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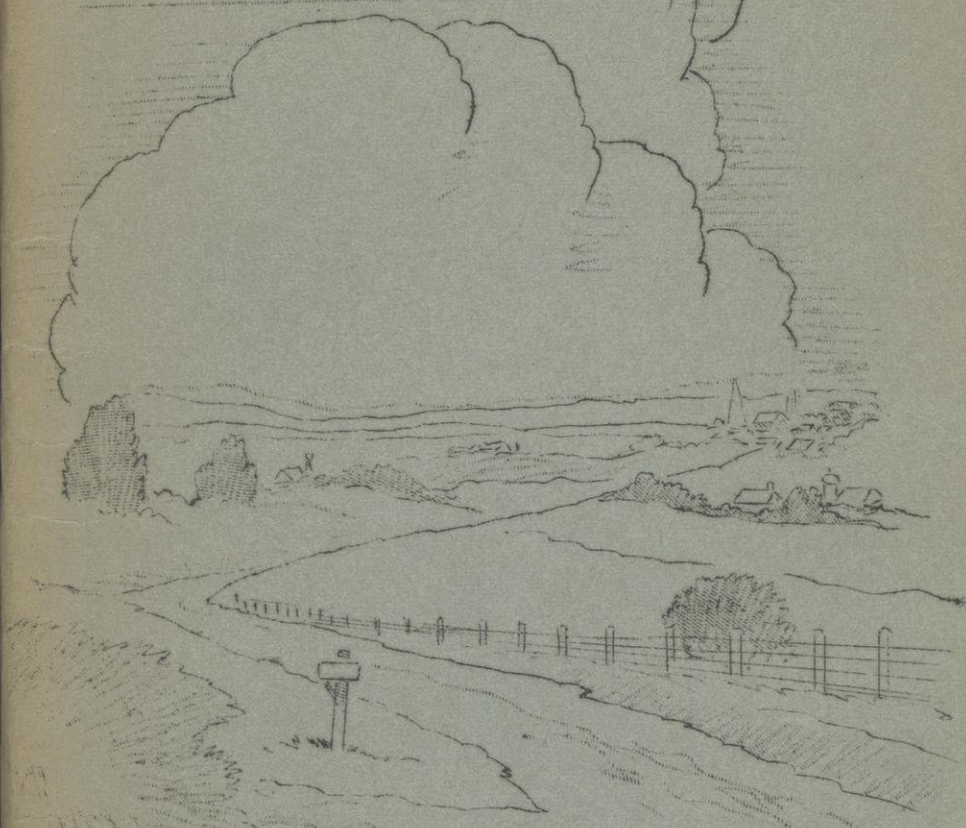
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Educating Young People
for
The Rural Community



STUDENT SECTION
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EDUCATING YOUNG PEOPLE FOR THE RURAL COMMUNITY

An Outline for Study

Agnes Boynton
and
E. L. Kirkpatrick

In view of the growing emphasis on a functioning education for young people, the rural community is regarded as the most satisfactory laboratory for formulating workable programs. The success of any plan for the improvement of country life rests upon the energy and forethought of the people who work and live in local groups. It is significant, therefore, that young people who plan to serve rural areas acquaint themselves as thoroughly as possible with the structure and the opportunities for leadership in the typical community. With this idea uppermost the following suggestions are presented as a study plan for members of clubs, classes, and conference groups.¹

As a way of approach it is suggested that each individual think of his own community from the standpoint of:-What is right with it? What is wrong with it? What is needed? What can I do about it, and how can my group help?

It may be helpful to consider the community from the standpoint of agencies and institutions which compose it; namely, trade and service center, local government, health facilities, educational advantages, religious opportunities,

1. This outline is aimed particularly for use in group discussions. It is advisable for each individual to become acquainted with the information referred to, supplement it with his own experiences and knowledge, write statements or papers on various aspects of the topic, give talks before local groups and participate in the discussion (lead when opportunity presents itself.) If carried out from the standpoint of the individual member, the plan is adaptable to state and national conferences as advantageously as to local group meetings. It is directed toward the National Conference of the Student Section, American Country Life Association, which will be held at Kalamazoo, Michigan, August 11-14, 1936.

organizational groups, and home and family. Each must be regarded in its relation to the others and all with reference to an informal educational program for the welfare of the entire community.

For convenience the outline is arranged in four sections. The first, presented primarily for the purpose of stimulating an interest, describes three typical situations, two of which involve rural neighborhoods centered in or near open country school districts, and the other a village community. The second raises questions which apply to the given examples as well as to most local communities. The third includes vital quotations and suggestive references and the fourth sketches briefly the framework around which activities of a typical rural community may be organized for further study.

TYPICAL RURAL COMMUNITIES

2

Little Dell School District - Little Dell is located in a coulee about three miles from Benning, a railroad point with approximately 1000 inhabitants. It is crossed by a hard surfaced state highway connecting either end of the coulee with all-weather roads leading to La Farge which is about 20 miles distant. Except for the state highway, the roads in the district are earth and generally in poor condition.

The schoolhouse is the only building available for the use of all the people in the Little Dell district. New and thoroughly modern, it replaces an old structure which had met the needs for almost 60 years.

At the present time, however, no use is made of the play room and other equipment in the new building since the support and interest which ordinarily accompanies a substantial layout of this type is not reflected among the school patrons. The present structure was obtained under pressure from outside the district. Several years ago the Benning community proposed enlarging by consolidation with the Little Dell people who immediately saw the prospect of increased taxes. The latter held aloof until told that their old building could be condemned to expedite matters, whereupon they took action to get ahead of Benning. They raised \$1,000 by taxation, borrowed \$800 from the state, obtained a loan for the balance to mature in fifteen years, and constructed their own new school.

As nearly as can be ascertained, no organization activities have ever centered in Little Dell, except one informal woman's club. A small group, including several from Benning and a few more from the school district on up the coulee, met as a crochet club for about ten years, when at the request of the County Federation of Women's Clubs they organized into a local unit. After a short time, however, trouble arose over the matter of dues (10 cents per member per year, all of which went to the County Federation) so that at present they are again an unorganized crochet club with no regular time for meetings.

2. Adapted from Rural Organizations and the Farm Family, Univ. of Wis. Agric. Exp. Sta. Res. Bul. 96, 1929. The names of the community and family are fictitious.

A family which is fairly typical of this area with respect to organization and community affairs is portrayed by the Joslins. There are two children in the family, Edgar and Sylvia age 10 and 3, Edgar is in the sixth grade.

Mr. Joslin had only grade schooling but his wife had in addition, a special short course in home economics. He belongs to no organizations, but believes there is a need for group meetings in the community and prefers a farmer's club. He is willing to "work for it if someone will start one". Mr. Joslin spends one half hour reading and about two hours listening to radio programs daily and usually attends three picnics, one school program and twenty-five church services during the year.

Mrs. Joslin is affiliated with the Crochet Club and a Ladies' Aid at Benning. She was president of the former when it was changed to the Women's Club unit. She attends both organizations but prefers the Ladies' Aid because of the "good it does for others". She says, "there is a need for some activity which will really help the community" and is willing to do all possible to help start and maintain it. Her reading, listening to radio, attendance at picnics, school programs and church services are the same as those of her husband.

The Joslins' home is modern but unattractive. They have a car, telephone, radio, and piano, but only five books in their library. They subscribe to a daily and a weekly newspaper, five farm journals, and four general magazines.

Only one family in the Little Dell district has both the operator and homemaker belonging to at least one club. Fifteen others have only the homemaker affiliated with organizations. In all the other families (seven in number) neither the farmer or his wife have any organizational connections. In a few cases children attending the Benning high school are members of a young people's club. More than half of the Little Dell women see a need for additional organization activity in the locality. Two of the farm operators also expressed this need and each feels that "the county agent should come over and do something. He comes up on the ridge but never down here."

3

North Ferry District - North Ferry is approximately 4.5 miles from Galton, a village of 750 inhabitants. The school, a one-room building, stands near the center of the district against an attractive setting of native woods. A church with a seating capacity of 250 persons stands one and a half miles southwest of the school, outside the district, in the direction of Galton. It was built by the Swedish Baptists but has had services in English for 18 years. Probably half of the supporters and attendants live in North Ferry. Another church which accommodates 150 persons stands two miles southeast of the school, also outside of the district. It was constructed by the Lutherans who still use it for services "two out of three Sundays".

Since the time of settlement, about 1880, North Ferry has had no organized activities. Occasionally farmers' institutes have been held and special programs presented at the schoolhouse, but these have not represented clubs or associations. Although no organized groups have centered in the district those which reached some of the North Ferry families at different times in the past include the Milldam Farmers' Club, the Bridgewater Farmers' Association, and the Bridgewater Young Peoples' Society.

3. Adapted from Rural Organizations and the Farm Family, Univ. of Wis. Agric. Exp. Sta. Res. Bul. 96, 1929. Here, also, the names are fictitious.

The first of these, started by the county agent in an adjoining district, was refused the use of the school building as a meeting place after two years and went to the newly erected town hall at Alden four miles from North Ferry. Later it was moved back to the Milldam school where it continued to function only three years. During its life time this club depended on "three farm families (two of which lived in the North Ferry district) and the county agent for inspiration and leadership".

The Bridgewater Farmers' Association started similarly three miles south of North Ferry and lasted four years. Its discontinuance is attributed to the county agent's moving from Galton to Walcott and to "indifference and lack of responsibility" on the part of the members.

The Young Peoples' Society was started by the Bridgewater teacher. When first organized it had a membership of 60, some of whom lived in North Ferry. Contention arose over the desire of the officers to adopt a constitution, and over "criticism and opposition by the old folks" who were not asked to be members. The club ceased to function in less than three years.

Organizations which reach the North Ferry families at present, center at Alden four miles east or at the Baptist church one and a half miles southwest. Most of the farmers patronize the Alden Cooperative Creamery which started more than thirty years ago. Others take their milk to a similar plant at Galton. A few of the North Ferry members in the former group are reported to have patronized the latter when prices were more favorable there and when the administration in their own plant seemed unsatisfactory.

Several of the families are connected with "Forward" which meets at the Baptist church every other Sunday evening. A young peoples' club, "Nimble Fingers" is a branch of this organization and gathers at the different farm homes in the community every other Tuesday evening "to sew things for auction sales". Young men interested in the sewers, if not in the sewing, are also attendants. Some of them are suggesting that games or recreation as well as ice cream and cake be a part of the program.

It is of interest to know something of family types in relation to the organization situation in this district. From the standpoint of extent of affiliation, two of the 25 families have all members ten or more years old affiliated with one or more organization, 11 have at least one but not all members connected with some organization, and 12 have no affiliations with any. The Olson family comes within the group of eleven but does not differ widely from the two which have all members in some club. It is typical of at least eight other families with respect to organization behavior.

There are eight children in the family ranging in age from 15 down to 4 years. Orvil, the oldest, quit school with the completion of the eighth grade. The others of school age are going to North Ferry but none of them are affiliated with any club. The father has two years of college work. He serves as school clerk and as local fire warden. The mother has only eighth grade schooling.

Mr. Olson belongs to the Alden Cooperative Creamery, attends the business meeting, held annually, and goes to five school programs, twelve church services and Sunday school regularly. He was president two years while the Milldam-Alden Farmers' Club was active, and now sees a need for a good farmers' organization. He is willing to help with the work of starting and running another club.

Mrs. Olson is connected with the Ladies' Aid, attends six meetings and serves on one committee per year. She does "well to get five minutes a day for reading" but takes time to attend eight school programs, one picnic and twelve church services. She sees a place for more organizations in the community and is "willing to help somebody else run them."

Orvil thinks there should be at least one club in the neighborhood "so one can learn things" and is willing to "help out on it". He spends a half hour a day reading and attends two school programs, one movie, twelve church services and Sunday school regularly during the year. All the other Olson children are regular attendants at church and Sunday school. Each reads from six to twenty books.

The Olsons' house is unattractive and not modern. They have an automobile, telephone, organ, and library of 40 books. Different members of the family subscribe to a weekly newspaper, three farm journals and one general magazine, they borrow books to enable the children to make the "reading honor roll" at school. The family receives and read several bulletins from the College of Agriculture each year.

The Village of Bayville⁴- This village on a main railroad has three hard surfaced highways; one of them connects tidewater Virginia with the Shenandoah Valley; another goes from the village to Midville, about 6 miles south, and the third extends out through Gordon and over to the road which crosses the mountain range to the Valley. At the time the state trunk line was hard surfaced the Highway Commission preferred a more direct route about two miles south of Bayville but the villagers succeeded in obtaining the road so "1000 people rather than a dozen families would be served by it". Their contributions included the purchase of a \$4,000 farm for a right of way and the "putting up of \$20,000 in addition".

Trade and service facilities of Bayville include a post office, bank, drug store, hardware, second-hand furniture shop, three groceries, a lumber yard, two orchard supply firms, a cooperage, two fruit storage plants, two garages and six filling stations, some of which are operated in connection with general stores and garages. The service facilities also include a lawyer, two doctors, a tea room, and barber.

Lack of incorporation is held by the leading citizens to be the greatest drawback to Bayville. Some of the older residents "unable to see the advantages" have prevented the village from incorporating. Recently a mass meeting, with representatives from progressive incorporated places present, for the presentation of committee reports and a village budget calling for an 11 per cent increase in local taxes, resulted in no definite action. According to many, Bayville has possibilities as a business and residential proposition if a way can be found for more adequate public utilities. "Our local government is most unsatisfactory. Everybody is law unto himself. We can't have streets and sidewalks, water supply, sewage system health supervision or proper police protection until we get a different form of government", states one citizen who has given the matter most careful study. "Why, the present magistrate's office is a blot on the whole

4. Adapted from Standards of Living in the Village of Crozet, Virginia, Univ. of Virginia Record Ext. Ser., Vol. XVI, No. 2, 1931. The names here used are fictitious.

village", insists another. "We can keep on cleaning this town year after year, but it will never stay clean until we citizens can control it", says a third.

For the whites, Bayville has an attractive twelve-room school building of the one-story colonial type, with an auditorium seating 500 persons. It has ample playgrounds with adequate equipment. Enrollment has increased in recent years, as the territory has been enlarged with two school buses transporting the children from near-by districts. There are 11 full-time and 4 part-time teachers. The school for the negroes is housed in a serviceable one-story, two room building. It is operated under the county system and employs two teachers regularly. It also conducts night sessions for adults.

There are four churches in the village for the white and one for the negro population. Three of the former, the Baptist, the M. E. South and the Presbyterian, have resident pastors which serve near-by charges. The other, Episcopal, is served by a visiting pastor. Each denomination has its own church services, held on alternate Sundays, Sunday school, Ladies' Aid and Mission Societies.

Few of the patrons seem to be wholly satisfied with the religious programs provided by church expenditures. "We ought to give more, but somehow it seems like what we give doesn't go very far." "We need something to interest our young people." "We should have a church program for the entire community; our four churches ought to work together," are casual comments on the situation. "The Women's Club and the Volunteer Fire Department reach everybody in the community", explained one citizen. "You should see the people turn out to the Annual Women's Club dinner. They flock in from miles to attend the Fireman's Carnival and everyone works for it because it means something to them. Should a combined church program mean less than these events to our community?"

The Negro Baptist church is served by a non-resident pastor who preaches twice a month. It maintains a Sunday school which meets regularly, a Ladies' Aid, and a Young Peoples' Society. More than one fifth of the annual budget goes for home and foreign mission work.

Social organizations of Bayville include the Women's Club with 75 members, Dramatic Club with about 20, United Daughters of the Confederacy with 50, Modern Woodman of American Lodge with 100, and Volunteer Fire Department with 25.

The first of these maintains a building, constructed a few years ago at a cost of \$2,000. This houses the village library, in charge of a committee, and serves as center for all of the club's activities. Other committees or departments of the organization include school, home and garden, and child welfare. General meetings are held regularly on the first Wednesday of the month with a usual attendance of 30 or 35 members. The programs, provided by the members, are educational in nature, with an occasional social gathering. Annual dues are \$1.25 including charge for affiliation with the State Federation. "Better Homes, Better Community, Better Citizenship, and Better America" is the Club's objective.

The drama group "aims to encourage the dramatic interest of the local people". It studies plays and make-up, and puts on one act productions in the high school auditorium to "attentive and appreciative audiences". Daughters of the Confederacy, organized to "perpetuate the most meaningful aspects of Virginia and Southern history", hold meetings once a month except summer, with educational and historical programs put on by the members. The Modern Woodmen, drawing about seventy-five per cent of its members from outside the village, meets semi-monthly at the lodge which is located in the bank building. The Volunteer Firemen have a social impetus as well as being active in fighting fires. They have

been able to purchase chemical trucks and ladders by putting on plays, sponsoring Fourth of July celebrations, ice cream festivals, and other entertainments, - raising and expending about \$500 annually. The less closely organized social groups of Bayville include several bridge and other card clubs, the Ladies' Aids, Missionary Societies, and Young Peoples' Church groups.

According to the leading merchants and many other public-spirited citizens of Bayville there is need for an active organization of a "Chamber of Commerce" nature. "We are giving too little attention to the things we could do together." "Each of us is for himself and bigger towns are getting our trade." Some years ago there was a Citizens' Association, with activities similar to those of a "Chamber of Commerce", which had about 60 members, including a number of farmers or fruit growers. Its decline and failure is attributed primarily to the rise of the Women's Club and to the withdrawal of its chief promoter and leader, who moved his business to a near-by city.

QUESTIONS TO CONSIDER

The following questions, most of which can be applied to the preceding examples are intended primarily to stimulate thinking and further study with respect to any rural community. To make them more specific and to narrow the field for the student who is more interested in one line of approach than another, they are grouped under several headings.

Community Spirit

1. With respect to Little Dell and Benning, how can a spirit of unity within the group, a community consciousness, and a responsiveness to leadership be developed?
2. What can be done to start an interest in developing community organizations in North Ferry? For example, Mrs. Olson is "Ready to help somebody else run things", but how will she find that somebody? In other words how are leaders found and how can they be developed?
3. Is your community attractive? Consider roadsides, streets, parks, advertisements, and public as well as private buildings. Is it planned, and what can be done to improve it? Do buildings and plantings fit in with the landscape?
4. Is there any local history in your community which could be made significant? How can this be done? What special recognition is given to citizens who have gone elsewhere with success? How does this affect the young people and others in the local group? How can acknowledgment of outstanding service rendered by those who stay at home be shown?
5. What does a local group gain by trying to "get ahead" as did Little Dell and Benning? How can a willingness to cooperate be accomplished so that all will be benefitted? How could Bayville develop effective group unit?

Trade and Service Center

1. To what extent should the major social institutions center in town or village? (Consider the consolidated school, country church, health facilities, welfare agencies, recreation equipment, and social organizations.)
2. To what extent are people inclined to "trade at home"? What is an adequate center for farmers? Is Bayville large enough? Why?
3. Which is the more desirable, independent stores or farmers' cooperatives? Explain. How do chain stores affect the local trade center?
4. What can be done to obtain and maintain a parity between urban and rural well being? (Consider electrification, drama, art, and music centers, communication and transportation facilities, as well as quality and variety of material goods for family living.) How can young people help make available better advantages in local communities?
5. To what extent could rural "community planning" be given greater emphasis? Try setting up a workable plan for your own, or some other specific community?

Local Government and Citizenship

1. Why does "Bayville" feel the need for incorporation and an organization such as the "Chamber of Commerce"? In what ways would this affect the trade and service area of the village?
2. To what extent do present rural groupings, such as neighborhoods, communities and town-country areas, correspond to local governmental units? Should they be identical? Why?
3. How advisable is it to try to unite rural areas or governmental units "which were established during the horse-and-buggy age and are now too small"? What does consolidation mean in the way of reduced expenditures and improved facilities?
4. How do local government activities encourage or disparage the development of local leadership? Of good citizenship? What is good citizenship?
5. Why is the importance of local government frequently overlooked? Why is it difficult to change local government set-ups?

Health Facilities and Welfare Programs

1. How does lack of incorporation affect health conditions and supervision in Bayville? What could active health organizations contribute in the three examples cited?
2. Is the county the best size unit for a hospital in rural areas? Why? What basis should be used in determining number and location of health facilities?
3. Discuss the advantages and disadvantages of socialized medicine, from the standpoints of doctors, hospitals, costs, extent and adequacy of aid to patients. Should the private doctor include special examinations and pre-

ventive medicine with curative practices, or should this be confined to a public health service for rural areas? Why?

4. To what extent is the decrease in number of physicians in rural areas an indication of poorer health conditions? What items should be taken into account in judging the health situation in a given community? What can young people do to improve health conditions in rural homes and in the local community? How?
5. What agency or governmental unit should be responsible for dependents of different kinds? How can they best be cared for?

Educational Facilities

1. What educational conditions are likely to limit the ability of rural young people to obtain a job and live satisfactorily? What place does vocational guidance have?
2. What could the consolidation of Benning and Little Dell have meant to both districts?
3. What are the school buildings in your community used for? What further use might be made of the gymnasium, auditorium, library, etc.?
4. With the exception of home, church, and school what other educational organizations does your community have? Are they in any way connected with the school?
5. What are the prospects for development of a folk school movement in the United States? How might such a program be realized?

Religious Activities

1. Should the church be located in the town or village or open country? Why? What is its primary objective for rural people?
2. What circumstances favor a united or federated church? How can the obstacles which prevent cooperation or unification be overcome? Outline a plan whereby Bayville could have an adequate religious program.
3. What further use might be made of the churches in North Ferry?
4. What agency other than the church wields the greatest religious influence in your community? Why? How?
5. Propose an efficient worthwhile religious program for your community.

Organizations

1. What organizations are needed in North Ferry? How can they be realized?
2. Why do clubs become weak and fail to fill the needs of their members? How can the interest be kept up and leaders be developed?
3. What are the advantages of a "Community Council Plan"? What effect would such a council have in Bayville?

4. What are the characteristics of a "going community"? Outline the programs of each organized group and point out factors which might be improved.
5. What contributions can be made to the local community organizations by the State Extension leader, county agent, minister, teacher, adult leaders, young people, various club's members and myself?

Home and Family

1. To what extent are the homes in your neighborhood well kept with open lawns, shade trees, massed shrubbery, that is, how many are artistically landscaped? How many could be so?
2. How many of the houses seem suited to the needs of the families:-well constructed and painted; equipped with lighting, heating, and other modern facilities; have sufficient porches, and windows and doors adequately screened?
3. Since youth of today are the parents of tomorrow, list the qualifications needed to develop successful home and family life. (Classify under educational, vocational, health, civic, economic, social, ethical, etc.)
4. What factors make for family companionship? How can each member contribute to make a harmonious family group whether it be at work or play? What is wrong in the farm home from which young people leave as soon as they are old enough?
5. In what ways do community institutions improve family life? How can an individual family influence the community?

VITAL QUOTATIONS AND SUGGESTIVE REFERENCES

The references listed below represent only a few of the many which might be cited if space were available. It is suggested that they be supplemented, particularly by references included in recent rural sociology texts which are omitted from the list on the assumption that they will be the first source of pertinent information. Each topic is prefaced with vital quotations chosen primarily to stimulate an active interest in discussion as a means of educating young people for the rural community.

Trade and Service Centers

"It is a frequent observation of foreign travelers in America that we have no 'villages'. There are small towns but they often lack personality and any ambition beyond childish commercialism, and many small cities are ruining themselves for the future by trying to be bigger. The village with life and manners and vital organization is a possibility we have not fully realized." Lyman Bryson, "After the Farmer is Abolished", Survey Graphic, Jan. 1935, p. 34.

"The incomplete, inadequate centers of commodity trade for farmers will be supplemented and displaced in a modern system by a complete, adequate local trade center. Good highways will make this center a possibility, so far as distance

is concerned. A complete trade center, accessible to every farm family, will economize the farmer's time, will give him a better choice of goods, enable him to have more efficient agents of trade.

"An adequate commodity center will be the natural place for service facilities. Personal services of all sorts, rendered in a high degree of efficiency to farm families will give them the superiority necessary to give them place and standing in their world." C. J. Galpin, The American Farm Community: What It Is and How It Functions, address delivered before the Annual Extension Service, Ohio State Univ. 1922.

"Not only must there be satisfactory stores and sound banks, but there must be also the closest cooperation between buyers and sellers in marketing produce and between the town and its trade area in providing opportunities for purchasing family living goods and services." E. L. Kirkpatrick, Better Living in Home and Community, Univ. of Wis. Agric. Expt. Sta. Cir. 247.

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Local Government

"The basic obstacle in the improvement of local government is not legal. It is lack of interest on the part of the people themselves. If rural people seriously studied their government and discussed plans for making it more efficient the results would be evident in the necessary changes. There is no escape from the fact that existing units are too small for many purposes. The sooner people realize that every rural town, township or county cannot support every kind of service, the sooner local jealousies and ill-founded ambitions will disappear." C. R. Hoffer, Introduction to Rural Sociology, New York, 1934, p. 298

"There was plenty of evidence in rural communities that people will insist on some form of local government and of local officials whom they 'can know and can trust'. Conversations with many township chairmen and clerks, and with many village officers, show that people turn to such local officials for many services of a legal, semi-legal and protective character." E. deS Brunner and J. H. Kolb, Rural Social Trends, New York, 1933, p. 295.

" . . . increase in governmental services has necessarily resulted in increased taxation.

"To meet adequately the needs of the citizens, government must perform the desired services in an efficient manner and must provide an equitable system of

taxation to pay for the services. Although honest differences of opinion arise as to what services are desired, as to how they can be performed most efficiently, and as to what constitutes an equitable system of taxation, these objectives constitute a goal for our system of local government." M. P. Catherwood, Rural Governments in New York, Cornell Univ. Agric. Ext. Bul. 331, 1935, p. 1

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Wehrwein, George S. and Allin, Bushrod W., Possible Farm Tax Reduction Through Changes in Local Government, Univ. of Wis. Agric. Expt. Sta. Spec. Bul. 1934.

Health Facilities

"Under the present condition of health, thousands of doctors sit idly by waiting for patients while hundred of thousands of sick persons are unable to obtain medical care. A system of health insurance which would guarantee adequate medical care for the masses and definite remuneration for physicians is imperative.

"The problem of old age dependency is definitely with us and is growing more critical year by year. The aged must be provided for, and systems of old age pensions and contributory insurance plans for the future can no longer be delayed." Abraham Epstein, "Family Security in the New Economic Order", Journal of Home Economics, Jan. 1935, p. 5.

"The conception of a hospital as solely a place to remedy the accidents and alleviate the sufferings of its patients is gradually passing. Modern hospitals, including those being established in rural sections, are assuming much wider community functions and responsibilities.

" . . . they are great preventive institutions, teaching doctors and nurses and through them the public, how to prevent disease." Wayne C. Nason, Rural Hospitals, U. S. D. A. Farmers' Bul. No. 1485, 1926, p. 3.

"No doctor wants state medicine. Certainly, the idea is abhorrent. No profession or trade desires to be politically managed. It is against our American concepts. I have enough faith in the American people to feel that they do not want 'Red' medicine any more than they want a 'Red' government. But, unless medicine itself recognizes its symptoms, makes a diagnosis, and provides a cure, state medicine will be here, and far more rapidly than we now anticipate. Medicine feels that it should have the full say as to how it is to render its service. It fails to see that the public who pays for this service must have a voice in the matter also." H. Clifford Loos, M. D., Better Medical Care for Rural America, address before annual convention of the Associated Women of American Farm Bureau Federation, 1935.

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The Ability to Pay for Medical Care, Louis S. Reed, Abst. of Pub. #25

"Municipal Doctor" System in Rural Saskatchewan, Rufus Rorem, Abst. of Pub. #6

Hospital Service for Patients of Moderate Means, Niles Carpenter,

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Educational Advantages

" . . . we decided upon education; and in order to save democracy, hosts of our young people entered the technical laboratories and the machine shops!

"A more absurd and more serious blunder cannot be imagined. For education is not technical training, and no amount of vocational equipment will improve the democracy of our nation. . . . Democracy flourishes better, to be sure, among men who are properly ambitious; but once given the ambition, democracy is not increased by the skills with which those ambitions are realized. It depends rather on the intelligence with which citizens read their papers, on the care they take with their children, on their avoidance of display, on the simplicity and rightness of their tastes." Ralph Goodale, "Education for Democracy", The Christian Century, Oct. 26, 1922, p. 1321.

"To tell students that they must prepare to serve or to take positions of leadership after college may be one of the greatest stumbling blocks to social usefulness if students believe the speaker. Some of the people who have gone out from college with an urge to serve have been soon disillusioned. There is nothing waiting for those people. On the other hand, those who have gone out with social responsiveness and an enjoyment of people have found more than enough to keep them busy and in addition a personal satisfaction that was not based on conceit. Participation or citizenship express the ideal for working in social groups rather than service or leadership." Gladys Taylor, "The Relation of the College to Village Life", Rural America, May 1928, p. 11

"There is but one road to progress in our complex civilization--that is, more building of character and more understanding. That can only partly be obtained from the home, the school and the press. There must be a life-long supplement of reading of good books, for which our public libraries are our source and mainstay." Herbert Hoover, The Public Library, American Library Association, Chicago, 1935.

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Religious Opportunities

"Religion to my mind is the most practical thing in the world. In so saying I am not talking about church-going, or charity, or any of the other outward manifestations of what is properly called religion. By religion I mean the force which governs the attitude of men in their inmost heart toward God and toward their fellowmen . . . I am not talking about welfare drives and other forms of charity which good men among the Protestants, Jews and Catholics alike support so loyally. The thing I am talking about goes far deeper. It is an attitude that will flow not from external compulsion but that will spring from the hearts of the people because of an overwhelming realization of a community of purpose." Henry A. Wallace, "Statesmanship and Religion", Rural America, December, 1933, p. 3.

"In considering its own institutional significance, the church needs to realize primarily that no social institution is an end in itself, consequently every item in its program and every purpose which it strives to achieve should be not for itself alone, but for the community. The chief fault of the rural church of the past--and of the sectarian church of the present--has been that it regards the community as a territory to be worked in order that the church may be built up, rather than regarding itself as a powerful working agency in the life of the community . . . Only by adequately fulfilling the functions which justified its origin can the church--or any other social institution--continue to make good its claim to existence." Carl C. Taylor, Rural Sociology, New York 1933, p. 477.

"It is the expression of the people themselves, moreover, of a demand for a church dealing in life rather than dogma, loyal to its neighborhood, expressing the highest religious faith and purpose of its own people rather than proclaiming truth in the terms and language of the men and women of yesterday. The community church meets the need for this vital religion, it belongs to the

people themselves. Economic conditions moreover, are now and for years to come will continue to be right for the thinning out of the surplus churches and for the program of making one church live where before a baker's dozen were dying." David R. Piper, "The Growth of the Community Church Movement", A Handbook of the Community Church Movement in the U. S., 1922, p. 72.

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Community Organizations

"In the final analysis it is the individual, not the mechanism that counts. In the socially starved community with a low degree of social organization, we shall find an occasional life rich in first-class mental exposure. It may even be possible for a poorly organized community to have population socialized above the average through indirect means. After all, the individual is the goal of socialization. While the community and the organizations are but the instrumentalities." Hawthorn, H. B., The Sociology of Rural Life, New York, p. 115.

"The enrichment of rural community life and the development of community spirit must be among the definite aims of all farm men and women . . . The rural church and Sunday school, the community fairgrounds, a museum of local history, tablets in memory of local leaders---all these should be a part of the community center and reflect community pride and patriotism." Clarence Poe, "What Sort of Country Life for America?" Rural America, April, 1935, p. 5.

"There appears to be considerable evidence that the training which colleges and universities now offer to students specializing in recreation is not adequately balanced. In cases where such students receive competent instruction in recreational techniques they are likely to receive inadequate (and often no) instruction in the related social sciences, and especially in those disciplines upon which a community-centered program depends." Works Progress Administration, Community Organizations for Leisure, 7681 (mimeograph report).

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Home and Family

"There is no evidence to show, however, that either commercialized or non-commercialized recreation on a community basis can obviate the necessity of recreation around the family fireside. One limitation is that community recreation does not include all individuals in the community. A second limitation is the difficulty of making the recreation variable enough to meet the interests or needs of everyone. Seemingly the home is as indispensable in a program for the constructive use of leisure as it is in other phases of personality development." C. R. Hoffer, "The Home and Leisure Time", Rural America, January, 1934, p. 12.

"There is also the desire to establish a normal family life. For most people the spiritual bases of the family are necessary. The stabilizing effect of family life, the mutual stimulation of personalities, mutual support in moments of stress, and a normal participation in community activity: without marriage these are lost." George R. Leighton and Richard Hollman, "Half Slave, Half Free", Harpers', August 1935, p. 349.

"The thing to be remembered is that she (modern woman) is not different from her grandmother fundamentally; she has the same desire for home and family, but our new economic order has forced her to seek a new means of achieving this desire . . . she has not, as yet, destroyed such fundamentals of successful family living as opportunities, partnership, companionship, and the mutual interests and understanding of its members." Selma M. Mathews, "Some Present Day Adjustments in Family Life", Journal of Home Economics, Je-J1, 1933, p. 482.

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FRAMEWORK FOR STUDY OF THE COMMUNITY

The outlines here presented constitute a framework for further study of community composition and activities. For the different institutions and agencies considered, three major phases are treated, the present situation, evidences of improvement and possible ways of effecting desirable change. They are suggestive only and can be enlarged upon as information is located for coordination.

Trade and Service Center

A. Present situation

1. Types of centers

- a. Size, in population
- b. Variety and number of trade establishments
- c. Kind and quality of service agencies

2. Location

- a. Nearness to similar centers
- b. Relationship to urban areas
- c. Accessibility to highways and other transportation routes

3. Function

- a. Market for farm products
- b. Avenue for consumption goods
- c. Plan for manufacturing and processing
- d. Source of facilities and services
- e. Center for institution and agencies
- f. Social center

B. Changes affecting the "Farmers' Town"

1. Population shifts including migration and a growing preponderance of the aged
2. Transportation improvement
3. Standard of living differences
4. Centralized control of business which includes chain stores and commercialized recreation
5. Growing dependence on publicly provided facilities and services

C. Ways of effecting further changes

1. Adjust size and variety of establishments to local needs
2. Encourage and coordinate different facilities into a unified service center
3. Consider the development of limited industry to supplement farm family income for those in need
4. Establish a farmer-townsman relationship to assure community consciousness
5. Plan for an "enlivened community" including activity center, parks, and other facilities to bring ultimate satisfactions to present and prospective residents

Local government (school district, township or town, village and county)

A. Present situation

1. Disadvantages
 - a. Units too small, waste of funds, occurrence of favoritism, inefficiency
 - b. High and unequally distributed taxes
 - c. Inadequate service to meet needs
 - d. Salaries too low and terms too short for competent officials
 - e. Control not uniform

2. Advantages

- a. Expresses will of people through representation
- b. Keeps control near at hand
- c. Develops local leadership
- d. Encourages use of franchise

B. Evidences of improvement

1. Tendency toward school district consolidation
2. Coordination of smaller governmental units to meet needs
3. Passing on of functions to larger units
4. Changes in personnel, administration and financial aid
5. Extension of services--education, welfare, health, recreation, etc.

C. Ways of effecting further changes

1. Distribute or apportion taxes more equitably
2. Develop interest in community affairs
3. Acquaint citizens with public needs
4. Encourage wider and wiser use of voting power
5. Consider long-time plan for local unit in its relation to state and national well-being.

Health facilities and welfare

A. Present situation

1. Housing conditions--sewage disposal, water supply, cleanliness, etc.
2. Diet--amount and kinds of food
3. Services and facilities--doctors, hospitals, clinics
4. Control measures and education--safety, disease prevention

B. Evidences of improvement

1. Inspection of sources of goods and facilities--food, drugs, dairies, water supply, resorts, etc.
2. Physical examination--clinics, schools
3. Extension of health education
4. Wider use of preventative measures

5. Attention to child welfare, poor relief, accidents, old age, and health insurance
6. Improved medical knowledge and facilities

C. Ways of effecting further changes

1. Organizations for suitable units of different health facilities and services
2. Compulsory examination and insurance
3. State and federal aid to local communities
4. Socialization of medicine

Educational facilities and opportunities

A. Present situation

1. Unfavorable aspects
 - a. Many small rural schools
 - b. High schools often inaccessible and poorly adapted in rural areas
 - c. Higher education limited to minority and poorly adapted to training for life
 - d. Libraries' service inadequate
 - e. School enrollment increasing
 - f. Wider uses of informal educational services

B. Means of improvement

1. Closer relations between schools and other agencies
2. Broaden scope with specific emphasis on education for life
3. Better organized and more fully equipped schools suitable for community group activities
4. Better training and salaries for teachers
5. More uniform and enlightened supervision
6. Renovation of present grading systems

C. Ways of effecting further changes

1. Conduct surveys to show needs
2. Revise present school legislation
3. Experiment with the "folk school"
4. Increase emphasis on continued education to encourage creative expression

Religious activities

A. Present situation

1. Unfavorable aspects

- a. Over emphasis on sectarianism or denominationalism
- b. Too many small units with inadequate support and limited programs
- c. Poorly trained and short-sighted ministry
- d. Lack of religious interests and objectives

2. Favorable aspects

- a. Easily accessible to local groups, serves as social centers in rural areas
- b. Develops ideals, encourages appreciation of the aesthetic and maintains a spiritual stability
- c. Helps train rural leaders

B. Evidences of improvement

1. Number of open-country charges decreasing with more people worshipping in villages and cities
2. Growing tolerance with respect to games and recreation
3. Increased emphasis on religious education
4. Tendency toward federated, unified and affiliated churches

C. Ways of effecting further changes

1. Establish a goal of one protestant church per rural community or at least adopt a "Par Standard for Rural Churches".
2. Accept the "larger parish plan" idea
3. Broaden the church program to include social and recreational activities for young people
4. Train for a broad-minded effective ministry

Community organizations

A. Present limitations of organization situation

1. Uneven distribution of organized groups
2. Lack of cooperation between existing groups--duplication of effort
3. Many needs unmet by present organizations due to narrowness and ineffective programs
4. Sparcity of local leaders
5. Indifference and hesitation to assume responsibility on part of members

B. Possible means of improvement

1. Challenging programs which are planned in advance
2. Sufficient activities to engage all members of the community
3. Discovery and development of leadership
4. Cooperation of members to obtain community consciousness
5. Plan for center with building and other equipment

C. Ways of effecting further changes

1. Establish a community goal or objective
2. Emphasize desired objective through school, church, press, etc.
3. Organize a larger group county council to avoid overlapping and encourage cooperation
4. Contact leaders in special fields for stimulation and suggestions

Home and family

A. Present situation--social and economic factors affecting family life include:

1. Population changes--decrease in birth rate and size of family, lengthening span of life, increased mobility
2. Development of transportation and communication including radio, reading materials, theater, etc.
3. Changing status of women, with respect to employment and wages particularly
4. Higher standards of living involving production and consumption goods, uses of time for leisure and increased education
5. Changes in social codes and behavior with growing emphasis on organizational activity.

B. Ways of effecting more satisfactory family life

1. Recognize and appreciate individual difference--adjust personal relations to effect companionability
2. Give proper consideration to affection and the part played by sex in the family
3. Consider economic responsibility and the kind of life that can be maintained on a given income
4. Set minimum standards in food, housing, clothing, health and advancement goods.

5. Determine the responsibilities in home management on the part of husband, wife and children
6. Coordinate interests and activities of members of the family without limiting the individual's opportunity for development.

C. Ways family life can improve the community

1. Develop in the children social habits and attitudes of self control, self reliance and self expression
2. Cultivate an appreciation and enjoyment of the aesthetic and formulate a philosophy of life with respect to the family in its relation to the community
3. Give proper consideration to adequate facilities for education, religion, recreation, and other group activities
4. Assume an interest and participate in the worthwhile community programs

The foregoing plan, which includes typical community situations, questions to be considered, quotations of importance, suggestive references and an outline as a guide, is intended to interest young people in a study of the home or local community. The most effective procedure lies in the selection of a specific situation for analysis from the several different angles referred to throughout the plan. Discussions will be stimulating and helpful but the greatest value comes from serious study on the part of the individual and his contribution to the group.

The nineteenth annual conference of the American Country Life Association will be held at Kalamazoo, Michigan, August 11-14, 1936. The programs of the Student Section will treat the topic "Educating Young People for the Rural Community".

This Outline for Study was prepared through the cooperation of rural life clubs for use in preparation for local and state meetings as well as for the national conference. According to present plans the small group discussions at the Conference will center on: adequate trade and service centers, efficient local government, ample health facilities, sufficient educational advantages, stimulating religious opportunities, suitable organizational groups and satisfactory home and family relations with respect to the rural community. Each can be treated under "What is the Present Situation" and "Suggestive Solutions".

For procedure in discussion technique, it is suggested that use be made of

How To Conduct Group Discussion, A. F. Wileden and H. L. Ewbank, Univ. of Wis. Agric. Ext. Ser. Cir. 276, 1935

Creative Discussion, A. D. Sheffield, Association Press, New York, (3rd edition)

Must the Nation Plan? B. Y. Landis, Association Press, New York, 1934

It is proposed that each club help prepare statements for delegates who will attend the national session; for example, a talk under ample health facilities on "Will Socialized Medicine Meet the Need in the Rural Community?" or one under stimulating religious opportunities on "Is the Community Church the Way Out?" We invite you to send statements for possible presentation at the national meeting. Choose the topic which interests you most, develop it as best you can and send the results to us for suggestions.

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