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A SURVEY OF THE HEALTH AND
EDUCATIONAL CONDITIONS OF THE NEGRO
CHILDREN OF MADISON COUNTY, TEXAS

BYRD
1949

A SURVEY OF THE HEALTH AND EDUCATIONAL
CONDITIONS OF THE NEGRO CHILDREN
OF MADISON COUNTY, TEXAS

By

James S. Byrd

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Science

in the

Graduate Division

of

Prairie View Agricultural and Mechanical College

Prairie View, Texas

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Prairie View, Texas

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The writer is also deeply grateful to Dr. J. M. Drew for directing this thesis. Too, the writer appreciates the assistance of his wife, Mrs. L. M. Byrd, in making this work possible.

DEDICATION

To

my wife and son,
whose constant encouragement
has been my inspiration.

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CHAPTER I

INTRODUCTION

Childhood is the source of the nation and a stream can rise no higher than its source. This source must be protected by every possible means at the command of modern science and intelligence. We should not wait until the children are ill. Efforts must be made to correct any cause that would interrupt the progress of the child.

We, in this country, want nothing less than an equal health and educational opportunity for every child and citizen. Medical science today is extraordinarily complex, the practice of medicine requires a battery of equipment and skills unknown at the turn of the century. It is apparent that the provisions of adequate health care for the people of this country involves a great deal more than simply paying the doctor's fee, basic as it is.

As a group devoted to the service of humanity, we must become increasingly conscious that we are passing through a renaissance of preventive medicine and public health, and that almost coincidentally with the birth of a new epoch began in man's efforts to survive the hazards of his environment and the menace of his fellowman. Our knowledge of the causative agents of disease, channels of infection, identification of diseases, immunization, and even more important, the cause of good health affords evidence that the human race fights a winning battle against

the forces that would destroy it. This knowledge imposes upon us the responsibility of affecting a functional correlation wherever there is common interest.

The foundation for good health and education of children is laid in the home. Later the school and community will receive them and continue the good work, or try to repair the damage if the home has failed. How important it is, then, that all the resources of the school be available for every school child.

The healthy school child has plenty of vitality with which to meet the daily demands made upon him so he can do a good day's work and meet the strains of a strenuous day ahead without undue fatigue, boredom, or irritation. More than that, a child who has achieved positive health and education is not only capable of meeting daily demands but has a reserve which helps him to meet physical, mental, or emotional crises without disaster to body, mind, or personality. It must mean, in addition, a physical reserve of vitality which will carry the individual through a physical crisis like a severe illness or unusual demand in school work.

Statement of the Problem

This study is concerned with the health and educational conditions of the Negro school children in Madison County, Texas. The writer will take into consideration

some of the most important facts that contribute to the health and educational conditions of the Negro school children in Madison County.

This problem grew out of the writer's desire to ascertain, if possible, the health and educational condition of the Negro children in Madison County, Texas. This study is designed to provide the answer to the following questions:

1. What is the health and educational condition of the Negro children in Madison County?
2. How may parents' economic status be improved?
3. How may the physical and environmental condition of the children be remedied or improved?
4. What type of health and educational program is now being sponsored in Madison County?
5. What revision is needed in this program to make it serve the modern trend of health and education?

Purpose of the Study

The purpose of this study is to reveal the health and education conditions of the Negro children in Madison County.

This study is intended to emphasize the dangers of the common childhood diseases and present to the average classroom teacher the early symptoms of these diseases.

Control of communicable diseases and acute infec-

tious health problems is the first point of attack in promoting the general well-being of children, because these conditions present serious threats requiring immediate attention, in order to limit harm to the children so afflicted and to prevent the entire group from being involved.

The health problem of the school child which affects his educational efficiency and threatens his maturation will be evaluated and emphasized. The writer wishes to point out the fact too that the educational conditions for Negro school children in Madison County is far from its required development. However, all the leading school officials have expressed their interest in the development of better schools for the Negro children of Madison County.

Method of Procedure

To secure information related to this study, a survey form was prepared and submitted to the principals of the twelve schools of Madison County. The forms were filled out and collected by the investigator for use in preparing this study.

The survey sheet was constructed so that various areas of individual and family life, health, and education could be checked by the writer among the areas of education for family living considered for the study were foods, clothing, housing, water supply, and family income. (See appendix exhibit).

The schools included in the study were all of the

Negro Public Schools of Madison County, Texas. They were Marion Anderson (Madisonville), Chapel Hill, Sweet Home, South Bethel, Midway High School, Rocky Hill, Hopewell, Forrest, Antioch, Shaw Prairie, Concord, and Tanyard. The writer made unannounced visits to the schools to obtain the data.

A general survey was made of the college library, collecting material from educational journals, magazines, and reference texts in health and education. The writer had the assistance of the Extension Work Shop School that was conducted in Madisonville during the winter 1947-48.

Survey of Related Studies

Ambrose Caliver made a study entitled, "Availability of Educational Facilities to Negroes in Rural Communities." The purpose of the study was: (1) to indicate to what extent educational facilities exist for Negroes in rural communities; (2) to show how accessible the facilities are; (3) to reveal the amount and equality of the education offered; and (4) to consider the probable effect of the relationship between various factors investigated and the accessibility, amount and quality of education provided Negroes in rural communities.

His findings were: (1) the largest number and most difficult educational problems concerned with Negroes are found in rural areas; (2) the educational facilities provided are meager in amount; (3) the education given is a

poor equality; and (4) many of the factors of educational availability are closely associated with one another and their combined influence is accentuated and operates most severely upon children in rural communities.¹

Thomas made a study in 1945 entitled, "A Survey of the Health Conditions of the Negro School Children in Ellis County." The purpose of this study was, to show that upon the schools and communities rest a large part of the burden of producing a health program that will insure adequate health protection.

An analysis of the health conditions of the Negro school children in Ellis county revealed that an amazingly large proportion of the Negro people in Ellis County receive insufficient income to pay for adequate shelter, food and other necessities and that the community environment is far from being healthful.²

¹Caliver, Ambrose. Availability of Education to Negroes in Rural Communities. p. 12.

²Thomas, B. F. The Negro School Children in Ellis County. p. 7.

CHAPTER II

BRIEF HISTORY OF MADISON COUNTY

Pioneers who settled Madison County were people of character. There is no definite date of arrival of the very first settler in East Madison County, nor is it definitely known who that one was. It is certain however, that in 1829 one of the pioneers arrived in what is now Midway, near the Trinity River. He remained, lived to relate many an incident of hardships he and others of that day endured, and his descendents still live to tell about their experiences.

Over four centuries before their arrival, many attempts at colonizing the section had been frustrated by hostile uncivilized men, signs of which still remained when these, our sturdy forebears arrived. Bleaching on the hillsides near the river were bones of whole colonies of the ill-fated victims. Undaunted by the spectre, these pioneers with muskets, picks, and hand-saws coupled with grit, courage, and determination, laid well the solid foundation on which our Madison of today now rests.¹

What is now Madison County is in direct route of two of these old trails. Elcamino Real, or King's Trail has its beginning point in Texas some where east of the

¹The Madisonville Meteor, July 9, 1944. p. 1.

Sabine River. It crosses Trinity River at Bozeman's Ferry, skirts the northern and eastern borders of the county through Normangee westward to California.

The other road, the LaBahie, known to old settlers as Labodie road, enters Madison in its southern extremity, traveling the eastern section to where it crosses State Highway 21 at Midway, and there converges to King's Trail. Thence, it leads to the same crossing at Bozeman's Ferry and loses itself in Canada. Conjecturing why both old national roads crossed the river at this point, it was pointed out that in early days, as it is today, there were no other shallow fords on the Trinity in this area. No bridges spanned the river, and no ferry boats were in use at that early period. Another distinctive fact to which Madison County lays claim was recently disclosed, to this writer, at least, that Trinity River was given its name at what is now Clapp's crossing. The recent article published in the Houston Post's² special edition on canalization of the river gave the account of its naming as follows:

In the summer of 1869 a weary entrada of Spanish soldiers and priests, led by Captain Ponce De Leon and Padre Massanet, who had marched from Mexico landed at the banks of a clear, swift moving stream within the land of the Tejas Indians.

²The Houston Post, March 15, 1944. Section 3.
p. 15.

The Padre who had gone down in history as the wisest, kindest, and most sacrificing religious worker who has opened Texas to the world, raised his crucifix to the skies, knelt down in prayer, and named the pretty stream Rio Trinidad--The Trinity. Thus Padre Massanet became father of this Madison County's most beautiful, and at times its most destructive stream. In the post-war scheme of canalization it is expected to become the artery of commerce of the nation.

Major W. C. Young was among the very earliest pioneers of this section. In 1829 after the death of his young wife in South Carolina, he left his small son and three daughters with his brother, and with his rifle and a few belongings departed for the much-talked-of Texas. He lived alone near what is now Midway until the call for volunteers to liberate Texas from Mexican domination came. He shouldered his musket, and fought with distinction until victory was won.

After independence he wrote his children in South Carolina of his whereabouts, and promised to return in time to bring them to this adopted land.

One morning while out hunting for wild game in Trinity River bottom he walked up to an Indian hut in the deep woods. There shucking corn were two Indian bucks and sitting placidly in their midst, a tall handsome white boy. To his amazement that twelve year old lad was his son, William Foster Young, whom he had left with his brother in South Carolina. The Indians in excited jargon dialect attempted to explain how and why the child had been taken in by them. "Your little boy our boy now," they gesticulated. "He very much scared, we find him," they continued.

Obviously, after he had made his way to Texas on the horse he had taken from his uncle's barn, he became frightened at thoughts of his father's disapproval, and had chosen rather to stay with the friendly Indians. After some persuasion and with a few trinkets as barter to the Indians, the father and son were again happily united. In later years when the boy grew into strong manhood, he married Mary Hayes, daughter of Doctor James Patrick Hayes, Midway's first M. D., Irish immigrant.³

Reverend Joseph A. Clark was the first teacher of the county. The school was organized in Midway, Texas in 1854. Reverend Clark and family were newcomers to the section from Midway, Kentucky. They settled on Mitchell Prairie one mile east of the little town he afterwards named in honor of his home state town. He taught and preached about over the section, organized the first Christian Church in Huntsville, and was its first minister. He was elected to teach the first neighborhood school at Midway, Texas. His famous sons, Addison and Roudolph, who were co-founders of Ad-Rou College, of Thorp Springs, that later became Texas University, were students at Midway while their father taught there.⁴

The first Negro school in Madison County was established at Midway, a few years after the close of the Civil War. The teacher was John Nixon, an ex-slave. John had

³The Madisonville Meteor, op. cit., p. 4.

⁴Ibid., p. 14.

been taught by his master a limited amount of the three R's. The school term was from two to three months, and the availability of the school to the children was very poor. Some children had to walk five to six miles per day in order to attend this school.

Location

In 1853 while Doctor P. W. Kittrell of Huntsville represented this district which was then included in Walker County, he introduced a bill to the Legislature at Austin to create a separate county from three large counties of Walker, Leon, and Grimes. The bill was approved, and in 1854 the county was organized. Doctor Kittrell who is known as father of the county, called it Madison in honor of President James Madison. The name of Madisonville was given to the county seat. Soon thereafter the first court house was erected and stores and churches comprised the business section.

Madison County is located in East Central Texas. It has undulating topography. It is bounded by the Trinity River on the East, Navasota River on the West, Leon County on the North, and Grimes County on the South.

Area and Population

The area of Madison County is 485 square miles, with a population of 15,000. The altitude is 350 feet, and the annual rainfall is 43.4 inches.

In 1940 there were 3,179 Negroes in Madison County. Of this number, there were 1,656 males and 1,523 females.⁵

In 1941 there were 3,460 Negroes in Madison County.⁶ Therefore, we readily see that the Negro population is increasing. In as much as this is true, and since the major part of this population is farmers, the writer feels that the health and educational status of these Negroes should be improved.

Industries

Though land in Madison County is not high-priced, with the average good land selling for thirty dollars an acre and less, the yield per acre of virtually any crop will stand comparison with the yield in any dry-farming area in Texas. The county consist of alluvial, loam, and sandy soils.

As the cattle industry leaves West Texas where cotton grows better than grass and moves to East Texas where three acres will do the job of fifteen, Madison County pasture land is being discovered by cattle growers. For the last two years, cattle development has doubled, with the growing being evidenced by a modern all-weather auction barn in Madisonville which sells approximately ten

⁵United States Census, Report of Sixteenth Census. 1940. p. 1,043.

⁶Johnson, Charles S. Statistical Atlas of Southern Counties. p. 235.

thousand dollars worth of stock every week. There is plenty of ideally suited land for cattle growing in this county, with plenty of water, shade trees and good grass. Some of the best cattle in Texas are now being bred in Madison County.⁷

Natural Resources

Many of the most important resources lie in the Middle area of Madison County, which will be one of the areas to undergo development. The county has too long sent its raw materials out of the state for processing and the day is dawning when Texas and the Southwest will become industrialized. Building stones, as well as the vast fields of gravel and sand, constitute unusual possibilities in Madison County. Some pottery clay and ignite deposits are also found.

The principal trees are: Pine, Post Oak, Ash, Gum, Pecan, Hickory, Walnut, and Cedar.⁸

The people of Madison County have recently witnessed the development of twelve producing oil wells and the prospect is good for many more in the near future. The best producer was brought in June 18, 1949. This well produces 136 barrels daily with a gravity of 56.3 and 3,500,000 cubic feet of gas.⁹

⁷Madisonville Chamber of Commerce, Annual Report of Madison County. 1948. p. 6.

⁸Dallas Morning News, Texas Almanac. 1945-46. p. 478.

⁹The Houston Post. p. 14.

CHAPTER III

ECONOMIC STATUS

Out of the 1,043 pupils in Madison County, 720 pupils, and 194 families were included in this survey. Forty-three per cent or 83 of these families own their homes. One hundred and thirty-two families, or 68 per cent, of those interviewed live on farms or in rural communities.

From a report of the Agriculture Department on the income of farm families in Madison County, we find that the average family income is \$678 annually.¹ This places about 68 per cent of the Negro families in a low income bracket.

The fact that 83 of the families own their homes is not wholly indicative of the economic status of the group. The current income is a better measure of the economic condition.

The educational, social, and economic conditions of family life are the most significant factors in a student's home condition. It has been demonstrated that there is a higher incidence of delinquency from broken homes, or homes with low income.

Table I makes a comparison between whites and

¹United States Bureau of the Census. United States Census of Agriculture. p. 416.

Negroes in Madison County as regards such characteristics as: expenditure per pupil enrolled per cent in school, Rosenwald schools, per cent illiterate, per cent of males engaged in agricultural occupations, per cent land owners, per cent of land in cotton, per cent of land in corn, average size of farm, and lynching rate from 1900 to 1931.

TABLE I. A COMPARISON BETWEEN WHITES AND NEGROES IN MADISON COUNTY, AS REGARDS CERTAIN CHARACTERISTICS

	White	Negro
Expenditure per pupil enrolled	34.73	11.84
Per cent in school age 7-13	86.2	70.9
Rosenwald Schools	5.0	13.0
Per cent illiterate	2.5	24.7
Per cent of male in agriculture	84.7	94.9
Per cent of arm operators (owners)	29.0	15.8
Per cent of land in cotton	69.3	69.3
Per cent of land in corn	28.4	28.8
Average size of farm	96.1	37.4
Lynching rate from 1900-1931 ⁺	0.0	0.0

⁺ Johnson, Charles S. Statistical Atlas of Southern Counties. p. 235.

Living Conditions

All over the county there are new farmhouses that look like urban houses. This acceptance of urban designs indicates an improved standard of comfort among rural people, but it sometimes results in serious inconveniences to the farm family. Though rural and urban families of similar standards of housing, there are special characteristics of farm life that require consideration in the design of dwellings.

While it seems desirable that a farm house should have at least six rooms--kitchen, dining room, living room, and three bedrooms--in order to accommodate its various functions, the actual number of rooms is not so important as their size, their planning, the storage facilities and equipment provided, and the possibility of maintaining accepted standards of warmth, cleanliness, and order.² Often a house of fewer rooms will be satisfactory, particularly for a small family on a small farm. In fact, an elaborate house on a small farm is economically unsound, if the family living in it is dependent on the farm exclusively for income. On the other hand, small houses are frequently designed for farms of potential income great enough to support large families in comfort. In the original design of such houses there should be basic provisions

²United States Department of Agriculture, Housing Requirements of Farm Families in the United States. p. 4.

capable of expansion as the size of the family and the farm income increase.

The Texas Planning Board set up the following basis as generally meeting the approval of authorities on the subject of housing standards:³

1. Not over 25 per cent of area of site to be occupied by buildings.
2. Four hundred cubic feet for each person over twelve years of age, and 150 cubic feet additional to all under twelve years of age, minimum horizontal dimension of any room six feet, minimum ceiling height seven feet, six inches.
3. Every room to have one or more outside windows; total glass area at least one-fifth of the floor area; fifty per cent of window area to open.
4. At least one hydrant, one sink, and one bath tub for each family.
5. Availability of sewer connections for all fixtures essential.

A look at the houses and conditions around which an individual lives will reveal the healthy or unhealthy aspects of the situation.

The income of the Negro farmer in Madison County is generally too small to enable him to improve his condition.

³The Texas Planning Board, Low Income Housing for Southern Texas Conditions. p. 9.

Too frequently he is compelled to work on poor land and with inadequate farm equipment. Tenants and share croppers are particularly handicapped. Due to exposure, inadequate diet, and other causes, the health of the rural Negro is poor. The house he lives in is not only badly constructed, bare, and unattractive, but is frequently overcrowded and lacking in the comforts and conveniences of civilized society. The masses of rural Negroes lack an opportunity for a satisfying social life. Thus the Negro farm family is found too often leading a drab and dreary existence.

For the most part, the Negro rural population is served by the small rural school of one or two teachers. Thus far this school appears to have made little progress in recognizing and alleviating the unsatisfactory situation. The teachers in these schools are some times inadequately prepared for teaching. What preparation they have, too frequently, they do not use so as to avail themselves of the abundant resources of rural life. Even the better schools are not in most instances rendering its optimum service. The rural children who drop out of school early, and great numbers of them do, are those most likely to remain in the country. With the kind of education they generally receive, the prospect for a full and satisfying existence is anything but bright.

In the light of the housing standards set by the Texas Planning Board, we find an amazingly large proportion of Negro families in Madison County receiving insufficient

income to pay for adequate shelter and other necessities. Consequently, a large number of families are compelled to live in houses unfit for children to study properly, or to be reared in.

Table II shows that 60 per cent of the Negro families live in too small houses to accommodate the people living in them. Eighty per cent have windows and doors screened; 92 per cent are located away from slums; 62 per cent are given a good cleaning daily. Too many people in a house of a given size create an unhealthful condition. The ventilation is usually inadequate, and infections and contagious disease spread rapidly.

TABLE II. LIVING CONDITIONS FOUND IN HOMES OF NEGROES IN MADISON COUNTY⁺

	Average Per Cent for County
Houses too small to accommodate people living in them	62
Houses having windows and doors screened	80
Houses located away from slums	92
Houses with holes in floors	43
Houses given a good cleaning daily	62
Houses using water from wells	55
Houses using water from pumps	20
Houses using city water	25

⁺ A Health Survey Finding made by "The Extension Health Workshop Group, 1947-48 in Madison County, Texas."

CHAPTER IV

HEALTH STATUS OF NEGRO SCHOOL CHILDREN
OF MADISON COUNTY

At one time the rural leaders talked of the advantages of rural life, but they realized during the war that many problems were created that concerned rural society as a whole. There was a time when rural leaders boasted with justification of the natural advantages of rural life, fresh air, sunshine, and direct access of food. All of these pointed to lower disease and death rates in the country.

The best indication of the health status of a country and the major premises around which a good health program should be formed are the local health conditions.

This description will throw some light on some existing health conditions. In the sections of the towns in some of the most thickly populated Negro districts a sewage ditch may be found running through the center of the community with a grocery store located on its bank. Often the doors are improperly screened. Homes for Negroes are located along the banks of these ditches, and children play and fish in them, bringing the filth into the homes.

Hogs and other domestic animals are allowed to be kept in large numbers in back yards or near the kitchen. Therefore, flies and other insects have easy passage through the kitchen doors which, in 20 per cent of cases, are not screened as shown in Table II.

According to the survey, only 40 per cent of the communities have the assistance of any organization in the removal of tin cans and rubbish from the premises. Mosquitoes breed in the cans where rain water has collected, which might cause malaria and antagonize the nearby population. Filth accumulates in the rubbish and aids in causing an insanitary and unpleasant surrounding.

Thus, it can be seen that the community environment is far from being conducive to the best health conditions for the Negro school children in Madison County.

Madison County Health Center

The Negroes in Madison County became concerned about their health status. They were being sick too much and dying too fast. The children in school were missing too many days, chiefly because of illness in the family. These people suddenly realized that the war had caught them without a doctor of their own and that the two white doctors located in the main town had their hands full despite their interest in the health of the Madison County Negro. Although these doctors were willing to make visits to the Negro families, the cost for the distance made the trips prohibitive.

The nearest Negro doctors were located too far away to cater to the Madison County practice and were much too busy in their own counties to give much time to outside county work.

The Negro leadership of Madison County recognized this as their problem, and became aware of the growing concern on the part of the individual families. They considered among themselves some solution to the problem. The leadership did not come from the church or school as an isolated agencies, nor did it come from the home as such, but out of agency-to-agency planning which finally developed into a community coordinated cabinet with all agencies selecting the personnel. The cabinet was organized with church, school, and home as its fused parts. No one agency stood out above the other. They worked together as one.

The membership of the county cabinet was made up of representatives from each of the smaller communities with equal representation. The separate communities have their own local organization. The cabinet adopted as its motto the popular pledge of Prairie View College, "To render service at the point of greatest need." This has been the guiding principle throughout the project.

The Madison County coordinated cabinet is made up of ministers, teachers, farmers, day laborers, business men, farm women, and town women. The organization meets monthly on the local level and on the county level. The only outside agency in the original set-up was the Prairie View Extension School with its teacher and supervisor.

The first step which the cabinet took toward meeting the health needs of its members was to provide housing for the sick who needed medical attention near the available service, which, of course, meant the center was located

in Madisonville.

A plot of ground was purchased near the school and churches and a two-room structure erected at a cost of approximate eleven hundred dollars. In a few months the third room was added. The plan was to have an individual in need of medical supervision come with some well member of his family and live in the house. This would consume less of the doctor's time per visit, reduce the cost to the patient, and make it possible to secure the doctor's services at regular intervals when more than one visit was necessary.

The lawn, together with the school campus and the church grounds, was to provide space for organized recreation for young people and adults. The building is to be used for any type of activity that required a building if endorsed and approved by the church and the school, and if no sick person was at that time being housed. After the cabinet had the project started and the plan for its use as described well outlined, another agency, the Texas Tuberculosis Association, was called upon to help point out further steps which could be taken to meet the health needs of the county.

The director of the Negro program for the Texas Tuberculosis Association was invited to participate in the program as consultant. The new worker at this point considered the first step to be securing the endorsement of the County Health Officer. Here was one health officer who

had nothing but compliments and encouragement for a group who wanted to help themselves, and he has been behind the program one-hundred per cent all the way through.

After these activities were well on the way, the cabinet began to seek professional help.

A dentist from a nearby county was asked to help. He consented and scheduled a day each week to work in Madison County in schools or at the center, to make examinations and do simple extractions. Other types of service were not available or offered because of lack of necessary equipment. Much help in dental education has resulted. Talks in churches and schools created an awareness of the seriousness of dental problems which can be improved in the absence of some equipment, and plans have been suggested and are being attempted for solving the more technical dental problems.

During the spring of 1945, a report of the project with an appeal to the Division of Maternal and Child Health of the State Department of Health resulted in a co-operative effort which includes a well-child conference, a pre-natal clinic and immunizations for the pre-school and first year children under the direction of a physician from a nearby town. The co-operative project includes the services of a physician and supplies for these activities.

Through the services of the clinic, hundreds of pre-school and school children have been vaccinated, scores of pre-natal cases have received treatment and other people are coming from various neighborhoods and communities all

over the county for treatment. The table below shows how the Negro community population and approximate population is being served through the Madison County Health Center. This table shows that more people near the center or county seat are served more than any other group. This is due to the fact that they are closer to the center than the other groups.

TABLE III. NUMBER OF CHILDREN VACCINATED FREE IN SCHOOLS 1947-48-49 BY THE MADISON COUNTY HEALTH CLINIC⁺

Schools	Small- pox	Ty- phoid	Diph- theria	Per- tussis
Hopewell	10	7	10	2
Midway High	203	112	285	15
Marion Anderson	226	128	220	117
South Bethel	108	86	81	0
Chapel Hill	47	15	43	0
Rocky Hill	15	43	8	1
Sweet Home	62	1	34	2
Forrest Elementary	28	5	15	0
Antioch	12	12	19	0
Shaw Prairie	15	7	15	1
Concord	10	4	10	0
Tanyard	14	0	16	0
Total	750	379	756	138

⁺ Madison County Health Clinic Records 1947-48-49.

Parent-Teachers Association

The parent-teacher association made up, as it is, of that group of people who are most interested in the school and its welfare, makes an ideal organization in which to promote efforts for school improvement. No major improvement in school conditions is possible until a strong public opinion approves and demands it, and no group can so successfully influence public opinion and public school officials as an enthusiastic group of parents.¹ Perhaps the school needs a new building, additional playground space, additional playground equipment, or increased financial support, when these needs are shown and parents are convinced that they are urgent, it requires little guidance from the school administrator to secure the needed support.

The parent-teacher organization may serve through the medium of personal acquaintance to promulgate facts which both the teachers and parents need. In meeting and talking with the parents, the teachers may learn many things that will help them to understand the student coming from that home. They may learn the economic conditions of the home, the religious tendencies, and such facts concerning the home life of the student as possibilities of study at home, necessity for the student to work at evenings to help support the family, and opportunities for play or for

¹Edmonson, J. B.; Roemer, Joseph; and Bacon, Francis L. The Administration of the Modern Secondary School. p. 489.

recreational activities. They may also become acquainted with the parent's plan for the students' future education.

On the basis of conferences with local parent-teacher associations, it was concluded that parents want teachers to assist them with the following health conditions:

1. Give special attention to the protection of the health of their children.
2. See that students are dressed simply, neatly, modestly, and suitably in accordance with the weather.
3. Stress the value of nourishing foods, sufficient rest, less excitement, appreciation of good music, good books, good times at home and elsewhere.
4. Find out how much time is devoted to home work, and if sufficient light and ventilation is provided.
5. To be alert to health conditions as evidenced by the everyday behavior of the children.

The various parent-teacher associations of Madison County meet monthly with the following aims as their objectives:

1. To promote the welfare of children in home, school, church, and community.
2. To raise the standard of home life.

3. To secure adequate laws for the care and protection of children and youth.
4. To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.²

School Lunch Program

For all the children the school Lunch Program is very important; for many it is the best meal of the day. For a long time it was thought that the school had only to teach the children the school subjects. It is now known that the school should think of the whole child. It should do what it can to make all living better for him. From the lunch program the children will learn better how to live together, for all will assemble in the lunch room, and all will have the same choice of food. Here the children learn what a good lunch is and how to choose the right kinds of food. By eating together many food habits will be improved. Here the children learn to practice habits of cleanliness, to wash their hands before eating, and to expect clean food from a clean kitchen. The teachers and other school officials, with the help of volunteers, see that the children learn and practice good table manners. All working together will help the children to talk pleas-

²Minutes of the Madison County Parent-Teacher Association, 1948-49. p. 4.

antly at meals, and to enjoy a social time with their friends.

The children under the direction of their teachers, and working with volunteers will be able to give much help with the planning, cooking, and serving. Some also help with the dish washing; still others may mimeograph the menus. Some assist with the marketing and buying, thereby learning much about the value and management of money. There are others who find jobs in the school garden--planting, working, tending, gathering vegetables, storing, drying, and canning. Still others will help to make the lunch room more attractive. Pictures painted by the children are hung on the wall. Table mats, table decoration, and place cards may be made for visitors to the school.

Even though some of the work is hard, pleasure will be found in doing it. Working with and for children and seeing them grow into better ways of living is a rich reward within itself.

All those who work in a school lunch program will feel that they are of service to the community by the efforts of all working together, will come to understand that the program is a part of a great plan--local, state, and national--to help boys and girls become stronger, finer citizens.

CHAPTER V

THE STATUS OF THE EDUCATIONAL PROGRAM OF
MADISON COUNTY

The progressive school should be a leader in educational movements. It should be a laboratory where new ideas, if worthy, meet encouragement; where tradition alone does not rule, but the best of the past is leavened with the discoveries of today, and the result is freely added to the sum of educational knowledge.¹

Much of the educational progress of the past has been accidental rather than planned. This has been especially true of the organization of education, its financial support, and its relation to social problems in the educational program of Madison County.

Today there is being developed a more scientific attitude toward education, and attempts are being made to plan educational progress in accordance with a sound and workable philosophy.

The greatest need in educational research is for evaluation of present and projected procedures. Obviously, evaluation may and does come through study of practices, or it may come through experimentation in the practices to render the study more significant.²

¹Edmonson, op. cit., p. 38.

²Jessen, Carl A. Needed Research in Secondary Education. p. 14.

Many educators agree that education for citizenship is quite important. Since World War II there are serious problems to solve at home, and a difficult course to chart abroad. The nation's leaders will need every possible ounce of co-operation and understanding from the people. To turn out at once a body of responsible, well-informed, open-minded citizens is a large order, but any contribution at all in that direction would be valuable. However, international problems may seem to loom the largest. We need good citizenship at the national and local levels as well.

Few schools provide any education for family living beyond homemaking courses for the girls. This is good as far as it goes, but the boys certainly ought to be included.

All school men agree that character development is proper and important in schools of today. The writer's observation is that most of what is being done is haphazard and incidental, yet the value of character training is incalculable. Like the matter of good citizenship, it is a large order, but any contribution toward character-training is important.³

County Superintendent

The county superintendent, who serves for a term of

³Stiles, Dan. High Schools for Tomorrow. p. 26.

four years should be a person of educational attainments, good moral character, and executive ability.⁴ The county superintendent, has under the direction of the state superintendent, the immediate supervision of all matters pertaining to public education in his particular county. He confers with the teachers and trustees and gives them advice when needed, visits and examines schools, and delivers lectures that shall tend to create an interest in public education.

The County Board

The importance of a good school board can scarcely be over-rated. In general, where a good school system is found, there also is found an alert, intelligent school board. No major improvement can be made without the cooperation of teachers, principal, or superintendent along with an intelligent school board. It is certainly one of the duties of the school board, after giving its approval to a program suggested by its superintendent, to back it up in the community or to know enough about it to defend it vigorously when attacked.⁵

Negro School

The education of Negroes is conducted in separate

⁴State Department of Education. Public School Laws of the State of Texas. p. 16.

⁵Reeder, Ward G. The Fundamentals of Public School Administration. p. 31.

schools in seventeen states and the District of Columbia. This separation is made mandatory by legislative enactment and applies to all educational institutions.

This separation of Negroes results in practically a dual system of schools. While there is a single state educational administrative organization, in other matters what is done for white persons is usually, duplicated for Negroes, although frequently on a much smaller scale. The demands of this dual system of schools have frequently resulted in neglect of the education of Negroes. This is particular true in Madison County, with its limited educational funds, small staffs, a large number of administrative units, and dense Negro population.

A majority of the Madison County schools have been, and are still, the least able to support education when compared with other schools of the state. Although some states spend relatively more of their revenue for education than the wealthier states, they have less adequate educational program for white persons, as well as for Negroes. Consequently, the tendency has been to make provision for white children first. This means that often Negroes are inadequately provided for, or not at all in certain communities. The lack of ability has been used so frequently as a justification for inadequate provisions for the education of Negroes that when ability to support education increases Negroes are still "forgotten" in some communities unless some official shows a particular interest in them and becomes a "friend at court." This has

been a special function of the supervisor of Negro education.⁶

The attitudes of white persons toward education in general is another factor which influences the development of schools for Negroes. Since a large number of Negroes were located in the low lands of the Trinity River, and on the white man's plantation, certain prominent men became skeptical of the value of schooling Negroes, particularly when it seemed to be influencing them away from farming toward white-collar occupations. It was easy, therefore, for many persons to have little or no faith in the existing schools for Negroes as a means of adapting them to a more effective life. In addition to this attitude, there was a general public sentiment, based on many factors growing out of the past, which retarded the development of Negro schools.

The economic and social condition indicated above created educational problems for Negroes which, while not different from those of the white group, were accentuated. Some of these problems are: Lack of availability of schools, inadequate buildings and facilities, short school terms, poorly trained teachers, inadequate salaries, excessive number of small schools, curriculum poorly adapted to needs,

⁶Caliver, Ambrose. Supervision of the Education of Negroes as a Function of State Department of Education. pp. 1-2.

lack of transportation facilities, poor attendance, and pupil mortality.

Although progress has been made toward the solution of most of these problems, in a majority of the Negro schools in Madison County, they are still serious and are the ones to which the special supervisors of Negro education devote much of their attention.

Negro schools must not only make educational progress in comparison with their own past record if the nation is to benefit from the development of their potentialities, but they must also make progress in comparison with the accepted standards and goals, locally, and nationally.

Teaching Personnel

A competent staff of teachers is one of the indispensable elements of a good school. Such a staff should not be merely a collection of individually competent persons. It should be a co-operating group having common purposes and motivated by common ideals. Each member of such a staff should give evidence of an awareness and understanding of educational problems and continuous growth.

The number of staff members should be adequate for the curriculum offered, the school's enrollment, and the special needs of the pupils. The teaching load and the total working load should be such as not to endanger educational efficiency. In the membership of the staff

should be found both experience gained by years of service and vigor, and enthusiasm characteristic of youth. In the selection of the staff members, attention should be given to teaching ability, personality, health, and character. Each staff member should be broad, general scholarship, thorough preparation in his special field, professional competency, and reasonable social development.

Table IV will show the number of pupils enrolled for teachers in the various schools of Madison County. This table will reveal the following facts: The highest enrollment for a teacher is 40. The lowest enrollment for a teacher is 15. The total average enrollment for the schools is 29.8.

Morrison⁷ says that it is a rare case, indeed that the training of a young teacher can be dispensed with as soon as he has taken his degree in education and received his appointment to the teaching staff. He further states that the academic department of the institution from which he graduates ought not to grant him a degree until he is sufficiently equipped to teach, and that he should be trained for a long time in the practice of teaching.

From the foregoing statements the reasoning seems to point out that all members of the staff who are entrusted with teaching the youth should themselves be persons of educational scholarship, of the necessary

⁷Morrison, Henry C. The Practice of Teaching in the Secondary Schools. p. 583.

academic scholarship, and of professional maturity.

TABLE IV. PUPIL ENROLLMENT FOR TEACHERS IN SCHOOLS OF
MADISON COUNTY, 1948-49

Name of School	Pupil Enroll- ment	Number of Teachers	Average Enrollment For Teacher
Marion Anderson	235	7	33.6
Chapel Hill	85	3	28.3
Sweet Home	90	3	30.0
South Bethel	119	4	29.7
Midway High	343	11	31.2
Rocky Hill	20	1	20.0
Hopewell	15	1	15.0
Forrest Elementary	40	1	40.0
Antioch	31	1	31.0
Shaw Prairie	21	1	21.0
Concord	18	1	18.0
Tanyard	26	1	26.0
Total	1,043	35	29.8

Training and Experience

If a prospective teacher has been able to master a few academic principles of psychology, a few courses in methods, and a little history of education, his professional training has been called complete. Today, the

emphasis is shifting until he must have a broad general education and must understand girls and boys. Teachers should know what constitutes a good curriculum, how the curriculum should be organized, and how to guide the student so that he will derive the maximum benefit from his school experiences.

Table V shows the sex, tenure, training, degree, major and minor achievements of the teachers of Madison County. It also reveals these facts: There are 19 females and 8 males employed; the tenure in present position ranges from 1 to 23 years, the average is 7 years; 6 males have Bachelor's degrees; 2 males have Master's degrees; and 4 females have Master's degrees. The most popular major for males is English; the most popular minor is history; the most popular major for females is home economics, and the most popular minor for females is general education.

Salary

The salary of teachers is generally considered to be one of the important indexes of school efficiency. There is a close relationship between teachers' salaries and their education, location of the school, and length of the school term. According to the evidence in Table VI and Table VII on page 40, a teacher's salary increases with his preparation.

TABLE V. SEX. TENURE, AND TRAINING OF MADISON COUNTY,
TEACHERS, 1948-49⁺

Sex		Tenure in Years	Bache- lor's Degree	Master's Degree	Major	Minor
Male	Female					
1		8		1	His.	Ed.
	1	2	1		H. E.	Ed.
	1	1	1		H. E.	Ed.
	1	2	1		Soc. Sc.	Eng.
1		4	1		Ag.	Eng.
	1	4		1	Ed.	Mus.
1		3	1		His.	Ec.
	1	2	1		Eng.	Ed.
	1	2	1		H. E.	Ed.
1		13	1		Ed.	Eng.
	1	3	1		H. E.	His.
	1	4	1		H. E.	Ed.
1		23	1		Eng.	Ed.
1		4	1		Eng.	Ed.
1		3	1		Ed.	Sc.
	1	11		1	His.	Ed.
	1	8	1		H. E.	Eng.
	1	5	1		His.	Ed.
	1	7	1		Eng.	Ed.
	1	8	1		His.	Ed.
	1	4	1		H. E.	His.
	1	9	1		Mus.	Eng.
	1	4	1		Math.	His.
1		19		1	Ed.	Sc.
	1	18	1		H. E.	Ed.
	1	8		1	Ed.	His.
	1	7		1	H. E.	Ed.
8	19	186	21	6		

⁺ Madison County Superintendent's Annual Report,
1948-49.

TABLE VI. THE SALARIES OF THE TEACHERS OF MADISON COUNTY ACCREDITED SCHOOLS, 1948-49

Male	Female	Experi- ence	B. S. Degree	Master's Degree	Salaries	
					Monthly	Annually
1		12		1	\$350	\$3,150
	4	12		4	320	2,880
	1	1	1		229	2,061
	6	4	6		247	2,223
	3	3	3		241	2,169
1		12		1	360	3,240
1		12	1		350	3,500
3		5	3		253	2,277
6	14	61	14	6	\$5,533	\$50,147

TABLE VII. THE SALARIES OF THE TEACHERS OF MADISON COUNTY NON ACCREDITED SCHOOLS, 1948-49

Male	Female	Experi- ence	B. S. Degree	Master's Degree	Salaries	
					Monthly	Annually
1		12	1		\$310	\$2,480
1		12	1		300	2,400
	3	12	3		295	2,360
	1	2	1		235	1,880
	1	6	1		259	2,072
2	5	44	7	0	\$1,989	\$15,912

CHAPTER VI

PROPOSED HEALTH AND EDUCATIONAL PROGRAM
FOR MADISON COUNTY

The question that now arises is how best to organize and coordinate a Health and Educational Program for Madison County.

It shall be the duty of the various community agencies and organizations to work directly or indirectly toward raising the health and educational standards of the whole community. In order to accomplish this, every member of the community must recognize his responsibility in promoting the health and educational program of the community. It is hoped that this will be brought about by health education to all of the people in the community. Health education will be made available through the use of health literature, circular letters, health programs, and health lectures. The agencies and organizations shall include the following:

1. State Health Department
2. Local Medical Association
3. County health doctor
4. Red Cross
5. Local civic and fraternal organization.

In this program will be included those learning experiences which tend toward development of favorable health knowledge, attitudes, and practices. The teachers

will exemplify the objectives of the school health and educational program.

The plan of the program will arise from the needs and conditions of the various schools in the communities of Madison County. It will emphasize the peculiar and present elements of the community situation as revealed by the survey. The program will be adapted to better such conditions, and will be flexible enough to allow for changes as needed.

Establishing improved health and educational conditions in the school must be accomplished by pupils, the teachers, and parents. The correct habits can be established only if the pupil is able to carry over into the home the things he practice in the school.

In improving the school environment the total school plant should be improved. The ground and playground equipments should be kept in a sanitary condition. The ground should be free from rubbish at all times. Pupils will be encouraged to keep waste in trash containers, which are placed on the campus. The waste should be destroyed or removed when it accumulates.

These facilities have educational possibilities in themselves which should be utilized.

It is important to create and stimulate pupil interest. Suggested activities that may be used to stimulate pupil interest in the health and educational program should allow the pupil to gain information through actual

practice. The idea of learning by doing will be used in selecting some activities to stimulate pupil interest. Pupils will learn by both theory and practice when they are allowed to assist in health activities such as stamp drives for prevention of tuberculosis, cancer control drive and the March of Dimes campaign.

The safety program can be used to establish desirable habits in the pupil which may be carried over into after school life. The student may gain much beneficial knowledge by studying home sanitary conditions in co-operation with parents. A number of unsanitary conditions may be discovered through this type of activity and the necessary remedy made.

Health demonstrations should enable the individual to learn and then pass his finding on to others. It will be educational in that it will require the pupil to do some research in preparing for the demonstration. The demonstration and contests may be in the form of health posters, and projects. The ability to create is an important factor in stimulating interest.

The County Fair is one of the annual events which is visited by practically all the people in the communities. The pupils will be delighted in working up a health and educational booth for this event. Here again the pupil will gain knowledge through research. Under the directions of the teachers, they should be guided to their desired goals.

Health and educational tours should enable the pupil

to see what other people are doing. This should create the desire to better their condition. However, only places with desirable health and educational surrounding shall be selected for these tours because it is the desire to create a positive rather than a negative effect through such visits.

Health education may be glamourized by having pupils take part in community health and educational programs. They may produce health skits, playlets, songs, booklets, and the like. Such appeals as a happy smile, rosy cheeks, sparkling teeth, and full growth may be used to glamourize this program. Once the pupils learn the meaning of these terms they should strive to create these conditions within themselves.

Bauer¹ said, "The first fundamental of health is nutrition." The school lunch is quite beneficial for this health and educational program. The child needs a practical knowledge of every day foods. He needs to know about calories, proteins, carbohydrates, fats, minerals, water, the essentials of nutrition. He needs to translate these essentials into everyday living.

In order to make this program effective, health, and education shall not be taught only in an outlined course of study but it shall become an integral part of the total

¹Bauer, W. W. The Health Program of the Grade Teacher. p. 62.

school curriculum. The curriculum of the schools shall consist of all of those influences that stimulate learning. The curriculum then is more than the regular course of study.

Every teacher shall become a health teacher. Since health is listed first in the cardinal principles of education; it is commendable. Important things must be repeated again and again. A child may know to brush his teeth twice per day, wash his hands when needed, place his handkerchief over his mouth when coughing, but we know that the final result that counts is how well does he practice these principles in his actual life. Every subject will offer opportunities to teach health along these lines.

If a sound mind in a sound body is a prerequisite to the full life, then education for health unquestionably becomes the fundamental objective of education. Activities in curricular education, physical education, and recreation must be examined and re-examined to ascertain whether or not they are contributing toward the realization of our health and educational objectives.

Williams² said, "Education, in the broad meaning of the term, is a process by which man has been attempting to work out as complete an adjustment as possible between himself and his world."

²Williams, L. A. Secondary Schools for American Youths. p. 162.

From the above statement the writer would say that the world in which the Negro child lives, and of which he recognizes himself to be a part, has long impinged upon children senses and brought human responses of knowledge, strength, beauty, fear, dissatisfaction, conquest and so on. But all along the way society has been attempting to fit the child and his world together, and to juggle the pieces of life about so as to form the competed whole child in his world.

The modern school is the instrument by which society hopes to assure a constant flow into its life stream of individuals capable of meeting satisfactorily the exigencies of modern life and living. Society places directly upon its schools the responsibility for making possible the realization of this hope.

Hence, we may conclude that a wholesome program of health and education will eliminate many of the maladjustment problems that are now prevalent in various communities of Madison County. Heretofore, little or no attention has been given to the total health situation of this county. The writer plans at this time to propose a program that will include every aspect of health and educational agencies that will promote a wholesome environment conducive to a well-rounded school and adult life.

No plan of education can operate without every contributing factor playing its part. Naturally, the first item in the Health Program of Madison County will be the establishment or recognition of the relationship between

the school, rural or city health authorities.

Indeed the development of this health and educational program will be limited by the degree of co-operation obtainable from the local health and educational authorities.

As the administrator, the writer will make the most of whatever contacts are possible. It is hoped that the program will be supported mainly by the Board of Education, Superintendent of Schools, and approved by a sufficient number of civic, fraternal and educational organizations of the community. Otherwise, the procedure will be difficult.

A county-wide organization will be provided, which will include every elementary and secondary school administrator or principal. The purpose of this organization will be to set up objectives for the entire health and educational program of Madison County. These objectives will be concerned chiefly with the protection of food, water supply, sanitation, administering of the physical school plant, lunch program, and with the safety of the community from communicable and contagious diseases.

The objectives that have been listed must be understood by all the various communities, particularly by all the local physicians. Their interest should be enlisted and their support encouraged. This program will be so designed that whenever a child is found to possess physical handicaps, he will be diagnosed by the local physician

and a remedial treatment will be offered.

Despite the efficiency with which the physician might work he can not have a knowledge of all handicapped children, without the assistance of the classroom teacher. Whatever the organization and the activities of the health and educational program, the classroom teacher has a large share in its execution and efficiency.

If there is one part above another which the teacher plays in this particular program of health and education, it is the role of care for his own personal health. All the health habits expected of the students should be the habits of the teacher--regular visits to physicians and dentists, for example. Sleep, diet, exercise, recreation, and all the rest of the list of items which make for sound bodies and clear mind must be checked unceasingly by the teacher, to guarantee the maintenance of his own health. It is the sincere wish of the writer that teachers keep informed on those students whose health and educational status is in doubt, those recovering from illness, those passing through periods of rapid growth, those subjected to abnormal emotional strain, poor readers and thinkers, and those that are failing to grasp the subject-matter.

Moreover, the teacher's part in the health and educational program is not one to be carried on in isolation, but it is hoped that it will be one of team work throughout the various communities of Madison County.

As the schools can not solve all the problems in the field of health and education, co-operation between the schools and community agencies is imperative. This co-operation should include: (1) Matters of quarantine, (2) health education of the adult, (3) supplying school records and facilities to responsible medical authorities for research and analysis, and (4) reporting the extent of improvement, or retardation of subject matter among the pupils.

The increased tendency to provide for the establishment of community councils or community planning boards is an encouraging development. The writer feels that the best type of program is certain to be the product of the co-operative efforts of those who are concerned with the promotion of a high level of individual and community health. Such co-operation is likely to follow in a community where frequent conferences are held and where emphasis is consistently placed on developing a program that will yield the best results in terms of the needs of the children.

The health council is the agency which in various school communities has given evidence of possibility in a realistic program of bettering community health conditions. Such a council generally includes the school principal, representative of the academic department, the school nurse, the school counselor, the school physician, a representative of the student council, the head school custodian, capable parents of the school community, and such representatives as a local physician. Variations of course will

permit the football coach, the local editor, and whatever other individuals seem strategic to sit on the council.³

The school health officials for these schools will be selected from the strategic personnel within the school community. In the event that the school does not possess a school physician, or a school nurse, the school health officials shall be composed of the principal of school, classroom teachers, a representative from the parent teachers association, the local minister, a representative from each of the local churches, and a representative from the student council.

Through these agencies it is hoped to establish an action body, whose objective is for a better health and educational program for each community.

It is the wish of the writer that the officials will be primarily interested in the practical business of adopting such plans and procedures as will succeed in promoting better health and educational conditions within the school community, employing the school as the agency of central influence.

Under this program the health service shall provide arrangements whereby each student will be in continuous observation by teachers to detect any sign that may indicate that the student should be examined by a physician. If necessarily the child's parents will be notified if medical

³Mones, Leon. "Health Instruction," The Clearing House. p. 457.

attention is needed.

The writer further proposes that the officials of this health and educational program will meet at the Madison County Health Center monthly to report their findings, and make analysis of the extent of improvement of the program.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This program is designed to better the health and educational conditions of the various communities of Madison County. Health in this program relates to all those health experiences in school which are activated by the school environment in developing health knowledge which will enable the individual to live most and serve best in his community.

The health program is further designed to meet the health needs of the community and school as revealed by a survey. The health and educational personnel will be composed of key persons from the school and community.

In the educational program of the school major concern will be given to attaining desirable outcomes and to the various kinds of evidence indicating that such outcomes are being realized. Evidence should be obvious that pupils are securing knowledge and developing worthwhile skills, attitudes, tastes, appreciations, and habits. Among others, intangible qualities, such as co-operativeness, tolerance, open-mindedness, reference, respect for law, and self-reliance are highly desirable outcomes.

The program of health and education will be outlined on the bases of conditions arising from the school and community.

The instruction shall aim to contribute to a whole-

some intelligent attitude on the part of the pupil in his relations with his family, school, and community. The program will be under the direction of the teachers. It will be flexible to allow for changes when needed.

Through the lunch program children will be taught the fundamental principles of good nutrition. Health will be taught through every subject when it is possible to do so.

The community council, the school health council, and programs for public relations will be agencies and means of stimulating interest.

From a report of the Agriculture Department of the income of farm families in Madison County, it was revealed that the average family income is \$678 annually. This places about 68 per cent of the Negro families in low income brackets.

Much of the educational progress of the past has been accidental rather than planned. This has been especially true of the organization of education, its financial support, and its relation to social problems in the educational program of Madison County.

It shall be the duty of the various community agencies and organizations to work directly or indirectly toward raising the health and educational standards of the whole community. In order to accomplish this, every member of the community must recognize his responsibility in promoting the health and educational program of the community.

The plan of the program will arise from the needs and conditions of the various schools in the communities. It will emphasize the peculiar and present elements of the community situation as revealed by the survey.

A county-wide organization will be provided which will include every elementary or secondary school administrator or principal. The purpose of this organization will be to propose a health and educational program for Madison County, and set up objectives for the administration of the program.

The officials of this health and educational program will meet at the Madison County Health Center monthly to report their findings, and make analysis of the extent of improvement of the program.

Conclusion

The health and educational condition of the people are centered around the living conditions in the communities. The health status of the family involves three factors: (1) the condition of the environment, (2) health knowledge, and (3) the health outlook.

From the study it is further revealed that wholesome health habits, efficient health services, sufficient medical service, and a clean environment are health's greatest allies.

Recreational and instructional equipment should be provided for the schools in order that the educative

environment will be made more attractive.

The health center of Madison County is beneficial, but much improvement can be made through a countywide organization, whereby each student will be in continuous observation by teachers.

It is the writer's conclusion that the type of program that is proposed will satisfy the requisites of a better health and educational program for the Negro children in Madison County.

Recommendations

Considering the facts revealed in this study, the writer hereby offers the following recommendations:

1. That parents and teachers learn to co-operate more closely and effectively so that they may contribute to the needs, interest, and development of the child.
2. That a higher standard for the health and educational program be established for the Negro children of the Madison County Schools to meet present-day needs.
3. That all the Negro children be carried to the Madison County Health Center for a free, complete examination at least once each year.
4. That prompt and persistent follow-up of the physi-

cal examination with successful provision for all needed corrective and protective measures.

5. That special instruction in diet, with provision of at least one appetizing, wholesome meal each day be provided by the school lunch.
6. That the educative environment be made more attractive so as to conform to the demands of the modern schools.
7. That more recreational and instructional equipment be provided for the schools.
8. That schools adapt their curriculum to the needs of the community they serve.
9. It is further recommended that some one who is interested in this study will continue the research.

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APPENDIX

QUESTIONNAIRE

A SURVEY OF THE HEALTH AND EDUCATIONAL
STATUS OF THE NEGRO CHILDREN IN
MADISON COUNTY, TEXAS

Below are questions pertaining to the health and education of the Negro children in Madison County, Texas. Please follow the directions in answering the questions. Give exact numbers and check yes or no, whenever questions warrant.

1. Are you married? _____ Single? _____
2. How many persons in the family? _____
3. Do you own your home? _____ Buying? _____ Renting? _____
4. How many cases of illness have you had in your family during the last three years? _____
5. How many members of the family have been vaccinated? _____
6. How many have been given diphtheria serum? _____
7. How many in your family have been given typhoid serum?

8. Do you sleep well? Yes ___ No ___ How many hours? _____
9. Do you follow any special recreation aside from business? ___ if so, what kind? _____
10. Do you use patent medicine regularly? ___ If so, what kind? _____
11. Does every member of the family have a tooth brush?
Yes ___, No ___.
12. How often does each member of the family brush their teeth? _____
13. Do you drink water from a dipper? Yes ___ No ___
14. How often do you bathe? _____

15. How many of the family have defective eyes? _____
16. Underscore the things that you usually have for meals: cornbread, biscuits, light bread, meat, molasses, cabbage, carrots, spinach, peas, beans, okra, lettuce.
17. How many meals do you eat during the day? _____
18. Do the children drink milk? _____
19. What is the source of water supply for drinking? _____
20. How far is the barnyard from the house? ____ft. or yd. _
21. What type of toilet do you have? _____
22. Is the house in which you live screened? Yes ____ No ____
23. How many rooms in your house? _____
24. How many windows do you have in each bedroom? _____
25. What type of lights do you use in your home? _____
26. Do you sleep with windows up or down? _____
27. What is the total income of the family from all sources? _____
28. Is it customary for you to consult a doctor when you are sick? Yes ____ No ____
29. Do you carry a sick and accident insurance policy? Yes ____ No ____
30. Do you feel that the church and school should cooperate in fostering a health clinic? Yes ____ No ____
31. Indicate the number of years each member of your household has attended regular school? ____, ____, ____,
32. How many graduated from high school? ____ College? ____
33. Number of children attending school now _____
34. Do you have a family library? _____

35. What type of literature do you usually read? _____
36. Do you take a daily paper? _____ weeklies? _____
37. What clubs do you belong to? _____
38. What are your favorite radio programs? _____
39. Are you an active member of the P. T. A.?
40. Do adult members attend school affairs? _____
41. Lectures? _____