

GROUP EXPERIENCES IN BUILDING BETTER
COMMUNITY LIFE IN OKLAHOMA

STRATHMORE PARCHMENT

100% RAG U.S.A.

By

CHRISTA OLENE ROBERTSON

Bachelor of Science

Oklahoma College for Women

Chickasha, Oklahoma

1947

Submitted to the Faculty of the Graduate School of
the Oklahoma Agricultural and Mechanical College
in Partial Fulfillment of the Requirements

for the Degree of

MASTER OF SCIENCE

1950

MENT

STRA

OKLAHOMA
AGRICULTURAL & MECHANICAL COLLEGE
LIBRARY

11

JAN 17 1951

GROUP EXPERIENCES IN BUILDING BETTER
COMMUNITY LIFE IN OKLAHOMA

CHRISTA OLENE ROBERTSON

MASTER OF SCIENCE

1950

THESIS AND ABSTRACT APPROVED:

Millie Carson

Thesis Adviser

C. B. Lewis

Faculty Representative

D. C. McIntosh

Dean of the Graduate School

266775

ACKNOWLEDGMENTS

The author wishes to express her grateful appreciation for the valuable assistance rendered by the many persons cooperating in this study. She is particularly indebted to the Doctors Lela O'Toole, Professor of Home Economics Education, Millie V. Pearson, Head of the Home Economics Education Department, and C. B. Loomis, Director of Community Development, whose constant guidance and generous help carried the entire work to its completion. To the community members of Mooreland, Garvin Springs, Poteau, and Beggs the author is deeply indebted for helpful assistance in obtaining data for this study.

TABLE OF CONTENTS

Chapter		Page
I	BASIC IDEALS OF COMMUNITY LIFE	1
II	DESCRIPTION OF THE STUDY	5
III	A REPORT OF FOUR EXPERIMENTS WITH COMMUNITY DEVELOPMENT	10
	Mooreland finds Strength in Unity	11
	The School Serves the Community	18
	Beggs' Citizens Plan for Community Development	24
	Garvin Springs Organizes for Neighborhood Improvement	27
IV	ANALYSIS OF COMMUNITY PURPOSES, PLANNING, ORGANIZATION, AND PROGRAM	33
V	CONCLUSIONS, GENERALIZATIONS, AND RECOMMENDATIONS BASED UPON THE STUDY	46
	Appendix	50
	Bibliography	61

CHAPTER I

BASIC IDEALS OF COMMUNITY LIFE

The United States of America in this half century year of 1950 is one of the two greatest nations in the world: half the world looks to her for protection, and waits for her leadership in facing questions of monumental concern. Most of the world looks to her for the stabilization of the currencies without which world trade would be mortally handicapped; many nations depend on her for the means of acquiring food, clothing, and shelter; and, some look to her as the great spiritual giant whose basic ideals of democracy stand for the hope of the world in peace.

The two great philosophies of communism and democracy dominate the thinking of the world today. Nation after nation has fallen to the bearer of the hammer and sickle; democracy alone is strong enough to offer a counter decision to that force which would dominate the world.

Some may ask: How did the United States come to hold such an auspicious position among the nations of the world; we, who are the generations succeeding the pioneer, and the rugged individualist; we, who declared a Monroe doctrine of non-interference outside our own western hemisphere; we, with our free economy, and our bill of rights protecting the individual man; how did we emerge as the leaders? The story is long: this nation has grown from ideals accepted and used as basis for building through the years. In the beginning the founders of the United States embodied in the constitution the basic beliefs of democracy. Those have been reinterpreted in light of a changing world, but are today, even as then, a beacon lighting a difficult pathway. The interpretations made, the decisions handed down, along with the reactions of the people have gradually grown to constitute

the "American way of life". Each American has knowingly or unknowingly, had a share in the building of the nation to which he gives his loyalty.

Democracy as it is now conceived has four major premises on which all the basic ideals are founded: (1) the dignity and worth of the individual, (2) the faith that man could and should govern himself, (3) the belief that with each privilege there is a corresponding duty, and (4) the belief that problems may be solved by cooperative intelligent action.¹

The individual is important in his own right in a democracy: there is a faith in the supreme value of the human personality. Because of this faith the individual has the right to share in the decisions which concern him. If he is to share intelligently he must have a chance for a healthy body, an educated mind, and an integrated personality.

As long as there has been a United States of America there has been the belief, stated in and protected by the constitution that man could and should govern himself. The power of the government lies in the consent of the governed as to the form and functions of that government, the participation of the people in problem solving, the belief in the right of the majority decision without destroying the right of the minority, the understanding that government exists for the welfare of the individual, and the conviction that democracy is the best possible form of government.

Democracy as a form of government depends on the people's knowledge of their privileges and responsibilities as citizens. Individuals and groups of individuals must realize that participation in governing is essential, and that though the individual is of major importance there are

1. The Citizenship Education Study, "Understanding Democracy"

certain limitations of personal liberties which must be made for the good of the total group.

In a democracy intelligent methods of problem solving must be used. Reason is of more importance than opinions, reflective thinking of more value than trial and error, and discussion of problems with people who have common concerns of more result than less cooperative procedures.

The grass-roots of democracy begin on the community level for it is here the people live and work, make friends and create a feeling of belonging, have a sphere of influence and help in solving problems of common concern. Within the community a person has the opportunity of learning the rights of citizenship, the responsibilities of a democracy, and the knowledge, skills, and abilities necessary for establishing and maintaining a democratic society. The community, used in this sense, is a broad conception of the total community life. It is defined by Ernest W. Burgess in Community Life In A Democracy, and will be used in this context throughout the study.

"Communities may differ widely in area, in population, and in function, but they always have one common characteristic. The attribute that distinguishes a community--whether it be a neighborhood, a rural area, a town, a small city, a metropolitan area, a region, a nation, or a world community--is the fact that it comprises people residing in the same geographical area and sharing common interests because they are living together. The community may, therefore, be defined as a group of persons living in a definite geographical area and sharing common interests. This means that a community maintains one or more institutions, such as the school, the church, the store, and the local government. It also means that mutuality of interests is the basis for the unity of its people. People find that there are many activities which they can do much better together than separately, and some that can only be done cooperatively."²

2 Florence C. Bingham, Editor, Community Life in a Democracy, p 1

With all the divergent elements which compose the life and functions of the American community, small wonder that it should hold so important a place in the "American way of life".

The belief that an understanding of the ideals inherent in a democracy and the procedures on which they operate are basic to the development of good community life prompted the study, reported here as a part of this thesis. Too often community life is taken for granted and little effort made to understand what actually happens. Only through careful study and analysis of the procedures used by men in cooperative action can one understand community life.

CHAPTER II

DESCRIPTION OF THE STUDY

A study of "Group Experiences In Building Better Community Life In Oklahoma" was undertaken because limited materials are available in the field of community development in either the nation or the state of Oklahoma. In certain sections, a limited effort is being made to study community life and to present worthwhile information to interested organizations, groups, and communities.

A desire to understand the interaction of people with their society, as individual members of a group, and as participating members of group effort in total community organizations stimulated an interest in the community development field. Further interest was aroused through shared class experiences when examples of cooperative community programs were visited in the southeastern region of the United States. Since Oklahoma had made some progress in similar programs, plans were made for locating and studying the cooperative work of such communities. This study was based on the hypotheses that an investigation of four community programs, selected by specific criteria would: (1) show how these programs had been and are planned and organized, their purposes, and activities; (2) make it possible to prepare descriptions of developing community programs of value to people who are interested; and, (3) help in formulating generalizations to guide action in setting up and bringing about effective community development programs. In order to test these hypotheses the purposes of the study were stated as: (1) visiting, studying, and describing four Oklahoma community development programs; (2) formulating generalizations which would be helpful to people interested in improving conditions within their communities; and, (3) making

information available concerning the four communities to people who are interested.

It was assumed that: (1) communities can, through cooperative effort, develop a better way of life for all, (2) some communities were in the process of and actually making improvements prior to the time of the study, (3) shared experiences could be helpful to communities, (4) information secured could be of benefit to others if made available, and (5) people would be interested in using the materials prepared as a means of analyzing and improving their community programs.

The study is limited in that it presents information regarding only four communities which were selected by criteria formulated at the beginning of the study. It is not the purpose of this study to propose changes in the community programs visited, to criticize, nor to compare existing practices, but rather to present a description of the processes people in a community use to solve common problems. No attempt is made to present all points of view of community members because only a limited number of people were contacted. However, it is hoped that a cross section of community opinion is shown.

The criteria for selecting the communities to be used in this study were as follows:

1. Do communities selected vary in size?
2. Are different sections of the state represented?
3. Do the programs observed show evidence of the democratic approach?
4. Is there evidence of continuing growth in the communities selected?
5. Are the leaders of the selected centers interested in and willing for the "community to be included in the study"?
6. Have community members participated in planning the development program?

7. Is the program evaluated continuously?
8. Do the selected communities present a variety of approaches in building better community life?
9. Do the selected community programs include one which has participated in a "Citizens Workshop Planning" group, sponsored by the Community Development Program of the Oklahoma Agricultural and Mechanical College?
10. Do the selected communities include one which was a member of the "Rural Neighborhood Progress Contest" jointly sponsored by the Oklahoma Farmer Stockman and the Oklahoma Extension Division?
11. Do the selected community programs include one where improved community living can be attributed to lay leadership?
12. Do the selected community programs include one which has been initiated and developed cooperatively through the leadership of one or more existing agencies within the community?
13. Do the selected communities include one which has a community school approach with a strong program of home economics?

Using this criteria as a basis for selection, the four communities included in this study are: Poteau, in the southeastern part of the state, a town of some 5,000; Mooreland in the northwestern part of the state, a town of some 1,400; Beggs, a town of 1,400 in the north central part of the state; and, Garvin Springs a neighborhood community in Garvin county, representing an area occupied by approximately 42 families.

The data gathered for the study were secured largely through interviews. Interviews with people on the Oklahoma Agricultural and Mechanical College campus provided information for developing the criteria for selection of the communities, and location of leaders in the various communities.

Visits to the community were arranged after initial contacts were made with community leaders. These were usually done through a letter. The visits varied in length, ranging from four to five days. The actual period of time involved can not be estimated in a definite number of weeks. In reality, the time for visiting was scheduled along with college class work

and extended over a period of three months.

Data were secured about each community through informal interviews with a number of persons. Most of the interviews were arranged by the person first contacted, the leader recommended by field workers at Oklahoma Agricultural and Mechanical College. An effort was made to talk with a number of the people who knew of the development of any recognized phase of the community program. In the course of interviewing people certain materials were located which were additional sources of information. Attention was directed to newspaper articles, unpublished histories, committee reports, narrative evaluative reports, business and school records, and published materials from books and magazines which served as valuable sources of information. These materials provided numerous details which not only substantiated but supplemented the information secured through personal interviews.

Available facilities such as the schools, business establishments, parks and playground areas, hospitals and other health facilities were visited in each of the four communities. Community meetings, total school programs, committee work, and personal "behind the scenes" stories were a part of the program of observation. In three of the four communities, the observer stayed in the homes of community members during the visit. It was possible, therefore, to talk informally with family members, friends, and neighbors. This very informal approach in studying community programs enabled the visitor to be a part of the situation while observing. Informal interviews seemed to be the best way of securing usable information: particularly was this true when the observed was concerned with evolving relationships and the methods used in cooperative action.

Recognition is given to the fact that the information secured is

determined by what is looked for. Since this was realized at the beginning of the study, careful preparation was made for conducting interviews by outlining questions which dealt with the details of community purposes, planning, organization, and program of developmental activities. The first community visited was used as a test case for the outline, however, at no time were questions asked directly as written, nor were they asked in any definite order. The outline was used only as a check to see that all needed information was secured. Reviewing the outline preceding and following interviews made it possible to secure more accurate information, and enabled the observer to use more effectively the time planned. This was particularly important since the individuals interviewed presented only fragmentary information about particular phases of the total organization. Nevertheless, much information was secured from all communities visited, and the materials thus gathered are summarized in a descriptive report which is a part of this study.

STRATHMORE P

US 7/26/61

CHAPTER III

A REPORT OF FOUR EXPERIMENTS WITH COMMUNITY DEVELOPMENT

Every community has a story to tell, whether it is of the past, the present, or the future. The following are the stories of four Oklahoma communities who saw the need of working together. Emphasis is placed upon the processes these communities used in attacking their common problems, not upon the progress made. The process is of much greater importance to this study than the progress, because in the process they found an approach for solving problems of common concern. The manner of attack was as varied as the communities were different, but there are some generalizations, which may be derived from their stories which might apply to any community.

In the stories of the selected communities there are some common elements which seemed to affect, in one way or another all of them: the "great run" in 1889, the coming of the railroad, the annexation of the Indian Territory to the Oklahoma Territory to form the state in 1907, the World War I, the boom years of the twenties, the depression of the thirties, and then the second world war.

Just as there were common elements there were great divergences in events, times, and places in the different communities. They were purposely selected from different sections of the state, the standard of living was different, the manner of making a living varied with many elements, and the hopes and aspirations of the people were of different character.

They were all a part of a greater scheme of things--the local community in relation to the region, the region in relation to the nation, and finally the national community in relation to the world--for we know without doubt that it is "one world".

Mooreland Finds Strength In Unity

Mooreland is a town of 1400 in Woodward county in the northwestern part of Oklahoma. Typical of that section of the state is some very good land, some "blow sand" and some sage-brush covered pasture land. Most of the farmers own their own land and practically all of the work is done by machinery. The people say that the first money crop is cattle, with wheat and other small grains running a close second. Their dairy cattle bring a steady income although they depend less on the dairying income now than they did during the thirties. Most of the people are farmers; the business and professional people in town and a comparatively few people employed in a sub-station for one of the large oil companies round out the occupational scene.

Mooreland has people of the white race only, mostly descendents of Scandinavian forefathers, and more recently residents of the northern states. This is a fact not easily overlooked, since much of the organization of the town, the manner of making a living, and morals and values held, no doubt were influenced by their background.

The town was established early, about the turn of the century. It was a trading post for all the people in the northeastern section of Woodward county since they were bounded by the North Canadian river on the south and sand too deep for distance drayage in all other directions. Every quarter section held a homesteader in 1903 and Mooreland was the shipping point for most of them. When the railroads were extended to other sections of the county the trade territory was scattered.

The people have had a long experience in cooperative work; the town was laid out under the direction of a five member board who were elected by the people. Again in 1903 when the Santa Fe failed to build a side track for

loading, the people came together and built it for themselves. This spirit of cooperation is probably best expressed by the slogan carried on the town's newspaper "The Mooreland Leader", "Mooreland, the example of community effort in effecting improvement for the common good."

In 1916 or 1917 a farmer's cooperative was formed; this is now one of the most powerful organizations in the town. They control a wheat elevator which will have at harvest time a capacity of 190,000 bushels; they own and operate the telephone system, and a cooperative store. The town owns the electric plant, three large diesel engines, which supply the power for the town, and provides a source of income for local government. The water for the town is pumped from one well and is supplied at a very low cost to all the people.

The town is as other small towns in agricultural districts; when the farmers make money everyone is prosperous, but when agricultural prices are low everyone fares accordingly. As a result, when the depression hit, income was curtailed. In 1934, in an effort to leave more of the profits in the town, a community creamery was established; butter is made instead of shipping the cream and the profit shared by the producers. The organization of the creamery is patterned after that of a cooperative in that \$25.00 membership shares were sold with the limit of \$200.00 to any one person. The stock pays an 8 percent maximum dividend to stockholders; other profits are left as cash reserve or paid as bonuses to both member and non-member producers of cream. In the 16 years in which the creamery has been in operation the bonus dividends alone have amounted to \$200,000.00.

The creamery is governed by a five member board of directors, consisting of two business men and three farmers. The resources at the moment amount to \$50,000.00 besides some \$30,000.00 in undivided profits which will be

used for improvements, repairs, or as a cash reserve if there should be a period of deficit rather than profit.

More cream was sold during the depression years than in later years, finally coming to a peak in 1943 when 610,391 pounds of butterfat were sold for \$276,754.00. Since 1943, and until the early part of 1949 the amount of butterfat bought by the creamery has decreased. This is attributed to the fact that "easier" money was to be made in beef cattle and wheat, since dairy cattle require steady attention. Now, in 1949, and the first part of 1950, dairying is being reemphasized; more people are again selling cream and caring for dairy cows. The creamery is still community-minded. Veterans needed registered calves from Wisconsin for herd improvement. The creamery is financing their purchase without interest provided the loans made are repaid by August 1st, after wheat harvest time.

In 1938 and 1939, the people in Mooreland, and a large portion of Northwestern Oklahoma analyzed the local hospital facilities and found them wanting. Private capital was not available for added facilities; since this was still in the depression years. A mass meeting was called to see what might be done; they invited their friends and neighbors from all the surrounding communities and towns. They explored the need and found it to be truly a great and imperative one, the only question being that of finding financial support for the needed construction. At this first meeting a seven member board was elected to explore the possibilities of organizing a community hospital on a cooperative basis, and if the plans were feasible to draw up the terms of membership in the organization. The board decided that memberships, in the amount of \$50.00 each, should be sold each family. This was 1939, there had been a crop failure and money was still scarce because of the depression but committees of men started out at their own expense, selling

memberships; as the people fondly say, "in confidence and the blue sky". Some of the people had to pay the \$50.00 payments by monthly installments, nevertheless they invested; in fact, there are memberships in 17 counties some of which are in Texas and Kansas. In spite of the large numbers sold, the memberships just would not cover the cost of the construction. Another mass meeting was called and the board presented two possibilities to the people; they could have their money back or the board would look for additional means for financing the project. Without one dissenting vote the people voted to leave their money in the memberships and look for additional help. The town of Mooreland voted a bond of \$40,000.00 to help with this construction and through effective lobbying a bill went through Congress in 13 days creating funds through the Works Progress Administration for an addition \$46,000.00 in labor and materials.

The actual construction on the hospital was started just in time to be hampered by war-time priorities. Much of the equipment had to be bought as much as two years before the time of installation, in order to be assured of delivery. Interestingly enough, the hospital board, who were all laymen, selected and purchased all of the hospital equipment, even the most specialized such as the x-ray equipment and surgical light. Early in the construction period the board decided that nothing but new equipment, and that of the best design, would go into the new building. This plan was followed so thoroughly that when some of the nurses needed training in use of the x-ray equipment only one other hospital in the state could give this service because the equipment at Mooreland was so new that no one else had it.

When the hospital was nearing completion the money began running short again; the people of Mooreland were not to be denied at so late a date. They met, auctioned each hospital room to the highest bidder, and used the money to furnish the room. Now if you walk down the hall you will see little

bronze plaques on each door telling who furnished each room. Besides this plan, another was used; the people from all the surrounding towns and communities met together for work-days. The men poured walks, laid tile, and helped clean up the grounds; the women cooked the meals, painted most of the interior, and helped in any way they were needed. Business men and farmers, cattlemen and clerks, clergymen and paid supervisors worked side by side to finish the dreams which had been started some four years earlier.

At this point, if you are talking to anyone from Mooreland, they will assure you that hard work and right living will pay, for they had occasion to test the hypothesis many times. Even at the very last, a surgeon just could not be found. Then seemingly, almost miraculously, a surgeon was found to fill even the most exacting qualifications. There was a big celebration to commemorate the opening day; the governor came, as the principal speaker, and as if to celebrate the opening a baby was born while the governor spoke.

The hospital staff now includes 4 doctors, 2 laboratory technicians, 1 x-ray technician, 1 registered pharmacist, 3 graduate nurses, and about 38 to 40 employees, some of which are part-time workers. A hospital director has charge of the staff, but is in turn responsible to the board of directors, who meet with him once each month to decide matters of policy.

The hospital is practically a complete unit within itself. There is a well-stocked pharmacy, several laboratories, and a well-equipped kitchen and storage unit. All of the doctors offices and their waiting rooms are housed in the hospital building and are maintained from the general budget. The three story building is served by a large elevator which eliminates the necessity of ramps beside the stairways.

From the first the hospital has been a profitable institution, even though anyone is accepted without question of financial status. No questions have

been asked as to the ability to pay and yet, the collections have averaged 96 per cent of the total. Right now the hospital has \$50,000.00 surplus in the bank to care for deficits, depreciations, or the addition or replacement of equipment. This, despite the fact that a \$65,000.00 addition has been built since the original building was completed, and only half the profits go to the hospital fund. The other half is paid back to all the employees on a pro-rata basis as a bonus to their income. This has been at different times $5\frac{1}{2}$ per cent to $24\frac{1}{2}$ per cent of their income.

Eight hundred families have memberships and subscribe to a prepayment plan that entitles them to hospital services at one-half the rate current for non-members. The hospital has usually averaged two non-member patients for every member. February 1950, as a random sample, but probably average, saw 179 non-member patients admitted as compared with 68 member patients admitted in the same period.

Mooreland Community Hospital went through a proving stage before it was recognized by either Oklahoma Hospital Association or American Hospital Association. It is now a member of both, and can boast of being a Blue Cross, Blue Shield member hospital which runs no competition to their own pre-paid medical plan. Connected with the acceptance of the Mooreland hospital as a member of the hospital associations, is an event which rocked the nation with the extent of the tragedy. Mooreland was preparing to entertain the Northwest Oklahoma Medical Association. The hospital was immaculate; extra food was on hand for the next days expected guests. Tables had been set up in all the halls for serving. When everything was ready to care for the guests, all the hospital day staff went home leaving only the night staff on duty. Word came that Woodward, the county seat town, not ten miles away, had been hit by a tornado. Committees were quickly formed to care for the

victims; one group gathered cots, bedding, and other equipment from the towns' people, another group worked in the hospital getting names and recording treatments for the hospital records. High school students held plasma bottles while plasma was administered to even the worst of the injured, and helped to wash and care for the patients with fewer injuries. Every table had been made into a bed and the wide halls and every bit of extra space in the rooms held cots. At one time the hospital was caring for 126 of the storm victims; this, when it was listed as a 36 bed hospital. Doctors and nurses who were flown in as relief aids were amazed to find the situation so well organized, and to find the quality and amount of equipment available in so small a town.

The people are proud of their hospital, for it truly is theirs. Visitors are allowed at any time; you can see for yourself the clean, well-kept, well-organized, yet friendly unit which is the Mooreland Community Hospital. The hospital is a kind of symbol of the town itself. All of the working, planning, and hoping that went into the building was shared by all the people. The problems they met and solved, served only to bring them closer together.

The School Serves The Community

In the eastern-most part of central Oklahoma, about nine miles from the Arkansas border, the town of Poteau lies nestled between the Sugarloaf and Cavanaugh Mountains. For an Oklahoma town, it is old, having been established in the late 1860's or early 1870's. The real beginning was many years before, when all of this region of the United States still belonged to France. Expeditions were sent out for the purpose of exploring the Arkansas River basin, of which the Poteau River is a branch. It is thought that a fort was erected near the site of the town of Poteau. The French left their influence in the names, many of which have been completely Anglicised, but some of which remain. Poteau, Choteau, LeFlore are some of the most familiar ones which still exist.

Later when the town became a part of the Indian Territory a trading post was established because the river could be used as a means of travel. These early pioneers left few records, just as did most of the people who were struggling to gain a livelihood from the wilderness. However, one of the town's oldest citizens gathered important local happenings into a short history before his death. His account tells of some of the experiences of the first white settlers in LeFlore county: "everything was covered with tall sage grass and forests, mostly hardwood; deer and wild turkeys came at night, wolves howled and mountain lions went prowling around. Making a new home under such conditions required strong courage. The grass, higher than one's head had to be burned, then the trees felled for the log house and rail fences of that era."³

³ Judge J. P. Bolger, Unpublished, Early History of Poteau

In 1889 the railroad came through Poteau, the first term of free school ever to be held in Indian Territory was taught, and the first newspaper was published—as legend has it, on brown wrapping paper when the newsprint did not come in on the scheduled freight haul.

In 1907, the Indian Territory became a part of the state as admitted to the union and in 1909, Poteau was declared the county seat town of LeFlore County. The history of the next few years parallels that of many Oklahoma towns, having been affected by World War I, then the boom of the twenties, and the depression of the thirties.

LeFlore county is large, but mountainous; the farms are small and the vegetation so sketchy that much of the land is good for nothing but pasture land. During the depression years LeFlore county became a county of absentee landlords; the people who lived on the farms owned a very small percentage of the total. Cotton was the main crop, in spite of the small acreage, with lumbering as about the only secondary industry. The people who live there are the descendents of the first settlers; their names are the same as those in early history, and oftentimes they are in the same businesses as their fathers and grandfathers.

Into this background came people of vision, the people in the schools. They, for the most part, are not really imported for they grew up in that section of the state, were educated and came back home or near home to work. But they caught the vision of school leadership in planned community living.

Building school as the main center of activities in the town started, probably in the depression years of the thirties, and as nearly as can be told from outside observance, the teachers in some individual departments caught the vision first. Two administrators have been responsible for the later developments in the program through their real community leadership.

The school as it now stands is a modern brick construction, the first part having been built in 1926 and the last part in 1950. A large gymnasium, a grade school building and a high school building have been connected through new construction which adds sixteen fireproof classrooms, several offices, library space, and a large cafeteria. Two other grade school building and a Negro school serve different sections of the town. Besides these buildings, there are two temporary structures which will be replaced with permanent buildings to house the shop work, the band hall and music rooms, with additional space for adult work.

The faculty consists of sixty members, where the veteran agriculture and "one the job" veteran teachers are counted as a part of the faculty. This includes also, the junior college faculty, some of which play double roles as both junior college and high school teachers. These people represent many fields of study and through their training and experience contribute to the building of the "curriculum for living" which the Poteau schools try to stress. As yet, their curriculum is removed not so far from the traditional, but it is colored by a functional approach.

Some of the more outstanding qualities of the Poteau school system are the democratic practices of the faculty grouping, the parent-community council groups which function as advisors to teachers in each grade, the total all-over scope of the training, and the specialized features which make it peculiarly "Potonian".

Perhaps the most interesting part of the program is the fact that in Poteau most everybody goes to school, from the nursery school age child to the grandparent. A pastor of one of the churches said it was practically impossible to get church work done because everyone was so busy with their school work. When you stop to consider all of the people who are part of the

regular school program this does not seem at all improbable. There is an enrollment of 800 students in grades 1 through 12; the current junior college enrollment is placed at 625; the nursery school reaches almost 40 two to five years olds. Besides this number there are numerous adult classes in everything from upholstery and art to bacteriology and higher mathematics.

Within the school, the faculty works in small interest groups, then when the need for a general faculty meeting is evident the groups are called together. These interest groups lead to many combinations of the faculty and to widely acknowledged and varied accomplishments. For instance, the veteran agriculture teachers, the vocational agriculture teachers, the vocational home economics teachers, the art instructor, the vocational trades and industry teacher, a Parent Teacher Association member, and some of the other interested community members have been studying the possibilities of extending the adult education program into different fields. In another case three faculty members were trained in community health through a Kellogg health course and came home so inspired that a long-time school-community cooperative health project was the result. Pre-school enrollment checks are given all beginners, dental checks are made and time allowed from school for correction. First-aid, nutrition, and water safety courses are given, and a health record is kept as a part of the cumulative record of the child. The school has the service of a school nurse for more than half of each day and provisions can be made for caring for children when there are financial difficulties at home. The community cooperates by helping to provide the facilities such as making the swimming pool available without charge for the water safety course, paying for the services of the nurse, and by keeping informed about the total program. Many adults participate in the training given in water safety, first-aid and nutrition.

The parent-community council for each grade is one of the newer approaches in bringing the community and school closer together. The pupils from each grade elect 5 to 12 parents or community members to their council; then these people come to school and meet in the classrooms just as their children do and follow through a whole school day schedule. During the day they discuss the possibilities for the years' program and before the day is over, they have helped to plan the years' work, agreed to help sponsor away from school trips, participate in class parties and other entertainments and generally have become a part of the school program in a very real way.

The home economics program in Poteau is different from any other in the state. There are three teachers in an integrated but varying program; one teacher has high school students, one has charge of the nursery school, and one plays a combination role of adult instructor and teacher of upper-secondary classes. It is the only school in the state where such a wide variety of experiences is taught as a part of the regular homemaking curriculum.

The veteran's agriculture teacher, the diversified occupations teacher, the vocational agriculture teacher, and the vocational trades and industry instructor have made unique contributions to the total program through a more or less cooperative approach. Some of the results of their work may be seen in the change from a one-crop economy to a diversified crop economy. They have all had a share in the changes which have led to better trained men on better equipped farms and in better managed businesses; the incomes which are higher and steadier acclaim this fact. About 70 per cent of the farms are home owned; and dairying, beef cattle production, and poultry production have become important as a part of the process of making a living.

If you were to go to Poteau today, you would find the school in full swing; or if you should go tonight the whole building would probably be lighted

like a factory in full production, and the people would be studying, or having a community meeting; or maybe be just playing together. At any rate, you would find a whole community who believe that the school is the approach to community development.

Beggs Citizens Plan For Community Development

Beggs is a town in the north central part of Oklahoma in Okmulgee county. It was first settled in 1900 and 1901 when about a dozen families moved in as a result of the building of the railroad; the town even takes its name from one of the early railroad officials. The first industry was, and is farming, though there was one period in 1919 when oil was discovered that the people almost forgot about farming. The town quickly grew to a boom town of 10,000 population; some of the old empty business buildings still stand, evidence of past glories. The population now is a steady 1400 in round figures, depending on serving the isolated farm area around the town as the principal source of income, despite the fact that there are some small industries such as two small cotton gins, a pecan shelling plant, small oil companies, a feed mill, and a publishing company.

In a recent survey of the county it was found that the farmers in Okmulgee county, immediately surrounding Beggs lived on the most productive 85 percent of the county's land; but they were living on a subsistence level, making only enough to supply essential needs.

Into this background a group of citizens and some of the interested personal of Oklahoma Agricultural and Mechanical College met as a workshop group for an evaluative twelve week period to see the possibilities for improving the town. The value of this approach lies in the fact that the development of the community may be seen from a total community approach, without the slighting of any interests. At the end of the twelve week period plans were formulated for attacking some of the problem areas. Some of the plans were set up as attainable in one year, others were to be accomplished in a three year period, and still yet others were left for the long-term plans of a 5 to 10 year period.

A general chairman, a secretary, and the chairmen of a number of different committees formed the steering committee for the work. Some of the urgent problems were analyzed, plans were formulated and work proceeded with a burst of enthusiasm. The young people from all the churches came together for a union Christmas carolling event; a girl scout troop of 50 members was organized; a square dance club for the young people came into being; a health clinic for pre-school age children was sponsored jointly by the Workshop group and the Good Neighbors Home Demonstration club; an adult square dance club was organized; the Union Church Youth Fellowship for all the young people from the different churches was met enthusiastically by the youth; a small city library was established; and plans were drawn for the landscaping of the school yard. This is quite a list of accomplishments, but they were done by individuals or small groups; it seems that the people as a whole never did quite grasp the idea of the strength in a cooperative approach.

One of the most interesting projects started by the original Workshop group is gathering of material for a pageant production of their own community history. Many of the old timers came together to help reconstruct some of the early day happenings; their reminiscing was recorded on a wire recorder to make their contribution permanent. In cooperation with the speech department of Oklahoma Agricultural and Mechanical College some of the data has been formulated into a blank verse script for reading, and some of the details of a production have been worked through. The people felt that they started too late this year to work the pageant out, since it would have taken the cooperation of the band, glee club, and dramatics department of the local high school.

The college cooperated further by bringing in the leaders of the separate committees for a field day of instruction in special phases of training for their particular jobs. The opinions of the group about this type of

instruction ranged all the way from the highest praise to a comment that "the training should be on a more practical basis. Generalizations are all right for someone just thinking but for some one who wants action, the illustrations should be more concrete."

In this community, as in many others, the people find that time and leadership are their two big problems; for a little town the town is "over-organized" already and no one seems to be interested enough to want the responsibility of leadership which is required for a really successful program. They have many hopeful signs; their planning was thorough, their first plans successful. A leader with the training, time, and ability to get along with all the people could start the program on some of the long-term goals. As it is, time only will find the answer to the extent of the development.

Garvin Springs Organized For Neighborhood Progress

Garvin Springs, Garvin county, is a rural neighborhood community located some fourteen miles from Paul's Valley, in the west-central part of Oklahoma. It is in the heart of one of the best alfalfa producing regions of the state, since it is located along the Rush Creek bottom. Thirty-nine families comprise the population; they are all farmers and 90 per cent of them own their land.

The history of the neighborhood dates back to the time when the county was a part of Indian Territory, in the days before statehood. The oldtimers tell of the high grass, the acres of pecan trees, and the abundance of wild-life, especially the buffalo. The first white men to come, came long before statehood, intermarried with the Indians, thereafter being referred to as "citizens" because of their land-holding rights. These "citizens" came to be ranchers who controlled all of the territory they could fence, often many thousands of acres. They were a law unto themselves, in a land where the law of the old West still prevailed.

Cattle were fattened and driven in herds of three or four thousand over the Chisholm Trail to market. The houses were large, built for an era where people went to visit and often stayed a month or a year; veranda-type porches were built around the entire house so the cowboys might lounge after "riding herd" all day; and the hallways were built with pegs for the saddles to be hung. The life of the rancher was almost like that of the old feudal lord; he was sole ruler over his estate. This type of life began to break down with the advent of the railroad in 1889; more people came in to contest the right of the "citizen". At statehood in 1907 the estates were sub-divided but the ranchers had left their mark on the way of life in that section; in fact, some of their descendents are still the most influential people in that county.

During the early years of statehood and in the twenties the whole of Garvin county was gaining in population, becoming more thickly settled; the estates were breaking up through inheritance and out-right sale of land. The towns became centered in three or four major areas as they are now known and small trading posts such as the one at Garvin Springs gradually disappeared. During the depression years of the thirties, with some population loss in rural communities, the people grew further and further apart. Garvin Springs became what the people describe as a dormant neighborhood. The school continued but the people were absorbed into other communities; the building went from bad to worse. The roads were bad, cooperation practically non-existent, and the people indifferent. In 1946, the teacher in cooperation with East Central State College decided to approach the problem through the school. About the same time the Farm Women's Club, noticed an announcement of the Rural Neighborhood Progress Contest in the Oklahoma Farmer Stockman, a contest jointly sponsored by the Extension Division of Oklahoma Agricultural and Mechanical College and the Oklahoma Farmer Stockman.

A community meeting was called and although not many were present the group decided to enter the contest for the year of 1947. The first problem was to get all of the people working together, because they hardly knew each other. An organization was formed with a general chairman, vice-chairman, a secretary, and chairman for each of a number of different committees. Many things were done in the first year of the contest, but probably the most important was that the basic organization became a functioning unit. The first year they placed in the district division of the contest.

In 1948, with the year of initial organization behind them, they were able to place first in the state. After the first year, the people saw the value of planned community development programs, and the contest became of

minor importance. They were discovering many things about themselves, things that had been overlooked for many years. They had as their neighborhood goal in 1948 "Better Homes and Community Through Cooperation and Better Understanding." They found out how much fun it was to be together; a Men's Club, a Teen-Age Club, 4-H, F.F.A. and Campfire were organized. The recreation program which grew from the community spirit was and is still one of the strongest parts of their program. In their narrative report they describe it this way:

"---we learned early in our contest that cooperation could not be had by work alone, therefore, we made plans to include a supervised recreational program, one that can be enjoyed by every member from the youngest to the oldest.

This includes a movie projector and films, radio phonograph and records, part-time orchestra, games such as: ping pong, table tennis, cards, checkers, and dominoes. After we began the recreational program we didn't have any trouble in getting the young people out to the meetings, then working through them we soon got the parents to coming out. After we learned to play together, it was much easier to work together."⁴

Along with the recreation program the people stressed neighborliness. "Neighbor with your neighbor", was often heard and heeded. People from other communities were invited to meetings, especially to the community fun nights. They must have been great successes because everywhere you go people say, "if you want to have fun, just go to Garvin Springs."

Besides the fun and fellowship and revitalization of community life some tangible results can be shown. Garvin Springs community members say that neighborliness pays in many ways. Young people like living in the community, farm values have increased, other people know more about the community, more help can be secured for improving community life, and last but not least, it is just more fun to be living where something is going on all of the time. In some of the results that can be seen, the starting point should probably

⁴ Garvin Springs Community, Narrative Report in Rural Neighborhood Progress Contest, 1948

be at the school. The building was old, the tax valuation low, and the problem generally ignored. With the community organized, successive work days were called, and community members came to school to help paint, clean and rebuild. A water fountain and lavatory were installed, replacing an old wooden keg and tin cup; a lunch program was started in the school in correlation with the health program; and the yard was cleaned and mowed. The school curriculum has been changed to correlate all studies with real life situations. Now 4-H club work is an integral part of the class room program; soil improvement, with which one of the men in the community helps, is a part of the science work; and for the girls, a sewing machine, which belongs to the club helps in homemaking and 4-H work. Film strips on all kinds of subjects are used as teaching aids; students help to plan menus, and sometimes help in preparation of the food; they are regular listeners to "University of the Air" programs and have a record player for music appreciation study. In 4-H contests the students have been blue ribbon winners in almost all divisions; they have won the group achievement award in health for two straight years.

Because the school is the center of the community activities, the \$1,000.00 award money from the 1948 contest will be used to build a park area on the school grounds. The plans are already drawn and some work has been done. The park will contain a baseball diamond, croquet grounds, and tennis courts, as well as, plantings of many trees and shrubs.

In the community as a whole, there are improvements in all areas of community life, the most noticeable being that of roads. New roads have been built, right-of-way having been given by community members; old wooden bridges have been replaced by concrete structures; most roads have been graveled; and all roads are kept well-graded, with school bus and mail routes receiving major attention.

Another improvement, shared with the whole of Garvin county, is the recognition being given the excellent grade of registered Chester White swine. In state and national livestock shows the Garvin Springs entries have been champions in the Chester White divisions, as well as grand and reserve champions of all breeds in some shows. An effort is being made to improve all livestock, and wholehearted support is given these programs through the 4-H and F.F.A. projects of the children in the family.

Since the contest began miles of terraces have been built; all farming is now done on the contour and land unfit for farming is left as pasture land. Commercial fertilizers and barnyard manure have been used on crops and pastures to improve yields. An extensive soil testing program has been started and farmers are following up on improvements where lacks are shown.

Many new farm homes have been built and many remodeled. Landscaping has added to the beauty of the farm homestead. Electricity has been extended until about 95 per cent are consumers; about 35 per cent of the farms are equipped with bath facilities and running water. Several storm cellars have been built, driveways graded and landscaped, and all the farms have been cleaned up. The whole community is alive with the thrill of progress.

Most everyone in Garvin Springs attends church, either in the community or in Maysville or Paul's Valley. It is interesting to note that the church attendance has increased and that the one church in the community has been completely remodeled, repainted, and landscaped.

As yet telephone service has not been secured for the community, in spite of the fact that the Men's Club has worked long and hard on the project for about three years. Several times they thought they had won their battle but each time some new problem presented itself. At the present, the men think there will be telephones by the end of the year.

Recently at a joint meeting with Antioch, a neighborhood which joins Garvin Springs on the south, contest awards were presented for the contest year of 1949. Garvin Springs placed fourteenth in the state. This was the final test, from an outsider's point of views, that proved the people were working not for winning the contest but because they saw real value created by planned community living, for at the presentation meeting they recognized the contest as only a motivating factor in the community development process. The speaker said as he accepted the award, "Contest or no contest, we will always be organized, for we know the value of working together in solving our problems."

CHAPTER IV

ANALYSIS OF COMMUNITY PURPOSES, PLANNING, ORGANIZATION, AND PROGRAM

Four main areas and information relating to them formed the basis for writing not only the stories of the communities, but also provided the information for presentation of an analysis of the selected communities. These four areas relate to: (1) purposes, (2) planning, (3) organization, and, (4) program. A brief of each community in relation to these areas is presented.

Purposes

In some instances, the purposes of the community organization were not clearly defined, nor stated by any of the persons interviewed. This does not mean that the purposes were not recognized by community members, but rather that they had not been stated as purposes. Sometimes they said, "We just realized we needed the hospital, so we got together, talked it over, subscribed our support, worked together, and built it." Sometimes the answer to the question, 'why people were working together' was, "We were a dormant community. We didn't know our neighbors. We all had the same problems of bad roads, no telephones, and a school in bad repair, but we just didn't do anything about it until we were organized." Or yet again when some community members were asked how the school program had grown to include the whole community, the reply was, "We knew what we wanted and we've been working hard to get it. Now you see the results."

In Mooreland, for example, the people have not stated in so many words the purposes for the community program. Yet, in talking with community members a high degree of correlation in the knowledge of plans for future was found. It was here, through community cooperation, that a \$300,000 hospital of monolithic concrete construction was built. The people started with the purpose

of providing adequate health facilities for all, but they said they were building a hospital.

Earlier they had built a community creamery as a cooperative project because they had seen a need for providing a cash income for the people. They did not, in a community meeting, propose to provide a cash income for all the people, or even to provide health facilities for everyone, but they satisfied these needs, and the purposes, though never stated were fulfilled.

In Poteau, where a community school is being developed the townspeople, the school patrons, the faculty and other interested members did not, ten years ago, sit in conference and decide to build a school program that would supplement every part of community life. Rather, they started where they were with the purpose of improving each area within the school until it was a functioning unit in the community.

At Beggs, a group of citizens met, carefully studied their community, and set up their purposes accordingly. They wanted to make improvements in their town; they did. They set up short term and long term goals, some of which could be accomplished within the year, other necessitating several years and much cooperative effort. They clarified their purposes, formulated an organization, and accomplished many things. However, the program has not yet developed in a community-wide fashion as it has in some centers.

The little neighborhood community of Garvin Springs, probably started with the purpose of entering and winning a contest, or at least, receiving recognition. Common concerns soon led the people to recognize a different purpose. Their narrative report states the neighborhood goal as: "Better homes and community through cooperation and better understanding."⁵ Fur-

⁵ Garvin Springs Community, Narrative Report in Rural Neighborhood Progress Contest, 1948

ther proof is given in the statement of their motto: "Neighbor with your neighbor,"⁶ as one of the ideas in promoting cooperation. After the first year, winning the contest was forgotten in the joy of having discovered themselves. In the second year, 1948, they won the first prize in the statewide "Rural Neighborhood Progress Contest". However, the purpose had changed; the people were pulling together for an improved neighborhood, not to win a contest.

From examples presented it is evident that purposes were not always clearly defined when community progress were in the process of development. Usually, the purposes were recognized in the forms of needs: need for improving schools, health, purchasing power, roads, or cooperative action. It is evident that purposes became a part of the planning procedure. As needs were seen and as people set about to meet them, purposes became recognized goals and an important part of the community plan.

Planning

Community planning may take many forms. There have been the kinds of communities in which the physical characteristics were planned before anyone moved into the community, as with some of the wartime housing projects; the opposite is also true. Whole sections of a community have been replanned with only the ultimate goal of good housing or adequate space considered: a plan in which the people involved had little or no part, as in some of the slum clearance projects. Another type of planned community living may be illustrated by the work of the Tennessee Valley Authority in the whole of the redistribution, relocation, and reorganization of life within the area. The project was slow but effective because the people shared in making the plans.

6. Ibid.,

Hillman in his *Community Organization and Planning* gives a view of planning as a long term evaluative procedure:

"Community planning has been thought of as a process, an activity of the participants, a network of dynamic relationships, and at the same time as a method, the skills involved in the guidance given by professional workers. It is planning as an ongoing process that has been stressed, not a planned society; even the so-called planned communities that have been described are subject to continuous stock-taking and readjustments. Goals and stages of development there will be, but growth and the interplay of functions in communities calls for planning as a continuing activity."⁷

If planning is considered as a long term evaluative procedure then it is here that creative leadership is most needed. In a constantly changing community, leadership is of the utmost importance in the success of any project which is undertaken on a cooperative community-wide basis. Hillman notes that:

"Many of the records of achievement that have been cited suggest strongly that the role of one or of a few individuals is a central factor; their resourcefulness is the indeterminate element, and their leadership releases energies and abilities of participants. There is evidence of 'public spirit' in latent forms, and the unexpected results that are often noted in community ventures give to the participants the satisfaction of creativity in a group setting."⁸

That leadership and planning are part of the same process, and that they are so closely knit as to be inseparable is shown in the analysis of the four communities included in the study.

In Mooreland, when the first farmers' cooperative was organized in 1917, the people who related the story recently said, "Yes, it was Mr. _____'s uncle and Mr. _____'s father who were the master minds in that project, but look at all the people who are a part of the organization now."

More recently, in 1934, during the depth of the depression another idea

7. Arthur Hillman, Community Organization and Planning, p. 353.

8. Ibid., p. 353.

was born, that of building a community creamery. Some businessman took time to make a long visit to Wisconsin and Michigan to study cooperative creameries; more time was spent in talking the idea over. People from town and country worked together in making the plans. Everybody had a share in an informal way in formulating the policies. That was the reason, probably, that it became a community creamery instead of a "cooperative". The people wanted to be on an equal footing with other business interests, and though the organization is identical with that of cooperatives the creamery pays taxes just as any free enterprise.

In planning for the hospital, a community meeting was called and all of the people interested in the project were invited to attend. At this first meeting plans were made for raising the funds, for the type of organization to be used, and some consideration was given to the kind of prepaid medical plan that might be adopted. Other communities represented, who were potential members of the hospital association, were given a vote along with the Mooreland people. All the people to be served by this hospital had a share in the planning. It paid off, too, for when the money ran out, the people felt such a part of the planning that they gave time and labor toward the completion of the building.

In Poteau, in the school system, the planning was somewhat different, as many organizations and agencies had to be considered. The school is a state-aided school, and must meet the regulations for receiving this financial help. Planning is done mostly within each area concerned, however, an attempt is made to relate such planning to the total school program. All work of the school must carry the support of the school board and the superintendent. Even in this compartmentalized situation parents, patrons, and school personnel have found ways of planning together.

In each grade, separate and aside from the Parent Teacher Association

The planning group grew from twenty or thirty to an organization of some one hundred fifty, at times. If you were to ask anyone in the community, a grade school child or an adult, about plans for the neighborhood, he could tell you, as all persons are informed about the program. Everyone shares in the development of the plans and to some extent assumes responsibility for leadership activities.

At Beggs, the planning was one of the strongest parts of the total program. The people in a "Citizen's Workshop" sponsored by Oklahoma Agricultural and Mechanical College met for twelve weeks to rate themselves in degrees of achievement based on Olsen's twelve community processes.⁹ They set up an organization and made plans for achieving short and long term goals. The plans developed were good, although the organization has not been fully developed.

Organization

Community organization is a term heard frequently, but the purposes and structure of such organizations vary from place to place. A community may organize to make a success of a bond drive, or of a cancer fund raising campaign, or for a special election. These are passing organizations, of the moment only. Some communities are "over-organized"; with their many different clubs they are divided into so many small units that cooperative action is difficult. In some communities a total overall enforced plan of organization is handed down by a local governing body. Finally some community organizations grow from the all inclusive needs of the people for creating a better life. Community-wide organizations, varying in the degree of formality are more or

9. Edward G. Olsen and others, School and Community, pp. 50-68

organization, there is a council of parents who advise the teacher. They help to formulate the program of activities, support school functions, and help with any problems which arise.

Teacher committees are formed for the democratic functioning of the school faculty group. Faculty meetings grow out of problems of concern to the total group, and are teacher centered, rather than administrator dominated. Small groups of teachers who have similar problems are encouraged to work as a committee grouping for solving them. For example, several departmental areas such as home economics, vocational agriculture, distributive education, diversified occupations, art, and intensive business have formed a committee for more effective teaching of adult work. In the health program, the total school and most of the community has been organized for combating health problems. This originated with a faculty group who had special training in community health.

Citizens are kept informed through personal letters, through the newspapers, and by frequent home visits. Most everybody in Poteau goes to school, either as an instructor or as a student. School, therefore, is the center of community activities. In this town all participate in community-wide educational programs but as a participating member they share in planning in a different manner than do the citizens of Mooreland.

In Garvin Springs, the people all meet together to plan community projects. Everybody has a vote, both young and old, but in return each has a responsibility to the total group. In 1946, the teacher in the Garvin Springs School, with encouragement from East Central State College called a group of citizens together for planning a community development program. Someone who had seen a notice of the "Rural Neighborhood Progress Contest" in the Oklahoma Farmer Stockman proposed that the community enter this contest. After discussing the possibilities plans were made for entering.

less a systematic approach in meeting the real needs of the people. The organizations within each community are unique, even as the communities have distinct qualities and individualistic characteristics.

The final community program must evolve through studied planning and organization. In his conclusion Hillman points out:

".....the community organization process includes conscious, intelligent efforts to arouse interest which are appropriate to the complexity and impersonality of large scale living and which do not do violence to the freedom of the individuals concerned. Again, the stress on development and progressiveness within communities does not imply Utopian perfectionism, but a reasonable effort to do more than community housekeeping and mere subsistence living. The values of cooperation and of democratically achieved consensus, have been implied without overlooking the actual and potential cleavages of an economic and ethnic sort which stand in the way of achieving the experience of community. In many ways, as have been described, people have learned to do more for themselves than they thought possible, through conscious organization and planning."¹⁰

In all of the communities selected, the people gave evidence of the fact that much more had been accomplished than they believed possible.

Many kinds of organizations in the different communities have been indicated in the discussion of planning community programs. Continuation of the examples are given.

In Mooreland, a pattern, characteristic of the community, had been established for community organization. After a mass meeting in which planning related to any particular problem is done, a five or seven member board is elected from community members to represent all in solving problems of concern to the group. These board members are held responsible for reporting progress or problems or any situation of special interest to the total group. The hospital project was managed by a seven member board, who worked out the

10. Op. cit., p. 354

membership and prepayment medical plan, bought all supplies and equipment, appointed committees, hired workmen, and finally assumed the role of hospital directors when construction was completed.

A similar board had been formed for the organization and operation of the creamery. Earlier, at the turn of the century, even at the time the town charter was formulated, a five member board had been responsible for much of the work of organization. A successful pattern of organization had been found and a tendency to follow custom and success in combination had established a traditional form of organization.

In Poteau, the school systems, as has been stated, grew out of the organization required by the state school law. The addition of planning councils, student council, teacher committee organizations, and patron-school discussion groups, as well as, a teen-town project, and numerous panel and symposium groupings on cooperative school-community problems, have been locally initiated and organized.

The organization of the school program places the possibility of help on almost any kind of problem at the disposal of any citizen. Special education in fields of health, vocational work, and intensified courses for older students is also provided.

In Beggs, the organizational pattern consisted of an over-all chairman and two other general officers. These officers were assisted by chairmen and committees in twelve divisions of the community development program. The twelve areas as listed by Olsen and others in the book School and Community are: (1) utilizing natural environment, (2) appreciating the past, (3) adjusting to people, (4) exchanging ideas, (5) making a living (6) sharing in citizenship, (7) maintaining health and safety, (8) improving family life, (9) securing education, (10) meeting religious needs, (11) enjoying beauty,

and (12) engaging in recreation.¹¹ The chairmen were selected by the group because of special aptitudes or interests and were to act as the person to spearhead improvements in that field. A strong over-all chairman is lacking and yet many problems have been solved by individuals or small groups. The project is still underway but new officers may have to be elected before the whole community is united in cooperative effort.

In Garvin Springs, the organization was formulated according to contest rules of the "Rural Neighborhood Progress Contest". The program has sixteen to twenty divisions for which special chairmen were elected. According to the 1949 rules these divisions are: (1) progress in conservation of natural resources during the contest year, (2) progress in soil improvement, (3) progress in crop improvement, (4) progress in pasture improvement, (5) progress in livestock improvement, (6) progress in farmstead improvement, (7) progress in landscaping the farm and home grounds, (8) progress in farm and home equipment, (9) participation in school and educational activities, (10) participation in church and other religious activities, (11) progress in securing and maintaining public facilities, (12) improvement in health standards and practices and farm and home safety, (13) development of organization and leadership for neighborhood improvement, and (14) progress in other neighborhood activities.¹² The organizations and procedures were kept quite informal and the neighborhood was small enough that individual problems might be reviewed and discussed for possible solutions. The members might participate in several areas of interests but they did not assume leadership in more than one area. The organization has proven so strong that three neighboring

11. Op. cit., pp. 50-68

12. Op. cit.,

communities have entered the contest just from seeing the results of the Garvin Springs program.

Program

With purposes, planning, and organization of community programs already discussed, only the total program remains to be considered in the analysis. Since the narrative report of the communities dealt almost entirely with the program only brief sketches will be presented here.

The program itself is affected by the combined approach of the purposes, plans, and organization. What the program is, is determined by the people who made the plans, what plans were made, what purposes were declared, and what kind of organization was established. The success of the program depends on the quality of leadership, the possibility of success, and the interest of the people involved.

With the divergence of approaches, anyone of which a community may choose for organization, small wonder that community programs are so diverse. The Ogden's in their study of processes at work in community programs say:

"These vary in purpose; in size; in sponsorship; in subject matter considered; in educational level, age, and sex of participants; in geographical area represented. In fact, they are as varied as communities themselves. The one thing they seem to have in common is a more or less serious consideration of some subject by two or more persons meeting together over a period of time. Viewed as a whole they present rather convincing evidence that study of even abstract ideas or 'cultural' subjects may lead to programs of action that are far-reaching in their effect. In one community, for example, the seventeen person enrolled in a class checked culture as their reason for going there. A community cannery and a recreation program were among the tangible outcome."¹³

13. Jean and Jess Ogden, Small Communities in Action, p. 199

The programs followed in the communities selected for this study have had far-reaching effects on those localities.

Who can say how much the hospital in Mooreland has improved the health and welfare of the people? Even their help with the Woodward tornado victims of some years ago was in a way repayment for all the hard work. Who knows the effect of the supplemental income from the cream sold through the community creamery? Who knows the strong educational value of the cooperative procedures used in Mooreland?

In Poteau, everyone knows or seems to know, what is going on at school, because more apt than not they go to school, too. The school program embraces all phases of community living. The school trains nurses in bacteriology, the art instructor teaches business men commercial art, the veteran agriculture teachers work with the farmers in the community on problems concerning farm life, one home economics teacher spends all day in working with nursery school children, the community and school sponsors a health program, and all of the students have a curriculum suited to their way of life.

In Beggs, the community program has been instrumental in promoting recreation, in establishing a community library, in making plans for landscaping school grounds, in promoting a youth program of cooperation among all the young people of the different churches, and in studying the history of Beggs for information for a pagent production. Many other plans were proposed. Time alone will show the value of the planning.

In Garvin Springs, the community program has affected every family in the community. In reporting what had been accomplished one woman said, "Our awards come in many forms, and though we appreciate the cash award there are benefits much greater. For some it may mean more friends in a friendlier neighborhood, for some just the fact that the land is improved, for another

family the addition of bathroom facilities, the right to sit on the bank of your own farm pool and fish, more income because of improved facilities, or as one of my neighbors said, the fact that the farm machinery is parked in the tool shed and not in the front yard."

All these things can be noted by a casual observer in the community. If the questions were asked though, the people can tell much more: how the community members meet for work days to clean and paint the school, and eat together and have fun; how the roads have been improved (they use to be almost impassable in muddy weather, now almost every road in the community is graveled and several miles of new roads have been added); how grade livestock has been replaced with registered stock; how soil improvement works in practice; and how people learn to work together. Then again, the people in Garvin County can tell of the many good times had when people meet at Garvin Springs. In that section of the state, everyone says, "If you want to have a good time, go to Garvin Springs."

Evaluation of a community project can not be made if only tangible evidence is measured. Yet, organized community efforts have paid off in dollars and cents, in labor saved, in improved housing and roads, and in improved living in general. The Ogdens say of planned communities:

"In planning for our communities today, we must begin where we are. Any neat and simple pattern of uniformity of social organization is not compatible with the diversity of the American community. But in the very multiplicity of patterns is evidence that democracy is present.

At the moment community organization and community planning are being widely discussed. In too many places the terms are regarded as the new white magic that will change the world. In some places, however, they are being implemented by groups of citizens who have eagerly accepted their responsibilities."¹⁴

It is with communities such as these that this study has been concerned.

14. Op. cit., p. xv

CHAPTER V

CONCLUSIONS, GENERALIZATIONS, AND RECOMMENDATIONS BASED UPON THE STUDY

In presenting the material in this study, an effort has been made to:

(1) present democracy as a way of life, democratic education as a means of promoting that way of life, and community life as the basic unit of interaction and association of individual and group participation; (2) describe the scope of the study, the procedures used in the collection of data, and the plans for presentation of the material; (3) tell the story of the accomplishments of the four selected communities; and (4) describe the processes by which the four selected community programs became functioning units. Certain general conclusions have been drawn from experiences had in carrying out the study and from the data collected. These are:

- (1) Some communities have organized for a more effective program for solving problems common to the group.
- (2) Varied and functional approaches have been used in Oklahoma communities to bring about effective community organizations.
- (3) Community members have developed leadership ability as community programs developed.
- (4) Community members recognize value in an organized program of community development.
- (5) Communities were in the process of making improvements in many areas of community life, including religious life, agriculture and conservation, cultural arts and recreation, education, family life, government, health, and industry and labor.
- (6) Communities, as a rule, had not clearly defined and stated the purposes of their community program, never-the-less, the community members had an understanding of the direction in which they were moving.
- (7) Communities found that some form of planning in which all the people could share in making decisions concerning them, was essential to an effective community program.

- (8) Communities found that the form of organization must be related to the purposes of the community program.

In the light of the study, including the study of literature related to the study and the information secured in visiting four Oklahoma communities, the writer has formulated certain generalizations which may guide community groups in setting up, carrying out, and developing effective community programs.

These proposed generalizations are:

- (1) The organization should be so formed that the needs of all the people might be met.
- (2) All organizations, agencies, and groups, characteristic of a true cross section of the community members, should have representation in the community programs.
- (3) Some provision should be made for people in the community to meet together to discuss and formulate policies, plans and procedures for the community program.
- (4) Neighborhood or small groups with problems of common concern should have opportunity to meet to discuss those problems before final decisions are made in a total community meeting.
- (5) The leaders of the community programs should be elected by the community members.
- (6) The responsibilities of the leader should be defined and time should be provided for him to fulfill his obligations to the community.
- (7) Purposes should be democratically developed and clearly stated by community members.
- (8) Purposes should be evaluated continuously in the light of changing community needs.
- (9) The program should be so organized that the accepted purposes might be achieved satisfactorily.
- (10) Community members should understand the organization of the community program; some plans and organizations should provide for developing this understanding among the people.
- (11) Community members should understand their relationships to the community program.
- (12) Community members should help to plan the community program.

- (13) Plans for the community program should be reviewed and revised continuously, in light of the accepted purposes.
- (14) Community resources and resource people should be located and used effectively.
- (15) Some readily attainable goals should be attempted at the beginning, in order that people might achieve success through meeting some of the urgent needs of the community.

Because certain problems were raised which would have required research beyond the limit of the present study, the writer proposes certain recommendations in relation to the study:

- (1) That further research be done in the field of community development.
- (2) That materials of use to community members in setting up, carrying out, and developing community programs be developed and made available to interested people.
- (3) That, in view of the renewed interest in the community development field, teacher training institutions should further develop the facilities for training teachers should continue to offer leadership to communities which need and ask for help, and should continue to place emphasis on the group process as means of training for democratic leadership and living.
- (4) That school administrators should have both pre-service and in-service training in the field of community leadership, because of their strategic position in the community.

Community development is not a new field; however, in light of the changing social order of the day a new emphasis is being placed on community life. People are realizing, many of them for the first time, the value of planning together, attacking problems cooperatively from a total community point of view, developing an organization which is formulated in relation to the purposes of the community program, and promoting a program which met the needs of the community members. In many communities, the people are providing better places in which to live, by enriching life in all the areas of living. Community members recognize and value better home life, more adequate religious

life, improved facilities for making a living, better provisions for appreciating beauty, facilities for improving and maintaining health, and more sharing in citizenship responsibilities.

APPENDIX

ALPHABETICALLY

APPENDIX

INTERVIEW QUESTIONS USED IN SURVEY

I. Introduction of Community

A. What is physical setting like?

1. Climate
2. Size
3. Topography
4. Water resources
5. Mineral deposits
6. Forest and animal resources

B. What is the nature of the human setting?

1. Population number
2. Age and sex composition
3. Occupational status
4. Nationality pattern
5. Racial minority groups
6. Class and caste structure
7. Agencies and organization.

C. Community Processes and Related Social Problems.

1. Utilizing Natural Environment

- a. What relation do the jobs have to the natural resources?
- b. What are the homes in the community like? What improvements, other than homes do your city home owners have on their land? Do most of the people own their own homes or rent? What improvements other than houses do your farm owners have on their farms?
- c. In your opinion, is most of the land being used to its best advantage? What provisions are made for soil and water conservation? What are the farming practices? What artificial or man made means are used?
- d. Do you have a positive program for cutting waste of natural resources to a minimum? If so, what?

2. Appreciating the Past

- a. Who settled here? When? How long ago? Do you know why?
- b. What institutions were established then? And since then?
- c. Have you had crises such as droughts or storms or anything like fire that you had to meet as a total community?
- d. In your town is there a tendency to do things just the way they have always been done or do people try new things? Or do you have the opposite feeling—that new things are always best and so there is little to cause the people to continue to hold a pride in their community? Do you have any sort of a homecoming event such as a rodeo, parade, pageant, township fair or school gathering of old grads?
- e. Are there other events which have affected your community such as, a highway's being rerouted so that the town isn't touched?

3. Adjusting to People

- a. Do you have both Negro and white population? Other nationalities?
- b. Do most of the people have similar incomes? Are some high and others quite low and inadequate?
- c. What kinds of agencies, organizations and groups do you have in your town?
- d. How is the effort of agencies, groups, and organizations coordinated? Do they work together through any sort of common council or do each of them go in its own way?
- e. In your town do you have trouble with committees not functioning after you have had solemn consent on the part of the members that they will serve on that committee? Do you have trouble with chairmen who are chairmen in name only? What do you do with the person who wants to rule the whole deal?
- f. Do the people have a feeling for what cooperative effort can do for the problem of adjusting to people?
- g. Is there little class distinction?
- h. What opportunities are provided for people to learn to adjust to each other? Inter-religious, inter-racial?

4. Exchanging Ideas

- a. How do the people exchange ideas? Newspaper? Telephone? Letters? Radio? Which are the most effective? What means are needed?
- b. Do the people in your community speak only English? Other languages?
- c. What would you say the educational level in your community is? Do many of your young people go to college? Where? Why?
- d. How is public opinion formed? Who has influence in forming or molding public opinion? Your churches? Political Parties? Patriotic associations? Business groups? Labor groups?
- e. Can people in your town make up their own minds on controversial issues? How--Evidences?

5. Making a Living

- a. Do people find work in their own community or do some of the people work in other towns?
- b. Is your work in this community diversified or is there only one principal industry?
- c. Do you have any manufacturing plants in your town? How many retail stores? Any wholesale houses? Public utilities, transportation or communication centers?
- d. Are your plants locally owned or just locally managed?
- e. Do you have cooperative businesses in your town?
- f. How did the cooperatives come into being?
- g. Are safety measures taken in your manufacturing plants and regular work occupations?
- h. Does labor, in your opinion, receive a fair share of the profits?
- i. Are the people employed who are seeking employment?
- j. Do you have labor unions in your community?
- k. If so, what effect do they have on your way of life?
- l. What business organizations do you have?

- m. What effect do these business organizations have on the total life of the community?
- n. Have large numbers of farmers been displaced in your community because of mechanization of the farms? Has business felt an over-abundance of workers since mechanization and reorganization in plants and building facilities?
- o. Are there great numbers of people in your community who can not make a living for themselves? How are the people cared for? Has the recent cut in old age assistance made a great difference in the need here?

II. Organization

A. Initiation and Changes

- 1. How was the program first organized?
- 2. Who was the person or group that led in the organization?
- 3. What changes in leadership came about? Why?
- 4. What made you decide to organize?

B. Leadership

- 1. Have the people themselves elected their leaders? If so how? If not, why not?
- 2. Do the planning groups have duties defined by the total group?
- 3. What is the philosophy of the present leader of leading group? How does this affect the organization?
- 4. Why did the people select this leader or leading group?
- 5. What qualities and training have made the leader or members of the leading group suited to the role of leadership?
- 6. Who pushed the project, when it needs a push?
- 7. What provision has been made and is made for training leadership?

C. Organization to Provide for Individual and Group Participation and Planning

- 1. What group determines the policies in developing the community Program?
- 2. Through what medium do the people meet and discuss procedures, policies, and projects?

3. Does the planning group include a cross-section of the people representative of all groups in the community?
4. Do neighborhood or small groups meet together?
5. Is there a leading group organized to provide for individual and group participation in planning, carrying out, and evaluating?
6. Who determines the policies?
7. How do the people work together?
8. How are differences settled?
9. What procedures in community organization have been especially successful?
10. How are the people informed about the program?

D. Purpose of Organization

1. Does the existing organization permit achievement of purposes?
2. Do the people themselves understand the organization?
3. Are the purposes related to the needs of the people?

E. Center, Time, and Attendance of Meetings

1. Does the community have a designated time and place for small and large group meetings?
2. What effect has the place for meetings had on the organization?
3. Is attendance regular?

III. Purposes

- A. Have the purposes of the program been clarified and stated?
- B. By whom have the purposes of the program been stated?
- C. Has the program been developed under the accepted purposes?
- D. Are the purposes studied periodically and changed in the light of changing needs of the people?
- E. Are the people in the community aware directly or indirectly of the purposes of the organization?
- F. Have the purposes been democratically developed by the group as a whole.

- G. Have the purposes been considered from the standpoint of both short and long-term needs?

IV. Planning

A. Who Develops the Plans?

1. Do all the people have a share in making plans which concern them? All age groups?
2. Does any one organization, agency, group, or person dominate the community in planning?

B. What is the Scope of Community Planning?

1. What plans have been developed?
2. Are plans related to the purposes?
3. Are the plans reviewed and revised continuously?
4. How have the needs of the people been considered in planning?
5. Have all individuals and groups been represented in planning?
6. Are the plans concerned with both immediate and long-time needs?
7. Have the plans included location and effective use of community resources and resource people?
8. Has a definite time been set aside for planning?
9. Are records available which state the plans which have been developed?
10. What services are planned for different age groups--children, youth, and adults?
11. Are the plans concerned with individual and group participation?

V. Program

A. What is the functioning program like?

1. How well do the people understand the program?
2. How has the program been developed? by whom?

B. What is the scope of the community program?

1. Sharing in citizenship

- a. To what extent do people share in the political activities of the community?
- b. Do most people get along with their neighbors without petty feuds and small grievances? Do most of the people contribute to community services?
- c. Are people kept well informed about the local problems? Those on a state level? National level? In the world situation? How?
- d. Do people get together to talk things over and work out common problems?
- e. Are community projects under way which improve citizenship?
- f. How are the programs carried by community agencies, organizations, and groups concerned with improvement of citizenship?
- g. Do people assume the responsibility for voting?
- h. What is being done to improve the conditions of group living?

2. Maintaining Health and Safety

- a. To what extent do people have needed hospital facilities?
- b. Is there adequate dental care? Do you have enough physicians? What do the people believe can be done about it?
- c. What precautions are taken to insure adequate sanitary conditions?
- d. Are the facilities for garbage, sewage, flood control adequate?
- e. How is the community concerned with community education for safety?
- f. What precautions are taken for safety measures? What is being done to promote safety?
- g. Do you have a great incidence of mental illness, mental defectiveness, blindness, deafness, and physical crippling in your community?
- h. Is nutrition education given adequate attention in school and out of school?

3. Improving Family Life

- a. Do most young people who marry stay in your community and establish a home?

- b. Is it possible for them to make a living? Are housing units available at a reasonable price?
- c. What is the attitude of your community about marriage? Do people marry early? Do young people stay married or is divorce prevalent?
- d. Are provisions made for pre-marital and marriage counselling?
- e. Is any help given in maternal health, child spacing and care?
- f. Is any help given in home management, budgeting and finance? In selection and preparation of food?
- g. What community projects contribute to improved family life?
- h. What groups are concerned with improving home and family life?
- i. What family agencies operate in the community?
- j. Is there an organization whereby different groups concerned with home and family living may plan and work together? If so, what is being done? If not, why not?
- k. Are divorces frequent?
- l. What happens to neglected children?

4. Securing Education

- a. What is the age requirement for school? Is it enforced?
- b. What are the qualifications of the superintendent as the community sees it?
- c. Is there a satisfactory pupil teacher ratio?
- d. Is the condition of the school plant good?
- e. Does the curriculum, strive to meet the needs of the students in this particular community and its way of life?
- f. Does the school have an adequate library?
- g. Does the school attempt to use the resources of the community in teaching?
- h. Does the space provided permit an efficient curriculum?
- i. Is guidance considered an integral part of the total program of your school?

- j. Does the public receive adequate information about what is going on up at school?
- k. How do members of the community participate in school planning?
- l. Are educational opportunities provided for all age groups?
- m. How does the school encourage and provide for adult groups to participate in the activities of the school?
- n. Do the service systems in the building provide adequately for the health, safety, and comfort of the students?
- o. Does the school provide for work experiences for students?
- p. Other factors to be considered in the school--
 - (1) Citizenship training
 - (2) Home and family life education
 - (3) Self-realization and leisure time
 - (4) Consumer education
 - (5) Health and Safety
 - (6) Occupational adjustments and competencies
 - (7) Adequate financial support
 - (8) Well qualified teachers

5. Enjoying Beauty

- a. What opportunities are afforded for enjoying music? art? architecture, landscaping, craftsmanship, and nature itself?
- b. Are people made aware of the possibility of developing, creating, and preserving beauty?
- c. Are there unkept lawns, littered streets, unpainted buildings and other evidences that can be corrected by community action?

6. Engaging in Recreation

- a. What profit receiving recreation activities are there?
- b. What facilities connected with the school program?
- c. What recreational activities are open to adults?

- d. Is there a great waste of recreational time by just loafing?
- e. Are commercial concerns exploiting the recreational field?
- f. What community facilities for people are provided in and near the community?

BIBLIOGRAPHY

1. Albery, Harold. Reorganizing a High School Curriculum. New York: The Macmillan Company, 1947.
2. Andrews, Benjamin R. "Home Economics, 1848-1948". Journal of Home Economics, Vol. 40 (June, 1948), pp 291-292.
3. Bingham, Florence C. Community Life in a Democracy. Chicago: National Congress of Parents and Teachers, 1942.
4. Bode, Boyd H. How We Learn. Boston: Heath and Company, 1940.
5. Bolger, J. P. An Unpublished, Early History of Poteau.
6. Clapp, Elsie R. Community Schools in Action. New York: The Viking Press, 1939.
7. Colcord, Joanna C. Your Community, Its Provisions for Health, Education, Safety and Welfare. New York: Russell Sage Foundation, 1939.
8. Daniel, Gertrude. "A Community Plans for Better Family Living", Journal of Home Economics, Vol. 41, No. 6, (June, 1946).
9. Dewey, John. How We Think. Boston: D. C. Heath and Company, 1933.
10. Dewey, John. Democracy and Education. New York: Macmillian and Company, 1916.
11. Erdman, Loula. Fair is the Morning. New York: Longmans, Green and Company, 1945.
12. Everett, Samuel. The Community School. New York: D. Appleton-Century Company, Inc., 1938.
13. Garvin Springs Community, Narrative Report in Rural Neighborhood Progress Contest, 1948.
14. Hillman, Arthur. Community Organization and Planning. New York: The Macmillian Company, 1950.
15. Lilienthal, David E. TVA--Democracy on the March. New York: Harper and Brothers, 1944.
16. Lindeman, Eduard G. The Community. New York: Association Press, 1921.
17. Lyle, Mary S. Adult Education for Democracy in Family Life. Ames, Iowa: The Collegiate Press, Inc., 1944.
18. Morgan, Arthur. The Small Community. New York: Harper and Brothers, 1943.

19. National Association of Secondary School Principals. Planning for American Youth. Washington, D.C.: The Association, 1944.
20. National Educational Policies Commission. Policies for Education In American Democracy. Washington, D.C.: National Education Association of the United States, 1946.
21. Ogden, Jean and Jess. Small Communities in Action. New York: Harper and Brothers, 1946.
22. Ogden, Samuel. This Country Life. New York: A.S. Barnes and Company, 1946.
23. Olsen, Edward. School and Community. New York: Prentice Hall, 1946.
24. Olson, Clara M. and Fletcher, Norman D. Learn and Live. New York: Alfred Sloan Foundation, Inc., 1946.
25. Sanderson, Dwight. Rural Sociology and Rural Social Organization. New York: Charles Scribner's Sons, 1920.
26. Stacy, W.H. Guides for Building Your Tomorrow's Community. Ames, Iowa: Agricultural Extension Service, 1949.
27. The Citizenship Education Study. Understanding Democracy. Detroit: William Volker Charities Fund, Inc., 1949.

STRATHMORE PARCHMENT

100% RAG U.S.A.

Typist - Janet Pohoriles

PARCHMENT

U.S.A.