

T H E S I S

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JOINT PROGRAMS BETWEEN  
HIGH SCHOOL DEPARTMENTS  
OF AGRICULTURE AND HOME ECONOMICS  
IN NEGRO SCHOOLS

Submitted by  
Jay Calvin McAdams

In partial fulfillment of the requirements  
for the Degree of Master of Education  
Colorado  
Agricultural and Mechanical College  
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## Chapter I

### INTRODUCTION

The South has been referred to as the nation's economic problem number one. The Negro farm family is a major part of this problem. A drive through the cotton belt will cause even an ordinary observer to realize that discriminatory freight rates are not the only factors that contribute to making the South the nation's economic problem. For the purpose of this study it is assumed that the improvement of finance, housing, health, and recreation will contribute a great deal toward getting the South out of the economic problem class.

A study designed to improve the living conditions among Negro farm families is essential because developments such as the cotton chopper, cotton picker, flame cultivators, and defoliants, designed to reduce hand labor to a minimum in cotton production, if continued at the present rate, will displace thousands of farm families now dependent on the cotton crop for their financial support. These farm families in the displacement line are not equipped to secure gainful employment in the cities, nor are the cities prepared to absorb them. Therefore, the feasible solution to the impending problem seems to be to prepare these families for



better living in their present surroundings.

The self-sustaining small farmer will not be materially affected by mechanization. The plan of food and feed production on small farms on a self-sustaining basis, with some products produced for cash, will keep the small farmers out of the displacement line. It is this pattern of farming that will be the salvation of the thousands of farm families now that mechanization is slowly but surely conquering.

Mechanization might well be classed as the development that will force Southern farmers to do for themselves those things they should have done voluntarily. The boll weevil was once looked upon as an evil; however, some communities learned that by forcing farmers out of the one-crop system into diversified farming the boll weevil rendered them a distinct service. The type of farmer that did not heed the warning of the boll weevil will be forced to hear the sound of the engines that are displacing the laborers the Southern farmer is famous for producing. He must realize his system of farming must be planned so as to utilize all labor through profitable employment. The local high school with departments of vocational agriculture and home economics is the most readily available source of help for replanning the farming program and retraining farm labor for diversified farming.

Organization and cooperation are playing a big part in the development of other groups, but these factors have contributed little to the advancement of the average farm family in the cotton belt. Self-help has been the guidepost that has kept many groups off the shoals of failure and this same guidepost, if properly eyed, should be used in improving the lot of the Negro farm families in the cotton belt.

It is the thinking of some state and national leaders that vocational workers have overlooked a route to effective service because agriculture and home economics departments do not work together jointly. In view of existing conditions, it is felt that there is a need at this time for planning a program in vocational education that will enable the workers in that field to help the Negro farm families improve by their own efforts their situation with regard to finance, housing, health, and recreation. Joint programs of work is one approach to solving the problem, and it is the logical program to develop and carry out since many Negro high schools have departments of both agriculture and home economics in operation, within the same school system.

The term "joint program" is comparatively new in the field of vocational education. This is due largely to the fact that the various branches of vocational education have functioned separately and individually since the passage of the Smith-Hughes Act. This Act makes no

special provision for joint activity, and the various branches seem to have assumed the attitude that each branch must plan and promote its own interests without regard of the activities and interests of the other branches and the citizens to be served. The Negro farm families can profit by the joint effort of the agricultural and home economics departments because many of their problems, such as improved housing, better health, and increased family income are among the major objectives of these two departments.

Many agricultural teachers and home economics teachers are promoting separately in the same homes and on the same farms, programs that lend themselves well to joint activity. Strength is given to this situation in the theory that learning is best accomplished when the situation is real, which when applied to the problem at hand would be interpreted to mean that since men and women, boys and girls, in the same home or on the same farm, plan and work together, the educational program designed to improve their lot should follow the same pattern and deal with them jointly and not as separate groups.

#### The problem

What recommendations can be made to teachers of agriculture and teachers of home economics that will assist them in setting up, promoting, and conducting joint programs?

Problem analysis.--1. What literature is available on joint programs between agricultural and home economics departments?

2. What situations of health, finance, housing, and recreation exist among Negro farm families that lend themselves to improvement through joint effort of the agricultural and home economics departments?

3. What has been done by Negro schools in joint programs?

Setting.--Data were needed to secure solutions to these minor problems. One source of data was literature in the field. The literature dealing with joint programs offered only a partial solution to the problem. Therefore, it was decided that a survey of the group to be helped would be a desirable approach to the facts involved in the problem. A survey of 356 Negro farm families in 26 counties of Arkansas was made as a basis for determining the conditions existing among Negro farm families in the cotton belt.

The literature which offers a partial solution to these minor questions listed in this problem is reviewed in the following chapter.



## Chapter II

### REVIEW OF LITERATURE

Solution to the minor questions included in this study were sought through a review of the literature. Some of the reviews, although not related directly to the study, are included since the information in these articles served as an aid in forming a foundation for the study.

Minor question number one, What literature is available on joint programs between agricultural and home economics departments?, will of necessity have to be answered in a limited way because available literature pertinent to the question is found largely in magazine articles. It appears that very few individuals have been adventurous enough to attempt to write on the subject of joint programs. Most of the writings found are magazine articles which deal with accounts of joint programs that have been in operation for short periods in some of the high schools. The review indicated that very few writers have attempted to discuss methods but have contented themselves with simply giving an account of what has been done in this area of work. Situations dealt with are noticeably absent in the available literature.

Groves, Skinner, and Swenson (10) in The Family and Its Relationships, published in 1932, devoted Unit VII to family finance. The cost of a child from birth to 18 years was given as \$7,182. This estimate was based on a family of five persons, which is slightly less than the size of the average family in some sections of the cotton belt. In this family finance unit the minimum family income was interpreted to mean more than enough to sustain life--enough also to maintain health, working power, and self respect.

The authors suggested budgeting family funds for food as well as for other necessities. The idea of the entire family's sharing in the planning as well as in the earning and spending was mentioned in the unit on family finance. The family budget conference was recommended by the authors for use in planning family activities.

The Gruenbergs (11), in 1933, in their book, Parents, Children and Money, expressed the idea that there should be a definite understanding and appreciation of family finance by all members of the family. It was also brought out in this book that changing times make new demands on rural adolescents. The authors recommended the family plan that encourages the children to take their just part in family financial matters for their own development as well as for the good of the family.

The United States Department of Agriculture (24),

in 1933, published a brief guide to methods. This publication dealt with methods of instruction that might be used to advantage in working with joint classes. The instructional helps described in the publication were discussion, panel, forum, in addition to a short discussion on selection of subjects and materials.

Firth (9), in 1937, gave a report on teaching family relationships to mixed classes. This work, done in Tulsa, Oklahoma, listed mixed classes as the outstanding achievement of the year. This mixed group dealt with home finance and relationships. The interest of the parents was so great that many of them requested that their children be permitted to take the course the following year.

Douglas (5), in 1938, wrote an article, "The Value of Homemaking to a Boy," in which the following was said,

The most important lesson I learned from the unit was the idea that good manners, those we all admire so much, are not based upon stuffy rules and the use of the correct piece of silverware, but upon a courtesy and consideration for other people which can be developed only through everyday practice. (5:328)

The above statement was made by a boy after taking a course in home economics. It should be mentioned that this boy was rather critical of home economics when he enrolled for the course, but before the course was over he realized the value of the course to him. According to the boy's own statement, he benefited

from the course in home economics by developing a keener appreciation for family life through getting a better understanding of what home economics really is and by developing a greater appreciation for good manners and good grooming.

Douglas closed the article with this statement:

I am very glad that the Blackfoot High School realized that boys are homemakers as well as girls and gave us an opportunity to discuss our problems together. (5:330)

Sait (17) in New Horizons for the Family, published in 1938, mentioned some of the problems with which this study is concerned. He stated:

The fundamental influence of housing conditions on family life is obvious, yet in 1935, 36% of the housing of the United States was definitely sub-standard: six million non-farm homes and five million farm homes were of a character to injure the health, endanger the safety and morals and interfere with the normal life of the inhabitants. Appalling conditions prevail not only in the city slums but in poverty-stricken rural districts where there are numerous unpainted two room shacks with broken windows and walls covered with newspapers. There is great overcrowding and lack of sufficient light and air. Sanitary deficiencies are far more frequent in small towns and rural districts. Frequently there are no sanitary facilities of any kind. Water becomes contaminated, and the possibilities for contagion are obvious. The great prevalence of hookworm in certain areas gives evidence of the degree of soil contamination. (17:371)

One of the publications given wide publicity dealing with conditions of the South was the report to President Roosevelt of the National Emergency Council (25) on economic conditions of the South. This report,



published in 1938, revealed a situation that is challenging to persons interested in the improvement of the nation. It mentioned the following problems that are included in this study: economic resources, health, housing, labor, and education. Some pertinent comments were as follows:

Houses in the rural south are the oldest, have the lowest value, and have the greatest need of repairs of any farm homes in the United States. (25:35)

The low income belt of the south is a belt of sickness, misery and unnecessary death. Its large proportion of low income citizens are more subject to disease than the people of any similar area. The climate cannot be blamed - the south is as healthful as any other section for those who have the necessary care, diet, and freedom from occupational disease. (25:29)

This publication mentioned the fact that sharecroppers, white and black, live under economic conditions almost identical. The following statement was also made, "Half of the people of the South have an income of less than \$300.00 per year." (25:63)

Dean (4), in his article, "Joint Teacher Training Program in Home Economics and Agriculture," published in 1939, described the winter and spring quarter joint program work at Agricultural and Technical College, Greensboro, North Carolina. The objectives of the course were to give the students in each area some training in the other field. A questionnaire was used to determine what units to teach the group. The following units were selected: making home conveniences, two

units in meat, and a style show unit in connection with a community sewing club project.

The joint program work was organized so that the students in agriculture and the students in home economics had definite responsibilities in connection with each of the following projects: killing and curing farm meat, exhibiting hams, fresh meats (veal), and the style show. In addition to these projects, the girls enrolled in home economics took a unit course in each of the following: poultry, shop work, and electrical appliances for home use. The men enrolled in agriculture, assisted by the girls in home economics, had charge of two ham shows.

The general idea of the joint program reported by Dean was to provide pre-service teachers of agriculture and home economics with training and experience of the type they would be expected to use after graduation. This joint program was supervised by two teachers of agriculture and two teachers of home economics. Other teachers and leaders assisted these four vocational teachers in directing the activities of the joint group.

Thornton (21) in the October, 1939, issue of Agricultural Education Magazine described a joint program designed to result in improvement projects. These projects were carried jointly by the boys and girls after being planned with the help of the teachers of agriculture and home economics. Two surveys were made as a

basis for determining the content of the course; one was a personal survey, and the other was a home survey. These cooperative projects were usually conducted between relatives or neighbors. School improvements were sometimes made on a joint basis. The school cafeteria was equipped on a joint basis.

Joint improvement projects are sometimes planned for a period of from five to 10 years. It has been found that through these joint projects many improvements are made that would not be possible without joint effort.

Bender (1), in 1939, wrote an article, "Young Farmers and Home Economics Groups Cooperate." The joint program centered largely around the civic and social activities of the group. The yearly program included health, preparation for marriage, and furnishing the home. The joint activity group was known as the Community Club. This group had its own constitution and program of work. Recreation was included as a part of each meeting. The organization was financed from proceeds of a play. Tours, picnics, and plays were a part of the recreational activities of the group. Bender stated that the members of the group were learning to live and work together and such values added to vocational abilities made a step toward proficiency in farming and democratic ideals.

Feeding Farm Folks (23), published in 1939 by the United States Agricultural Adjustment Administration, devoted the inside front cover to the topic, "The South



Needs Food and Feed." Although published in 1939, this heading is important in joint program work in 1946. The back page gave figures on farms in the South that do not have such items as hogs, chickens, gardens, and orchards.

This publication listed home-grown feed as the answer to producing more livestock on the farms of the South. It was printed for use in the states of Alabama, Arkansas, Florida, Georgia, Louisiana, Oklahoma, South Carolina, and Texas.

In the Southern Regional Conference report (18) of 1939 was found the following:

All states seem to be in need of holding joint conferences of the entire in-service and pre-service staffs in agriculture and home economics to clarify and enlarge their conception of the joint program and then to take steps to get this inaugurated on a state wide basis. (18:5)

The report gave appropriate topics for inclusion in joint programs the following aspects of family living: food, housing, clothing, sanitation, and conservation.

Recommendations were made concerning the promotion of joint programs in the South. It was suggested that the regional group provide suggestive purposes, procedures, and activities for states at various stages of development of the program. This report should serve to point the way to teachers interested in doing joint program work.

The Texas State Board for Vocational Education



(20), in 1940, gave a brief plan on ways and means for getting joint programs into action. The suggestions were limited largely to food activities but should be of great value particularly to teachers who lack experience in joint programs.

The 1940 report of the Southern Regional Conference (19) devoted space to statements taken from state reports on joint programs. The report gave a list of the approaches to joint programs. The report also listed some points on evaluating joint programs, as well as points for strengthening the program.

Dowell (6) in the April, 1940, issue of Agricultural Education Magazine wrote the following on joint programs:

The need for a cooperative program of vocational agriculture and vocational home economics runs like a thread thru the warp and woof of the new philosophy of vocational education; the philosophy that has been developed during the twenty years that these courses have been in existence.

With the cooperative program the teachers of vocational agriculture and home economics have come to realize that they have one and the same job - that of training people for home-making and that it takes men as well as women to make homes. (6:186)

Dowell advocated teaching the "live at home" program on a cooperative basis, because of the influence it has on building morale in the home. "Making the Family Budget" was a topic used in teaching the "live at home" unit, and it was used to good advantage in getting the

members of the family to work together with a keener appreciation for the interrelationship of family members.

Homemaking being a job for both men and women, the departments of vocational agriculture and vocational home economics should establish a co-operative program for that purpose. (6:186)

Morrison (14) wrote in the September, 1940, issue of the Agricultural Education Magazine, an article, "Supervised Agriculture for the Whole Family." The program he described started during a visit to the home farm of an all-day boy in vocational agriculture. During this visit a plan for improving the whole farm was made. This plan included such items as building terraces, beautification, applying phosphate, and adding a room to the house. Although the entire program was supervised by the teacher of agriculture, there were some parts of the plan that might well have been supervised by a teacher of home economics because of the nature of the work and the training usually possessed by teachers of home economics.

Tuskegee Institute (22), in 1941, published a pamphlet on Joint Programs with Emphasis on Food. The publication mentioned that if a more satisfying type of life is to become a reality, it will be made possible largely in proportion to the attitudes, interests, appreciations, and strivings of each member of the family group and the extent to which each is given opportunity to share in planning as well as in working toward family objectives. The above statement was included in the

challenge of teachers of agriculture and home economics in Alabama for joint program activities.

The Tuskegee publication indicated that agricultural and home economics teachers should understand each other's programs. It was mentioned that one need of the family is guidance in selecting, preparing, and using its food resources to prevent ill health and to promote a high degree of physical fitness.

The food production plan, as listed in the pamphlet, gave some helpful suggestions under the following headings: products, yearly amount per individual, and yearly amounts to conserve or store per individual.

Prairie View State Normal and Industrial College (15), in 1941, published the Proceedings of the Fifth Annual Conference of Texas Agencies Who are Coordinating Their Efforts in Community Improvement. The following topics were included in the report: an over-view of the diet situation among low-income groups in Texas, an over-view of the housing situation among low-income groups in Texas, the problems resulting from inadequate diet and what Texas agencies are doing to help families meet food needs, area reports, and cooperative activities as a result of coordinated programs.

Hulslander and Titus (12) in their article written in 1941 on "Part-time Students in Home Making and Agriculture Have Bi-County Programs" gave the purposes of bi-county programs.

The group met four times a year for planning purposes. Regular instructional meetings were held once a month. Unit courses of study on related phases of agriculture and homemaking made the major part of the course work. This group included in their program such activities as panel discussions, folk games, addresses, and refreshments.

The program of this group was in the hands of the members of the group, without domination of any adult or adults. The advisory body of the organization helped steer the group along desirable channels of learning and activity.

Farber and Grover (8), in 1942, published their account of joint programs at Troy, Idaho. In this article they included a list of the objectives, units, class activities, and references. This article showed a plan for joint program work that should be helpful in planning joint program work for a year. Under the heading, "A program for better farm living," the authors showed a working plan of their joint program. This plan might be used with a few modifications in many communities where joint program work is desired. This article assumed that the home and the farm were a part of the same unit; therefore, all persons in the unit must know the function of the other parts of the unit if the entire program is to be a success.



Eleazer (7) in Twelve Million Negro Americans, published in 1942, gave recreation as one of the problems of the race. This publication recommended as a partial solution to the problem of tenancy a study of the successful rise of other groups similarly situated. The question of inadequate education was given in dollars and cents. The question of peonage, poverty, and health, as mentioned in this publication, showed a need for joint activity on common problems.

Leaflet number eight, published in 1942, by the United States Office of Education (26) revealed more information on the general situation among Negro farm families than any other publication included in this review. Some of the teaching units suggested were determining the food needs and discovering the food problems of the community, producing the milk and butter supply, providing meat and other livestock products, growing the family vegetable garden, providing the syrup supply for the family, providing the family fruit supply, conserving and storing the food supply, and providing cereal grain foods and feed for livestock.

The suggested form for making a food survey should provide a splendid method for getting a food inventory of the community. This publication also listed some of the sources of free materials for use in teaching food courses to farm groups. The family food supply was listed as a topic that should be taught as a joint

activity. Some of the jobs listed in the food supply unit were canning, drying, banking, curing, preserving, pickling, and krauting.

Bishop (2) after visiting 10 cities in 1944 recognized housing as one of the problems faced by Negroes. He devoted a part of his publication to the responsibility Negroes have in solving their own problems. It is this theory that if applied by the Negro farm families in the cotton belt to their problems will speed the rate of progress made in helping them reach a higher level of living. The listing of housing as a problem in urban areas gave additional importance to the problem because many writers have played up the poor housing conditions in rural areas, thus leading the reader to feel that urban housing was adequate and desirable.

The Commission on Interracial Cooperation (3), in 1944, gave some encouraging figures on Negro progress that should encourage Negro farm families to realize they can make progress if they will prepare themselves through proper training to overcome those things they consider in their path to better citizenship. Some means for overcoming these obstacles are through improved living, better health, and education.

Reese (16), in 1945, in discussing the joint program, mentioned that eight or 10 meetings were held to discuss such topics as home beautification, gardening, budgeting the farm income, and community development.

These joint program meetings included a social hour after each meeting. The group participated in such activities as box suppers, parties, and picnics at regular intervals.

A printed program of activities and the constitution is distributed each year. The author pointed out that teachers of agriculture and home economics should continue to help rural youth after they leave high school.

Young (27), in his article, "Cooperative Program in Farm Family Living, " published in 1945, mentioned the use of key people in planning the program. The first topic discussed was health. The group was composed of young people both married and single and problems discussed were of common interest to members of the group. The program was set up to run for longer than one year, and it was also planned to interest returning veterans and their wives.

Lyle and McClelland (13) in their publication, Cooperative Activities of Part-time Groups in Home Economics and Agriculture, published in 1946, gave some helpful suggestions for conducting joint programs. Their publication supplied the kind of help teachers would like to get from teacher training institutions. Their suggestions on selecting topics pointed in the direction of teaching topics of common interest. The authors listed the benefits of joint programs. They expressed

the idea that many persons other than class members benefited from the joint program. They credited joint programs with meeting the needs of young people.

A review of the literature on joint programs brought to light the need for more study and writing on this topic. There is a need for intensive study of the joint program method of approach to the problems of the Negro farm families of the cotton belt. The available literature tends to accentuate the fact that the operators of joint programs in agriculture and home economics have given little time to giving an account of these experimental programs to the public. Obviously a writer would need to spend some time in studying a joint program before putting the results of the study in print.

Minor question number one was answered through the review of the literature. Only partial answers to questions two and three were available from this source. Consequently, it was necessary to secure additional data from the Negro farm families in Arkansas.

The methods and procedures followed in collecting these data are presented in the chapter which follows.



### Chapter III

#### METHODS AND MATERIALS

In order to make this study, it was necessary to secure a partial answer to certain aspects of the problem through a careful review of the literature.

Minor question number one, What literature is available on joint programs between agricultural and home economics departments?, was answered in the review of literature. Minor questions two and three, What situations of health, finance, housing, and recreation exist among Negro farm families that lend themselves to improvement through joint effort of the agricultural and home economics departments? and What has been done by Negro schools in joint programs?, were only partially answered in the review of literature. Additional data were needed to answer minor questions two and three. Therefore, a data-gathering device was prepared for use in gathering the additional data required to solve the problem.

#### Materials and devices.

With the securing of data in mind, a suitable survey blank was sought. The survey blank used in Arkansas was modeled after one formulated in Texas in 1934.

The Texas survey blank was formulated by three Negro agricultural supervisors under the guidance of the state director of Negro education. The writer was one of the three supervisors who assisted in formulating the first survey blank for trial use in Texas. To familiarize himself with the results secured in using this first survey form in Texas, the writer assisted with the taking and tabulation of over 400 surveys made in Houston county, Texas, where the Negro population is over 40 per cent of the total population. This county is typical of many counties in the cotton belt, as concerns Negro population.

After being used to survey more than 1,500 Negro farm families in Texas, this form was revised in 1935 by the same persons making the original form. The revision was based on suggestions made by teachers in three counties who had cooperated in making surveys the first year the form was used. The revised form was then checked by two members of the state department of education who were interested in securing reliable data on Negro farm families. The form was then printed and used to survey more than 3,000 Negro farm families in Texas.

It was felt that an acceptable survey form to use in gathering data on situations that exist among Negro farm families of the cotton belt should contain at least the following main headings: the family; education;

the farm on which the family lives; the home; the garden; the orchard; livestock; miscellaneous food products; workstock and implements; pastures; reading material; recreation, hobbies, pets; cooperation; and family health problems.

Although this study is to deal largely with situations of health, finance, housing, and recreation, it is assumed that there are factors of interrelation that make it difficult to draw fine lines of demarcation. Interrelated material was included in this survey so that persons using the data in course formulation may draw on this interrelated material as the need arises.

In developing the survey form for use in Arkansas the proposed form was examined by a committee composed of persons appointed by the president of the Arkansas Agricultural and Mechanical College for Negroes. Only those modifications of the form used in Texas were made that seemed advisable to make the form more applicable to Arkansas. The main changes were in the form of terminology.

The survey form used in Arkansas is presented in Appendix A.

#### Source of data

Because this study deals with situations existing among Negro farm families of the cotton belt, it was assumed that the most reliable source of data



would be the Negro farm families living in the cotton belt. It was realized that gathering data from a selected community would not give a true picture of the cotton belt as a whole. Therefore, Negro farm families from communities in 26 counties were surveyed. The farmers surveyed included day hands, share croppers, renters, and land owners. The farms on which these farmers lived included hill farms as well as bottom-land farms. The 26 counties in which the families surveyed lived are in the eastern part of the state, which is the cotton producing part of Arkansas and includes Mississippi county which is one of the heaviest cotton producing sections in the world. It is assumed that the survey summary should serve to give an adequate picture of conditions among Negro farm families of the cotton belt.

#### Techniques and procedures

Collecting data from a large group of Negro farm families presented a definite problems. It is recognized that personal surveys of the type conducted by the United States Census Bureau would have been the best method to use, but due to the time and expense involved in this procedure, it was not feasible; consequently, it was decided to secure data through the use of a survey form.



The idea of making a survey of the Negro farm families of Arkansas was given the support of the president of Arkansas Agricultural and Mechanical College for Negroes. The general plan for making the survey was presented to the teachers of agriculture and home economics in their annual state meeting in 1943. The group accepted the plan enthusiastically. Detailed instructions were given at that time on conducting the surveys in the various communities. It was stressed that in order to secure data that represented a section of a region it was necessary that day hands, share croppers, renters, and owners be included in the survey, and they should be surveyed in approximately the proportion that each group existed in the community.

The following procedures were suggested to teachers for use in gathering data:

1. Call a community meeting and explain to the group that the purpose of the survey was to gather data that would help officials plan a school program that would meet the needs of the community.
2. Explain that there is no relation between the survey and assessing taxes or the income tax office.
3. Fill out survey blanks only at the homes of the farmers.
4. Do not send the survey blanks home by school children to be filled out and returned.

5. Make a survey visit only when you and the farmer have time to talk leisurely.

Survey forms were mailed to the teachers of agriculture and home economics in the 26 counties along with a letter of instruction which included chiefly those instructions given the group verbally at the state meeting concerning making surveys. The data were gathered during personal visits made by the teachers. The teachers of agriculture and home economics were in charge of gathering the data; however, in some communities the assistance of other teachers was secured.

When the survey forms were completed, they were sent to the office of the agricultural teacher trainer where they were checked for completeness. Those forms that were not complete enough to give a cross-section picture of the particular farm represented were excluded from the tabulation. This was done since the inclusion of incomplete surveys in the tabulation would make the summary inaccurate to the point that it would be of a doubtful nature in reaching conclusions on the problems being studied. Of the 427 blanks returned, 356 were completed and were included in the tabulation and interpretations. These tabulations and interpretations were made in the office of the agricultural teacher trainer.

The findings of the survey are presented in the chapter which follows.

## Chapter IV

## FINDINGS

The basis for this study was 356 Negro farm families in 26 counties in Arkansas. These counties were chosen because of their heavy Negro population which ranged as high as 74.8 per cent of the total population in Crittenden county. Other counties included in this study, because of their high Negro population, were Phillips with 66.6 per cent; Saint Francis with 64.1 per cent; Chicot with 58.2 per cent; Jefferson with 55.2 per cent; Monroe with 51.2 per cent. Only one county, Craighead, with 3.4 per cent, had a low Negro population. Of these 26 counties, only seven had a Negro population of less than 24.8 per cent, which was the average for the entire state, and in six counties more than 50 per cent of the population was Negro.

These data are presented in Table 1.

Table 1.--POPULATION OF 26 COUNTIES IN ARKANSAS INCLUDED IN STUDY, ACCORDING TO THE UNITED STATES CENSUS OF 1940.

Name of county	Total Population	Negro Population	Per Cent Negro Population
Arkansas	24,437	5,549	22.7
Ashley	26,785	12,290	45.8

Table 1.--POPULATION OF 26 COUNTIES IN ARKANSAS INCLUDED  
IN STUDY, ACCORDING TO THE UNITED STATES CENSUS OF  
1940.--Continued

Name of county	Total Population	Negro Population	Per Cent Negro Population
Chicot	27,452	15,979	58.2
Clark	24,402	7,157	29.3
Cleveland	12,570	3,385	26.9
Columbia	29,822	13,498	45.2
Conway	21,536	5,289	24.5
Craighead	47,200	1,636	3.4
Crittenden	42,473	31,799	74.8
Dallas	14,471	5,331	36.8
Drew	18,831	8,224	41.4
Faulkner	25,880	3,466	13.3
Hempstead	32,770	14,033	42.8
Howard	16,621	3,971	23.8
Jackson	26,427	4,077	15.4
Jefferson	65,101	35,980	55.2
La Fayette	16,851	8,126	48.2
Mississippi	80,217	25,069	31.2
Monroe	21,133	10,833	51.2
Nevada	18,869	7,346	36.9
Oachita	31,151	14,697	47.1
Phillips	45,970	30,626	66.6
Pulaksi	156,085	43,182	27.6
Saint Francis	36,043	23,131	64.1
Sevier	15,248	1,607	10.5
Union	50,461	17,821	35.3
STATE	1,949,387	482,578	24.8



The survey of 356 Negro farm families living in the 26 counties of Arkansas showed that 521 persons in the families were ill from various causes during the year. This was an average of 1.46 members ill per family. This is not necessarily an alarming figure, but the seriousness of the situation is reflected in the fact that the children missed a total of 2,214 days from school because of illness.

The survey summary further revealed that members of the family were ill enough to stay in bed or in the house a total of 877 weeks which is an average of almost two and one-half weeks per family. In spite of the amount of illness, as shown in the survey, members of the families were visited by the doctor only 355 times, which was less than one visit per family. A total of 241 members of the 356 families made 330 visits to the dentist's office for dental service.

In an effort to secure medical aid, 19 families reported that they called on mid-wives, 10 called on druggists, and two patronized herb doctors.

Table 2, which follows, is a summation of the general health situation revealed by the survey.

The survey showed that 306 fathers at home with their families were ill a total of 1,892 days, which was an average of 6.18 days per year per father. These 306 fathers were visited by the doctor a total of

Table 2.--GENERAL HEALTH SITUATION IN 1943 OF 356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461 PERSONS.

Items or conditions surveyed	Times occurring	Average per family
Different members of family ill during year	521	1.46 members
Days children missed from school because of illness	2,214	6.21 days
Weeks members of family were ill enough to stay in bed or house	877	2.46 weeks
Visits made by doctor to home of ill members of family	355	.99 visits
Visits made by ill members of family to doctor's office	737	2.07 visits
Members of family going to dentist's office for dental service	241	.67 members
Number of visits to dentist's office for dental service	330	.92 visits
Other persons besides doctor and dentist called on to help cure members of family:		
Mid-wives	19	
Druggists	10	
Herb doctors	2	

114 times for treatment of malaria, stomach trouble, rheumatism, colds, and other illnesses.

The 324 mothers at home with their families had 2,952 days of illness, or an average of 9.11 days per year per mother. These mothers were visited 141 times by the doctor to help relieve them of their illnesses which were malaria, colds, cramps, and high blood pressure.

The 1,831 children in the 356 families were ill a total of 2,594 days, which was an average of 1.4 days per year per child. There were 169 visits by the doctors to the children because of attacks of colds, malaria, toothache, indigestion, and other disorders of children.

Table 3 shows the distribution of illness in the family.

Table 3.--DISTRIBUTION OF ILLNESS IN 1943 AMONG 356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461 PERSONS.

Family member	Number of doctor's visits	Number of days of illness	Average days of illness	Prevalence of four health difficulties
Fathers N= 306	114	1,892	6.18	Malaria Stomach trouble Rheumatism Colds
Mothers N= 324	141	2,952	9.11	Malaria Colds Cramps High blood pressure
Children N=1831	169	2,594	1.41	Colds Malaria Toothache Indigestion

Many of the families did not utilize the professionally trained physicians but depended on home remedies in case of illness. The home remedies used were varied: for malaria, weed tea and quinine; for colds, tallow, whiskey, cold tablets, lemon tea, and camphorated oil; for rheumatism, magic oil, turpentine,

liniment, and goose grease. These examples are representative of the home remedies used for the various illnesses.

The remedies used by the families are shown in Table 4.

Table 4.--HEALTH PROBLEMS AND HOME REMEDIES USED IN 1943 BY 356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461 PERSONS.

Ailment	Home remedy
Malaria	Weed tea; quinine
Colds	Tallow; whiskey, castor oil; cold tablets; lemon tea; camphorated oil
Rheumatism	Magic oil; turpentine; liniment; goose grease
Indigestion	Soda; ammonia; soda and turpentine
Sprains	Vinegar and clay; dirt dauber nest
High blood pressure	Garlic and vinegar; bluing
Tetter	Axel grease; lye; vaseline; lard
Constipation	Black draught; milk of magnesia; mineral oil; Ex-lax
Mumps	Sardines; goose grease
Stings and bites	Snuff; tobacco

The survey revealed that the total income from commodities produced on the farm, with the exception of cotton, varied from \$7,500 for hogs to \$1,818.75 from syrup. The average per family was only \$21.07 annually



from hogs and \$5.11 from syrup. The total sales from all commodities other than cotton by the 356 families was only \$30,399.33. The average per family was \$85.39.

These data are presented in Table 5.

Table 5.--SALES IN 1943 OF PRODUCTS EXCLUDING COTTON BY 356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461 PERSONS.

Products	Total sales 1943	Average per family
Hogs	\$ 7,500.00	\$21.07
Chickens	5,150.56	14.47
Cattle	4,612.50	12.95
Butter	3,833.00	10.77
Eggs	3,672.63	10.31
Vegetables	1,990.04	5.59
Fruits	1,821.95	5.12
Syrup	1,818.75	5.11
-----		
TOTAL	\$30,399.33	\$85.39

The survey revealed that the 356 families cultivated 5,230 acres of cotton; 3,902 acres of corn; 2,881 acres of hay crops; and 1,328 acres of food crops. The average family surveyed had 4.5 rooms in the house it utilized for living quarters. Only 88 houses were screened, 240 had all windows glassed, 203 were well beautified with trees and shrubs, and 316 families

reported that their water supply seemed to be clean and safe.

The condition of the house and facilities is shown in Table 6.

Table 6.--CONDITION OF THE HOUSE AND FACILITIES IN 1943 FOR 356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461 PERSONS.

Item or question	Number of families replying	
	Yes	No
Is house painted?	137	219
Are all doors and windows well screened?	88	268
Are all windows glassed?	240	116
Is home reasonably well beautified with trees and shrubs?	203	153
Does water seem to be clean and safe?	316	40
Is the year's supply of wood cut and hauled for cooking?	139	217

The data secured through the survey in reference to the quantity of facilities available showed that the 2,461 persons making up the 356 farm families had 3,001 chairs and 227 boxes or stools on which to sit. These same 2,461 persons had 1,470 cotton mattresses, 336 feather mattresses, 115 straw mattresses, and three shuck mattresses on which to sleep. The survey summary revealed that 268 families secured their water from wells, 26 from cisterns, and 29 from branches or creeks.

These data are presented in Table 7.

Table 7.--QUANTITY OF FACILITIES AVAILABLE IN 1943 TO  
356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF  
2,461 PERSONS.

Item or question	Total
Chairs in the home	3,001
Boxes or stools used for chairs	227
Cotton mattresses	1,470
Feather mattresses	366
Straw mattresses	115
Shuck mattresses	3
Water supplied from a well	268
Water supplied from a cistern	26
Water supplied from a creek or branch	29

The survey revealed that of the 356 families surveyed 96 did not own a sewing machine; 36 did not have a clock; five did not have a cook stove; 127 did not have a good reading lamp; and 329 did not have running water. Only one family had a telephone, and three had bathtubs. These and other items of household equipment and furnishings are listed in Table 8.

Table 8.--EQUIPMENT AND FURNISHINGS OWNED IN 1943 BY  
356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461  
PERSONS.

Item or question	Number of families replying	
	Yes	No
Does family own a sewing machine?	258	96

Table 8.--EQUIPMENT AND FURNISHINGS OWNED IN 1943 BY  
356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461  
PERSONS.--Continued

Item or question	Number of families replying	
	Yes	No
Does family own a clock?	320	36
Does family own a cook stove?	351	5
Does family own a bathtub?	3	353
Does family own a good reading lamp?	229	127
Does family own a kitchen sink?	33	323
Does family own a washing machine?	5	351
Does family have running water?	27	329
Does family have a telephone?	1	355
Does family have separate sleeping rooms for boys and girls	258	98

The recreational facilities owned by the 356 farm families in this study were confined largely to such things as radio and reading materials. Only 108 of the 356 families subscribed for a daily paper. However, 214 families were subscribers to weekly farm papers. Only 54 families indicated that they had a hobby of any kind, such as collecting arrowheads and stones.

A list of the recreational facilities included in the survey will be found in Table 9.

The food production situation as revealed in the survey showed that of the 356 farm families surveyed 100 had poultry houses, and 112 families believed they



Table 9.--RECREATIONAL FACILITIES AVAILABLE IN 1943 TO 356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461 PERSONS.

Recreational facilities	Number of families replying	
	Yes	No
Does the family own an organ?	12	244
Does the family own a piano?	44	212
Does the family own a phonograph?	68	288
Does the family own a radio?	268	88
Does the family subscribe for daily paper?	108	248
Does the family subscribe for farm papers?	214	142
Does the family subscribe for weekly paper?	175	181
Does family make use of farm bulletins?	221	135
Does family have a hobby of collecting native items as arrowheads, stones, and so on?	54	301

should raise more chickens to eat. Only 186 of the families produced all the pork and lard they needed for home use. Of the 356 families, 313 stated that they did not drink enough milk for best health.

These data regarding the food situation are presented in Table 10.

The survey of 356 families revealed that 250 of the families said the mothers were largely responsible for doing most of the garden work. In 64 families the fathers did most of the garden work, and in 42 of

Table 10.--THE FOOD PRODUCTION SITUATION IN 1943 of 356 NEGRO FARM FAMILIES, OF ARKANSAS, COMPOSED OF 2,461 PERSONS.

The situation	Number of families replying	
	Yes	No
Do you have on your farm a good poultry house?	100	256
Does the family believe it should raise more chickens to eat?	244	112
Does the family usually produce all the pork and lard it needs?	186	170
Does the family think it drinks enough milk for best health?	43	313

the families the children did most of the garden work.

Data concerning the distribution of work connected with other jobs are presented in Table 11.

Table 11.--RESPONSIBILITY FOR DOING CERTAIN FOOD PRODUCING JOBS IN 1943 OF 356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461 PERSONS.

The job	Persons mainly responsible for doing job in families		
	Number of families		
	Father	Mother	Children
Who does most of the garden work?	64	250	42
Who chiefly looks after the poultry?	34	293	29
Who chiefly looks after milking the cows and caring for milk?	81	168	107

Food consumption of a few selected items during the year prior to making the survey was as follows: 4.59 quarts of milk per person per week; .84 of a chicken per week for each family; 1.94 eggs per person per week; 2.16 pounds of beef per family per week; and 1.32 pounds of pork per family per week.

Table 12, which follows, shows the consumption of five common items of food ordinarily produced on the farms surveyed.

Table 12.--AMOUNTS OF VARIOUS FOOD ITEMS CONSUMED IN 1943 BY 356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461 PERSONS.

Food item	Total amounts consumed	Average weekly consumption
Milk	147,161 gallons	4.59 w quarts per person
Chickens	15,698	.84 of a chicken per family
Eggs	20,719 dozen	1.94 eggs per person
Beef	40,000 pounds	2.16 pounds per family
Pork	204,598 pounds	11.05 pounds per family

An average of \$9.44 per family was spent in 1943 for beef, and \$5.90 for poultry. The total expenditure for beef, milk, butter, and cheese; fruits; syrup;

poultry and eggs was \$9,626.98.

The amount of money spent for various food items ranged from \$3,360.97 for beef to \$1,037.70 for chickens and eggs. A detailed list of expenditures for the food items listed in the survey is found in Table 13.

Table 13.--MONEY SPENT FOR VARIOUS FOOD ITEMS IN 1943 BY 356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461 PERSONS.

Food item	Total amount spent	Average amount spent per family
Beef	\$3,360.97	\$9.44
Milk, butter, and cheese	2,103.16	5.90
Fruits	1,821.95	5.11
Syrup	1,303.20	3.66
Chickens and eggs	1,037.70	2.91
-----		
TOTAL	\$9,626.98	

Miscellaneous information on the 356 families revealed that 60 families were members of cooperative groups; 27 families felt they could cooperate with other families in exchanging products, 94 in marketing farm produce, 108 in purchasing seed, 184 in educational development, and 71 in recreational programs. Other miscellaneous information revealed in the survey dealt with the problem of rural sanitation and waste disposal. Only 18 families had water toilets, 158 had pit toilets, 13



had open toilets, and 49 had no toilets at all. These data are shown in Table 14.

Table 14.--MISCELLANEOUS ITEMS IN THE SURVEY MADE OF 356 NEGRO FARM FAMILIES, IN ARKANSAS, COMPOSED OF 2,461 PERSONS.

Item	Total Number
Families that were members of a cooperative group that pooled their funds or efforts to get some advantage for the members which would not be had separately	60
Other ways in which families said they could co-operate with their neighbors:	
Exchanging farm products	27
Marketing farm produce	94
Purchasing seed	108
Educational development	184
Recreational programs	71
Kinds of toilets at the homes:	
Water	18
Pit	158
Open	131
None	49

A discussion of the findings will be presented in Chapter V which follows.

## Chapter V

### DISCUSSION

The 26 counties included in this study are typical of other counties in the cotton belt. These counties contain a great deal of bottom land of the type in which cotton plantations usually flourish. The pattern of living that characterizes the cotton belt is prevalent in these counties. Craighead county has a low percentage of Negro population but was included in this study because it is on the edge of a great cotton-producing area just as are many other counties of the cotton belt. The inclusion of Craighead county helped give a cross section of the area being studied. The one-crop system of farming, mosquito-infested swamps, limited cash, big houses and little shacks, large families and small schools, are common sights in the area included in this study. Therefore, it is assumed that the data gathered should be of value in other sections desiring to formulate a long-time improvement program for farm families similarly situated.

The usual first step in the solution of a problem is to find what has been done by others in attempting to solve similar problems. The available literature on joint programs designed to improve family living

was reviewed in a previous chapter, which, though limited, served to point out some of the possibilities for improvement through joint activity.

The data on situations of health, finance, housing, and recreation that existed in the territory included in this study were presented in the preceding chapter. The interpretation and discussion of these data are presented to clarify further some of the situations revealed in the data. For the purpose of clarity, it is agreed that the interrelation and interdependence of health, housing, finance, and recreation are a fact. Therefore, to make a distinctly separate analysis of these factors of better living will defeat the purpose of long-range planning in joint programs of work.

Table 2 showed that 521 different persons of the 2,461 included in the study were ill during 1943. The contributing causes were not listed as such in this or any of the other tables. However, the health difficulties listed in Table 2 include malaria, stomach trouble, and indigestion. It is assumed that mosquitoes and malnutrition are contributing to the illness of the farm families surveyed.

The data showed that children missed a total of 2,214 days from school because of illness. No figures were available on the number of days missed from work by members of the family because of illness. Since it is easier to attend school while ill than it is to work

while ill, it is assumed that the days missed from work because of illness would at least equal the days missed from school. This assumption would reflect itself in the limited income of the families since days away from work would mean days out of production.

Because of illness, members of the families stayed in bed or in the house a total of 877 days. This figure might be considerably increased because in many instances the in-bed illness of one member of the family required the attendance of some other member of the family; thus, two persons were off productive pursuits.

The 355 visits made by doctors to the homes of ill members were probably less than what was actually needed to give the ill member of the family the medical care he should have had. It is felt that lack of finance in many instances limited the number of visits by the doctor. The 737 visits to the doctor's office plus 330 visits to the dentist's office totaled 1,067 visits. Because these visits usually involved one person other than the person ill, it is reasonable to assume that a considerably larger number of days were lost through visits to doctors and dentists, than the 1,067 days cited.

The effort of family members to get medical assistance from mid-wives, druggists, and herb doctors was probably reflected in longer terms of illness than would have existed if other procedures had been followed. The seriousness of such practices, particularly that of



using mid-wives, has been recognized by the state departments of health in some of the cotton-belt states to the extent that an organized effort is being made to train mid-wives in accepted procedures and practices of home care of the sick.

The distribution of illness among the fathers, mothers, and children, as shown in Table 3, is not necessarily alarming. It should be noted, however, that malaria is recorded as one of the health difficulties of the group; colds were also common to each group.

It is probable that a search for contributing causes would trace indigestion in children and stomach trouble in fathers to the same cause, improper diet. It is also possible that toothache and rheumatism might be traced to malnutrition; thus, the interrelation between diet and health takes form.

Because malaria appears in the report on all groups included in the family, it is reasonable to classify malaria as the occupational disease of the cotton belt.

Table 4, in listing the ailments along with the home remedies used, brought to light the vast need for training in prevention and home care of certain illnesses. Some of the remedies used are accepted as being satisfactory. However, it is recognized that many home remedies aggravate the illness instead of relieving the illness. Constipation was listed as one of the illnesses

of the family. The remedies used were black draught, milk of magnesia, mineral oil, and Ex-lax. The remedies used show a need for an educational program that will familiarize farm families with the values found in fresh fruits and vegetables that most farms in the cotton belt are capable of producing in abundance.

Since malaria is a common ailment, a check on it is of common interest. Weed tea and quinine were listed as the home remedies used. Quinine is recognized as a specific for malaria, and its use for malaria is an accepted practice. However, atabrine, which is considered by some as superior to quinine in the treatment of malaria, was not mentioned at all. The use of weed tea is probably the result of an attempt on the part of parents, close friends, or relatives to attempt to offer some relief to the ill member of the family. The medicinal value of weed tea in the treatment of malaria is as doubtful as are the uses of some of the other so-called medicines listed in the survey.

The entire health situation with implications was not presented in the data. It was impossible to present with a reasonable degree of accuracy the decreased production resulting from a slowing-down caused by illness. Some people have called citizens of the cotton belt shiftless and lazy people. It is probably more correct to brand them as ill people because the after-effect of the prevalent disease, malaria, of necessity reflects

itself in decreased activity.

It is assumed that malnutrition or undernourishment was one of the contributing causes to poor health in the cotton belt. The survey revealed, as shown in Table 12, the average weekly consumption of five common food items. Although all these five food items can be produced on the farms of the cotton belt, none of them is consumed in the quantity dietitians say is required for an adequate diet. It was found that milk was consumed at the rate of less than five quarts per person per week. This includes the milk used for cooking. Many dietitians suggest seven quarts per week per person for drinking alone. The egg consumption was less than two eggs per person per week, whereas many dietitians suggest seven eggs per person per week as the minimum requirements for good health.

Many persons believe that chicken is served bountifully on farms, but the survey revealed that the consumption of chicken on the farms included in this study was less than one chicken per week per family. The data revealed that 256 of the farms do not have a good poultry house. It was also found that on 293 of the farms the mothers did most of the work connected with poultry. The foregoing statements lead to the conclusion that poultry on most of the farms is still considered a minor enterprise. In Table 10 it was shown that 244 families said they believed they should raise more

chickens to eat, thus showing that the families recognized their production of poultry for home consumption was below what it should be.

The survey showed that 313 families thought they did not drink enough milk for best health. Table 11 showed that in 168 of the families the mother does most of the work connected with milking the cows and caring for the milk. This arrangement, aside from overworking the mothers, limits the amount of milk produced on the farm for home consumption. It was found that the mothers did most of the garden work in 250 of the 356 families. The preceding statement indicates that the size of the garden was probably determined by the amount of time the mother could take from her many other duties to cultivate the vegetables needed to provide an adequate supply of fresh vegetables for immediate consumption or for canning.

The survey revealed, as shown in Table 6, that 316 of the families felt their water supply was clean and safe. Water used by 29 families came from a creek or branch. This was shown in Table 7.

The health situation of the farm families surveyed covered a rather broad scope. However, it appeared that a great deal of the improvement in the health situation is possible if an attack is made on mosquitoes and malnutrition. An attack on malaria and malnutrition, if it is to be effective, must reach the entire family.



It is generally recognized that the cotton crop provides little cash money for the men, women, and children who toil in its production. Cotton is usually considered the crop that pays the rent or taxes and the "store account." The main source of cash income from things other than cotton, as shown in the data, brings to light the alarming fact that farm families of the cotton belt are not yet converted to diversified farming. There was a time when the production of crops other than cotton was discouraged by landlords, but this practice has greatly decreased.

Since many of the families included in this study own their own farms, the responsibility for not raising more products for home consumption and for sale naturally falls on the farmers themselves. The survey revealed that the 356 families included in this study sold in 1943 a total of \$30,399.33 worth of eight farm products other than cotton, yet among these 356 families \$9,626.98 was spent for six of these same farm products. These data are shown in Table 13. It is therefore assumed that in order to get some cash for immediate use, products were sold that were later needed for home consumption. The average annual income of \$85.39 per family from the sale of products other than cotton is discouragingly low and shows a distinct need for an educational program that will help farm families enlarge their farming programs along lines other than the one-

crop system.

The 356 families in this study spent a total of \$1,303.20 for syrup, which is considered a main item in the diet of farm families in the cotton belt. At this point in the discussion it is not an aim to point out that too much syrup is probably being consumed, rather the aim is to point out that if it is to be consumed on the farms, it should be produced on those farms and thus save the \$1,303.20 spent annually for syrup alone.

It is believed that the amount of the common items of food bought is often determined by the cash available or the unused credit balance rather than by the actual needs of the family. The amount spent annually for beef, as shown in Table 13, was \$3,360.97, yet the amount consumed weekly, as shown in Table 12, was slightly more than two pounds per week per family of seven persons.

In Table 14 it was shown that 27 families expressed the belief that they could cooperate with other families in the exchange of farm products. The organization of a beef circle in which each family could grow and slaughter a beef for exchange with neighbors seems to offer a splendid opportunity to carry out an expressed desire on the part of the farmers and at the same time improve the diets of the participating families.

It is evident that there is still a big job to be done in converting farmers in the cotton belt to a

program of farming that will profitably utilize available labor, increase their annual income from things other than cotton, and provide them with a diet of home-grown foods that will promote better health.

The relationship between housing, health, and recreation is a recognized fact. The improvement of housing is, in many instances, a matter that must be attended to by the individual families. The tenancy system leads to frequent moving and is at least partially responsible for much of the unimproved housing. Families generally show little interest in beautifying home surroundings with trees and shrubs when they feel they will move before they enjoy the benefits of their efforts. This is particularly true with renting and share-cropping families. Where the home is owned by the operator of the farm, some other justification must be found for the lack of improvement in housing. It is felt that lack of knowledge about landscaping is responsible for much of the inactivity along this line. Most of the landscaping that is attempted is not done in accordance with good practice.

The data revealed that 153 of the homes surveyed are not reasonably well landscaped with trees and shrubs, and only 137 of the 356 houses were painted. It is believed that development of pride in the home tends to develop citizens who are more desirable and content because they feel they have something in the



community that they are proud of and that they developed themselves. The data also brought to light the fact that 268 of the houses were not completely screened. Screening belong with housing but its reflections are in the health figures that show a high degree of malaria. In the cotton belt it is to be expected that where 268 of the 356 houses were not properly screened, the malarial infestation will be high.

Windows that are not fully glassed are common in the area. Therefore, the 116 houses listed in Table 6 as not being fully glassed is a typical but unnecessary condition. The practice of putting pasteboard, tin, or cloth over broken windows is too common a sight in the cotton belt. The expense involved in replacing glass is small, and it is believed that this situation could be improved if the owners and the occupants of the houses developed an interest and an appreciation for improved appearance.

The matter of comfort while sleeping is one that arises when it is realized that 115 straw mattresses were in use in some of the 356 homes. A great deal of cotton was used a few years ago in making cotton mattresses, and this practice must be encouraged until shuck and straw mattresses no longer exist on farms in the South.

The data on equipment and furnishings revealed that five families did not own cook stoves, and 127 did



not have good reading lamps. The lack of a cook stove may be caused by limited finances, but it results in improperly cooked food that in the long run will contribute to health disorders.

It is generally agreed that separate sleeping rooms for parents, boys, and girls should be provided, yet the survey indicated that 98 families did not have separate sleeping rooms for the boys and girls. This lack of privacy might easily reflect itself in the growing indifference of adolescents to customs and accepted practices of poise and respectability.

Other factors affecting health are shown when it is realized that 131 families had open toilets and 49 families had no toilets at all. The remaining families had either pit or water toilets. This situation, though ordinarily classes as housing, may be correctly classed as involved in health.

Recreation among Negro farm families in rural areas is a much-neglected activity. The data revealed that 268 families owned radios, 175 subscribed for a weekly paper, 214 subscribed for a farm paper. The data revealed further that only 108 families subscribed for a daily paper, 54 had hobbies of collecting such things as arrowheads and stones, 71 were interested in cooperating with their neighbors for recreational purposes, 12 families owned organs, 44 owned pianos, and 68 owned phonographs.

The data indicated that recreation in rural areas should be developed because the citizens were interested and the need existed. It was generally believed that the play periods for school children were about the only group recreation functioning in rural areas.

### Summary

In the average farm family in the 26 counties included in the survey there was a total of 17 days of confining illness and the doctor was consulted approximately three times a year by some member of the family. Many families used weed teas, turpentine, quinine, and other home remedies, and sometimes resorted to herb doctors, druggists, and mid-wives for medical aid.

The average farm family did not produce all the food products required for a diet conducive to best health.

The cash income per family from the sale of products other than cotton was \$85.39 per year.

The average family, which was composed of seven members, lived in a 4.5-room house that was unpainted, unscreened, and inadequately landscaped with trees and shrubs.

The recreational facilities were limited largely to music and reading materials. The average family cooperated very little with its neighbors in securing those things individual families need.

### Joint programs

Since public agencies are expected to improve conditions existing in their service area, the question naturally arises concerning the effort being made by public agencies in the area surveyed to improve the conditions revealed. The public school is available in most communities to all the citizens. The question arises as to what function the public school has in addition to offering formal courses to the in-school groups, and what it is equipped to do in solving the community problems presented by this study.

Since the objectives of the departments of agriculture and home economics include items of health, finance, housing, and recreation, it seems logical to present the question, What has been done by departments of agriculture and home economics to improve existing conditions of health, housing, finance, and recreation? Teachers of agriculture confine their work largely to boys and men, and teachers of home economics confine their work largely to girls and women. Yet these boys and girls, and men and women, live in the same inadequate houses, work together on the same farms, are ill from the same causes, exist together on limited funds, and are inter-dependent in the home and with other families for their recreation. It seems obvious that the main effort of the school should be to improve the situation through cooperative activity of its vocational departments.

The joint program has been interpreted in several ways. One popular interpretation has been an exchange of classes between teachers of agriculture and home economics, in which the teacher of agriculture taught certain units of work in agriculture to the girls, and the teacher of home economics taught certain units in homemaking to boys. Joint programs in which the exchange of classes is the extent to which the cooperative effort is carried seldom meet the goals desired in overcoming the situations revealed in this study.

It is believed that a joint program must be planned and executed with both the teacher of agriculture and the teacher of home economics, participating with equal responsibility and authority in all phases of the work.

The literature studied indicated that most of the joint programs between teachers of agriculture and teachers of home economics have been confined to an exchange of classes. The joint programs in a few schools have been centered around food production and preservation.

### Recommendations

In initiating a joint program the vocational teachers should first make a survey to determine existing conditions of health, housing, finance, and recreation that lend themselves to improvement through joint effort.



The cooperation of school officials and teachers, community, county, and state leaders should be sought in initiating the program. The vocational teachers should reduce the comprehensive plan to writing and assume the responsibility for leadership in starting the program and promoting it among the groups or individuals concerned.

In formulating a joint program, the teacher of agriculture and the teacher of home economics should personally contact the representatives of all local public agencies or organizations whose cooperation may prove advantageous in carrying out the goals of the instructional program.

Since a joint program for a given community must, of necessity, be based not only on the needs of the community but also on the expressed interests of the community, it is impractical to suggest and formulate a detailed program for all communities. These specific plans should be developed in the individual communities by the vocational teachers. The general framework of the program can be obtained from the literature, but the implementation must be developed by the teachers.

The study indicated that the problems connected with family living concerned all members of the group. The problems of health, housing, finance, and recreation were not common to the fathers, mothers, or children but were of concern to the entire group. The line of

demarcation between the duties in the home and on the farm is rather difficult to define, and in most instances all the farm work is a cooperative undertaking. Thus, it is seen that any program designed to aid one member of the family vitally affects all members of the group. Obviously, then, a joint program including all members of the family seems to be the solution for overcoming many of the farm problems presented in this study. With this in mind, the following recommendations and procedures for a joint program are presented.

Objectives.--It is recommended that desirable objectives should be set up in the planning phase of a joint program. The following list of objectives is not comprehensive but merely suggestive.

Desirable Objectives for Joint Programs

1. To serve the community through joint activity.
2. To teach units of work on home improvement in a pattern similar to the situation in which it will be carried out.
3. To develop the feeling of solidarity in family and community life.
4. To enlarge the scope of vocational education.
5. To develop rural leaders in certain phases of home and community life.
6. To encourage and develop improvement of home and community life through a program of self help.

Units.--The following units are suggested for joint programs with Negro farm families in the cotton belt.

1. Producing and conserving the food supply of the family.
2. Determining the cause, prevention, and treatment of malaria, and other common ailments.
3. Increasing the annual income of the family through wise use of family labor and increased production and sale of farm products other than cotton.
4. Beautifying the home grounds.
5. Repairing household furniture and appliances.
6. Providing community recreation.
7. Organizing community production and marketing associations.

This group is merely suggestive and the exact units to be covered must be planned as an answer to the needs of the community as determined by the community survey.

Planning sheet.--Each unit in joint program work should be carefully planned. Below is shown a form of the type that has been used with success in planning units of instruction for joint programs.

Name of course: Producing and conserving the family food supply.

Topic	Month to be taught	Department in charge of meeting		Special features
		Home Eco-nomics	Agri-culture	
1. Feeding hens to increase winter egg production	November		X	Movie: How a hen makes an egg
2. Planning for food budget for family	January	X		Lecture by the Farm Security Administration home supervisor
3. The construction and operation of hot beds and cold frames	December	X	X	Demonstration: Building a hot bed and cold-frame.
4. Killing and curing pork for home use	December	X	X	Demonstration: 1. Killing, cleaning, and cutting. 2. Making lard and sausage.
5. Community meat and egg show	March	X	X	Demonstration: 1. Culling hens. 2. Grading eggs.

Patterns for joint instruction.--The following is a suggestive list of patterns well adapted for use in joint programs.

1. Combined classes of in-school groups.
2. Joint production projects.
3. Joint improvement projects.



4. Joint meetings of New Farmers of America and New Homemakers of America.

5. Joint classes of out-of-school young men and young women.

6. Joint classes of adult men and women.

7. Exchange of classes.

Of the patterns listed above, the last one mentioned is recommended as being the least desirable because it does not reflect the true spirit of joint program work.

Meeting.--Careful planning of each meeting means more effective instruction. It usually proves advantageous to keep meetings within the two-hour time limit.

Suggested Agenda for Conducting a

Meeting of a Joint Group

1. Group singing.
2. Prayer.
3. Roll call by the elected secretary of the group.
4. Presentation of lesson.
5. Summary.
6. Committee reports.
7. Announcements.
8. Recreation.
9. Refreshments.

Assistants for joint programs.--The following is a suggestive list from which it is often possible to secure representatives who are well prepared to assist vocational teachers in teaching special parts of the joint program.

Persons, Services, or Agencies Whose  
Cooperation Should Prove Helpful in  
Conducting Joint Programs for Community Improvement

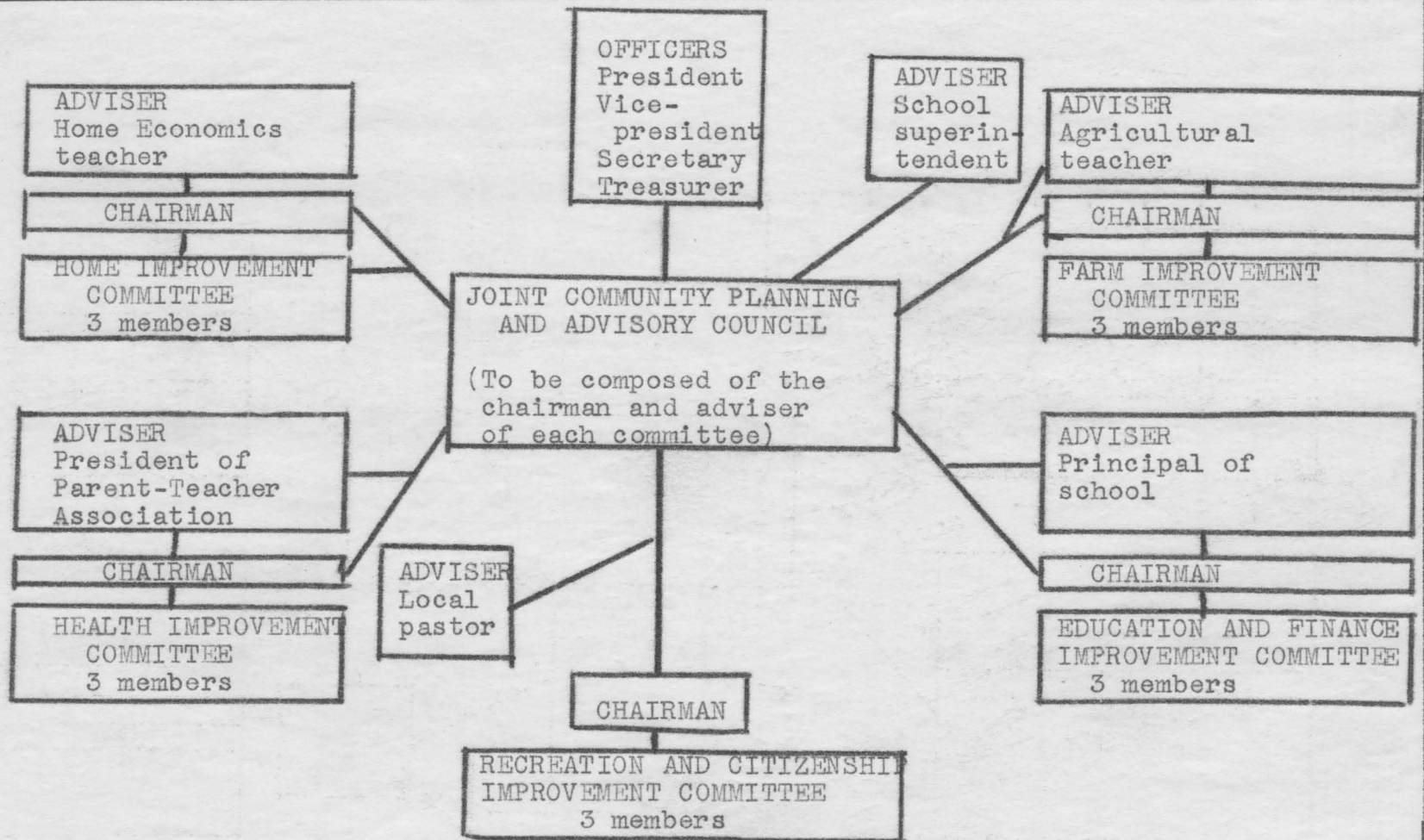
1. Farm Credit Corporation.
2. Parent-Teacher Associations.
3. Ministers' alliance.
4. Extension Service.
5. Soil Conservation Service.
6. Local banker.
7. Civic clubs.
8. Machinery and home appliance dealers.
9. Production and marketing associations.
10. Veterans' administration.
11. Editor of local newspaper.
12. Agricultural representative of railroad.
13. County and state health officers.
14. Jeanes supervisors.
15. Representatives of enterprises connected with the unit being taught, such as manager of the local creamery or hatchery.

Methods of instruction.--The method of instruction to use depends on the group involved and the topic

being presented. The following methods of instruction have been used with success in joint programs.

1. Panel discussion.
2. Lecture.
3. Demonstration.
4. Topical reports.
5. Debate.
6. Field trips, including home visits.
7. Visual aids.
8. Group discussion.
9. Conference.

Organization.--It is recommended that an organization be set up to encourage participation by every family in the phases of community improvement sponsored by joint programs. A suggested framework for a community improvement program follows.



SUGGESTED PLAN OF ORGANIZATION FOR RURAL COMMUNITY IMPROVEMENT ASSOCIATIONS SPONSORED JOINTLY BY DEPARTMENTS OF AGRICULTURE AND HOME ECONOMICS.



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SUGGESTED FOUR-YEAR GOALS FOR JOINT PROGRAMS SPONSORED BY DEPARTMENTS OF VOCATIONAL AGRICULTURE AND HOME ECONOMICS AMONG NEGRO FARM FAMILIES IN THE COTTON BELT.

I. HOME IMPROVEMENT COMMITTEE

1. Painting or whitewashing every house.
2. Providing front and back steps at every house.
3. Owning a good reading lamp or light by every family.
4. Growing at least four trees and 12 shrubs at every home.
5. Providing a fence around every house with all gates swinging.

II. HEALTH IMPROVEMENT COMMITTEE

1. Have two fly-proof pit toilets at every school and every church in the community.
2. Have one fly-proof pit toilet at every operator-owned home.
3. Have every house completely screened.
4. Carry out the National Negro Health week program as outlined annually.
5. Sponsor free community medical and dental clinic annually.
6. Spray 10 houses with D.D.T. annually.
7. Sponsor mosquito drive annually.

III. RECREATION AND CITIZENSHIP IMPROVEMENT COMMITTEE

1. Conduct free community picnic annually.
2. Beautify cemetery and church yard.
3. Provide basketball court for community.
4. Provide baseball diamond for community.
5. Sponsor singing club in the community.
6. Observe Negro History week annually.
7. Construct adequate road signs directing way to the school and put name of the school at the entrance or on the school.

IV. FINANCIAL AND EDUCATIONAL IMPROVEMENT COMMITTEE

1. Sponsor current events meeting monthly.
2. Eliminate illiteracy between eight and 108 years.
3. Have each family subscribe for at least two magazines.
4. Collect and compile history of the community.
5. Sponsor debating club and hold at least one inter-community debate annually.
6. Sponsor community fair annually.

## V. FARM IMPROVEMENT COMMITTEE

1. Produce at least two gallons of dried beans for each member of the family.
2. Maintain at least 10 well-bred pullets for each member of the family.
3. Grow at least five fruit trees for each member of the family.
4. Grow at least two pecan trees for each member of the family.
5. Build at least two modern poultry houses in the community each year.
6. Produce on the home farm enough pork to feed the members of the family.
7. Have every family maintain at least one good milk cow.

## Chapter VI

### SUMMARY

This study was undertaken to secure facts as a basis for broadening the effective services rendered by departments of vocational agriculture and vocational home economics. The 26 counties in southeastern Arkansas covered by this survey were assumed to be typical of the cotton belt as a whole. The 356 Negro farm families surveyed included renters, share croppers, and farm owners.

The need for this study was evident from the many public verbal and written comments relative to the economic problems of the cotton belt. However, few of the comments outlined definite problems or offered solutions to them. Therefore, it was felt that a study of a typical area would tend to define the problems and offer some direction to the solution.

#### The problem

What recommendations can be made to teachers of agriculture and teachers of home economics that will assist them in setting up, promoting, and conducting joint programs?

Problem analysis.--An analysis of the major problem resulted in the following minor questions.

1. What literature is available on joint programs between agricultural and home economics departments?

2. What situations of health, finance, housing, and recreation exist among Negro farm families that lend themselves to improvement through joint effort of the agricultural and home economics departments?

3. What has been done by Negro schools in joint programs?

The literature available on joint programs was limited and was confined largely to accounts of joint programs that have been conducted for short periods in some of the high schools. Accounts of the situations dealt with were noticeably absent in the available literature.

A questionnaire was used in collecting data from 356 Negro farm families in Arkansas. The questionnaire was an adaptation of one formerly used in Texas to secure information for use in organizing coordinated community programs. This survey was made through the aid of Negro teachers of agriculture and home economics in the area studied. In a few instances other teachers, under the guidance of the vocational teachers, assisted in gathering data from some of the 356 families. The



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data were gathered during visits of the teachers to the homes of the families.

### Findings

The analysis of the findings revealed many existing situations of health, finance, housing, and recreation that are common to Negro families in the area surveyed.

The health situation was centered largely around malaria and undernourishment. Malaria was found to be an ailment of the fathers, mothers, and children. The principal treatments used for malaria were quinine and weed teas. This example of remedies used for malaria is typical of the treatments given for other ailments. Some of the remedies used were standard remedies; others were of a doubtful nature.

Of the 2,461 members of the families, 521 were ill during the year. These ill members of the families were visited by the doctor 355 times, and they made visits to the doctor's office only 737 times. Colds were common to all groups in the families and were treated with the following home remedies: tallow, whiskey, castor oil, cold tablets, lemon tea, and camphorated oil.

The alarming thing about the food situation was that most of the families included in the study failed to produce on their home farms sufficient

quantities of the common foods to supply their own needs. The 356 families included in this study spent a total of \$9,626.98 for beef, milk, butter and cheese, fruits, syrup, and chickens and eggs.

Many of the problems of the families of the cotton belt have been placed at the door of limited finance. The tabulation of the cash money received by the Negro farm families of the area revealed that the money received by these 356 families in 1943 from the sale of farm products other than cotton was \$30,399.33, which is an average of \$85.39 per family. The study revealed that only 60 of the 356 families cooperated with their neighbors in promoting buying and selling projects that gave advantages not available to individual families.

The study revealed that most of the houses of the area were inadequate for healthful living. Lack of screens was quite evident and proper landscaping was noticeably absent in the findings on housing. The furnishings of the families were inadequate, one example being the great number of shuck and straw mattresses which were used. The study also revealed that five families did not have cook stoves.

Recreation among the families surveyed was limited largely to music and reading. Of the 356 families surveyed, 268 owned radios, 44 owned pianos, 12 owned organs, and 68 owned phonographs. Only 108

subscribed for a daily paper, but 214 families subscribed for farm papers, and 221 of the families received farm bulletins. The study showed there was no organized effort in rural areas to provide recreation on a community-wide basis.

The mothers were chiefly responsible for doing the garden work in 250 of the families, the poultry work in 293 of the families, and in 168 of the families the mother did most of the work connected with milking the cows and caring for the milk. This situation shows that in these three enterprises, where a great deal of food was produced, the responsibility rested with the mothers. The implication was that these three enterprises were minor enterprises on most of the farms surveyed.

It is realized that many Negro teachers of agriculture and home economics have conducted joint programs largely on a short-unit basis. However, published articles on joint programs of Negro teachers were indeed limited in the available literature. Based on available reports and literature, it is believed that Texas, Alabama, and North Carolina are probably a step ahead of other states of the cotton belt, in publicizing the joint work done in Negro schools. The literature available from these states is not sufficient to give a detailed report on joint program activities.

### Recommendations

Since many of the problems that concern the Negro farm families of the cotton belt influence the living of all members of the family, it is felt that any effort to improve the existing situations should be planned with the family as a whole and not for any one section of the family. It is also felt that any effort that is directed toward permanent improvement should be a self-help plan without any semblance of a dole.

It is recommended that departments of vocational agriculture and home economics sponsor joint programs to assist Negro farm families in improving those situations of health, finance, housing, and recreation that concern the betterment of the individual families and the progress of the community as a whole. It is further recommended that joint programs be designed for the in-school groups and the out-of-school groups. It is recommended that members participating in joint programs be given an important part in formulating the content of the units taught. Because vocational education seems to be the only type of education that will truly improve existing situations in a lasting way, it is urged that all instructional programs include projects that will result in tangible evidence of improvement.



## A P P E N D I X

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Appendix A.

A. M. and N. College Pine Bluff, Arkansas  
Department of Vocational Education

COMMUNITY STUDY COMMITTEE

R U R A L   F A M I L Y   S U R V E Y

To obtain data for more effective teaching and community service

Name of County \_\_\_\_\_ Name of School \_\_\_\_\_

NOTE: This information is to be used in making a better school and community. It will not be used for, or turned over to, any organization for any other purpose.

I. The family	Boys	Girls	Total
1. The number of children in family	_____	_____	_____
2. Number of children now under seven years old at home	_____	_____	_____
3. Number of children now of school age and in school	_____	_____	_____
4. Number of children between seven and seventeen years old in school	_____	_____	_____
5. Age of children not in school	_____	_____	_____
6. Number of children now at home over seventeen years old	_____	_____	_____
7. Grade completed by children not in school	_____	_____	_____
8. Number of married in family between sixteen and twenty-five years old	_____	_____	_____
9. Is father living?_____ At home with family?_____			
Is mother living?_____ At home?_____			

## Appendix A.--Continued

10. What provisions are made for family security, such as: (Check those that apply) insurances, bank deposits, burial associations, lodges, others \_\_\_\_\_
11. Are you members of church? \_\_\_ If so, what denomination? \_\_\_\_\_

## II. Education

12. Grade at which Father stopped school \_\_\_\_\_
13. Grade at which Mother stopped school \_\_\_\_\_
14. Is Father enrolled in Evening school \_\_\_\_\_; If so, name of class \_\_\_\_\_
15. If Father enrolled in Food Production War Training Class? \_\_\_ If so, name of course \_\_\_\_\_
16. Is Mother enrolled in Evening school \_\_\_\_\_; If so, name of class \_\_\_\_\_
17. Is Mother enrolled in Food Production War Training Class? \_\_\_\_\_; If so, name of course \_\_\_\_\_
18. Are Father and Mother members of community forum? \_\_\_\_\_
19. Interest of Father aside from present vocation \_\_\_\_\_
20. Interest of Mother aside from present vocation \_\_\_\_\_

## III. The Farm or Land on which Family Lives

21. Does family own the farm? \_\_\_\_\_; How many acres owned? \_\_\_\_\_; How many rented? \_\_\_\_\_
22. How many years has the family lived on this farm? \_\_\_\_\_
23. How many acres does the family cultivate in all? \_\_\_\_\_; Cotton? \_\_\_\_\_; Corn? \_\_\_\_\_; Hay? \_\_\_\_\_; Food crops? \_\_\_\_\_



## Appendix A.--Continued

How many acres of peas planted in corn?\_\_\_\_\_;

How many acres of velvet beans are planted in corn?\_\_\_\_\_

24. What methods of soil conservation are used?\_\_\_\_\_

25. What efforts do you make in conserving game and wild life?\_\_\_\_\_

26. What are the natural resources on your farm? (Check) timber, clay, etc. \_\_\_\_\_

## IV. The Home

27. How many rooms in the house?\_\_\_\_\_; Is the house painted?\_\_\_\_\_

28. Are all the doors and windows well screened?\_\_\_\_\_  
Are any well screened?\_\_\_\_\_; Are all windows glassed?\_\_\_\_ If not, how many are not glassed?\_\_\_\_  
Number of chairs in the home?\_\_\_\_\_; Number of rocking chairs?\_\_\_\_\_; Number of boxes or stools used for chairs?\_\_\_\_\_

29. How many of each kind of mattresses are used: Cotton?\_\_\_\_; Feather?\_\_\_\_; Straw?\_\_\_\_; Shuck?\_\_\_\_

30. Is the home provided with any shade trees?\_\_\_\_  
Ornamental shrubs?\_\_\_\_; House plants?\_\_\_\_; Is it reasonably well beautified with trees, shrubs, and flowers?\_\_\_\_\_

31. Is the water supply near the house?\_\_\_\_; Is there enough of it?\_\_\_\_; Does it come from a well?\_\_\_\_; Cistern?\_\_\_\_; Pond?\_\_\_\_; Creek?\_\_\_\_  
Branch?\_\_\_\_ Does it seem clean and safe?\_\_\_\_\_

## Appendix A.--Continued

32. Is wood already cut and hauled up for the year's supply for cooking?\_\_\_\_; Heating?\_\_\_\_
33. Is there a sewing machine in the home?\_\_\_\_; An organ?\_\_\_\_; A piano?\_\_\_\_; A phonograph?\_\_\_\_ A radio?\_\_\_\_; A clock?\_\_\_\_; A cook stove?\_\_\_\_ A bookcase?\_\_\_\_; Bath tub?\_\_\_\_; Good reading lamp?\_\_\_\_; Kitchen sink?\_\_\_\_; Washing machine?\_\_\_\_; Running water?\_\_\_\_; Telephone?\_\_\_\_
34. Are there separate rooms for boys and girls?\_\_\_\_
35. What efforts are being made to improve the interior of the home?\_\_\_\_\_

## V. The garden

36. Does the family attempt to provide an all-year garden?\_\_\_\_; About how much land does family use for all garden crops?\_\_\_\_ Is the garden fenced in?\_\_\_\_\_
37. What different kinds of vegetables does the family grow?\_\_\_\_\_
38. What vegetables were grown in garden during the spring and summer in sufficient quantities to supply needs of the family?\_\_\_\_\_
39. How many quarts of canned vegetables are now on hand?\_\_\_\_; What different kinds and amounts are there? Beans?\_\_\_\_qts.; Corn?\_\_\_\_qts.; Tomatoes?\_\_\_\_qts; Peas?\_\_\_\_qts.; Others?\_\_\_\_qts.

## Appendix A.--Continued

40. How many bushels of peanuts did family produce? \_\_\_\_\_ How much now on hand? \_\_\_\_\_ bushels.
41. How many gallons did family produce of:  
dried beans? \_\_\_\_\_; dried eating peas? \_\_\_\_\_;  
gallons.
42. What does family consider its most difficult  
problem in gardening? \_\_\_\_\_
43. What does the family do to control insects and  
diseases of garden crops? \_\_\_\_\_
44. What different vegetables has the family sold  
during the year? \_\_\_\_\_  
Approximate income from sale? \$ \_\_\_\_\_
45. Who does most of the garden work: mother,  
children, or father? \_\_\_\_\_
46. Do you make use of hot beds, cold frame, etc.,  
to aid in producing vegetables? \_\_\_\_\_

## VI. The Orchard

47. What kinds of fruits, nuts and berries are  
growing on the farm? \_\_\_\_\_
48. How many bearing trees are there in the or-  
chard? \_\_\_\_\_; How many young? \_\_\_\_\_
49. About how many trees or plants of each kind  
are in the orchard: peach \_\_\_\_\_; pear \_\_\_\_\_;  
plum \_\_\_\_\_; grape \_\_\_\_\_; fig \_\_\_\_\_; pecan \_\_\_\_\_;  
black walnut \_\_\_\_\_; persimmon \_\_\_\_\_; apple \_\_\_\_\_;  
others \_\_\_\_\_

## Appendix A.--Continued

50. Does family provide a strawberry plot?\_\_\_\_\_;  
a blackberry plot?\_\_\_\_\_
51. How many quarts of fruit have been canned  
during year?\_\_\_\_\_How many quarts now on hand?  
\_\_\_\_\_; Different kinds and quantities canned:  
peaches\_\_\_qts.; pears\_\_\_qts.; berries\_\_\_qts.;  
others\_\_\_\_\_qts.
52. What fruits and vegetables were dried and  
quantity of each?\_\_\_\_\_
53. What are the orchard problems on which the  
family desires help?\_\_\_\_\_
54. What fruits, nuts and berries have been sold  
by the family during the year?\_\_\_\_\_  
\_\_\_\_\_ Approximate incomes \$\_\_\_\_\_
55. About how much money has the family spent for  
such fruits as peaches, pears, plums, grapes,  
berries, etc., fresh, canned, dried or pre-  
served during the year? \$\_\_\_\_\_

## VII. Livestock

## A. Poultry

56. Number of baby chicks bought during year?\_\_\_\_\_
57. Number of eggs set during the year?\_\_\_\_\_
58. Number of chickens hatched during year?\_\_\_\_\_
59. Number of pullets raised during year?\_\_\_\_\_
60. Number of hens the family has now?\_\_\_\_\_
61. Average number of hens kept during year?\_\_\_\_\_
62. Number of roosters now on hand?\_\_\_\_\_



## Appendix A.--Continued

63. How many of each of the following does the family own now: ducks\_\_\_\_; geese\_\_\_\_; turkeys\_\_\_\_ guineas\_\_\_\_; pigeons\_\_\_\_\_
64. What breeds of chickens are raised on the farm?  
 \_\_\_\_\_  
 (Breed) (Number) (Breed) (Number)
65. Where do the chickens on your farm roost? in trees\_\_\_\_; under a shed?\_\_\_\_; in the chicken house\_\_\_\_\_
66. What breed of chickens do you like best?\_\_\_\_\_
67. Do you have on your farm a good poultry house with a good roof, a good floor, open front on the south side, draft proof on the north, east, and west sides? (Check one) Yes\_\_\_\_; No\_\_\_\_
68. Who chiefly looks after the poultry? (Check one) Mother\_\_\_\_ Father\_\_\_\_ Children\_\_\_\_\_
69. Do you produce at home all of the chickens and eggs the family really needs to eat? (Check one) Yes\_\_\_\_; No\_\_\_\_\_
70. How much money did the family spend last year for eggs \$\_\_\_\_ for chickens?\_\_\_\_\_
71. What have been your worst poultry problems?\_\_\_\_\_  
 \_\_\_\_\_
72. What poultry problems do you feel you would like some help in solving?\_\_\_\_\_
73. Does the family believe it should raise more chickens to eat?\_\_\_\_; to sell?\_\_\_\_\_

## Appendix A.--Continued

74. Are crops grown especially for poultry feed during the summer?\_\_\_\_; during the winter?\_\_\_\_
75. Give the name and amount of each crop grown especially for poultry on your farm\_\_\_\_  
(crop)  
\_\_\_\_acres; (crop)\_\_\_\_acres; (crop)\_\_\_\_acres
76. How much money does the family spend yearly for chicken feed?\_\_\_\_\_
77. How many chickens has the family eaten during the year?\_\_\_\_\_
78. Value of chickens eaten during year? \$\_\_\_\_\_
79. Number of chickens sold during year?\_\_\_\_\_
80. Income from chickens sold during year? \$\_\_\_\_\_
81. Eggs eaten by family during year?\_\_\_\_\_dozen.
82. Value of eggs eaten by family? \$\_\_\_\_\_
83. How many eggs were produced on the farm last year?\_\_\_\_\_dozen
84. How many eggs were sold last year\_\_\_\_\_dozen
85. Income from eggs sold last year? \$\_\_\_\_\_

## B. Dairy

86. How many cows are kept on the farm especially to supply milk and butter for the family?\_\_\_\_  
How many other cattle does the family keep?\_\_\_\_
87. About how many gallons of milk are produced yearly?\_\_\_\_\_
88. About how many gallons of milk does the family consume yearly?\_\_\_\_\_ Quarts daily?\_\_\_\_\_

## Appendix A.--Continued

89. About how many pounds of butter does the family produce yearly?\_\_\_\_\_
90. About how many pounds of butter does it use yearly?\_\_\_\_; Sell?\_\_\_\_\_pounds; Buy?\_\_\_\_\_pounds
91. Are the cows ever tested for tuberculosis?\_\_\_\_  
When were they last tested?\_\_\_\_\_
92. How are milk and butter kept during hot weather?\_\_\_\_\_
93. Is there an especially well prepared, well fenced, permanent pasture of good grasses, fresh water and shade trees provided for the dairy cows?\_\_\_\_\_ How many acres are in it?\_\_\_\_
94. Are bitter weeds, bushes and thistle weeds kept out of pasture?\_\_\_\_\_
95. Do the dairy cows have a good dry shed to stay in during bad winter weather?\_\_\_\_\_
96. Do you have any trouble with milk and butter souring or getting rancid quickly in the summer?\_\_\_\_; What do you think causes this?  
\_\_\_\_\_
97. Who looks after milking the cows and caring for the milk, the mother, the children, or the father?\_\_\_\_\_
98. What special winter grazing crops are grown to pasture the milch cows during the winter and spring?\_\_\_\_; How many acres?\_\_\_\_\_

## Appendix A.--Continued

99. What are the problems in connection with supplying good milk and butter on which you would like help? \_\_\_\_\_
100. Are the milch cows improved grades, purebreds or scrubs? \_\_\_\_\_
101. Do you think the family drinks enough milk for best health? \_\_\_\_\_
102. About how much does the family spend yearly for milk, butter, and cheese? \$ \_\_\_\_\_
103. Number of milk goats owned by family? \_\_\_\_\_
- C. Meat Supply - Pork
104. Does the family usually produce all the meat and lard that it needs? \_\_\_\_\_
105. How many hogs produced on farm during the year? \_\_\_\_\_
106. About how many pounds of meat were killed to supply meat for the family during the past year? \_\_\_\_\_ pounds
107. How many hogs will be killed to supply meat for the family during the next year? \_\_\_\_\_
108. Will the farm supply all the meat and lard the family will need during the year? \_\_\_\_\_; if not, how many pounds will be bought? \_\_\_\_\_ and at about what total cost \$ \_\_\_\_\_
109. How many sows are kept on the farm? \_\_\_\_\_ Are they purebred sows? \_\_\_\_\_



## Appendix A.--Continued

110. Does the family own a boar?\_\_\_\_ Is he pure-bred?\_\_\_\_ Registered\_\_\_\_\_
111. Is there a good permanent pasture on the farm for the hogs?\_\_\_\_\_
112. Are temporary hog pastures provided?\_\_\_\_; If so, what crops constitute them?\_\_\_\_\_
113. How many hogs were sold by the family this year?\_\_\_\_ About what was the income from the sale of hogs?\_\_\_\_\_
114. What are the problems in connection with producing hogs and a pork supply for the family on which you would like help?\_\_\_\_\_
- Beef
115. How many beef cattle or yearlings to supply beef for the family are now on hand?\_\_\_\_; How many were killed last year to supply the family with beef?\_\_\_\_\_
116. How many cans of beef have been canned during the year?\_\_\_\_\_
117. How many cans are now on hand for use?\_\_\_\_\_
118. Do you cooperate with any group of farmers in a meat circle or club for providing and killing beef for use during the summer?\_\_\_\_; If not, could some plan be successfully worked in your community?\_\_\_\_; Would it be advisable to have such a plan set up in the community?\_\_\_\_\_

## Appendix A.--Continued

119. How many beef cattle has the family sold during the year? \_\_\_\_\_ What was the income? \$ \_\_\_\_\_

120. Approximately how much money has the family spent for beef during the year? \$ \_\_\_\_\_

## Sheep and Goats

121. How many goats or sheep has the family to supply mutton during the next year? \_\_\_\_\_ goats; \_\_\_\_\_ sheep

122. How many sheep or goats has the family killed during the past year for meat? \_\_\_\_\_ goats; \_\_\_\_\_ sheep

123. How many goats or sheep has the family sold during the year? \_\_\_\_\_ Income \$ \_\_\_\_\_

## Honey

124. How many stands of bees does the family keep on the farm? \_\_\_\_\_

125. How many pounds of honey has it taken from them this year? \_\_\_\_\_; Pounds sold \_\_\_\_\_

126. How many pounds of honey on hand? \_\_\_\_\_; How many pounds were bought? \_\_\_\_\_; and at about what cost? \$ \_\_\_\_\_

127. If the family does not keep bees, would it be worthwhile to add them? \_\_\_\_\_

## VIII. Miscellaneous Food Products

128. How many gallons of syrup have been or will be produced this year? \_\_\_\_\_

## Appendix A.--Continued

129. How many now on hand or will be on hand after making? \_\_\_\_\_
130. About how much money has family received during the year from sale of syrup? \$ \_\_\_\_\_; About how much has it spent for syrup? \$ \_\_\_\_\_
131. How many months during this year has the family been adequately supplied with water-melons? \_\_\_\_\_; cantaloupes \_\_\_\_\_
132. What quantity of each of the following is now or will be on hand for winter use? Number pumpkins \_\_\_\_\_; number cushaws \_\_\_\_\_; bushels of ripe pears \_\_\_\_\_; gallons of pecans \_\_\_\_\_ gallons of black walnuts \_\_\_\_\_; gallons of dried peas \_\_\_\_\_; gallons of dried beans \_\_\_\_\_ bushels of sweet potatoes \_\_\_\_\_; bushels of white or irish potatoes \_\_\_\_\_; gallons of dried butter beans \_\_\_\_\_; quarts of canned vegetables \_\_\_\_\_; bushels of peanuts \_\_\_\_\_

## IX. Work Stock and Implements

133. How many of the following does the family own: mules \_\_\_\_; horses \_\_\_\_; How many of the horses are mares? \_\_\_\_; Age limit of mules, from \_\_\_\_ to \_\_\_\_ years; work horses, from \_\_\_\_ to \_\_\_\_ years; mares, from \_\_\_\_ to \_\_\_\_ years.
134. How many colts did the family raise during this year? \_\_\_\_\_

## Appendix A.--Continued

135. How many will it try to raise next year?\_\_\_\_\_
136. Does the family own a good wagon?\_\_\_\_; a planter?\_\_\_\_; a two-horse cultivator?\_\_\_\_ a mower?\_\_\_\_; a rake?\_\_\_\_; a manure spreader?\_\_\_\_; a two-horse turn plow?\_\_\_\_; a two-horse middle buster?\_\_\_\_\_
137. Does the family own an automobile?\_\_\_\_; farm truck?\_\_\_\_; tractor\_\_\_\_\_
138. What provisions are made for repairing farm implements?

## X. Pastures

139. How many acres on your farm are cleared, fenced and well improved with good pasture, grasses, fresh water supply and shade trees for permanent pasture for the milch cows, meat animals and work stock? \_\_\_\_\_
140. If none has been made does the family feel it would pay it to make one? \_\_\_\_\_
141. How many acres of temporary grazing crops for winter are now or will be grown? \_\_\_\_\_
142. What are these crops? \_\_\_\_\_;  
(crop) (acres)  
\_\_\_\_\_  
(crop) (acres)
143. Would you like some help in solving the problems of providing good pasture? \_\_\_\_\_ What help do you desire?



## Appendix A.--Continued

## XI. Reading Material

144. What farm paper or papers does the family get? \_\_\_\_\_
145. What daily paper? \_\_\_\_\_
146. What weekly paper? \_\_\_\_\_
147. What magazine does the family get? \_\_\_\_\_
148. Does the family make use of farm bulletins? \_\_\_\_\_  
If not, why? \_\_\_\_\_
149. How many books does the family own? \_\_\_\_\_
150. What two books does the family like best? \_\_\_\_\_  
\_\_\_\_\_

## XII. Recreation, Hobbies and Pets

151. What do the children do to pass away idle time when not in school? \_\_\_\_\_  
What do parents do? \_\_\_\_\_  
Do parents attend basketball games? \_\_\_\_\_
152. To what organizations does the father belong? \_\_\_\_\_  
\_\_\_\_\_ ; The mother \_\_\_\_\_  
the boys \_\_\_\_\_ ; the girls \_\_\_\_\_
153. Do any members of the family have a hobby of collecting things from field or native woods nearby, such as butterflies, Indian arrow points, or interesting rocks, etc. \_\_\_\_\_ If so, which? \_\_\_\_\_
154. What hobbies are pursued by family as a whole? \_\_\_\_\_

## Appendix A.--Continued

155. What pets does the family keep? \_\_\_\_\_

## XIII. Cooperation

156. Is the family a member of any cooperative group of neighbors which pool their funds or efforts to get some advantages for the members which would not be had separately? \_\_\_\_\_

157. If so, what is the name and purpose of the organization? \_\_\_\_\_

158. If there is anything else in which you and some of your neighbors could cooperate for the mutual advantage of the group, name it: \_\_\_\_\_

159. In what ways do you feel the school, church, lodge, etc., are cooperating to the community's advantage? \_\_\_\_\_

160. In what other ways could they cooperate to the community's advantage? \_\_\_\_\_

161. Are you being helped by any agencies in the county? \_\_\_\_\_; If so, name them \_\_\_\_\_

## XIV. Family Health Information

162. How many different members of the family were sick during the year? \_\_\_\_\_

About how many days did the children miss school because of sickness? \_\_\_\_\_

163. About how many weeks altogether were the members of the family sick enough to have to stay \_\_\_\_\_

in bed or in the house? \_\_\_\_\_

164. How many visits has the doctor made to the home to see the sick members of the family during the year? \_\_\_\_\_

165. How many visits have sick members of the family made to the doctor's office? \_\_\_\_\_

166. How many members of the family have been to the dentist's office for service on their teeth some time during the year? \_\_\_\_\_

How many visits? \_\_\_\_\_  
167. What other people besides the medical doctor and the dentist have members of the family consulted or called upon to help cure them, such as mid-wives, herb doctors, medicine men, etc.? \_\_\_\_\_

168. Please fill out the table below for members of family during the year:

The Family	Diseases each has had during year	No. of Doctor's Visits	Number Days Sickness
The Father			
The Mother			
Oldest child at home			
Second child at home			
Third oldest child			
Others			

169. Please fill out the names of the home remedies which the family uses without the medical doctor's advice

Names of the Chief Home Remedies or Medicine Used for the Sick or Injured	Diseases or Troubles for Which Each is Used
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

170. Kind of toilet: Water?\_\_\_\_; Pit?\_\_\_\_;

Open?\_\_\_\_; None\_\_\_\_\_

171. What cooperative health group is this family a member of?\_\_\_\_\_

Name of Farmer\_\_\_\_\_

Date of Survey\_\_\_\_\_

Name of Surveying Teacher\_\_\_\_\_

P. S. Make on the bottom of this page a list of any interesting things or items needed for community service, but not included in this survey.



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