

IMPLICATIONS FOR FAMILY LIFE EDUCATION
IN WAR ACTIVITY AREAS
BASED ON A STUDY IN
LAWTON OKLAHOMA

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By

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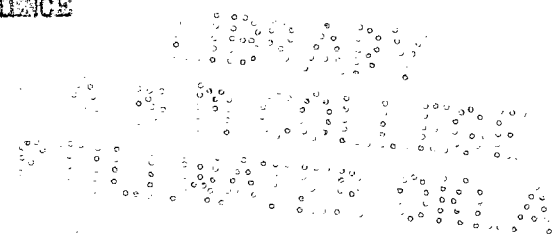
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v

PREFACE

During the summer of 1941, the Director of Child Welfare in Lawton, Comanche County, Oklahoma, became concerned over the steady rise in juvenile delinquency which seemed to parallel the rapid expansion of the army camp at Ft. Sill. Appeal to the District Office of Girl Scouts of America for help brought, in reply, a field worker to the community to see what help her organization could give. In attempting to get sponsorship for scout troupes in which some of the less privileged girls might be interested, this field worker interviewed various business men. From one of these she received the following reply:

"We're not interested in ten to fourteen year old girls, we're interested in homesick soldiers."

As a result of the conflicting interests revealed in the above statement, this study was undertaken, not because the writer interprets the statement to be a community-wide opinion, but because of a growing concern for the welfare of school-age boys and girls in a rapidly changing defense area, and because of a firm conviction that local interests, if sufficiently informed, can and will rally to solve equitably so important a community problem. As the study progressed, the need for a more functioning program in family life education became apparent. From the point of view of the teacher, it seemed obvious that the problem was not a school problem alone but one of community-wide importance.

TABLE OF CONTENTS

	page
ACKNOWLEDGEMENT - - - - -	iv
PREFACE - - - - -	v
INTRODUCTION - - - - -	1
POINT OF VIEW - - - - -	4
LOCAL SITUATION - - - - -	10
THE PROBLEM - - - - -	13
SUMMARY OF REPLIES TO QUESTIONNAIRE - - - - -	23
CONCLUSIONS - - - - -	33
IMPLICATIONS - - - - -	37
BIBLIOGRAPHY - - - - -	48
APPENDIX - - - - -	49

INTRODUCTION

The author first became aware of family life education as a community responsibility during the summer of 1941; and at that time determined to study the possibilities in her own community. This determination was strengthened through a review of literature depicting community organizations for family life in other localities, notably the four experimental programs in family life education begun in the fall of 1938 by the United States Office of Education.

During the school year of 1941-42 the teachers of Lawton, Oklahoma, engaged in a curriculum study program which was carried on in cooperation with the Extension Division of the University of Oklahoma. Opportunity was given individual faculty members to give special study to areas of particular interest or importance, either in their own subject matter field or others. This offered an auspicious time and place for the study of family life education in the community. When the possibility of studying the community program for family life education was presented to the superintendent, he was immediately interested and suggested that a committee of faculty members study the problem.

In so far as was possible, members of this study group placed themselves in committees. Some shifting of members was done by the superintendent and director however, and this particular committee was chosen on a partial basis of subject matter background. The committee consisted of two homemaking teachers, the writer who served as chairman, and one who had previous experience teaching in the grades. Other members of the committee were a mathematics teacher whose major field of preparation was physical education in which outside activities with Girl Scouts had been stressed; and a teacher of science who had studied

extensively in biology. This committee, representing a diversity of subject matter interests, functioned until April, 1942.

As the first step in carrying out the plans for this study the personnel of the committee set about bringing itself up to date on family life education. A bookshelf was arranged in the homemaking department which was made accessible at all times to interested readers. Current publications and recent books were made available to committee members. In a late book was found a statement which seemed to answer the questions as to kinds of educational experiences which would help to develop desirable family living:

The simplest way to answer these questions is to recognize, first of all, the fact that the best homes and families - however one interprets the meaning of the word best - are those in which all family members are trying to put their highest ideals into practice in their daily living. This means, of course, far more than learning a few rules of polite behavior. It means the continuous cultivation of those three abilities which, according to Dr. Frankwood Williams, characterize the mature adult: the ability to see things and people as they really are; the ability to meet situations as they arise, in terms of their own requirements; the ability to accept the inevitable with a minimum of conflict. The person who has these three abilities is the person who has acquired habits and skills which enable him to use his energy smoothly and efficiently in the continuous solution of life problems. In the last analysis, all education trains for this kind of maturity. Family life education has for its special task the use of family experience to promote in every possible way these special learnings with respect to the people, the situations, the values, and the skills which make up family life.¹

The above discussion warrants the conclusion that family life education may be thought of as that education which helps people to live together in the family in such way that each member may develop desirable attitudes and values; contributing to the same growth of other family members with the purpose that they may be better participants in a society which values the democratic principle.

¹ Bess Goodykoontz and Beulah I. Coon, Family Living and Our Schools, p. 58.

To further strengthen the background of information, some time was spent in studying the four experimental programs in family life education being carried on by the United States Office of Education. This story clearly sets forth the purposes, location of centers, and some present results of the experiment:

The chief purpose of the experiment as a whole is to find ways of bringing about stronger, richer, more realistic programs of education for home and family living through concerted school and community effort. . . Four school systems were selected on the basis of size, regional differences, and occupational specialization. Obion County, Tennessee, is a rural southern county chiefly agricultural in its interests. Box Elder County, Utah, is a large western county in which there is a strongly developed church interest in family life. Toledo, Ohio, is a big industrial eastern city with an heterogeneous population. Wichita, Kansas, is a representative middle western community of medium size and homogeneous population, dependent on both agriculture and industry for its support. . . One result of this intensive public education is a growing appreciation in each of these communities of the part which family life plays in education for democracy. Since family life is the first, the closest, and usually the longest lasting of all human experiences, it must have more influence than any other kind of human association on the development of attitudes toward citizenship, philosophies of group organization, and habits of behavior. . . Quite recently we began to see that real democracy is a way of life that has to be learned, that we are living in a world which must be reconstructed because it is not yet truly serving human values. . . In each of these four demonstration centers we see democracy at work, as these communities study their needs, plan ways of meeting them, experiment with solutions and evaluate results. This is the creative process, the way of creative evolution, the essence of democratic practice. . . It is obvious that homes, schools, and other community agencies are working more closely together on problems of family living in the centers where programs are in operation.²

The story of the development of this nationally sponsored demonstration in family life education reads like a novel and the programs now functioning prove conclusively the effectiveness of collective thinking and planning directed toward continually recognized interests. Leads from the study of this demonstration have been used in making the investigation herein reported.

² Edna P. Amidon, Community Organization for Family Life Education, pp. 1-3

POINT OF VIEW

Alert educators believe that the hope of democracy lies in focusing education upon national and social ideals. Up to the present time we have given our allegiance to a set of national ideals based on the Declaration of Independence and the Bill of Rights, while at the same time, social institutions have been promoting a set of ideals inherited from the early years of our history. In reality, the folkways of the founders of this country were brought from European countries struggling to break away from a feudal regime which was marked by a lack of respect for the common man. This influence appears today in clearly defined lines of social distinction, religious and racial intolerance, vested interests pitted against labor, and disregard for equality of opportunity for youth. Unconsciously the people of this country have promoted these inconsistent ideas while giving verbal allegiance to democracy. This lip service has spread an insidious kind of propoganda which seems to say, "Do as I say, not as I do." As a most natural consequence, the mind of straight thinking youth which is uncluttered by a lot of ideas for promoting successful apple polishing has, in many instances, adopted the sceptical philosophy which says, "What you are speaks so loud that I can't hear what you say."

It was once possible for parents to control to a large extent the home values which influenced the early years of their children, but in the present social order it is difficult to protect the child from outside influences, often more potent than ill-defined standards growing out of inconsistent home practices. So it seems that the only way of getting the child to understand the wealth of meaning latent in the term "good life" is to shape the community around him. More and more community forces which work in our society tend to nullify parental influence in

the home; more especially if the home and community seem to be working at cross purposes or to be focusing attention concomitantly upon values in conflict. It would seem to follow then, that one of the functions of the home and community should be to cooperate in strengthening those influences which determine values, so that values upon which this country is founded become a guiding purpose for all individuals, especially as they appear in home and family living. The hope of doing this through the schools offers the home economist a unique opportunity to bridge the gap between two social institutions which play important roles in the development of personality, namely: the home and the school.

Home economics offers an opportunity to focus the attention of the individual upon enriched daily living. On this point, Miss Spafford writes:¹

It seems clear that home economics has a contribution to make to education in each of the basic aspects of life - personal living, home, social-civic, and vocational relationships.

The homemaking teacher has recognized this fact by attempting to build her program on problems of everyday living. Home economists have recognized also that one must develop a conscious loyalty for certain values, appreciations, and attitudes which support democratic living; and that these inevitably must become integrated in the individual personality if democracy is to survive. Among these values are positive health, significant personality, satisfying human relationships, and others which point the way to the good life. For the purpose of this study, a significant personality is understood to belong to one who is able and disposed to "participate ever more intelligently in the creation of the values to

1 Ivol Spafford, A Functioning Program of Home Economics, p. 16.

which he gives his allegiance."²

Many alert educators believe that the first hope of a democratic society may well be said to lie in the home where there is respect for individual personalities and rights, shared thinking and shared decision on problems of mutual interest, and faith in the integrity and intelligence of the individual family members. Such a home group is practicing democratic living. These attitudes and values are not inherent in the family but must be built with patience, care and intelligence. These home beginnings must be nurtured by wider contact with other social institutions constantly building for a finer interpretation of democratic living.

At the heart of the effort to achieve democracy is recognition of the right of each individual to achieve maximum development. This purpose is served best when everyone has the opportunity to share, on the level of his ability, in intelligent planning for, working for, and evaluating solutions for home and community problems. Duties and responsibilities are shared alike with freedom to think and act. Due consideration is given to the needs which are to be met and the ability of those taking part in the activity. Individuals are encouraged to assume leadership whenever they are ready to do so; or to follow intelligently when the best interests of all concerned are so promoted.

This concept of democracy obviously cannot mean "majority rule" alone. It means that through a process by which each individual adds his contribution, whether small or large, common understanding of the problem and agreement on a trial solution are determined. This picture gets far away from the old idea of "rugged individualism." It does not

Dr. H. Gordon Hullfish, Lecture, Oklahoma Agricultural and Mechanical College, 1942.

mean compromise, in the sense that parts of two good ideas are sacrificed to make a third which contains the weakest features of both; it means a mutual agreement to try one course or another, with the privilege of re-examination at the conclusion of the trial effort. The old idea of majority rule tended to make the minorities feel that their rights had been trampled upon by the sheer force of numbers.

A clear statement of this purpose is found in the following quotation:

The exploitation of others or denial of their worth and integrity for any purpose, individual or social, is a repudiation of the democratic faith and a constant threat to the social order of a free people. Likewise the belief in the worth of each individual and the provision of opportunity for each to contribute to the social order in accordance with his capacity to do so is the hope of democracy.³

This statement seems to place the future of democracy squarely in the hands of the common man. With this privilege comes the obligation that he must find ways and means to work intelligently in the solving of group problems. To state it significantly, the democratic personality displays:

The ability and zeal to use the method of reflective thinking in meeting the problems of living.
 The ability and zeal to act cooperatively in solving problems of common concern.
 The cultivation of the attitude of social sensitivity.
 Other characteristics such as the ability to become increasingly more self-directive, a sensitivity to aesthetic values, and a zeal to live creatively may be also mentioned as being a part of the democratic personality.⁴

Going still further, the democratic personality may appear in the pattern of social institutions. Prominent home economists have recently devel-

³ Bess Goodykoontz and Beulah I. Coon, Family Living and Our Schools, p. 3.

⁴ Harold Alberty, et. al., Progressive Education It's Philosophy and Challenge, p. 8.

oped the foregoing idea at length and have come to the following conclusions:

Education for family living must be coeducation.

.

A family life education program must be a cooperative undertaking in which homes and schools together plan, carry out plans, and evaluate results.

.

In a good family life education program, family life itself provides the situations and materials for study.

.

Education for home and family living means continuous learning for which opportunity must be continuously provided.

.

Individual differences in personality development, in home backgrounds, and in social experience condition learning in a family life program at every age level.

.

A good family life education program must be a community program.

.

The person who is actually educated for family life is the person who knows what makes family life good and works consistently in his own family life toward these values. . . He believes that family life is good:

1. When it transmits cultural patterns as cultural values from one generation to the next.
2. When it provides the materials and conditions essential for the fulfillment of human personalities.
3. When it permits those who enter into marriage to realize their personal hopes and desires.
4. When it provides in a wholesome way for the bearing and rearing of children.⁵

There is evidence that other educators see eye to eye with home economists in the fact that the same idea is apparent in the following

⁵ Goodykoontz and Coon, op. cit. pp. 55-57.

list of purposes set up as "goals of education in our day and in our time."

We wish first an education in, through, and for living in a democratic society and a changing world. We wish such an education as takes account of the fact that we are now living in an economically interdependent world. We wish then an education, if possible, of old and young together, to help us in the critical days ahead to bring about a better state of society in this country of ours. in conclusion an actual situation responsibly faced is the ideal unit of educative experience; and second, that of all possible situations, no other is quite so educative as one that prompts the responsible leaders of the community to join with the young in carrying forward an enterprise in which all really share, and in which each can have his own responsible part. This is the education in which democracy can most rejoice, particularly in these times when we must learn to put the public welfare first in point of time and importance. In solemn fact, cooperative activities for community improvement form the vision of the best education yet conceived.⁶

In short, it is evident that community agencies, the country over, have the opportunity to combine their activities and direct them toward what is considered by many educators to be the best type of education for all.

Paul R. Hanna, Youth Serves the Community, pp. 12-20.

LOCAL SITUATION

The City of Lawton, Comanche County, Oklahoma, one of the chief defense areas of the state for the past two or three years, is now a center of war activities; and as such, faces many problems which are having a definite effect on the family life of the community.

Before the beginning of defense activities the population totalled slightly more than 15,000 persons. The Census of 1940 shows a count of 18,055, although by September, 1941, there had been such an influx of people that the population was estimated by the Junior Chamber of Commerce to be about 22,000. As a matter of fact, in April, 1942, the city schools issued slightly more than 32,000 sugar booklets to individuals. In addition, there were at this time about 25,000 troops at Ft. Sill, which number will be expanded to 32,000 as soon as barracks can be provided for them.

This rapid increase in population inevitably precipitated an acute housing problem affecting standards of family living in the community. A building boom developed over night, but housing facilities could not be provided rapidly enough to prevent rising rents and crowded living conditions.

When the high rent situation got entirely out of control, a "Fair Rent Committee" was created, which is composed of both local citizens and the personnel of Ft. Sill. Those persons who refused to comply with the schedule of rents set up by this committee were placed on a blacklist.

As a further natural consequence of this rapid rise in population, the city schools face problems equally important. Upon the closing of the school year, May 29, 1942, the local daily, "The Lawton Constitution" summarized the school census situation as follows:

The enrollment for the current term, showing the greatest turnover in history, aggregated 5,912 whites and negroes. Of this number, 5,412 were whites, 500 were negroes. The average daily attendance of whites was estimated by Superintendent (B. C.) Swinney as slightly under 4,000, a turnover of nearly 1,500 students.

The problem of the schools is further clarified by comparing enrollment totals for the last three years. In contrast to the 5,912 enrolling in 1942, 3,884 children had enrolled by the close of the year 1939-40 and 4,327 for the year 1940-41. This rapid increase in school population may be attributed to several causes; acceleration of military activities at Ft. Sill; the opening of numerous business concerns, such as cafes and small shops; and the rapid influx of laborers attracted to Lawton by building activities in town and at the post. Mr. Swinney's statistics show some to be children of selectees, some to be those whose parents had come to Lawton for employment, but the majority to be children of army officers. To take care of increased enrollment the city schools employed additional teachers, but since buildings cannot be constructed in a day, the problem of crowded classrooms remained unsolved. The present building program will solve this problem.

The number of arrests made in Lawton jumped from 170 for the year 1939 to 448 in 1941. Many related problems never reach the courts but evidence of their existence can be observed on week-ends and pay day. Still another type of problem with which the community must cope is suggested by the following statement quoted from a report made by the Comanche County Welfare Association:

A condition which affects young girls who are employed at "drive-ins" and cafes cannot be overlooked. It is reported by a deputy sheriff that employers are releasing unattractive girls and replacing them with ones who

² Department of Public Welfare, Social Problems Related to Defense and Family Security in Comanche County, Oklahoma.

will be attractive to soldiers. It is evident from personal observation that many very young girls from surrounding towns and rural sections are employed in public eating places. In most instances, they are paid a very low wage. Sometimes their earnings are barely enough to cover their room and board. An average wage is \$1.00 per day and tips. With rent as high as it is, even the tips would have to be used for living expenses. This condition no doubt has caused many of these girls to practice prostitution to supplement their earnings from employment.

This situation may be reflected in the fact that court records show 20 juvenile delinquency cases for the first half of 1942 as compared with 21 in 1939, 24 during 1940 and 27 for the year 1941.

Many Lawton industries reflect the activities centering in the military post - as shown by the impetus to build. During 1940 there were issued approximately 284 building permits for residences as compared with 819 in 1941. However, Lawton also numbers among its industries agriculture, manufacturing, and resort enterprises. The latter are located at Medicine Park, adjoining the Wichita Mountain Wildlife Preserve some 12 miles northwest of the town. In the town itself are located some 18 manufacturing establishments employing 650 workers aggregating an average annual wage of \$1,000,000 and producing chiefly brooms, dairy and steel products.

Since July, 1941, the city boasts a full time County-City Health Unit which promotes health education for all age groups as well as a program for the control of communicable diseases. The personnel of this clinic is composed of a full time physician, two sanitary engineers, and five nurses, of whom one is colored. This staff conducts a health program in the schools, clinics for expectant mothers, and a "vigilante" program for strict watch over establishments from which might spread venereal diseases. The social value of this clinic is reflected in the school health report for the current year which lists some 4000 physical examinations, with 2500 follow-up letters to parents.

THE PROBLEM

After due deliberation the committee on family life education decided to make a survey of organizations and agencies in the community to discover what each was doing to promote family life education and what suggestions each might make concerning how to further these activities.

As has been shown, many problems of economic importance inevitably follow a population which gravitates too rapidly to one area. Just as inevitable, and of more importance, are the social problems which develop in communities subject to mushroom growth. Such community confusion is alarming when studied in terms of the effect it may have upon the lives of the youth of the community. Youth's endless store of energy may course through undesirable channels unless conscious effort is made to create an environment which directs it into desirable activities. The task before adults then is that of helping youth find guiding purposes in order that the energies so characteristic of youth may be directed into channels leading to social progress rather than toward social disintegration. It has been said that:

To coordinate these two mighty resources - to harness the energy of youth to the task of progressively improving conditions of community life . . . is the supreme challenge to educational and social statesmanship.¹

This statement elevates the youth of the community to a place of power; a possibility too often overlooked when effort is made to work out community problems. It must not be overlooked however, that the keen susceptibility of youth to external influence can easily become a liability instead of an asset. These facts should offer all-important challenge to adults.

1 Paul R. Hanna, op. cit., pp. 21-22

Picture the influences in this locality seething with war activities; uniforms everywhere, not only of our own fighting forces but those of foreign countries; new faces, thousands of them appearing over night; car tags, representing every state in the Union as well as some foreign countries; trailer camps, where the day before had been vacant lots; garage apartments, springing up like mushrooms all over town; military revues accompanied by the din of artillery fire on the practice firing range. These all indicate that the world of yesterday is gone and that a cataclysmic change in environment is taking place tending to further increase the confusion which inevitably accompanies this stage of development. Unquestionably perplexities confront boys and girls who are daily brought face to face with the grim reality of preparation for war.

The task during the years of depression was one of finding employment for idle hands. It was a case of helping young people find relative security, a status which not only contributes to satisfactory everyday living but tends to open the way for clear thinking concerning guiding values worth cherishing. There may be work for all now, but to what kind of a future will it lead? Is it worthwhile to look forward, or shall youth exhaust its resources living day by day, fearful of what the future may hold? The alternatives seem to be:

Our youth may either waste its energy and talents in pursuits that are demoralizing to old and young, or youth may unite with others in constructive work which will not only develop its own powers but also make an inroad on the host of community problems awaiting positive attack.²

Casual survey of the specific defense area around Lawton not only discloses a few outstanding problems but shows these problems to be so

2 Ibid., p. 33

closely tied together that they appear to establish a vicious circle. From the point of view of the teacher, the increase in juvenile delinquency stands out as of major importance. This point of view is shared with Washington's No. 1 Policeman, Captain Rhoda Millicen, chief of the Women's Bureau of the District of Columbia police force, who states:

Of all . . . current law-enforcement headaches the increase in juvenile delinquency is the most serious. Amusement and recreation . . . are direly needed, especially on week-ends when the streams of soldiers and sailors . . . turn the downtown parks and glaring show-lined Ninth Street into musical-comedy settings. The same dearth of recreation and supervised leisure is one of the chief reasons . . . for the tremendous rise in number of juvenile delinquents. With both parents working in many families, and inadequately supervised playgrounds or club programs for after-school activities for the older children, a wave of housebreaking has broken out among the younger boys while, during the last three months, a considerable number of girls around 13 to 15 have been picked up for shoplifting. . . They may be reflecting home tension or merely seeking excitement and attention to keep up with defense . . . we've got to look out especially for the new families that are pouring into all the boom towns like Washington. Children in a strange city, without ties and friends or places to play are just ripe for mischief.³

Juvenile delinquency in Lawton may bear definite relationship to the fact that, until recently, the only organized recreation program in the community had grown out of the local effort to support the United Service Organizations program and was entirely soldier centered.

Furthermore this major problem cannot be understood nor an approach made to its solution without considering many factors tending to lower standards of family living. Among these factors are crowded living quarters, high rents, increase in cost of commodities, and casual marriage among local high school students as well as out-of-school youth.

³ Rhoda Millicen, Juvenile Delinquency is Biggest Headache, Tulsa Tribune, July 1, 1942.

The above facts served to suggest to the committee that all community organizations probably would be forced to assume added responsibilities and expand their programs if the community was to offer a sporting chance for the "good life" to the young people in its midst. Furthermore, the committee sensed that since the social problems of the community do tend to run in vicious circles and affect the whole community, nothing less than a concerted attack would suffice to discover leads for the solution of the problem of helping boys and girls maintain balance in this highly confused environment. From the standpoint of the home economist it became evident that if boys and girls of Lawton were to emerge from the present melee of confusion brought about by accelerated preparation for war, synchronization of efforts of all community organizations and institutions must take place.

Homemaking education is designed to coordinate home, school and community interests in such a way that boys and girls are encouraged to think about and attack their own problems of living ever more intelligently and satisfactorily. It attempts to help boys and girls find personal and shared goals to be reached within the family group; and to recognize the worth of wholesome relationships between members of the family group, or between the family and the community. If education for home and family living is to become progressively effective, the community must be the classroom; community problems affecting family living and the development of individual personality must be the materials with which teacher and pupils work. The promotion of a community-wide family life education program requires carefully directed cooperation within the community. When accepted as a privilege and responsibility to be held in common by all community organizations, it is bound to give satisfaction in all directions.

Where such education has become really functional, it succeeds in helping individuals to recognize the worth of and need for united effort directed toward solving community problems.⁴ Moreover, these problems must be attacked in such way that the benefits are equitably distributed. It is possible to accomplish more through the "clearing house" method representing community interests in a cross-section than it is to work through the promotion of special interests, no matter how acceptable socially these interests may be.

From this point of view it would seem that agencies in a community have a vital part to play in the well-being and education of youth, and that they may contribute much to the betterment of family life. As has been previously pointed out, cooperative activity toward community improvement embodies the democratic ideal and is the "vision of the best education yet conceived."⁵

As the first step in bringing a plan for cooperative attack on community problems to the attention of influential men and women in Lawton, the committee decided to collect and record data which might reveal effort organized for the betterment of family living. Of some forty-four agencies in the community, only those which had as one objective the betterment of family life were selected for contacting. A questionnaire-guide offered on page 18 Exhibit 1, and composed of sixteen questions, was distributed to each of twenty-six agencies selected. Since the answering of the questionnaire required thought and time, most of them were left with a representative of the various agencies, with the understanding that a member of the committee would call back for the completed form. The few which

4 Amidon, op. cit.

5 Hanna, op. cit., p. 20

Exhibit 1.

SURVEY QUESTIONNAIRE OF FAMILY LIFE ACTIVITIES AS CARRIED ON BY
ORGANIZATIONS AND AGENCIES OF LAWTON, OKLAHOMA.

Organization or Agency

1. What are you now doing which contributes specifically to education for home and family living?
2. Approximate number of family units served _____
If possible, types of persons served _____
3. What activities which you are engaged in might be more definitely directed toward preparation for family living?
4. As you expand your program what might you add which would contribute to better standards of family living in the community?
5. Suggest activities or experiences which you think other organizations and agencies might provide as a means of meeting specific needs which you are aware of but cannot meet adequately because of the limited scope of your program and facilities.
6. If your organization or agency has facilities which could be loaned for more extensive use for education for home and family living please list such below.
7. If you are not primarily a study group include the extent to which you promote activities which have educational values.
8. What is your organization doing to promote better or more wholesome relationships between the family and the community?

page 2.

Exhibit 1.

9. Please suggest ways in which the local schools might work in cooperation with your organization toward better family living.
10. How can the contributions which parents have to make to the total educational program be correlated with the school program?
11. Might it be desirable and possible for all community agencies to collaborate in developing a more extensive program of family life education for the entire community?
12. Can you suggest ways of interesting persons and securing their abilities for use in developing a family life education program which requires neither local school nor federal funds?
13. Can you suggest ways in which the present courses planned to prepare for better home and family living now offered by our schools might be closer correlated and extended to more students, including boys?
14. Suggest topics which you think would better prepare and encourage happy family living for both boys and girls.
15. Should these be given in joint classes _____ boys alone _____ girls alone _____
16. How can provision be made whereby all interested high school boys and girls may have guided observation and participation in nursery school?

were mailed were covered by an explanatory letter, offered here as Exhibit 2, page 23.

These agencies fell into the following general classification: Religious Organizations, Parent-Teacher Associations, Civic Clubs, Welfare and Social-Civic Organizations. Specifically questionnaires were distributed to the following agencies: Department of Public Welfare and Child Welfare, Ministerial Alliance, Girl Scouts of America, Campfire Girls, Salvation Army, City Mission, Parent-Teacher Council (and its separate units), County Medical Association, County-City Health Department, American Association of University Women, Business and Professional Women, Kiwanis, Lions and Rotary Clubs, Kappa Kappa Iota, and the Y.W.C.A.-United Service Organization.

The Parent-Teacher units and Ministerial Alliance were contacted in their respective group meetings where an explanation was given of the purpose of the survey.

Of the twenty-six questionnaires sent out, seventeen were returned and their data classified according to:

A. Present activity of organization with respect to

1. Education for family living
2. Recreational activities tending to promote better family relationships

B. An expression of opinion concerning

1. Present activities which might be more definitely directed toward education for family life
2. Possible additions to present program for improved family living
3. Personnel or facilities available for use in promoting family life education

C. Suggestions concerning

1. Possible and desirable cooperation between school and each organization

2. Additional contribution parents might make to the educational program of each organization
3. Improvement in school curriculum including homemaking courses for boys as well as girls

D. Suggestions concerning

1. Collaboration of agencies in community program
2. Means of interesting persons who might contribute their talents to furthering a community program for improved home life.

E. Status as to

1. Number of families reached through each organization
2. Specific groups contacted

The committee was particularly anxious to get the opinion of community leaders concerning ways in which organizations might be coordinated to build a program for furthering improved family living in the community. It also hoped to get suggestions for stimulating community interest in the status of family life education in Lawton, and to approach the problem of strengthening this program intelligently.

In brief, it seems fair to assume that the findings from this survey might point the way for directing youth into socially desirable experiences during out-of-school hours, for stimulating increased interest in community problems on the part of the organizations and agencies contacted, for challenging them to discover new responsibilities for the welfare of youth, and for strengthening the shared determination to make the community a more desirable environment for all.

Exhibit 2.

Mr. _____
Representative of Agency
Lawton, Oklahoma.

Dear Sir:

The faculty of the local school system is working on a program of curriculum revision in which we are giving special study to several school and community problems.

We are reminded by the federal government that it will be impossible for the average family to maintain the high living standards of the past few years because of the present national crisis. In times of stress there is always an increase in problems of family living. Therefore this committee is making a community survey to determine what is being done by local organizations, agencies, and the schools for better family living. We hope that as a result of this survey the schools will be better able to meet the needs of the community.

If you have suggestions which will help us in this work, please give them in the space provided.

Very truly yours,

Fontella T. Kimbell, Chairman
Family Life Committee

SUMMARY OF REPLIES TO QUESTIONNAIRE

Two of the agencies contacted in this study preferred to answer by letter rather than answer the questionnaire. These letters seem significant enough to warrant their inclusion here. The first letter, offered as Exhibit 3, page 24, indicates that what seemed to be understandable to others was not clear to the writer of the letter. A more serious failure to understand appears in the second letter, offered as Exhibit 4, page 25, in that girls in school had been contacted by a representative of the agency and were taking part in activities sponsored by it.

Reference to educational programs being carried on appeared in six replies, two of which were of a religious nature; namely, a one week course for youth and Dr. Grace Sloan Overton's conference classes. The others referred to study programs designed to educate for health and safety. The remaining two listed study courses; one entitled "Eating for Defense", and the other consisted of meetings in which a part of the time was spent listening to the radio program of Dr. Alice Sowers, Director of Family Life Education, University of Oklahoma. Five agencies laid claim to recreational activities which tend to further family relationships. Two of these are church groups which sponsor recreation programs for members and service men, while the other three are social-civic groups carrying on social activities of a recreational nature for their own groups, i.e., a hobby show each year. Over and above these, the present activities show scattered interests. They consist of giving assistance to boy and girl organizations (such as Camp Fire Girls, Girl Scouts, Boy Scouts and Cub Scouts), sending a candidate to "Girls' State"¹ yearly, giving financial assistance to

1 A conference of girls for the purpose of studying democracy.

Exhibit 3

Lawton, Oklahoma
June 2, 1942

Mrs. Fontella Kimbell
1110 Elm
Lawton, Oklahoma

Dear Mrs. Kimbell:

Thank you for your letter of May 15, enclosing the questionnaire on family life activities. I am sorry that I was not able to return it sooner.

On looking over your questionnaire I find that there are many questions that it is impossible for me to answer directly. It seems to me that all churches are interested in family life and all activities are directed toward better family living. Christian people will naturally have a sound family life. Naturally, our major objective is making the community a Christian community.

We have (space) that would be suitable for the meeting of groups of people numbering as high as fifty. I would be glad to have this building used in any way it could be used.

It seems to me that there is need of education in family living but that it is a very difficult thing to do since it is impossible to arrange families as we would have them. I do not see how family living could be promoted on such an abstract basis as your questionnaire leads me to believe you are trying to promote it.

Please do not feel that I am not in sympathy with your program, but I am at a loss to know how to cooperate or exactly what you want in answer to the questionnaire. If I can be of any help I will be glad to discuss it with you at any time. But, I do not see how I can be of much help through the questionnaire. With best wishes.

Sincerely,

Exhibit 4

Lawton, Oklahoma
April 29, 1942

Mrs. Pontella Kimbell
1110 Elm St.
Lawton, Oklahoma

My dear Mrs. Kimbell:

I have read with great interest your Survey Questionnaire of Family Life Activities. I have discussed this with Miss _____ my Associate Director, and we feel that our program is so new here and we know so little of organizations in the local schools and in the community which have to do with family life that we cannot answer the questionnaire with any degree of intelligence. I am sorry not to cooperate with you in this very important undertaking but I feel that what we have to contribute at this time would be of little value.

The program we plan to inaugurate very soon, particularly that with the wives of the enlisted men now living in Lawton, and with groups of school girls, will contain activities which should definitely contribute to better standards of family living. I am sure that the next time such a survey is taken we will have an interesting report to make to you.

Our very good wishes for your success in this undertaking.

Sincerely yours,

indigent families eligible to aid from the Department of Public Welfare, a family relief program and a school lunch program which takes care of one hundred forty children from indigent families carried on by the Salvation Army, the buying of books for school children by various Parent-Teacher units, the furnishing glasses for children who need them but are unable to buy them. One agency did not answer this question and another stated that there was no specific program under way.

With reference to present activities which might be more definitely directed toward education for family life, two suggested the possibility of study groups (Vacation Bible School, and a course in church doctrine and Bible study); six suggested that more attention should be given to health and recreation, mentioning specifically health clinics, community get-to-gethers, supervised recreation for groups of all ages, preferably in family groups. A homemaking club said it's present activities all pointed to better family life, and three had no suggestions to give.

The question with reference to expansion of the present program to promote better standards of family living showed a variety of points of view. Three suggested study groups on topics of family living. The County-City Health Unit, one of the churches and one unit of the Parent-Teacher Association wished only to further their present work, two through "increase in personnel" and the other "to continue (it's) study course of the last year"; four had no definite plans; one offered to furnish leadership for instruction in the field of health education; three offered use of space for group meetings and intensified recreational activities, although one offer entailed a rental fee. In addition to the above, four suggested more intensive religious education and one welfare organization said provision should be made for more adequate funds for aid to dependent children. Suggestion for supervising the

leisure time of youth came in five replies. Of these, two recommended supervised recreation, three suggested such activities for boys and girls as Cub Scouts, Camp Fire Girls, and workshop for boys; two specifically mentioned club work.

With reference to provision for observation and participation of boys and girls in nursery school and kindergarten, the following suggestions were made to the schools: Seven agencies suggested that the community needed nursery schools; while four others said the schools should also include kindergarten. The comments made in this regard were:

Advisability of nursery school would depend upon attitude of community and facilities available.

Visits to day school nurseries with participation of students when and if necessary.

There should be nursery school for children of working mothers.

Nursery school for girls should be in demand here since so many girls take care of small children for pay.

Nursery school might be possible for girls but highly improbable that boys could be interested.

Two of the organizations stated that the students, supervised by a teacher, could assist in conducting nursery schools and kindergartens. One indicated that participation would have to be voluntary, depending on the needs of the nursery school personnel and the hours that this participation could be given.

In general, other suggested school activities fell into the following groupings: cooperative attack by the school and other organizations on the health problems of school children, a recreation program conducted by the schools and aided by civic organizations, a plan for reporting to

interested organizations discovery by the schools of cases in need of food and clothing. In this same connection another suggestion was made that child difficulties traceable to home environment which come to the attention of the teacher might be discussed with a child welfare worker and a plan worked out with the family, teacher and worker to prevent a more difficult problem from developing; also that children whose problems cannot be met by the school be referred to a welfare agency. In addition to these, the suggestion was made that in some cases financial assistance might be given to children who are deprived of parental support.

The church groups further suggested that the schools might assume some responsibility for Bible teaching, at least to the extent of including in each home room a daily reading of a chapter from the Bible and the Lord's Prayer.

The specific question as to correlation of contributions of parents with the total school program brought the following:

By parents holding council with school representatives.

Through the Parent-Teacher Association and it's program of service.

There should be the closest cooperation between the parent and the school as to the progress of the child.

By teaching kindness and courtesy and respect for age.

'Water never rises higher than its source', so the Parent Teacher Association (members) might, to the great advantage of the home, and hence of the school, focus their attention upon the parent and form classes where the doctrine and science of the child's education in the home could be taught.

Still other comments indicated the value of a school visiting

program on the part of parents. The following statements are typical of suggestions in this connection:

By a sympathetic attitude in visiting school and teacher, find what is expected of the child at school and what is expected to come from the home.

Visit the teachers and keep in touch with what their children are really doing.

One agency suggested a visiting-teacher program while five had no reply to this question.

The question regarding ways of reaching more students through a better planned family life education in the schools brought no reply from six agencies. However, some comments in reply to this question were that there be:

Definite, interesting, well-planned programs and courses of study followed by inter-class, inter-school contests and activities with recognition for achievement.

Basic physiology courses instead of botany or zoology.

Courses in social problems and community living.

Supervised workshop for boys.

Supervised playgrounds.

Home economics for boys.

Suggestions for interesting boys and girls in happier family living were:

By having someone responsible for guidance including personal and educational, especially helpful in 9th and 10th grades.

Programs of personal participation and activity.

More emphasis on family life and the interrelated responsibilities.

A class for parents to better understand their children.

The laying of a foundation for a happy marriage.

Four agencies gave no reply to this question, while several listed as

topics for study:

How to get along with the family.

Reverence in the home.

The essential quality of self-control.

Ability and willingness to work.

Finance management.

Sex education.

Personality development.

Everyday living and citizenship.

Literature, recreation, music, spiritual life, physical life.

Still others thought in terms of activity programs rather than topics of study, i.e., leisure time, character training and leadership, entertainment, physical development, Boy Scouts and Girl Scouts.

Answers were varied to the questions regarding possible cooperative activities of agencies toward improvement of family living. All but three said they believed that this was definitely desirable. Three suggested working through their own council, one the use of the Civilian Defense Office; two thought the County Welfare Agency might be the logical place to start; while still another thought that a well-informed existing agency might undertake the lead in this program. In this connection one group suggested that a full-time person might be hired to work with the family life education program. One said cooperative activity would be difficult in a defense area. The following ways were indicated as possible means of interesting and securing the help of capable outside persons.

A committee might be appointed to work out an outlined program on family life for a year's study, using speakers especially interested in such work.

Three agencies suggested that the Parent-Teacher Association or other clubs sponsor and finance the coming of specialists. One recognized the need but had no recommendation to make. Another pointed out that

a search might be made for persons sufficiently interested in their fellow men to give of their services. Two seemed to think that local organizations such as the United Service Organizations might take the lead. One said that publicity such as radio skits and newspaper stories might create interest. Another suggested that children might help in getting others interested.

By and large, the suggestions found in these questionnaires show that local agencies are attempting in several cases to carry on isolated educational and recreational programs. There is some concerted effort toward solving the health problems of the community, especially those of the school children. At least four of the organizations think there should be more concern for health education and safety measures. About half of the organizations surveyed said that the community should have nursery school facilities, and half of this number think girls would benefit from participation in management of children of pre-school age. They seem somewhat doubtful about the benefit in such experience for boys. Three of the agencies indicated that such material assistance as helping with clothing needs and providing a school lunch is necessary to better family living in many cases. There seems to be no generalized opinion as to ways of getting the interest in such a program of those outside the present agencies. However, publicizing the need for a family life program is suggested as a means for furthering family life education.

Four agencies offered space for holding meetings including recreational activities. Four pointed out that home and school should work more closely toward the improvement of their relationships. Three specifically suggested an exchange of visits between the home and school. About half of the agencies made no suggestions for making the present

family life education program more functional in the lives of boys and girls. One said that sponsoring of competition might help while two others pointed out that supervised activities might be advisable. One suggested home economics for boys. Two indicated that there should be a program of guidance for boys and girls and two suggested specific topics of study or activity programs.

Referring to the question of cooperative activity of agencies, all but three indicated that there should be a central council of some kind. The Parent-Teacher Association Council was suggested as a possible nucleus, as was the County Welfare Agency.

In reply to the question as to whether classes in family living should be offered to boys and girls separately or together, four said that these should be joint classes; five that classes should meet separately; three suggested it would depend on what topics were up for discussion; three did not answer; and one checked both possibilities.

Statements concerning the number of families contacted by these agencies show that the smallest number of families concerned was fourteen, the number reached by a homemaking club; while the greatest number was five hundred contacted by the County-City Health Unit. The Parent-Teacher Council showed "over one thousand members." This membership included both fathers and mothers, as well as some duplication of membership in grade and junior high school units.

The replies to this questionnaire also represent a cross-section of the society of Lawton, as shown by the fact that all age groups and all types of families are represented.

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CONCLUSIONS

The point has been made that home, school and community interests should be so coordinated that boys and girls become able and intelligent participants in the creation of values to which they wish to give their allegiance; that they be helped to find personal and shared goals to be reached within the family, as well as between the family and the community.

The belief is also supported that home and community problems are the best materials with which to work toward educative goals previously agreed upon by all involved in specific classroom plans, and that it is a privilege and responsibility of community organizations to cooperate in the intelligent pursuit of socially acceptable effort to solve these problems.

In view of these beliefs, returns from the questionnaires have been studied to discover among the organizations contacted evidences of:

Joint carrying forward by responsible bodies of enterprise shared with youth.

Joint planning and carrying forward of coeducational community program.

Recognition of need for cooperative attack by home and community organizations on problems of common concern.

The findings of this study, in terms of these previously accepted criteria show:

No evidence of a joint carrying forward by responsible bodies of enterprise shared with youth and pointing to common good. The shared activity which existed when this study was made did not include youth of the community.

No evidence of joint planning and carrying forward of a coeducational community program.

However, there was recognition of the need for cooperative attack by home and community organizations upon such problems of community concern as:

More effective provision for the welfare of dependent children.

Pre-school education.

Effective family life education for both boys and girls.

Organization of groups to study problems of family living in the light of democratic values.

Provision for more effective guidance for youth.

Need for finer relationships and more intelligent understanding between parents and teachers was indicated by suggestion that there be a reciprocal visiting program. Evidence of a desire to cooperate in any attempt to build a community program appeared in the offering of services and space for town meetings and recreational programs, and in the suggestion that a centralized body be organized to consider community problems. The suggestion was made that children might aid in soliciting assistance of persons interested in a family life education program. Another suggestion was that an attempt be made to interest agencies in making provision for student loans.

At the time this study was begun there was no evidence that any thing was being done to provide leisure time activity for the youth of the community although there was evidence that this was being done for service men.

Evidence points toward competition between agencies rather than cooperation among them. This results in a great deal of over-lapping in the work carried on by these agencies and leads to mutual waste of time, money and effort. Furthermore, cooperative activity should be more constructive and valuable in the building of socially desirable attitudes and values.

The various agencies reported constructive independent effort toward furthering family life education, but practically no concerted effort. In other words, need was indicated for a closer correlation

of effort between the home, school and community if boys and girls are to become intelligent participants in society.

Few agencies indicated appreciation for the importance of coeducation as the best education for helping boys and girls to find their places as intelligent members of society.

Some evidence appeared that agencies recognized the need for more activities pointed toward improved family living; but many community agencies seemed to be falling short of their objectives because they were involved in unimportant details. Moreover, there was no evidence in their replies that parents' organizations were specifically concerned about the problem of juvenile delinquency, nor was there evidence that agencies of the community were conscious of the problems of youth directly related to war activities. There appeared evidence of agency concern for the material comforts and health of families of the community, as well as recognition of need for collective and group thinking on problems of mutual interest.

Fortunately the awareness of the need of curriculum revision on the part of the school authorities paralleled the emergency which so seriously affected the youth of the community. Fortunately too, the local school administrators were interested in furthering family life education in the community to the extent that they gave official sponsorship to the making of this study. The community, in contrast, gave little evidence of being aware of the possibilities for family life education within its own school system.

Many groups suggested that high school girls and boys should be given opportunity to participate in activities involving pre-school children but no suggestion was made for organization of pre-school

education.

Welfare organizations indicated that dependent children should be given aid in order that they might take their place in society and at the same time showed willingness to cooperate with the schools in case of children needing aid.

In the final analysis, this study suggests the futility of uncorrelated activities directed toward social welfare. Strangely enough, the assembling in Lawton of a group of men ready to defend democracy, with their lives if need be, constitutes an inevitable hazard to the normal development of the youth of the community. The social problems suggested here are probably problems which are common to all areas in which stepped-up war activities are going on. This points out that the eyes of a community concerned about national unity must be focused on common problems, and those values protected which will impel democratic solution of these problems. Likewise in every such area conflicting values and short-sighted purposes of social institutions tend to prevent concerted effort for solving these problems democratically and intelligently. Before the specific objectives for which the various agencies stand can become of functional value they must be correlated with other agencies in an overarching purpose consistent with the purposes upon which this country is founded.

IMPLICATIONS

The first need for security by the small child is satisfied by the presence of the mother, or by the person who attempts to fill her place. Later the need for a larger measure of security is satisfied by the home. Too often the home influence fails in the responsibility of its members to live up to the obligation of helping each other to the realization that security comes from within the individual and is rooted in intelligence.

Eventually the individual must find his place in the society to which he belongs. With his privilege of becoming a member of the group comes the responsibility to participate intelligently in working out the problems of the culture in which he lives. If he has emerged from his educational experiences with his own organization of knowledge, rather than accepting unquestioningly the text-book habits of the past, he is prepared to participate intelligently and with confidence in his own ability. The possible guidance that the school can give the child in helping him to participate intelligently in everyday living depends upon the extent to which classroom activities are related to everyday problems. Since everyday problems are community problems, the community has responsibility to see that youth have experiences which help in the development of their potential capabilities. These beliefs, coupled with a careful consideration of the findings of this study, point to implications which seem consistent with the principles of democratic living.

This fairly casual survey of activities in Lawton which have been focused upon bettering family life; and of programs directed toward education for family living, shows that very little is being done to influence the relative level of intelligence upon which problems per-

taining to living in the family group are approached. Several agencies are doing much in a material way to improve the comforts of unfortunate families, but actual educational experiences which lead to improved family relationships seem to be non-existent. The present health program being carried on in the schools through the cooperation of civic groups with the County-City Health Unit is one of the most significant contributions being made at this time.

The number of suggestions for sponsoring family life study groups seem indicative of recognition of the need for collective and group thinking on problems of mutual interest.

The numerous suggestions that there be more religious education seem to be particularly valuable, if they may be interpreted to mean leads in the teachings of Christ which can be intelligently used as guides for individual and group effort to emulate a refined level of democratic living. Of equal significance is the suggestion that boys and girls study the Golden Rule. This statement has great significance if seen in its broadest sense and used as a guide for focusing intelligence on all decisions where interests and values come into conflict. If considered only in its emotional aspects, this suggestion has little significance for democratic living.

The references to the obligation to aid dependent children which rests on all social organizations in this country suggest the possibility that these less fortunate children be helped to a position of greater security among their schoolmates, thus helping them to better contribute as adults to solving ever more intelligently problems pertaining to general welfare.

The fact that two organizations indicate uncorrelated interests in

the school lunch program suggests that in Lawton the right hand does not always know what the left hand is doing. One organization appeared unaware of the fact that another had a school lunch program well under way, when all agencies operating for maximum efficiency need to be aware of activities being carried on by other similar organizations.

Numerous references appeared in answer to the questionnaire as to the advisability of providing opportunity for adolescents to observe intelligent methods of dealing with small children, as demonstrated in the nursery school and kindergarten. These suggestions seem inconsistent in view of the fact that there is no nursery school or public kindergarten in Lawton. On the other hand, if the suggestion may be understood to mean (the point in question is not clear) that provision should be made for pre-school education, a new light is cast on the problem. In this connection, the statement that the advisability of establishing a nursery school depends upon the attitude of the community and facilities available, becomes more meaningful. This comment seems to indicate willingness on the part of certain organizations to experiment with the nursery school program only if its establishment follows the line of least resistance. The statement that there be a nursery school for children of working mothers seems a hopeful indication of the realization that pre-school children of working mothers should be assured the care and opportunities they might enjoy were the mothers to give full time to caring for their children intelligently. The representative of one agency expressed the opinion that nursery school experience might be desirable for girls but that it is highly improbable that boys could be interested. As a matter of fact, it has been discovered that where boys have had the opportunity to observe in nursery schools, they

have been vitally interested and willing to take part in all the activities.¹ The replies pertaining to pre-school education are significant, yet inconsistent, in that they discuss the advisability of providing for observation in the nursery school but suggest no way to make provision for establishing the nursery school itself.

Two suggestions came in reply to the question relative to additional school activities. One was that schools should have a plan for reporting to interested organizations the food and clothing needs of less fortunate school children. There was also an implied suggestion in the offer of consultation service on the health problems of school children. These suggestions show two things; first, that organizations recognize the fact that they have a responsibility for the general welfare of the children of the community; and second, that there is need of cooperative action in solving social problems. In this connection, attention is called to the point that problems which cannot be met by the school be referred to a welfare agency, so that a plan of action may be worked out by the welfare worker, teacher, and family working together. The implication found here points to the belief that through joint effort of the parent, child, welfare worker and the teacher, certain childhood problems might be averted; or at least their devastating effects upon the growth and development of the individual ameliorated. It further becomes apparent that the welfare groups stand ready to work with teachers and the schools in making the way easier for children.

The idea regarding correlation of the contribution of parents to the school program may be interpreted to mean that parents hold council

¹ Tulsa High Schools are Making Progressive Theories Work,
Life Magazine, April 13, 1942.

with school representatives. This might be more effective if the child also were brought into the planning since he must learn, sooner or later, to direct his own action intelligently if he is to become a desirable and contributing member of society.

A number of agencies suggested the Parent-Teacher Association as the logical instrument to correlate community problems and common attack on their solution. This implies the possibility and perhaps the willingness and/or desire of the Parent-Teacher members to focus the organization upon acting as a clearing house for community action. By and large, to date, the Parent Teacher Association has not functioned in this capacity. Perhaps it is the logical agency to play a leading role toward helping the community to become a better influence in the lives of growing sensitive youth.

That children should be "taught kindness and courtesy and respect for age" seems perfectly obvious, but whether this is best done by precept or demonstration seems to be an open question. Children are certainly on the alert to get patterns of action, but if the child is to be intelligent in his application of democratic procedures, he must relate this courtesy and kindness to the nationally basic faith in, and respect for the common man and the individual.

The three agencies which stated that there should be a teacher-visiting program support the opinion of educators who have long recognized the importance in planning curricula of the parent-pupil-teacher triumvirate. It has been recognized by certain departments that this idea carries with it provision for more visiting on the part of the teacher and close cooperation on the part of all concerned with planning the school program of children. The homemaking teacher attempts to carry on, almost unaid-

ed, a home-school-community program, in which home visits by the teacher play a vital role. As a matter of fact, "home visiting" is sometimes misunderstood and is looked upon as snooping to some extent. This part of the work of the homemaking teacher is also sometimes viewed rather sceptically by other faculty members, especially by those who recognize the worth of home visiting as a part of planning, and thus consider it a threat to their own free time.

Whereas five agencies made no suggestions to the query concerning ways and means to secure closer cooperation between the parents and the school, six agencies did not answer the question regarding ways of reaching more students through a better planned family life education program. The significance of this latter lack of response seems to be that the thought of developing a community program for homemaking education has never entered the consciousness of organization leaders. This implication is further born out by the fact that two confessed they knew too little about the present Lawton program to give an intelligent answer. However, in fairness to all, it might be supposed that the term "family life education" does not appear to the lay person to be related to homemaking, since too frequently homemaking education hasn't yet come to mean anything more than cooking and sewing.

The suggestion came from one agency that "inter-class, inter-school contests and activities with recognition for achievement" be used to motivate interest. Many educators feel that competition develops antagonism unless the results point toward common benefit. Cooperative activity, when motivated by common concern, accomplishes more than does individual achievement, and group achievement contributes more to the building of democratic values than does individual

achievement.

The one answer which suggested basic physiology perhaps implied a straightforward treatment of sex. It is hopeful to find one organization ready to go on record as encouraging sex education.

That supervision of leisure time was considered important by two agencies may indicate a growing recognition in this community of the fact that leisure time activity can be motivated toward social good if wisely directed. "Home economics for boys" implies coeducation for homemaking in which direction some progress, but no concerted effort has been made.

The two who suggested that there be more effective guidance, "especially for 9th and 10th grades", took no cognizance of the currently accepted belief that all teachers need to see the necessity of, and accept responsibility for guidance as an integral part of their effort to help educate youth, rather than seeing guidance as the work of a picked staff in time of emergency.

Four organizations said they would like a larger number of class or study groups in the community. These comments point toward parent education, as does the statement "the laying of a foundation for a happy marriage", if this latter statement may be interpreted to mean education which is focused upon specific preparation for marriage. Other replies indicated a diversity of interest and pointed to the fact that special study topics should be of wide variety. Three suggested activity programs seem to point to the fact that community interests are largely those of boys and girls.

The answers to the question relative to cooperative activities showed recognition of the need for concerted activity directed toward

better family living. All but three who replied recognized this as a community need. The fact that one agency thought this would be difficult in a defense area seems to show complete lack of understanding of the effectiveness of "strength in numbers."

Children were mentioned as one means of getting the interest of capable persons not affiliated with any working agency. It has been shown in other programs of this kind that children have been one of the most potent factors in getting the "job done."² If we expect children to become consciously aware of the importance of creative thinking for the common good, on their own level, they must have a chance to contribute to the planning.

The fact that opinion was divided as to whether or not boys and girls should study problems of family living separately or together seems significant. Since the best education is that education which most nearly follows the pattern of everyday living, there seems reason to believe that the best education for family living is coeducation. Perhaps opinion was divided on this question because opinion is apt to be divided when there is the possibility of discussion of sex.

If the central purpose of education today is to put democracy into the lives of people, and if the principles of democracy are to become the guiding principles in our culture, they must be cherished and protected in all of living. What used to be purely home problems, or purely community, now are joint problems of the home and the community because the home has given up certain functions and the community has taken them over.

² Hanna, op. cit.

Youth has the strength to move mountains if given a purpose. The problem of providing youth with the implements with which to work out their own destiny is a challenge to the community and agencies should unite in facing the task of providing opportunities for constructive learning "here and now."

A community council founded on the ideals of democracy could do much toward working out the problems cited in this study. One of the best attacks on the problem of juvenile delinquency is to strengthen the homemaking program in such way that boys and girls get more and sounder guidance for determining attitudes and values which are to be their guides in everyday living.

All forces in the community need to work together to help boys and girls to determine the values they wish to cherish and preserve. It is hoped that in this country this will always result in conscious loyalty to the democratic ideal.

The homemaking teacher, since she works with home, school and community, is obligated to help youth to acquire an appreciation of the "good life" in a democratic society; and to help them to build understandings, abilities, skills, attitudes and interests into socially acceptable action.

Not only did the results of the work of the committee warrant the foregoing implications, but between the time first contacts were made with various organizations and the present time, a constantly and continuously expanding community recreation program is operating. The scope of this program is best explained by the following quotation:

The most intensive summer recreation program in Lawton's history, designed particularly for a defense-minded community, was planned . . . for the ensuing season.

A joint city-federal sponsorship has resulted in the appointment of a defense recreation committee. . . .A three month program, June 15-Sept. 15, consisting of swimming, softball and other games, outdoor picnics and special parties in the municipal parks, weekly community nights for soldiers, weekly outdoor dances for men in uniform, community singing each week, merchants' day contests for children twice a month, and the usual daily park program, are among the tentative plans. . . .The high school bathing pool will be open all summer . . . the admission charge will be ten cents. . . .The Lawton softball association . . . will carry a full schedule for at least eight adult teams, beginning Monday, and for a minimum of four junior teams, and possibly six. . . two more junior teams from city newspaper carriers . . . swims two mornings a week also will be arranged for newsies. The WPA . . .will play an important role in the daily park program, providing supervisors for each of the major parks. The wading pools will be open daily, under supervision. Games like tennis . . . for adults checkers . . .and various table games . . . will provide four supervisors for Douglass Negro park. ³

This example of cooperative activity has implications for a more extensive community program to solve problems of common concern.

While the writer makes no effort to take credit for setting the community forces into action, it seems fair to conclude that her growing concern for the welfare of boys and girls in this rapidly growing defense area, backed by the sympathetic interest of school officials, first focused the attention of the various community agencies upon the responsibility of the community to help tide their youth over these trying times.

In the last analysis, if organizations are to be judged by the degree to which their activities clarify the values upon which the culture is founded, it becomes obvious that of these seventeen organizations, only three show any attempt to let the democratic ideal

³ Summer Recreational Program is Planned for Benefit of Soldiers and Residents of this Community, Lawton Constitution, June 7, 1942.

shape their program. Examination of the programs of these organizations in terms of the democratic value points up the following three statements:

A welfare organization committed itself to:

Social case work with families regardless of race or financial standing.

As to ways and means of soliciting help of capable leaders, one answer read:

I could suggest none unless the persons were interested to the extent of giving their time and ability in the interest of their fellow man. There are, I feel sure, any number of people capable in Lawton, who would be glad of the opportunity to serve.

In the matter of activities which were promoting wholesome relationships between the family and the community, a representative of a civic organization replied:

We encourage the living of the Golden Rule in all human relationships. We stress the importance of giving primacy to the human and spiritual rather than to the material values of life.

Just as the person who reflects the democratic ideal is a desirable person, the organization which shows that democracy has been accepted as its guiding purpose is the force most significant to desirable community growth. The wide-spread implications in this study (which has already furthered the recreation program now in progress) may crystalize into focusing the effort of local organizations upon a correlated community program designed to let every boy and girl in the community have unlimited opportunity to reach his maximum development. Such a program could, at the same time, give fighting men a better chance to live a wholesome life while giving their all to the cause of defending the democratic way of life.

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RELIGIOUS ORGANIZATION No. 1

I. Present Activities:

1. Special conferences with specialists as leaders.
2. One week course for youth (camp).
3. Sermon series on marriage.

II. Future Possibilities:

1. Sunday School and young people meetings.
2. Courses for young adults and mothers clubs.
3. Rooms in which to meet.

III. Suggestions to the Schools:

1. More direct moral teaching.
2. More school encouragement of pupils to go to Sunday School and Church.
3. Courses in Finance management, sex education, personality development.
4. Classes should be given jointly to boys and girls.

IV. Suggestions to the Community:

1. Parent-Teacher Association or some other organization might finance coming of such person as Mrs. Overton.

Status: 125 families.

Young people and mothers.

RELIGIOUS ORGANIZATION No. 2

I. Present Activities:

1. Family night - covered dish dinner followed by recreation .

II. Future Possibilities:

1. Vacation Bible School - weekly services and vesper services for young.
2. Vocational guidance in Sunday School.
3. Possible meeting places - mission building, Lawton Heights; education building, Beal Heights.

III. Suggestions to Schools:

1. Bible taught in the public schools.
2. Get assistance of Parent-Teacher Association in teaching doctrine and science of child's education in the home.
3. Topics: How to get along with the family, reverence in the home, essential quality of self-control, ability and willingness to work.
4. Classes should be given jointly to boys and girls, occasionally separate.
5. Day nursery with assistance of Parent-Teacher Association and assistance of high school students.

IV. Suggestions to Community:

1. Appoint a committee to work out program, including yearbook on family life study course using speakers especially interested in such work.

Status: 25 families

RELIGIOUS ORGANIZATION No. 3.

I. Present Activities:

1. Church school and youth meetings.
2. Bible study.

II. Future Possibilities:

1. Improve our educational plant and secure more and better teachers.
2. Have nothing to lend.

III. Suggestions to the Schools:

1. Have one real chapel program weekly with local minister to give short talk. Have a Chapter in the Bible and Lord's Prayer each day in home room.
2. Teach kindness, courtesy and respect for age.
3. Study the Golden Rule.
4. Classes should be given jointly to boys and girls.

IV. Suggestions to the Community:

None

Status: 250 families.

All types.

RELIGIOUS ORGANIZATION No. 4

I. Present Activities:

1. Home league for women, Girl Guards for girls.
2. School lunch program (140 children).
3. Financial family relief.

II. Future Possibilities:

1. Corps Cadet Bible Class for youth.
2. Six year course of Church Doctrine and Bible study.
3. Club work for boys.
4. Have no facilities to lend as United Service Organization is in building.

III. Suggestions to Schools:

1. By reporting any cases needing attention, as undernourishment and need of clothing.
2. Should be closest cooperation between parent and school as to progress of child.
3. Class for parents and laying foundation for happy marriage.
4. Boys and girls should have separate classes in study of family living.
5. Kindergarten in schools taught by students and supervised by instructor.

IV. Suggestions to the Community:

1. United council is not only possible but much needed.
2. An altruistic person might be found who would give their time.

Status: 75 families.

Medium class.

PARENT-TEACHER ASSOCIATION No. 1

I. Present Activities:

1. Aided in city-wide projects, non-political, non-sectarian and non-commercial.
2. Sponsor programs and study courses for various units.
3. Assist with Boy and Girl Scouts, Campfire and defense work.

II. Future Possibilities:

1. Supervised recreation for groups of all ages, more courses in family life, First Aid.
2. Can lend literature and suggested community programs.

III. Suggestions to the Schools:

1. Work together with city schools in all projects at all times.
2. Parents can contribute through this organization.
3. Schools might give courses, followed by inter-class inter-school contests and activities with recognition for achievement.
4. Topics - programs of personal participation and activity.
5. Classes for boys and girls should be given jointly when subject and group permits.
6. Kindergarten in schools, nursery school for children of working mothers.

IV. Suggestions to the Community:

1. Persons might be interested through health and recreation programs and defense work.

Status: More than 1000 members.

All types.

PARENT-TEACHER ORGANIZATION No. 2

I. Present Activities:

1. Programs at meetings, buying books for schools.
2. Study course on "Eating for Defense."
3. Putting on school and Parent-Teacher programs.

II. Future Possibilities:

1. More community gatherings in meeting place large enough to accommodate large crowd.
2. More study along line of course this year.

III. Suggestions to the Schools:

1. School and Parent-Teacher Association are working in complete cooperation.
2. Parents may help by sympathetic attitude when visiting school and teacher, finding what is expected of the child at school and what is expected to come from the home.
3. Suggested courses: topics on spiritual life, topics on physical life and everyday living.
4. Classes for boys and girls should be offered separately.

IV. Suggestions to the Community:

1. Assistance of outsiders might be gained through children.

Status: 185

Young parents of small children

PARENT-TEACHER ORGANIZATION No. 3

I. Present Activities:

1. We are a study group - Health and Safety and group meetings.
Listening to Dr. Alice Sowers program on family life.

II. Future Possibilities:

1. Cub Scouts and Camp Fire Girls.
2. Police to watch children across dangerous crossings, garden clubs, music clubs, study clubs.
3. Library books and magazines could be loaned.

III. Suggestions to the Schools:

1. Include health and recreation every way, work together through the council.
2. Have supervised workshop for boys and supervised playground.
3. Study topics on literature, recreation and music.
4. Classes for boys and girls to be both together and separately.
5. Have kindergarten in school with instructor.

IV. Suggestions to the Community:

1. Cooperation might be gained by giving programs before other clubs.

No status given.

CIVIC ORGANIZATION No. 1

I. Present Activities:

1. Furnish games for children whose parents are unable to purchase.
2. Sponsor health clinic in public schools.
3. Furnish noon day lunch for children liable to malnutrition.
4. Encourage educational efforts by awarding valedictory and salutatory.
5. Encourage living of Golden Rule, spiritual and human values rather than material.

II. Future Possibilities:

1. Health clinics - by furnishing means for improved health we prepare for better family living.
2. Have nothing to lend.

III. Suggestions to the Schools:

1. Schools might give club information to enable up to help underprivileged.
2. By parents holding council with school representatives.
3. Offer leisure time program, character training and leadership, physical development, Boy and Girl Scouts.
4. In most cases, courses should be given to boys and girls separately.

IV. Suggestions to other agencies:

None

Status: 1500 underprivileged families.

CIVIC ORGANIZATION No. 2

I. Present Activities:

1. No specific program.
2. When committees function, may have community betterment, health and welfare, safety.

II. Future Possibilities:

1. Boys and girls work.

III. Suggestions to Schools:

1. Recreational program for youth directed by schools and aided by civic organizations.
2. Schools might offer basic physiology courses instead of botany and zoology, courses in social problems and community living.
3. Should give more emphasis to family life and the inter-related responsibilities.
4. Classes should be given to boys and girls separately with joint conferences.
5. Nursery school might be possible for girls but highly improbable the boys could be interested.

IV. Suggestions to the Community:

1. It would be difficult for agencies to collaborate in a defense area.
2. The Parent-Teacher Association might act as unifying agent.

No status given.

WELFARE ORGANIZATION No. 1

I. Present Activities:

1. Regular staff meetings. Participation in community activities.
2. Funds to families who qualify, refer families to other agencies.
3. Interpretation on an individual basis.

II. Future Possibilities:

1. More adequate funds for aid to dependent children.
2. Better provision for care of health.

III. Suggestions to the Schools:

1. Referral of children whose problems cannot be met by the school.
2. Financial assistance to children deprived of parental support.
3. Home economics, health education, vocational training on basis of aptitude tests, citizenship (less emphasis on arithmetic in lower grades)
4. Group recreation, citizenship, health, sex education.
5. Offer these courses in mixed classes.
6. Advisability of nursery school would depend upon attitude of community and facilities available.

IV. Suggestions to the community:

1. There should be collaboration of agencies toward this end, perhaps with Comanche County Welfare Association as medium.
2. Other agencies might be interested through office of Civilian Defense.

WELFARE ORGANIZATION No. 2

I. Present Activities:

- 1. Case histories, child study and child guidance study., medical-social studies, social-case studies.
- 2. This group comprising the committee is familiarizing itself with child problems, they bring to the attention of the Child Welfare Department the needs of children.
- 3. Social case work with families regardless of race or financial standing as long as there are children in the family.
- 4. Encourage all types of education, especially religious and family. Home visiting, encourage church, Sunday school.

II. Future Possibilities:

- 1. Studying families where there are young children with idea of recommending day nursery if needed.
- 2. Study group for mothers and can furnish leadership for same.

III. Suggestions to the Schools:

- 1. Teacher-Child Welfare Worker conferences.
- 2. Offer nutrition, first aid, child care, health and recreation.
- 3. Student visits to day school nurseries with participation when and if necessary.

IV. Suggestions to the Community:

- 1. A full time executive trained to teach family life education.
- 2. Publicity through radio skits, discussion, newspaper.

Status: 15 families

Families with children.

WELFARE AGENCY No. 3

I. Present Activities:

- 1. Promote health education activities according to governing rules.
- 2. Preventive program for control of communicable diseases.
- 3. Health education program for all age groups.

II. Future Possibilities:

- 1. Furthering own present plans through additional workers.
- 2. Furnish personnel for group or private instructions by appointment.

III. Suggestions to the Schools:

- 1. Consultation service on health problems.
- 2. Guidance to 9th and 10th graders.
- 3. Establish a nursery school.

IV. Suggestions to the Community:

- 1. Persons might be secured from other agencies to develop program.
- 2. Comanche County Welfare Association might serve as nucleus of council to consider common problems.

Status: 500 families

All age groups with health problems.

SOCIAL-CIVIC ORGANIZATION No. 1.

I. Present Activities:

1. Health Study, member cemetery committee, Womens' Building, Park Committee.
2. Banquet for girls each year, hobby show, educational loan to girls, send one girl to Girls' State yearly.
3. Members benefit directly from study, others directly or indirectly.
4. Members in public office and other civic committees are to promote better relationships.

II. Future Possibilities:

1. Recreation hall for various uses.
2. Hope to have women's club to bring mothers and daughters together.
3. Cafeteria and recreation hall for rent.

III. Suggestions to the Schools:

1. Suggest nursery school and noon lunch program
2. Make present courses elective.

Status: 42 members

Professional women.

SOCIAL-CIVIC ORGANIZATION No. 2

I. Present Activities:

1. Study groups in art, family relationships, literature, international relations, communal activities, fellowship fund, Clair Tree Major plays for children.
2. Have a family life group and a communal activity group.

II. Future Possibilities:

1. Study group on family life.

III. Suggestions to the Schools:

1. Visit the teachers and keep in touch with what children are doing.
2. Homemaking for boys.
3. Nursery school for girls.

IV. Suggestions to the Community:

1. Local clubs might be interested in educating one or more boys and girls.

Status: omitted

SOCIAL-CIVIC ORGANIZATION No. 3

I. Present Activities:

1. Banquets, lecture and discussion on subjects important to family life such as nutrition and child psychology.
2. Money to the Red Cross and help with different drives.

II. Future Possibilities:

1. Almost all activities are now directed toward preparation for family living.

III. Suggestions to the Schools:

1. Nursery school.
2. Family life classes for boys and girls should be given in separate classes.

Status: 14 families

Membership of club.

SOCIAL-CIVIC ORGANIZATION No. 4.

I. Present Activities:

1. Contribution is to individual members directly.
2. Assist United Service Organizations.
3. Assistance to County-City Health Unit (financial)
4. Scholarship to girl at Cameron College.

Fontella Kimbell, Typist