressed the opinion that all of the recreational activities were needed for the adults of Red Bird. A study of Table XXVIII will show that the majority per cent of each response was above sixty. This could imply that the interviewees felt strongly that these activities were needed. The activities are opportunities to learn how to organize various types of clubs, develop hobbies, take advantage of recreational activities in nearby parks, etc., engage in physical play, learn about the importance of play in the home, engage in indoor socials, learn how to plan and carry out outdoor socials, learn and play games which are of interest to adults, children, and youth, to take advantage of seeing good movies and other kinds of commercialized entertainment and how to play paper

and pencil games.

It should be noted here that several of the recreational activities for which interviewees expressed a need were not available prior to the closing of the high school (Table II and Table XXV). These activities were opportunities to learn and play games which are of interest to adults and young people, to take advantage of seeing good movies and other kinds of commercialized entertainment, and how to play paper and pencil games. It should be further noted that opportunities to learn and play games which are of interest to adults and young people, take advantage of recreational activities in nearby areas such as parks, etc., how to organize various types of clubs, take advantage of seeing good movies and other kinds of commercialized entertainment, and how to play paper and pencil games are not presently available (Table VIII and Table XXVI).

Also, several recreational activities which interviewees said are presently available were perceived as being needed. It should be remembered that interviewees stated that such activities are offered intermittently and not regularly. Therefore, on the basis of data presented, it seems reasonable to assume that the recreational activities specified by the interviewees are felt to be needed for adults of Red Bird community.

#### Civic Activities

Data on Table XXIX indicate that interviewees held the opinion that the following civic activities were needed for adults in Red Bird: Opportunities to learn how to register to vote, why one should vote, how to vote, about issues on which to vote, basic rights of citizens,

the benefits of government, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about the most serious problems facing the community, state, nation, and the world, about the national holidays and what they mean to American people, how to save the land and other natural resources, how to keep up with the latest news on community, state, national, and world affairs, and how to meet certain community needs through clubs and other organizations to which one belongs. In the area of civic activities, as in the areas of adult education courses and recreational activities, a majority of the interviewees expressed felt needs for all of the items concerned with civic activities.

It should be observed that all except one of the items listed above were available prior to the closing of the high school in Red Bird (Table III and Table XXV). The one item not available prior to the closing of the high school in Red Bird dealt with learning how to keep up with the latest news on community, state, national, and world affairs. It should also be observed that several civic activities were indicated by the respondents of Questionnaire Two as being presently available (Table IX and Table XXVI). These activities consist of opportunities to learn how to register to vote, why one should vote, how to vote, basic rights of citizens, about the benefits of government and how to save the land and other natural resources. These activities, like those in the area of recreation and adult education courses, are offered intermittently and not regularly. Thus, it seems reasonable to suppose that the specified civic activities are felt to be needed by adults of Red Bird.



### Health Services and Activities

Evidence accumulated from data on Table XXX shows that health services and activities which received the majority opinions of the interviewees as being of benefit and needed by adults in Red Bird were opportunities to learn how to plan meals, discuss with knowledgeable people problems of health, learn basic rules of cleanliness, learn symptoms of mental and physical illnesses, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent fires and other home accidents, how to prepare for storms, tornadoes, and other community threats, basic rules for driving automobiles, and for pedestrians.

The majority in number and per cent were overwhelming. The lowest per cent was 82.22. All of the other responses ranged from 91.11 per cent to one hundred per cent. Also, each item listed in the area of health services and activities was felt to be needed for the adults of Red Bird.

Relating data from this measure to health services and activities prior to the closing of the school show that eight of the services listed on Table IV and Table XXV were available prior to the closing of the school. Also, relating data from this measure to health services and activities which are presently available (Table XXVI) will show that only three of the services and activities are presently offered. They are opportunities to learn how to plan meals, basic rules of cleanliness, and receive shots for communicable diseases. The services and activities, like the several areas previously mentioned, are intermittent rather than regular. Therefore, the conclusion which emerged from this aspect of the study is that the health services and activities

listed above are felt to be needed by adults of the community.

### Cultural Activities

Although the items on cultural activities did not receive as high a majority of the responses as did health services and activities, they were perceived by interviewees as being needed for the adults of Red Bird. Table XXXI consists of data showing that the cultural activities which were felt to be needed were opportunities to attend musicals, learn to appreciate various types of music and about great musicians, belong to music clubs, attend plays (dramas), learn how to select good television shows, belong to reading clubs, attend book talks and reviews, learn about sources from which to obtain free reading materials for the community, how to read and select the best newspapers, how to use a library and about great thinkers, attend lectures on different issues, learn how to speak correctly, to appreciate different types of (folk) dances, and about art such as paintings, sculpture, etc.

A significant observation is that data on Table V and Table XXV show that ten of the sixteen cultural activities listed in the literature were found to be available prior to the closing of the high school, while data on Table XI and Table XXVI show that only two of these activities are presently available. The two activities found to be currently available are opportunities to attend plays (dramas) and lectures on different issues. According to interviewees, the activities are offered by the elementary school but not as regularly as they were offered under the high school program.

The data presented appear to provide adequate justification for the assumption that the cultural activities named by the interviewees

are felt to be needed by the adults of Red Bird.

### Informal Influence of Professional

#### Education Leaders

In the area of informal influence of professional education leaders, as in the five areas just discussed, interviewees listed needed services and activities for the adults of Red Bird.

Data on Table XXXII exhibit the services and activities in this area which interviewees felt were needed. They are assistance in understanding the law and courts, help in explaining important issues (problems) facing the community, state, and nation, assistance to Negro leaders in making difficult community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in solving personal problems, understanding the behavior problems of children and in how to get and keep jobs, and help in reading directions and leadership in the church.

A factor of significance is that data on Table VI and Table XXV disclose that all of the services and activities listed in the literature concerning informal influence of professional education leaders were found to be available to adults of Red Bird one year prior to the closing of the high school. Further, Table XII and Table XXVI reveal that only two of these services and activities are presently available. They are help in reading directions and leadership in the church, such as teaching Sunday School classes. However, interviewees indicated that these services and activities are limited because of the smallness of the elementary school faculty, and, therefore, expressed felt needs for these as well as for those items of services not available.

According to data obtained by the several measures, it was assumed that Red Bird adults have felt needs for services of professional education leaders.

An Analysis of Perceptions of Interviewees on Changes  
Effected by the Closing of the  
Red Bird High School

Data from questions on programs of services and activities offered by the high school for adults in Red Bird prior to its closing, and from questions on programs of services and activities which are presently available established the belief that social and educational changes did occur in the community as a result of the closing of the high school. Thus, the aspect of the hypotheses asserting that when a high school closes in a small community, educational and social changes occur in the life of the community was supported.

It was also proposed that educational and social changes which result from the closing of the high school could be perceived by the residents of the community. The purpose of this aspect of the investigation is to present a summary and an analysis of the interviewees' opinions on the consequences of the closing of the high school in Red Bird. The data from this aspect of the study were gathered in order to prove or disprove the aspect of the hypotheses which asserts that educational and social change in small communities which result from the closing of the high school can be perceived by their residents.

The data were obtained from a structured measure which required the interviewees to strongly agree, agree, disagree, strongly disagree, or to express no comment on twelve questions or statements pertaining

to various consequences of desegregation and the closing of the high school in their community. An analysis of data from the interviews follows.

An Analysis of Opinions of Red Bird  
Interviewees on the Closing of  
the High School

On the question "Closing of the Negro high school caused no serious changes in the community's life", 37.78 per cent of the interviewees disagreed and 37.78 per cent strongly disagreed. Data seem to provide evidence that residents of Red Bird perceived the closing of the Negro high school as effecting serious changes in their community (Table XXXVIII).

Also, responses to the open-ended question "In your opinion, how did the closing of the Negro high school affect this community?" (see Appendix F, pp. 354-357) an overriding majority of the interviewees' responses (about 75.00 per cent) indicated that there had been changes in the community which resulted from the closing of the high school. Data from the two measures seemed to present sufficient evidence that the residents' perceptions were that changes did take place.

To the question "Young people get into trouble more since the Negro high school closed", a majority of 51.11 per cent of the respondents strongly agreed and 35.56 per cent agreed (see Table XXXVIII). Also, an examination of replies to the question concerning the effects of the closing of the high school in Red Bird (see Appendix G, pp. 354-357) will show that at least fifteen of the respondents felt that the closing of the high school increased problems with their young people. The

conclusion which emerged from this aspect of the study was that adults of Red Bird perceived the closing of the high school as a possible cause of their youngsters getting into trouble.

There was also an overwhelming majority of 48.89 per cent in the strongly agree and 35.56 per cent agree columns on the question "The Negro high school should not have been closed." A majority of the interviewees strongly agreed and agreed to this statement. Also, in comparison to responses of this question, and question number six, (Table XXXIII), it was found that there was a convergence in responses. Question six stated that closing the Negro high school was the right thing to do. To this, a majority of 48.89 per cent of the respondents strongly disagreed and 35.56 per cent disagreed. On the basis of such evidence, one may assume that the adults of Red Bird felt that the school of their community should not have been closed.

On the question concerned with the high school dropout rate in relation to the closing of the high school, there was high agreement. A majority of 48.89 per cent of the interviewees strongly agreed and 37.78 per cent agreed that since the Negro high school closed, more boys and girls drop out of school (Table XXXIII). Again, replies to the question on the effects of the closing of the high school in the community support the data on this aspect of the study. An examination of data in Appendix G, pp. 354-357 will reveal statements made by interviewees of the community which strongly support data yielded by responses to the above question.

It should be noted that it was not the purpose of this research to determine the dropout rate of Red Bird high school students. It remains for further research to determine the high school dropout rate in this

community as it relates to the closing of the Negro school and desegregation. The evidence here points to the fact that adult respondents of the town perceived the closing of the school as increasing the dropout rate. In this respect, adults perceived the closing of the high school as effecting changes in the community's life.

Data resulting from responses to the question "Closing the Negro high school cut down on educational opportunities for adults" (Table XXXIII), established the conclusion that respondents perceived this to be true. A majority of 55.56 per cent who strongly agreed and 37.78 per cent who agreed shared this opinion. Also, opinions of respondents in answer to the question concerning the effects of closing the school (Appendix G, pp. 354-357) strongly support the above conclusion. It was the opinion of all of the interviewees that educational advantages for adults were limited with the closing of the high school.

All, or 100 per cent, of the responses to the question concerning the community's finding means to continue adult educational opportunities once offered by the high school were in the strongly agree and agree columns.<sup>1</sup> To the statement, 64.44 per cent strongly agreed and 35.56 per cent agreed. Unanimity of interviewees' opinions seems to have provided adequate evidence that the adults of Red Bird felt that their community should find means to develop such programs. Their beliefs on this question were confirmed in their answers to question number two on the unstructured part of the measure (see Appendix G, pp. 358-361). For example, to the question "Now that the Negro high school is closed, what other organizations and institutions could

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<sup>1</sup>See Table I and Table XXV for educational opportunities offered for Red Bird adults prior to the closing of the high school.

sponsor programs and activities which it once sponsored for adults of your community?" It is interesting to note that a substantial number of the respondents felt that the community, including its various organizations, should assume the lead in providing such experiences for its adults (see Tables XXXIV-XXXIX). However, the respondents indicated that they realized the financial and leadership limitations of the town. In this they expressed a need for help from other agencies.

In reply to the two questions (one stated positively, and the other stated negatively), "The Negro high school was adequate (good)", and "The Negro high school was inadequate (poor)", the replies were in perfect agreement. A majority of 68.89 per cent agreed and 11.11 per cent strongly agreed that the school was adequate. Also, a majority of 68.89 per cent disagreed and 11.11 per cent strongly disagreed that the school was inadequate. On the basis of evidence, it seems reasonable to conclude that the adult residents of Red Bird perceived the program of the high school as having been adequate.

Data presented on Table XXXVIII on the question "Closing the Negro high school gave Negro youth greater educational opportunities", show that 33.33 per cent of the interviewees strongly agreed and 46.67 per cent agreed. Thus, it seems safe to assume that residents of Red Bird perceived the closing of the high school as offering greater educational advantages to Negro youth. Opinions on this question were confirmed in the measure concerned with the question "What do you think desegregation has meant to Negroes?" An examination of replies to this question in Appendix G, pp. 362-365 will reveal that the respondents believed that desegregation has meant greater educational advantages for Negro young people.



There seemed to be a divergence between responses given to the two questions discussed above and questions three and six (Table XXXVIII) which stated "The Negro high school should not have been closed", and "Closing the school was the right thing to do". It would seem that if the closing of the high school and desegregation provided greater educational opportunities for youth, the answers to the two questions just stated would be to the effect that the school should have been closed. This seeming conflict of opinion caused the interviewer to ask several follow-up questions. When asked the follow-up question on why they felt, on the one hand, that the school should not have been closed, and on the other hand, that closing the school offered better educational opportunities for the youth of the community, about 78.90 per cent of the interviewees indicated that they felt that the school should have remained in the community, that it was not perfect but it was meeting some of the needs of adults and youth, that it should have been improved, and its student body and faculty should have been integrated.

Further, it was expressed by about 75.00 per cent of the interviewees that special efforts have been made by the school boards of the integrated schools, the county, state, and federal government through various types of aid to improve educational conditions in the integrated schools which their young people attend. It was their opinion that this could very well have happened in their own community. Several other explanations were offered for the divergence of opinions on the questions, but the ones just stated seemed to be the most prevalent.

Most of the interviewees, 68.89 per cent who disagreed and 8.89 who strongly disagreed, indicated that the Negro high school building should not be used as a community center (Table XXXVIII). These

opinions can be explained by data gained from follow-up questions on why they held this opinion. All of the interviewees who objected to such use of the building explained that the school building previously used for high school purposes is now being used for the elementary school, and that if they seek to convert it into a community center, they might lose their elementary school.

Interviewees expressed 100.00 per cent agreement on the question "Since the Negro high school closed, fewer social activities are available for adults of the community." Table XXXVIII shows that 57.78 per cent of the interviewees strongly agreed and 42.22 per cent agreed to the statement. These responses were interpreted to mean that Red Bird residents were of the opinion that closing the Negro high school limited the social activities of the community. Further, an examination of the responses to the open-ended questions (see Appendix G, pp. 354-357) will show that there is a convergence of opinions on the open-ended questions and the question just cited. Replies to these questions indicated that there have been limitations in the area of social activities for adults of the community as a result of the closing of the high school.

In summary, the opinions of interviewees regarding the changes which resulted from the closing of the high school are that closing the high school effected serious changes in the life of the community. Interview materials indicated that since the school closed, young people get into trouble more; more boys and girls drop out of school; and social and educational opportunities for adults were limited. In specific terms, this means that adults of Red Bird perceived the social

and educational changes which resulted from the closing of the high school.

An Analysis of Interviewees' Opinions on the  
Effects of the Closing of the High  
School in Red Bird

The hypotheses stated that the closing of high schools in small communities has brought about educational and social changes in the life of the communities, and that these changes are perceived by the residents of the communities. Both aspects of the hypotheses stated above have been proved by previously reported and analyzed data. The part of the hypotheses which asserted that the closing of high schools in small communities effects educational and social changes in the communities was supported by data from Questionnaires One and Two. The part of the hypotheses which contended that certain educational and social changes in the life of small communities were caused by the closing of the high schools was supported by the structured part of the interview schedule and the data were tabulated on Table XXXIII.

The hypotheses asserted also that the residents' perceptions of the educational and social changes in the life of their communities caused by the closing of the high schools would be affected by the extent of former community centered services and activities; the existing programs and activities which substitute former high school related services and activities and the increase in distance to be traveled in order to participate in similar activities and to obtain similar services. The following summary and analysis of interviewees' opinions on the effects of the closing of the high school in Red Bird

will show how their perceptions were affected by the extent of former school-related programs, existing programs of services and distance traveled in order to participate in similar activities and to obtain similar services.

An examination of data in Appendix G, pp. 354-357, reveals that interviewees were of the opinion that the school provided unity for the town, social and educational opportunities for adults, and services and activities related to the informal influence of professional education leaders. Services and activities indicated in this aspect of the study are supported by data presented in Table I-VI and Table XXV which presented lists of services and activities available to adults prior to the closing of the high school. Also, Table VII-XII and Table XXVI presented lists of programs and activities which are presently available. Data on services and activities which were offered prior to the closing of the high school and those which are presently available support the data in this measure. Thus, it seems reasonable to assume that the perceptions of interviewees regarding educational and social changes which resulted from the closing of the high school were affected by the extent of former community centered activities and services.

It has been mentioned earlier that some of the activities listed by respondents as being presently available are offered by the county on an intermittent basis, and by several organizations of the town. However, an examination of responses in Appendix G, pp. 354-357, will reveal that interviewees perceived the closing of the high school as limiting the social and educational advantages of the residents of the community. Further, an examination of Tables VII-XII and Table XXVI

will show that existing services and activities for adults are not adequately substitutionary for the school-related services and activities prior to its closing. From the evidence presented in this aspect of the study, it seems reasonable to suppose that the existing programs of services and activities affected the perceptions of the interviewees regarding the educational and social changes resulting from the closing of the high school.

It should be remembered that Red Bird is an all Negro town with 310 inhabitants, and a limited number of organizations for social and intellectual development. The high school students must commute to Coweta or Porter for their education. The distances are from five to seven miles (see Chapter IV of the thesis). It should be noted also that parents who attend social affairs of the schools involving their children must also travel to one or the other of the towns in which their children's schools are located. Thus, distance traveled in order to participate in similar activities and to obtain similar services was hypothesized as a factor which would affect the perceptions of respondents concerning the changes which took place as a result of the closing of the high school.

Several elements seem to be of significance in showing the effect of distance on perceptions of interviewees in regard to changes caused by the closing of the high school. One element is the perceived increase of problems with youngsters (see Appendix G, pp. 354-357). The perceptions of interviewees obtained from this measure are supported by data presented on Table XXXVIII, which state that problems with youngsters were increased with the closing of the school.

Another element to be considered in presenting evidence that

distance to be traveled for services and activities similar to those of the high school affected the interviewees' opinions on social and educational changes which resulted from the closing of the school is the dropout rate. Answers to follow-up questions in interviews with respondents revealed that because the students had to commute, some of them did not follow through on transportation to school and finally became school dropouts. Again, data from this measure were supported by data on Table XXXIII.

Still another element to be considered in presenting evidence that distance affected interviewees' perceptions of change caused by the closing of the high school was the limitations of social and educational advantages for adults, who must commute to nearby towns for social and educational services and activities commensurate with those offered by the former high school. Data from this measure were again supported by data presented in Table XXXIII. Data seem to present adequate proof that distance to be traveled in order to participate in activities and obtain services similar to those offered by the high school prior to its closing affected the interviewees' perceptions of changes which resulted from its closing.

An Analysis of Interviewees' Opinions on Organizations  
and Institutions That Could Sponsor Needed Programs,  
Services, and Activities in Red Bird

A study of Table XXXIV will reveal that interviewees of Red Bird were of the opinion that the town, federal aid programs, community churches, the county, city, and state agencies cooperatively and local clubs could sponsor adult education courses. It is significant that

the largest per cent of the interviewees felt that the responsibility should rest with the local clubs and other organizations of the town. Responses seem to indicate that the adults of the town are willing to assume their responsibilities in the development of adult education classes. However, answers to follow-up questions in the interviews indicated the lack of funds among the local organizations, but that they would welcome outside assistance from the federal government.

Similar to opinions on sponsorship of adult education classes are opinions on possible sponsors of recreational activities. An examination of Table XXXV will show that community clubs and fraternal organizations and churches of the town received the highest per cent of interviewees' opinions for sponsorship of recreational activities. Again, it appears that residents of the town have a sense of responsibility for developing programs to meet their needs. Follow-up questions also revealed that the interviewees welcome outside aid in the areas of leadership and finances.

In the area of civic activities, interviewees felt that the county and state cooperatively, city and county cooperatively, federal programs, churches and local clubs should assume the sponsorship. Table XXXVI reveals that the highest per cent indicated that county and state cooperatively and city and county cooperatively should sponsor the programs. It is also significant that local organizations of the community were listed as possible sponsors.

Table XXXVII presents data showing that two other areas are suggested as possible sponsors of health services and activities, including those suggested for adult education courses, recreational and civic activities. These two areas are doctors and hospitals nearby and

elementary schools.

Data presented on Table XXXVIII presents interviewees' opinions on possible organizations and institutions which could sponsor cultural activities. Including the organizations and institutions suggested for the areas discussed above, the interviewees added the elementary school and the integrated schools which their children attend. Again, local organizations and institutions were suggested by the majority of the interviewees. This indicates that the residents feel responsible for initiating and sponsoring cultural activities for their community. When asked how local agencies would finance such programs and activities, most of the interviewees suggested aid from the federal and county governments.

Data showing suggested sponsors for services and activities related to the informal influence of professional education leaders are listed on Table XXXIX. Most of the interviewees indicated that the integrated schools which their children attend should assume some responsibility of providing such services. However, some felt that the elementary school faculty of Red Bird, and others felt that educators and other professional persons who live in the areas, should offer services.

On the basis of data presented on Tables XXXIV-XXXIX, several generalizations were drawn. First, the adults of Red Bird hold the opinions that their city and its various local organizations are willing to participate in the organizing and developing of programs which will provide social and educational experiences. Second, the adults of Red Bird recognize their financial and leadership limitations and welcome outside assistance in these two areas. Third, the adults of Red



Bird recognize the major areas in which programs and activities are needed for their development.

An Analysis of Opinions of Red Bird Interviewees on  
What Desegregation of Public Schools  
has Meant to Negroes

Statements listed in Appendix G, pp. 362-365, will reveal that opinions of Red Bird interviewees on what desegregation of public schools has meant to Negroes were varied. Some of the interviewees perceived desegregation of public schools as limiting opportunities of Negro teachers in the pursuance of their professions. Interviewees felt that the closing of Negro high schools deprived the Negro teachers of their teaching positions and forced them to leave the community or the state for other teaching positions or to pursue other types of work. Other interviewees expressed the view that desegregation of public high schools means progress for the Negro students but disadvantages for the Negro teachers. Again, the feeling that the Negro teachers were deprived by the closing of the Negro schools was expressed. It was indicated by some of the interviewees that desegregation of schools means progress for Negroes "if carried out right". This was interpreted to mean that if the rules governing the Desegregation Acts were applied in all instances and that if the Negro teachers were also integrated, desegregation of schools means progress for Negro people. However, most of the interviewees viewed desegregation of public schools as offering greater educational advantages for Negro children and youth.

In the light of evidence indicated by the responses to the question relating to the desegregation of public schools, it may be assumed

that the Negro adults of Red Bird viewed desegregation as providing greater educational opportunities for Negroes.

Summary and Analysis of Data on School Related Services  
and Activities Available to Negro Adults Prior  
to the Closing of the Negro  
High School in Chandler

As was true of Red Bird, the findings of the study seemed to indicate, quite conclusively, that some of the services and activities that were listed in the literature on programs customarily available for Negro adults prior to the closing of the Negro high school of Chandler were available at the time. Also, findings seemed to indicate, just as conclusively, that some of the services and activities for Negro adults of Chandler that were listed in the literature on programs customarily available through and/or with the cooperation of the Negro high school were not available one year prior to the closing of the school.

The following discussion presents a summary and an analysis of the findings concerning the availability of such services and activities in the areas of adult education courses, recreational, civic, health and cultural services and activities, and informal influence of professional education leaders.

Adult Education Courses

A study of data presented on Table XIII and Table XLIII shows there were adult education courses available to adults of Chandler prior to the closing of the Negro high school. Courses which were found to be available were sewing, cooking, canning, shop training,

vocational guidance, home improvement, dairying, and food production.

Because several interviewees indicated that they were enrolled in the courses and professional persons connected with the school one year prior to its closing indicated that the courses were available, the writer assumed that they were available.

Further, a study of data summarized on Table XIII and Table XLIII will disclose that the following courses were not available to Negro adults of Chandler one year prior to the closing of the Negro high school: Mathematics, English, history, health, arts and crafts and government. Likewise, evidence seems to be conclusive enough to assume that the courses were not available to Negro adults of Chandler at the time.

#### Recreational Activities

From the summarization of data shown on Table XIV and Table XLIII, it appears safe to assume that the following school-related recreational activities were available to adults of Chandler Negro community one year prior to the closing of the Negro high school: Opportunities to engage in physical play such as baseball, etc., learn to develop hobbies such as knitting, leatherwork and other crafts, take advantage of recreational activities in nearby areas such as parks, etc., learn about the importance of play in the home, engage in indoor socials such as teas, banquets, etc., learn to plan and carry out outdoor socials such as picnics, parties, etc., and how to organize various types of clubs.

Since interviewees indicated that they participated in such school-related recreational activities and professional persons who were employed at the school indicated that they were available, it

seems justifiable to assume that they were available at the time.

Likewise, data seem to indicate just as conclusively that the following recreational activities were not available to Negro adults of Chandler one year prior to the closing of the Negro high school: Opportunities to learn and play games which are of interest to adults and young people, learn to take advantage of seeing good movies and other kinds of commercialized entertainment and learn how to play paper and pencil games.

#### Civic Activities

A study of data summarized on Table XV and Table XLIII reveals that the following school related civic activities were available to Negro adults of Chandler one year prior to the closing of the Negro high school: Opportunities to learn how to register to vote, why one should vote, how to vote, about issues on which to vote, the basic rights of citizens, about the benefits of government, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about the serious problems facing the community, state, nation, and the world, about national holidays and what they mean to the American people, how to save the land and other natural resources and how to use clubs and other organizations to which one belongs to meet community needs.

Since interviewees indicated (Table XV) that they participated in civic activities found to be available one year prior to the closing of the Negro high school in Chandler, and professional persons who were employed in the school indicated that they existed, it seems reasonable to assume that these activities were available at the time.

Moreover, data seem to indicate quite conclusively that the following civic activity was not available at the time: Opportunity to learn how to keep up with the latest news on community, state, national, and world affairs.

#### Health Services and Activities

Data presented on Table XVI and Table XLIII show that school related health services and activities were available to Negro adults of Chandler one year prior to the closing of the Negro high school. They are opportunities to learn how to plan meals, discuss problems of health with knowledgeable people, learn basic rules of cleanliness, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires in the home, and how to prepare for storms, tornadoes, and other community threats.

In the light of data showing that some interviewees indicated that they benefited from such services and activities and professional persons who were employed in the school indicated that they were available, it must, therefore, be assumed that they were available at the time.

Furthermore, data seem to indicate just as conclusively that the following school-related health services and activities were not available to Negro adults of Chandler at the time: Opportunities to learn symptoms of mental and physical illnesses, and basic rules for driving automobiles and for pedestrians to prevent accidents.

#### Cultural Activities

Information summarized on Table XVII and Table XLIII discloses

that the following cultural activities listed in the literature were available to Negro adults of Chandler one year prior to the closing of the Negro high school: Opportunities to attend musicals, learn to appreciate various types of music and about great musicians, attend plays (dramas), learn about sources from which to get free reading materials for the community, how to use a library and about great thinkers, attend lectures on different issues, and to appreciate different types of folk dances.

Data obtained from interviewees who said they participated in cultural activities, and from professional persons who were employed in the school at the time who stated that they were available, seem to present sufficient evidence that the activities were available.

Also, information seems to indicate just as conclusively that the following school related cultural activities were not available at the time: Opportunities to belong to music clubs, learn how to select good television shows, attend book talks and reviews, belong to reading clubs, learn how to select and read the best newspapers, how to speak correctly and about art such as paintings, sculpture, etc.

#### Informal Influence of Professional

#### Education Leaders

A study of data reflected in Table XVIII and Table XLIII shows that all of the services and activities listed in the literature concerned with the informal influence of professional education leaders were available to Negro adults of Chandler one year prior to the closing of the Negro high school. These services and activities consisted of the following: Assistance in understanding the law or courts

help in explaining important issues (problems) facing the community, state, and nation, assistance (to Negroes) in making difficult Negro community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in understanding behavior problems of young people, in solving personal problems, and in how to get and keep jobs, help in reading directions, and leadership in the church such as teaching Sunday School classes.

Since interviewees indicated that they benefited from services and activities related to informal influence of professional education leaders and professional persons employed in the school one year prior to its closing also indicated their availability, the data must be interpreted to mean that the services and activities were available.

In summary, it seems that data from Tables XIII-XVIII and Table XLIII have clearly shown that certain school-related services and activities were available to Negro adults of Chandler one year prior to the closing of the Negro high school and certain ones were not. These services and activities were the following areas: Adult education classes, recreational, civic, health, and cultural services and activities, and informal influence of professional education leaders. Therefore, on the basis of data presented, it must be concluded that certain services and activities related to informal influence of professional education leaders were available, and certain ones were not available to Negro adults of the community one year prior to the closing of the Negro high school.

A Summary and Analysis of Data on Services  
and Activities Presently Available for  
Negro Adults of Chandler

The problem of the study focused on the social and educational effects of the closing of the public high school in a small community. The solving of the problem posed several questions, the first of which was answered in the analysis of data in the previous discussion. The writer felt that if data answering this question were to be of benefit in the solving of the problem of the study, it must be related to certain other data necessary to the solving of the problem. These data were concerned with what services and activities are presently made available to Negro adults of Chandler that are similar to the services and activities offered under the sponsorship of the Negro high school. By examining what was offered prior to the closing of the Negro high school against what is presently offered in the Negro community, certain educational and social changes which resulted from the closing of the Negro high school could be ascertained. The summary and analysis which follow were focused on services and activities presently available to Negro adults of Chandler.

Adult Education Courses

From the data shown on Table XIX and Table XLIV, it was revealed that the following adult education courses are presently available to Negro adults of Chandler: Sewing, cooking, canning, shop training, vocational guidance, home improvement, dairying, food production, business administration, human resource development and general agriculture. It should be noted that several of the courses listed above were not



listed in the literature. These courses are business administration, human resource development, and general agriculture. These courses have been added since 1966. Other courses listed as being presently available are offered through intermittent workshops, institutes and conferences under the Office of Economic Opportunity through its several aspects of community action programs and Lincoln County and are not formal courses as they were prior to the closing of the Negro high school.

However, on the basis of data presented by interviewees who said that they are presently participating in these courses and professional persons who are presently employed by the sponsoring agencies who said that the opportunities are available, it must be assumed that they are.

Data also reveal that the following courses are not presently available to Negro adults of Chandler: Mathematics, English, history, health, arts and crafts, and government. Since these courses were not available prior to the closing of the high school and are not presently available, it can be assumed that the closing of the Negro high school effected no change in these particular areas.

It was mentioned earlier that basic courses in mathematics, English, and science adult education were offered the second semester of 1966-1967, but were discontinued at the end of the semester because of the lack of attendance. At the time when this investigation was made, the semester had just ended.

According to professional education leaders of Chandler, about 40 persons enrolled for the courses (mostly Negroes) but only four finished. As a follow-up to this information, the writer asked several interviewees if they took the courses. Two indicated that they enrolled, but had to

drop out because they had problems which demanded that they do so, five stated that they were not knowledgeable of the availability of the courses, four indicated that they were aware of the availability of the courses but were not able to enroll because of physical or other personal reasons, and three indicated that they were aware of the availability of the courses but that they just did not take advantage of the opportunity.

### Recreational Activities

It seems evident from data summarized in Table XX and Table XLIV that the following recreational activities are presently available to Negro adults of Chandler: Opportunities to engage in physical play such as baseball, etc., learn to take advantage of recreational activities in nearby areas such as parks, etc., and about the importance of play in the home, engage in indoor socials such as teas, banquets, etc., and learn how to plan and carry out outdoor socials such as picnics, parties, etc.

Since interviewees indicated that they are presently participating in the recreational activities listed above, and certain leaders of the community stated that they are available, the assumption that they are presently available seems to be well-founded.

All of the school-related recreational activities listed above as presently available were also available prior to the closing of the Negro high school. Therefore, in these particular areas, it seems logical to conclude that the closing of the Negro high school effected no change in these particular areas.

However, two areas of school-related recreational activities found

to be available one year prior to the closing of the Negro high school (Table XIV and Table XLIII) were not found to be presently available (Table XX and Table XLIV). These activities are opportunities to learn to develop hobbies such as knitting, leatherwork and other crafts, and how to organize various types of clubs. On the basis of evidence presented in this aspect of the study, it seems logical to conclude that the closing of the Negro high school might have effected change in these particular areas.

Furthermore, data on Table XIV and Table XLIII indicate recreational activities which were not available to Negro adults of Chandler one year prior to the closing of the Negro high school, and data on Table XX and Table XLIV disclose those which are not presently available. These activities include opportunities to learn and play games which are of interest to adults and young people, learn to take advantage of seeing good movies and other kinds of commercialized entertainment and how to play paper and pencil games. Since findings show that these activities were not offered prior to the closing of the Negro high school and are not presently available, it seems logical to assume that the closing of the school effected no change in these particular areas.

#### Civic Activities

An analysis of data on Table XXI and Table XLIV discloses that civic activities presently available to Negro adults of Chandler are opportunities to learn how to register to vote, why one should vote, how to vote, about the benefits of government, about the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about national holidays and what they mean to the

American people and how to save the land and other natural resources.

Since some of the residents indicated that they are presently participating in such activities, and certain community leaders are knowledgeable on their existence, it seems reasonable to suppose that the activities are presently available.

A factor of significance is that all except four of the activities listed in the literature which were found to be presently available were also found to be available one year prior to the closing of the Negro high school. Activities which were found to be available prior to the closing of the Negro school consist of the following: Opportunities to learn how to register to vote, why one should vote, how to vote, about issues on which to vote, the basic rights of citizens, about the benefits of government, the importance of being good, loyal American citizens, the privileges of being citizens of a democratic country, about the serious problems facing the community, state, nation, and the world, about national holidays and what they mean to the American people, how to save the land and other natural resources, and how to use clubs and other organizations to which one belongs to meet community needs.

Civic activities that were available prior to the closing of the school, but are not presently available are shown on Tables XV, XXI, and XLIII. The activities are opportunities to learn about issues on which to vote, the basic rights of citizens, about the serious problems facing the community, state, nation, and the world, how to keep up with the latest news on community, state, and national affairs, and how to use clubs and other organizations to meet community needs. Since these civic activities were available prior to the school's closing and are not presently available, it

seems justifiable to assume that the closing of the Negro high school effected change in these particular areas.

#### Health Services and Activities

It was established by data on Table XXII and Table XLIV that the following health services are presently available to Negro adults of Chandler: Opportunities to learn how to plan meals, discuss the problems of health with knowledgeable people, learn basic rules of cleanliness and symptoms of physical illness, receive shots for communicable diseases, learn first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires in the home and how to prepare for storms, tornadoes, and other community threats.

Since some of the interviewees indicated that they are presently able to participate in such services and activities and several community leaders who are knowledgeable of the availability of such services and activities stated that they are offered, it seems reasonable to conclude that they are available.

Further, on the basis of data, it seems justifiable to conclude that the following health services and activities are not presently available for Negro adults of Chandler: Opportunities to learn symptoms of mental illness, basic rules for driving automobiles, and for pedestrians to prevent accidents.

An important factor in this area is that all of the health services and activities listed in the literature which were available prior to the closing of the Negro high school are also presently available (see Tables XVI, XXII, XLIII, and XLIV). In these particular areas, therefore, it may be assumed that the closing of the high school

effected no change.

Another important factor in this area is that one of the items on health services and activities which was found not to be available prior to the closing of the Negro high school was found to be presently available. This particular item deals with learning symptoms of physical illness.

### Cultural Activities

It seems evident from data presented on Table XXIII and Table XLIV that certain cultural ~~activities~~ listed in the literature are presently available to Negro adults of Chandler. These activities are as follows: Opportunities to attend musicals, learn to appreciate various types of music, attend plays (dramas) and book talks and reviews, learn about sources from which to obtain free reading materials for the community, how to use a library and about great thinkers, attend lectures on different issues and learn how to appreciate different types of folk dances.

On the basis that some of the interviewees indicated that they are presently able to participate in these activities and that several community leaders indicated that they are presently available, a justifiable conclusion to be drawn is that these services and activities are presently available.

Data also seem to support the conclusion that the following cultural activities are not presently available to Negro adults of Chandler: Opportunities to learn about great musicians, belong to music clubs, learn how to select good television shows, belong to reading clubs, how to select and read the best newspapers, how to speak

correctly and about art such as paintings, sculpture, etc.

It should be mentioned that findings revealed several cultural activities which were available to Negro adults prior to the closing of the school which are also presently available (Tables XVII, XXIII, XLIII, and XLIV). These activities include: Opportunities to attend musicals, learn to appreciate various types of music, attend plays (dramas), learn about sources from which to obtain free reading materials for the community, how to use a library and about great thinkers, attend lectures on different issues and to appreciate different types of folk dances. According to data presented, the closing of the Negro high school effected no changes in these particular areas.

It should also be mentioned that one item on cultural activities which was found to be presently available was not found to be available prior to the closing of the school. This item was concerned with opportunities to attend book talks and reviews. Likewise, one item in the area of cultural activities which was found to be available prior to the closing of the school was not found to be presently available. This item is concerned with opportunities to learn about great musicians. Therefore, on the basis of data presented, it must be assumed that the closing of the Negro high school effected change in these two areas of cultural activities.

#### Informal Influence of Professional Education Leaders

An examination of Table XXIV and Table XLIV discloses that services and activities listed for informal influence of professional education leaders consist of the following: Assistance in understanding the law or courts, assistance in making difficult community decisions,

guidance in how to get and keep jobs, and leadership in the church such as teaching Sunday School classes. On the basis of data on Table XXIV which show that some interviewees are benefiting from such services and activities and Table XLIV which reveal responses of certain community leaders who also indicated that they are available, it must be assumed that they are.

It is interesting to note that all of the nine items listed in the literature concerned with this aspect of the study were found to be available prior to the closing of the Negro high school (Table XVIII and Table XXIV); whereas, only four are presently available, and five are not. The following are those which were found to be available prior to the closing of the Negro high school but are not presently available: Help in explaining important issues (problems) facing the community, state, and nation, help to parents in the understanding of their duties (roles) as parents, guidance in understanding behavior problems of young people and in solving personal problems and help in reading directions such as labels on medicine.

Since the services and activities were available prior to the closing of the Negro high school but are not presently available, these data are interpreted to mean that when the Negro high school existed in the Negro community of Chandler, services and activities concerned with the informal influence of professional education leaders were available. Further, when the Negro high school closed, these services and activities ceased to exist and are not presently available. Therefore, a comparison of data from the several measures seems to provide evidence that there is adequate ground for the inference that when a high school closes in a small community, there are social and educational changes



in the life of the community. In the area of informal influence of professional education leaders, as in other areas of the study, the first hypothesis seems to have been confirmed.

In summary, it appears that data from Tables XIX-XXIV and Table XLIII have clearly revealed that certain services and activities similar to those offered by the Negro school are presently available to Negro adults of Chandler and that certain ones are not. These services and activities are in the following areas: Adult education courses, recreational, civic, health, and cultural activities and informal influence of professional education leaders. Further, the hypothesis that when a high school closes in a small community there are changes in the social and educational life of the community has been supported.

Summary and Analysis of Data on Opinions of Needed  
Programs of Services and Activities for  
Negro Adults of Chandler

This aspect of the study was designed to ascertain the opinions of the interviewees on services and activities needed for Negro adults of Chandler. The writer felt that such information would be beneficial in the interpreting of data from other measures of the study and in the development of recommendations for programs of services and activities which might be helpful to planners of community programs. The following is a summary and an analysis of the responses of interviewees on needed services and activities for Negro adults of Chandler.

Adult Education

Data relevant to needed courses in adult education for Negroes of

Chandler are shown in Table XLV. A study of the data shows that the interviewees viewed the following courses as needed: Sewing, cooking, shop training, vocational guidance, home improvement, food production, mathematics, English, history, health, and government.

A factor of significance here is that several basic adult education courses were being offered. At the time of this investigation, the courses in mathematics, English, and science were available under the Office of Economic Opportunity and were taught by the school's faculty. Having established that they were available at the time, the interviewer inquired as to why interviewees perceived such courses to be needed. About 4.17 per cent of the respondents said that they were enrolled in the courses but later had to drop out, 10.42 per cent said that they were not knowledgeable of the availability of the courses, 8.33 per cent stated that they were aware of the availability of the courses but because of physical or other reasons could not enroll, and 6.25 per cent indicated that they were aware of the availability of the courses but failed to take advantage of the opportunity.<sup>2</sup>

Another factor of significance was that the other courses which were felt to be needed (including sewing, cooking, shop training, vocational guidance, home improvement, and food production) were listed on Table XIX as being presently available. Data from interviews disclosed that these are not formal courses as would be offered in an adult education program of the school, but are courses offered in periodical workshops, institutes, and conferences held by the county agents

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<sup>2</sup>Basic courses offered by the Office of Economic Opportunity during the last semester of 1966-1967 are no longer offered but have been replaced by other courses (see Table XIX).

on a county basis.

Therefore, in the light of data presented on Table XLV, it must be assumed that there is a felt need for the courses which were specified by the interviewees.

### Recreational Activities

As in the area of adult education courses, interviewees expressed the opinion that several recreational activities were needed for the Negro adults of Chandler. An examination of Table XLVI will reveal that the following were viewed to be needed: Opportunities to learn about the importance of play in the home, and opportunities to learn how to play games which are of interest to adults, children, and youth.

Several follow-up questions were asked by the interviewer concerning the interviewees' seeming interest in the items concerned with play in relation to family members and the home. At least two-thirds of the respondents expressed the opinion that learning to play games which would be of interest to all age groups would help to build family solidarity. While Chandler respondents did not see closing the Negro school as a serious factor in causing problems with youth (as did Red Bird interviewees), they did express having such problems.

It should be mentioned that one of the items concerned with recreational activities for which interviewees expressed felt needs was found to be available prior to the closing of the Negro high school (Table XIV and Table XLIII), and was also found to be presently available (Table XX and Table XLIII). It should also be mentioned that one area of recreational activities which interviewees did not perceive as needed was not available prior to the closing of the Negro high school,

nor is it presently available. This area consisted of opportunities to learn to take advantage of seeing good movies and other types of commercialized entertainment. Many reasons were offered for not feeling the need to learn how to take advantage of seeing good movies. Some of the interviewees stated that it was against their religious beliefs. However, most of the interviewees expressed the idea that this was not a major interest, and that their preferences were television shows. They felt that young people should have opportunities to learn how to take advantage of seeing good movies as they have a special appeal for them.

On the basis of data presented, it seems reasonable to conclude that there is a felt need for the recreational activities specified by Chandler residents.

#### Civic Activities

An examination of the data presented on Table XLVII will reveal that several civic activities were perceived by interviewees to be needed for the Negro adults of Chandler. They are opportunities to learn why one should vote, how to vote, about issues on which to vote, the basic rights of citizens, the benefits of government, the importance of being good and loyal American citizens, the privileges of being citizens of a democratic country, about the most serious problems facing the community, state, nation, and the world, how to save the land and other natural resources, how to keep up with the latest news on community, state, national, and world affairs, and how to meet certain community needs through clubs to which one belongs.

It is significant that all of the civic activities listed in the

literature (except one) were offered for Negro adults of the area prior to the closing of the Negro high school (see Table XV and Table XLIII). Also, it was found that this activity is not presently available (see Table XXI and Table XLIV). The activity is concerned with opportunities to learn how to keep up with the latest news on community, state, national, and world affairs.

Another significant factor is that five civic activities found to be available prior to the school's closing were found not to be presently available. These activities are opportunities to learn about issues on which to vote, the basic rights of citizens, about the serious problems facing the community, state, nation, and the world, how to keep up with the latest news on community, state, national, and world affairs, and how to use clubs and other organizations to meet community needs.

Still another significant factor is the seeming amount of eagerness for the civic activities expressed to be needed. The following are several relevant remarks which interviewees made that are typical answers to follow-up questions on why they felt the need for certain civic experiences.

When I go to vote, I want to know something about why a thing is necessary to be voted on and how it will help the world to be better.

If I could just get someone to take time and teach me what it all means. I want to be a real citizen. I want to vote right -- for the right person, I mean. But how do you find out?

While the conclusion that the civic activities perceived to be needed for Negro adults of Chandler is not based upon the above

statements, it is supported by such statements. Therefore, on the basis of data presented, it seems reasonable to assume that the civic activities specified are felt to be needed for Negro adults of Chandler.

#### Health Services and Activities

Evidence accumulated from data on Table XLVIII shows that certain health services and activities are perceived to be needed for Negro adults of Chandler. They are as follows: Opportunities to learn how to plan meals, discuss problems of health with knowledgeable people, learn basic rules of cleanliness, symptoms of mental and physical illnesses, first aid treatments, how to report emergencies, safety rules, how to prevent fires and other home accidents, how to prepare for storms, tornadoes, and other community threats, and basic rules for driving automobiles and for pedestrians to prevent accidents.

Relating data from this measure to data presented on Table XVI and Table XLVIII will clearly reveal that several of the items concerned with health services and activities expressed to be needed were available to Negro adults of Chandler prior to the closing of the Negro high school. These activities are opportunities to learn how to plan meals, discuss problems of health with knowledgeable people, learn basic rules of cleanliness, first aid treatments, how to report emergencies, safety rules, how to prevent accidents and fires in the home and how to prepare for storms, tornadoes, and other community threats.

Moreover, a comparison of data from this measure to data on Table XXII and Table XLIV shows that all except three of the health services felt to be needed were found not to be presently available. These activities are opportunities to learn symptoms of mental illness,

basic rules for driving automobiles, and for pedestrians to prevent accidents.

A possible explanation of interviewees' felt needs for services and activities which are already available could be, as was noted in other areas, that they are offered through city and county agencies on an intermittent basis rather than on regular schedule.

It should be remembered that Chandler, unlike Red Bird, has several hospitals, clinics, and doctors from which residents can readily receive certain health services listed in the literature (see Chapter IV, p. 67).

However, data gathered from the several measures seem to present adequate evidence for the justifiable conclusion that health services and activities specified by interviewees are felt to be needed for Negro adults of Chandler.

#### Cultural Activities

Data relevant to needed cultural activities for Negro adults of Chandler are shown in Table XLIX. A study of the data reveals that the interviewees were of the opinion that the following activities are needed: Opportunities to learn to appreciate various types of music, how to select good television shows, how to select and read the best newspapers, and how to speak correctly.

A comparison of data on Table XLIX and those of Tables XVII and XLIII will show that one of the cultural activities perceived to be needed for Negro adults of Chandler was available prior to the closing of the Negro high school. This activity was concerned with opportunities to learn to appreciate various types of music. Further, a

comparison of data on Table XLIX and those of Tables XXIII and XLIV will show that this activity was found to be presently available.

A possible explanation for interviewees' felt needs for this activity which is presently available is that they might have felt the need for such experiences in greater depth.

The other three cultural activities for which there was an expressed need were not available prior to the closing of the Negro high school (Table XVII and XLIII), nor are they presently available (Table XXIII and XLIV). These activities are opportunities to learn how to select good television shows, how to read and select the best newspapers, and how to speak correctly.

It should be mentioned that Chandler, unlike Red Bird, has several sources of cultural services and activities. For example, the county museum and library are located in Chandler. Also, Chandler has one senior high school, one junior high school, and three elementary grade schools in which cultural activities listed in the literature might be experienced (see Chapter IV, pp. 65, 68). These facilities are made available to all residents of Chandler. In connection with this, it may be mentioned that many of the Negro residents are not aware of the cultural activities made available by the city and county facilities.

Therefore, on the basis of data presented, it is supposed that the cultural activities perceived to be needed for Negro adults of Chandler are needed.

#### Informal Influence of Professional Education Leaders

All of the services and activities relative to the informal influence of professional education leaders found in the literature are



perceived as being needed for Negro adults of Chandler. An examination of Table L will reveal that the items are as follows: Assistance in understanding the law or courts, help in explaining important issues (problems) facing the community, state, and nation, assistance in making difficult community decisions, help to parents in the understanding of their duties (roles) as parents, guidance in solving personal problems, understanding the behavior problems of children and in how to get and keep jobs, help in reading directions, and leadership in the church.

A factor of importance is that each of the areas of services and activities related to informal influence of professional leaders was found to be available prior to the closing of the Negro high school in Chandler (Table XVIII and Table XLIII), but only four were found to be presently available (Table XXIV and Table XLIV). These activities are assistance in understanding the law or courts, assistance in making difficult community decisions, guidance in how to get and keep jobs, and leadership in the church.

A possible explanation for interviewees' felt needs for the four activities listed above when they are presently available is that they might have felt that the services and activities should be broadened.

Five, of the nine items dealing with services and activities related to informal influence of professional education leaders were found not to be presently available (Table XXIV and Table XLIV). These services and activities are as follows: Help in explaining important issues (problems) facing the community, state, and nation, help to parents in understanding the behavior problems of children and in solving personal problems and help in reading directions.

In the light of evidence presented by data, it seems reasonable

to assume that Chandler Negro adults felt that they need the services and activities listed on Table L.

In summary, it seems that data from Tables XLV-L have clearly shown that certain services and activities were felt to be needed for the Negro adults of Chandler. The areas in which such services were felt to be needed were adult education courses, recreational, civic, health and cultural services and activities, and informal influence of professional education leaders. On the basis of data presented in this aspect of the investigation, there seems to be a defensible reason to conclude that the items specified by respondents are felt to be needed for Negro adults in Chandler.

An Analysis of Opinions of Interviewees on the  
Consequences of the Closing of the  
Negro High School in Chandler

It was established by data obtained from Questionnaires One and Two that social and educational changes occurred in Chandler as a result of the closing of the Negro high school. Data from these two measures supported Hypothesis-1 of the study. Hypothesis-2 stated that social and educational changes which resulted from the closing of the Negro high school could be perceived by adult residents of the community.

The purpose of this part of the investigation is to present an analysis of the opinions of the interviewees on the consequences of the closing of the Negro high school in Chandler. Data from this aspect of the study were gathered to prove or disprove Hypothesis 2. The data were obtained from a structured measure which required interviewees to strongly agree, agree, disagree, strongly disagree, or to

express no comment on twelve statements concerning various consequences of the closing of the Negro high school in the community. An analysis of the data from the interview follows.

An Analysis of Opinions of Chandler Interviewees  
on the Closing of the Negro High School

Respondents of Chandler, as did those of Red Bird, perceived the closing of the Negro high school as causing changes in the life of the community. To the statement that closing the Negro high school caused no serious changes in the life of the community, a substantial majority of 83.33 per cent disagreed and 8.33 per cent strongly disagreed (see Table LI). Also, responses to the open-ended question "In your opinion, how did the closing of the Negro high school affect this community?", a majority of the interviewees indicated that the closing of the Negro high school did effect changes in the Negro community. (See Appendix G, pp. 354-357.) In the judgment of the writer, these data imply that the Negro residents of Chandler perceive the changes in their community which resulted from the closing of the Negro high school.

An examination of responses to the statement that young people get into trouble more since the Negro high school closed (Table LI) will reveal that Chandler interviewees, unlike those of Red Bird, did not perceive the closing of the Negro high school as a cause for youth to get into trouble more. Data show that 50.00 per cent disagreed and 10.42 per cent strongly disagreed to the statement.

Also, Chandler respondents, like those of Red Bird, expressed the opinion that the Negro high school should not have been closed. A

comparison of responses to questions three and six (see Table LI) revealed that there was a correlation of opinions. To the statement that the Negro high school should not have been closed, a majority of 58.33 per cent agreed and 20.83 per cent strongly agreed. To the statement that closing the Negro high school was the right thing to do, a comparative majority disagreed. Data revealed that 58.33 per cent disagreed and 20.83 per cent strongly disagreed. On the basis of such evidence, it seems reasonable to assume that the adults of Chandler held the opinion that the Negro high school should not have been closed.

Responses to the statement "Since the Negro high school closed more boys and girls drop out of school", were equal along the agree-disagree continuum. The opinion was expressed by 45.83 per cent who agreed, and 45.83 per cent who disagreed. Evidence from these data neither confirms nor denies that adults of Chandler perceive the closing of the Negro high school as increasing or decreasing the high school dropout rate. Since the study was not concerned with the dropout rate, but with opinions of adults on the results of the closing of the school, efforts were not made to ascertain the dropout rate. It remains for further research to determine the relation of the dropout problem to the closing of the school.

An examination of data on Table LI will disclose that Chandler adults perceive the closing of the Negro high school as limiting the educational advantages for the Negro adult population. There was a one hundred per cent majority who strongly agreed to the statement that closing the Negro school effected such a change.

A comparison of responses of the above question to responses to the open-ended question concerned with the effects which closing the

Negro high school had on the community, revealed that there was a close correlation of opinions (see Appendix H, pp. 367-370). It was expressed by several of the respondents that educational advantages for adults were limited by the closing of the Negro high school. The conclusion drawn from these data is that Chandler adult residents perceive the closing of the Negro high school as limiting the educational opportunities of adults.

All, or one hundred per cent, of the responses expressed strong agreement to the question concerning the community's finding means to continue adult educational opportunities once offered by the Negro high school. Unanimity of opinions of the respondents on this statement seems to provide adequate evidence that the adults of Chandler felt that their community should find means to develop adult educational programs similar to the previous school related programs.<sup>3</sup>

It is interesting to note that Chandler residents' responses, like those of Red Bird, were supported by their responses to the open-ended question, "Now that the Negro high school is closed, what other organizations and institutions could sponsor programs and activities which it once sponsored for adults in your community?" More than three-fourths of the Chandler interviewees indicated that the community should take the lead in providing such experiences for its adults.

Another correlation was shown in questions eight and eleven. Data on Table LI show that to the statements "The Negro high school program was adequate (good)" and "The Negro high school was inadequate

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<sup>3</sup>See Table XIII and Table XLIII for adult education courses offered for Negro adults of Chandler one year prior to the closing of the Negro high school.

(poor)", 41.67 per cent agreed, and 29.17 per cent strongly agreed that the school was adequate. Likewise, 41.67 per cent of the respondents disagreed, and 29.17 per cent strongly disagreed that the school was inadequate. Thus, on the basis of findings, it could be assumed that the Negro adults of Chandler perceived the Negro high school as having been adequate.

Respondents expressed strong agreement, one hundred per cent, that the Negro high school building should be used as a community center. Unanimity of agreement on the statement presented evidence that the opinions of adults was that this building should be utilized for the purpose stated in the question.

Also, there seemed to be sufficient evidence that interviewees believed that closing the Negro high school gave Negro youth greater educational opportunities. A majority of 62.50 per cent strongly agreed, and 22.92 per cent agreed that this was true. Also, an examination of responses to the unstructured question "What do you think desegregation has meant to Negroes?" (Appendix H, pp. 375-378) will reveal that a majority of about 98.00 per cent of the interviewees expressed the opinion that it has meant greater opportunities for educational advancement.

There seemed to be a divergence between responses given to the two statements (three and four) of Table LI concerned with whether or not the school should have been closed and responses on the above statement. This seeming conflict caused the interviewer to ask several follow-up questions. When asked the follow-up question on why they believed, on the one hand, that the school should not have been closed, and on the other hand, that closing the school offered greater

educational advantages for their high school students, the majority stated that they felt that the Negro school should have remained in the community, and that it should have been improved and integrated. It should be noted that opinions of Chandler interviewees and Red Bird interviewees are similar in this aspect of the study.

An examination of evidence presented in Table LI will reveal that one hundred per cent of the interviewees expressed strong agreement to the statement "Since the Negro high school closed, fewer social activities are available for adults of the community." Responses to this statement are also confirmed by responses relating to the effects of the closing of the Negro high school (see Appendix H, pp. 367-370). About twenty of the interviewees (in this measure) indicated that there have been limitations in the area of social activities for adults of the Negro community as a result of the closing of the Negro school.

In summary, the opinions of interviewees regarding the changes which resulted from the closing of the Negro high school in Chandler are that closing the school effected serious changes in the life of the community. Results of interviews indicated that since the school closed, educational and social activities for adults were limited. Therefore, a major conclusion that can be drawn from the measure is that adults of Chandler perceived the social and educational changes which resulted from the closing of the Negro high school. It should be pointed out here that information from this aspect of the investigation supported the part of the hypotheses which asserted that the educational and social changes which resulted from the closing of Negro high schools in small communities can be perceived by the resident of the communities.

An Analysis of Interviewees' Opinions on the Effects  
of the Closing of the Negro High School  
in Chandler

The parts of the hypotheses which state that the closing of the high schools in small communities have brought about educational and social changes in the communities, and that these changes are perceived by the residents have been established by data from Questionnaires One and Two, informal interviews, and the interview schedule. The following discussion will seek to show how the interviewees' perceptions of educational and social changes caused by the closing of the Negro high school in Chandler have been affected by the extent of former school related programs, existing programs of services and activities and the distance to be traveled in order to participate in similar activities and to obtain similar services.

An examination of data in Appendix H, pp. 367-370 will show that the interviewees of Chandler, unlike those of Red Bird, who felt that the closing of the high school destroyed the unity of the town, held the opinion that the closing of the Negro high school brought about unity and togetherness of the various groups of the town. There may be several explanations for this situation. First, unlike Red Bird which is populated by one ethnic group, Chandler is populated by several ethnic groups with a majority of Negro and white people. Integrating the schools brought these several groups together in a common educational system to which they learned to adjust. Second, Chandler high school students do not have to commute to other towns for their education as do the students of Red Bird, but receive their education in the high school of Chandler. Third, Chandler Negro adults do not have to



commute to other towns in order to participate in similar activities and to obtain similar services to those presented by the Negro high school prior to its closing. Fourth, the Lincoln County Library, Lincoln County Museum, a movie theater and several other social and educational institutions and organizations are situated in Chandler (Chapter IV, pp. 65-68). Fifth, several new courses have been added to presently existing programs for adults. Therefore, it seems that existing programs and distance to be traveled in order to participate in similar activities and to obtain similar services are factors which affected the perceptions of interviewees of Chandler in regard to the changes caused by the closing of the high school.

Like the Red Bird interviewees, Chandler interviewees felt that the educational and social advantages for adults were limited by the closing of the Negro high school (see Appendix H, pp. 367-370). It was stated earlier that several services and activities were available to Negro adults of Chandler prior to the closing of the high school. Data on Tables XIII-XVIII and Table XLIII show the extent of such services and activities. Further, data on Table LI support the data in Appendix H, relative to limitations on educational and social opportunities by the closing of the high school. However, a factor of significance which may have bearing on this aspect of the study is that some of the social and educational advantages which are presently available to Negro adults of Chandler were not available at the time that the Negro high school closed. For instance, some of the courses which are now offered under the Office of Economic Opportunity were not available at the time. Also, interviews with residents revealed that, at the time that the Negro high school closed (1954), they did not feel

a part of the social and educational activities of the town. The data, therefore, reveal that there is a relationship between the extent of former community centered activities under the Negro high school and the perceptions of interviewees on the changes which resulted from its closing. There seems to be a defensible reason to conclude that the extent of former community centered activities and services affected the perceptions of interviewees on the closing of the Negro high school.

Also, similar to Red Bird interviewees, Chandler interviewees felt that the closing of the high school caused the loss of services and activities related to the informal influence of professional education leaders. A study of data in Appendix H, pp. 367-370, will reveal that respondents were of the opinion that the closing of the high school resulted in the loss of such services and activities. Table XVIII and Table XLIII support the interviewees' statements that leaders of the Negro high school contributed to the Negro community through several services and activities. Again, the conclusion that perceptions of interviewees concerning the changes which resulted from the closing of the Negro high school seem to be justified.

An Analysis of Interviewees' Opinions on Organizations and  
Institutions That Could Sponsor Needed Programs of  
Services and Activities for Negro Adults of  
Chandler

It should be pointed out that some of the services and activities listed in the literature are presently being sponsored by the Office of Economic Opportunity and other agencies of the town. However, the Chandler interviewees, as Red Bird interviewees, felt that the Negro

organizations and institutions should assume some of the responsibility in developing programs of services and activities to provide for the social and educational development of Negro adults. Tables LII-LVII reveal that the interviewees were of the opinion that local Negro clubs and churches, as well as city, county, and federal agencies could sponsor needed services and activities. It is significant that Chandler interviewees, like the Red Bird interviewees, listed the teachers of the integrated schools and other professional persons of the area as possible sources of services and activities related to informal influence of professional education leaders.

A major generalization which could be drawn from data presented above is that Chandler Negro adults feel the responsibility to participate in the development of programs for their social and educational growth, and that they also feel the need of leadership and financial assistance from other than Negro organizations and institutions.

A Summary and Analysis of Opinions of Chandler  
Interviewees on What Desegregation of  
Public Schools Has Meant to Negroes

Data presented in Appendix H, pp. 375-378, will reveal that the opinions of Chandler interviewees, like those of Red Bird, viewed desegregation of public schools as offering greater educational advantages for Negroes.

An aspect of significance is that Chandler interviewees, like those of Red Bird, felt that Negro teachers were placed at a disadvantage in the process of desegregation of public schools. However, data compiled on this aspect of the investigation seem to suggest that most

of the Negro adult residents of Chandler viewed desegregation of public schools as offering greater educational advantages for Negroes. Data supporting this aspect of the analysis are found on Table LI of the thesis.

In summary, on the basis of data gained from expressions of Chandler interviewees several assumptions emerged. First, it may be assumed that perceptions of interviewees regarding the changes which obtained by the closing of the Negro high school were affected by the extent of former school related programs, existing programs of services and activities and distance to be traveled in order to participate in similar activities and to obtain similar services. Second, it may be assumed that Chandler interviewees felt that they should participate in the community development programs for Negro adults. Third, it may be assumed that Chandler interviewees viewed the desegregation of public schools as offering greater educational advantages to Negroes.

#### Conclusions

In the light of the findings of the investigation, several conclusions were drawn. The following is a discussion of such conclusions:

1. It was concluded that the closing of high schools in small communities effected changes in the communities' life. Several of these changes were shown to produce dysfunctional results. The generalization drawn from such findings is that educational and social advantages for adults were reduced by the closing of the schools.
2. It was also concluded that social and educational changes as consequences of the closing of the high schools were

perceived by the Negro adult residents of the communities, and that their perceptions were influenced, to some degree, by the extent of the former community centered activities and services; existing programs which substitute for school-related programs; and the increase in distance to be traveled to participate in similar activities and to obtain similar services.

3. It was further concluded that several programs similar to those offered by the Negro high schools now closed are available to Negro adults of the communities studied, but some Negro adult residents are not knowledgeable of their availability.
4. It was concluded, also, that even though several programs have been instituted to meet certain needs of Negro adults of the communities, there remains several other felt needs in the areas of adult education, recreation, civic, health and cultural activities, and informal influence of professional education leaders.
5. Another conclusion which emerged from the study was that community resources, such as local clubs, fraternities, churches, and other organizations and institutions, which could and should be tapped in the development of programs and activities to meet existing needs of Negro adults with leadership and financial assistance programs from the outside, can be developed.
6. The final conclusion which emerged from the investigation was that the loss of the high schools effected the loss

of the informal influence of school leaders, a major factor of community development.

#### Recommendations

In consideration of the conclusions drawn from the evidence of the investigation, the following recommendations are offered:

1. It was learned from the study that the closing of the high schools in small communities effected certain changes in those communities. Although the closing of the schools provided greater educational opportunities for young people, it decreased educational and social advantages for Negro adults. It should be recognized that there are opposite circumstances involved in the process. The high school student whose advantages for growth and development are increased during the day, but must return to a community, parents, and other adult leaders who are lacking in social and educational advantages commensurate with their responsibilities to facilitate his growth and development, evidently encounters a dichotomous situation. Such students are enmeshed between extended educational opportunities on the one hand, and the counterworking forces to which they must return on the other hand. The fundamental principles of any adequate educational program for the growth and development of youth must realize the central and tenable reality that their parents and other adults of the community are not replaceable. As potent factors

in influencing the growth of children and youth, adults cannot be educationally and socially neglected while such opportunities are broadened for their children. During the period of educational transition in this country brought about by the desegregation and civil rights acts, programs of services and activities must be developed for parents of children who must face present conditions of advancement on the one hand, and limitations on the other. Therefore, it is recommended that every effort be made to implement educational and social programs of services and activities for adults of communities in which the high schools have been closed. It is further recommended that these programs be more than comparable to former school-related programs, but that they be programs which are commensurate with the needs of young people and adults of the communities in the light of social change.

2. Also in the study, attention was called to the significance of the interdependency of the school and the network of other social systems designed to serve a wide variety of community needs, and that its closing caused disruptions in the meeting of certain needs in the community. It should be remembered that the public school shares with all other community organizations in the responsibility of meeting the needs of its residents. In order that the over-all program of community services and activities not be disrupted with the closing of the high schools, it is strongly recommended that special provisions be

made for such transitions. These special provisions would begin at least three years prior to the closing of the schools. Unless such provisions are made, disruptions similar to those found in this study will be repeated in small communities in which the closing of Negro high schools and consolidation have been effected. It should be noted here that consolidation (like desegregation) is a major trend in education from which similar consequences may accrue. Presumably, provisions for desegregation and consolidation of schools would include research on how to prepare for such transitions and the substitution of organizations and institutions to plan and develop programs to meet educational and social needs of community residents.

#### Recommendations for Further Research

The conclusions of the present study suggest that more refined and intensive investigations should consider several factors related to the closing of high schools in small communities. Such research could be an instrument to provide factual knowledge and understanding of the various problems involved in the process. On the basis of knowledge and understanding of problems yielded by research, planners of community programs could analyze conditions which existed prior to the closing of the schools and prepare to provide programs to meet the needs of adults. The following discussion will delineate several of the areas recommended for further study.

It was discovered that several services and activities are



sponsored (in the communities under study) by the Office of Economic Opportunity. Feedback of research to evaluate such programs should be of great significance in the utilization of planning future programs of services and activities for adults. Therefore, the writer of this study highly recommends that further research be done to evaluate the effectiveness of existing programs offered under the Office of Economic Opportunity for adults.

One of the most important aspects brought out in the study was that the residents of the communities under study felt that increasingly churches should be included to cooperate with other social institutions of the community in the fostering of social and educational programs of services and activities to meet the needs of adults, and that this involvement should cut across denominational lines. Judging from the seeming lack of research on this factor, this is a highly vital area that remains largely unexplored. The writer, therefore, recommends that research be conducted on the extent to which the church is presently meeting adults' social and educational needs and to what extent it is equipped and willing to extend itself toward this objective in the future.

While the economic factor was not included in the present study, the idea emerged that the closing of the high school in small communities posed economic problems for the communities. It is recommended that studies be conducted to ascertain the degree of dysfunctional effects which the closing of high schools might have on small communities.

It would also be useful in replication studies of the closing of high schools in small communities to further explore and amplify the

relationship between commuting high school students and their participation in the community, in school activities, and their relationships with their parents. The studies should examine the extent to which commuting limits school participation and the possibilities of the schools' developing special extra activities for students who commute.

Although a comparative study was not made of the communities involved in the investigation, one could not fail to ascertain certain differences of opinion on desegregation, changes produced by the closing of the schools, and the felt needs of the communities. Comparative studies of small communities in which high schools have been closed or consolidated would provide useful generalizations for community planning and development. Therefore, it is recommended that "in depth" comparative studies be made on the effects of the closing of high schools in small communities.

The findings of the study raised several questions concerning a more complete knowledge on the number of adults enrolled in courses and who avail themselves of opportunities to engage in various educational and social activities currently offered in the communities. The study indicated that a comparatively small number of adults were enrolled in courses offered by the high school. Research to establish causes of failure to enroll in the courses might disclose valuable data on the effectiveness of the programs as well as of the existing community action programs. Little justified or sound attention can be given to internal improvement until such studies are available.

The present investigation revealed some of the needs of the communities under study. However, no valid judgments concerning the extent or nature of small communities' needs can be made until more studies of

the specific needs of residents are made known. These needs will include those which emerged because of other social changes, along with those which resulted from the closing of schools. It is, therefore, recommended that new needs studies be conducted in small communities.

It is recommended also that research studies be made to ascertain to what extent the integrated high schools include the small communities in the development of their curriculums. The studies would include programs of services and activities for adults. Such studies would be useful in curriculum improvement and development.

Another area of possible research which grew out of the findings was concerned with sponsorship of adult programs and activities. Respondents of both communities expressed, overwhelmingly, the opinion that community resources could and should take the responsibility in bringing about necessary program planning and development commensurate with present needs of adults in the communities in which high schools have closed. The writer recommends that intensive research studies be made of small communities in which schools have closed and that the research effort include residents in the gathering of data. The studies would include needs which are being met and those which are not being met. On such research findings, generalizations can be made on how change has affected the community and how best to meet the change. This research would be utilized in getting residents of small communities to adopt goals which would serve the needs of the areas in transitional periods such as those posed by the desegregation and consolidation of public schools.

Since the process of desegregation is national in scope and origin, subsequent problems which accrue therefrom are also national. It is

highly recommended that national studies on the changes brought about in small communities as a consequence of the closing of high schools be made. An investigation tour of sixty or more communities to gather necessary data, and the analysis of these data should lead to a most significant national publication in the area of the community in which scientific research information is still scarce. It is possible that wide variations in such effects will appear. However, the results will be useful in setting up valid generalizations regarding such transitions which may be instrumental in future community planning.

More detailed and intensive research studies are needed in specific communities in which public high schools have been closed. The author believes that longitudinal studies in the area should be attempted which would extend over a period of years in small communities in which high schools have closed or consolidated. If the closing of the school affects small communities dysfunctionally, then studies should be made to ascertain a more detailed report of the various areas in which it is felt.

Moreover, studies of specific organizations and institutions in small communities should be made. The studies should seek to ascertain the potential strengths of such organizations and the willingness of their members for broadened participation in meeting community needs through services and activities for adults.

A final recommendation for further research in the area of small communities in which high schools have closed involves attitudes and opinions of high school students regarding desegregation and its subsequent changes. Areas in which these studies might be of most benefit are attitudes and opinions on their inclusion in extra curricula

activities in the integrated schools, their participation in local community activities and opinions regarding educational and social activities which would substitute for those once offered by the high school. Information from such research could be utilized by integrated schools in the development of programs to meet the needs of commuting students, and by the community leaders in the planning of activities for such young people in their immediate communities.

### Implications

The changed and still changing patterns of small communities brought about by the desegregation acts of the 1950's have been affected. Programs of social and educational activities for adults in some communities were decreased. Young people who once were citizens of the small local communities are now citizens of two communities, the local communities and the communities in which the integrated schools are located. Professional education leaders who once exerted informal influence on the small, local communities have been forced to take up residence elsewhere in order to find employment. These transitions indicate the following educational implications:

1. The integrated high schools are challenged to broaden their curricula to include the small communities of their commuting students. It is only through the development of such programs that the commuting students can receive the best educational advantages that society desires and can afford. This type of curriculum organization will necessarily provide many of the needed social and educational experiences for

- adults who must contribute to the growth and development of their children. Otherwise, gaps will remain in the learning experiences of commuting students.
2. Integrated high schools have a responsibility to know the social and economic problems which affect the commuting students in order to provide help in the solving of related educational problems. These elements are functionally interdependent.
  3. A significant complement to the scientific research studies on small communities in which public high schools have closed would be community survey studies made by administrators, teachers, and students of integrated schools for the improvement of the curriculum. Information obtained from such surveys would be of great benefit to integrated schools in making learning more effective for its commuting students and their parents. It appears to the writer of this study that this is not optional, but is coterminous with other curriculum development if education is to achieve its objectives.

#### Summary

The problem of the study was concerned with the social and educational changes effected by the closing of public high schools in small communities. Four purposes underlay the study. They were: (1) to identify the educational and social changes in small communities brought on by the closing of the high schools, (2) to discover the possible

areas in which school activities, programs, and services could be substituted for by the implementation of similar programs by other agencies, (3) to ascertain the opinions of residents of the communities on the impact of the closing of the high schools, and (4) to make recommendations for programs which would be comparable to the former programs offered by the high schools.

Several research studies were included to bring into focus some of the related problems of the study. They included a study on social change, studies on locality and community participation, studies on community power structure and decision-making, a study on patterns of influence in small communities and studies on adult education. The studies undergirded the theoretical background of the thesis and aided in the statement of the problem, provided insight into the problems of social change and commuting, provided help in sampling procedures, the selection of respondents and the analyzing of data, and were helpful in the development of the several instruments used in the study.

The hypotheses of the study were: (1) the closing of high schools in small communities has brought about educational and social changes in community life, changes which are perceived by residents, specifically, in adult education courses, recreational, civic, health, and cultural services and activities, and in the informal influence of education leaders and (2) these perceived changes will be affected by: (a) the extent of the former school-related activities and services, (b) existing programs which substitute for former school-related programs, and (c) the increase in distance to be traveled in order to participate in similar activities and to obtain similar services.

The hypotheses were based upon the underlying assumptions: (1)

when a public high school closes in a small community, changes occur in community life, (2) these changes can be, to some degree, perceived by residents of the community, and (3) the impact of these changes, as perceived by members of a community can be identified, measured, and used in the development of community action programs.

Three research instruments were developed for the study: A questionnaire on adult education courses, recreational, civic, health, and cultural activities, and informal influence of professional education leaders in the communities prior to the closing of the high schools; a questionnaire on programs and activities presently available in the communities for adults; and an interview schedule on adult felt needs for services and activities comparable to those offered prior to the schools' closing and adult opinions on the desegregation of the schools and consequential changes. Also, informal interviews were employed as a follow-up device for gathering needed data.

The general procedure and treatment of data comprised: (1) the administration of the three instruments of the study, (2) compilation and recording of the responses received, and (3) the computation and tabulation of the data yielded through the several inquiries.

Answers were sought to the following questions: (1) What were the school related services and activities available to adults of the communities under study one year prior to the closing of the Negro high schools? (2) What services and activities are presently available to Negro adults of the communities under study that are similar to the ones offered under the sponsorship of the Negro high schools? (3) What are the felt needs for services and activities comparable to those usually made available to adults through and/or with the cooperation of



the public high schools? and (4) What are the opinions of adults of the communities under study regarding the effects of desegregation and the closing of the Negro high schools in their communities?

In order to secure answers to the above questions and to test the hypotheses set forth, the three instruments were administered to several groups of respondents of Red Bird, an all Negro community, and Chandler, a town made up largely of Negroes and whites.

It was found that several of the services and activities listed on the first questionnaire were available prior to the closing of the high school in Red Bird (see Tables I-VI and Table XXV). It was also found that several of the services listed on the second questionnaire are presently available (see Tables VII-XII and Table XXVI). Further, it was found that all of the services and activities listed in the interview schedule were felt to be needed in Red Bird (see Tables XXVII-XXXII). Interviewees viewed the closing of the high school as effecting changes in the life of the community, limiting educational and social opportunities for adults, and desegregation of public schools as providing greater educational advantages for Negro youth.

It was found that several of the services and activities listed on the first questionnaire were available prior to the closing of the Negro high school of Chandler (see Tables XIII-XVIII and Table XLIII). Several of the services and activities listed on the second questionnaire were found to be presently available for Negro adults of Chandler (see Tables XIX-XXIV and Table XLIV). Also, data indicated that several services and activities listed in the interview schedule were felt to be needed by Negro adults of Chandler (see Tables XLV-L). Interviewees of Chandler, as did those of Red Bird, viewed the closing

of the Negro high school as effecting changes in the life of the community, limiting educational and social opportunities for adults, and desegregation of public schools as providing greater educational advantages for Negro youth.

On the basis of data compiled from the investigation, it was concluded that the closing of Negro high schools in small communities has brought about educational and social changes in community life, changes which are perceived by residents, specifically, in the following activities and services: Adult education, recreation, civic, health, and cultural activities, and informal influence of professional educational leaders. It was further concluded that these perceived changes were affected by the extent of former community centered activities and services, the existing programs which substitute for former high school-related programs of services and activities, and the increase in distance to be traveled in order to participate in similar activities and to obtain similar services.

On the basis of conclusions drawn from the investigation, it was recommended that programs which are commensurate with the needs of young people and adults be implemented in communities in which public high schools have been closed. It was further recommended that special provisions be made for the closing of public high schools in small communities, and that these special provisions would begin at least three years prior to the closing of the school.

Recommendations for further research included the following: That research be done to evaluate the effectiveness of existing programs offered under the Office of Economic Opportunity for adults; that research be conducted on the extent to which the church is presently

meeting adults' social and educational needs and the extent to which it is equipped and willing to extend itself toward this objective in the future; that studies be done to ascertain other dysfunctional affects which the closing of high schools might have on small communities; that studies be done to explore the relationship between commuting high school students and their participation in the community, in school activities, and their relationships with their parents; that comparative studies be made on the effects of the closing of high schools in small communities; that studies be conducted on the extent to which adults of small communities avail themselves of opportunities to participate in programs designed for their development; that new needs studies, which would include needs brought on by recent community changes, be done; that investigations be undertaken to ascertain to what extent the integrated high schools include the small communities in the development of their curricula; that national studies (in scope and origin) be conducted to ascertain the changes brought about by the closing of high schools in small communities; that more longitudinal studies which would cover a period of years be conducted to determine a more detailed report of aspects involved in the closing of schools in small communities; that studies of specific organizations and institutions in small communities be made; and that more research be done to ascertain the attitudes and opinions of high school students regarding the desegregation of schools and its subsequent changes.

The implications of the present investigation are that integrated high schools are challenged to broaden their curricula to include the small communities of their commuting students; to know the social and

economic problems which affect the commuting students in order to provide assistance in the solving of related educational problems; and to engage in surveys of communities of their commuting students with the purpose of developing a curriculum which would make learning more effective for both students and their parents.

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APPENDIX A

TABLES

TABLE XXV

SUMMARY OF COURSES, SERVICES, AND ACTIVITIES AVAILABLE  
TO ADULTS OF RED BIRD PRIOR TO THE CLOSING OF  
THE HIGH SCHOOL

	A	NA
<b>ADULT EDUCATION COURSES</b>		
Sewing . . . . .	x	
Cooking . . . . .	x	
Canning . . . . .	x	
Shop Training . . . . .	x	
Vocational Guidance . . . . .	x	
Home Improvement . . . . .	x	
Dairying . . . . .	x	
Food Production . . . . .	x	
Mathematics . . . . .		x
English . . . . .		x
History . . . . .		x
Health . . . . .		x
Arts and Crafts . . . . .		x
Government . . . . .		x
<b>RECREATIONAL ACTIVITIES</b>		
Learn and play games of interest to adults and young people . . . . .		x
Engage in physical play such as baseball, etc. . . .	x	
Learn to develop hobbies, such as knitting, leatherwork and other crafts . . . . .	x	
Learn to take advantage of recreational activities in nearby areas such as parks, etc. . . . .	x	
Learn about the importance of play in the home . . .	x	
Engage in indoor socials such as teas, banquets, etc. . . . .	x	
Learn to plan and carry out outdoor socials such as picnics, parties, etc. . . . .	x	
Learn how to organize various types of clubs . . . .	x	
Learn to take advantage of seeing good movies and other types of commercialized entertainment . . . .		x
Learn how to play paper and pencil games . . . . .		x
<b>CIVIC ACTIVITIES</b>		
Learn how to register to vote . . . . .	x	
Learn why one should vote . . . . .	x	
Learn how to vote . . . . .	x	
Learn about issues on which to vote . . . . .	x	
Learn the basic rights of citizens . . . . .	x	
Learn about the benefits of government . . . . .	x	

TABLE XXV (CONTINUED)

	A	NA
Learn the importance of being good, loyal American citizens . . . . .	x	
Learn the privileges of being citizens of a democratic country . . . . .	x	
Learn about the serious problems facing the community, state, nation, and the world . . . . .	x	
Learn about national holidays and what they mean to the American people . . . . .	x	
Learn how to save the land and other natural resources . . . . .	x	
Learn how to keep up with the latest news on community, state, national, and world affairs . . . . .		x
Learn how to use clubs and other organizations to which one belongs to meet community needs . . . . .	x	
<b>HEALTH SERVICES AND ACTIVITIES</b>		
Learn how to plan meals . . . . .	x	
Discuss problems of health with knowledgeable people . . . . .		x
Learn basic rules of cleanliness . . . . .	x	
Learn symptoms of mental illness . . . . .		x
Learn symptoms of physical illness . . . . .		x
Receive shots for communicable diseases . . . . .	x	
Learn first aid treatments . . . . .	x	
Learn how to report emergencies . . . . .	x	
Learn safety rules . . . . .	x	
Learn how to prevent fires and other home accidents . . . . .	x	
Learn how to prepare for storms, tornadoes, and other community threats . . . . .	x	
Learn basic rules for driving automobiles to prevent accidents . . . . .		x
Learn basic rules for pedestrians to prevent accidents . . . . .		x
<b>CULTURAL ACTIVITIES</b>		
Attend musicals . . . . .	x	
Learn to appreciate various types of music . . . . .	x	
Learn about great musicians . . . . .	x	
Belong to music clubs . . . . .		x
Attend plays (dramas) . . . . .	x	
Learn how to select good television shows . . . . .		x
Belong to reading clubs . . . . .		x
Attend book talks and reviews . . . . .	x	

TABLE XXV (CONTINUED)

	A	NA
Learn about sources from which to obtain free reading materials for community . . . . .	x	
Learn how to select and read the best newspapers . .		x
Learn how to use a library . . . . .	x	
Learn about great thinkers . . . . .	x	
Attend lectures on different issues . . . . .	x	
Learn how to speak correctly . . . . .		x
Learn to appreciate different types of folk dances . . . . .	x	
Learn about art, such as paintings, sculpture, etc. . . . .		x
INFORMAL INFLUENCE OF PROFESSIONAL EDUCATION LEADERS		
Assistance in understanding the law or courts . . . .	x	
Help in explaining important issues (problems) facing community, state, and nation . . . . .	x	
Assistance in making difficult community decisions . . . . .	x	
Help to parents in the understanding of their duties (roles) as parents . . . . .	x	
Guidance in understanding behavior problems of young people . . . . .	x	
Guidance in solving personal problems . . . . .	x	
Guidance in how to get and keep jobs . . . . .	x	
Help in reading directions such as labels on medicine . . . . .	x	
Leadership in the church such as teaching Sunday School classes . . . . .	x	

A = Available

NA = Not Available

TABLE XXVI

SUMMARY OF COURSES, SERVICES, AND ACTIVITIES  
PRESENTLY AVAILABLE TO ADULTS OF RED BIRD

Courses, Services, and Activities	A	NA
<b>ADULT EDUCATION COURSES</b>		
Sewing . . . . .	x	
Cooking . . . . .	x	
Canning . . . . .	x	
Shop Training . . . . .		x
Vocational Guidance . . . . .		x
Home Improvement . . . . .	x	
Dairying . . . . .		x
Food Production . . . . .	x	
Mathematics . . . . .		x
English . . . . .		x
History . . . . .		x
Health . . . . .		x
Arts and Crafts . . . . .		x
Government . . . . .		x
<b>RECREATIONAL ACTIVITIES</b>		
Learn and play games of interest to adults and young people . . . . .		x
Engage in physical play, such as baseball, etc. . . .	x	
Learn to develop hobbies, such as knitting, leatherwork, and other crafts . . . . .	x	
Learn to take advantage of recreational activi- ties in nearby areas such as parks, etc. . . . .		x
Learn about the importance of play in the home . . .	x	
Engage in indoor socials, such as teas, banquets, etc. . . . .	x	
Learn to plan and carry out outdoor socials, such as picnics, parties, etc. . . . .	x	
Learn how to organize various types of clubs . . . .		x
Learn to take advantage of seeing good movies and other types of commercialized entertainment . .		x
Learn how to play paper and pencil games . . . . .		x
<b>CIVIC ACTIVITIES</b>		
Learn how to register to vote . . . . .	x	
Learn why one should vote . . . . .	x	
Learn how to vote . . . . .	x	
Learn about issues on which to vote . . . . .		x
Learn the basic rights of citizens . . . . .	x	
Learn about the benefits of government . . . . .	x	

TABLE XXVI (CONTINUED)

Courses, Services, and Activities	A	NA
Learn the importance of being good, loyal American citizens . . . . .		x
Learn the privileges of being citizens of a democratic country . . . . .		x
Learn about the serious problems facing the community, state, nation, and the world . . . . .		x
Learn about national holidays and what they mean to the American people . . . . .		x
Learn how to save the land and other natural resources . . . . .	x	
Learn how to keep up with the latest news on community, state, national, and world affairs . . . . .		x
Learn how to use clubs and other organizations to which one belongs to meet community needs . . . . .		x
<b>HEALTH SERVICES AND ACTIVITIES</b>		
Learn how to plan meals . . . . .	x	
Discuss problems of health with knowledgeable people . . . . .		x
Learn basic rules of cleanliness . . . . .	x	
Learn symptoms of mental illness . . . . .		x
Learn symptoms of physical illness . . . . .		x
Receive shots for communicable diseases . . . . .	x	
Learn first aid treatments . . . . .		x
Learn how to report emergencies . . . . .		x
Learn safety rules . . . . .		x
Learn how to prevent fires and other home accidents . . . . .		x
Learn how to prepare for storms, tornadoes, and other community threats . . . . .		x
Learn basic rules for driving automobiles to prevent accidents . . . . .		x
Learn basic rules for pedestrians to prevent accidents . . . . .		x
<b>CULTURAL ACTIVITIES</b>		
Attend musicals . . . . .		x
Learn to appreciate various types of music . . . . .		x
Learn about great musicians . . . . .		x
Belong to music clubs . . . . .		x
Attend plays (dramas) . . . . .	x	
Learn how to select good television shows . . . . .		x
Belong to reading clubs . . . . .		x
Attend book talks and reviews . . . . .		x
Learn about sources from which to obtain free reading materials for community . . . . .		x

TABLE XXVI (CONTINUED)

Courses, Services, and Activities	A	NA
Learn how to select and read the best newspapers . . .		x
Learn how to use a library . . . . .		x
Learn about great thinkers . . . . .		x
Attend lectures on different issues . . . . .	x	
Learn how to speak correctly . . . . .		x
Learn to appreciate different types of folk dances . . . . .		x
Learn about art, such as paintings, sculpture, etc. . . . .		x
<b>INFORMAL INFLUENCE OF PROFESSIONAL EDUCATION LEADERS</b>		
Assistance in understanding the law or courts . . . . .		x
Help in explaining important issues (problems) facing community, state, and nation . . . . .		x
Assistance in making difficult community decisions . . . . .		x
Help to parents in the understanding of their duties (roles) as parents . . . . .		x
Guidance in understanding behavior problems of young people . . . . .		x
Guidance in solving personal problems . . . . .		x
Guidance in how to get and keep jobs . . . . .		x
Help in reading directions such as labels on medicine . . . . .	x	
Leadership in the church such as teaching Sunday School classes . . . . .	x	

A = Available

NA = Not Available

TABLE XXVII

## OPINIONS ON ADULT EDUCATION COURSES NEEDED FOR RED BIRD

	Y	N	U	NC
Sewing	95.56	0	4.44	0
Cooking	95.56	0	4.44	0
Canning	75.56	20.00	2.22	2.22
Shop Training	77.78	15.56	2.22	4.44
Vocational Guidance	80.00	2.22	13.33	4.44
Home Improvement	93.33	0	2.22	4.44
Food Production	88.89	6.67	4.44	0
Dairying	53.33	31.11	6.67	8.89
Mathematics	88.89	6.67	2.22	2.22
English	93.33	0	4.44	2.22
History	86.67	4.44	6.67	2.22
Health	88.89	4.44	2.22	4.44
Arts and Crafts	57.78	22.22	8.89	11.11
Government	71.11	11.11	13.33	4.45

## CODE:

Y = Yes      U = Undecided  
 N = No      NC = No Comment



TABLE XXVIII

## OPINIONS ON RECREATIONAL ACTIVITIES NEEDED FOR ADULTS OF RED BIRD

	Y	N	U	NC
Learn and play games which are of interest to adults, children, and youth	97.78	0	2.22	0
Engage in physical games such as baseball, etc.	73.33	17.78	4.45	4.45
Learn to develop hobbies such as knitting, leatherwork, and other crafts	86.67	6.67	4.45	2.22
Learn to take advantage of recreational activities in nearby areas such as parks, etc.	91.11	2.22	4.45	2.22
Learn about the importance of play in the home	93.33	4.45	2.22	0
Engage in indoor socials such as teas, banquets, etc.	88.89	2.22	4.45	4.45
Learn how to plan and carry out outdoor socials such as picnics, parties, etc.	86.68	8.89	2.22	2.22
Learn how to organize various types of clubs	62.22	22.22	11.11	4.45
Learn to take advantage of seeing good movies and other kinds of commercialized entertainment	77.78	8.89	8.89	4.45
Learn how to play paper and pencil games	75.56	13.33	8.89	2.22

## CODE:

Y = Yes      U = Undecided  
 N = No      NC = No comment

TABLE XXIX

## OPINIONS ON CIVIC ACTIVITIES NEEDED FOR ADULTS OF RED BIRD

	Y	N	U	NC
Learn how to register to vote	55.56	33.33	4.45	6.67
Learn why one should vote	95.56	4.45	0	0
Learn how to vote	88.89	6.67	2.22	2.22
Learn about issues on which to vote	93.33	2.22	2.22	2.22
Learn the basic rights of citizens	95.56	0	2.22	2.22
Learn the benefits of government	97.78	0	2.22	0
Learn the importance of being good and loyal American citizens	100.00	0	0	0
Learn the privileges of being citizens of a democratic country	100.00	0	0	0
Learn about the most serious prob- lems facing the community, state, nation, and the world	97.78	0	2.22	0
Learn how to save the land and other natural resources	88.89	0	8.89	2.22
Learn about national holidays and what they mean to the American people	88.89	2.22	4.45	4.45
Learn how to keep up with the latest news on community, state, national, and world affairs	95.56	0	4.44	0
Learn how to use clubs and other or- ganizations to which one belongs to meet community needs	86.67	0	13.33	0

## CODE:

Y = Yes      U = Undecided  
N = No      NC = No comment

TABLE XXX  
 OPINIONS ON HEALTH SERVICES AND ACTIVITIES NEEDED FOR ADULTS  
 OF RED BIRD

	Y	N	U	NC
Learn how to plan meals	91.11	2.22	2.22	4.45
Discuss problems of health with knowledgeable people	82.22	11.11	4.45	2.22
Learn basic rules of cleanliness	93.33	2.22	4.45	0
Learn symptoms of mental illness	97.78	0	2.22	0
Learn symptoms of physical illness	100.00	0	0	0
Receive shots for communicable diseases	93.33	0	6.67	0
Learn first aid treatments	95.56	0	4.45	0
Learn how to report emergencies	93.33	2.22	4.45	0
Learn safety rules	95.56	0	4.45	0
Learn how to prevent fires and other home accidents	97.78	2.22	0	0
Learn how to prepare for storms, tornadoes, and other community threats	97.78	2.22	0	0
Learn basic rules for driving automobiles to prevent accidents	91.11	2.22	4.45	2.22
Learn basic rules for pedestrians to prevent accidents	93.33	0	2.22	4.45

## CODE:

Y = Yes      U = Undecided  
 N = No      NC = No comment

TABLE XXXI

## OPINIONS ON CULTURAL ACTIVITIES NEEDED FOR ADULTS OF RED BIRD

	Y	N	U	NC
Attend musicals	75.56	15.56	6.67	2.22
Learn to appreciate various types of music	57.78	20.00	13.33	8.89
Learn about great musicians	62.22	13.33	24.45	0
Belong to music clubs	77.78	11.11	8.89	2.22
Attend plays (dramas)	84.44	8.89	6.67	0
Learn how to select good television shows	91.11	2.22	4.45	2.22
Belong to reading clubs	80.00	11.11	8.89	0
Attend book talks and reviews	88.89	6.67	2.22	2.22
Learn about sources from which to obtain free reading materials for the community	86.67	4.45	8.89	0
Learn how to read and select the best newspapers	91.11	4.45	0	4.45
Learn how to use a library	73.33	20.00	6.67	0
Learn about great thinkers	82.22	11.11	4.45	2.22
Attend lectures on different issues	91.11	6.67	2.22	0
Learn how to speak correctly	93.33	4.45	2.22	0
Learn to appreciate different types of folk dances	51.11	42.22	4.45	2.22
Learn about art such as paintings, sculpture, etc.	55.56	17.78	15.56	11.11

## CODE:

Y = Yes      U = Undecided  
 N = No      NC = No comment

TABLE XXXII

OPINIONS ON INFORMAL INFLUENCE OF PROFESSIONAL EDUCATION LEADERS  
NEEDED FOR ADULTS OF RED BIRD

	Y	N	U	NC
Assistance in understanding the law or courts	91.11	4.45	0	4.45
Help in explaining important issues (problems) facing the community, state, and nation	95.56	0	4.45	0
Assistance in making difficult community decisions	91.11	4.45	0	4.45
Help to parents in the understanding of their duties (roles) as parents	93.33	2.22	2.22	2.22
Guidance in solving personal problems	95.56	0	2.22	2.22
Guidance in understanding the behavior problems of children	95.56	2.22	0	2.22
Guidance in how to get and keep jobs	86.67	4.45	0	8.89
Help in reading directions such as labels on medicine	95.56	2.22	2.22	0
Leadership in the church such as teaching Sunday School classes	95.56	0	2.22	2.22

## CODE:

Y = Yes      U = Undecided  
N = No      NC = No comment

TABLE XXXIII

## OPINIONS ON THE CONSEQUENCES OF CLOSING THE RED BIRD HIGH SCHOOL

	SA	A	D	SD	NC
Closing the Negro high school caused no serious changes in the community's life	8.89	4.45	37.78	37.78	11.11
Young people get into trouble more since the Negro high school closed	51.11	35.56	8.89	0	4.45
The Negro high school should not have been closed	48.89	35.56	8.89	2.22	4.45
Since the Negro high school closed more boys and girls drop out of school	48.89	37.78	4.45	2.22	6.67
Closing the Negro high school cut down on educational opportunities for adults	55.56	37.78	4.45	0	2.22
Closing the Negro high school was the right thing to do	2.22	8.89	35.56	48.89	4.44
The community should find means to continue adult educational opportunities once offered by the Negro high school	64.44	35.56	0	0	0
The Negro high school program was adequate (good)	11.11	68.89	13.33	0	6.67
The Negro high school building should be used as a community center	8.89	8.89	68.89	8.89	4.45
Closing the Negro high school gave Negro youth greater educational opportunities	33.33	46.67	11.11	4.45	4.45
The Negro high school program was inadequate (poor)	0	13.33	68.89	11.11	6.67
Since the Negro high school closed, fewer social activities are available for adults of the community	57.78	42.22	0	0	0

CODE: SA means "Strongly Agree"; A means "Agree"; D means "Disagree"; SD means "Strongly Disagree"; and NC means "No Comment".

TABLE XXXIV

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND ACTIVITIES  
IN RED BIRD COMMUNITY: ADULT EDUCATION CLASSES

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
ADULT EDUCATION COURSES		
The city of Red Bird	7	15.56
Federal aid programs	6	13.33
Community churches	8	17.78
Wagoner County, city and state agencies cooperating	9	20.00
Local clubs	10	22.22
Don't know	5	11.11
TOTAL	45	100.00

TABLE XXXV

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND  
ACTIVITIES IN RED BIRD COMMUNITY:  
RECREATIONAL ACTIVITIES

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
RECREATIONAL ACTIVITIES		
Community clubs and fraternal organizations	15	33.33
Churches of the community	10	22.22
Federal Programs	8	17.78
County and state cooperatively	9	20.00
Don't know	3	6.67
TOTAL	45	100.00

TABLE XXXVI

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND ACTIVITIES  
IN RED BIRD COMMUNITY: CIVIC ACTIVITIES

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
CIVIC ACTIVITIES		
County and state cooperatively	10	22.22
City and county cooperatively	10	22.22
Federal Programs	8	17.78
Churches	7	15.56
Local clubs	8	17.78
Don't know	2	4.44
TOTAL	45	100.00

TABLE XXXVII

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND ACTIVITIES  
IN RED BIRD COMMUNITY: HEALTH SERVICES  
AND ACTIVITIES

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
HEALTH SERVICES AND ACTIVITIES		
Doctors and hospitals nearby	7	15.56
Federal government	8	17.78
County and city organizations	7	15.56
Churches of the city	5	11.11
The city of Red Bird	9	20.00
Elementary school	5	11.11
Don't know	4	8.89
TOTAL	45	100.01



TABLE XXXVIII

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND ACTIVITIES  
IN RED BIRD COMMUNITY: CULTURAL ACTIVITIES

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
CULTURAL ACTIVITIES		
Elementary School	8	17.78
Local Clubs	9	20.00
The city of Red Bird	10	22.22
Churches of the city	5	11.11
Integrated schools which children attend	5	11.11
Federal and county governments	5	11.11
Don't know	3	6.67
TOTAL	45	100.00

TABLE XXXIX

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND ACTIVITIES  
IN RED BIRD COMMUNITY: INFORMAL INFLUENCE  
OF PROFESSIONAL EDUCATION LEADERS

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
INFORMAL INFLUENCE OF PROFESSIONAL EDUCATION LEADERS		
The elementary school faculty	10	22.22
Educators and other professional persons who live in the area	11	24.45
Integrated schools which children attend	15	33.33
Don't know	9	20.00
TOTAL	45	100.00

TABLE XL

INTERVIEWEES ENROLLED IN ADULT EDUCATION COURSES  
PRIOR TO THE CLOSING OF THE  
RED BIRD HIGH SCHOOL

Yes		No		Total
Number	Per Cent	Number	Per Cent	
11		34		45
	24.44		75.56	100.00

TABLE XLI

COURSES TAKEN BY INTERVIEWEES PRIOR TO THE CLOSING  
OF THE RED BIRD HIGH SCHOOL

Courses	Number	Per Cent
Sewing	3	6.67
Cooking	1	2.22
Canning	1	2.22
Shop Training	1	2.22
Vocational Guidance	1	2.22
Home Improvement	1	2.22
Dairying	2	4.44
Food Production	1	2.22
TOTAL	11	24.44

TABLE XLII  
COURSES RED BIRD INTERVIEWEES WOULD  
ADVISE YOUNG ADULTS TO TAKE

Course	Number	Per Cent
Cosmetology	5	11.11
Mathematics	4	8.89
Vocational Guidance	5	11.11
English	5	11.11
Food Production	3	6.67
Health	5	11.11
Shop Training	7	15.55
Cooking	5	11.11
Sewing	3	6.67
Home Improvement	3	6.67
TOTAL	<u>45</u>	<u>100.00</u>

TABLE XLIII

SUMMARY OF COURSES, SERVICES, AND ACTIVITIES AVAILABLE TO NEGRO  
ADULTS OF CHANDLER PRIOR TO THE CLOSING OF THE  
NEGRO HIGH SCHOOL

	A	NA
<b>ADULT EDUCATION COURSES</b>		
Sewing . . . . .	x	
Cooking . . . . .	x	
Canning . . . . .	x	
Shop Training . . . . .	x	
Vocational Guidance . . . . .	x	
Home Improvement . . . . .	x	
Dairying . . . . .	x	
Food Production . . . . .	x	
Mathematics . . . . .		x
English . . . . .		x
History . . . . .		x
Health . . . . .		x
Arts and Crafts . . . . .		x
Government . . . . .		x
<b>RECREATIONAL ACTIVITIES</b>		
Learn and play games of interest to adults and young people . . . . .		x
Engage in physical play such as baseball, etc. . . .	x	
Learn to develop hobbies such as knitting, leatherwork, and other crafts . . . . .	x	
Learn to take advantage of recreational activities in nearby areas such as parks, etc. . . . .	x	
Learn about the importance of play in the home . . .	x	
Engage in indoor socials such as teas, banquets, etc. . . . .	x	
Learn to plan and carry out outdoor socials such as picnics, parties, etc. . . . .	x	
Learn how to organize various types of clubs . . . .	x	
Learn to take advantage of seeing good movies and other types of commercialized entertainment . . . .		x
Learn how to play paper and pencil games . . . . .		x
<b>CIVIC ACTIVITIES</b>		
Learn how to register to vote . . . . .	x	
Learn why one should vote . . . . .	x	
Learn how to vote . . . . .	x	
Learn about issues on which to vote . . . . .	x	
Learn the basic rights of citizens . . . . .	x	
Learn about the benefits of government . . . . .	x	

TABLE XLIII (CONTINUED)

	A	NA
Learn the importance of being good, loyal American citizens . . . . .	x	
Learn the privileges of being citizens of a democratic country . . . . .	x	
Learn about the serious problems facing the community, state, nation, and the world . . . . .	x	
Learn about national holidays and what they mean to the American people . . . . .	x	
Learn how to save the land and other natural resources . . . . .	x	
Learn how to keep up with the latest news on community, state, national, and world affairs . . .		x
Learn how to use clubs and other organizations to which one belongs to meet community needs . . .	x	
<b>HEALTH SERVICES AND ACTIVITIES</b>		
Learn how to plan meals . . . . .	x	
Discuss problems of health with knowledgeable people . . . . .	x	
Learn basic rules of cleanliness . . . . .	x	
Learn symptoms of mental illness . . . . .		x
Learn symptoms of physical illness . . . . .		x
Receive shots for communicable diseases . . . . .	x	
Learn first aid treatments . . . . .	x	
Learn how to report emergencies . . . . .	x	
Learn safety rules . . . . .	x	
Learn how to prevent fire and other home accidents . . . . .	x	
Learn how to prepare for storms, tornadoes, and other community threats . . . . .	x	
Learn basic rules for driving automobiles to prevent accidents . . . . .		x
Learn basic rules for pedestrians to prevent accidents . . . . .		x
<b>CULTURAL ACTIVITIES</b>		
Attend musicals . . . . .	x	
Learn to appreciate various types of music . . . . .	x	
Learn about great musicians . . . . .	x	
Belong to music clubs . . . . .		x
Attend plays (dramas) . . . . .	x	

TABLE XLIII (CONTINUED)

	A	NA
Learn how to select good television shows . . . . .		x
Belong to reading clubs . . . . .		x
Attend book talks and reviews . . . . .		x
Learn about sources from which to obtain free reading materials for community . . . . .	x	
Learn how to select and read the best newspapers . .		x
Learn how to use a library . . . . .	x	
Learn about great thinkers . . . . .	x	
Attend lectures on different issues . . . . .	x	
Learn how to speak correctly . . . . .		x
Learn to appreciate different types of folk dances . . . . .	x	
Learn about art such as paintings, sculpture, etc. . . . .		x
INFORMAL INFLUENCE OF PROFESSIONAL EDUCATION LEADERS		
Assistance in understanding the law or courts . . . .	x	
Help in explaining important issues (problems) facing community, state, and nation . . . . .	x	
Assistance in making difficult community decisions . . . . .	x	
Help to parents in the understanding of their duties (roles) as parents . . . . .	x	
Guidance in understanding behavior problems of young people . . . . .	x	
Guidance in solving personal problems . . . . .	x	
Guidance in how to get and keep jobs . . . . .	x	
Help in reading directions such as labels on medicine . . . . .	x	
Leadership in the church such as teaching Sunday School classes . . . . .	x	

A = Available

NA = Not Available

TABLE XLIV

SUMMARY OF COURSES, SERVICES, AND ACTIVITIES PRESENTLY  
AVAILABLE TO NEGRO ADULTS OF CHANDLER

	A	NA
ADULT EDUCATION COURSES		
Sewing . . . . .	x	
Cooking . . . . .	x	
Canning . . . . .	x	
Shop Training . . . . .	x	
Vocational Guidance . . . . .	x	
Home Improvement . . . . .	x	
Dairying . . . . .	x	
Food Production . . . . .	x	
Mathematics . . . . .		x
English . . . . .		x
History . . . . .		x
Health . . . . .		x
Arts and Crafts . . . . .		x
Government . . . . .		x
*Business Administration . . . . .	x	
*Human Resource Development . . . . .	x	
*General Agriculture . . . . .	x	
RECREATIONAL ACTIVITIES		
Learn and play games of interest to adults and young people . . . . .		x
Engage in physical play such as baseball, etc. . . . .	x	
Learn to develop hobbies such as knitting, leatherwork, and other crafts . . . . .		x
Learn to take advantage of recreational activities in nearby areas such as parks, etc. . . . .	x	
Learn about the importance of play in the home . . . . .	x	
Engage in indoor socials such as teas, banquets, etc. . . . .	x	
Learn to plan and carry out outdoor socials such as picnics, parties, etc. . . . .	x	
Learn how to organize various types of clubs . . . . .		x
Learn to take advantage of seeing good movies and other types of commercialized entertainment . . . . .		x
Learn how to play paper and pencil games . . . . .		x
CIVIC ACTIVITIES		
Learn how to register to vote . . . . .	x	
Learn why one should vote . . . . .	x	
Learn how to vote . . . . .	x	
Learn about issues on which to vote . . . . .		x

TABLE XLIV (CONTINUED)

	A	NA
Learn the basic rights of citizens . . . . .		X
Learn about the benefits of government . . . . .	X	
Learn the importance of being good, loyal American citizens . . . . .	X	
Learn the privileges of being citizens of a democratic country . . . . .	X	
Learn about the serious problems facing the community, state, nation, and the world . . . . .		X
Learn about national holidays and what they mean to the American people . . . . .	X	
Learn how to save the land and other natural resources . . . . .	X	
Learn how to keep up with the latest news on community, state, national, and world affairs . . .		X
Learn how to use clubs and other organizations to which one belongs to meet community needs . . .		X
<b>HEALTH SERVICES AND ACTIVITIES</b>		
Learn how to plan meals . . . . .	X	
Discuss problems of health with knowledgeable people . . . . .	X	
Learn basic rules of cleanliness . . . . .	X	
Learn symptoms of mental illness . . . . .		X
Learn symptoms of physical illness . . . . .	X	
Receive shots for communicable diseases . . . . .	X	
Learn first aid treatments . . . . .	X	
Learn how to report emergencies . . . . .	X	
Learn safety rules . . . . .	X	
Learn how to prevent fires and other home accidents . . . . .	X	
Learn how to prepare for storms, tornadoes, and other community threats . . . . .	X	
Learn basic rules for driving automobiles to prevent accidents . . . . .		X
Learn basic rules for pedestrians to prevent accidents . . . . .		X
<b>CULTURAL ACTIVITIES</b>		
Attend musicals . . . . .	X	
Learn to appreciate various types of music . . . . .	X	
Learn about great musicians . . . . .		X
Belong to music clubs . . . . .		X
Attend plays (dramas) . . . . .	X	
Learn how to select good television shows . . . . .		X
Belong to reading clubs . . . . .		X
Attend book talks and reviews . . . . .	X	



TABLE XLIV (CONTINUED)

	A	NA
Learn about sources from which to obtain free reading materials for community . . . . .	x	
Learn how to select and read the best newspapers . . . . .		x
Learn how to use a library . . . . .	x	
Learn about great thinkers . . . . .	x	
Attend lectures on different issues . . . . .	x	
Learn how to speak correctly . . . . .		x
Learn to appreciate different types of folk dances . . . . .	x	
Learn about art such as music, paintings, sculpture, etc. . . . .		x
INFORMAL INFLUENCE OF PROFESSIONAL EDUCATION LEADERS		
Assistance in understanding the law or courts . . . . .	x	
Help in explaining important issues (problems) facing community, state, and nation . . . . .		x
Assistance in making difficult community decisions . . . . .	x	
Help to parents in the understanding of their duties (roles) as parents . . . . .		x
Guidance in understanding behavior problems of young people . . . . .		x
Guidance in solving personal problems . . . . .		x
Guidance in how to get and keep jobs . . . . .	x	
Help in reading directions such as labels on medicine . . . . .		x
Leadership in the church such as teaching Sunday School classes . . . . .	x	

A = Available

NA = Not Available

\* = Courses which were not listed in the literature

TABLE XLV

## OPINIONS ON ADULT EDUCATION COURSES NEEDED FOR NEGROES OF CHANDLER

	Y	N	U	NC
Sewing	64.58	14.58	10.42	10.42
Cooking	64.58	10.42	14.58	10.42
Canning	29.16	52.08	8.33	10.42
Shop Training	52.08	27.08	10.42	10.42
Vocational Guidance	58.33	20.83	10.42	10.42
Home Improvement	62.50	14.58	14.58	8.33
Food Production	62.50	20.83	12.50	4.17
Dairying	37.50	20.83	20.83	20.83
Mathematics	64.58	20.83	14.58	0
English	66.67	18.75	10.42	4.17
History	50.00	25.00	20.83	4.17
Health	66.67	29.17	4.17	0
Arts and Crafts	22.92	56.25	18.75	2.08
Government	58.33	20.83	10.42	10.42

## CODE:

Y = Yes      U = Undecided  
 N = No      NC = No comment

TABLE XLVI

## OPINIONS ON RECREATIONAL ACTIVITIES NEEDED FOR ADULTS OF CHANDLER

	Y	N	U	NC
Learn and play games which are of interest to adults, children, and youth	60.42	29.17	10.42	0
Engage in physical games such as baseball, etc.	45.83	43.75	10.42	0
Learn to develop hobbies such as knitting, leatherwork, and other crafts	43.75	39.58	14.58	2.08
Learn to take advantage of recreational activities in nearby areas such as parks, etc.	50.00	25.00	25.00	0
Learn about the importance of play in the home	58.33	25.00	10.42	6.25
Engage in indoor socials such as teas, banquets, etc.	37.50	58.33	4.17	0
Learn how to plan and carry out outdoor socials such as picnics, parties, etc.	39.58	60.42	0	0
Learn how to organize various types of clubs	25.00	58.33	8.33	8.33
Learn to take advantage of seeing good movies and other kinds of commercialized entertainment	41.67	37.50	14.58	6.25
Learn how to play paper and pencil games	37.50	56.25	4.17	2.08

## CODE:

Y = Yes      U = Undecided  
 N = No      NC = No comment

TABLE XLVII

## OPINIONS ON CIVIC ACTIVITIES NEEDED FOR ADULTS OF CHANDLER

	Y	N	U	NC
Learn how to register to vote	31.25	60.42	8.33	0
Learn why one should vote	70.83	20.83	4.17	4.17
Learn how to vote	58.33	33.33	8.33	0
Learn about issues on which to vote	87.50	8.33	4.17	0
Learn the basic rights of citizens	87.50	4.17	4.17	4.17
Learn the benefits of government	83.33	0	10.42	6.25
Learn the importance of being good, loyal American citizens	100.00	0	0	0
Learn the privileges of being citizens of a democratic country	100.00	0	0	0
Learn about the most serious prob- lems facing the community, state, nation, and the world	97.92	0	2.08	0
Learn how to save the land and other natural resources	79.17	0	14.58	6.25
Learn about national holidays and what they mean to the American people	83.33	0	16.67	0
Learn how to keep up with the latest news on community, state, national, and world affairs	87.50	4.17	8.33	0
Learn how to use clubs and other organizations to which one belongs to meet community needs	72.92	20.83	6.25	0

## CODE:

Y = Yes      U = Undecided  
N = No      NC = No comment

TABLE XLVIII

OPINIONS ON HEALTH SERVICES AND ACTIVITIES NEEDED  
FOR NEGRO ADULTS OF CHANDLER

	Y	N	U	NC
Learn how to plan meals	79.17	8.33	4.17	8.33
Discuss problems of health with knowledgeable people	72.92	0	20.83	6.25
Learn basic rules of cleanliness	83.33	10.42	6.25	0
Learn symptoms of mental illness	97.92	0	2.08	0
Learn symptoms of physical illness	100.00	0	0	0
Receive shots for communicable diseases	29.17	29.17	20.83	20.83
Learn first aid treatments	97.92	0	2.08	0
Learn how to report emergencies	93.76	0	6.25	0
Learn safety rules	100.00	0	0	0
Learn how to prevent fires and other home accidents	100.00	0	0	0
Learn how to prepare for storms, tornadoes, and other community threats	100.00	0	0	0
Learn basic rules for driving automobiles to prevent accidents	79.17	0	10.42	10.42
Learn basic rules for pedestrians to prevent accidents	77.08	0	12.50	10.42

## CODE:

Y = Yes      U = Undecided  
N = No      NC = No comment

TABLE XLIX

## OPINIONS ON CULTURAL ACTIVITIES NEEDED FOR NEGRO ADULTS OF CHANDLER

	Y	N	U	NC
Attend musicals	39.58	37.50	16.67	6.25
Learn to appreciate various types of music	52.08	29.17	10.42	8.33
Learn about great musicians	41.67	31.25	20.83	6.25
Belong to music clubs	37.50	33.33	16.67	12.50
Attend plays (dramas)	20.83	43.75	18.75	16.67
Learn how to select good television shows	56.25	22.92	16.67	4.17
Belong to reading clubs	43.75	18.75	20.83	16.67
Attend book talks and reviews	50.00	20.83	29.17	0
Learn about sources from which to obtain free reading materials for the community	47.92	20.83	22.92	8.33
Learn how to read newspapers and how to select the best newspapers	52.08	18.75	22.92	6.25
Learn how to use a library	31.25	37.50	25.00	6.25
Learn about great thinkers	33.33	31.25	20.83	14.58
Attend lectures on different issues	22.92	52.08	18.75	6.25
Learn how to speak correctly	62.50	16.67	12.50	8.33
Learn to appreciate different types of folk dances	33.33	35.42	20.83	10.42
Learn about art such as painting, sculpture, etc.	35.42	39.58	16.68	8.33

## CODE:

Y = Yes      U = Undecided  
 N = No      NC = No comment

TABLE L

OPINIONS ON INFORMAL INFLUENCE OF PROFESSIONAL EDUCATION LEADERS  
NEEDED FOR ADULTS OF CHANDLER

	Y	N	U	NC
Assistance in understanding the law or courts	83.33	8.33	8.33	0
Help in explaining important issues or problems facing the community, state, and nation	100.00	0	0	0
Assistance to Negro leaders in making difficult community decisions	72.92	20.83	6.25	0
Help to parents in the understanding of their duties (roles) as parents	100.00	0	0	0
Guidance in solving personal problems	100.00	0	0	0
Guidance in understanding the behavior problems of children	100.00	0	0	0
Guidance in how to get and keep jobs	70.83	16.67	8.33	4.17
Help in reading directions such as labels on medicine	70.83	18.75	10.42	0
Leadership in the church such as teaching Sunday School classes	83.33	10.42	6.25	0

## CODE:

Y = Yes      U = Undecided  
N = No      NC = No comment

TABLE LI

OPINIONS ON THE CONSEQUENCES OF CLOSING THE NEGRO HIGH SCHOOL  
IN CHANDLER

	SA	A	D	SD	NC
Closing the Negro high school caused no serious changes in the community's life	2.08	6.25	83.33	8.33	0
Young people get into trouble more since the Negro high school closed	10.42	20.83	50.00	10.42	8.33
The Negro high school should not have been closed	20.83	58.33	12.50	8.33	0
Since the Negro high school closed more boys and girls drop out of school	0	45.83	45.83	0	8.33
Closing the Negro high school cut down on educational opportunities for adults	100.00	0	0	0	0
Closing the Negro high school was the right thing to do	8.33	12.50	58.33	20.83	0
The community should find means to continue adult educational opportunities once offered by the Negro high school	100.00	0	0	0	0
The Negro high school building should be used as a community center	100.00	0	0	0	0
The Negro high school program was adequate (good)	29.17	41.67	10.42	10.42	8.33
Closing the Negro high school gave Negro youth greater educational opportunities	62.50	22.92	6.25	6.25	2.08
The Negro high school program was inadequate (poor)	10.42	10.42	41.67	29.17	8.33
Since the Negro high school closed, fewer social activities are available for adults of the community	100.00	0	0	0	0



## TABLE LI (CONTINUED)

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**CODE:**

SA means "Strongly Agree", A means "Agree", D means "Disagree", SD means "Strongly Disagree", and NC means "No Comment".

TABLE LII

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND ACTIVITIES  
IN CHANDLER COMMUNITY: ADULT EDUCATION CLASSES

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
ADULT EDUCATION COURSES		
Community Action Programs under OEO	25	52.08
Negro churches of community	11	22.92
Schools of the city	12	25.00
Don't know	0	00.00
TOTAL	48	100.00

TABLE LIII

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND  
ACTIVITIES IN CHANDLER COMMUNITY:  
RECREATIONAL ACTIVITIES

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
RECREATIONAL ACTIVITIES		
Community clubs	20	41.67
Churches of the community	15	31.25
The schools of the city (both elementary and secondary)	13	27.08
Don't know	0	00.00
TOTAL	48	100.00

TABLE LIV

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND ACTIVITIES  
IN CHANDLER COMMUNITY: CIVIC ACTIVITIES

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
CIVIC ACTIVITIES		
The city of Chandler	8	16.67
Community Action Programs (OEO)	8	16.67
Lincoln County and State (through agents)	5	10.42
Schools of the city	13	27.08
Negro churches of the city	3	6.25
Clubs of the city	10	20.83
Don't know	1	2.08
TOTAL	48	100.00

TABLE LV

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND ACTIVITIES  
IN CHANDLER COMMUNITY: HEALTH SERVICES  
AND ACTIVITIES

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
HEALTH SERVICES AND ACTIVITIES		
Hospitals and Clinics of City and County	13	27.08
County Health Association	10	20.83
Schools of the city	6	12.50
Social Action Programs (OEO)	10	20.83
Churches of the city	2	4.17
Community Clubs and Organizations of the city	5	10.42
Don't know	2	4.17
TOTAL	48	100.00

TABLE LVI

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND ACTIVITIES  
IN CHANDLER COMMUNITY: CULTURAL ACTIVITIES

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
CULTURAL ACTIVITIES		
The schools of the city	16	33.33
The Lincoln County Museum	10	20.83
The Lincoln County Library	10	20.83
Community Clubs	5	10.42
Churches of the city (Negro)	7	14.58
Don't know	0	00.00
TOTAL	<u>48</u>	<u>99.99</u>

TABLE LVII

OPINIONS ON ORGANIZATIONS AND INSTITUTIONS THAT COULD  
SPONSOR NEEDED PROGRAMS OF SERVICES AND ACTIVITIES  
IN CHANDLER COMMUNITY: INFORMAL INFLUENCE  
OF PROFESSIONAL EDUCATION LEADERS

Suggested Sponsors for Needed Activities and Services	Number	Per Cent
INFORMAL INFLUENCE OF PROFESSIONAL EDUCATION LEADERS		
Teachers in the schools of city	20	41.67
Professional persons of the town (including all professional persons)	25	52.08
Don't know	<u>3</u>	<u>6.25</u>
TOTAL	<u>48</u>	<u>100.00</u>

TABLE LVIII

INTERVIEWEES ENROLLED IN ADULT EDUCATION  
COURSES PRIOR TO THE CLOSING OF THE  
CHANDLER NEGRO HIGH SCHOOL

Yes		No		Total
Number	Per Cent	Number	Per Cent	
14		34		48
	29.17		70.83	100.00

TABLE LIX

COURSES TAKEN BY INTERVIEWEES PRIOR TO THE CLOSING  
OF THE CHANDLER NEGRO HIGH SCHOOL

Courses	Number	Per Cent
Sewing	2	4.17
Cooking	2	4.17
Canning	3	6.25
Shop Training	1	2.08
Vocational Guidance	1	2.08
Home Improvement	3	6.25
Dairying	1	2.08
Food Production	1	2.08
TOTAL	14	29.17

TABLE LX

COURSES CHANDLER INTERVIEWEES WOULD  
ADVISE YOUNG ADULTS TO TAKE

Course	Number	Per Cent
Home Management	5	10.42
Sewing	5	10.42
Food Production	5	10.42
English	4	8.33
Health	6	12.50
Cosmetology	4	8.33
Shop Training	5	10.42
Mathematics	1	2.08
History	2	4.17
Dairying	3	6.25
Vocational Guidance	6	12.50
Government	2	4.17
TOTAL	<u>48</u>	<u>100.00</u>

APPENDIX B

QUESTIONNAIRE ONE: SCHOOL-RELATED SERVICES  
AND ACTIVITIES AVAILABLE TO ADULTS  
PRIOR TO CLOSING OF HIGH SCHOOL

Langston, Oklahoma  
Box 517  
May 18, 1967

Dear Friend:

In partial fulfillment of the requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, I am collecting information on the changes brought about in small communities by the removal of the public high school as a result of the desegregation law of 1954. In order to find out what the changes are, I will need information on what the high school offered to the community in the areas of adult education classes, recreational activities, civic activities, health services and activities, cultural activities, and informal influence of the professional education leaders of the community.

You have been recommended as a person who is knowledgeable on the Negro public high school offerings of your community, the year prior to the closing of the school. You would be of great help to me in the study by responding to the enclosed questionnaire which was prepared as a vital part of my work.

Also, your assistance in this effort is greatly needed for a different reason. By contributing information to this questionnaire, you will be helping community leaders and planners to obtain information for the further development of community programs.

A formal reply to this letter will not be necessary. Merely fill in the form and return it in the enclosed self-addressed envelope. However, your suggestions, comments, and criticisms will be most welcome. I will be happy to inform you concerning the results of the study.

Very truly yours,

Annie Laurie Coleman



DIRECTIONS: This questionnaire is divided into six parts: Part I, Adult Education; Part II, Recreational Activities; Part III, Civic Activities; Part IV, Health Services and Activities; Part V, Cultural Activities; and Part VI, Informal Influence of Professional Education Leaders. There are several items under each part of the questionnaire. These items are on adult education classes, services, activities, and contributions made possible through the help of the Negro public high school before it closed.

Your replies are requested concerning adult classes, services, activities, and contributions in the community (under study) through the cooperation of the Negro public high school one year before it was closed. Spaces are provided for two possible responses.

If your response to an item is "YES", please place a check mark (✓) in the space provided for "YES". If your response is "NO", place a check mark (✓) in the space provided for "NO".

At the end of each Part of the questionnaire, space is provided for related classes, services, activities, and contributions which might have been available to adults of the community - but not included on the questionnaire. Please list the same.

At the beginning of each Part of the questionnaire, there is a brief explanation of the terms to identify that part. This is done to clarify the use of the terms of the questionnaire.

Please respond to all items. The last pages of the questionnaire are for including whatever suggestions, comments, and criticisms you have to make.

3

Part I: Adult Education Courses refer to those courses or classes held under the sponsorship of the public high school for adults and out-of-school youths.

Form No. I-A

Town:

Date:

One year prior to its closing, the high school offered the following courses in adult education:

	Yes	No
1. Sewing		
2. Cooking		
3. Canning		
4. Shop (such as care, repair and operation of farm equipment)		
5. Vocational Guidance (such as helping people plan and receive training for occupations, especially farming)		
6. Home Improvement (such as interior decorating, painting, landscaping, growing lawns, etc.)		
7. Dairying (such as selecting and caring for dairy cattle, improving pasture, treating ailments and diseases of cattle, etc.)		
8. Food Production (such as gardening, growing fruits, vegetables, animals, and fowls for food)		
9. Mathematics (General arithmetic)		
10. English (remedial English such as how to write letters, speak correctly, and read)		
11. History (general history)		
12. Health (such as first-aid, child care, home-nursing, and pre-natal care)		
13. Arts and Crafts (such as ceramics, pottery, carving, leather craft, etc.)		
14. Government (such as basic laws of town, state, and nation, and how to be a good citizen)		
Other:		

Part II: Recreational Activities refer to those kinds of activities that are planned and sponsored by the school for pleasure and enjoyment.

Form No. I-B

Town:

Date:

One year prior to its closing, the high school offered adults the opportunity to:

	Yes	No
1. Learn and play games which are of interest to adults and young people		
2. Engage in physical play such as baseball, etc.		
3. Learn to develop hobbies such as knitting, leatherwork, and other crafts		
4. Learn to take advantage of recreational activities in nearby areas such as parks, etc.		
5. Learn about the importance of play in the home		
6. Engage in indoor socials such as teas, banquets, etc.		
7. Learn to plan and carry out outdoor socials such as picnics, parties, etc.		
8. Learn how to organize various types of clubs		
9. Learn to take advantage of seeing good movies and other kinds of (commercialized) entertainment		
10. Learn how to play paper and pencil games		
Other:		

5

Part III: Civic Activities refer to those activities planned by the school which lead to the participation in, and the understanding and practice of good citizenship on the levels of city, county, state, national, and international affairs.

Form No. I-C

Town:

Date:

One year prior to its closing, the high school offered adults the opportunity to:

	Yes	No
1. Learn how to register to vote		
2. Learn why one should vote		
3. Learn how to vote		
4. Learn about issues on which to vote		
5. Learn the basic rights of citizens		
6. Learn about the benefits of government		
7. Learn the importance of being good, loyal American citizens		
8. Learn the privileges of being citizens of a democratic country		
9. Learn about the serious problems facing the community, state, nation, and the world		
10. Learn about national holidays and what they mean to the American people		
11. Learn how to save the land and other natural resources		
12. Learn how to keep up with the latest news on community, state, national, and world affairs		
13. Learn how to use clubs and other organizations to which one belongs to meet community needs		
Other:		

6

Part IV: Health Services and Activities refer to those services and activities planned and sponsored by the school to foster health education and better health among adults as well as youth of the community.

Form No. I-D

Town:

Date:

One year prior to its closing, the Negro high school offered adults the opportunity to:

	Yes	No
1. Learn how to plan meals		
2. Discuss the problems of health with knowledgeable people		
3. Learn basic rules of cleanliness		
4. Learn symptoms (signs) of mental illness		
5. Learn symptoms (signs) of physical illness		
6. Receive shots for communicable diseases		
7. Learn first aid treatments		
8. Learn how to report emergencies		
9. Learn safety rules		
10. Learn how to prevent accidents and fires at home		
11. Learn how to prepare for storms, tornadoes, and other community threats		
12. Learn basic rules for driving automobiles to prevent accidents		
13. Learn basic rules for pedestrians (people walking) to prevent accidents		
Other:		

7

Part V: Cultural Activities refer to school planned activities engaged in for enjoyment and enrichment, activities which embody a high standard of excellence and refinement such as art, music, drama, etc.

Form No. I-E

Town:

Date:

One year prior to its closing, the high school offered adults opportunities to:

	Yes	No
1. Attend musicals		
2. Learn to appreciate various types of music		
3. Learn about great musicians		
4. Belong to music clubs		
5. Attend plays (dramas)		
6. Learn how to select good television shows		
7. Belong to reading clubs		
8. Attend book talks and reviews		
9. Learn about sources from which to obtain free reading materials for the community		
10. Learn how to select and read the best newspapers		
11. Learn how to use a library		
12. Learn about great thinkers		
13. Attend lectures on different issues		
14. Learn how to speak correctly		
15. Learn to appreciate different types of (folk) dances		
16. Learn about art (such as paintings, sculpture, etc.)		
Other:		

8

Part VI: Informal Influence of Professional Education Leaders refers to those contributions of school leaders which are made outside their assigned duties at the school.

Form No. I-F

Town:

Date:

One year prior to its closing, the high school leaders offered:

	Yes	No
1. Assistance in understanding the law or courts		
2. Help in explaining important issues (problems) facing the community, state, and nation		
3. Assistance in making difficult community decisions		
4. Help to parents in the understanding of their duties (roles) as parents		
5. Guidance in understanding behavior problems of young people		
6. Guidance in solving personal problems		
7. Guidance in how to get and keep jobs		
8. Help in reading directions such as labels on medicine		
9. Leadership in the church such as teaching Sunday School classes		
Other:		

9

## PERSONAL INFORMATION

1. Name of person: \_\_\_\_\_.
2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_.
3. Marital Status: Married \_\_\_\_\_ Single \_\_\_\_\_  
Divorced \_\_\_\_\_ Widow(er) \_\_\_\_\_
4. Age Level: 24-34 \_\_\_\_\_ 35-45 \_\_\_\_\_ 46 and above \_\_\_\_\_.
5. Name of Town: \_\_\_\_\_.
6. Address: \_\_\_\_\_.
7. Occupation: \_\_\_\_\_.
8. Length of time lived in present community \_\_\_\_\_.
9. Length of time lived in community under study \_\_\_\_\_.
10. Former position in community under study \_\_\_\_\_  
\_\_\_\_\_
11. Name of high school now closed \_\_\_\_\_

NAMES OF RESPONDENTS WILL NOT BE REVEALED

THANK YOU VERY KINDLY FOR YOUR COOPERATION.



APPENDIX C

QUESTIONNAIRE TWO: CURRENTLY EXISTING PROGRAMS  
AND ACTIVITIES FOR ADULTS OF  
COMMUNITIES STUDIED

Langston, Oklahoma  
Box 517  
May 18, 1967

Dear Friend:

In partial fulfillment of the requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, I am collecting information on changes brought about in small communities by the removal of the Negro high schools as a result of the desegregation law of 1954. In order to find out what the changes are, I will need information on what is being offered in the community (at the present time) in the areas of adult education classes, recreational activities, civic activities, health services and activities, cultural activities, and informal influence of professional education leaders of the community.

You have been recommended as a person who is knowledgeable on the programs, activities, and services which are now being made available to the adults in the Negro community of your town. You would be of great help to me in the study by responding to the enclosed questionnaire which was prepared as a vital part of my work.

Also, your assistance in this effort is greatly needed for a different reason. By contributing information to this questionnaire, you will be helping community leaders and planners to obtain information for the further development of community programs.

A formal reply to this letter will not be necessary. Merely fill in the form and return it in the enclosed self-addressed envelope. However, your suggestions, comments, and criticisms will be most welcome. I will be happy to inform you concerning the results of this study.

Very truly yours,

Annie Laurie Coleman

Directions: This questionnaire is divided into six parts: Part I, Adult Education; Part II, Recreational Activities; Part III, Civic Activities; Part IV, Health Services and Activities; Part V, Cultural Activities; and Part VI, Informal Influence of Professional Education Leaders. There are several items under each part of the questionnaire. These items are on adult education classes, services, activities, and contributions made possible through the help of the public high school before it was closed.

Although the high school is closed, perhaps some or all of these adult classes, services, activities, and contributions set forth in the items are still made possible in your community. You are asked to respond to the items. Spaces are provided for four possible responses.

If your response to any item is "YES", please place a check mark (✓) in the space provided for "YES" and in the other spaces provided, name the organization(s) or agency(ies) sponsoring the adult classes, services, activities, or contributions. However, if your response to an item is "NO", place a check mark (✓) in the space provided for "NO", and disregard the other spaces opposite the item.

At the end of each Part of the questionnaire, space is provided for related classes, services, activities, and contributions available in your community - but not on the questionnaire. Please list the same, together with the sponsor(s), and for how many years available.

At the beginning of each Part of the questionnaire there is a brief explanation of the terms used to identify that particular part. This is done to clarify the use of the terms of the questionnaire. Please repond to all items. The last pages of the questionnaire are for including any suggestions, comments, and criticisms you have to make.

3

Part I: Adult Education Courses refer to those courses or classes held under the sponsorship of the public high school for adults and out-of-school youths.

Form No. II-A

Town:

Date:

The following adult education courses are offered in my community:

	Yes	No	Sponsoring Organization	No. Yrs. Available
1. Sewing				
2. Cooking				
3. Canning				
4. Shop (such as care, repair, and operation of farm equipment)				
5. Vocational Guidance (such as helping people plan and receive training for occupations, especially farming)				
6. Home Improvement (such as interior decorating, painting, landscaping, growing lawns, etc.)				
7. Dairying (such as selecting and caring for dairy cattle, improving pasture, treating ailments, and diseases of cattle, etc.)				
8. Food Production (such as gardening, growing fruits, vegetables, animals and fowls for food)				
9. Mathematics (general arithmetic)				
10. English (remedial English such as how to write letters, speak correctly, and read)				
11. History (general history)				
12. Health (such as first-aid, child care, home-nursing, and pre-natal care)				
13. Arts and Crafts (such as ceramics, pottery, carving, leather craft, etc.)				
14. Government (such as basic laws of town, state, and nation, and how to be a good citizen)				
Other:				

4

Part II: Recreational Activities refer to those kinds of activities that are planned and sponsored by the school for pleasure and enjoyment.

Form No. II-B

Town:

Date:

Adults in my community have opportunity to:

			Sponsoring Organization	No. Yrs. Available
	Yes	No		
1. Learn and play games which are of interest to adults and young people				
2. Engage in physical play such as baseball, etc.				
3. Learn to develop hobbies such as knitting, leather-work, and other crafts				
4. Learn to take advantage of recreational activities in nearby areas such as parks, etc.				
5. Learn about the importance of play in the home				
6. Engage in indoor socials such as teas, banquets, etc.				
7. Learn to plan and carry out outdoor socials such as picnics, parties, etc.				
8. Learn how to organize various types of clubs				
9. Learn to take advantage of seeing good movies and other kinds of (commercialized) entertainment				
10. Learn how to play paper and pencil games				
Other:				

Part III: Civic Activities refer to those activities planned by the school which lead to the participation in, and the understanding and practice of good citizenship on the levels of city, county, state, national, and international affairs.

Form No. II-C

Town:

Date:

Adults in my community have opportunity to:

	Yes	No	Sponsoring Organization	No. Yrs. Available
1. Learn how to register to vote				
2. Learn why one should vote				
3. Learn how to vote				
4. Learn about issues on which to vote				
5. Learn the basic rights of citizens				
6. Learn about the benefits of government				
7. Learn the importance of being good, loyal American citizens				
8. Learn the privileges of being citizens of a democratic country				
9. Learn about the serious problems facing the community, state, nation, and the world				
10. Learn about national holidays and what they mean to the American people				
11. Learn how to save the land and other natural resources				
12. Learn how to keep up with the latest news on community, state, national, and world affairs				
13. Learn how to use clubs and other organizations to which one belongs to meet community needs				
Other:				

6

Part IV: Health Services and Activities  
 refer to those services and activities  
 planned and sponsored by the school to  
 foster health education and better health  
 among adults as well as youth in the  
 community.

Form No. II-D

Town:

Date:

Adults in my community have opportunity to:

	Yes	No	Sponsoring Organization	No. Yrs. Available
1. Learn how to plan meals				
2. Discuss the problems of health with knowledgeable people				
3. Learn basic rules of cleanliness				
4. Learn symptoms (signs) of mental illness				
5. Learn symptoms (signs) of physical illness				
6. Receive shots for communicable diseases				
7. Learn first aid treatments				
8. Learn how to report emergencies				
9. Learn safety rules				
10. Learn how to prevent accidents and fires at home				
11. Learn how to prepare for storms, tornadoes, and other community threats				
12. Learn basic rules for driving automobiles to prevent accidents				
13. Learn basic rules for pedestrians (people walking) to prevent accidents				
Other:				

7

Part V: Cultural Activities refer to school planned activities engaged in for enjoyment and enrichment, activities which embody a high standard of excellence and refinement such as art, music, drama, etc.

Form No. II-E

Town:

Date:

Adults in my community have opportunities to:

	Yes	No	Sponsoring Organization	No. Yrs. Available
1. Attend musicals				
2. Learn to appreciate various types of music				
3. Learn about great musicians				
4. Belong to music clubs				
5. Attend plays (dramas)				
6. Learn how to select good television shows				
7. Belong to reading clubs				
8. Attend book talks and reviews				
9. Learn about sources from which to obtain free reading materials for the community				
10. Learn how to select and read the best newspapers				
11. Learn how to use a library				
12. Learn about great thinkers				
13. Attend lectures on different issues				
14. Learn how to speak correctly				
15. Learn to appreciate different types of (folk) dances				
16. Learn about art (such as paintings, sculpture, etc.)				
Other:				



Part VI: Informal Influence of Professional Education Leaders refers to those contributions of school leaders which are made outside their assigned duties at the school.

Form No. II-F

Town:

Date:

Adults in my community are offered:

	Yes	No	Sponsoring Organization	No. Yrs. Available
1. Assistance in understanding the law or courts				
2. Help in explaining important issues (problems) facing the community, state, and nation				
3. Assistance in making difficult community decisions				
4. Help to parents in the understanding of their duties (roles) as parents				
5. Guidance in understanding behavior problems of young people				
6. Guidance in solving personal problems				
7. Guidance in how to get and keep jobs				
8. Help in reading directions such as labels on medicine				
9. Leadership in the church such as teaching Sunday School classes				
Other:				

9

## PERSONAL INFORMATION

1. Name of person: \_\_\_\_\_.
2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_.
3. Marital Status: Married \_\_\_\_\_ Single \_\_\_\_\_  
Divorced \_\_\_\_\_ Widow(er) \_\_\_\_\_
4. Age Level: 24-34 \_\_\_\_\_ 35-45 \_\_\_\_\_ 46 and above \_\_\_\_\_.
5. Name of Town: \_\_\_\_\_.
6. Address: \_\_\_\_\_.
7. Occupation: \_\_\_\_\_.
8. Length of time lived in present community \_\_\_\_\_.
9. Length of time lived in community under study \_\_\_\_\_.
10. Former position in community under study \_\_\_\_\_  
\_\_\_\_\_
11. Name of high school now closed \_\_\_\_\_

NAMES OF RESPONDENTS WILL NOT BE REVEALED

THANK YOU VERY KINDLY FOR YOUR COOPERATION.

APPENDIX D

INTERVIEW SCHEDULE: OPINIONS ON NEEDS OF  
ADULTS IN THE COMMUNITIES UNDER STUDY  
AND THE EFFECTS OF DESEGREGATION

### SEMI-STRUCTURED INTERVIEW SCHEDULE

- Section I - Adult Education Classes, Services, Activities, and Contributions Needed in the Community Since the Closing of the Negro Public High School.
- Section II - Adult Opinions Regarding Desegregation, Related Changes and Their Consequences.
- Section III - Demographic Data on Respondents

DIRECTIONS FOR SECTION IB-G:

This interview schedule is divided into six parts: Part I, Adult Education Classes; Part II, Recreational Activities; Part III, Civic Activities; Part IV, Health Services and Activities; Part V, Cultural Activities; and Part VI, Informal Influence of Professional Education Leaders. There are several items under each part of the interview. The items are on adult education classes, services, activities, and contributions made possible through the help of the Negro public high school before it closed.

Since the Negro high school in your community is closed, perhaps some adult education classes, services, activities, and contributions (which were made possible through the school) are needed. I am going to read a list of several types of classes, services, activities, and contributions. I would like for you to tell me whether or not you think they are needed in your community. If you feel that they are needed, answer "Yes". If you feel that they are not needed, answer "No". If you are not sure, answer "Undecided". If you do not wish to say how you feel, answer "No Comment". Also, you may add other classes, services, activities, and contributions which you feel are needed but are not included in this interview schedule.

Code: Y = Yes; N = No; U = Undecided; NC = No Comment

## INTERVIEW SCHEDULE SECTION I

Identification

Form No.: I-A

Topic:

Town:

Date:

Interviewer:

1. In the year prior to the closing of the high school in your community, were you enrolled in any of the adult education classes offered? Yes \_\_\_ No \_\_\_.
2. What are the names of the classes in which you were enrolled?  
(Please list.)
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
3. Suppose a young adult of your community asked your advice on what would be the most beneficial or helpful class for adults in your community. What single class would you advise him or her to take?  
\_\_\_\_\_
4. I wish you would tell me something about the adult education classes, services, and activities you feel are needed in your community. Will you answer a few questions for me?

EXPLANATION: Adult Education Courses refer to classes or courses held under the sponsorship of the public school for adults and out-of-school youths.

Identification  
Form No.: I-B  
Topic: Adult Education  
Town:  
Date:  
Interviewer:

Do you feel that the adults of your community need to take the following courses?

	Y	N	U	NC
1. Sewing				
2. Cooking				
3. Canning				
4. Shop (such as care, repair, and operation of farm equipment)				
5. Vocational Guidance (such as helping people plan and receive training for occupations, especially farming)				
6. Home Improvement (such as interior decorating, painting, landscaping, growing lawns, etc.)				
7. Dairying (such as selecting and caring for dairy cattle, improving pasture, treating ailments and diseases of cattle, etc.)				
8. Food Production (such as gardening, growing fruits, vegetables, animals, and fowls for food)				
9. Mathematics (General arithmetic)				
10. English (remedial English such as how to write letters, speak correctly, and read)				
11. History (General history)				
12. Health (such as first-aid, child care, home-nursing, and pre-natal care)				
13. Arts and Crafts (such as ceramics, pottery, carving, leather crafts, etc.)				
14. Government (such as basic law, town, state, and nation, and how to be a good citizen)				
Other:				

EXPLANATION: Recreational Activities  
refer to those kinds of activities that  
are planned and sponsored by the school  
for pleasure and enjoyment

Identification  
Form No.: I-C  
Topic: Recreation  
Date:  
Interviewer:

Do you feel that adults in your community need opportunities to:

	Y	N	U	NC
1. Learn and play games which are of interest to adults and young people				
2. Engage in physical play such as baseball, etc.				
3. Learn to develop hobbies such as knitting, leatherwork, and other crafts				
4. Learn to take advantage of recreational activities in nearby areas such as parks, etc.				
5. Learn about the importance of play in the home				
6. Engage in indoor socials such as teas, banquets, etc.				
7. Learn to plan and carry out outdoor socials such as picnics, parties, etc.				
8. Learn how to organize various types of clubs				
9. Learn to take advantage of seeing good movies and other kinds of commercialized entertainment				
10. Learn how to play paper and pencil games				
Other:				



EXPLANATION: Civic Activities refer to those activities planned by the school which lead to the participation in, and the understanding and practice of good citizenship on the levels of city, county, state, national, and international affairs.

Identification

Form No.: I-D  
 Topic: Civic Activities  
 Town:  
 Date:  
 Interviewer:

Do you feel that adults in your community need opportunities to:

	Y	N	U	NC
1. Learn how to register to vote				
2. Learn why one should vote				
3. Learn how to vote				
4. Learn about issues on which to vote				
5. Learn the basic rights of citizens				
6. Learn the benefits of government				
7. Learn the importance of being good, loyal American citizens				
8. Learn the privileges of being citizens of a democratic country				
9. Learn about the most serious problems facing the community, state, nation, and the world				
10. Learn how to save the land and other natural resources				
11. Learn about the national holidays and what they mean to the American people				
12. Learn how to keep up with the latest news on community, state, national, and world affairs				
13. Learn how to meet certain community needs through clubs and other organizations to which one belongs				
Other:				

EXPLANATION: Health Services and Activities refer to those services and activities planned and sponsored by the school to foster health education and better health among adults as well as youth of the community.

Identification

Form No.: I-E  
 Topic: Health Serv. and  
 Activ.  
 Town:  
 Date:  
 Interviewer:

Do you feel that adults in your community need opportunities to:

	Y	N	U	NC
1. Learn how to plan meals				
2. Discuss the problems of health with knowledgeable people				
3. Learn basic rules of cleanliness				
4. Learn symptoms (signs) of mental illness				
5. Learn symptoms (signs) of physical illness				
6. Receive shots for communicable diseases				
7. Learn first aid treatments				
8. Learn how to report emergencies				
9. Learn safety rules				
10. Learn how to prevent accidents and fires at home				
11. Learn how to prepare for storms, tornadoes, and other community threats				
12. Learn basic rules for driving automobiles to prevent accidents				
13. Learn basic rules for pedestrians (people walking) to prevent accidents				
Other:				

EXPLANATION: Cultural Activities refer to school planned activities engaged in for enjoyment and enrichment, activities which embody a high standard of excellence and refinement such as art, music, drama, etc.

Identification

Form No.: I-F  
 Topic: Cultural Activities  
 Town:  
 Date:  
 Interviewer:

Do you feel that adults in your community need opportunities to:

	Y	N	U	NC
1. Attend musicals				
2. Learn to appreciate various types of music				
3. Learn about great musicians				
4. Belong to music clubs				
5. Attend plays (dramas)				
6. Learn how to select good television shows				
7. Belong to reading clubs				
8. Attend book talks and reviews				
9. Learn about sources from which to obtain free reading materials for the community				
10. Learn how to select and read the best newspapers				
11. Learn how to use a library				
12. Learn about great thinkers				
13. Attend lectures on different issues				
14. Learn how to speak correctly				
15. Learn to appreciate different types of (folk) dances				
16. Learn about art (such as paintings, sculpture, etc.)				
Other:				

EXPLANATION: Informal Influence of Professional Education Leaders refers to those contributions to the community of educated persons which are outside their assigned duties of school.

Identification

Form No.: I-G  
 Topic: Informal Infl.  
 Town:  
 Date:  
 Interviewer:

Do you feel that adults in your community need:

	Y	N	U	NC
1. Assistance in understanding the law or courts				
2. Help in explaining important issues (problems) facing the community				
3. Assistance in making difficult community decisions				
4. Help to parents in the understanding of their duties (roles) as parents				
5. Guidance in understanding behavior problems of young people				
6. Guidance in solving personal problems				
7. Guidance in how to get and keep jobs				
8. Help in reading directions such as labels on medicine				
9. Leadership in the church such as teaching Sunday School classes				
Other:				

SECTION II - OPINIONS ON DESEGREGATION

DIRECTIONS: On this form you are asked to state your opinions on school desegregation and its consequences (results) in your community. As I read the questions on this form, I would like for you to tell me whether or not you strongly agree, agree, disagree, or strongly disagree.

Identification

Form No.: II-A

Topic: Opinions

Town:

Date:

Interviewer:

CODE: SA means "Strongly Agree", A means

"Agree", D means "Disagree", SD means

"Strongly Disagree", and NC means "No Comment".

	SA	A	D	SD	NC
1. Closing the Negro high school caused no serious changes in the community's life					
2. Young people get into trouble more since the Negro high school closed					
3. The Negro high school should not have been closed					
4. Since the Negro high school closed, more boys and girls drop out of school					
5. Closing the Negro high school cut down on educational opportunities for adults					
6. Closing the Negro high school was the right thing to do					
7. The community should find means to continue adult educational opportunities once offered by the Negro high school					
8. The Negro high school program was adequate (good)					
9. The Negro high school building should be used as a community center					
10. Closing the Negro high school gave Negro youth greater educational opportunities					
11. The Negro high school program was inadequate (poor)					
12. Since the Negro high school closed, fewer social activities are available for adults of the community					

## SECTION II - OPINIONS CONTINUED

DIRECTIONS: On this form you are asked to state in your own words what you think about some particular changes that took place in your community related to the closing of the Negro high school.

Identification  
 Form No.: II-B  
 Topic: Opinion  
 Town:  
 Date:  
 Interviewer:

As I read the questions below, please express your own thoughts concerning these changes.

1. In your opinion, how did the closing of the Negro high school affect this community?
  - a. \_\_\_\_\_.
  - b. \_\_\_\_\_.
  - c. \_\_\_\_\_.
  
2. Now that the Negro high school is closed, what other organizations and institutions could sponsor programs and activities which it once sponsored for adults in your community?
  - a. Adult education courses? \_\_\_\_\_.
  - b. Recreational activities? \_\_\_\_\_.
  - c. Civic activities? \_\_\_\_\_.
  - d. Health services and activities? \_\_\_\_\_.
  - e. Cultural activities? \_\_\_\_\_.
  - f. Contributions of informal influence of professional education leaders? \_\_\_\_\_.
  
3. What do you think desegregation of public schools has meant to Negroes?
  - a. \_\_\_\_\_.
  - b. \_\_\_\_\_.
  - c. \_\_\_\_\_.

## SECTION III

## Demographic Data on Respondents

1. Name of Person: \_\_\_\_\_.
2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_.
3. Marital Status: Married \_\_\_\_\_ Single \_\_\_\_\_ Widow(er) \_\_\_\_\_ Divorced \_\_\_\_\_.
4. Age Level: 24-34 \_\_\_\_\_ 35-45 \_\_\_\_\_ 46 and above \_\_\_\_\_.
5. Name of Home Town: \_\_\_\_\_.
6. Address: \_\_\_\_\_.
7. Occupation: \_\_\_\_\_.
8. Length of time lived in community: \_\_\_\_\_.
9. Name of high school now closed: \_\_\_\_\_.

APPENDIX E

MAP OF RED BIRD, OKLAHOMA



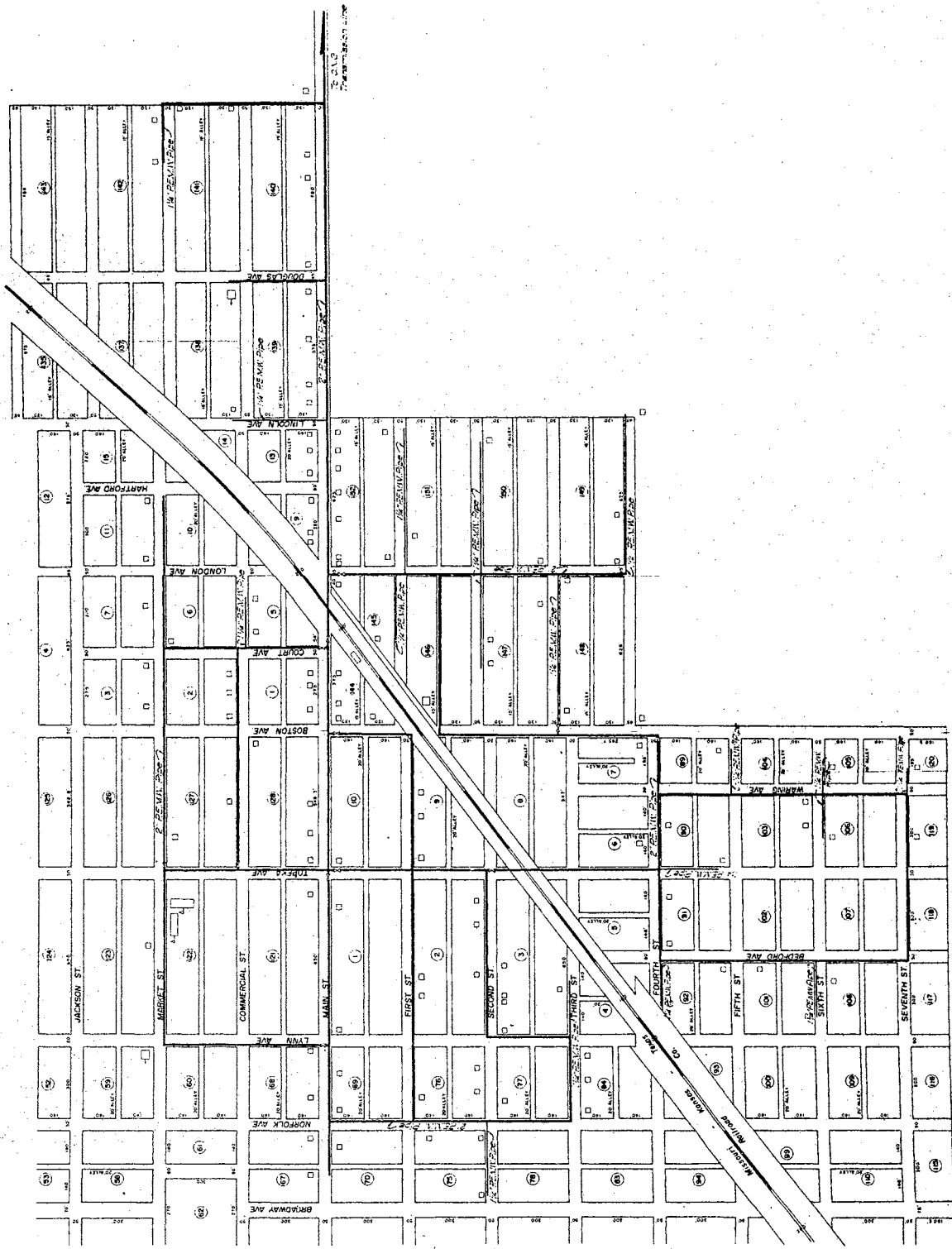


Figure 1. Map of Red Bird, Oklahoma

APPENDIX F

MAP OF CHANDLER, OKLAHOMA

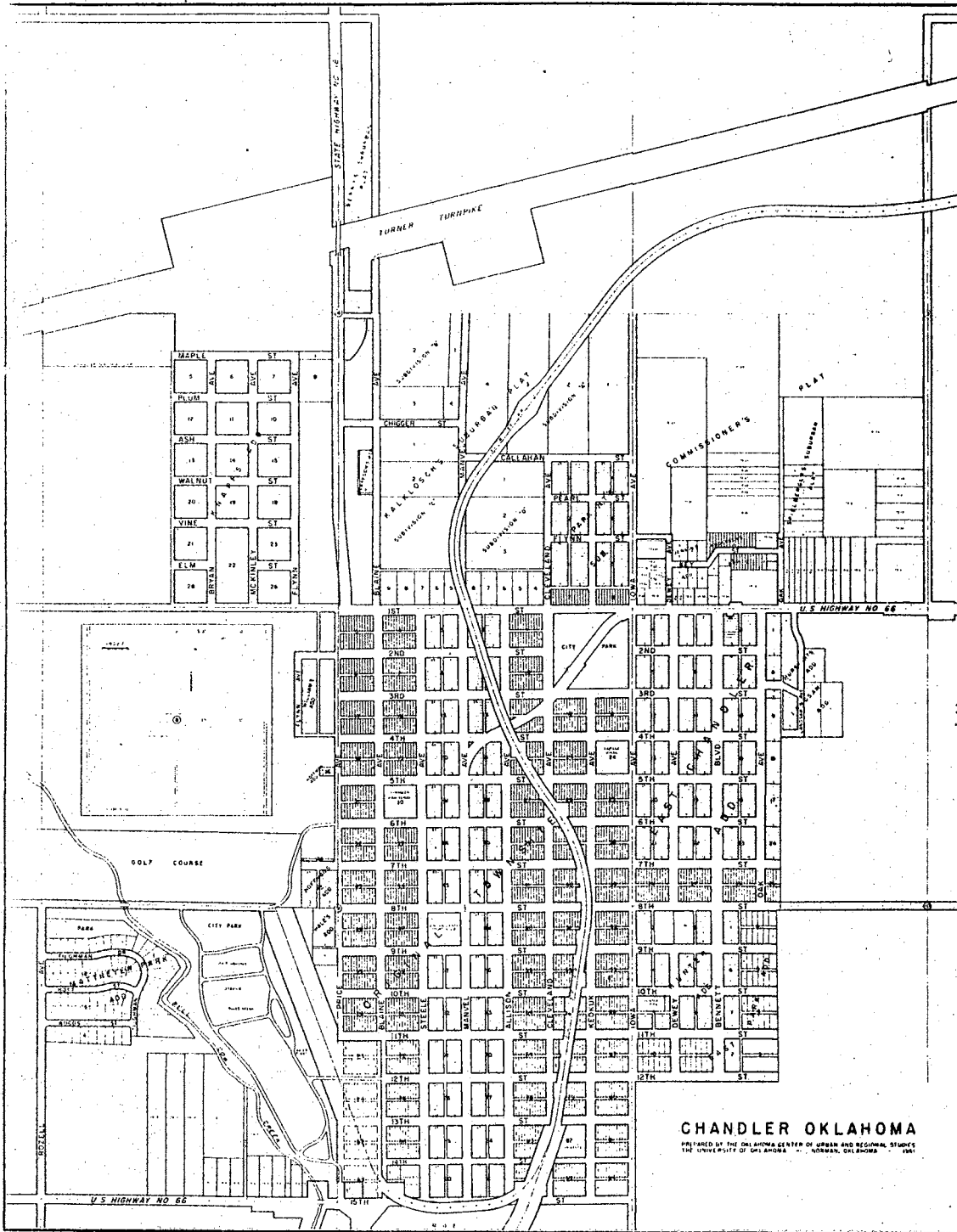


Figure 2. Map of Chandler, Oklahoma

APPENDIX G

OPINIONS: UNSTRUCTURED RESPONSES

OF RED BIRD INTERVIEWEES

OPINIONS: UNSTRUCTURED RESPONSES OF  
RED BIRD INTERVIEWEES

Essential to the solution of the problem were the unrestrained statements made by certain interviewees of Red Bird in reply to the open-ended questions on the interview schedule. One category of such replies was made to the question: "In your opinion, how did the closing of the Negro high school affect this community?"<sup>1</sup> Responses of interviewees follow:

It decreased the population. Several families moved out of this town so that their children would be close to the school. They just didn't like it here any more.

It caused more problems with youngsters. Juvenile delinquency has increased since the high school closed.

I just don't see very much difference.

It affected the young people. Youth drift away to other towns and get into trouble.

It is bad enough now, and it is going to get worse.

We had a pretty good community. Now, we have nothing, nowhere to go.

We were so unprepared. If they had let us know, say about two or three years in advance, we could have made preparation for closing the school.

It seems that only two or three of our kids graduate from high school now. Before, there were many more finishing high school.

This is just a ghost town now and I admit that I am scared, scared, scared.

It limited the social activities for adults and youth.

---

<sup>1</sup>Because of duplications in responses, some of the statements made by interviewees in this area have been omitted.

It cut down on the educational advantages for the adults of the town.

When the school closed, it took our kids from us. We can't know what they are doing or whether or not they are really going to school when they leave home.

What makes the whole thing so bad is that when young people act up, we parents can't check on them. They do act up more now.

Young people are not with us any more. It is just like they were in another world. We can't reach them at all, now.

It upset this community, kind of shook us up. None of the other organizations do as well now. They don't seem to have anything to cooperate for since the school is gone.

It decreased religious participation and progress.

Closing the school cut down on opportunities for parents to participate in the PTA. We really can't feel a part of the organization.

It caused a decrease in opportunities for adults to participate in projects like sewing, etc.

The school drop out rate increased when the high school closed.

Since the school closed we do not have help from the teachers who were teaching the kids. They helped us handle our kids. They understood them.

Every year we have less and less people. If this keeps up nobody will be here but those too old to go.

I think that closing the high school helped the community. The community is broadened because we have interests in other communities. Our kids are there. This is growth.

To me, it decreased the unity of the community. Parents and children are divided. The children are divided. Some of them go to one school and some to another school. Children and community are divided. They are citizens of two communities, there by day and here by night, which isn't much.

It is harder for parents to talk with the Board of Education about certain school problems.

The only institution to provide unity for this community was the school. When it was here, everybody was interested and proud and pulled together. Now there is nothing, and I

mean nothing, to hold us together. We have churches, I know that, but it seems like they pull apart because of denominations. The unity and togetherness of the community was affected by the closing of the high school.

It limited the participation of Negro youngsters in the activities of the school. Sometimes they can't go back to practice and can't stay late for practice. They have to get that bus.

I just didn't realize how much teachers helped with the children until they left. School teachers also led in many organizations of the town. They are gone now and their help is missed a lot. We still have the teachers in the elementary school and they help a lot, but with the others we had additional help. This was good.

Closing of the high school took many good leaders from us, teachers, I mean.

It affected the economic conditions of the Negro teachers. They lost their jobs and had to move to other towns. We miss them and their economic help.

We miss the good of the high school teachers since they left.

If we just had all of the teachers back in our community, I would say that closing the high school didn't affect it so much.

It is a sad, sad, divided town since the high school closed.

Caused less civic pride among the citizens of the town. We are far apart, now.

All that I can say about it all is that it did not help young peoples' behavior.

Children have nothing to do. They leave town and get into trouble and this upsets parents and them. The school sort of kept them straight.

It moved the kids out of observational reach of the parents.

Children don't want to live here any more, and many of them don't. Many of them just up and leave.

We used to be able to talk to the kids, but now we can't.

The community is suffering, but when there is progress, something and somebody have to suffer. This is what progress brings about. We will get over it though.

It decreased the postal services of the town.

The economic resources of the town were damaged a lot.

As I see it, it had no affects on the community.

The community is about the same as it was before the high school closed. All of this about being hurt is wrong. It is the same.

No changes. If there are changes, they are for the betterment of the community. For awhile it might seem that we are not getting anywhere, but later on we might see that everyone is better off.

We just didn't have time to get set for its closing.

It affected this town in the baddest kind of way.

We just did not know how much we depended on that school until they took it.

I am with it now, but I was not when they first closed it. I think everybody feels this way.

If this community overcome the school's closing, it'll be a good one.



A second category of replies essential to the solution of the problem consisted of the unrestrained statements made by certain interviewees to the question: "Now that the high school is closed, what other organizations and institutions could sponsor programs and activities which it once sponsored for adults in your community?"<sup>2</sup>

Representative responses follow:

A. Adult Education Classes

People of the town could get together and build a hall for classes and then employ teachers to teach the adults. This would give new life to the community.

I feel that it is the town's responsibility.

The community itself should plan it, finance it, and work it.

The community could organize and meet its needs with help from someone who knows how to do it. This is where the outside help should come in. The federal government, maybe.

Churches of the community could handle adult education courses and other activities for adults and I think they should.

The local clubs of the community could be of great help in sponsoring such a program.

Our county, along with our town and state organizations, could organize and develop a program for the adults of Red Bird.

The federal government will help us if we ask, and ask right.

The church used to do a lot of this. I don't see why it cannot do some of it now. We have to quit looking for other organizations to do what the church could and should do.

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<sup>2</sup>Because of duplication in responses, some of the statements made by interviewees in this area have been omitted.

## B. Recreational Activities

The various clubs of the community and other organizations should take the lead in providing recreational activities for adults of our town.

The churches should take the lead now that the school is gone. They can do a lot along these lines.

With proper leadership from the county as well as the state working together we could have recreation.

The county and state will have to finance it, we can't.

Since the state took our school it should provide the money and leadership for anything that closing the school caused us to lose. This includes recreation for adults.

Federal government programs can and ought to help us.

We should all sit down together and find out what we need along these lines. Then, we should see how much of it we can do through our churches, clubs, city, and other organizations. The things we cannot do for ourselves, we should not hesitate to ask the county, state, and federal government for help. We can get it, too.

## C. Civic Activities

County and state organizations. For instance, the county agents and other leaders could develop special programs to help. The state could have an extension program and send teachers to help us have more experience in civic activities.

The state should see to it that we learn along these lines. The county could help in this also.

Our town in connection with the county could sponsor civic activities. The town is not able to do a good job because of the lack of financial backing, but in cooperation with the county we could swing it.

It is about time that churches became more interested in the civic affairs of the town. They could plan activities that would be of help.

The various local clubs of the town could be of great help in providing civic activities. There are several clubs that are already doing something, but they could do more.

The NAACP, the Historical Club, and the Masonic Lodge could plan programs of this kind.

D. Health Services and Activities

Doctors and hospitals in the area could help. They could sponsor clinics to teach health habits, etc. There are no doctors nor hospitals here, but there are some in the county. They could help.

Through the poverty program, the federal government could set up some programs for better health.

County health organizations could work with our city organizations in trying to get health services started.

Churches could be sponsors of some of the health services, especially those which deal with the educational part of it. Churches also could sponsor giving certain types of aid to hospitals nearby. This would be volunteer work.

The town could sponsor some of the services. I don't know how far we could get in it though. We need outside help.

The teachers up at the elementary school could be of help. They already help some, but don't have enough time.

E. Cultural Activities

By the school that is here now, the elementary school.

The teachers of the school.

Local organizations could make special plans to sponsor cultural activities for the grown-ups.

The town should plan a program that will help. We could put on programs and raise money for sponsoring different types of programs that are cultural. The town could even build a city library with government help.

The churches of the town could sponsor programs that are cultural. They could go together and sponsor an event.

Integrated schools which the children attend could have some programs in this community with the children. This would help the kids, the community, and the adults.

The federal government could help in this.

F. Informal Influence of Professional Education Leaders

Members of the faculty of the elementary school do help and could help more if they had more time.

All of the educated people who live in this area could help.

The ministers and the other leaders in the community.

Professional people who live in the county and surrounding towns who are interested could help us. This includes doctors, nurses, teachers, people in business, people in government jobs, and any one else that has something that will be of help. Maybe if we plan in some ways and ask these people to help us by giving advice to groups, they would respond.

The integrated schools. Teachers from these schools where our children go could help some. Maybe we should ask for it.

In order to gain a broader perspective of the interviewees' perceptions on the impact of the closing of the high school in the Red Bird community, the following question was asked: "What do you think desegregation of public schools has meant to Negroes?"<sup>3</sup> Responses of the interviewees follow:

Better for us, though at times it puts us on the spot. If you don't know it comes out, but if you do know it is just alright. Let's face it, many of us just have not had a chance to know. This condition is now erased.

Good for us if it is carried out right.

Fine, if done right and if we are not discriminated against.

Good idea. Children get better facilities. Opportunities are better. There are some unfair practices in not integrating the Negro teachers along with the pupils, but even with that it is better.

Help for the Negro students. Harm for the Negro teachers.

It was a good intention. But integration, you got to have it in your heart and not just say it. That won't do. You got to live it. Maybe some good will come of it, but I doubt it.

Good. Means educational opportunity for youngsters.

In a way, all right, if done right.

A better chance for the Negro boys and girls of our country.

In some ways good, and in other ways, not so good.

Good. Ought to have happened over forty years ago. Some have suffered from it, but over-all it is best.

Less opportunity for Negroes.

Deprived children of teachers who understood them.

Brought the Negroes to think together on important things.

Not the best thing for Negroes as it is operated now.

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<sup>3</sup>Because of duplications in responses, some of the statements made by interviewees in this area have been omitted.

Guess its alright for those who like it. No harm in it for the school. I would not have stopped it if I could.

If they just had taken the Negro teachers too, I wouldn't have a single criticism about desegregation. That is the only thing that is lacking.

Better opportunities for the Negro children and youth.

Generally speaking, it has meant betterment for Negro kids. However, this is a slow, drawn out, nasty process. It has caused much embarrassment and heartache and misunderstanding between the Negroes and white people. This will pass over.

Means nothing to me. Some might like it but it means nothing to me.

In one way it created problems, youth problems. It is hard to mix with others when they don't seem to want you. It's hard.

Progress.

In a way it is very helpful. It promotes learning and living together. It has meant great advancement and progress for Negroes. It is tough though. You have to swallow and take many things. I guess they do too.

Maybe progress. Maybe not.

It has not meant any progress for Negroes, neither has it been any help. Rather it has hurt the Negroes.

Progress. But closing the school hurt the communities all over the nation. I guess maybe betterment of childrens' chances to grow is more important.

It has given the Negroes a chance to evaluate themselves, to take stock of their limitations and their strong points. Regardless of what caused our conditions, we now can see where we stand and what we need. Desegregation gives us a chance to get what we need.

Over-all, it has meant progress. However, it will not be realized in its entirety until after ten or fifteen years from now.

For the time being it is not profitable for Negroes. The Negro teachers have lost out and are discriminated against. I guess desegregation is better for the children.

In some ways Negroes have been hurt instead of helped. Now, other schools have better facilities and prepared teachers,

but not the interest in Negro children. Remember, this means something too.

Advancement for Negroes.

A good chance for kids to learn and grow.

In certain ways it is progress. Gives kids a better chance at an education. That's good. They deserve it. In other ways it is harmful. Caused Negro teachers to lose their jobs, and the communities to lose, and I do mean lose, their children. That's bad.

I think this is the most wonderful chance for educational betterment, in every way, that Negroes have ever had.

Education is the key to life. Now our children have a chance to get that key. That's what desegregation has done.

Desegregation means progress for Negroes. Caused a few bumps and knocks. You can expect that. Better to have that than to be ignorant. We can overcome bumps and knocks like we have always done, but not ignorance. So I think this is the best chance Negroes have ever had.

Means a better chance to succeed. People have to have education to succeed. Our kids can have it. We didn't,

We had to suffer for years to get it, but it finally got here. Desegregation. I didn't think I'd live to see it, but I did. Thank God.

Good, good, good.

If all the problems were solved, it would be much better.

A lot of good folks got hurt, but it came. Progress, I mean.

Nothing. Do you hear me? Nothing.

All right, but Negro teachers were set back fifty years.

All that is wrong with desegregation is that teachers of our race were not hired along with the taking of the children. Do you think that they just didn't think our teachers were good enough?

We may never achieve, but desegregation gives us a chance for us to try. I hope all Negroes will try and try hard.

Desegregation is just another way of guaranteeing freedom and happiness for Negroes.

We are still at a disadvantage because we are so many years behind the white man. But it is a chance to try to catch up.

An opportunity to outlaw ignorance and poverty and a better chance to serve.

I'll just have to wait and see.

It woke us Negroes up before day, but we'll catch the worm. You believe that?



APPENDIX H

OPINIONS: UNSTRUCTURED RESPONSES  
OF CHANDLER INTERVIEWEES

OPINIONS: UNSTRUCTURED RESPONSES OF  
CHANDLER INTERVIEWEES

Essential to the solution of the problem were the unstructured statements made by certain interviewees of Chandler in reply to the open-ended questions on the interview schedule. One category of such replies was made to the question: "In your opinion, how did the closing of the Negro high school affect this community?"<sup>1</sup> Responses were as follows:

I did not want the school to close, but since it did, I am able to see some of the results. The community is really a part of the town now. Before, it seemed that it was an extra part of something. We feel like we are accepted as a part of the whole town, not just Negroes.

It took away many advantages of Negro adults to learn and to engage in social and cultural activities. We are beginning to get some of these again now.

Many more advantages have come as a result of closing the school and sending our children to the mixed schools.

The Negro community has gone down, churches and all.

Decreased the Negro population.

It helped the community to see its needs and where it was weak.

Made better relationships between the Negroes and the white people of the town. We have better understanding now.

Gave Negro children a better opportunity to grow in an educational way. Chandler kids, both black and white develop together now.

Decreased the unity between the adults and their youngsters. Youngsters don't want to do anything for the Negro community. They seem to be divided in their loyalties. They should go over there and learn and come back to help the community.

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<sup>1</sup>Because of duplications in responses some of the statements made by interviewees in this area have been omitted.

It helped our community to appreciate better opportunities.

It affected the Negro teachers in this community. It caused them to have to leave town for jobs. This leaves our community without their help which is so much needed.

Helped our community.

Our community has suffered greatly from it. We don't have Negro teachers in the community like we once had. They helped us in many ways.

It lessened social activities, especially for Negro adults.

It eliminated some of the girls and boys in sports. This causes them to be unhappy. The parents and kids are not pleased with this.

Started the community on a new path. It slowed up for a while, but now it is gaining ground. It is growing.

Closing the Negro high school here caused both races to be exposed to each other. This was good for the Negro community and the whole town. This is much better for the children, I believe.

It helped the community to learn the meaning of togetherness in education as well as in other things. It also developed more mutuality among the races. That is good.

We have one big community now, no "white community" and "Negro community". We are all together. Closing the school and sending our school kids to the integrated schools of the town made this possible.

Since the Negro school closed we don't have as many Negroes. That is one way in which the community was affected. I wish we could have kept the school and integrated it.

It increased opportunities for places to go and things to do.

Closing the Negro school was bad for the Negro church. You can't get much cooperation from the Negro kids now.

It took the colored teachers out of the community. They were discriminated against. This is the only thing that seems to be wrong. Otherwise, the community is better off.

The Negro school building was the only center for recreation and the closing of the school reduced the opportunities to use it for these purposes.

We lost the teachers, the kids and the building.

The school building was very useful to the community in helping to serve as a meeting place for overflow crowds for churches, clubs and other organizations. Now we don't have a central building that is large enough for such purposes. We miss these opportunities very much.

Closing the Negro school had no affect on this community.

It surely did cut out our night classes and somewhere to go.

Decreased social activities for adults of the community.

Caused the Negro community to go down. Now it is so dull.

We miss the programs that the school had. We could see all of the children in action. It was close and easy to get to.

Now there is not much recreation that you can feel a part of, especially us adults.

We miss the sewing classes and the cooking classes that the school had.

Closing the Negro school affected community interaction. All of the Negro childrens' interests are in the school over there and not in the Negro part of town. This isn't right and shouldn't be.

The Negro children seem to be separated from the Negro community now.

The teachers in the Negro school understood us. Now they are gone to other towns. They left after the school closed.

Negro faculty members were not integrated. This affected the community in that it is without their help. You could carry any problem to them without being ashamed and trust them to help you work it out. They understood and sympathized with us without any pay.

It is really the same community, only a little bit slower.

Nothing has really changed as a result of the closing of Negro school.

We don't feel cut off from the other part of town now. It is one big community rather than two. It brought the races to a better understanding and cooperative spirit. It is going to be better as time goes on.

The community was not prepared for the losses of the kids and the Negro teachers as it happened. The school maybe should have been closed, but we should have had time to prepare better for the loss of it. Maybe we should have been notified about five years before it closed so that we could have been prepared.

People have a lot of love tied up in a school that their kids attend. They never want it closed. This is what we felt. If we had been notified early, we would not have had such a shock.

The community is blessed, I think. Its boys and girls can learn and then come back and help to build it the way it should be built.

It affected the community to the point that the people realize that they will have to provide a whole lot more in order to keep the kids from leaving town when they finish high school.

No affects.

We miss the school's cooperation in community programs and betterment.

Slowed up activities in all of the churches, decreased educational advantages for adults and cut out social life in the Negro community.

If there were any bad effects, I am not able to see them.

Something swell happened in Chandler....

I see a great improvement in the whole town....

It figures that better chances were given to kids, but not to teachers and other grown-ups.

Teachers were neglected, this hurt the community.

... We grown-ups lost ... socially.

Made it real dull for us. We have no social life like we had when we had the school. However, kids are much better off.

It did slow us down socially for a while, then, things got better.

A second category of replies essential to the solution of the problem consisted of the unrestrained statements made by certain interviewees of Chandler to the question: "Now that the Negro high school is closed, what other organizations and institutions could sponsor programs and activities which it once sponsored for Negro adults in your community?"<sup>2</sup> Representative responses follow:

A. Adult Education Classes

The Community Action Program sponsors some of the courses once offered by the school. More courses could be added. I hope they will.

Several of the classes offered by the Negro school could be offered by the schools of our town. The high school could have some and the grade school could have some. For instances, courses in the department of housekeeping and homemaking could be offered by the schools. I think the Negro ladies would be interested.

This could be sponsored in some ways by the Negro churches of the town. They could cooperate and have a program to take care of some of the simple things we need to know.

Each church could plan and carry out a program for its members. The program could include the classes that people need. Many would even pay for the courses.

The federal government along with our county could sponsor this kind of educational opportunity for Negroes of Chandler.

B. Recreational Activities

We have several community clubs which could sponsor recreational activities for Negro adults of our community. I believe that if these clubs would cooperate and plan a program of activities together, the problem would be solved.

If the churches would pool their resources, they could come up with some pretty good recreational activities.

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<sup>2</sup>Because of duplications in responses, some of the statements made by interviewees in this area have been omitted.

The Community Action Programs also sponsor some recreational activities now. There could be some more.

The city has a number of parks, and other recreational spots. It could advertise and make Negroes feel that they are really wanted. I think that we are wanted. We have been without these things so long that we would be a little hesitant about taking the advantage of them. This is where our city could come in. It could help us feel free in using these things. Maybe they think that we already feel free. I tell you we don't. Not because of them, but because it is a habit by now. We already have more recreation areas than we use.

#### C. Civic Activities

It seems to me that our city should take the lead in developing civic activities. This does not mean that we would sit back and do nothing. I mean that the city could take the lead and gain our cooperation. In this way, the Negroes would learn and the city would be helped.

The Community Action Programs could include more civic activities to the programs it already has. It could develop more civic pride and other things that make good citizens. We need to know about the best persons to vote for and the problems that we need to vote on. I think that we have to really be taught these things. You can't pick up enough information from television and newspapers.

The county and the state through the various agents could offer civic activities for the Negroes of our community.

The schools of the city teach our children courses in government, etc. They could also plan some civic activities for the adults. This could be done by all of the schools.

Negro churches ought to play a part in civic development of people. We have churches and they all should be concerned about the christian side of civic responsibility.

Community clubs from the Negro part of town could sponsor civic activities. Each one could take a special part and work it out to fit the needs of the Negroes of the community.

#### D. Health Services and Activities

Lincoln County has a number of hospitals and clinics. The city of Chandler has several also. These hospitals

and clinics could, under the direction of someone who knows, develop spot clinics. I mean by spot clinics, some kinds of special classes for special groups on special health problems. For example, a doctor could really give adults some information about what alcohol will do to their youngsters.

The County Health Association already does something. But it could get more Negroes to participate in its programs. In this way Negroes would be learning and the whole town would benefit.

Schools of the town could offer special courses on the subject to adults. They could hold clinics also.

Social Action Programs could sponsor programs of this nature.

Churches of the town could offer some activities that would help.

The clubs of the community would be very helpful if they added the health services to their other duties.

The Chamber of Commerce could help a lot.

#### E. Cultural Activities

The elementary and the high schools already sponsor many of the cultural activities for Negroes that were once sponsored by the Negro high school. We are so far away that it is harder to get there. However, they could advertise the programs more, as the Negro school did.

The Lincoln County Museum.

The Lincoln County Library could sponsor cultural activities once sponsored by the Negro high school.

Many of the cultural activities once sponsored by the Negro high school could be sponsored by the clubs of the community. There are several clubs in the Negro community of Chandler. They could sponsor plays, musicals, and other types of cultural programs.

Some of the cultural activities that the school sponsored before it closed could be sponsored by the churches of the community. There are several churches in the Negro part of town. They could put on programs that would develop us in a cultural way.

#### F. Informal Influence of Professional Education Leaders

The teachers in the elementary and the high schools of



Chandler could provide this type of help.

All of the educated people who know the answers to the many different problems of life. I mean the educated people of Chandler, both black and white.

Anyone who is a professional person.

The ministers of the town's churches.

Leaders in every field represented in the town.

The teachers who teach our children.

All school leaders.

Retired teachers along with other teachers of the town.

In order to gain a broader perspective of the interviewees' perceptions on the impact of the closing of the Negro high school in Chandler, the following question was asked: "What do you think desegregation of public schools has meant to Negroes?"<sup>3</sup> Responses of the interviewees follow:

More extra-curricula opportunities. Youth from the Negro race can participate in more things and can have more chances for growth.

Better educational opportunities for all Negro children all over this land.

It offers better opportunities for the Negro boys and girls to prepare themselves for more and better jobs.

Progress. Progress.

A great advancement in every respect. I like it.

In a way, it has given better opportunities for education.

Helps Negro children to become better qualified. If they make use of the opportunities and get ready, they can get better jobs and can be better men and women.

Advancement.

Cultural advantages which the youth need very much, and which they could never get as things were.

Equalization of citizens.

A wonderful opportunity for progress.

Help.

Shelter in time of storm.

When teachers are completely integrated, then desegregation will be a reality.

Makes us feel like we are human beings, real citizens.

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<sup>3</sup>Because of duplications in responses, some of the statements made by interviewees in this area have been omitted.

Educational growth and development. Nothing should hold us back now.

A chance to get ahead, if we take it.

A good opportunity for children and also adults if they will take the opportunities offered to them.

It is just a wonderful feeling to be a real citizen.

It gives the kids more of what they need. The Negro kids need plenty. Our schools were good, but we did not have enough backing.

It helped the young people, but not the Negro teachers. This happened everywhere in America where discrimination was practiced.

Cultural development.

I'm in love with the whole wide world, now.

It means much, but it will mean more to the Negro children when they put some of the Negro teachers there. They understand the kids and the kids understand them. It means a lot as it is, but will be better when that happens.

Best luck Negroes have had since slavery ended. Now, the kids can grow up like men and women.

Give us a feeling of dignity and that we are worth something.

It means decent jobs, decent housing, and decent living.

It really was a change for good.

The answer to the whole idea of success seems to be centered in education. Well the kids can get an education and maybe they will have success.

Negroes can gain some ground now.

Since Negroes make up a pretty large part of America, I would say that this is advancement for America.

It exposes Negro children and grown people, who will take the opportunities offered, to better ways of life.

Now, Negroes can be men and women with dignity and worth, can be respected. This is what counts.

It is better for Negroes, much better.

In every way that I can think of, it is better for the Negroes, old and young. I don't see how we have come this far without these opportunities. We did make some progress. Now we can make more.

The burden of proof is on us now. We can't blame America anymore if we don't make good. No excuses. We have the chance.

Development.

Good, good, good.

I can hardly believe it. It is just too good to be true, this wonderful chance to be somebody.

Great opportunities for all Negroes.

Gives some self respect. This is what the Negro needed. Without self respect a man isn't much and can never amount to much.

It is helping us to go places, to climb to the top.

It has meant harder work, and will be harder still, but it is good.

Now, Negroes can participate fully in American life. Now, we are real citizens of the country. Russia nor any other country can beat this. This is what desegregation has done for Negroes and for the country itself.

The right to a good education, equal opportunities for employment and public accommodations, and the right to vote are essential to American citizenship. Desegregation of public schools is the thread that runs through all of the others. Better education will help to open all of the other doors. Desegregation provides greater opportunities for all of the privileges like employment, voting, accommodations, and education to a race of people who never had these things and privileges before. Thank God.

To know that my country accepts me and my other dark brothers as citizens gives me a special feeling of peace within. You know what I mean? I mean dignity. I mean worth. I feel like a citizen. That's what the whole thing means to me. I don't care who knows that I thank God for that.

Something swell happened in America and to the Negro.

This is what was needed to help us to be real Americans.

If I understand the word "integration" we don't really have it. Without Negro teachers cooperating in the school

systems one hundred per cent, it is not integration.

Big deal for Negro kids, but not for the Negro teachers.

Desegregation of public schools in America is the answer to the Negro's number one problem. You know what I mean? Do you know what that problem was? Slavery, that's what it was. A person is in a kind of slavery when he doesn't have certain rights. One of those rights is the right to learn, to know, and to act on that which one learns and knows.

Better schools, desegregation and nothing else can heal the deep sores cut in our hearts for being black. We have to try. We have to try. America is trying. The black man must try.

Don't you just love America because of the chances she is providing through the laws on desegregation?

APPENDIX I

LIST OF CONSULTANTS WHO WERE INTERVIEWED FOR ITEMS  
ON QUESTIONNAIRES AND INTERVIEW SCHEDULE

## NAMES, POSITIONS, AND ADDRESSES OF CONSULTANTS

Dr. Jake Smart  
Assistant State Superintendent in Charge of Instruction  
State Department of Education  
Capitol Building  
Oklahoma City, Oklahoma

Miss Blanche Portwood  
State FHA Supervisor  
Will Rogers Building  
Oklahoma City, Oklahoma

Miss Hazel O. King  
Retired Oklahoma Cooperative Extension Agent  
420 North Second Street  
Kingfisher, Oklahoma

Dr. Otis Dudley Duncan  
Retired Chairman of the Department of Sociology  
Oklahoma State University  
Stillwater, Oklahoma

Dr. Joseph Ellis Timken  
State Supervisor of Adult Education  
Will Rogers Building  
Oklahoma City, Oklahoma

Dr. Byrle Killian  
Assistant Director of Vocational Agriculture Education  
for The State of Oklahoma  
1515 West Sixth Street  
Stillwater, Oklahoma

Mrs. Zella Patterson  
Chairman of the Department of Home Economics  
Langston University  
Langston, Oklahoma

Dr. Sara Sutker, Former Professor of Sociology  
Oklahoma State University  
Stillwater, Oklahoma

Mr. Paul O. Brooks  
Retired Logan County Agricultural Agent (Special Programs)  
8 Elmwood Drive  
Guthrie, Oklahoma

Mrs. Eva Redman  
Logan County Superintendent of Public Schools  
Court House Building  
Guthrie, Oklahoma

## CONSULTANTS CONTINUED

Mrs. Annie West  
Instructor of Home Economics at Langston University  
Langston, Oklahoma

Mr. Lewis Burton, Former Vocational Agriculture Instructor,  
Booker T. Washington High School of Chandler prior to its  
closing  
1900 54th Street  
Oklahoma City, Oklahoma

Mr. H. E. Berry  
Wagoner County Vocational Agriculture Agent  
Porter, Oklahoma

Mrs. Inez Williams Porter  
Wagoner County Extension Home Economics Agent  
Porter, Oklahoma

Mrs. Rosa Parker House  
Extension Home Economics Agent for Oklahoma and Logan Counties  
Federal Building, Room 305  
Guthrie, Oklahoma



VITA

Annie Laurie Coleman

Candidate for the Degree of

Doctor of Education

Thesis: SOME EDUCATIONAL AND SOCIAL EFFECTS OF CLOSING NEGRO  
HIGH SCHOOLS IN OKLAHOMA

Major Field: Secondary Education

Biographical:

Personal Data: Born near Iola, Texas, the daughter of John and  
Beatrice Williams.

Educational: Attended grade school in Oakwood, Texas; graduated  
from high school in Ennis, Texas; graduated from the Oklahoma  
School of Religion, Langston, Oklahoma, with a Bachelor of  
Religious Education degree in 1949; graduated from Langston  
University, Langston, Oklahoma, with Bachelor of Arts degree  
in 1950; and graduated from Oklahoma State University,  
Stillwater, Oklahoma with Master of Science Degree in 1953.

Professional Experience: Instructor of Religious Education at the  
Oklahoma School of Religion from 1950-1953; Chairman and  
Associate Professor of Department of Religious Education from  
1953-1963; Library Assistant at Langston University from  
1963-1964; Supervisor of Secondary Student Teachers,  
Langston University from 1964 to present.