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A Study of Washington's Black Community Focusing on Its Conservative Nature and Demonstrating How This Conservative Curriculum in the School

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A STUDY OF WASHINGTON'S BLACK COMMUNITY FOCUSING
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ON ITS CONSERVATIVE NATURE AND DEMONSTRAT-
ING HOW THIS CONSERVATIVE COMMUNITY
HAS PRODUCED A CONSERVATIVE
CURRICULUM IN THE SCHOOL

Submitted to the
Graduate Faculty
of the University

by

Caleb Virgil Brunson

In Partial Fulfillment

of the Requirements for the Degree

APPROVED:

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July 1974

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The Problem..... 1
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Methodology..... 2

A Thesis

Presented to the

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The writer is indebted to all of the various agencies and individuals for making available information and material used in this study.

First of all, the writer would like to extend his sincere appreciation to his appointed advisor, Dr. Everett Slavens, Professor of History and his staff for their assistance in developing this thesis.

Considerable use was made of the Hempstead County Court House for maps that show the exact geographical location of Washington and Ozan township.

Statistics on the population break down by race and sex, and to some degree, the population trend of Washington Community, were provided by the County Agent's office.

The County Health Service provided some information that is relevant to this study. The Junior Chamber of Commerce of Hope provided information on some of the recent developments in Washington, Arkansas. Also, the Hempstead County Library was very helpful in providing some historical facts about Washington's past. Ouachita Baptist University Library Staff was very helpful in locating and providing statistics of Arkansas and Hempstead county that date back to the 1890's.

The agent at the Employment Securities office in Hope, Arkansas suggested other agencies which were helpful.

The Hempstead County Social Security Division offered information on the economic situation of the Washington black community. Current statistics on the population break down of Ozan township was received from Congressman Ray Thornton.

Through a personal interview with Dr. L. W. Williamson, former principal of Lincoln High School of Washington, Arkansas, valuable material was obtained.

The writer extends his appreciation to Mr. Hue Simmons of Red River Vocational Technical School of Hope for making available material that served as a format for tables in this study.

Thanks to the ATAC Center for valuable information on curricular material.

Also, sincere thanks to my wife for taking on the responsibility of typing the rough draft of this thesis.

In this black community there is business and there is industry. There is agriculture and there is education. There is religion and there is culture. There is recreation. There is good will toward men and women.

Chapter I

The problem is to put into perspective the social, moral, and economic characteristics of the contemporary black citizens of Washington. Also the study will demonstrate how the contemporary profile of this black community is rooted in Washington's history. This study will also deal with the present mood, and general characteristics of activities in this community.

I. BACKGROUND OF THE STUDY

Washington's black community is the location of this study. There are many prevalent features about its past and present that are unique. Yet there are some features about its past and present that are similar to numerous other towns in Arkansas. What makes its past and present unique? It was the confederate capital of Arkansas from 1863-1865.¹ What makes its history typical? The sons and daughters of former slaves, and the sons and daughters of former slave owners live here.

In this black community there is success, and there is failure. There is knowledge and there is ignorance. There is pride, and there is shiftlessness. There is progress and there is regression. There is good will toward members of other

¹Charlean Moss Williams, The Old Town Speaks, (Houston: The Anson Jones Press, 1951) p. 111-113.

racess, and there is a certain degree of ill will toward members of other races.

II. DEFINITION OF TERMS

To facilitate a common understanding in this study, it is essential that the following terms be defined:

1. "Washington" is a small town in Hempstead county of southwest Arkansas.
2. "Ozan Township" is one of the political units of Hempstead county.
3. "Washington Community" shall refer to Ozan township. Washington is the center of this township. Black citizens make up the majority of the population in this community.
4. "A Conservative Community" is one with a tendency to preserve established institutions at the expense of needed progress.
5. "A Conservative Curriculum" is one which tends to preserve established institutions and methods and resist or oppose any changes in them. It reflects a lack of preparation to meet the needs of the students and the social change in the black and white communities.
6. "Washington School System" refers to the Independent School District of Washington, Arkansas.

III. METHODOLOGY

The writer first conceived the idea to write on some phase of the Washington Community. Secondly, he consulted

with his appointed advisor, Dr. Everett Slavens, Professor of History, at Ouachita Baptist University. Then with a specific title in mind, he proceeded with the first phase of this study which consisted of preparing ninety general survey forms for gathering information from the community.

The Old Town Speaks, by Charlean Moss Williams, along with mimeographed, unmimeographed, undocumented material, and personal interviews will be used to acquire a brief historical setting of this town and the nature of the black man's arrival and activities before and after the civil war years.

Information from the general survey form of the Washington black community will be used to determine characteristics of the mobility, social, educational, economic, religious, and moral profile of the black community.

Statistics on the population of Ozan township according to the Census Bureau, will be used to determine the break down of the population according to race and sex. Also, statistics will be used to further substantiate some of the findings from the survey method that was employed.

Interviews with school board members and a survey form will be used to determine the educational philosophy of the school, its teachers and administrators.

engaged in illustrious careers.

Chapter 2

HISTORY OF WASHINGTON'S BLACK COMMUNITY

Washington, a small Arkansas town, is located in the center of Ozan township, of Hempstead county in southwest Arkansas.

Shortly after Arkansas became a state, independent from the Missouri Territory, the town of Washington was established. During the decade from 1810 to 1820 many settlers made their homes where Hempstead county is now located. By 1824 Washington was a well established town. It is said that Washington was the first town in Arkansas to be incorporated. The date of its incorporation was April 15, 1830. Washington is said to be the cradle of Arkansas history. Further assertion is that education, jurisprudence, religion, masonry, literature, and art of Arkansas had their beginnings here. Its citizenry was made up of lawyers, teachers, preachers, doctors, merchants, soldiers, planters, and businessmen of every known calling.¹

Many outstanding men came here. Many passed through Washington and many were reared up here, and went out and engaged in illustrious careers.

¹Charlean Moss Williams, The Old Town Speaks, (Houston: The Anson Jones Press, 1951) p. 1-7.

For example, more than once Davy Crockett was a guest in Washington's Old Tavern, or Travelers Inn. On leaving Washington for the Texas War, he went to Fulton, on the Red River, then a steamboat landing, where he took a boat for Shreveport and from there he rode horseback to San Antonio where he met death at the Alamo.

Colonel Jack Bowie who invented the Bowie knife was domiciled here while he had James Black, the silversmith, make for him the original Bowie knife. Stephen Austin, the father of Texas, and his brother-in-law, James Bryan, often stopped in Washington overnight. Here, too, in the Old Tavern Sam Houston shut himself in while he dreamed his dream of a free Texas. In 1839 Colonel W. H. Etter printed the first issue of the Washington Telegraph in the Old Tavern.² Many other Washingtonians distinguished themselves as lawyers, politicians, military leaders, etc.

The manner of the black man's arrival and his activities in Washington, do not endow him with the same characteristics as that of the white settlers. However, even though he was not counted as a citizen of Washington, from the beginning, he numbered significantly in the population of Washington. For as white settlers came into Washington territory largely from the eastern seaboard states, they brought with them their tools, equipment, and many slaves. During the early eighteen

²Ibid., p. 11-13.

hundreds this area, as well as the whole of the Arkansas Territory, was sparsely populated. Therefore, there was land to be cleared and cultivated, homes and churches to be built, and a town to be laid out and established.³ In view of this situation the black man made his early contribution mainly as a laborer to the building of Washington.

Through all the dramatic events that occurred during the pre-civil war years and throughout the war years, there is a significant amount of black history. Unless black history be included, history about Washington is incomplete.

There were those of the black community who showed character, intelligence, and dignity in no small degree. Some of these people were gifted with oratorical power, and political and leadership ability. One such person known to the community as "Uncle Bob Samuels", possessed such qualities as mentioned above. He maintained that his ancestors were linked with DeSoto's travels over the Indian trails. Generations after this event took place, his mother, sister, and he were taken as slaves by Nicholas Trammel, whose name was linked with that of John A. Murrell, of outlaw fame.

Sometime afterwards, in the early nineteenth century, Nicholas Trammell came to Washington, Arkansas, and purchased some land from David Block, a pioneer merchant and planter. In the trade Mr. Block got the slaves, Uncle Bob's mother, his sister and himself.

³ Ibid., p. 132-134.

Uncle Bob lived to be about 90 years of age. He was a Republican, but always stood for the best interest of his community in politics. During the carpet-bag days, he had an influential part in holding back insurrections among the disgruntled black people of the county. He used his influence on many occasions when riot seemed inevitable between black and white people in the county.⁴

The history of Washington reveals frequent cases where the masters of slaves would grant them their freedom. This was particularly true among the large slave owners. Also it was a common practice for the young black slaves with ambition to teach themselves to read and write. This relationship between the slaves and their master who gave them their freedom was paternalistic in nature. However, many of these freed slaves made significant contributions, mainly as clergymen.⁵

During the period of reconstruction, just after the war, the black community of Washington began to undergo some political and social changes. These changes were more pronounced in the field of education. The first public school for black people in Arkansas was established at Washington in 1871. At this time it was taught by a northern man.⁶ In later years a church supported institution was organized.

John Williamson, a slave of Dr. Samuel Williamson, was born in North Carolina in 1848. He was brought to Washington

⁴Ibid., p. 280-282.

⁵Ibid., p. 40.

⁶Ibid., p. 40.

Arkansas, by Dr. Williamson who was serving as pastor and State Missionary in the Presbyterian Church. Dr. Williamson taught John Williamson to read and write. After freedom came in 1863, Dr. Williamson encouraged him to help his race.

John Williamson, in a quarterly conference of the Washington, Arkansas District of Methodist Churches, March 1883, recommended that a church school be instituted, known as Haygood Seminary. The primary purpose of the Seminary was to lift the black race educationally, socially, and morally through the training of teachers and preachers. It was the highest rated school for black people between Little Rock, Arkansas and Marshall, Texas. Many students in Arkansas and all across the south attended this school.

The first graduating class was in 1894, and Dr. Fred M. Hamilton, born a slave in Washington, Arkansas, in 1858, delivered the first commencement address at the institution. Among other accomplishments he is the author of the first C.M.E. Church history.

The Silver Moon Masonic Lodge, is one of those early established institutions which continues to exist. It was chartered by the Prince Hall Grand Lodge of Arkansas in August of 1883. The charter was granted to Walter Fergerson, Worshipful Master and founder of the lodge.

Archie Shepperson, was highly respected by both black and white people around the state and the Washington community. He was elected by both races to represent Washington in the State Legislature, and he also served Hempstead county as sheriff.

Rufus S. Stout, Sr. was born September 16, 1863 at Denison, Texas. Dr. Rufus S. Stout, Sr. was a lawyer, and a man of diverse interests. He practiced law in several states, and is given credit for being the first man to give Washington electric lights when he founded an electric company there.⁷

In an intimate and descriptive look at the general characteristics of the Washington black community, the writer's first concern is its population. One would ordinarily think in terms of the small town of Washington and its immediate outskirts in Washington County. However, when political or racial purposes are taken into account, this is not the case. The city, townships, and entire county shall be taken under consideration. Geographically speaking, a township is a part of territory in the United States and county that is six miles square. The county map is appended A. part of this map shows Washington is located in the very center

⁷Based on correspondence with Dr. L.W. Williamson of Washington, who has served in the Washington School System as teacher and principal for more than forty years. He has some documented facts on educational and political developments for black people in Washington during the period of reconstruction. He says that his grandfather played a leading role in education in Washington's black community.

*See appendix E, page 76 for the professional accomplishments of Dr. Llewellyn Wilburn Williamson in the field of education.

*To amplify the background of this study, appendix G, pages 84-87 will show the restoration program of Washington, Arkansas from material provided by Miss Mary Margaret Haynes, elementary and kindergarten teacher of Washington elementary school. Also pages 90 and 91 of appendix H, is a pictorial section of Washington's historical sights, and brief history. In 1870 the white population at approximately 4,000 people.

Chapter 3

A DESCRIPTION OF WASHINGTON'S BLACK COMMUNITY

In an intimate and descriptive look at the general characteristics of the Washington black community, the writer's first concern is its population.

One would ordinarily think in terms of the small town of Washington and its immediate outskirts as Washington Community. However, when political or social purpose are taken into account, this is not the case. The Ozan township in its entirety shall be taken under consideration. Geographically speaking, a township is a unit of territory in the United States land survey that is six miles square. The county map in appendix A, page 48 shows that Washington is located in the very center of Ozan township.

Ozan township and Washington community are synonymous for the purpose of this study. More specifically, Washington's black community is the focal point of this study. Washington dominates Ozan township.

According to the United States Bureau of Census for 1970, the total population of Ozan township is 1,508. In this township, black people are in the majority. Of the total population, approximately 56 percent are black people. This leaves the white population at approximately 43 percent of

of the total. The 1970 census shows only three persons out of the total as being of some race other than black or white.¹

Further description of the population of Washington's black community makes it expedient that the writer take a look at its population by age and by sex. The writer was unable to locate statistics on age and sex specifically tabulated for the black or white community.²

However, a general concensus on the number of various groupings can be arrived at. Ozan township has the second highest black population in Hempstead county. See table two on page 48, appendix A. Of the total population of all races in Washington community, 51.39 percent of this population are women. Thirty six percent of the total population for the township is under the age of eighteen years. Sixteen point four percent of the total population is sixty five years of age or older. The median age, for both races is 32.1.

The average black household includes 3.82 individuals. The three non-white or black persons listed in Ozan township by the United States Census also have a 3.82 household average.³ However, the number of persons per household may run as high as eight or ten.

¹ United States Bureau of the Census, General Population Characteristics of Arkansas: 1970. County Subdivision, Table 33. Washington Government Printing Office, 1970.

² Based on personal correspondence with Honorable Ray Thornton, 4th District, Arkansas, House of Representative, Congress of the United States.

³ United States Bureau of the Census, loc. cit.

The character and viewpoint of Washington's black community were discovered through thirty questions. These questions can be divided into five general topics. They are:

1. Individual and family characteristics
2. Economics
3. Educational level and interest
4. Moral and Religious beliefs
5. General outlook on life

On page 49, of appendix A, table three will provide each person's response to individual questions.

From the eighty questionnaires sent out and given to people at random in the black community, 35 or 43.75 percent of them were returned. Fifty six percent failed to respond for various reasons. The most common reason was apprehension about too much information being given out about themselves. There were some indications of negative attitude or indifference to the survey form.⁴ A copy of the survey form is given on page 67 in appendix B.

However, the respondents seem to represent a cross section of the black community.

Of the survey forms returned, twenty were from women, and fifteen were from men. Six were single, twenty were married, and nine were widowed or divorced.

⁴Interview with Mrs. Ruby J. Brunson, who is an elementary teacher, and 4-H Club leader in the Washington School, November 14, 1973.

Both races have considerably more women than men in Ozan township.⁵ More women participate in community work than the men. This is obvious in the churches of the black community as well as in the school. For example, 25 percent more women responded to the survey form than the men. The age range of those who responded positively to the survey form was from age twenty to seventy three.

There is no age level at which the marital status clusters. Divorce and separation are fairly common but most marriages seem stable. See table four on page 50, appendix A on marital status. According to the sample survey, approximately 96 percent of the people of Washington's black community have lived there all their lives. Therefore, they are accustomed to the way of life in Washington. The majority show very little desire for social change to improve the quality of life in the community.

An examination of the economic life of Washington's black community would include labor force and consumers of goods and services. For in the light of production and distribution, there is no production of goods or services that has any practical significance on the economy. Approximately 80 percent of the black citizens of Ozan township own their own homes, 11 percent are buying homes, and 9 percent renting.

⁵United States Bureau of the Census, loc. cit.

The writer has made no effort to evaluate the conditions of these homes. Almost 86 percent of those homes consist of at least five rooms, and better than 14 percent of these homes range from one room shanties to four room shacks.

Slightly over 57 percent of these homes are equipped in some way with inside bath facilities. See table five in appendix A, page 51 on description of homes.

There is a viable labor force in the black community of Washington. The vast majority of those in the labor force are non-professional workers, who do common labor, and semi-skill work. On page 52 of appendix A, table six will show the general classification of workers and non-workers.

A sizeable number of black people are engaged in some type of farming. This farming is done on a part time basis while the individual engages in work on some other kind of job. Sixty six percent of the people in the black community are working in the non-professional class of jobs. Nine percent are professional workers, and twenty three percent are retired or welfare recipients.

The mobility of the black community in and out of Washington seems to be tremendously high. Indications are that almost 69 percent of the people own from one to two automobiles for their various needs of transportation.

Of the thirty five persons who returned survey sheets, twenty three were shown to have members of their household less than eighteen years of age. The average for members of the household under eighteen years of age stands at 1.55 while

the average for household members over eighteen years is 2.54. See table seven on page 53 of appendix A for specific figures. Also the sample survey on persons per household averages out to be 4.14.

Forty percent of the people in the black community attained at least twelve years of formal training. The other 60 percent of individuals range anywhere from just less than twelve years of formal training to zero years. See table eight, page 54 appendix A. Approximately 98 percent of those in the black community indicate a willingness to become constructively involved to bring about a better school for educating all of Washington's youth.

It can be argued that those institutions in the black community of Washington that have survived are those which have had a functional value for the masses. Assuming this is true, religion and belief in God have had a functional value for the masses also.

Most black people became Methodist and Baptist because these churches were the only ones that really proselytized among blacks, as they had a general interest in society's downtrodden people. The primary goal of most of these churches was to lift the masses of the downtrodden both socially and economically. Also part of their endeavor was an effort to bring about justice and fair play in a more realistic manner in the daily lives of the masses. In addition, evangelical churches have always appealed primarily to lower-class people

because of the escape that "getting religion" offers from the burdens of everyday life.⁶ There are a number of Baptist and Methodist churches in the Washington black community as well as other denominations of an evangelical type.

Religion seems to be losing its appeal for many of the black youth as well as some older blacks in Washington. This trend is more pronounced in some facets of social life than in others. For example, religion has less influence on sex than the other social areas of life that were surveyed.

The writer was careful not to be direct with his question on sex. If one person is asked how he thinks other people feel about an issue, usually in his response his own opinion will be reflected. Seventy seven percent believe that most people believe in sex before marriage.

Out of this same group 85.71 percent believe that marriage vows should not be broken. This could account for the fact that the divorce and separation rate does not seem to alter the picture of married life in the black community. The survey sample reflects that the vast majority of those persons who got married at some time are still married. For example, one respondent believes marriage partners should remain together for the sake of the children even if the marriage is an unhappy one.

In the remainder of this group, 5.71 percent thought marriage vows should be broken. Eight point seventy one

⁶August Meier and Elliott Rudwick, From Plantation to Ghetto (New York: Hill and Wang, Second edition, 1970) p. 22.

percent of the group did not respond to this particular question. Its the opinion of the writer that the broader ramifications of the social order of life regarding marriage vows in the black community involves far more than what is reflected from the survey sample. This is especially true if one would attempt to evaluate the moral and economic fiber that stabilizes the family unit.

Prejudice is an unfounded overgeneralized prejudgment, formed without benefit of facts.⁷ Prejudices vary in intensity. The words which indicate intensity are preference, bias, dislike, hostility, hatred, and bigotry.

For example, in the black community while preference and some degree of bias may exist, the other degrees (dislike, hostility, hatred, and bigotry) is at a low level. When prejudice degenerates below preference and dislike, action is incured which creates static---social unrest, and hate groups (KKK).⁸

More than 77 percent of the black people indicate that they are not prejudiced against people of other races. In the remaining approximately 27 percent, 14.28 percent admits being prejudiced a little against people of other races. Two point eighty eight percent of those responding were undecided.

As pointed out previously, the majority of Washington's black people are contented with life there. They feel that life has given them most of what they desired. According

⁷ Gertrude Noar, Prejudice and Discrimination (New York: Anti-Defamation League of B'nai B'rith, 1967), p. 9.

to sample indications, 65.71 percent share this kind of attitude, and nearly three percent are undecided.

Chapter 4

The more informed people are of the social changes needed, the more inclined they are to demand that such changes take place. This was the case in Washington due to the absence of progressive leadership in the school, churches, and Washington's black community.

It seems clear that the black people of Washington's community are creators of their culture and circumstances which have resulted from the conservative nature of Washington's white community.

The writer will now deal with the philosophy and curriculum of the Washington school. Also, he will attempt to reveal how the environment and attitude of the white and black communities of Washington have mitigated against the need for a curriculum that would meet the needs of the students.

To begin with the philosophy of Lincoln Park school at Washington is as follows:

Realizing that a child is a citizen, he must be led to look upon his school and community objectively so that he may become a useful part of that community. Not only should the school exist for subject matter ends, but it should also strive to prepare youth to meet the responsibilities of life in the complex society in which they live.

An appreciation of the finer things in the civilization of the past and present should be achieved by helping the child set up his aims from them and by teaching him to pursue them through adequate curriculum. Intellectual, cultural, and disciplinary education are additional aims of the educational structure. Teachers must do all that is possible to develop the fine traits of character in students, enabling the latter to carry their responsibilities as honest citizens, capable of living fuller and more abundant lives.

Chapter 4

WASHINGTON'S SCHOOL PHILOSOPHY

This study has presented a history and description of Washington's black community.

It seems clear that the black people of Washington's community are creatures of their culture and circumstances which have resulted from the conservative nature of Washington's white community.

The writer will now deal with the philosophy and curriculum of the Washington school. Also, he will attempt to reveal how the environment and attitude of the white and black communities of Washington have mitigated against the need for a curriculum that would meet the needs of its students.

To begin with the philosophy of Lincoln High School at Washington is as follows:

Realizing that a child is a citizen, he must be led to look upon his school and community objectively so that he may become a useful part of that community. Not only should the school exist for subject matter ends, but it should also strive to prepare youths to meet the responsibilities of life in the complex society in which they live.

An appreciation of the finer things in the civilization of the past and present should be achieved by helping the child set up his aims from them and by teaching him to pursue them through adequate curriculum.

Ethical, cultural, and disciplinary education are additional aims of the educational structure. Teachers must do all that is possible to develop the fine traits of character in students, enabling the latter to carry their responsibilities as honest citizens, capable of living fuller and more abundant lives.

Through activities, the school must attempt to inculcate within the learner a desire to become his best self. The child while being educated, should thereby realize what his life's work will be by having worthy goals from which to choose.

Above all, the educational institution must develop in each student a sense of fairness and justice, a mind trained for thinking, critical analysis, judgement, self-reliance, and an appreciation for the best that life has to offer.¹

It matters not how sound and lofty the philosophy of an institution of learning may be, if the curriculum is not designed to insure positive actions in that direction; educational conditions for the student cannot be ameliorated. The writer will endeavor to show that an inadequate curriculum is the case at Washington.

There are many interpretations of what a curriculum is or what it should become. Kimball Wiles defines it:

The curriculum...is a dynamic program, not a fixed abstraction...the curriculum becomes what it is in any school at any given moment because of the social setting: it includes the ideals and commitments of individuals; and the skills, understanding, and strategy of those concerned with change.²

He also considers the random occurrence of incidents as a part of the curriculum. He asserts that the informal aspects of the curriculum include the unplanned things that happen in classes, in the hallways, on the playground, in the cafeteria, and on the way to and from school.³

¹ Faculty Self Study Under the Direction of the State Department of Education, (In Principal's Office of Lincoln High School, Washington, Arkansas).

² Kimball Wiles, The Changing Curriculum of the American High School, (Englewood Cliffs: Prentice Hall, Inc., 1963), Preface, p. vi.

³ Ibid.

Regardless of the quality and quantity of material offered by a curriculum, the child is affected by his experience to his advantage or disadvantage.

For further insight into the curriculum and philosophy of the Washington school system it is expedient to look at the individuals who are involved in its activities. The Washington school district's superintendent is white and the principal is black. In the last several years the school board has come to include both black and white members. All of the teachers at Lincoln High School are black. The entire student body of the Washington school system is black. There are both white and black teachers at the formerly all white elementary school held in the old court house in Washington. In this particular school the grade range is from kindergarten through fourth grade. In this group of students there are no whites. Within the last five or six years the situation here changed from a formerly all white elementary school to an integrated one, and from an integrated school to what is presently an all black elementary student body.

Apparently, this resulted from a lack of preparation for social change on the part of the white and black communities. As a result of this lack of preparation, whites seek the escape route by sending their children to nearby school districts--such as Hope, Nashville, and Saratoga. The blacks seemed to have been complacent with the administration's policy, especially in regard to inadequate facilities for the all black school.

Formerly Lincoln High School was for blacks only. There were not enough white students to justify a high school program for them. Therefore, arrangement was made to bus them from Washington to Hope High School. This practice is currently being carried out. In recent years, a few blacks have begun to follow this practice also. Whites from the ninth through the twelfth grades are being bused out to avoid attendance at the all black high school in Washington. Leadership on the part of the administration has for the most part been directed at maintaining the status quo.

Integration per se' in the Washington school is not necessarily the answer for a good school. Also, the Washington school is not a good school for some of the students unless it is a good school for all of the students in Washington. If facilities are inadequate and undesirable for some of the students who are bused out to Hope, it should be so for those students who attend.

One significant change that has taken place this year is the election of an additional black member to the school board. The board now consists of three black members and two whites.

The newly elected board member, Mrs. Elizabeth Munn, indicated that if no white students are attending school in Washington's system, then there should be no need for any white teachers for an all black student body. She also points out an example which seems to demonstrate a negative attitude on the part of the Superintendent toward whites attending the all black Lincoln school.

Her reference is to a seventh grade white child who attended Lincoln High School briefly during the first semester of the 1973-74 school year. The student discontinued attending school at Lincoln when the superintendent went to the home of the student's parents and informed them that no longer would a bus be available for transporting white students from Ozan to attend school in Washington. She feels that the teachers could work more effectively with the students if there were parent involvement, through a Parent Teachers Association, which does not function or even exist.⁴

On the basis of additional evidence one can not safely conclude that the superintendent was biased in his action in connection with the white child's discontinued attendance at Lincoln High School. One of the elementary teachers, stated that she had been informed by the counselor that a small group of the white child's classmates would harass him quite frequently. Also, at the end of a school day the child would have to run to the school bus to avoid fighting or physical abuse from some of his classmates. She also asserts that she knew of no effective counter measures that were taken to put an end to such harassment of the child.⁵

⁴ Interview with Mrs. Elizabeth Munn, April 17, 1974.

⁵ Interview with Mrs. Ruby Brunson, June 15, 1974.

In view of this situation, one possible assumption for the superintendent's action could have been his concern for the safety of the child.

Another black board member, Tommy Love, stated views on parent involvement through P.T.A. action which were more conservative. He indicated that he has no interest in P.T.A. and further asserted that P.T.A. is out. Since he was the first black board member to be elected to Washington School Board, he possibly developed this attitude due to what he felt was a lack of progress toward improving the overall school system. Some of his proposal was to discontinue the busing of high school students to Hope school. This would allow the district funds used for busing to be used on improving the facilities of Washington's school.⁶

Robert Prior, the second black person elected to the school board says Love now indicates that it matters little as to what happens in the school system. Prior contends that possibly defeat of some of Love's previous proposals caused him to develop such an attitude toward the school system.⁷

School administrators and board members make decisions that shape the overall operational procedure of a school and ultimately affect each individual in the school.

What effect the conservative curriculum of Washington's school has had on the philosophy of its teachers depends on what the individual teacher brings to the situation. More

⁶ Interview with Tommy Love, April 17, 1974.

⁷ Interview with Robert Prior, April 15, 1974.

specifically age, general background, and the number of years the teacher has worked in the system help to determine his perception of the school system.

Including the principal, secretaries and superintendent, the faculty of Washington School System is made up of twenty five individuals. Eighteen of the faculty members responded to the survey that was sent out to all of them. Out of the eighteen who responded, there were five males and thirteen females. Eight of the faculty members have only their bachelor's degree, while six have masters degrees.

The Washington school system is very small. Frequently, secretaries may have to fill in as teachers when a number of teachers are out due to illness. This situation has occurred due to a lack of substitute teachers. For this reason the writer included secretaries of the school system (two) along with the instructors.

All faculty members are married except three. The faculty members fall into three general age ranges. See table nine, page 55, appendix A. The diversity of the faculty had no significant influence on its overall philosophy of education. However, some consideration shall be given to this influence.

Indications are that most of the respondents to the survey are well aware of the social changes that take place in the various school systems. They have participated in summer workshops to upgrade themselves. Also, most of them

read fiction, as well as some nonfiction. In addition, most are subscribers to some kind of professional magazine, and belong to professional organizations such as the Arkansas Education Association. See pages in appendix for specific responses.

No effort has been made to evaluate the effectiveness of any of these teachers' classroom activities on the basis of their professional activities.

In response to the questions on the dress code for individuals, age and sex seem to have been factors that influenced the thinking of respondents more than other factors such as race and general background (home town, college or university attended, etc.).

For example, proportionally, a greater number of women were opposed to mini skirts than men. The women instructors who expressed a strong feeling against mini skirts were in the over fifty age bracket. The sixty plus age range were more representative of those who favored maxi skirts than the other age ranges. On the question of pants suits for women the picture changes considerable. The majority of the thirteen women favored pants suits for women while four expressed no feelings on the question. Only four of the respondents favored long hair for men, and this feeling was expressed mostly with reservation. The survey shows that the intensity of the individuals feelings against the various attires mentioned in the dress code (mini skirts, maxi skirts, hot pants, pants suits, and long hair for men) increased with

the person's age. While only three respondents, in varying degrees, favored the maxi skirt, the intensity of feelings against the maxi skirt for the remainder of the thirteen women were not as strong. Five expressed no feelings on the maxi skirt pro or con.

For men, age was less significant in influencing their response to questions on dress code than the women. For example, only one of the five male respondents indicated mild favor for mini skirts. This person was in the twenty five to thirty five age bracket. The other four respondents who represented all three age brackets previously shown, indicated no opinion on this question. On the question of long hair for men, the male respondents are less in favor of long for men than the women. Only one of the five men favored long hair for men with reservation. There was one who expressed no opinion of men wearing their hair long.

There is greater approval by men respondents for maxi skirts and pants suits than for any of the other attires mentioned.

In light of survey figures, the men instructors of the Washington school system seem to be more conservative in their view of the modern dress code than the women are. Unlike the women, the uniformity of their thinking on the dress code, seems to transcend their various age groups. See table ten, page 56, appendix A on dress code. Only five of the twenty six faculty members are men. Therefore, there is opportunity for greater diversity of personality among the female faculty members.

The majority of Washington teachers believe very strongly that students should be allowed to express their grievances in classroom confrontation. Some of them indicated this belief with certain reservation, although none were against students being allowed to express their grievances.

Their response to systematically teaching self discipline, and administering corporal punishment followed nearly the same pattern. See table eleven, page 57, appendix A.

As will be shown in table eleven of the master data sheet in appendix A, page 49, teachers were asked to show their preference for basic traits. In most of the basic set of traits where students are concerned, most of the respondents included the trait of "socially well adjusted."

Out of the five traits listed only one was found to be objectionable to over 90 percent of the respondents. This one set of traits embodied a great deal of self assurance for the student. Obviously, what made this one particular set of traits unacceptable to most of the instructors was that it suggested an unwillingness of the student to accept judgement of authority or the status quo.

In the various attitudes of teachers reflected here, especially on the dress code, there are some elements of conservatism and indifference. However, in other aspects pertinent to the educational process at Washington schools seem to be enough flexibility in the three age groups of teachers for some innovative curricular changes.

The administrative leadership in Washington school system is an autocratic and aggressive one. The administration makes decisions, sets objectives and initiates actions along. At times some responsibilities may be released to the teachers.

Out of the four kinds of administrative leadership patterns listed on the survey, most of the teachers indicated a preference for some democratic type of leadership.

Washington's school curriculum is subject-centered. It is based on the formal discipline and mechanistic theory of learning. Little regard is given to motivating the interest of the student. Neither is there very much concern for the needs of the students. During the school year, very few resource persons are brought in to talk to the student body. The only formal gathering of the student body is the first day of school and the night of commencement. The only other times when students, teachers, and parents are brought together are the times of home basketball games, and when student-teacher confrontation occur. What is needed for curriculum improvement is curriculum innovations, and a range of alternatives.

Eleven of the eighteen respondents see the need for a course in sex education. One such person stated that "In teaching here there are cases among cases, where the students have so many wrong misconcepts about sex, and there seem to be no background from the family to explain certain factors to their children." The remainder of the eighteen respondents were against sex education being added, or indicated mixed reaction.

Most of the teachers in Washington schools would like to see some constructive change on the part of administrative leadership and the curriculum. Before there can be any constructive changes in the Washington school system, there must be a candid assessment of where it is, and where it should be. Dynamic group action involving teachers, students, parents, and the administration should replace a lack of it.

Even though Washington's schools are what they are, all eighteen of the survey respondents believe they have made some significant contributions during their professional tenure at Washington's schools.

From grade seven through twelve there are approximately 150 students in Lincoln High School. Figures for the elementary department on Lincoln's campus and the Washington Elementary School in the old court house were unavailable.

The Department of Disadvantaged and Handicapped students makes available a profile for use in classification of disadvantaged students.

Lunch is provided for these children free. Figures from the counselor's office give a rough estimate on how these students are classified. See table thirteen, page 60, appendix A.

While the principal who has been in charge of Lincoln High School for the last three years has made some very meager

progress in discouraging excessive absenteeism, absenteeism still remains a serious problem. See table fourteen, page 61, appendix A on absenteeism. The excuses most students present for being absent indicate that they had been working. Many indicate that they did not get up in time to catch the school bus. While some may show illness as a cause for their absenteeism, others plainly state that they just did not care to come to school on some days.

However, in spite of the excessive absenteeism on the part of some students, all who do not permanently drop-out graduate at the end of their four years.

This is simply because the scholastic requirements for graduation are too low to challenge the student to perform at his best. For those students at Lincoln High School who do possess the capacity to excell, there is very little incentive for them to do so. As of now, there is no honor program to recognize outstanding achievement by students.

The graduating class of 1974 was surveyed on a few basic questions. Most of them realize that they are lacking in the basic skills of reading, writing, and arithmetic. However, most of them indicated a desire to continue their education in trade school. See table fifteen, page 62, appendix A.

The drop-out problem remains a serious one at Lincoln. According to the Counselor, most of the girls drop-out due to pregnancy, and the boys for work or lack of interest in school.

Many of the girls do return to complete their high school training. See table sixteen, page 63, appendix A.

Chapter 5

INDIVIDUAL INNOVATION

In an intimate look at the Washington school system it appears that the children are the victims of what could be called a survival school. Washington's schools are designed to interest in educating the child to perpetuate the status quo. It is the opinion of the writer that while some individual cases of this kind may be maintained, they should not be imposed upon the child to the point of indifference to innovative changes that should occur in the schools. The writer concurs with Mead in elaborating on the central theme of his book, Not Only Learning Anything, for what one generation has done for the next generation is a moral issue for education. The child is responsible for building a world according to values for his generation.

There should be some continuity between the home and the school. That is, parent, teacher, and student working together. The parent should be aware of what is happening to his child in the school. The school should be aware of what is happening to the child's home. The school should be aware of the child's individuality as an individual.

The writer has observed that the difference between the school and the home is that in the school the child is treated as an individual.

Chapter 5

CURRICULAR INNOVATIONS

In an intimate look at the Washington School System it appears that the children are the victims of what could be called a survival school. Washington's schools are designed or interested in educating the child to perpetuate the status quo. It is the opinion of the writer that while some basic values of this community should be maintained, they should not be imposed upon the child to the point of indifference to innovative changes that should occur in the schools. The writer concurs with Wees in elaborating on the central theme of his book, Nobody Can Teach Anyone Anything, for what one generation has done may not fit into the next generation as a useful means for advancement toward its fulfillment of life. The child is responsible for building a world consisting of values for his generation.

There should be some continuity between the home and the school. That is, parent, teacher, and students working together. The parent should be aware of what is happening to his child in the school. The school should create an atmosphere of learning that welcomes the child's parent and recognizes the child as an individual.

Wees dramatizes the difference between the survival school and that of the school where children are taught to

think. He summarizes that in the new kind of classroom that is beginning to be seen across the country, the children glory in the freedom of their minds. Their minds are doing what they are designed for, exploring and creating new ideas and concepts.

Wees' implications for the future seem to be centered around planning for future education. The future planning should include four basic aspects for the child: growth in self-respect, growth in companionship with others, growth toward independence, and growth in the ability to evaluate one's growth and the products of one's mind.¹

In light of these four basic aspects of education, the day to day scholastic and social performance of the students of Lincoln High School show them to be under-achievers. Also, the dropout problem as pointed out in the previous chapter remains a serious one. For in addition, there are psychological dropouts as well as those who drop out bodily. The psychological dropouts seem to make up the majority of Lincoln's students and have tuned out for the most part, the formal daily educational process that goes on there.²

A conclusion can be drawn from the writer's summary report of John Holt's book, What Do I Do On Monday, that

¹W. R. Wees, Nobody Can Teach Anyone Anything (Garden City: Doubleday & Company, 1971).

²The writer wishes to state that official achievement test scores on each student are kept in the Counselor's office in confidential files, and were not available for his observation. Therefore, he drew his conclusion in conversing with the Counselor, and by observing the students' daily scholastic performance and social activities.

usually the child who cannot see any connection between school and his life at home and in the street eventually drops out.³

If positive steps are to be taken to ameliorate the existing conditions, one basic question must be asked: How can the school and the community best become involved in the educational process of the child? One cannot easily salvage the answer to this question due to the complexity in its ramifications. However, it is possible to think in terms of curricular innovations, and a range of alternatives as the most feasible approach.

The writer should point out that the purpose of an innovative program should be to improve the learning process of the students involved. George A. Antonelli, in his article on Questions for the Innovator, contends that:

The quantity of innovations produced is staggering. Innovations have ranged from differentiated staffing to paraprofessionals, from team teaching to push-button lessons, from programmed instruction to interaction analysis, from year-round schooling to flexible scheduling, from educational television to video recording, from nongraded schools to tracked schools, and from schools within schools to schools without walls.⁴

He concludes his article by saying that "All change is not growth; and all movement is not forward."⁵ Such non-productive

³John Holt, What Do I Do On Monday (New York: Dell Publishing Company, October 1970).

⁴George A. Antonelli, "Questions for the Innovator" NASSP Bulletin, os. Vol. LVII (Washington: The National Association of Secondary School Principals, 1973). p. 9-10.

⁵Ibid., p. 6.

innovative changes can be avoided in the Washington schools if innovations are compatible to its setting.

Based on the findings of this study dealing with the black community of Washington, and the philosophy of its schools, the writer feels that the six following recommendations would be adequate guides for innovative changes in the curriculum:

1. Change the teachers and administrators.
2. Activate a Parent Teachers Association.
3. Initiate an effective program for improving the reading skills of the students.
4. Initiate a program to increase a sense of self concept in the students.
5. Initiate a constructive program against bodily and psychological dropouts.
6. Make immediate and long range plans for improvement of physical school plant.

These six recommendations are basic to the need of innovative changes in the Washington schools, and will not fail by placing unrealistic demands on the students. For in a school district as small as Washington's, some innovative changes would prove to be too extensive for the financial and personal resources.

Ross L. Neagley and N. Dean Evans in Handbook for Effective Curriculum Development, argue "...it has become increasingly evident that the small school system cannot

effectively organize and sustain a comprehensive program of curriculum improvement in today's fast-changing world."⁶

To change the teachers and the administrators, the chief emphasis here is on staff inservice training. Before any appreciable innovative changes can take place and function efficiently in Washington's schools, its teachers and administrators will have to grow. Also, they must teach themselves how to make innovative ideas work.

In addition, preparation should be made to carry out the school's own inservice training for its teachers. Faculty meetings could be used to give teachers help and encouragement on various innovative ideas or material being used.⁷ In the process, teachers and administrators should concern themselves with developing a program that would attract and serve the need of all the students in Washington.

A Parent Teachers Association is very essential to an effective high school curriculum. The administrators and teachers of Washington's schools should make an effort to involve the parent in the educational process of the child. This could serve to generate genuine interest and support of the parent in the total educational program of the child.

Observation by parents, the press, and community leaders will serve to minimize skepticism and some negativism in the

⁷ Mimeographed Article, "Into Each Innovation Some Grief Must Fall," (ATAC Center of Ouachita Baptist University, Arkadelphia, Arkansas) Report on Abington High, Abington, Pennsylvania. This is undated material.

community when necessary changes are undertaken. The central thought here is to run an open school.⁸

Since most of Lincoln High School students are under-achieving readers, an effective reading program would be essential to the development of reading abilities of its students. In light of the severity of most of the students' reading deficiencies, the program should involve three kinds of reading: developmental reading, corrective reading, and remedial reading.

The developmental phase involves systematic instruction at all levels of the school and in all content areas, for those who are developing language abilities commensurate with the general level of their capacity. This developmental phase is the responsibility of every teacher, affects every student, is provided for in the regular curriculum, and should be an ongoing process.⁹

The corrective phase of reading deals with those pupils who are able to comprehend the assigned material only after a great laborious amount of time and effort, if at all.

Many difficulties involved are those common to all pupils in reading, but greatly accentuated. These cases do not usually require clinical instructions unless the students do not respond to corrective measures. Most of the corrective

⁸Ibid.

⁹Vernon E. Anderson, Principles and Procedures of Curriculum Improvement (New York: The Ronald Press Company, 2d ed.; 1965) p. 284.

instruction is the responsibility of all teachers in their daily class activities. However, if a school system is fortunate enough to have a special reading teacher, there are various modifications of a reading program, depending on the need of the local school.¹⁰

The remedial reading, as contrasted with corrective reading, is a clinic type program designed for the retarded reader with a slightly below average or superior intelligence who cannot profit from regular developmental or corrective programs. A pupil is dismissed from the remedial reading clinic when the staff feels the pupil has received maximal benefit from the program.¹¹

As a whole, the students in the Washington school system stand in need of efforts designed to increase their sense of self worth. Also, motivation and drive that will help them excell beyond their immediate environment is needed. The curriculum should be designed through all twelve grades to foster in each child a healthy concept of self. That is, the child should learn to feel that he has the worth and dignity, the basic rights of any human being. The child should be taught to realize the extent to which he depends on others and they on him, and how inextricably interwoven are the self and others. A child who is maintaining a healthy view of himself

¹⁰ Ibid., p. 84-85.

¹¹ Ibid., p. 285.

as he changes with each year of living is a child who approaches most new situations with a feeling that "I can learn or I can cope with this."¹² A negative concept of self is very often the case among disadvantaged students. The students in the Washington school system are no exception. Therefore, it is mainly the responsibility of the school to innovate its curriculum whereas negative attitudes of students may be replaced with a positive one. The department of social studies could be a key factor in helping to make this possible. These students are too little aware of the contributions made by black people. Black studies material should be injected into the curriculum. As it now stands, too little emphasis is being placed here.

Immediate remedies should be sought out for the bodily and psychological dropout problem at Lincoln High School.

Leshner and others in a report titled, "Educational and Vocational Rehabilitation of Disadvantaged High School Youth," reveals some description of a program that was directed at prevention of potential dropouts. The basic features of the program dealt with 276 handicapped and socially disadvantaged youths ages sixteen to eighteen years. These youths, who were likely to drop out of high school, received rehabilitation services from the Philadelphia Jewish Employment

¹²Glen Hass, Kimball Wiles, and Joseph Bondi (eds.), Readings in Curriculum (Boston: Allyn and Bacon, Inc., 2d. ed.; 1970) p. 406.

and Vocational Services (JEVS), and the Board of Education. The services included intense vocational and personal evaluation, work adjustment training, individual and group counseling, remediation social services, job placement follow up, and special instruction in academic subjects. Efforts were made to identify inhibiting problems of on-going programs in school. Once inhibiting problems were identified, emphasis was placed on helping the student to overcome the problems so that he can succeed in his school work. As a result of this effort, 122 or 69.1 percent of the students were rehabilitated--adjusted to school or got jobs.¹³

While the setting of Washington community and Lincoln High School would require some modification of such an endeavor, the basic features of this program could serve as guidelines in extending aid to its potential dropouts.

The physical plant of Washington's schools has many inadequacies. It should be the responsibility of individuals concerned about the teaching-learning environment to continually point out these inadequacies. If a replacement program is not possible in the immediate future, a modernization program should be planned.

Some minimal amelioration of immediate needs for Lincoln High School's students, teachers, and personnel follows:

¹³Leshner, Saul S. and George S. Synderman, Educational and Vocational Rehabilitation of Disadvantaged High School Youth (Washington: Social and Rehabilitation Service, 1968) ed. 028450, p. 72.

1. Construction should provide more shelter from inclement weather when students and teachers walk to the lunch room or the bus.
 2. Have separate bathroom for teachers and students that will work properly.
 3. Devise some means of providing cold water fountains instead of hydrogen water uncooled. See picture of partial view of plant in appendix.
- These are among the many basic accommodations for students and teachers at Lincoln.

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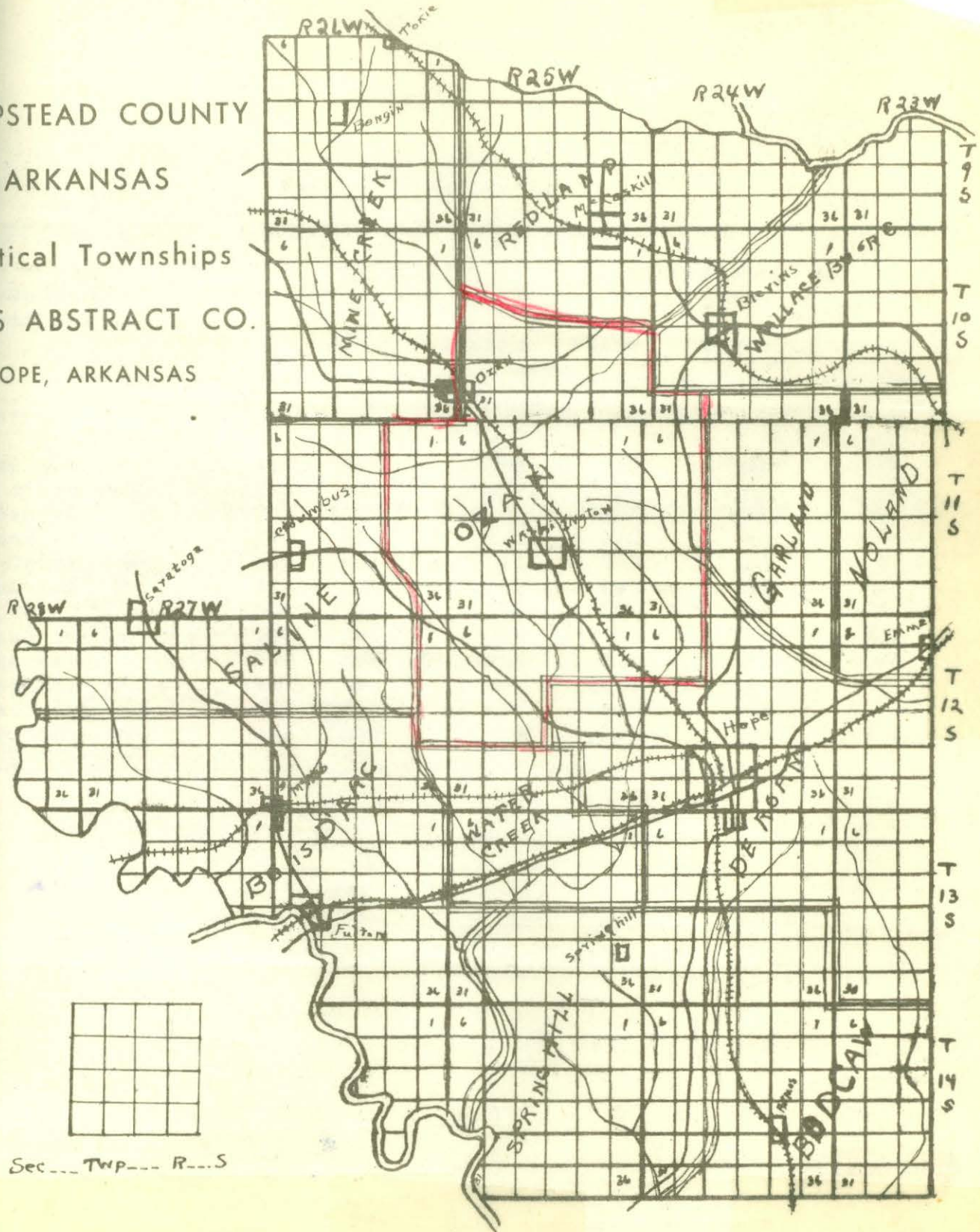
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APPENDIX A

HEMPSTEAD COUNTY
 ARKANSAS
 Political Townships
 BYERS ABSTRACT CO.
 HOPE, ARKANSAS



Sec---Twp---R---S

Table III

MASTER DATA SHEET

Table II

General Characteristics for
County Subdivisions

County Subdivisions	Population by Sex		Population by Race			
	Total	Male	Female	White	Negro	Other
HEMPSTEAD						
Bodcaw twp	414	214	200	349	65	----
Bois d'Arc twp	1056	529	527	456	600	----
De Roan twp	10874	5129	5745	7660	3169	45
Garland twp	243	124	119	201	42	----
Mine Creek twp	997	496	501	607	388	2
Noland twp	353	172	181	195	158	----
Ozan twp	1508	733	775	660	845	3
Redland twp	587	293	294	473	114	----
Saline twp	779	385	394	327	452	----
Springhill twp	1142	581	561	1085	54	3
Wallaceburg twp	909	459	450	650	259	----
Water Creek twp	446	232	214	257	189	----

Table III

MASTER DATA SHEET

TABULATION OF RESPONDENTS TO SURVEY SHEET

1. Type of family life in Black Community:
 Age range 18-50 13 51-65 22
 Number of male 15 Number of female 20
 Number of single 8 Number married 20
 Number widowed 7 Number birth place 34
 Number of years in Washington 7
2. Economics of Black Community:
 Number renting 4 Number buying 3 Number own home 28
 Number with at least 5 rooms or more to house 30 less 5
 Number with inside bath facilities 20 None 15
 Number of professional workers 3 Non-professional 23
 Retired 4 welfare 4 Nurse 1
 Number owning one or more cars 24
 Number with children in family under 18 24, number over 18 11
3. Educational Level and Interest:
 Number with school education or degree 14
 Number with less than high school education 21
 Number willing to cooperate for better schools 34 1
 Number interested in PTA 33 not 2
4. Moral and religious belief:
 Number with belief in God 35
 Number of protestant faith 35
 Number of Catholic faith 0
 Number with church membership 33 not 2
 Number attend church regularly 19
 Number attend church occasionally 9
 Number that never attend church 7
 Number believing sex before marriage 31 not 4
 Number believe that marriage vows should be kept 30 not 2
 Number prejudice against other races 2 a little 5
 Number not prejudice against other races 27
5. General outlook on life:
 Number received most of what they longed for in life 23 not 11
 Number with happy times to look back on in life:
 Many 22 fair among 4 Few 8
 Number with some hobbies 34
 Number without hobbies 1

Table IV

SEX MARITAL STATUS AND AGE RANGE

Sex	Number	Percent	Marital Status	Number	Percent	Age Range
Male	15	42.5	Single	6	17.15	22-62
Female	20	57.5	Married	20	57.15	20-73
			Divorced	2	5.7	61-67
			Widowed	7	20.0	38-68
TOTAL	<u>35</u>	<u>100%</u>		<u>35</u>	<u>100%</u>	

Table VI

GENERAL CLASSIFICATION OF WORKERS AND NON-WORKERS

Table V

Number of Rooms	Number of Houses	Percent	Inside Bath Facilities	
			Yes	No
1	1	2.8	1	0
3	1	2.8	0	1
4	3	8.67	0	3
5	7	20.00	0	7
6	7	20.00	4	3
7	13	37.14	12	1
8	3	8.57	2	1
Total	35	100.00	19	16

Table V

Table VI

GENERAL CLASSIFICATION OF WORKERS AND NON-WORKERS

Job Description	Number	Non-Workers	Description	Number
Domestic Work	2	Housewife		3
Pulpwood	2			
Bus Driver	1	Retired		2
Common Labor	2			
Washington State Park	2			
Donut Shop	2	Retired Teacher		2
Teaching	1			
Welder	1			
Custodian	1	Retired School Administrator		1
Teacher Aid	1			
Nurse	1			
Feed Mill	2			
Factory	1	Welfare		
Timber Contractor	1			
Chicken Plant	1			
Secretary	1			
Plywood	1			
Bakery	1			
Cook (Spouse is farmer)	1	Social Security		2

Table VII

HOUSEHOLD MEMBERS

Number of Families	Number in Household Under 18 years of Age	Number in Household Over 18 years of age (Parent included)	Total Members In Each Household
1	0	2	2
2	2	1	3
3	0	2	2
4	5	4	9
5	0	2	2
6	1	3	4
7	3	2	5
8	2	4	6
9	3	1	4
10	3	2	5
11	6	9	15
12	5	1	6
13	1	1	2
14	1	4	5
15	1	2	3
16	1	2	3
17	2	3	5
18	0	2	2
19	0	1	1
20	0	1	1
21	4	1	5
22	0	2	2
23	0	3	3

Table IX
Table VIII

HIGHEST EDUCATIONAL LEVEL ATTAINED

Level	Number	Graduated	
		Yes	No
Grades 1-8	10		
Grades 9-12	15	8	7
College	5	4	1
Trade	1		0
Non-Formal Education	4		

Table IX

GENERAL AGE RANGE OF FACULTY MEMBERS

<u>WOMEN</u>	<u>AGE RANGE</u>	<u>PERCENT</u>
4	21-35	22.50
2	35-50	11.50
7	50-75	33.50
<u>MEN</u>		
3	21-35	16.50
1	35-50	5.50
1	50-75	5.00
Total	<u>18</u>	<u>100.00</u>

Table X

Table X

DISCIPLINE AND CLASSROOM CONDUCT

DRESS CODE

	MEN						WOMEN							
	Favors			No	Against			Favors			No	Against		
	VS	S	MWR		VS	S	MWR	VS	S	MWR		VS	S	MWR
Mini Skirt			1	4				1		1	3	3	2	3
Maxi Skirt			3	2				1	1	1	5	1	1	3
Hot Pants			1	2	1		1	1		1	2	7	1	1
Pants Sets for Women	2		1	2				4	1	2	4	1		1
Long Hair for Men			1	1	1		2		1	3	4	2	2	1

VS = Very Strongly

S = Strongly

VS = Very Strongly

S = Strongly

MWR = Mildly With Reservation

No = No opinion

Table XII

Table XI

TABLE XI
 REACTION OF RESPONDENTS TO QUESTIONS

DISCIPLINE AND CLASSROOM CONFRONTATION

Professional Activities:

Male 8 Female 12 Age range 20-45 yrs

Degree BS 8 Plus Favors S MWR VS S MWR Against VS S MWR

Keeping up profession VS 11 S MWR

Number of professional groups 13

Leisure time reading: 8 5 5

Student Expressing Their Grievances often 11111111 111111 111111 almost never 1 never

2. Non-fiction: often 11 occasional 4 almost never 1 never

Teaching Self-Discipline 10 7 1 1111111111 1111111 1

What shifts:

Corporal Punishment 4 6 8 1111 111111 11111111 reservation 1

Very strongly 1 Strongly 3 Mild with reservation 1 No feelings pro or con each to his own 4

What shift:

VS = Very Strongly 4 Strongly 3 Mild with reservation 1

S = Strongly

MWR = Mildly With Reservation 1 Strongly 2 Mild with reservation 1

Not penal:

Against: very strongly 8 strongly 1 mild with reservation 1

Female: very strongly 1 strongly 2 mild with reservation 2

Long term / 2 years:

Against: very strongly 2 strongly 2 mild with reservation 1

Female: very strongly 1 strongly 2 mild with reservation 1

If against any items under person taste and their order, give reasons:

1. age bracket of person 8
2. size or talent of person 1
3. nature of the person's work or profession 4
4. moral and religious grounds 4
5. none of the reasons listed 1

Table XII

TABULATION OF RESPONDENTS TO QUESTIONS

I. Professional Activities:

Male 6 Female 12 Age range 20-65 plus
 Degrees BS 8 Plus MS 6
 Keeping up professional 17
 Member of professional group 13
 Leisure time reading:
 1. Fiction: often 9 Occasional 6 almost never 1
 never
 2. Non-fiction: often 11 occasional 4 almost never 1
 never

II. Personal taste on dress code:

Mini skirts:
 Against:
 very strongly 3 strongly 2 mild with reservation 3
 Favor:
 very strongly 1 Strongly Mild with reservation 3
 No feelings pro or con each to his own 6

Maxi skirt:
 Against:
 very strongly 4 strongly 2 mild with reservation 3
 Favor:
 very strongly 1 strongly mild with reservation 2
 no feelings pro or con each to his own 5

Hot pants:
 Against:
 very strongly 8 strongly 1 mild with reservation 3
 Favor:
 very strongly 1 strongly mild with reservation 3

Long hair for men:
 Against:
 very strongly 8 strongly 2 mild with reservation 3
 Favor:
 very strongly 1 strongly mild with reservation 4

If against any items under person taste and dress code, give reasons:

1. age bracket of person 8
2. size or height of person 3
3. nature of the person's work or profession 4
4. moral and religious grounds 4
5. none of the reasons listed 2

III. Discipline and classroom confrontation:

A. There should be means which allow students to express their grievances.

1. Favors: very strongly 9 strongly 4 mildly 5
 2. Against: very strongly strongly mildly

B. Self-discipline must be taught as systematically as reading, writing or arithmetic.

1. Favors: very strongly 11 strongly 6 mildly 1
 2. Against: very strongly strongly mildly

C. Corporal punishment.

1. Favors: very strongly 4 strongly 6 mildly 8
 2. Against: very strongly strongly mildly

IV. Choice of traits for recommendation:

A. 7, B. 7, C. 2, D. 9, E. 4, F. 1, G. 1

V. Choice of behavior for administrator:

A. 2, B. 4, C. 2, D. 12 E. 3, F. 1

VI. Concepts of the curriculum:

A. 0, B. 2, C. 2, D. 14, E. 2, F. 1

VII. Yes 17 No 0 or your comments 1

VIII. Yes 12 No 3 or your comments 5

Table XIII

GENERAL CLASSIFICATION OF DISADVANTAGED STUDENTS

I. Economically disadvantaged students	15%
II. Culturally disadvantaged students	25%
III. Educationally disadvantaged student	35%
IV. Socially maladjusted student	15%
V. Ethnically deprived student	10%
VI. TOTAL	100%

Number of Students: 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

Table XIV

TENTH GRADE RECORD OF ATTENDANCE
ALL MALE CLASS IN VOCATIONAL AGRICULTURE
1973-74

Number of Students	First Semester 86 School Days			Second Semester 89 School Days			Total of School Days, 175 Total Days Absent
	FQ	SQ	TQ	FQ	SQ	TQ	
1	*2	4	1	8	6	1	22
2	*6	9	13	19	15	16	80
3	*22	2	0	8	2	6	20
4	*2	3	0	3	8	4	20
5	*4	1	4	5	3	3	20
6	*7	7	19	13	10	18	74
7	*3	10	9	15	12	11	60
8	*5	3	2	4	2	1	17
9	*0	0	0	1	4	3	8
10	*0	1	0	0	10	1	12
11	*0	2	0	0	1	0	3
12	*0	1	1	1	2	5	10
13	*2	5	12	15	5	4	43
14	*0	4	4	2	1	3	14

FQ = First Quarter, SQ = Second Quarter, TQ = Third Quarter, * = Number of days absent

Table XV

1.	Size of class-----	16
2.	Number of girls-----	6
3.	Number of boys-----	10
4.	Number responding-----	13
5.	Do you read as well as you would like?	
	A. <u>Girls</u> Yes-2 No-4	B. <u>Boys</u> Yes-0 No-7
6.	If not, who do you blame?	
	* <u>Girls</u> a. Yourself <u>2</u>	b. The School <u>5</u>
	<u>Boys</u>	c. Both <u>3</u>
		d. Others _____
7.	Your plans after graduation:	
	<u>Girls</u> a. College <u>1</u>	b. Trade School <u>3</u>
	<u>Boys</u>	c. Work <u>2</u>
		d. Marriage _____
8.	Which would you prefer, if you were offered one of the two choices below:	
	<u>Girls</u> a. Brand New Car <u>1</u>	b. College or Trade School <u>5</u>
	<u>Boys</u>	<u>5</u>
9.	Number who stated goals or ambition in life	
	<u>Girls</u> <u>6</u>	
	<u>Boys</u> <u>3</u>	

*One girl did not respond.

Table XVI

DROP-OUTS FROM SENIOR CLASS

1973-74

School Year 1969-70			School Year 1973-74	
Size of class			Size of class	
Boys	22	*3	10	40.8% dropped
Girls	<u>*9</u>	*2	<u>6</u>	4.54% dropped
Total	31		16	45.34% dropped

APPENDIX F

*Transferred to other schools

APPROACH TO FORMULATING SURVEY QUESTION FOR BLACK
COMMUNITY CO-WORKERS OF LINCOLN SCHOOL

I am engaged in a study of the Washington Community
that focuses on its black population. In formulating a survey
sheet that would gather valid information, certain questions
must be asked.

Please propose certain questions in space below as if
you were doing the study yourself.

APPENDIX B

Thanks in advance for your cooperation.

APPROACH TO RESPONDENTS OF SURVEY QUESTIONS
ON BLACK COMMUNITY

October 20, 1974

APPROACH TO FORMULATING SURVEY QUESTION FOR BLACK
COMMUNITY CO-WORKERS OF LINCOLN SCHOOL

I am engaged in a study of the Washington Community that focuses on its black population. In formulating a survey sheet that would gather valid information, certain questions must be asked.

Please propose certain questions in space below as if you were doing the study yourself. unnecessary, neither is

Thanks in advance for your cooperation.

- 1.
- 2.
- 3.
- 4.

Sincerely yours,
Caleb V. Brutson
Vo-Ag. Teacher

Survey

APPROACH TO RESPONDENTS OF SURVEY QUESTIONS ON BLACK COMMUNITY

October 22, 1973

Dear Citizens:

I am engaged in a study of the Black Community of Washington (in Ozan township) in an effort to complete my graduate study at Ouachita Baptist University.

In order to do so I sincerely request your cooperation by answering the questions below.

This is merely a survey form for purpose stated above. Therefore, indentifications of self is unnecessary, neither is it desired. Please do not sign your name.

When you have answered questions below, use stamped, addressed envelope, and drop it in the mail at your earliest convenience.

Thanks in advance for your cooperation.

Sincerely yours,

Caleb V. Brunson
Vo-Ag. Teacher

- 17. Are you willing to...
18. Would you like to see a...
19. Moral and Religious beliefs:
1. Do you believe in God?
2. Denomination of religious belief?
3. Attend church? often... occasionally...
4. Member of church?
5. Do you feel that other people believe in sex before marriage?
6. Do you believe people feel that marriage vows should not be broken?
7. Are you prejudice against members of other races?
20. Your outlook on life:
1. Haven't you received most of what you longed for in life?
2. Do you have any happy times for life to look back upon?
3. Hobbies or recreation:
4. Others: please list

Survey

Instructions: Fill in the space on some questions and check square of your choice on others.

A. Household and family characteristics

1. Male Female
2. Age _____
3. Occupation or source of income _____
4. Month Wage or salary _____
5. Marital status: Single Married Widowed
6. Own home yes no
7. Buying home yes no
8. Rent yes no
9. Number of rooms to house _____
10. Running water:
 - a. Hot running water yes no
 - b. Cold running water yes no
 - c. Inside bath facilities yes no
11. If married*

Husband's occupation _____	Transportation:
Wife's occupation _____	Car yes no
	Truck yes no
12. Number in family under 18 years of age? _____
13. Number in family over 18 years of age? _____
14. Birth palce _____
15. Number of years liv-d in Washington? _____
16. Number of years of education? _____
17. Are you willing to cooperate for a better school? yes no
18. Would you like to see a PTA function? yes no

B. Moral and Religious Beliefs

1. Do you believe in God? yes no
2. Denomination of religious belief _____
3. Attend church? often Occasionally Never
4. Member of church? yes no
5. Do you feel that other people believe in sex before marriage? yes no
6. Do you believe people feel that marriage vows should not be broken? yes no
7. Are you prejudice against members of other races? yes no

C. Your outlook on life:

1. Haven't you received most of what you longed for in life? yes no
2. Do you have any happy times for life to look back upon?

many	fair amount	few	none
------	-------------	-----	------
3. Hobbies or recreation:

hunting	fishing	sewing	
---------	---------	--------	--

 if others: please list

COOPERATION WITH CONGRESSMAN

Dept. of Vocational Ed.
Arcola High School
Washington, DC 20007
September 11, 1977

The Honorable Jay Thornton
House of Representatives
Washington, D. C.

Dear Mr. Thornton:

As a graduate student at Ouachita Baptist University, I am
in need of 1970 census material that will give a breakdown
of population on town and village level.

APPENDIX C

Having endeavored to do a study on the black community of
Washington, (Franklin County) Arkansas, statistics on
population, population trends, and ratio of sexes for this
village are very essential to the task I have selected to do.

If at all feasible, please forward this information to me
at your earliest convenience.

Thanks in advance for your cooperation in this matter.

Respectfully yours,

Calvin W. Proctor

Congress of the United States
House of Representatives
Washington, D.C. 20515

CORRESPONDANCE WITH CONGRESSMAN

Dept. of Vocational Agri.
Lincoln High School
Washington, AR 71862
September 11, 1973

The Honorable Ray Thornton
House of Representatives
Washington, D. C.

Dear Mr. Thornton:

As a graduate student at Ouachita Baptist University, I am in need of 1970 census material that will give a breakdown of population on town and village level.

Having endeavored to do a study on the black community of Washington, (Hempstead County) Arkansas, statistics on population, population trends, and ratio of races for this village are very essential to the task I have selected to do.

If at all feasible, please forward this information to me at your earliest convenience.

Thanks in advance for your cooperation in this matter.

Respectfully yours,

Caleb V. Brunson

RAY THORNTON
4th DISTRICT, ARKANSAS

WASHINGTON OFFICE:
1109 LONGWORTH BLDG.
WASHINGTON, D.C. 20515
202-225-3772

DISTRICT OFFICE:
2520 FEDERAL BLDG.
PINE BLUFF, ARK. 71601
501-535-7750

Congress of the United States
House of Representatives

Washington, D.C. 20515

October 5, 1973

MEMBER:

COMMITTEE ON THE
JUDICIARY

COMMITTEE ON SCIENCE
AND ASTRONAUTICS

Mr. Caleb V. Brunson
Lincoln High School
Post Office Box 128
Washington, Arkansas 71962

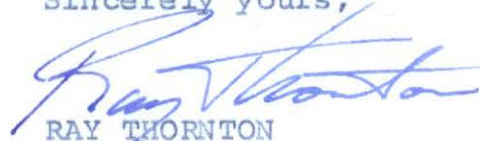
Dear Mr. Brunson:

With regard to our previous correspondence, I am enclosing a copy of the letter I received from the Department of Commerce, Bureau of the Census. I do hope this information will be helpful to you. It was a pleasure to make this contact in your behalf.

Please let me know any time there is any way I can be of service to you as your representative.

Best personal regards.

Sincerely yours,



RAY THORNTON
Member of Congress

RT/h
encl.



U.S. DEPARTMENT OF COMMERCE
Social and Economic Statistics Administration
 BUREAU OF THE CENSUS
 Washington, D.C. 20233

OFFICE OF THE DIRECTOR

OCT 4 1973

Honorable Ray Thornton
 House of Representatives
 Washington, D.C. 20515

Dear Mr. Thornton:

This is in reply to your letter of September 19, enclosing correspondence from Mr. Caleb V. Brunson of Washington, Arkansas.

The results of the last five decennial censuses show the population of Washington city as follows:

1970	290
1960	321
1950	344
1940	432
1930	457

Unfortunately, separate tabulations by race are not available for Washington city. However, Ozan township, which includes Washington city as well as Oakhaven town and Ozan town, had a population of 1,508 persons in 1970, with the following distribution by race: white—660; Negro—845; other nonwhite races—3.

If we may be of further assistance, please let us know.

Sincerely,

Robert L. Hagan for

VINCENT P. BARABBA
 Director
 Bureau of the Census

64

Congress of the United States
House of Representatives
Washington, D.C. 20515
OFFICIAL BUSINESS

Ray Thornton
M.C.

Mr. Caleb V. Brunson
Lincoln High School
Post Office Box 128
Washington, Arkansas 71962

INTERVIEW WITH DR. WILLIAMS

P.O. Box 24
Little Rock, AR 71201
October 11, 1979

Dr. C. W. Williams
P.O. Box 117
Washington, DC 20542

Dear Dr. Williams:

I am engaged in a study of the Washington Community that focuses on its black population.

APPENDIX D

In order to get a true view of the black community, I need a brief history of Washington that sheds some light on the role that the black man has played in its making. Any pertinent material will be useful.

Some of the professors at Washita Baptist University were contacted but that you probably would be in a position to be consulted as an authoritative source of the above information.

If so, I would like to talk with you and get your views and whatever information you have to share in my conduct of this study.

Thanks in advance for your cooperation.

Sincerely,

Calvin V. Brown

If you would like, you could pass the word on to any other persons who might be able to help me in my study.

CORRESPONDENCE WITH DR. WILLIAMSON

P.O. Box 24
Blevins, AR 71825
October 11, 1973

Dr. L. W. Williamson
P.O. Box 117
Washington, AR 71862

Dear Dr. Williamson:

I am engaged in a study of the Washington Community that focuses on its black population.

In order to get a true perspective of the black community, I need a brief history of Washington that sheds some light on the role that the black man has played in its making. Also, current material will be useful.

Some of the professors at Ouachita Baptist University have pointed out that you probably would be in a position to be consulted as an authoritative source of the above mentioned.

If so, I would like to talk with you and get your views, and whatever information you have to share in my endeavor of this study.

Thanks in advance for your cooperation.

Sincerely,

Caleb V. Brunson

P.S. If you would like, you could pass the word on to Mrs. Golston as to when you are available.



...retired Public School ...
...The First Methodist Church ...
...for the Jurisdiction ...
...February 21, 1941. ...
...Dr. ...
...teachers in Arkansas.

...completed his high school work at ...
...he earned a B.S. Degree at ...
...M.S. Degree in School Admin-
...of the University of Arkansas in 1941; Graduate Study
...in 1942; M.A. in Education from ...
...in 1943; M.P. Degree in School Administration
...University of London,
...the following honorary degrees: LL.M., M.Ed.,
...D. Divinity Degree.

...Principal, School ...
...Lincoln High School of Washington, ...
...University of Arkansas of Fine Arts, Arkansas ...
...Teachers' Association ...
...Committee 1941-42.

APPENDIX E

...and ...
...Department; ...
...in 1940, and served
...1941-42; ...
...in 1941. He has served since 1942 as ...
...and ...

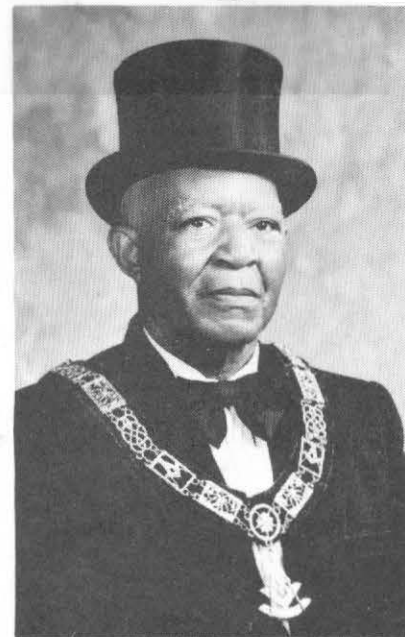
...M.A., 1947; ...
...1948.

...for ...
...of London, ...
...of ...

...and Inter-
...:

- 1. Dictionary of International Biography - Vol. 2, 1946
- 2. Year Book of English - 1947-48
- 3. Who's Who in The South and Southwest - Vols. 11, 12 and 13
- 4. Community Leaders of America - 1948
- 5. Who's Who in American Education - Vol. 21
- 6. Year Book of English Speaking Countries - 1949-51
- 7. Personalities of the South - 1951
- 8. National Register of Prominent Americans - 1952
- 9. Teacher and Successful Performance of the World - 1952
- 10. Directory of Educational Specialists - 1952
- 11. Prince and Noble's Yearbook
- 12. Who's Who in Community Affairs - London, England - 1952

...
...
...
...



LLEWELLYN WILBURN WILLIAMSON, a retired Public School Administrator, serving at present as The Most Worshipful Grand Master Prince Hall Grand Lodge, F.&A.M. for the Jurisdiction of Arkansas, was born in Washington, Arkansas, February 25, 1908. He is the son of the late Rev. and Mrs. E. M. Williamson, both Public School Teachers in Arkansas.

Williamson completed his high school work at Haygood Seminary and Yerger High School. He earned a B.A. Degree at Slander Smith College in 1941; M.S. Degree in School Administration at the University of Arkansas in 1953; Graduate Study Tuskegee Institute in 1948; Ph.D. in Education from Minerva University of Italy in 1960; Ph.D. Degree in School Administration from The Free Protestant Episcopal Church University of London, England, in 1968. The following Honorary Degrees, LL.D., D.Sc., and D. Litt. from Church Schools.

Experience: Teacher, Howard County High School, 1927-30; Principal, Walnut Grove and Midland Model High Schools 1930-38; Principal, Lincoln High School of Washington, Arkansas 1938-71; A.M.&N. or University of Arkansas at Pine Bluff, Arkansas, Extension Instructor 1940-46; President of Hempstead County Teachers Association 1945-47; Chairman of Arkansas Teachers Association Citizenship Committee 1961-63.

Other Honorable Positions: Sunday School Superintendent, Trustee, Steward, and President of the Washington District C.M.E. Churches Lay Department; Worshipful Master of Silver Moon Lodge #15 for 10 years; Elected a Grand Lodge Officer in 1954, and served as Secretary and Treasurer of Charity and Education Departments 1954-61; Grand Secretary 1961-71, and elected Grand Master in 1971. He has served since 1946 as C. in C. S. T. Boyd Consistory #201.

Dissertations: "Personality Traits and Their Measurements Ph.D. 1968"; "A Proposed Program of Evaluation for the Improvement of Instruction Ph.D. 1968."

Member: St. Paul C.M.E. Church, Washington, Arkansas, for 50 years; St. Andrew's Ecumenical Research Fellowship Intercollegiate of London, England; NEART; and Arkansas Education Association of Retired Teachers; 33° Mason.

Williamson's brief biography has been listed in the following National and International Reference Books:

1. Dictionary of International Biography - Vols. 2, 3 and 4
2. Royal Blue Book of England 1967-68
3. Who's Who In The South and Southwest - Vols. 10, 11 and 12
4. Community Leaders of America - 1968
5. Who's Who In American Education - Vol. 23
6. Blue Book of English Speaking Countries - 1970-71
7. Personalities of the South - 1969
8. National Register of Prominent Americans - 1970
9. Creative and Successful Personalities of the World - 1972
10. Directory of Educational Specialists - 1972
11. Prince Hall Masonic Yearbook
12. Who's Who in Community Affairs - London, England - 1972

Married: Dorothy Lee Pickens in March 1933

Children: Ruby Jean, Ruth Yvonne, Llewellyn, Jr., and Andy Elmore.

APPROACH TO PROFESSIONAL CO-WORKERS ON HEAVY QUESTIONS TO
PHILOSOPHY OF EDUCATION

To Professional Co-workers:

I am engaged in a study at Guachita Baptist University of the
Washington community, which entails a brief synopsis of our
philosophy of education as professional workers in our
schools. This is in partial fulfillment of my graduate program.

I think you will concur with me that none of the questions
are really that personal, neither are they controversial in
nature. However, name or identification of person is not
necessary, neither is it desired. Again, should you desire
personal interview rather than fill in the survey form, I
shall make myself available to talk with you anytime during
the day when it is convenient for both of us, and does not
interfere with our working hours.

APPENDIX F

Should you fill in the questionnaire form, please enclose
it in the self-addressed envelope with stamp, and drop it in
the mail at your earliest convenience.

Thank you for your cooperation in advance.

Calvin V. Stinson
Co-worker

ADDITIONAL STATUS

FIFTH PLACE

RESIDENCE

PROFESSIONAL ACTIVITIES

APPROACH TO PROFESSIONAL CO-WORKERS ON SURVEY QUESTIONS TO PHILOSOPHY OF EDUCATION

To Professional Co-workers:

I am engaged in a study at Ouachita Baptist University of the Washington community, which entails a brief synopsis of our philosophy of education: as professional workers in our school. This is in partial fulfillment of my graduate program.

I think you will concur with me that none of the questions are really that personal, neither are they controversial in nature. However, name or identification of person is unnecessary, neither is it desired. Again, should you desire personal interview rather than fill in the survey form, I shall make myself available to talk with you anytime during the day when it is convenient for both of us, and does not interfere with our working hours.

Assuming you fill in the questionnaire form, please enclose it in the self-addressed envelope with stamp, and drop it in the mail at your earliest convenience.

Sincere thanks for your cooperation in advance.

Caleb V. Brunson
Co-worker

DISCUSSING AND CLASSROOM CONFRONTATION

- A. There should be items which will allow students to express their grievances:
Favors: very strongly strong mild with reservations
Against: very strongly strong mild with reservations

MARITAL STATUS _____

BIRTH PLACE _____

RESIDENCE _____

I. PROFESSIONAL ACTIVITIES

- a. Male _____ Female _____
- b. age _____ or age bracket 21-35 _____ 35-50 _____ 50-75 _____
- c. year or decade of college graduation _____
- d. college graduated from _____
- e. highest degree held _____
- f. Do you believe in upgrading your training or keeping up professionally? yes _____ no _____ or whenever possible _____
- g. Attend summer school, workshops or other similar institutions at other times scheduled _____
- h. Member of any professional group? yes _____ no _____
If yes, list organizations: _____
- i. List professional journals you subscribe for or read often. _____
- j. Leisure time reading:
1. fiction: often _____ occasional _____ almost never _____
never _____
 2. nonfiction often _____ occasional _____ almost never _____
never _____

II. PERSONAL TASTE ON DRESS CODE:

- a. Mini skirt:
1. against: Very strongly _____ strongly _____ mild with reservations _____
 2. Favor: very strongly _____ strongly _____ mild with reservations _____
 3. No feelings pro or con, each to his own _____
- b. Maxi skirt
1. against: very strongly _____ strongly _____ mild with reservations _____
 2. favor: very strongly _____ strongly _____ mild with reservations _____
 3. no feelings pro or con, each to his own _____
- c. Hot pants
- against: very strongly _____ strongly _____ mild with reservations _____
- favor: very strongly _____ strongly _____ mild with reservations _____
- No feelings pro or con, each to his own _____
- d. Pants or pan suits for women
- against: very strongly _____ strongly _____ mild with reservations _____
- favor: very strongly _____ strongly _____ mild with reservations _____
- no feelings pro or con, each to his own _____
- e. long hair for men
- against: very strongly _____ strongly _____ mild with reservations _____
- favor: very strongly _____ strongly _____ mild with reservations _____
- no feelings pro or con, each to his own _____
- f. If you response in the area of personal taste and dress code was negative or against in any degree of the items listed, would it be due mainly to the following reasons:
- (1) age bracket of the person _____
 - (2) size or height of the person _____
 - (3) the nature of the person's work or profession _____
 - (4) moral or religious grounds _____
 - (5) none of the reasons listed _____
 - (6) this question does not apply. _____

III. DISCIPLINE AND CLASSROOM CONFRONTATION:

- A. There should be means which will allow students to express their grievances:
- favors: very strongly _____ strong _____ mild with reservations _____
- against: very strongly _____ strong _____ mild with reservations _____

B. AUTOCRATIC SUBMISSIVE

- B. Self discipline must be taught as systematically as reading , writing or arithmetic/
 favors: very strongly___strong___mild with reservations___
 against: very strongly___strong___mild with reservations___
- C. Corporal Punishment
 favors: very strongly___strong___mild with reservations___
 against:very strongly___strong___mild with reservations___

IV. CIRCLE THE LETTER OF THE SET OF TRAITS YOU WOULD USE FOR RECOMMENDATION WHERE STUDENTS ARE CONCERNED. IF NEITHER GROUP ARE ENTIRELY ACCEPTABLE, ENCIRCLE "F" OR MAKE COMMENT AS TO WHY NOT.

- A. Affectionate, considerate of others, courteous, does work on time, industrious, obedient, remembers well, willing to accept judgements of his elders, not bashful, does not disturb existing organizations and procedure, not talkative.
- B. Considerate of others, a self starter, courteous, strong determination, independent thinker, industrious, good sense of humor, sincere, not domineering, does not disturb existing organization and procedure, not timid or bashful, curious.
- C. Courageous in convictions, curious, independent in thinking, and judgement, becomes absorbed and preoccupied with tasks, intuitive persistent, unwilling to accept things on mere say-so, willing to take risks, not willing to accept judgements or authorities.
- D. Socially well-adjusted, conforming to behavioral norms of his group, willing to accept judgements of authorities, obedient, courteous, prompt in doing work, neat and orderly, reserved, popular, and well liked by peers.
- E. Adventurous, attempts difficult tasks, curious, independent in judgement thinking, industrious, self-confident, good sense of humor, sincere, not bashful or timid, not domineering does not disturb existing organizations and procedures.
- F. Would not accept any one of the above in their original context.
- G. Why or why not:

V. THE FOLLOWING IS A SYNOPSIS OF SOME VARIOUS KINDS OF ADMINISTRATIVE LEADERSHIP BEHAVIOR PATTERNS IN REGARDS TO CHANGE WHEN IT AFFECTS THE SCHOOL CURRICULUM. ENCIRCLE THE LETTER TO YOUR CHOICE OF BEHAVIOR FOR AN ADMINISTRATOR. IF NEITHER ONE OF THE TYPES ARE ACCEPTABLE, ENCIRCLE "E" OR MAKE COMMENTS AS TO WHY NOT AGREE.

A. AUTOCRATIC AGGRESSIVE

He makes decisions along, sets objectives and initiates actions. Sometimes may release some responsibilities to the group.

B. AUTOCRATIC SUBMISSIVE

Rely on resource persons, experts, and committees to make decisions. Action is not taken before the group is informed. There is assemblance democracy employed.

C. LAISSE FAIRE

Exercises minimum of influence on group members, and merely remains available as an advisor. Believes in letting situations alone, in non-interference, is tolerant of any situation in which teachers, pupils and parents are getting along without undue friction.

D. DEMOCRATIC COOPERATIVE

Attempts to implement the will of the majority of the group. Plays dual role of leaders and group member. Makes no distinction between himself and members of the group being lead.

E. DISAGREE WITH EACH OF THE ABOVE FOUR: _____.

F. OR WHY NOT:

VI. CONCEPTS OF THE CURRICULUM

The following are concepts or approaches to various kinds of curriculums, and a brief synopsis of each ones philosophy. Encircle the letter to the curriculum approach of your choice. Should you disagree with each of the following, check "E", or comment at "F" as to why not agree.

A. SUBJECT-CENTERED

Based on formal discipline and mechanistic theory of learning. Primary emphasis in learning is on the memorization of facts rather than the development of understanding.

B. INTERESTED CURRICULUM

Places emphasis on the learner often to the neglect of content. Based on field theories of learning resulting in development of instructional units which transcend subject lines.

C. STRUCTURE-OF-KNOWLEDGE

Emphasizes understanding, development of perceptual skills and symbolic operations which lead to an extension of learning and knowledge. Also, the developmental basis of readiness.

D. HUMANISTIC APPROACH

Provides for motivation by considering the needs and interests of youth and retains emphasis on subject matter. Assures transfer of training, and provides answers to questions pertaining to the selection of learning experiences. Also provides for readiness.

E. DISAGREE WITH EACH OF THE ABOVE _____.

F. OR WHY NOT:

VII. Do you believe you have contributed anything of significance during your professional tenure at Washington?

yes _____ no _____ your comment _____

VIII. Do you believe sexology should be taught as a course in high school?

yes _____ no _____ your comment _____

APPENDIX G

ORGANIZATION OF PIONEER WASHINGTON RESTORATION FOUNDATION

Agreement by the State of Arkansas Highway Department of the passage between Hope and Washington of a proposed trans-continental highway suggested to civic-minded persons the possibility of developing historic Washington as a tourist attraction, along lines similar to that of Williamsburg, Virginia.

To create local interest in the proposal, Judge James A. Pilkinton and Representative Talbot Field, Sr. met with a group of Washington citizens at the Wesleyan Church on the night of April 29, 1958 to discuss organization of a Washington

APPENDIX G

restoration program. Judge Pilkinton showed color film of Williamsburg and St. Petersburg, Florida, to illustrate the ideas he had in mind for Washington. During informal discussions which followed the film, it was pointed out that a general cleanup and improvement of the local area would precede actual restoration projects. At the same meeting articles of incorporation for a proposed Washington Restoration Foundation, which Judge Pilkinton had drawn up, were read to the group. Signatures of those present were affixed to indicate their agreement to cooperate in such an enterprise.

This action followed closely that of a group of civic-minded women led by Mrs. Charles A. Bayne, Mrs. Paul S. Harwood, Mrs. Paul Dudgey, and Mrs. W. L. Brown who had sponsored a luncheon for local women a few days before. The purpose of the luncheon was to arouse the interest of the women on the proposal to capitalize on Washington's history.

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Out of this civic activity in April came the simultaneous organization on May 27, 1958 of Pioneer Washington Restoration Foundation, Inc. with Judge Pilkinton as president, and the Community Accomplishment Club headed by Mrs. Charles A. Haynes. The meeting took place at the Washington School Gymnasium with a representative group of Washington and Hope citizens present.

The Accomplishment Club was created at the suggestion of Mr. Ray Thornton, City of Tomorrow Contest representative, who had contacted the municipal officers in his regular line of duty. He recommended a civic organization whose function would be to undergird the efforts of the Restoration Foundation by improving the physical aspects of the community and at the same time participate in the City of Tomorrow Contest. Thus, the two groups have worked hand in hand since their inception to accomplish the various projects that were undertaken during the insuing months of 1958.

July 4 Celebration

The initial project of these two new organizations was a Pioneer Day Celebration on July 4, 1958. The purpose of the project was to draw the attention of the public to the unusual possibilities of capitalizing upon Washington's historic past, buildings, homes, and sites as a tourist attraction. By press, radio, television, and written invitation public officials and residents of the four states area were invited to attend the day long event.

Responsibility for planning, financing, and carrying out the project was assumed by the Community Accomplishment Club, Mrs. Charles A. Haynes, general chairman. Practically every citizen of the town served on various committees and cooperated wholeheartedly in arranging for the entertainment of more than a thousand visitors on that day.

Expenses of the celebration were paid from the day's proceeds and nearly a thousand dollars was cleared for the Pioneer Washington Restoration Foundation. This sum became the nucleus of a fund to finance reconstruction of "The Old Tavern" and related restoration projects.

The Pioneer Day program began with registration at the Washington School Building, formerly the Hempstead County Courthouse. At this key point, visitors registered in a large guest book; bought tour and luncheon tickets; secured printed brochures, post cards, and booklets of Historic Washington. In charge of activities, there were Mrs. Charles A. Haynes, School Superintendent Thurston Hulsey, Mrs. J. M. May, Miss Mary Margaret Haynes, and H. L. Pinegar. Assisting were twenty attractive young girls, dressed in antibellum and pioneer costumes who welcomes visitors, and at noon served as hostesses at the luncheon.

During the morning hours, Judge James H. Pilkinton and Haskell Jones of Texarkana conducted guided tours to points of historic interest. The tours were conveyed in two large church buses lent by the Gospel Tabernacle of Hope. The tour

was one dollar. Other sightseers visited the more than twenty points of interest in their own cars, paying 50 cents to enter the anti-bellum Trimble home.

At the noon hour, a fried chicken dinner was served at the school gymnasium. The school kitchen facilities in the gymnasium were used in preparation of the meal which was served cafeteria style. Cafeteria facilities of the Hope High School were borrowed for use also. Long tables arranged on the gymnasium floor seated 200. Table decorations carrying out the patriotic motif in unique firecracker flower arrangements were furnished by members of the Hope Iris Garden Club. Dinner was served to 475 people by a group of 25 community club members.

For the entertainment of the guests, Mrs. Ira Turner and Mrs. J. O. Luck arranged a program of vocal and musical numbers during the dinner hours. The feature attraction was the Lincoln High School Glee Club, directed by Mrs. Willie Mitchell, singing spirituals and popular songs.

In the afternoon, the visitors gathered on the shady front lawn of the old Courthouse for the presentation of an American Flag to the town by the Leslie-Huddleson Post of the American Legion.

The above was taken from:

REPORT BOOK OF WASHINGTON, ARKANSAS
Compiled by Mary Margaret Haynes and
Mrs. William H. Etter
March 1, 1959

PARTIAL VIEW OF LINCOLN HIGH SCHOOL PLANT

1. Front view of Williamson Hall. In this building from left to right is location of school's library, principal's office, science classrooms, and home economics cottage.
 2. Rear view of business education and social science building. It shows extra projection of roof extending over outside provided for drinking fountain.
- APPENDIX H
3. The occasional agriculture building at north end of campus.
 4. Partial front view of high elementary building. Part of the building is typical of type of business education and social science building. It shows right shows partial view of portable building and elementary department.

PARTIAL VIEW OF LINCOLN HIGH SCHOOL PLANT

1. Front view of Williamson Hall. In this building from left to right is location of school's library, principal's office, science classroom, and home economics cottage.
2. Rear view of business education and social science building. It shows extra projection of roof extending over outside provision for drinking fountain.
3. The vocational agriculture building at north end of campus.
4. Partial front view of main elementary building. Rear of the building is typical to that of business education and social science building. Extreme right shows partial view of portable buildings for elementary department.



1



2



3



4



Old Courthouse Building in downtown Washington. In this building, facilities are provided for kindergarten through fourth grades. Also, the Superintendent's office is located here.



Confederate State Capitol 1863-1865

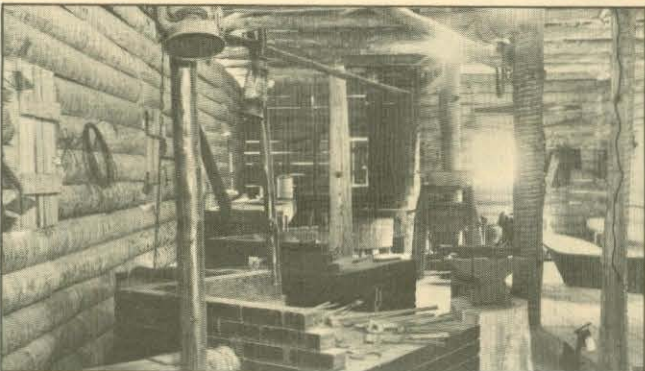


TAVERN Dating from 1824, the Tavern was reconstructed in 1960 by funds from Mr. and Mrs. William R. King of Memphis. It was a stopping place for General Sam Houston, Davy Crockett, Stephen F. Austin, travelers, settlers, and soldiers on their way to Texas.



SAM HOUSTON'S BEDROOM General Sam Houston had more plans than those involving the purchase of government lands. It is widely believed that his secret plans, made in this Tavern, led to the freedom of Texas. The mantle in this bedroom is original.

JAMES BLACK'S BLACKSMITH SHOP There are two men that make up the living history of this blacksmith shop. First came James Black, a silversmith with knowledge of a superior steel tempering process. Then there is James Bowie, the famous knife fighter. When these two combined skills, we get the original Bowie knife. Reconstruction funds came from Albert G. Simms of Albuquerque, New Mexico, whose father was an early Washington resident.



TAP ROOM IN TAVERN Close scrutiny reveals the old bar is fashioned from an exceptionally wide piece of heart pine. A plated silver bowl was part of the original tavern. An organ more than 140 years old, and one of the first ballot boxes are seen in this Tap Room.

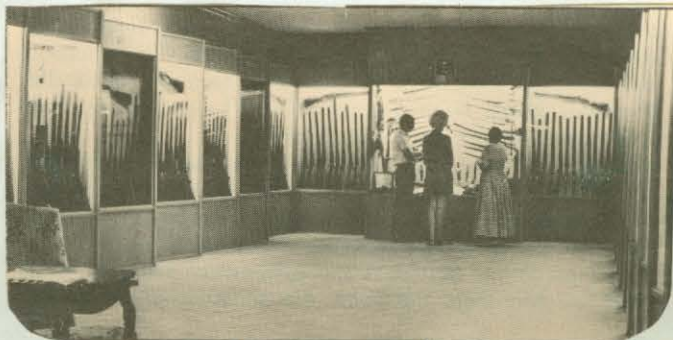


BLOCK-CATTS MASTER BEDROOM An elegant rosewood canopied bed is the focus of attention in this room. The French nobleman, Mallard, carved its intricate designs.

GARLAND HOUSE Augustus H. Garland served in Grover Cleveland's Cabinet as Attorney General. He had previously served as an Arkansas Governor and a U. S. Senator. The Garland house has such interesting and diverse items as a French wig table, copper bed warmer, bear grease brass lamps, an early American zither and a ceramic doll dressed in a Civil War costume.



Old Methodist Church



Gun Museum