

The Fort Valley State College

Fort Valley, Georgia

May 11, 1941

Mr. Fred Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Mr. Wale:

I know that far more important things should be the subject of this letter to you, but I must tell you about the long-awaited visit of the MAN FROM SUGAR CREEK. I hope you will pass it on to such other persons in the office who might be interested in us, together with the pictures.

Last January, after the smoke of inauguration had died away, but the rumbling of an impending earthquake was being felt in the State, I wrote to the Honorable Eugene Talmadge inviting him to make our Hubbard Day address. I spoke, in my letter, with great feeling, of the kindness and affection with which the venerable old man at Forsyth spoke of him; of how he would be comforting this old man in his declining days.

I think Governor ~~Hubbard~~ Talmadge must have conferred with Brother Hubbard. At any rate, in a few days I received a reply:

"Dear Professor: *

(Italics mine)

I will be glad to be with you on May 9th at your celebration of Hubbard Day.

Signed

Eugene Talmadge."

I still did not believe that he was coming. Soon afterward, after much agitation by Mrs. Jessie Daniel Ames, the Methodist women, and others, the Georgia Legislature passed a bill to appropriate money for the support of the Training School for Negro Delinquent girls at Macon. This was a project upon which Mrs. Hunt here had spent a great deal of time and effort; the Colored Women's Clubs of the State had bought the property, built (with WPA aid) the building, and given it to the State.

In line with his "economy" platform, Talmadge vetoed this bill. Immediately practically all the papers in the State began to rap brother Talmadge for carrying Economy too far. The Macon afternoon paper does a reverse on all issues to the morning paper, though both are owned and operated by the same people. The afternoon paper carried editorial after editorial, denouncing Mr. Talmadge as having carried economy too far - and even in one editorial saying that his veto of the bill was a "slap at the efforts of the good Negro women of the State." We had already had a premature celebration of the passage of the bill here, honoring Mrs. Hunt; and then Talmadge had vetoed it.

Naturally all of this left me much in the role of one whose bright-idea torpedo is about to boomerang, and, to further mix metaphors, bust in his face. All of the colored people here and elsewhere in the State were more bitter than ever at Talmadge. And, bless the Lord, Brother Hubbard died on March 21st - he, upon whom I had depended to keep the man from Sugar Creek in his place, if he came.

The Fort Valley State College

Fort Valley, Georgia

I was almost hoping that the Governor would not come. But I had already approached one of his local henchmen, and he was very enthusiastic about introducing the Governor on the program. I did not give it any publicity, however. But Attorney Culpepper, our local Talmadgeite, did; and the Associated Press picked it up and further publicized it. We then sent out cards announcing the event.

Just about this time Mr. Ira De A Reid sent me a "personal" note on receipt of my card. He said that my invitation had brought to mind these comments - and he followed with some fictitious news stories.

"May 8th - Morning Paper -

"It was announced today that Governor Eugene Talmadge would speak at the Fort Valley State College for Negroes. The Governor is to be welcomed by Dr. H. M. Bond, who is a good and dependable Negro."

May 8th - Afternoon Paper -

"Governor Talmadge confirmed the report that he was to speak at the Fort Valley State College."

May 9th - Morning paper -

"As preparations were being made at the Fort Valley State College for the reception of Governor Talmadge, the President, H. M. Bond, could not be reached. His office reported that he had cancelled all engagements on account of a slight nervous indisposition."

May 9th, afternoon paper -

"Governor Talmadge spoke here this afternoon at memorial exercises. He praised the work of the College and said it was worth the money the taxpayers of Georgia were paying for it."

May 10th - Morning paper -

"President H. M. Bond left here for an unannounced destination this morning. It was said that he had gone off to recover from a recent high nervous strain."

This is exactly how I was feeling, and Mr. Reid's unkind little joke did me no good at all. The white folks in town rallied nobly to the cause. Mr. A. J. Evans, who had been appointed a Colonel on the Governor's staff, and who was for a long time the friend and supporter of Mr. Hunt here, arranged a mammoth steak lunch for His Honor. The Mayor, the Board of Education, the President of the Bank, the Sheriff, the Highway patrol, and others went to all possible ends to organize a motorcade to welcome him and bring him to the school.

One half hour before the services, Mrs. Hunt told me confidentially that her grandson, Charlie, had told her that if Mr. Talmadge used the word "nigger" in his remarks, the students would walk out. Knowing that Mrs. Hunt neither loved Mr. Talmadge, nor had loved Mr. Hubbard; and knowing, also, that she did not highly appreciate any celebration in Mr. Hunt's school for Mr. Hubbard, I was further somewhat strained.

However, the day before, Chancellor Sanford called me up and practically asked me to put him on the program. This was a clear gain; because I remembered the time I had agonized over the Chancellor even deigning to come to see us at all. He also had Mr. Dixon bring one of the new Talmadge regents, Judge Lucien P. Goodrich of Griffin; and Mr. Dixon did nobly with Judge Goodrich.

The Fort Valley State College

Fort Valley, Georgia

- 3

At the last minute I remembered, in spite of careful planning, that I had forgotten to invite, personally, Representative Altman, who is the legislator from this District, and whom I had written at the time I had invited Talmadge.

2:30 came. I waited at the entrance to the auditorium for Brother Talmadge, hoping that a last minute whirlwind would sweep him or me to Heaven, and ~~at~~ least away from Fort Valley. But the sirens sounded, the motorcycle cops approached, and there was the Man from Sugar Creek in person, about to descend from a bright new chariot supplied him by the local Plymouth dealers (who privately hate his guts).

(itself)

I mumbled a greeting to the Governor. He was affability himself. (You see, the after-effects are still with me). I walked him in. Thank God, Representative Altman was with him in person; and so were all the other local big shots.

We had planted a very little, and a very dark little boy (see picture) on the program, to read responsively the Scriptures, from Matthew 18. He was nowhere to be seen; but as we walked in, he popped up to my great relief. We had an organ borrowed from a music store for our Festival, still with us; a Hammond; and Mr. Talmadge had his first shock, I believe, when he walked in to hear the organ being played beautifully with Linton Berrien, formerly at Fisk, playing the Largo of Handel. There came in the motorcade a typical Talmadgeite who was loud and drunk; shirt-sleeves, red galluses, and all. I felt that Brother Talmadge was slightly ashamed of this gentleman.

See picture marked "Leaving" - Man in center background

We had suggested to the students that we were not going to put on a show. We did ask them to be clean, but not to be dressed up. There they sat, with high school, college, and visitors - some 800 black faces looking up in obvious hostility to the Man from Sugar Creek.

I had prepared my script for being master of ceremonies in advance of the occasion, as I did not want to bumble. But the first thing I did was bumble. All I could think of was Brother Talmadge saying "Nigger," and then my students getting up for their walk. Of course I couldn't tell them in advance not to, nor, in fact, would I have wanted them to do anything else.

But there I was - and I said, "The audience will remain seated ~~was~~ we sing "America." But they were already standing; some stood, some sat, and I stood on unconscious of my bumble. But that passed.

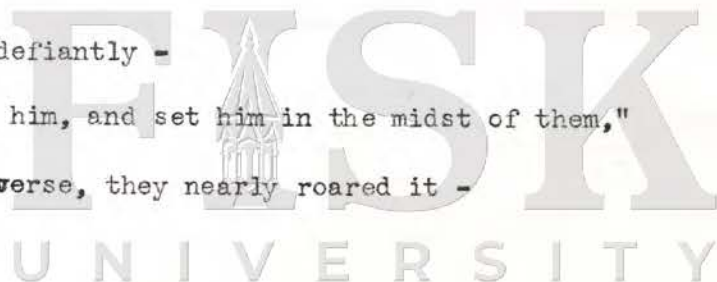
Then little Joseph Solomon began to read, very carefully, very loudly, and very well -

"At the same time came the disciples unto Jesus, saying, Who is the greatest in the kingdom of heaven?"

And the audience replied, loudly, and defiantly -

"And Jesus called a little child unto him, and set him in the midst of them,"

And when the audience came to the 6th verse, they nearly roared it -



The Fort Valley State College

-4

Fort Valley, Georgia

"But whoso shall offend one of these little ones which believe in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depth of the sea."

Then came the introduction of the introducer. Afterward my wife told me of one great fear she had - I had worried so much about Talmadge saying "nigger," that she said she was expecting me to say it myself! That, she added, would have been the perfect Freudian touch! I had planned to use the word "Negro" several times in order to familiarize Brother Talmadge with the sound, just in case he had never heard it before pronounced like that. I did so, and each time my wife swore she thought that on the next effort, "Nigger" would pop out.

The Governor began. He was, persons who had heard him speak before, a very different man. He tried first one tack, and then another - and all the time those 800 black faces and those 1600 eyes set in those black faces were looking at him as though he were some sort of monster.

Governor Talmadge is, indeed, a rare man. You could see him sensing the feel of that audience. He got off on one tack - pronouncing "colored" and "Negro" very carefully - in which he said, "The Negro is the best labor, with intelligent supervision, in the world." He could feel the audience stiffen, and you could see him realize it. He tried again. "Under intelligent supervision, the patience, endurance, and capacity for work of the Negro is what makes him the best labor in the world. That's the highest compliment I feel I can pay to anyone." Still no relaxation in the audience. He changed his tack.

"Hubbard was a religious man. You know, the Christian church is the most important institution in the world....." And here, at last on safe grounds, he extolled the glories of the church for ten minutes, and sat down - the briefest speech, I have heard, that the Governor ever had made in his life.

I was so relieved that my wife told me afterward that it was almost too apparent. I clapped madly. The choir sang several spirituals. Chancellor Sanford spoke smoothly as usual. Regent Goodrich spoke also and said that he was convinced that the College was worth the money the State was paying for it many times over.

We then adjourned to the coop projects, which Mr. Talmadge dedicated with a few brief but very enthusiastic, if somewhat dumbfounded words. Just a month ago his son, Herman, visited the campus, and among other favorable comments said - "I hope you're not teaching them Latin and Greek - you know colored people are not ready for that yet." The Governor was dumbfounded to find that Negroes were not teaching Latin and Greek.

Well, things ended - the Governor signed a lot of autographs for our students - "Eugene Talmadge, Mcrae, Georgia." And I went home and wished I had a big drink, but the Associated Press called up for a story, and that had to be written.

But I did leave the next morning, if not on a long trip, at least to Tuskegee, where I saw our boy from Fort Valley, Ernest Marshall, win the 440 with ease. He is a boy the Associated Press read about, and manufactured a story about him, around the theme that we made a track out of a cow pasture, and that a race he won in fast time two weeks ago was his first competitive race; that he had been running in tennis shoes, until I got interested and bought him some track shoes - all of which is more or less false, mostly more - because the boy is from Schenectady, New York, and was New England quarter-mile champion for two years.

UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

-5

So this is the story of how Eugene Talmadge, the sage of Sugar Creek, the red-gallused darling of the backwoods, came to Fort Valley, and behaved himself most admirably, like the gentleman he may be and the scholar he is (Phi Beta Kappa at Georgia). He is, indeed, a master politician; for I am torn between convictions that his visit here was purely political - to compensate for the berating he's had on this Training School Issue - and partially sentimental deference to an old colored man in the grand tradition of the South. But the trip did him good. The political writer of the Constitution on Thursday told how the Governor had failed to meet the annual County Commissioners Association at Augusta; and had alleged ill health. This morning the same writer said that the Governor had returned to his office - he looked better than he had for months - he had erased the frown that he had before on his face - and was smiling and the old 'Gene again, or very much like it.

I have written at this length because I wanted to document it for myself as much as to pass on to you folks in Chicago what was, indeed, something the like of which has not before come to pass in Georgia. It went off sox well, indeed, that I felt at the end that the contribution Fort Valley has made to the education of Negroes in Georgia is well nigh enough. We have - indeed - revolutionized educational procedure in the colleges - we have helped immensely to strengthen and revivify the work, not only in the State Colleges, but also in the private colleges; we have made it possible for Savannah, and for Albany, to greatly improve their work; and at last to have the opportunity to become respectable; and we have, I think, perpetuated the existence of Fort Valley with substantial state support when the private support is gone.

And we have had on our platform the champion nigger-baiter of the South since Bilbo, and we have led him to make a public pronouncement that "all Georgians are proud of the educational advancement made by the colored people in the last thirty years."

Mr. Wale, if I had one, I'd take a real, big, tall one - straight.

With best wishes, I am,

Sincerely,

H. M. Bond
H. M. Bond,
President.

FISK
UNIVERSITY

Fort valley
(Ga)

May 23, 1941

Dear Doctor Bond: Thank you very much for your
report on the visit of the
Governor. I cannot find the words to tell you how
this letter was devoured and how graphic the photo-
graphs were in documenting what all agree is the
most penetrating letter ever to have arrived in this
office. I cannot say more now, but will hold my
fire until next Monday, when I understand I shall
have the pleasure of hearing you and talking with
you at Jackson College.

Sincerely,

FGW:RW

Dr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia

FISK
UNIVERSITY

The Fort Valley State College (Duncan, Cath J.)
Fort Valley, Georgia

May 27, 1942

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Mr. Fred Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Mr. Wale:

Our recent information, to the effect that future grants for faculty study here would be deducted from expected revenue, has led us to view such prospects with considerably greater soberness.

However, I write you now to request such assistance for Mrs. Catherine J. Duncan, although it would be my hope that since this particular instance is one of such long standing that available funds might be derived from other than our own resources for the future.

In any case, however, we would like to request the allocation of the sum of \$1,500.00 to finance a year of study - four quarters - for Mrs. Catherine J. Duncan, probably at the University of Chicago, but perhaps at some other institution which she will later consider.

This grant is requested to begin in September, 1942.

I am,

Sincerely,

H. M. Bond
H. M. Bond,
President.

FISK
UNIVERSITY

20 6-1 (Nov) 3
Fort Valley (Duncan, C. J.)
Box 683

Fort Valley State College,
Fort Valley, Georgia.
May 28, 1942.

Mr. Fred Wale,
The Julius Rosenwald Fund,
4901 Ellis Avenue,
Chicago, Illinois

Dear Mr. Wale,

I had a conference with Dr. Bond relative to the possibility of my receiving a fellowship for 1942-43. Since he seems definitely in favor of this and seems to have plans for taking care of the vacancy which my absence would create, I hereby make a formal request for a fellowship of \$1500 for next term. If there is an application blank which I should fill in I shall be glad to receive such and return it to you immediately.

I am interested in obtaining my doctorate in education. My aim in obtaining this degree would be to become proficient in teacher preparation, especially elementary teachers. I have started my work at Chicago so naturally I think of returning there. However, I am really very interested in many things which are being done in California and would like to work at one of the schools out there. I have even considered Columbia in New York although I have not heretofore been so interested in Teachers College. If I should be fortunate in receiving the fellowship, I should be happy to talk with you about the selection of the place to study in the light of what I wish to do. I believe you could help me see which would be the best situation for achieving my aims. If you are in this section any time soon, I shall be glad to confer with you about this.

We are in the throes of examinations, grading papers, commencement, etc. However we are also preparing for an overflow summer school student body and for our special workshops.

With best wishes to you and the others I know in the office, I remain

Yours very truly,

Catherine J. Duncan

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860
Fort Valley
(Duncan, Cath J)
APPROPRIATION

June 3, 1942

Dear Doctor Bond; In response to your request and to Mrs. Duncan's recent letter, I am glad to be able to say to you that the Rosenwald Fund will make available to Mrs. Duncan \$1500 for a year of study in line with her work as director of rural elementary education at Fort Valley.

It is our understanding that this will be four quarters of work and will probably be done at the University of Chicago, where Mrs. Duncan has already spent considerable time. If you or she will let us know when and where to send the checks, we will pay her, if agreeable, an equal amount at the beginning of each quarter.

I did not mean you to interpret a recent communication from me quite as rigidly as you seem to have done. In keeping with our practice of former years it will be possible to draw upon a small fund for personnel development. It will be from this fund and not from your college balance for current expenses that this grant to Mrs. Duncan will come.

I expect to be with you for a short visit some time in July when we may go over the whole matter of personnel development for this coming year.

Sincerely yours,

FGW:RW

Dr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia



APPROPRIATION No. 42-3

RECOMMENDED BY: Fort Valley State College

FGW to Dr. Horace Mann Bond - 6/3/42:

AUTHORIZED BY _____

[illegible]

46 Fort Valley
(Duncan, Cath. J.)

June 3, 1942

Dear Mrs. Duncan: I have just written Doctor Bond to say that we will be glad to make it possible for you to do further study in connection with your work as director of the work of elementary education at Fort Valley. I have told Doctor Bond that if you will let us know the time and address we will send you four checks of equal amounts, one at the beginning of each quarter. I trust this is agreeable to you. I shall not be in Georgia until the second week of July. If you are in Fort Valley then, I shall see you, for I am planning to stop by for a short visit.

I have heard good things about the California schools and my immediate judgment is that studying there would be more fruitful than at Teachers College. In fact, without knowing more about it than I do, I place the value of Teachers College fairly low on my list. I have become quite well acquainted with Ohio State University recently. The opportunity given to Negro graduate students there is unusually fine. Equally important, the men and women with whom you would be associated at this institution stand high as leaders in graduate schools of education. One particularly, is Dr. Louis Rath. To be associated with him for a year would be my personal choice if I had an opportunity of this sort for myself.

I understand that you are not planning to start your work until September. In that event, might I suggest that you delay a final decision until I come through Fort Valley. Then I may be able not only to tell you more about it, but it is possible that you will learn first-hand from Doctor Rath the advantages of an association with Ohio State. He will be with me when I visit Fort Valley, probably the week of July 6 through 11.

Sincerely,

FRED G. WALK

FGW:RW

Mrs. Catherine J. Duncan
Fort Valley State College
Fort Valley, Georgia

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The Fort Valley State College

Fort Valley, Georgia

(gen)

January 2, 1941

JW 6 Thgo

Mr Fred G Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr Wale:

You may be interested to know that an inspection of the standardized University System score which has just come to our attention shows that our students did far better than did the Negro students in the other two state institutions. However, I must also say that all of the Negro students, including our own, did very miserably, as compared to the white students in the University System.

With a statistically worked out score of C as the median, with an intervening grade of C plus in almost all of our examinations, our students showed, according to the scale furnished for Negro students, a score of top C plus or B. As these grades are transferred into marks according to the statistical weight of 50% for marks derived from the standardized test and 50% from daily recitation, we had here very few failures, and a much larger percentage of A pluses, A's and B's than is characteristic. For example, one class in the Humanities, topped by Mr O'Daniel, had according to the State standardized examination, seven A's and one F, whereas according to the statistical probability is worked out for all of the Negro students in the system, he should have had only about two A's and several F's. I am writing to Mr Beers for a further breakdown of his data in order that we may more closely determine what our students are doing. I wish also to make a check as to whether their superior standing in these standardized tests as contrasted to the other two Negro institutions, are due to superior learning, which would imply that beginning with the same kind of students, we are succeeding in teaching them more, or whether it is due to higher degree of selection in our student body.

At any rate, the showing in general was very encouraging, as I repeat, it shows that while the typical average grade in the University System for Negroes, which includes our own grades, is a C, our students got an average grade of almost B. If statistically speaking, the scores made by our students here at Fort Valley had been taken out of the Negro Scores in general, the comparison would show even more greatly in our favor as doubtless our higher scores helped to make a general average higher than might have been expected.

Visitors like yourself might not on occasion feel that we are doing very much here, but such results as these help reassure me on occasions when I need plenty of reassurance myself, that while we are not performing

UNIVERSITY

miracles, we are doing a great deal better than is being done in other institutions. This may be poor comfort, but I cite for what it is worth.

With best wishes, I am

Sincerely yours,

H. M. Bond

H M Bond
President

HMB/c

The Fort Valley State College

Fort Valley, Georgia

(gcm)

January 10, 1941

JW 13 JW 30
JW 30
JW 30
JW 14

Mr Fred Wale
Associate for Rural Education
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr Wale:

We are now instituting plans for our annual HAM SHOW which has been going on here for some twenty-five years, and for our second annual Folk Music Festival, which is to be combined this year with the Ham Show. On this occasion, we invite Folk Musicians to come in and there is also a large exhibition of latest cured ham, and eggs by neighboring farmers.

I am writing you because I should like very much to solicit your presence on this occasion. I am sure you would find it very interesting and we are now working on some features which might add its interest.

I am also writing to ask you for your help in connection with it. Last year we had present Mr W C Handy, the Composer of the St Louis Blues as a guest and judge of the contestants in the Folk Music contest. This year we have invited Mr Allen Lomax, Curator of Folk Music of the Library of Congress. I might say also that we asked Mr Carl Sandburg to come, but he could not do so. We, particularly want for this occasion to arrange for recording effectively the work of the people who take part in the contest. John Work of Fisk University was here last year with a recorder, but he did not do so well. I had hoped to reach with you, further, the possibility of getting the generator which we discussed some time ago, but it may not be possible to cooperate with Tuskegee in the use of their recorder, and the proposed generator as I had wished.

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We would also like to arrange to have a showing on Thursday, March 6, of the moving picture, "The River." I would greatly appreciate it if you could help us have this assigned to us for that evening.

Any suggestions that you might wish to make, with reference to persons whom we should invite to be present on this occasion, with reference to the particular problem of recording this material, and with reference to any other matter that you might think helpful, would be greatly appreciated.

With best wishes, I am

Sincerely yours,

H. M. Bond

H M Bond
President

HEB/c

The Fort Valley State College

Fort Valley, Georgia

February 10, 1941

(Bm)

Mr. Edwin R. Embree
President
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

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Dear Mr. Embree:

I have just been stricken with a brainstorm. Why not have the Council meet at Fort Valley during the week of March 3rd. We are to have the evening of March 6th devoted to our Folk Music Festival and Mr. Alan Lomax of the Library of Congress is coming down to record the whole proceedings. On the evening of March 9th, we shall have our rural sacred portion of the Festival. On Saturday evening, we plan to have a Barn Dance with several String Bands present for the occasion.

There is another feature which we could finance if we had the money. We would like very much to bring here at that time either the Golden Gate Boys or the Deep River Boys, as finished exponents of the art of Folk Music. The first group, however, would cost us about \$500.00, and the second group, \$250.00 which we do not have. They could furnish a very interesting entertainment feature for the Council. In addition, I have thought of another feature, which might be interesting and spectacular if not highly practicable. On the property where we are building the Cooperative Houses -- one is now under construction with a gang of boys putting it up -- we would like very much to erect, at some time in the future, a sample rural school building designed by our students, and erected by a large number of them. Why not, if you have the Council meeting here, give us about \$1500.00 for materials, and let the whole school turn out on Friday afternoon and Saturday, with the added assistance of the hundreds of Farm folk who will be here at the time, and do one of these spectacular building jobs of which I have read, in which buildings have been completed by a gang of people in two or three hours.

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Mr. Edwin R. Embree

We could even add to this stunt the complete fencing, plowing, and sowing to grass of the school plot.

I am sure you will say louder and funnier, but perhaps also you will forgive me because you know I am given to such flights, both of the imagination, and of the Fantasy.

With best wishes, I am

Sincerely yours,

H. M. Bond
H. M. Bond,
President.

P.S.

Let me add that we also have a "Ham Show" scheduled for March 7th, which will bring hundreds of farmers here at that time.

HMB/c

BROTHER NIGGER

Ezra Rene McAfee
Fort Valley State College
Fort Valley, Georgia

She drew her pale face into an angry contortion and squinted at the clock impatiently. "Waiting for this Mot is growing intolerable," she announced coldly.

"Aw," Billy answered. "Mot'll be here; he gets out of school late."

"Is he always late?"

"Sometimes he gets a ride over," Allen consoled.

"Does the women's club know he meets in this room with you?" she inquired suavely.

"Sure," Billy assured. "Mot's mother is mom's laundress."

"Washwoman," Martha Palmer corrected artfully.

"Aw nuts, what's that got to do with it anyway?" he frowned disdainfully. "Nick let him belong to the club and every thing."

"Sure," Allen interrupted. "And he's the best pitcher on the team. You aren't going to discriminate him just cause he's colored are you, Miss Palmer?" Desperately the boy added, "Nick didn't."

The new manager lifted her brows into a disapproving arch. "Nick was a man; ladies have to be more careful about such things."

"Colored folks are never on time for a thing. I'll not waste another minute on that little nigger," she concluded hotly.

Suddenly every boy turned toward the doorway where Mot stood with his mouth dropped open apprehensively.

"Take a chair and sit back there all the time," a crisp command splintered the tense silence.

"But Nick never assigned special seats to anyone," Billy protested.

She silenced him with her eyes.



The darkly browned undernourished adolescent who'd known too few years of infancy; always pressed with the need of getting big enough to earn a livelihood stood mute. His deepset eyes stared vacantly: he was remembering a constitution framed, brave slaves and soldiers helping to free relatives and friends from bondage, a stately president signing an emancipation proclamation, and more modern heroes struggling for mass economic security and education. They had all been fighting against moments like this.

Perhaps too the boys would gradually become prejudiced; oppressive toward him in their minds and conversation they would begin to refer to him as "the little nigger."

"Hurry up," the woman ordered sharply.

Mot's vision clouded into one contemptible pallid sea of faces. Did not her group of 'poor white trash' have to struggle besides his own for better living conditions and against excessive taxes and domination by political forces. But even these could command Mot's people and the grim creature before him exerted this least salvaged bit of authority beligerently.

He smiled proudly, defiantly, turned swiftly, re-crossed the threshold, and ran down the steps into the late afternoon sunshine.

"Urph," she grunted tersely. "let's proceed with the meeting; he is not the only one in town."

Mot whistled merrily; here was an opportunity to introduce some race publications. She snatched away his claim of pride and dignity but his people would cooperate, drop subscriptions to her papers, and help encourage a race paper and magazine in every race home and place of business. They would form a partnership, like someone had said about standing together...and falling...Of course every one would laud his actions; he had not been defending only himself, he was upholding the ideals of every man of African descent.

... ..

Home was a shabby little house identical with its numerous squat, dirty street-rates but at eight o'clock he raced toward the narrow door which would shut out the things that hurt and bewildered: one by one anticipated customers had edged away from

him inane excuses and vague promises. Someone had even accused him of trying to stir up a race riot. "Let us all stop taking her papers and there'll be trouble sure. Boy, you fixin' to get lynched."

In the kitchen he found that the grimy tin pot had been relieved of its depth of peas and an undersized hamhock. Hungrily he ran a finger around the bottom crevices and licked the thick juice away. "Hi Ma, where all the dinner?"

His parent sighed wearily. "I reckons your pa musta finished it. I told him you hadn't ate but you know how that man is."

"Pa? when he come?"

"This morning. Says he went to Virginia this time, asked him why he didn't stay. We had a fuss bout Willie Mae hollowin'. I know she sick but Lord, I ain't got no money for a doctor."

"Wish he'd left me something to eat, I'm starving," Mot mumbled.

"Take some of your money and go buy somethin'," she suggested.

"I didn't collect today; I quit," he informed her proudly.

She set her flatiron down hard and stared at him. "Lord God," she murmured hoarsely, then added resignedly, "Wait'll I finish this piece; I'll get you some change."

She drew a greasy tobacco sack from beneath her bed mattress. But Mot's throat grew tight and dry as he heard her cry out fiercely, "Lord God, that low down husband of mine done stole every penny I had."

"Never mind, may," his lips quivered. "I ain't so hungry tonight no-way."

From Hank's place, a disreputable eating joint down the street, loud music of a nickle-a-slot box drifted into Mot. Most likely pa was there, holding wanton women on his shaky knees, letting them smear waxy lipstick over his face, grinning and spending ma's money for pungent whiskey. Crowds would surge around him dancing, cursing, jeering, and drinking all night. "Maybe," he thought disconsolately, "this is what we're really made for: beaten, cursed, bullied all day, all night indulged in crude repulsive diversion. Bleary-eyed hopeless group, leering and calling each other

names; malicious sharp names like 'damned ol' Nigger.'" Whit folks laughing at us, knocking us aside like animals, calling us names; malicious sharp names like "damned ol' Nigger!"

Abruptly he arose and thrust aside his history book; he was going down to Hank's. He would stand in a corner watching eagerly, learning early this way of existence. He leaned in a window listening intently: now the shrill wail of music was running a keen competition with the resonant uncontrolled laughter. Reluctantly he slammed the rickety casing down, rattling the panes perilously. He must not want that. Respect, recognition, honor: these were the proof of equality of a people; these were the ideals to wait for and fight for. Resolutely he returned to his seat and opened the book.

Ma called to him, "His ma says James gon take your job in the morning. Lord God, they don't even need the money; wants it jest for extra to throw way he says." she commented savagely.

The boy sat idly staring at a hole in the opposite wall. Tomorrow he must try again, he mused. Tomorrow. Tonight he smiled wryly: orders from three people out of the thousand who inhabited the town. The dim flame of lamp light began to flicker and he recalled the lack of both fuel and funds. Ma would scold him about burning up the wick. Deliberately he pursed his lips and blew until the bit of flame vanished. Wearily he folded his arms upon the table and pressed his face into the hollow triangle between.

Willie Mae's sharp wails crescendoed to a harsh whine. "Why hadn't she died like all the other puny children born after him?"

It was as if he had swallowed bitterness so that it was absorbed into his bloodstream and now flowed into every part of his body. A page of the book caught between his long fingers; it crumpled with a sharp quick sound of splitting and he flung it away from him. Quiet, tense, he waited for the soft thud as it struck the floor. Thus his own had crushed his ideals, unthinking of the pain in his heart. Perhaps they too waited for a final swift sound from the depth. That they could do this to him, to any man, his own race, his own neighbors, his own black brothers of bondage.

The Fort Valley State College

Fort Valley, Georgia

May 11, 1941

Mr. Fred Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Mr. Wale:

I know that far more important things should be the subject of this letter to you, but I must tell you about the long-awaited visit of the MAN FROM SUGAR CREEK. I hope you will pass it on to such other persons in the office who might be interested in us, together with the pictures.

Last January, after the smoke of inauguration had died away, but the rumbling of an impending earthquake was being felt in the State, I wrote to the Honorable Eugene Talmadge inviting him to make our Hubbard Day address. I spoke, in my letter, with great feeling, of the kindness and affection with which the venerable old man at Forsyth spoke of him; of how he would be comforting this old man in his declining days.

I think Governor Mather Talmadge must have conferred with Brother Hubbard. At any rate, in a few days I received a reply:

"Dear Professor: *

(Italics mine)

I will be glad to be with you on May 9th at your celebration of Hubbard Day.

Signed

Eugene Talmadge."

I still did not believe that he was coming. Soon afterward, after much agitation by Mrs. Jessie Daniel Ames, the Methodist women, and others, the Georgia Legislature passed a bill to appropriate money for the support of the Training School for Negro Delinquent girls at Macon. This was a project upon which Mrs. Hunt here had spent a great deal of time and effort; the Colored Women's Clubs of the State had bought the property, built (with WPA aid) the building, and given it to the State.

In line with his "economy" platform, Talmadge vetoed this bill. Immediately practically all the papers in the State began to rap brother Talmadge for carrying Economy too far. The Macon afternoon paper does a reverse on all issues to the morning paper, though both are owned and operated by the same people. The afternoon paper carried editorial after editorial, denouncing Mr. Talmadge as having carried economy too far - and even in one editorial saying that his veto of the bill was a "slap at the efforts of the good Negro women of the State." We had already had a premature celebration of the passage of the bill here, honoring Mrs. Hunt; and then Talmadge had vetoed it.

Naturally all of this left me much in the role of one whose bright-idea torpedo is about to boomerang, and, to further mix metaphors, bust in his face. All of the colored people here and elsewhere in the State were more bitter than ever at Talmadge. And, bless the Lord, Brother Hubbard died on March 21st - he, upon whom I had depended to keep the man from Sugar Creek in his place, if he came.

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accompanying
pictures in
back folder

The Fort Valley State College

Fort Valley, Georgia

I was almost hoping that the Governor would not come. But I had already approached one of his local henchmen, and he was very enthusiastic about introducing the Governor on the program. I did not give it any publicity, however. But Attorney Culpepper, our local Talmadgeite, did; and the Associated Press picked it up and further publicized it. We then sent out cards announcing the event.

Just about this time Mr. Ira De A Reid sent me a "personal" note on receipt of my card. He said that my invitation had brought to mind these comments - and he followed with some fictitious news stories.

"May 8th - Morning Paper -

"It was announced today that Governor Eugene Talmadge would speak at the Fort Valley State College for Negroes. The Governor is to be welcomed by Dr. H. M. Bond, who is a good and dependable Negro."

May 8th - Afternoon Paper -

"Governor Talmadge confirmed the report that he was to speak at the Fort Valley State College."

May 9th - Morning paper -

"As preparations were being made at the Fort Valley State College for the reception of Governor Talmadge, the President, H. M. Bond, could not be reached. His office reported that he had cancelled all engagements on account of a slight nervous indisposition."

May 9th, afternoon paper -

"Governor Talmadge spoke here this afternoon at memorial exercises. He praised the work of the College and said it was worth the money the taxpayers of Georgia were paying for it."

May 10th - Morning paper -

"President H. M. Bond left here for an unannounced destination this morning. It was said that he had gone off to recover from a recent high nervous strain."

This is exactly how I was feeling, and Mr. Reid's unkind little joke did me no good at all. The white folks in town rallied nobly to the cause. Mr. A. J. Evans, who had been appointed a Colonel on the Governor's staff, and who was for a long time the friend and supporter of Mr. Hunt here, arranged a mammoth steak lunch for His Honor. The Mayor, the Board of Education, the President of the Bank, the Sheriff, the Highway patrol, and others went to all possible ends to organize a motorcade to welcome him and bring him to the school.

One half hour before the services, Mrs. Hunt told me confidentially that her grandson, Charlie, had told her that if Mr. Talmadge used the word "nigger" in his remarks, the students would walk out. Knowing that Mrs. Hunt neither loved Mr. Talmadge, nor had loved Mr. Hubbard; and knowing, also, that she did not highly appreciate any celebration in Mr. Hunt's school for Mr. Hubbard, I was further somewhat stung.

However, the day before, Chancellor Sanford called me up and practically asked me to put him on the program. This was a clear gain; because I remembered the time I had argued over the Chancellor even deigning to come to see us at all. He also had Mr. Dixon bring one of the new Talmadge recruits, Judge Lubich P. Goodrich of Griffin; and Mr. Dixon did nobly with Judge Goodrich.

The Fort Valley State College

Fort Valley, Georgia

- 3

At the last minute I remembered, in spite of careful planning, that I had forgotten to invite, personally, Representative Altman, who is the legislator from this District, and whom I had written at the time I had invited Talmadge.

2:30 came. I waited at the entrance to the auditorium for Brother Talmadge, hoping that a last minute whirlwind would sweep him or me to Heaven, and ~~at~~ least away from Fort Valley. But the sirens sounded, the motorcycle cops approached, and there was the Man from Sugar Creek in person, about to descend from a bright new chariot supplied him by the local Plymouth dealers (who privately hate his guts).

(itself)

I mumbled a greeting to the Governor. He was affability himself. (You see, the after-effects are still with me). I walked him in. Thank God, Representative Altman was with him in person; and so were all the other local big shots.

We had planted a very little, and a very dark little boy (see picture) on the program, to read responsively the Scriptures, from Matthew 18. He was nowhere to be seen; but as we walked in, he popped up to my great relief. We had an organ borrowed from a music store for our Festival, still with us; a Hammond; and Mr. Talmadge had his first shock, I believe, when he walked in to hear the organ being played beautifully with Linton Herrien, formerly at Fisk, playing the Largo of Handel. There came in the motorcade a typical Talmadgeite who was loud and drunk; shirt-sleeves, red galluses, and all. I felt that Brother Talmadge was slightly ashamed of this gentleman.

We had suggested to the students that we were not going to put on a show. We did ask them to be clean, but not to be dressed up. There they sat, with high school, college, and visitors - some 800 black faces looking up in obvious hostility to the Man from Sugar Creek.

I had prepared my script for being master of ceremonies in advance of the occasion, as I did not want to bumble. But the first thing I did was bumble. All I could think of was Brother Talmadge saying "Nigger," and then my students getting up for their walk. Of course I couldn't tell them in advance not to, nor, in fact, would I have wanted them to do anything else.

But there I was - and I said, "The audience will remain seated ~~was~~ we sing "America." But they were already standing; some stood, some sat, and I stood on unconscious of my bumble. But that passed.

Then little Joseph Solomon began to read, very carefully, very loudly, and very well -

"At the same time came the disciples unto Jesus, saying, Who is the greatest in the kingdom of heaven?"

And the audience replied, loudly, and defiantly -

"And Jesus called a little child unto him, and set him in the midst of them,"

And when the audience came to the 6th verse, they nearly roared it -

The Fort Valley State College

Fort Valley, Georgia

-4

"But whoso shall offend one of these little ones which believe in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depth of the sea."

Then came the introduction of the introducer. Afterward my wife told me of one great fear she had - I had worried so much about Talmadge saying "nigger," that she said she was expecting me to say it myself! That, she added, would have been the perfect Freudian touch! I had planned to use the word "Negro" several times in order to familiarize Brother Talmadge with the sound, just in case he had never heard it before pronounced like that. I did so, and each time my wife swore she thought that on the next effort, "Nigger" would pop out.

The Governor began. He was, persons who had heard him speak before, a very different man. He tried first one tack, and then another - and all the time those 800 black faces and those 1600 eyes set in those black faces were looking at him as though he were some sort of monster.

Governor Talmadge is, indeed, a rare man. You could see him sensing the feel of that audience. He got off on one tack - pronouncing "colored" and "Negro" very carefully - in which he said, "The Negro is the best labor, with intelligent supervision, in the world." He could feel the audience stiffen, and you could see him realize it. He tried again. "Under intelligent supervision, the patience, endurance, and capacity for work of the Negro is what makes him the best labor in the world. That's the highest compliment I feel I can pay to anyone." Still no relaxation in the audience. He changed his tack.

"Hubbard was a religious man. You know, the Christian church is the most important institution in the world....." And here, at last on safe grounds, he extolled the glories of the church for ten minutes, and sat down - the briefest speech, I have heard, that the Governor ever had made in his life.

I was so relieved that my wife told me afterward that it was almost too apparent. I clapped madly. The choir sang several spirituals. Chancellor Sanford spoke smoothly as usual. Regent Goodrich spoke also and said that he was convinced that the College was worth the money the State was paying for it many times over.

We then adjourned to the coop projects, which Mr. Talmadge dedicated with a few brief but very enthusiastic, if somewhat dumbfounded words. Just a month ago his son, Herman, visited the campus, and among other favorable comments said - "I hope you're not teaching them Latin and Greek - you know colored people are not ready for that yet." The Governor was dumbfounded to find that Negroes were not teaching Latin and Greek.

Well, things ended - the Governor signed a lot of autographs for our students - "Eugene Talmadge, Meras, Georgia." And I went home and wished I had a big drink, but the Associated Press called up for a story, and that had to be written.

But I did leave the next morning, if not on a long trip, at least to Tuskegee, where I saw our boy from Fort Valley, Ernest Marshall, win the 440 with ease. He is a boy the Associated Press read about, and manufactured a story about him, around the theme that we made a track out of a cow pasture, and that a race he won in fast time two weeks ago was his first competitive race; that he had been running in tennis shoes, until I got interested and bought him some track shoes - all of which is more or less false, mostly more - because the boy is from Schenectady, New York, and was New England quarter-mile champion for two years.

The Fort Valley State College

Fort Valley, Georgia

-5

So this is the story of how Eugene Talmadge, the sage of Sugar Creek, the red-gallused darling of the backwoods, came to Fort Valley, and behaved himself most admirably, like the gentleman he may be and the scholar he is (Phi Beta Kappa at Georgia). He is, indeed, a master politician; for I am torn between convictions that his visit here was purely political - to compensate for the berating he's had on this Training School Issue - and partially sentimental deference to an old colored man in the grand tradition of the South. But the trip did him good. The political writer of the Constitution on Thursday told how the Governor had failed to meet the annual County Commissioners Association at Augusta; and had alleged ill health. This morning the same writer said that the Governor had returned to his office - he looked better than he had for months - he had erased the frown that he had before on his face - and was smiling and the old 'Gene again, or very much like it.

I have written at this length because I wanted to document it for myself as much as to pass on to you folks in Chicago what was, indeed, something the like of which has not before come to pass in Georgia. It went off som well, indeed, that I felt at the end that the contribution Fort Valley has made to the education of Negroes in Georgia is well high enough. We have - indeed - revolutionized educational procedure in the colleges - we have helped immensely to strengthen and revivify the work, not only in the State Colleges, but also in the private colleges; we have made it possible for Savannah, and for Albany, to greatly improve their work; and at last to have the opportunity to become respectable; and we have, I think, perpetuated the existence of Fort Valley with substantial state support when the private support is gone.

And we have had on our platform the champion nigger-baiter of the South since Bilbo, and we have led him to make a public pronouncement that "all Georgians are proud of the educational advancement made by the colored people in the last thirty years."

Mr. Wale, if I had one, I'd take a real, big, tall one - straight.

With best wishes, I am,

Sincerely,

H. M. Bond
H. M. Bond,
President.

FISK
UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

January 2, 1941

Mr. Edwin R. Embree
President, The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Mr. Embree:

I wrote to you recently about the American Historical Association meeting, and stated that the invitation to be there was doubtless due to the book which the Julius Rosenwald Fund helped subsidize in publication, "Negro Education in Alabama: A Study in Cotton and Steel."

I hope I am not bragging, but I felt you would be interested in a letter just received. This was from Carter V. Good of Cincinnati, President of the American Educational Research Association. In the letter Dr. Good informed me that the book had been selected by their Committee on Awards to receive one of the citations for "outstanding contributions to educational research" at their annual meeting in February.

This will make another slight complication regarding the Mexico meeting, about which I had just written to Mr. Wale. You may remember your successful efforts to have me appear at the University of Chicago Chapel Service on February 16th. I had just written Mr. Wale, asking him if I could arrange to fly from Chicago to Mexico immediately after the chapel service, and telling him that I would pay the extra cost involved. The Award banquet of the Research Association is to be held in Atlantic City on the evening of February 24th, so if I made the Chicago engagement (which, of course, I want to and will have to make), and the Atlantic City banquet engagement, it looks like a double flying trip would be in order.

In any event, let me thank you again, after two or three years, for your original kindness in helping me publish that book.

The Fort Valley State College

Fort Valley, Georgia

January 2, 1941

(gen)

copy to EPS

JW 6 Thw

Mr Fred G Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr Wale:

You may be interested to know that an inspection of the standardized University System score which has just come to our attention shows that our students did far better than did the Negro students in the other two state institutions. However, I must also say that all of the Negro students, including our own, did very miserably, as compared to the white students in the University System.

With a statistically worked out score of C as the median, with an intervening grade of C plus in almost all of our examinations, our students showed, according to the scale furnished for Negro students, a score of top C plus or B. As these grades are transferred into marks according to the statistical weight of 50% for marks derived from the standardized test and 50% from daily recitation, we had here very few failures, and a much larger percentage of A pluses, A's and B's than is characteristic. For example, one class in the Humanities, topped by Mr O'Daniel, had according to the State standardized examination, seven A's and one F, whereas according to the statistical probability is worked out for all of the Negro students in the system, he should have had only about two A's and several F's. I am writing to Mr Beers for a further breakdown of his data in order that we may more closely determine what our students are doing. I wish also to make a check as to whether their superior standing in these standardized tests as contrasted to the other two Negro institutions, are due to superior learning, which would imply that beginning with the same kind of students, we are succeeding in teaching them more, or whether it is due to higher degree of selection in our student body.

At any rate, the showing in general was very encouraging, as I repeat, it shows that while the typical average grade in the University System for Negroes, which includes our own grades, is a C, our students got an average grade of almost B. If statistically speaking, the scores made by our students here at Fort Valley had been taken out of the Negro Scores in general, the comparison would show even more greatly in our favor as doubtless our higher scores helped to make a general average higher than might have been expected.

Visitors like yourself might not on occasion feel that we are doing very much here, but such results as these help reassure me on occasions when I need plenty of reassurance myself, that while we are not performing

UNIVERSITY

miracles, we are doing a great deal better than is being done in other institutions. This may be poor comfort, but I cite for what it is worth.

With best wishes, I am

Sincerely yours,

H. M. Bond

H M Bond
President

HMB/c

The Fort Valley State College

Fort Valley, Georgia

January 6, 1940

(gen)

JW 8 JW_{ew} 11
gdd JFH

Mr. Fred G. Wale
Associate For Rural Education
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Wale:

In making plans for our summer session, the need has appeared for an outstanding person in agriculture, who might be a specialist in either small gardening or in poultry, or, should be a specialist in poultry and yet have knowledge of vegetables sufficient to give an intensive course in the development of small gardens.

I am sure that in your wide acquaintance you must know of some person who would be able to help us in this respect. Either a white person or a Negro would be acceptable for this summer session work, although, I have canvassed the field of all the Negroes whom I know and cannot think of any one of them, at the present time, who would exactly fit the bill. You will understand that I would like to have a very exceptional sort of person who would be willing to work intensively with a small group of persons. If a white person, he could be domiciled in the city of Fort Valley and come out to teach classes during the summer session in the day. If you can suggest such a person to me, I should be greatly obliged.

We have tentatively in mind the payment of a sum which would range from \$350.00 for five weeks to \$500.00 for ten weeks' instruction. Perhaps this salary would be attractive to a first-class person, either in some university department of agriculture, or in one of the federal agricultural services whom you may know.

With best wishes, I am

Sincerely yours,

H. M. Bond
H. M. Bond
President

HMB:j

FISK
UNIVERSITY

Fort Valley
(Gen)

FVS

January 6, 1941

Dear Bond: Heartiest congratulations on the
award from the American Educa-
tional Research Association. This is certainly
well merited. I am proud that this Fund had a
part in making possible the research which drew
this distinction.

I think I will leave to Mr. Wale
the detailed correspondence about the Mexican
trip. We certainly want you with us for as
large a part of the Mexican conferences as pos-
sible. I also see the importance of your meet-
ing the engagements which precede and follow
them. I am sure we can work out some solution,
but I think it will be simpler if I leave that
directly between you and Mr. Wale.

Very truly yours,
EDWIN R. EMBREE

ERE:JW

Dr. Horace Mann Bond, President
The Fort Valley State College
Fort Valley, Georgia

FISK
UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

(94)

January 6, 1940

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Mr. William C. Haygood
Secretary
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Haygood:

Thank you for your letter of December 24th.

I had no intention of giving publicity to the "Pocket-book" idea, except to issue several newspaper mats to the Negro newspapers showing our librarian and a student, with a brief caption describing the idea. This would in no way conflict or take the place of the use of the idea which you suggest in your letter. I hope you can carry your suggestion out.

With best wishes, I am

Sincerely yours,

H. M. Bond
H. M. Bond
President

HMB:j

*Leave Chicago 6 p.m.
get F 12 noon.
change at El Paso
get Mexican plane at Tuary.*

FISK
UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

(gen)

January 10, 1941

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Mr Fred Wale
Associate for Rural Education
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr Wale;

We are now instituting plans for our annual HAM SHOW which has been going on here for some twenty-five years, and for our second annual Folk Music Festival, which is to be combined this year with the Ham Show. On this occasion, we invite Folk Musicians to come in and there is also a large exhibition of latest cured ham, and eggs by neighboring farmers.

I am writing you because I should like very much to solicit your presence on this occasion. I am sure you would find it very interesting and we are now working on some features which might add its interest.

I am also writing to ask you for your help in connection with it. Last year we had present Mr W C Handy, the Composer of the St Louis Blues as a guest and judge of the contestants in the Folk Music contest. This year we have invited Mr Allen Lomax, Curator of Folk Music of the Library of Congress. I might say also that we asked Mr Carl Sandburg to come, but he could not do so. We, particularly want for this occasion to arrange for recording effectively the work of the people who take part in the contest. John Work of Fisk University was here last year with a recorder, but he did not do so well. I had hoped to reach with you, further, the possibility of getting the generator which we discussed some time ago, but it may not be possible to cooperate with Tuskegee in the use of their recorder, and the proposed generator as I had wished.

FISK
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We would also like to arrange to have a showing on Thursday, March 6, of the moving picture, "The River." I would greatly appreciate it if you could help us have this assigned to us for that evening.

Any suggestions that you might wish to make, with reference to persons whom we should invite to be present on this occasion, with reference to the particular problem of recording this material, and with reference to any other matter that you might think helpful, would be greatly appreciated.

With best wishes, I am

Sincerely yours,

H. M. Bond

H M Bond
President

HMB/c

Fort Valley
(Gen)

January 11, 1941

Dear Doctor Bond: In answer to your inquiry concerning ~~an agriculturist~~ to work in your summer school, I cannot now name the exact person. But I have it on my conscience and will talk it over with Jim Simon as well as certain people in Washington who can help us. In the meantime I suggest that you write Porter Claxton at West Georgia College. He's just the person you want. I don't think you can get him because of several other commitments, but he ought to be able to suggest the right man to you. Will you be sure to bring the matter to Jim Simon's attention when he visits you shortly?

Sincerely,

FRED G. WALE

FGW:RW

Dr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia

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CROSS REFERENCE RECORD

| | | | |
|-----------------------------|--|---------|-----------------|
| FIRM NAME OR SUBJECT | FORT VALLEY STATE COLLEGE | GENERAL | FILE NO. |
| DATE 1-27-41 | REMARKS Mr. Corry to FGW requesting Fund's aid for summer school project in which the teachers of Greene County would attend Univ of Georgia and Fort Valley. | | |
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| SEE | GREENE COUNTY PROGRAM | FILE NO. |
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| DATE | SIGNED |
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Just now
Jan 7

Fort Valley
(Gen)

January 30, 1941

Dear Doctor Bond: I am delighted to hear of your plans for the second annual folk music festival, which I gather must be around March 6, since that is the day of the showing of The River. Unfortunately, I shall be returning from Mexico by car on that day. I feel badly about this because I know what a grand occasion this is, and I had anticipated being with you this year.

I think your selection of Mr. Allen Lomax is a fine one. I do not know him personally but heard a great many good things about him when I lived in Washington.

You mention the possibility of getting a generator for this occasion, and I assume for later use. If the festival is to be held at Fort Valley, will a generator be necessary since you are all fixed up with electricity? Your problem, it seems to me, is to obtain a recorder. It may be that the audio-visual department of the University in Athens might have one they could lend or rent to you. It may be that the recorder Dr. Max Bond has at Tuskegee could be borrowed for that week end. The one I had mentioned to you some months ago, owned by Farm Security Administration, was ruled out by me last fall as absolutely useless. I studied it in detail. Mr. Folger at West Georgia was thinking of buying a Philco recorder but has not done so yet. These ideas are not too helpful. Perhaps we may have others when we meet next, which I hope will be in Mexico City, and talk to those who probably have additional information.

I am negotiating for The River for March 6 for you, and when word comes in Miss Warren will forward it to you.



page two

For suggestions as to whom you might invite, I would certainly send a blanket invitation to Mr. Folger and any members of his faculty or student body who would like to drive over. You would probably also include Tuskegee and Jackson College people. I think Dr. Morris Mitchell and his students at Florence State Teachers College, Florence, Alabama, would be glad to hear of it, and I would send word to Mr. Claude Purcell, a friend of mine and superintendent of county schools, Clarksdale, Georgia.

Best wishes.

Sincerely,

FRED G. WALKER

FGW:RN

Mr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia



CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT FORT VALLEY STATE COLLEGE GENERAL **FILE NO.**

DATE 1-30-41

REMARKS FGW to Mr. Evans of Extension Service re:
rental of film, "The River" by Fort Valley
at community gathering festival on March 6.

SEE

VISUAL EDUCATION

U S GOVT DEPARTMENT OF AGRICULTURE

FILE NO.

DATE

SIGNED

FILE CROSS REFERENCE RECORD UNDER NAME OR
SUBJECT LISTED AT TOP OF THIS SHEET, AND IN
PROPER DATE ORDER.
THE PAPERS REFERRED TO SHOULD BE FILED UND-
ER NAME OR SUBJECT LISTED UNDER "SEE"

YAWMAN AND ERBE MFG. CO.

ROCHESTER, N. Y.

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FORM NO. 099CR

Fort Valley
(Gen)

February 3, 1941

Dear Mr. Bond: In view of the fact that your
trip to Chicago at the time
of our Trustees' meeting served two purposes, we
are reimbursing you for one-half of your expenses.
Our check for \$29.70, payable to Fort Valley State
College, is enclosed.

Very truly yours,

DOROTHY A. ELVIDGE

DAE:AM

Mr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia

FISK
UNIVERSITY

CROSS REFERENCE RECORD

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| FIRM NAME OR SUBJECT | FORT VALLEY STATE COLLEGE | GENERAL | FILE NO. |
| DATE 2-5-41 | REMARKS Corres with Dr. Bond re: two-county library service project. | | |
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| SEE | SOUTHERN LIBRARY SERVICE | FILE NO. |
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| DATE | SIGNED |
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FILE CROSS REFERENCE RECORD UNDER NAME OR SUBJECT LISTED AT TOP OF THIS SHEET, AND IN PROPER DATE ORDER.
THE PAPERS REFERRED TO SHOULD BE FILED UNDER NAME OR SUBJECT LISTED UNDER "SEE"

YAWMAN AND ERBE MFG. CO.
ROCHESTER, N. Y.



The Fort Valley State College

Fort Valley, Georgia

February 10, 1941

(Sen)

Mr. Edwin R. Embree
President
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

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| ERE | 13 | SPK | 3-7 |
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| JW | | JW | |
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Dear Mr. Embree:

I have just been stricken with a brainstorm. Why not have the Council meet at Fort Valley during the week of March 3rd. We are to have the evening of March 6th devoted to our Folk Music Festival and Mr. Alan Lomax of the Library of Congress is coming down to record the whole proceedings. On the evening of March 9th, we shall have our rural sacred portion of the Festival. On Saturday evening, we plan to have a Barn Dance with several String Bands present for the occasion.

There is another feature which we could finance if we had the money. We would like very much to bring here at that time either the Golden Gate Boys or the Deep River Boys, as finished exponents of the art of Folk Music. The first group, however, would cost us about \$500.00, and the second group, \$250.00 which we do not have. They could furnish a very interesting entertainment feature for the Council. In addition, I have thought of another feature, which might be interesting and spectacular if not highly practicable. On the property where we are building the Cooperative Houses — one is now under construction with a gang of boys putting it up — we would like very much to erect, at some time in the future, a sample rural school building designed by our students, and erected by a large number of them. Why not, if you have the Council meeting here, give us about \$1500.00 for materials, and let the whole school turn out on Friday afternoon and Saturday, with the added assistance of the hundreds of Farm folk who will be here at the time, and do one of these spectacular building jobs of which I have read, in which buildings have been completed by a gang of people in two or three hours.

FISK
UNIVERSITY

Mr. Edwin R. Embree

We could even add to this stunt the complete fencing, plowing, and sowing to grass of the school plot.

I am sure you will say louder and funnier, but perhaps also you will forgive me because you know I am given to such flights, both of the imagination, and of the Fantasy.

With best wishes, I am

Sincerely yours,

H. M. Bond
H. M. Bond,
President.

P.S.

Let me add that we also have a "Ham Show" scheduled for March 7th, which will bring hundreds of farmers here at that time.

HMB/c

Fort Valley
(Pen)

February 10, 1941

Dear Mr. Bond: The enclosed sheet came today from the Division of Motion Pictures of the Department of Agriculture. According to this information, you can get The River through the University System of Georgia, Division of General Extension, 223 Walton, N.W., Atlanta, Georgia, at a nominal charge. A letter from Mr. Evans in Washington says that the film should be ordered at least three weeks in advance of the time that it is needed. If it is too late to secure a print of the film from this source, I suggest that you write Mr. Raymond Evans of the Division of Motion Pictures, Extension Service, Department of Agriculture, Washington, D. C.

Since the Council is not to be held in Mexico, Mr. Wale will probably be in the office sooner than he had thought. Perhaps he will be able to come to the music festival after all. At any rate, if you need to reach him, I am sure he will be in the office by the last week of February.

Sincerely yours,

RUTH WARREN

RW

Secretary to Mr. Wale

Mr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia

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UNIVERSITY

CROSS REFERENCE RECORD

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| FIRM NAME OR SUBJECT | FORT VALLEY STATE COLLEGE GENERAL | FILE NO. |
| DATE 2-14-41 | REMARKS Corres re: fellowship to Matthew Fairfax. | |
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| SEE | FELLOWSHIPS FAIRFAX MATTHEW | FILE NO. |
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FILE CROSS REFERENCE RECORD UNDER NAME OR SUBJECT LISTED AT TOP OF THIS SHEET, AND IN PROPER DATE ORDER.
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YAWMAN AND ERBE MFG. CO.
 ROCHESTER, N. Y.



~~The Fort Valley State College~~

Fort Valley, Georgia

(Sent)

March 4, 1941

6-7
H M Bond

Mr. Edwin R. Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My Dear Mr. Embree:

You may be interested to know that our speaker for our annual observance of Hubbard Day, instituted last year, in honor of the President Emeritus of the State Teachers and Agricultural College at Forsyth, will be the Honorable Eugene Talmadge, Governor of the State of Georgia, and a great friend to President Hubbard.

We are very grateful to the governor of this great commonwealth for agreeing to grace this occasion. I do not know if you would care to be present on this occasion. At the present time I do not recall any reference by you to him that would indicate any imperative desire or necessity for commemorating this event.

With best wishes, I am

Sincerely yours,

H M Bond
H. M. Bond,
President.

HMB/c



The Fort Valley State College

Fort Valley, Georgia

March 17, 1941

(Gen)

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Mr. Edwin R. Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Embree:

Thank you for your note of March 14th in which you refer to the scholarship prospectively to be offered to this institution by the Knights Templar Foundation.

At the present time, I think it best not to raise this question as I am sure in due course we will be officially informed. I am, however, going ahead to include this amount with the expectation of its being matched by the Julius Rosenwald Fund, in our budget for 1941-42, which is now in the making. If incorrect in this matter, in your opinion, please advise me.

With best wishes, I am

Sincerely yours,

H. M. Bond
H. M. Bond,
President.

HMB/c

FISK
UNIVERSITY

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT FORT VALLEY STATE COLLEGE GENERAL **FILE NO.**

DATE 3-22-41 **REMARKS** H. M. Bond to Edward Palmer inviting him to join the faculty at Fort Valley.

SEE FELLOWSHIPS PALMER EDWARD N **FILE NO.**

DATE **SIGNED**

FILE CROSS REFERENCE RECORD UNDER NAME OR SUBJECT LISTED AT TOP OF THIS SHEET, AND IN PROPER DATE ORDER.
THE PAPERS REFERRED TO SHOULD BE FILED UNDER NAME OR SUBJECT LISTED UNDER "SEE"

YAWMAN AND ERBE MFG. CO.
ROCHESTER, N. Y.

FISK
UNIVERSITY
FORM NO. 099CR

The Fort Valley State College

Fort Valley, Georgia

(Gen)

April 5, 1941

Jw 8 Jw-10

Mr. Fred G. Wale
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Wale:

You will remember our conversation regarding Mr. Langston Hughes. I thought you would be interested in the enclosed manuscript of a short story written by one of the students here which I have just sent off to Opportunity Magazine. I believe that Mr. Hughes could help such a student as this a great deal, and am very anxious to learn what further progress you have made with reference to the arrangement you mentioned on your last visit here.

With best wishes, I am

Sincerely yours,

H. M. Bond
H. M. Bond,
President.

HMB/c

Enc.



BROTHER NIGGER

Ezra Rene McAfee
Fort Valley State College
Fort Valley, Georgia

She drew her pale face into an angry contortion and squinted at the clock impatiently. "Waiting for this Mot is growing intolerable," she announced coldly.

"Aw," Billy answered. "Mot'll be here; he gets out of school late."

"Is he always late?"

"Sometimes he gets a ride over," Allen consoled.

"Does the women's club know he meets in this room with you?" she inquired suavely.

"Sure," Billy assured. "Mot's mother is mom's laundress."

"Washwoman," Martha Palmer corrected artfully.

"Aw nuts, what's that got to do with it anyway?" he frowned disdainfully. "Nick let him belong to the club and every thing."

"Sure," Allen interrupted. "And he's the best pitcher on the team. You aren't going to discriminate him just cause he's colored are you, Miss Palmer?" Desperately the boy added, "Nick didn't."

The new manager lifted her brows into a disapproving arch. "Nick was a man; ladies have to be more careful about such things."

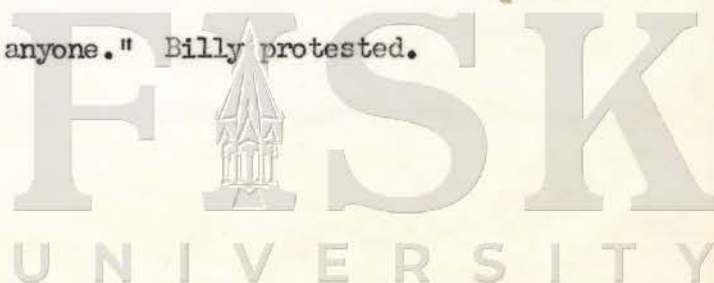
"Colored folks are never on time for a thing. I'll not waste another minute on that little nigger," she concluded hotly.

Suddenly every boy turned toward the doorway where Mot stood with his mouth dropped open apprehensively.

"Take a chair and sit back there all the time," a crisp command splintered the tense silence.

"But Nick never assigned special seats to anyone." Billy protested.

She silenced him with her eyes.



The darkly browned undernourished adolescent who'd known too few years of infancy; always pressed with the need of getting big enough to earn a livelihood stood mute. His deepset eyes stared vacantly: he was remembering a constitution framed, brave slaves and soldiers helping to free relatives and friends from bondage, a stately president signing an emancipation proclamation, and more modern heroes struggling for mass economic security and education. They had all been fighting against moments like this.

Perhaps too the boys would gradually become prejudiced; oppressive toward him in their minds and conversation they would begin to refer to him as "the little nigger."

"Hurry up," the woman ordered sharply.

"Mot's vision clouded into one contemptible pallid sea of faces. Did not her group of 'poor white trash' have to struggle besides his own for better living conditions and against excessive taxes and domination by political forces. But even these could command Mot's people and the grim creature before him exerted this least salvaged bit of authority beligerently.

He smiled proudly, defiantly, turned swiftly, re-crossed the threshold, and ran down the steps into the late afternoon sunshine.

"Umph," she grunted tersely. "let's proceed with the meeting; he is not the only one in town."

Mot whistled merrily; here was an opportunity to introduce some race publications. She snatched away his claim of pride and dignity but his people would cooperate, drop subscriptions to her papers, and help encourage a race paper and magazine in every race home and place of business. They would form a partnership, like someone had said about standing together...and falling...Of course every one would laud his actions; he had not been defending only himself, he was upholding the ideals of every man of African descent.

... ..

Home was a shabby little house identical with its numerous squat, dirty street-mates but at eight o'clock he raced toward the narrow door which would shut out the things that hurt and bewildered: one by one anticipated customers had edged away from

him inane excuses and vague promises. Someone had even accused him of **trying** to stir up a race riot. "Let us all stop taking her papers and there'll be trouble sure. Boy, you fixin' to get lynched."

In the kitchen he found that the grimy tin pot had been relieved of its depth of peas and an undersized hamhock. Hungrily he ran a finger around the bottom crevices and licked the thick juice away. "Hi Ma, where all the dinner?"

His parent sighed wearily. "I reckons your pa musta finished it. I told him you hadn't ate but you know how that man is."

"Pa? when he come?"

"This morning. Says he went to Virginia this time, asked him why he didn't stay. We had a fuss bout Willie Mae hollowin'. I know she sick but Lord, I ain't got no money for a doctor."

"Wish he'd left me something to eat, I'm starving," Mot mumbled.

"Take some of your money and go buy somethin," she suggested.

"I didn't collect today; I quit," he informed her proudly.

She set her flatiron down hard and stared at him. "Lord God," she murmured hoarsely, then added resignedly, "Wait'll I finish this piece; I'll get you some change."

She drew a greasy tobacco sack from beneath her bed mattress. But Mot's throat grew tight and dry as he heard her cry out fiercely, "Lord God, that low down husband of mine done stole every penny I had."

"Never mind, may," his lips quivered. "I ain't so hungry tonight no-way."

From Hank's place, a disreputable eating joint down the street, loud music of a nickle-a-slot box drifted into Mot. Most likely pa was there, holding wanton women on his shaky knees, letting them smear waxy lipstick over his face, grinning and spending ma's money for pungent whiskey. Crowds would surge around him dancing, cursing, jeering, and drinking all night. "Maybe," he thought disconsolately, "this is what we're really made for: beaten, cursed, bullied all day, all night indulged in crude repulsive diversion. Bleary-eyed hopeless group, leering and calling each other

names; malicious sharp names like 'damned ol' Nigger.'" Whit folks laughing at us, knocking us aside like animals, calling us names; malicious sharp names like "damned ol' Nigger'".

Abruptly he arose and thrust aside his history book; he was going down to Hank's. He would stand in a corner watching eagerly, learning early this way of existence. He leaned in a window listening intently: now the shrill wail of music was running a keen competition with the resonant uncontrolled laughter. Reluctantly he slammed the rickety casing down, rattling the panes perilously. He must not want that. Respect, recognition, honor: these were the proof of equality of a people; these were the ideals to wait for and fight for. Resolutely he returned to his seat and opened the book.

Ma called to him, "His ma says James gon take your job in the morning. Lord God, they don't even need the money; wants it jest for extra to throw way he says." she commented savagely.

The boy sat idly staring at a hole in the opposite wall. Tomorrow he must try again, he mused. Tomorrow. Tonight he smiled wryly: orders from three people out of the thousand who inhabited the town. The dim flame of lamp light began to flicker and he recalled the lack of both fuel and funds. Ma would scold him about burning up the wick. Deliberately he pursed his lips and blew until the bit of flame vanished. Wearily he folded his arms upon the table and pressed his face into the hollow triangle between.

Willie Mae's sharp wails crescendoed to a harsh whine. "Why hadn't she died like all the other puny children born after him?"

It was as if he had swallowed bitterness so that it was absorbed into his bloodstream and now flowed into every part of his body. A page of the book caught between his long fingers; it crumpled with a sharp quick sound of splitting and he flung it away from him. Quiet, tense, he waited for the soft thud as it struck the floor. Thus his own had crushed his ideals, unthinking of the pain in his heart. Perhaps they too waited for a final swift sound from the depth. That they could do this to him, to any man, his own race, his own neighbors, his own black brothers of bondage.

M 4th
M 110

Fort Valley
(Gen)

April 10, 1941

Dear Doctor Bond: You asked me one or two questions on my recent visit to Fort Valley regarding a number of young men studying this year on Rosenwald fellowships. I send you this for your personal information. It is definite but has not yet been made public.

The young man studying in science at MIT is Henry Aaron Hill. He has received a reappointment for this coming year. Edward Nelson Palmer has also received a reappointment. This I take it sends you on the trail of Mr. Peterson. I believe you referred to James C. Peterson, but as I remember it, you said he was at Wisconsin. The Peterson who is now finishing his year of fellowship is at the University of Minnesota. He has done some work this year at Fisk and field work in Hines County, Mississippi. He is back at Minnesota at the moment and is free for you to go after. I am told here that he is a very good person.

You will also be interested, in view of our conversations and your recent letter containing a student's manuscript, in the fact that Langston Hughes has been awarded a fellowship this year. If there is any further information you would like to have on these matters, I shall be glad to send it to you.

It was my understanding that you were going to write me about the faculty members you wish to send off for further study this summer and also of some thoughts you had regarding a strong individual addition to your faculty for the coming year.

Sincerely yours,

FGW:RW

Dr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia



The Fort Valley State College

Fort Valley, Georgia

(Gen)

April 14, 1941

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Mr. Fred G. Wale
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Wale:

I do believe that the Rosenwald Fund, while giving me life with the right hand, is poisoning me with the left, to wit: the scholarship committee. Nevertheless, why can't Langston Hughes spend his scholarship down here, or at least spend a period of it down here. You will tell him that I will give him every facility for the writing of as many novels as he wishes, and I have some very swell ideas in this line. He could spend at least three months or a quarter here, and I cannot imagine a better place. We really have the low down on the community, both white and Negro, and although he might fictionalize it as he wishes, a richer store you cannot imagine. I am writing you additional suggestions in another letter, however.

Best wishes, I am

Sincerely,

H M Bond
H. M. Bond.

HMB/c



CROSS REFERENCE RECORD

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| FIRM NAME OR SUBJECT | FORT VALLEY STATE COLLEGE GENERAL | FILE NO. |
| DATE 4-10-41 | REMARKS | |
| | FGW to Dr. Bond offering \$25 to each teacher who comes to Fort Valley from Greene County for the summer workshop and \$200 to the college for the cost of materials. | |
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| SEE | GREENE COUNTY SUMMER WORKSHOPS | FILE NO. |
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YAWMAN AND ERBE MFG. CO.
 ROCHESTER, N. Y.



The Fort Valley State College

Fort Valley, Georgia

(gen)

April 15, 1941

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Mr. Fred G. Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Wale:

I have been exploring an interesting possibility that might interest you. Sometime ago, I wrote to the President of McKenzie College, asking him if he knew of a young Brazilian student of pronounced color, who might be interested in coming to this institution for a period as an instructor and observer of our scene. The President has just written me to the effect that he has located such a person, who will graduate in December of 1941 from McKenzie College, from the six-year college course in Medicine. I am about to write him to carry on the proposition, with the only hitch at the present time, now being in the matter of transportation.

The proposition which I made before, was that the student would be willing to work for room and board, here, with only a small stipend.

I have no idea what transportation costs would be, and I mention it again only as a possibility that greatly intrigues me. My idea would be to have her enter Meharry, after spending a period, January through September, at this institution.

With best wishes, I am

Sincerely yours,

H. M. Bond
H. M. Bond,
President.

HMB/c



CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT FORT VALLEY STATE COLLEGE GENERAL **FILE NO.**

| | |
|--------------------|---|
| DATE 5-9-41 | REMARKS FGW to Dr. Bond re: workshop project at Tuskegee Institute under direction of Miss Tippettt if she is available. |
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SEE TUSKEGEE INSTITUTE SUMMER WORKSHOP **FILE NO.**

DATE **SIGNED**

The Fort Valley State College

Fort Valley, Georgia

(gen)

June 10, 1941

Dr. Edwin R. Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Dr. Embree:

In the midst of various difficulties, of which I am sure you have even fuller knowledge than I have, it has been a great gratification to me, within the last few weeks, to receive three evidences of public recognition of the work done at The Fort Valley State College.

On June 3rd, my Alma Mater, Lincoln University, in Pennsylvania, awarded me the Degree of Doctor of Laws, on the basis of a supposed contribution to education, of which The Fort Valley State College was especially noted. On July 3rd, Mr. Frederick L. Redefer has invited me to address the Conference of Latin-American Educators, which is to be held at Cranbrook School in Detroit on that date. On July 9th, I have been asked to preside at a session of the Institute for Administrative officers of Higher Institutions, which is held annually at the University of Chicago.

These friendly notices help sustain me in a period of which, I can assure you, I face every prospect with confidence and wholly without fear.

With best wishes, I am

Sincerely yours,

H. M. Bond,
President.

HMB/c

The Fort Valley State College

Fort Valley, Georgia

June 13, 1941

Miss Dorothy Elvidge
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Miss Elvidge:

Mr. C. V. Troup, whose address is 861 Eleventh Avenue, North, Minneapolis, Minnesota, has written to request payment on the grant for his study during the Summer. He is to register June 16th or 17th, and would greatly appreciate hearing from you. You may be interested to learn that he has been appointed a member of a Workshop Group being sponsored there, and limited to 25 persons.

If I may include another matter of information in this letter, let me say that our summer school enrollment has reached the figure of 890. This is not as bad as it seems. We have fifteen semi-workshop county groups, and, since the high school is not in operation, ample classroom space. We have turned all increased income promptly back into an enlarged faculty. Our library resources are, indeed, too inadequate for this large group.

We had hoped that our small boarding capacity would be a self-limiting factor, as it is during the regular session. We returned 250 room deposits. However, nothing undaunted, this huge crowd has descended upon us and this little town from 100 of the 159 counties in the state. We have a large number of commuters, including one hundred from Macon.

If I must say so, I have been interested to note that, apparently, what makes a big summer school bad is not its bigness, but badness of organization and faculty that comes with a desire to commercialize upon them. We have an excellent faculty, we have an excellent organization, and I feel that we have a very superior summer school.

With best wishes, I am,

Sincerely,
H. M. Bond
H. M. Bond,
President.

FISK
UNIVERSITY

Fort Valley
(gen)

June 16, 1941

see Fort Valley
(Troup)

Dear Mr. Bond: A check for \$300, paying in full the allocation for summer study of Mr. Troup, is being sent to him today.

I can imagine what a summer enrollment of 890 is doing to your administrative staff. I put in five years of hard labor in the bursar's office at the University of Chicago, and know what it means to have a deluge of summer students. I am passing on to Mr. Embree and Mr. Wale (who has left the office to spend the rest of the summer at West Georgia College) this information on your summer school enrollment, and am sure they will be interested.

Very truly yours,

DOROTHY A. ELWIDGE

DAE:AM

Mr. Horace Mann Bond, President
Fort Valley State College
Fort Valley, Georgia

FISK
UNIVERSITY

CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.

R. B. WHITE
PRESIDENT

NEWCOMB CARLTON
CHAIRMAN OF THE BOARD

J. C. WILLEVER
FIRST VICE-PRESIDENT

1201

SYMBOLS

DL = Day Letter

NT = Overnight Telegram

LC = Deferred Cable

NLT = Cable Night Letter

Ship Radiogram

WESTERN UNION

(05)

The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

CBD3 54 NT=NA WASHINGTON DC JUN 19

EDWIN R EMBREE=THE JULIUS ROSENWALD FUND 1941 JUN 20 AM 7:14

4901 ELLIS AVE=

HELLZAPOPPIN GEORGIA. LEARNED TODAY GENE HAS ASKED OUR BANK
BALANCE ALSO WHERE DEPOSITED WE HAVE LARGE AMOUNT ON HAND
DUE EXCESS SUMMER ENROLLMENT CAME UP ON PLANE WITH REGENT
TOLD ME BLOOD IN EYE TO ATONE COCKING DEFEAT WILL BE
FORTVALLEY FRIDAY PLEASE LET ME CONFER PRIOR ANY ACTION AS
I AM ON SPOT=

H M BOND.

The Fort Valley State College

Fort Valley, Georgia

6/26/41

Mr. Edwin R. Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Mr. Embree:

Mr. Wale mentioned today the little book. I am working on it. I would set a deadline of August 1st for completion of my share of the text.

I have written Miss Elvidge in detail. Chancellor Sanford was here today, and he did give us a most comforting and helpful address. I drove him to Macon afterwards. Some mention has been made here of an effort to oust all persons born out of the State (I was born in Tennessee, Mr. Holley in South Carolina).

When asked as to what State he would report for his birthplace, the Chancellor told me, "The Confederate States of America."

You will understand that I enjoyed this hugely, as did the Chancellor.

To date, things are much better and sounder so far than I had anticipated.

With best wishes, I am,

H M Bond



Reabody (RE)

(gen)

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The Fort Valley State College

Fort Valley, Georgia

(Auncan)

Mr. Fred Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Ill.

Dear Mr. Wale:

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|--|----|----|----|----|
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July 13, 1942

I have been looking forward to a visit from you to discuss my study next year but you have probably found it inconvenient to get by Fort Valley.

I wish to thank you and through you, the Julius Rosenwald Fund for the \$1500 fellowship for the purpose of furthering my study. I shall certainly make the most of it and endeavor to bring back enrichment to our situation here in Fort Valley.

I am inclined to think favorably of your suggestion about Ohio State University because you and Dr. Bond commend it so highly. However, all of my personal desire is toward California at Berkeley. I suppose it is because I look forward with so little zest to a year spent in Columbus, Ohio as compared to that of living in Berkeley, California. I realize that what one gains from the University is of primary importance but I suppose other values naturally have weight also. I have written to both places and as I have said I am inclined strongly toward Ohio because of yours and Dr. Bond's attitudes.

If you do come this way I shall be looking forward to conferring with you and I shall be happy to meet Dr. Rath.

With the hope that I shall see you and Dr. Rath soon, I am

Yours very truly,

Catherine J. Duncan

CJDw

Catherine J. Duncan

FISK
UNIVERSITY

air mail
special

The Fort Valley State College

Fort Valley, Georgia

July 27, 1941

Mr. Edwin R. Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Mr. Embree:

Events continually take on new shape. The situation would be funny if it were not fraught with a little tragedy. I am sure that Governor Talmadge and Dr. Holley must be having the time of their lives; for, although I may soon be laughing out of the wrong side of my face, the situation is, from certain angles, the essence of a bitter irony.

You may have noticed that the Governor spoke over radio, and quoted a speech at Statesboro in 1935 made by Dr. Holley. This speech was earlier quoted in his newspaper, the Statesman. Before this, when Dr. Sutton testified at the meeting on the 14th of July in favor of Dr. Cocking, immediately Mr. Talmadge wrote a letter to Dr. Sutton (or to the Atlanta School Board), asking them if they were receiving any Rosenwald money; if they believed in equalizing salaries for Negroes and whites. The Atlanta School Board hurriedly called a special meeting, exonerating Dr. Sutton of any connection with the Rosenwald Fund, and disavowing any interest in the equalization of salaries for Negroes. Dr. Sutton immediately issued a statement saying that he had never believed in it.

When I saw that letter, I told somebody here that I could swear that Holley had written it for the Governor, for, in my opinion, no one but a Negro would have had the devilish shrewdness to frame a letter quite like that. (You see, I am still a believer in the superiority of the minority intelligence after discipline of the kind Dr. Holley has had).

Then, after everyone has jumped on Talmadge for raising the issue of race, he quotes Holley's speech as a "venerable old Negro". He also uses Holley to take a back handed swing at the Chancellor and the Regents; for in that 1935 speech Holley said that the Negroes wanted a University. "Every state in the South has at least one university for Negroes except Georgia, and, Mr. Chancellor, there is no man in the State in better position to divorce these Negro schools from the University System and set them up, separate and distinct from the whites, than yourself, and I trust that you have come to the kingdom at this time for that purpose."

Now, one of the facts in this case is that people are likely to underestimate all Negroes. I fear Dr. Holley has been under-estimated. (But not by me).

The situation might be stated in this way: The Julius Rosenwald Fund is a philanthropy that serves the purpose of stimulating public effort with regard to worthy causes which the State cannot ordinarily, or does not ordinarily, feel free to support. As soon as a State recognizes its obligations, and expresses a sense of the need, the function of the philanthropy is fulfilled.

In this sense the work of the Rosenwald Fund at Fort Valley in particular, and in Georgia in general, has exceeded the wildest dreams held for it. These purposes it hoped to achieve in five years at Fort Valley; to demonstrate that with adequate funds there was a need for a state-supported institution on the higher level for Negroes, and so to attract greater State aid to the cause.

In two years, rather than in five, this work has been so successful that for the first

UNIVERSITY

time in History a Governor of Georgia has publicly espoused the provision of University facilities for Negroes. This is a great gain. Whether this happens at Albany, or Savannah, or Fort Valley, does not in the long run matter.¹ What does matter is that public opinion in Georgia has advanced to the place where Governor Talmadge can advocate the plea of a Negro to provide graduate schools, and Universities - and, by definition, this means law schools, medical schools, and the like - for Negroes. The Governor has publicly approved all of this; it is right in The Statesman for July 22nd.

Not only this is so. More revolutionary is the fact that Governor Talmadge, in quoting with approval the speech of Dr. Holley (Note: This phrase was left out of the radio speech) also invited the participation of the Negro in Georgia politics. For Dr. Holley is quoted, in the Statesman for July 22nd, as saying in his Statesboro speech, "We came with the shackles of slavery about our wrists, today we are clothed with the American ballot, which makes us citizens of the greatest republic on earth." I am sure that all of the Negroes in Georgia will be happy to know that Governor Talmadge has therefore welcomed their participation in politics and in the coming elections of 1942; and has also publicly acknowledged their right to University and graduate education in the State.

What more could a philanthropy desire for its results; in two years, as contrasted with five? With the expenditure of much less than had originally been proposed to be spent? Our work in Georgia is done, and done well.² By joining us in the advocacy of the extension of all possible educational opportunities to Negroes, and in advocating the extension of the ballot and the participation of Negroes in Georgia politics, Governor Talmadge shows himself to be working for the same objectives we have had in mind. Our methods may differ, but it is the end that counts. We wish to congratulate the Governor for his vision in this matter; and to congratulate Dr. Holley, also, for his educational statesmanship which has brought ~~in~~ such a ~~statement~~ ^{and} of the needs of the Negro/such hearty approval by the Governor of the State."

This is just carrying the joke a little further, and it is in exactly the manner of ~~fact~~ previous statements on the issue, made from the other side. And, exactly like the other side, it has just as much truth in it as to make it really a good joke. I advocate it heartily.

If you get this letter Monday morning, would you wire Mr. Wale to be sure to come here the 29th rather than the 30th, as I am to go to West Virginia the night of the 29th. Also, you might tune in on your local Mutual station on Tuesday afternoon, 5:05 P.M., EST (same as Daylight in Chicago, I believe). We are putting on a national mutual hookup a peculiar conglomeration, derived from the fact that we are that day presenting the Fort Valley State College Award for Distinguished Service in the education of Negro children to Fletcher Henderson, Sr., for 61 years Principal of the schools at Cuthbert, Georgia. His son, Fletcher Henderson, Jr., and his orchestra will be here, and will join the broadcast.

Best wishes,

H. M. Bond,
President.

P.S. The best joke of all, though, is that in the Statesman, Mr. Holley had a grand statement, "Give us this, and 'We'll take our stand in Dixie Land, and live and lie for Dixie." What Freudian mistake, I wonder, led the typesetter to substitute that "l" for "d"? If a little straight-faced joke could be added to the statement above, it would make it perfect; for example, "In conclusion, we suggest that Mr. Talmadge have his proof-readers change Dr. Holley's speech next time, so that Dr. Holley will not be quoted as saying, as he was in the Statesman for July 22nd, that "We'll take our stand in Dixie Land, and live and lie for Dixie."

1. (add) although we have a photograph of Governor Talmadge dedicating a Rosenwald-built structure at the college at Fort Valley on May 9th, at which time he praised highly the efforts in Negro education we had helped finance there.

The Fort Valley State College

Fort Valley, Georgia

August 19, 1941

Mr. Fred G. Wale
Black Mountain College
Black Mountain, North Carolina.

Dear Mr. Wale:

Thank you for your letter of August 16th. I may not be able to go to Washington after all. I have received a summons for service as a juror in the Federal Grand Jury in Macon, beginning on Wednesday, the 20th. I may be excused when I appear, or I may serve briefly, or I may serve at length. I have no way of telling, but I intend to follow it through regardless.

I rather imagine that my name was put into the box so that if any constitutional question might arise in the future regarding the exclusion of Negroes from the jury, here would be me as an example. Maybe some poor devil stands to be hung because of my presence - but I thought I might just as well see how far it would go.

If I find that it will not last longer than tomorrow, I will go to Washington as planned.

You have not written regarding the promised letter regarding next year from the Chancellor. I suppose it has not been received. It has occurred to me that it might not be written, in order to further embarrass the guy. In short, the Chance would, I am sure, sacrifice us at the bat of an eye if he saw that it would add to the misery of the big guy. At the same time, I have mailed out contracts, and our teachers are returning from hither and yon, getting ready to rent houses, or buy them; buying furniture, and the like. You can see that if there is to be the slightest doubt, now is the time to say what is going to be done. After all, we have another payroll coming up on September 1st, which is only eleven days off. If Miss Elvidge sent the one for last month, why can't she send the one for this month now instead of waiting until the last minute to cause me fifty million more gray hairs? And, if she ain't, I would like to know.

Black Mountain must be a lovely place, but evidently the mail ain't so hot. Your letter, dated August 16th, postmarked the 18th, reached me the afternoon of the 19th. I hope the reason you haven't written about the Chancellor is the same.

Dr. Mason will be alright, if we are, I am sure. Please don't feel that I have any hesitation about him. The only reason I said what I said was that in my present cynical mood as soon as I saw the correspondence I got the feeling that there was a little dirty work being done at the crossroads for the benefit of another institution. In this I may be wrong, and even if I am right, what the hell? The world is full of dirty work, and I have practiced it myself on occasion.

Yours for the complete and final extinction of the human animal,

H. M. Bond
H. M. Bond,
President.

FISK
UNIVERSITY

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT FORT VALLEY STATE COLLEGE GENERAL **FILE NO.** _____

| DATE | REMARKS |
|---------|--|
| 9-15-41 | Correspondence re: deferring of Mr. Rhaney's fellowship in order that he may go to Fort Valley to teach biology. |
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SEE _____ FELLOWSHIPS RHANEY MAHLON C **FILE NO.** _____

DATE _____ **SIGNED** _____

FILE CROSS REFERENCE RECORD UNDER NAME OR SUBJECT LISTED AT TOP OF THIS SHEET, AND IN PROPER DATE ORDER.
 THE PAPERS REFERRED TO SHOULD BE FILED UNDER NAME OR SUBJECT LISTED UNDER "SEE"

YAWMAN AND ERBE MFG. CO.
 ROCHESTER, N. Y.



The Fort Valley State College

Fort Valley, Georgia
September 21, 1941

(Gen)

Mr. Edwin R. Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

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| | ERE | 23 | 830 |
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Dear Mr. Embree:

On Wednesday, September 17th, in the afternoon, I visited the office of the Regents and was told by the Chancellor that he was writing you the letter in question that very afternoon.

Was he, or did he?

We now have every prospect of a crowded school again. We now have as many room reservations, at \$5.00 each, and published as non-refundable, as we had dormitory students last year. As we expect Freshmen students on Tuesday, the 23rd of September, and older students on the 26th and 27th, this preliminary enrollment indicates that we will reach maximum enrollment and in fact have practically already done so now, before school opens.

With best wishes, I am,

Sincerely,
H. M. Bond
H. M. Bond,
President.

FISK
UNIVERSITY

Fort V alley
(Gen)

October 7, 1941

Dear Mr. Bond: We are at present preparing
a review of activities to
be presented to our trustees this fall. In it
we should like to include your enrollment for
the 1940-41 regular term and the enrollment in
the summer school just ended. We should ap-
preciate receiving this information promptly.

Very truly yours,

DE:JW

DOROTHY A. ELVIDGE

Mr. Horace Mann Bond, President
Fort Valley State College
Fort Valley, Georgia

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The Fort Valley State College

Fort Valley, Georgia

October 12, 1941

(200)

Miss Dorothy Elvidge
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Miss Elvidge:

The enrollment for the periods you mention is:

| Year | Fall Qtr. Only | Cumulative - Full Year Regular | Summer | |
|------------------|----------------------|--------------------------------------|----------|----------|
| | | | 1st Term | 2nd Term |
| 1938-1939 | 88 | 114 | 325 | ----- |
| 1939-1940 | 206 | 225 | 563 | 192 |
| 1940-1941 | 307 | 324 | 914 | 508 |
| 1941-1942 (Fall) | 311 | (311) | ---- | ----- |

You may be interested to know that our enrollment for the Fall term of this year is in excess, by 4, of that of the Fall term of 1940-1941. The totals given above are cumulative for the three quarters. There are 88 men and 223 women in our current enrollment, which represents a decrease of 11 boys and an increase of 15 girls since last year.

With best wishes, I am,

Sincerely,

H. M. Bond
H. M. Bond,
President.

FISK
UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

October 29, 1941

*Special
Delivery*

(Pen)

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Mr. Fred G. Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Wale:

You may remember that some time ago I wrote to you with reference to the coming to this institution of Senhorita Maria de Lourdes Moraes, who has recently graduated from the Medical College of Mackenzie College in Sao Paulo, Brasil.

I have written to President Hunnicutt, asking him if he had any student of decidedly Negro extraction, who might wish to come to this country, and to work in this institution for a brief period. So far as our correspondence goes, it appears that an interesting program of study, both profitable to us and to Senhorita Maria De Lourdes Moraes might be worked out. Our financial obligations would be limited to transportation costs, which would include steamship fare from Brasil to New York, and train fare, of course, at both ends, and vice versa for the round trip, plus maintenance while in America. Now that Dr. Mason is here, it has been my idea that she would find it very interesting and profitable to make a study of rural health, extending it, perhaps, to Greene County, and also to have a slight offering which would permit her to attend several months at Meharry Medical College. I estimate the total cost of this as follows: for transportation for round trip, including railroad fare and steamship passage, \$500.00; for maintenance in this country, for eighteen months, twelve months to be spent here, and six months at Meharry, deducting travel time for the same at \$75.00 per month, \$1,350.00.

I think that this might be shaved considerably as I originally spoke to President Hunnicutt purely on the basis of maintenance, only, which would reduce the allotment of \$75.00 per month to perhaps a little less, at \$30.00 or \$40.00 per month, at least while she was here. I am wondering if there is any possibility of the Julius Rosenwald Fund considering a grant of this sort to enable the Fort Valley State College to have the services of Senhorita

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UNIVERSITY

Mr. Fred G. Wale

Moraes, both in a medical capacity and as a teacher of Portuguese, for this period, and also to establish a very interesting connection between the development of our educational program here, and a possible future development of such an exchange with Brasil and the Negro population there.

Thanking you for your kind consideration in this matter, I am

Sincerely yours,

H. M. Bond
H. M. Bond,
President.

HMB/c

The Fort Valley State College

Fort Valley, Georgia

*Airmail
Special*

Mr. Fred Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Mr. Wale:

(25)

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| | <i>W</i> | <i>31</i> | <i>W</i> | <i>14</i> |
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*Rec'd
W. H. Bond*

I am handing you a mimeographed statement which contains the answers from the first 50 "Questionnaires" sent in in response to our spread.

I think you will find these responses very interesting. More have come in since.

They were sent out with a sincere desire to get a reaction as much as to be used. I wish to call your attention to No. 30, who was the only one whose opinions might have been regarded as out of a strict line.

I wish also to call your attention to No. 12 on page 9, where the respondent, a woman, wrote: "do not be afraid to teach these students the danger of sex relations and venereal diseases as this is among the faults of the Negro race, and I must confess the white as well."

With best wishes, I am,

Sincerely,

H. M. Bond
H. M. Bond,
President.

FISK
UNIVERSITY

air mail
special delivery

T H E N E G R O C O L L E G E W O R K S H O P

To be held at Atlanta University
Oct. 20 ... Nov. 14, 1941
Under the direction of
THE COOPERATIVE NEGRO COLLEGE STUDY

formally
(pen)

Mr. Edwin R. Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

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Dear Mr. Embree:

In my recent letter to you regarding the visit of our Committee of Regents, I did not call to your attention what perhaps was the most significant item, and of which I have been reminded by Mrs. Duncan.

Speaking to a general assembly called for the occasion, Chancellor Sanford prefaced his remarks about the nature of the visiting Committee and Mr. Peters' role by giving praise to the great foundations, including the Rosenwald Fund. Brother Peters, who spoke after him, did not say him nay.

The Chancellor is a man of his word, despite whatever might have been said about him in the past.

The Chancellor is also a man of courage, and evidently he has got brother Peters and brother Talmadge licked.

oh yeah?

With best wishes, I am,

17 Nov 5

Sincerely,
H. M. Bond

Fort Valley
(Ga.)

November 7, 1941

Dear Doctor Bond: I have been out of the office the last two or three days and apologize for the delay in answering your letter concerning Senhorita Maria de Lourdes Moraes. I am further embarrassed by asking you if I might have another week before giving you an answer. I hope this delay will not be too great an inconvenience. Your letter does not state when you would like to have her services, perhaps at midyears. Be sure you will hear from me within a week.

Sincerely,

FGW:RW

FRED G. WALE

Dr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia

FISK
UNIVERSITY

Specimen

The Fort Valley State College

Fort Valley, Georgia

November 14, 1941

(Den)

Mr. Fred Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Mr. Wale:

As you may have noticed, stenographic excerpts from a Conference held at the University of Georgia on May 18th, 19th, 1938, have just been published as a paid advertisement by Governor Talmadge as a further continuation of the Cocking affaire.

I was mentioned incidentally, and I would like very much to see those proceedings again and review them. I do not remember whether I said anything at the time or not. I do wish very much to see the whole thing.

I am almost sure that a copy of these proceedings must be in the files of the Fund. Could you favor me by having your secretary look for them, and, if found, sending me the original notes? They were distributed in mimeographed form.

With best wishes, I am,

Sincerely,

H. M. Bond
H. M. Bond,
President.

FISK
UNIVERSITY

Fort Valley
(Gen)

November 19, 1941

Dear Doctor Bond: We have looked over all the material we have on file in connection with the study on higher education of Negroes in Georgia. We find that there is no copy of stenographic notes taken at the meeting to which you refer. We do have the report which was circulated in the fall of 1938, but I feel certain this is not what you are interested in seeing.

I regret we cannot help you in this.

Sincerely,

FGW:RW

FRED G. WALK

Dr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia

FISK
UNIVERSITY

FW

Fort Valley
(Sen)

November 19, 1941

Dear Doctor Bond: As you know, I have been giving careful thought to your suggestions regarding Senhorita Maria de Lourdes Moraes. For a number of reasons we think that your suggestion should be made to any one of several agencies. Following is a list which you might find helpful.

Mr. Stephen Duggan
Institute of International Education
2 West 45th Street, New York City

Mr. John C. Patterson
Senior Specialist in Inter-American Educational Relations
Office of Education, Washington, D. C.

Mr. Charles Thompson, Chief
Division of Cultural Relations
Department of State, Washington, D. C.

Mr. Nelson Rockefeller
Council of National Defense
Coordinator of Commercial and Cultural Relations
Between the American Republics
State Department Building, Washington, D. C.

Mrs. Concha Romero James, Chief
Division of Intellectual Activities
Pan American Union, Washington, D. C.

Your suggestion to bring Senhorita Moraes to Fort Valley is a good one and would doubtless be of some benefit in broadening the point of view of your students. However, we feel that this is outside our present field of endeavor. I hope this does not mean you will not be able to carry on your negotiations with President Hunnicutt. I should like to see this plan go through.

FGW:RW

Dr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia



CROSS REFERENCE RECORD

| | | | |
|-----------------------------|---------------------------|----------------|--|
| FIRM NAME OR SUBJECT | FORT VALLEY STATE COLLEGE | | FILE NO. |
| DATE | 11-25-41 | REMARKS | DE to Mrs. Duncan telling her of the offer of the Elli Kani Publishing Co. to give 24 copies of <u>A Nickel</u> and <u>a Prayer</u> to Negro schools in the South. |
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| SEE | (ELLI) KANI PUBLISHING COMPANY | FILE NO. |
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| DATE | | SIGNED |
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FILE CROSS REFERENCE RECORD UNDER NAME OR SUBJECT LISTED AT TOP OF THIS SHEET, AND IN PROPER DATE ORDER.
THE PAPERS REFERRED TO SHOULD BE FILED UNDER NAME OR SUBJECT LISTED UNDER "SEE"

YAWMAN AND FRBE MFG. CO.

ROCHESTER, N. Y.



Fort Valley
(Ben)

December 1, 1941

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Mr. John C. Patterson, Senior Specialist
in Inter-American Educational Relations
Office of Education
Washington, D. C.

Dear Mr. Patterson:

I have been in correspondence with President Hunnicutt of McKenzie College, Sao Paulo, Brazil, regarding a recent graduate of that institution in the School of Medicine. The student's name is Senhorita Maria de Lourdes Moraes.

My correspondence has had to do with the possibility of arranging for Senhorita Maria de Lourdes Moraes to come to this institution for a period of study during the next year.

This institution is a college for Negroes designed to explore experimentally new avenues particularly where the training of rural teachers is concerned. We have had the advantage of private philanthropic funds and of other agencies in developing this objective. As a result, the work here has attracted favorable attention as making definite contributions to the methodology and practical approach to the problem of rural education.

This year the United States Public Health Service is cooperating with us through the assignment to us of Dr. W. H. Mason, who is aiding us in the development of further efforts in the field of health education and in the problems of integrating a program of sensible health education into our program for the education of the prospective teachers we have enrolled here.

President Hunnicutt, who I might add has relatives living in our community, has been advised of the peculiar racial configuration of our community, and it is my understanding that Senhorita de Moraes is a Brazilian of definite Negro ancestry.

We feel that the provision of an opportunity for Senhorita de Moraes to be at our institution would serve several highly useful purposes.

1. Equip her with insights and techniques regarding the conduct of health programs for under-privileged rural populations.
2. Equip her with insights and techniques regarding the development of a program of health education for teachers in training for service in rural schools.
3. Serve as an example of inter-American relationships and an approach to the further integration of the various populations of the Americas, both where Senhorita de Moraes is concerned, and where our student population and clientele are concerned.

FISK
UNIVERSITY

4. Help further in this way cement the relationships between the Americas, and
5. Provide an experimental setting for further efforts of this kind in the fields of Public Health and allied social welfare agencies with diversified populations.

For these reasons this letter is written to explore the possibility of receiving, through your agency, assistance to help finance this prospective period of field study and service as an attache of our institution, on the part of this Brazilian Negro graduate in medicine.

We are sending identical letters of inquiry to Mr. Stephen Duggan of the Institute of International Education; Mr. Charles Thompson, Chief, Division of Cultural Relations; Mr. Nelson Rockefeller, Council of National Defense, Coordinator of Commercial and Cultural Relations Between the American Republics; and Mrs. Concha Romero James, Chief, Division of Intellectual Activities.

Sincerely,

Horace Mann Bond,
President

HMB/c



The Fort Valley State College

Fort Valley, Georgia

Mr. Fred Wale,
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

| | | | | | |
|--|---|---|----|----|------------------|
| | W | 8 | Wm | 16 | December 6, 1941 |
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Dear Mr. Wale:

In reply to your letter about making it possible for an amount of money to help in furthering some of the projects in Greene County to be distributed through this, a teacher training institution, I wish to say that I am in favor of it. Dr. Bond says he thinks it a very good plan and he will be glad to have the institution cooperate in this endeavor. I am sure Mrs. Welch will be happy to have such a fund.

At a principal's meeting conducted by the Negro Division of the State Department of Education, reports were asked for from all the workshops which principals had attended during the summer of 1941. Mr. and Mrs. Welch brought one of our Greene County workshop members to the meeting. She told simply but well about our plan and our work. A very gratifying part of the report was that about some of the results already noted in Greene County which might be attributed to the help received at the workshop.

At this meeting Mrs. Welch and I had a long talk. I think she and Mr. Welch are doing a really fine job. They have bought a home at Alexander Center and live there. I think that in itself is an advanced step.

You asked in your letter if I have been able to keep in touch with the work in Greene County. I have not as much as I would like but I do want to visit and help later in the term. However, my prospects for doing so will not be good because I shall be even busier here at the school next quarter than I am this one.

I shall be very glad to cooperate with the Fund, Mrs. Welch and this institution in making the money you spoke of, serve Greene County's best interests.

Yours very truly,

Catherine J. Duncan

CJDW

Catherine J. Duncan
Director of Field Teacher Training

P.S. You may know it but for fear you don't I tell you now that Mrs. Cannon died and was buried in Atlanta Wednesday.

FISK
UNIVERSITY

The Fort Valley State College (gen)
Fort Valley, Georgia

December 12, 1941

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My dear President Bond:

Mrs Concha Romero James, of the Pan American Union, has referred to our Bureau your letter of the 1st regarding the case of Senhorita Maria Lourdes Moraes of Brazil.

In order to systemize our efforts in this line and prevent duplication, we have established a precedent of granting all our fellowships through the National Health authorities and the American missions in the respective Latin American countries. Therefore, the only way in which we could handle the case of Senhorita Moraes would be, when the opportunity arises, to have her place her application with the Director General do Departamento Nacional de Saude at Rio de Janeiro. I may add that at this moment we have no funds available to finance the bringing of any more Fellows to this country.

I can see decided possibilities in your school for Latin Americans of Negro ancestry who may be interested in the opportunities you can make available.

Sincerely yours,
(Signed)

A. A. Moll
Secretary

President Horace Mann Bond
The Fort Valley State College
Fort Valley, Georgia

AAM:ABD

(hmb/c)



The Fort Valley State College

Fort Valley, Georgia

December 12, 1941

(25)

Mr. Edwin R. Embree, President
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

FW 15 EDE 0
Uro

Dear Mr. Embree:

You may be interested to know that at the recent meeting of the Association of Colleges and Secondary Schools for Negro Youth, held last week at Scotlandville, Louisiana, the home of Southern University, Mr. George Howard, Executive Secretary of the Committee on Approval of Negro Schools of the Southern Association of Colleges and Secondary Schools, indicated that Fort Valley had been placed on the approved list with a "B" rating as a four-year college.

As you know, this Committee maintains two lists of approved schools, one an "A" list, and the other a "B" list.

We are not unhappy over being classified as a "B" school, as we are extremely fortunate to be accepted for approval as a four-year institution at this time. We had previously been rated as a two-year Junior College, and there is an unwritten law of the Association, that a College must have graduated two four-year classes before it can apply for admission. We were slipped by on this technicality, and very interestingly enough, also escaped from being dropped by the Southern Association along with the white Colleges for a similar technical reason. As you may know, no Negro Colleges are members of the Southern Association: The Southern Association merely approves and accredits the Negro Colleges, therefore, while the white Colleges of the University System were dropped from the approved list, this did not happen to us. As a matter of fact, we were promoted, so to speak.

The deficiencies which stand between a so-called "A" rating, and the rating we now have lie in our library and in the salaries paid to our faculty fiscally.

With best wishes, I am

Sincerely yours,

H. M. Bond,
President.

c.c. To Wale

FISK
UNIVERSITY

Fort Valley
(Ga.)

December 16, 1941

Dear Mrs. Duncan: I spent last Monday in Greene County. My time was so wedged in I was not able to come by Fort Valley. This I regret, for I should have liked to talk over at some length the plan of Fort Valley's co-operation with Greene County.

I fully realize what a full program you must have and I do not urge further work upon you except as it would have meaning for you and the young people you are educating. It seems to me that Fort Valley needs Greene County just as Greene County needs you. If this could be worked out to mutual benefit, I think it would be a definite step forward.

Though I searched for him I was not able to find Mr. Corry while I was in Greensboro, but when I came home I found a letter from him on my desk which indicates an eagerness to effect this relationship between you and Greene County. This it seems to me should be seized upon by you and Doctor Bond as soon as possible. I quote from his letter:

"I was especially interested in what Raper reports about your hope that some working relationship could be effected between our colored schools and the state school at Fort Valley. Now is the time we should get this done. I say this because just recently the state vocational people have decided to place two trainees here under the guidance of O. M. Cates, vocational teacher at Greensboro. They will be here after Christmas for the winter term."

He then goes on to say that Miss Jernigan, the white supervisor, of the County, had been to Athens to see if she could make plans for internes at the University to come to Greene County later in the year. Mr. Corry then says that "since these arrangements are being worked out for the white schools, I hope very much a similar arrangement can be worked

Mrs. Duncan

out with the Fort Valley State College, and if possible, early enough so that the trainees from Fort Valley can begin their work here just after Christmas. We could readily use six trainees after Christmas and it might be preferable to do this on a quarterly basis with a second group of six coming for the spring quarter."

He then urges that I do what I can to bring this matter to the attention of the people at Fort Valley. He offers to provide transportation to and from Greene County and his full cooperation in making the plan work. He repeats that he hopes that Fort Valley students can get to Greene County just after Christmas.

I am writing Doctor Bond also along this line, sending him a copy of Mr. Corry's letter. I hope that you and he can talk together about it as soon as possible if you feel there is a chance that it might work. It seems to me that no plan should be entered into without Mrs. Welch's knowledge and full support because she will probably have the major responsibility for the progress of your students while they are interning.

I was terribly distressed to hear of Mrs. Cannon's death. I did not know her as well as the Simons knew her. I am writing them today. I am sure it must be a great sorrow to you.

Sincerely,

FGW:RW

Mrs. Catherine J. Duncan
Fort Valley State College
Fort Valley, Georgia



Fort Valley
(Gen)

December 16, 1941

Dear Doctor Bond: I am sending you a copy of a letter I have received from Mr. Floyd Corry, superintendent of Greene County schools. It has in it some matters I know you will be interested in.

About a month ago, you may know, I wrote Mrs. Duncan to say that the Greene County people were asking for a few pennies for materials in their schools. I said to her that I would be more interested in helping Greene County if I felt that there was a closer connection between Fort Valley and Mrs. Welch's work and if I could be sure that she, Mrs. Duncan, or someone on your staff, was able to follow through to some extent with the work shop program conducted this summer.

While I was in Greene County, for only a hurried trip recently, I spoke with Mrs. Welch and her husband to this end. They were very eager that there be closer affiliation with Fort Valley and agreed to talk with you and Mrs. Duncan to see what might be brought about.

I was not able to see Mr. Corry, but had this letter awaiting me when I got back to the office. It proposes more than I had anticipated, but his interest and sincerity, I feel, should be capitalized upon.

I regret that I could not come to Fort Valley last week. You can be sure that my interest and full appreciation of your program continues.

I was delighted to hear that you have been taken into the brotherhood of approved four-year colleges. I feel certain that when the general cloud of bereavement which rests over the fair state has been lifted, you will ascend to Class A. Then, having achieved the ultimate victory, I suppose you will rest on your laurels, having nothing more to strive for.

FGW:RW
Dr. Horace Mann Bond
Fort Valley State College
Fort Valley

Sincerely,
FRED G. WALKER
FISK
UNIVERSITY

*Spec. Delivery
airmail*

The Fort Valley State College

Fort Valley, Georgia

January 2, 1942

Mr. Fred Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Mr. Wale:

As of course you must know, like everyone else we are unable to plan very far ahead, since many changes may be anticipated, of which the exact nature is not yet clear. I have therefore thought it best to go ahead with existing plans with the knowledge that these existing plans might be disturbed at any time.

At the present time, we face a radical faculty difficulty, by reason of the possibility of having several members of our faculty inducted for military service, due to reclassification. As a matter of fact, I was registered the first time in 3-A myself, but due to becoming over-age, was "lapsed". Blanchet is now 1-A; Berrien, Banks, Adkins, Jones, and probably Ellison and Shelton will be so reclassified. A young faculty is a fine thing until war breaks. I have in mind various shifts to meet the problem, where possible.

You may know that Governor Talmadge appointed President J. W. Holley of Albany as Chairman of the Negro Division of his State Defense Council. While Mr. Hubert of Savannah was included, I have been assiduously left out of the State set-up. Whether this bodes ill for the future, I do not know.

If you are informed regarding any proposed reorganizations of college programs that may impend, I would greatly appreciate that information, as I am not informed at all. I have in mind, however, making a most radical change in our program, under guise and pressure of emergency, by eliminating our formal courses, and substituting our objectives therefore.

I am,

Sincerely,

Wm. B. ...

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UNIVERSITY

Fort Valley
(Den)

January 5, 1942

Dear Doctor Bond: I am planning to be in Georgia some time during the week of January 18. I shall be visiting with Dr. Louis Rath of Ohio State University. I should like to come by Fort Valley on Wednesday, the 21st, if convenient to you, bringing Doctor Rath with me.

You may recall that a year ago five of us met together at Atlanta University and talked over common problems. I think we should do this at least once a year and so suggest that Saturday, the 24th, at Tuskegee be the time and place that you, your brother, Mr. Reddix, Folger, Louis Rath, and I might spend the day to mutual advantage. Let me know by return mail if this will be convenient to you. The Fund will carry any expenses involved.

Sincerely,

FGW:RW

Dr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia

P. S. It would probably be well for us to begin our talk immediately after breakfast. Will it be convenient for you to spend Friday night at Tuskegee?



The Fort Valley State College

Fort Valley, Georgia

January 28, 1942

Mr. William C. Haygood
4901 Ellis Avenue
Chicago, Illinois.

Dear Mr. Haygood:

I have just completed for mailing no less than eight Rosenwald applications. I let them accumulate because I thought that comparison would enable me to deal with them in the mass objectively. I am writing this note because I want to tell you that I hope I have not been facetious, and to assure you that I have given judgments as adequate as I could.

It is now about two o'clock in the morning, and I am filled with the dregs of weariness and also of a certain bitterness. I hope I did not reflect this in my reactions to the applications. If you feel that my reaction to Thompson's was too personal, I would appreciate it - especially as I have already mailed it - if you could eliminate it and send me another one on which I could give a more conventional answer. Thompson is a good guy, and I really think the only reason he gave my name as a reference was to prepare me for the shock, as he knows full well that I once was interested in that same project, and others like it.

Let the day perish wherein I was born,
and the night in which it was said,
There is a man child conceived.
Why died I not from the womb? Why
did I not give up the ghost when
I came out of the belly?
O that my grief were thoroughly
weighed, and my calamity laid in
the balances together!
My soul is weary of my life; I will
leave my complaint upon myself;
I will speak in the bitterness
of my soul.
Man that is born of a woman is of
few days, and full of trouble.
God hath delivered me to the un-
godly, and turned me over into
the hands of the wicked.

I who once knew the truth that cometh only
from patient study am delivered into the
hands of them that study but to knavery.
Mine days are made hideous with the warrings
of five-cent minds and with the treacheries
of them that smile but to wait my disaster.
Far off I see the cloud of them that mock me
with reproaches for my gullibility.
My days are past, my purposes are broken off,
even the thoughts of my heart.
They change the night unto day; the light is
short because of darkness.
If I wait, the grave is mine house: I have
made my bed in the darkness.
I have said to corruption, Thou art my
father; to the worm, Thou art my mother,
and my sister.
And where is now my hope? as for my hope,
who shall see it?

May I conclude by saying that I now feel swell. There's nothing like Job to put a man in a good temper. At least, I ain't got boils, and when I was a "scholar" I thought I was catching Hell, more than I do now.

Severely, 14 m B...

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Fort Valley
(Den)

February 24, 1942

Dear Mr. Bond: I haven't acknowledged your letter of January 28, owing to the fact that for the past three weeks I have been thumbing through my Gideon Bible, looking for some appropriate passage to quote in return. The only part that has seemed appropriate so far has been the one about the little foxes.

The references were fine, and I assure you that the note about Thompson was both appropriate and a refreshing moment in a long day devoted to reading hundreds of references which pointed out that the applicants were morally clean, mentally alert, and physically diligent.

I hear you have recently been ill, and I hope that you are fully recovered by now.

Sincerely yours,

WILLIAM C. HAYGOOD

WCH:McK

Mr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia

FISK
UNIVERSITY

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT FORT VALLEY STATE COLLEGE GENERAL **FILE NO.** _____

| DATE | REMARKS |
|---------|--|
| 3-16-42 | Seth Wakeman of Smith College asks ERE about Lucille Baker of Fort Valley who holds a graduate fellowship in Education at Smith. |
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SEE SMITH COLLEGE **FILE NO.** _____

DATE _____ **SIGNED** _____

FILE CROSS REFERENCE RECORD UNDER NAME OR SUBJECT LISTED AT TOP OF THIS SHEET, AND IN PROPER DATE ORDER.
 THE PAPERS REFERRED TO SHOULD BE FILED UNDER NAME OR SUBJECT LISTED UNDER "SEE"

YAWMAN AND ERBE MFG. CO.
 ROCHESTER, N. Y.

FISK
 UNIVERSITY
 FORM NO. 099CR

Fort Valley
(Gen)

April 15, 1941

Dear Doctor Bond: When I visited Fort Valley recently, I think I spoke to you about a young man, Mark Adams, employed by the Department of Agriculture as a writer. I saw Mr. Adams when I was in Washington a week ago and learned that he has just been appointed as an assistant to Mr. Roy Stryker of the well-known photographic unit of the Farm Security Administration. Adams' work will be to match the great volume of administrative material, which Roy Stryker has collected, with studies produced either privately or under the auspices of the government. You will remember, I think, that I said Adams was one of those responsible for the textual force of the President's Report on Economic Conditions of the South.

If by chance it turns out that you have been able to find the time to write any or all of the pamphlet, "200 Rural Schools", we perhaps can discuss it together in Nashville during the coming conference, with the thought in mind that at some stage in the process the booklet might be laid before Adams for administrative material from FSA files. If on the other hand you have not been able to get to it and cannot see your way clear in the near future, we might consider the wisdom of placing the material in Mark Adams' hands to see what he can do with it.

I am sure you will understand this suggestion. As far as I am concerned, you are the person to put the collected material to the most forceful use. If you have the time and urge to do it, you should go forward. If you feel pressed, this letter may have suggestions agreeable to you.

FGW:RW

Dr. H. M. Bond
Fort Valley State College
Fort Valley, Georgia

Sincerely,

FRED G. WALKER

FSK
UNIVERSITY

Fort Valley
(Gen)

April 30, 1942

Dear Doctor Bond: While I was in Greene County
 Mrs. Lucille Stone Welch told
me there was a fine young man doing a splendid job
in the county who needs a final year to complete his
A.B. She asked me if I would say to you that
Mr. Ely J. Jackson would be a fine addition to your
senior class in the fall of 1942, and to urge you to
help him find some financial assistance if that is
possible. I know you are on the lookout for good
stuff and so I simply turn this suggestion over to
you for whatever it is worth.

Sincerely yours,

FRED G. WALKER

FGW:RW

Dr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia

FISK
UNIVERSITY

Fort Valley State College
(General) *1942-43*

COMMENCEMENT CALENDAR

1942-1943

- May 7 Freshman Ball
- May 8 Hubbard Day Banquet-Reception; 7:00 P.M., Samuel Henry Bishop Memorial Dining Room, College Auditorium.
- May 9 Commemoration of Hubbard Day, 4:30 P.M., Auditorium.
- May 14 Junior-Senior Prom (The Fort Valley State College) College Auditorium.
- May 15 Sophomore Dance (The Fort Valley State College) College Auditorium.
- May 21 Junior-Senior Prom (H A Hunt High School), Samuel Henry Bishop Memorial Dining Room.
- May 22 Commencement Play (The Fort Valley State College,) sponsored by the College Players' Guild, 8:00 P.M., College Auditorium.
- May 25 Entertainment for the Class of 1943 of the Fort Valley State College, at the home of President & Mrs H M Bond.
- May 26 Operetta, (Elementary School), College Auditorium, 8: 00 P.M.
- May 27 Junior Play (H A Hunt High School) College Auditorium, 8:00 P.M.
- May 28 SENIOR DAY. Class Night Exercises (The Fort Valley State College), College Auditorium, 8:00 P.M.
- May 29 Annual Reception of President and Mrs H M Bond on the lawn at their home, for the Faculty, Class of 1943, Alumni, and Visiting Friends, 6:00 P.M.
- May 30 Baccalaureate and Commencement Exercises (The Fort Valley State College), College Auditorium, 4:30 P.M.
- Baccalaureate Exercises (H A Hunt High School), Trinity Baptist Church, 11:30 A.M.
- May 31 Senior Play (H A Hunt High School), College Auditorium, 8:00 P.M.
- June 1 Class Night Exercises (H A Hunt High School) College Auditorium, 8:00 P.M.
- June 3 Commencement Exercises (H A Hunt High School), College Auditorium, 8:00 P.M. Elementary School Commencement at 10:30 A.M.

The Fort Valley State College

Fort Valley, Georgia

(gen)

May 15, 1942

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same to
J. S. W.

Mr. Edwin R. Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Embree:

I send you the enclosure in the hope that you may be interested in a developing interpretation of the philosophy of Negro Education.

With best wishes, I am

Sincerely yours,

H. M. Bond
H. M. Bond,
President.

HMB/c
Enc.

FISK
UNIVERSITY

PEARL HARBOR TO HAMPTON - 1840-1942

An Address Delivered at the Hampton Institute Commencement
April 20, 1942

by

Horace Mann Bond

Eighty-one years ago, on April 20th, 1861 - perhaps at this very hour - a young man sat at a desk in a New York hotel. He wrote to his mother, who was eight thousand miles away - by steamer to Panama, by rail over the Isthmus, and then by sea again to California and at last to Hawaii.

"Things are generally exaggerated," he wrote. "The crowds on the sidewalks are not so great, after all - one can cross the street a hundred times an hour without danger, even in Broadway. I make -" and here you can see him wave his pen in scorn at the hurrying drays and carriages in the streets below - "nothing of doing it; it only requires self-possession and quickness."

Escaped at last from the perils of Broadway in 1861, that young man now lies buried on this campus. You who are to graduate go forth into a world more crowded, more troubled, than the world of this young collegian. Your world demands more self-possession, more quickness, to cross streets and to live, and even to write letters home to your mother, than that other vanished world.

Out there on this campus the young man is buried, and a block of Massachusetts granite marks the head of his grave, and at the other end is a fragment of Hawaiian volcanic rock.

The dust of Samuel Chapman Armstrong lies beneath the granite and the rock. It is of Samuel Chapman Armstrong that I wish to speak today, and of the granite, and of the rock, and of yourself. The granite came from Massachusetts; it is a symbol of a way of life. The lava, taken from the lip of a dead volcano, came here from close by Pearl Harbor. Those who placed the lava by the grave did more wisely than they knew.

The granite was the conscious symbol of an abiding culture, the visible sign that "dust thou art, to dust returneth, was not spoken of the soul." The phrase was flower and voice of a great tradition. Puritan America believed it; Samuel Chapman Armstrong believed it; he could have wished for no better symbol to surmount his dust.

The lava, too, is symbol. The rock from Pearl Harbor stands for home to the wanderer; for childhood revels in the surf, and barefoot berrying along the slopes of old volcanoes, and simple folk to whom his parents brought the Gospel.

The younger lava, besides the ancient granite, is symbol, too, for us. Perhaps within the memory of man the lava was exploded from the depths. The lava is child of terror, of convulsion, of the sudden eruption of tremendous forces slumbering below the surface - but only slumbering. The granite is old, steadfast, and secure; the lava is young, volatile, and insecure. The granite is symbol; the lava is symbol.

And you are symbol; you who are the members of the class of 1942 of the Hampton Institute are symbol; as much so as granite and lava, rooted in the dust of the man who first built this institution.

I presume to speak to you, who have lived in the physical presence of the symbols of which I have spoken, because you are symbols. I presume to speak of symbols

PEPPER
UNIVERSITY

that have been with you for four years, because I am convinced that your education has not been completed in these four years. This is Commencement, among other things, of your further education. To date, you have been educated of, for, and by symbols; and your further education will be no different. With a mind to what granite, and lava, and yourself might represent as symbols in the conduct of your further education, I have chosen to speak to the graduating class of 1942 of Hampton Institute on the subject,

PEARL HARBOR TO HAMPTON - 1840-1942

II

The boy who came from Pearl Harbor to Hampton by way of Williams College was a missionary. His father was a missionary, and his mother was a missionary. It is easy to define a missionary; he is a man with a mission. The Armstrongs, father, mother, and son, had missions to perform.

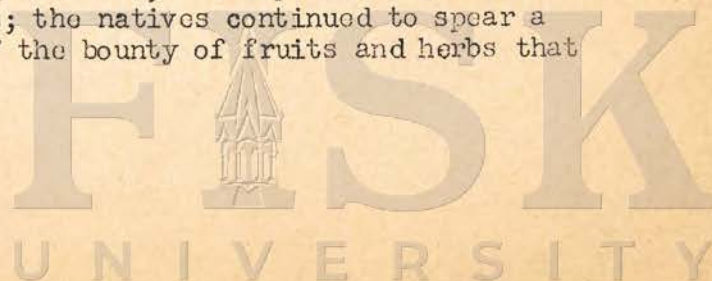
Their mission was the conversion of the heathen; the changing of the heathen; the making of the heathen into a form acceptable to God. Richard Armstrong, the father, was a farm boy from Pennsylvania, and a graduate of Princeton Theological Seminary. Clarissa Armstrong was a farm girl from Massachusetts, who had milked cows and worshipped God and finished normal school. They were people who believed in simple living and high thinking; they believed in the equality of all men before the law and in the sight of God; they believed that Man is perfectible, for all his iniquities; they believed that neither race nor creed nor color should limit any man, or the opportunities of any man.

Above all they believed that man's salvation came from hard work.

It is not sacrilege to say that such people, setting forth on a mission to convert the heathen, found the model for the form acceptable to God in their own lives and character, and in that of the culture they represented. Granite-faced and granite-minded, like their culture, they had a supreme confidence in themselves, and in their mission. Their mission, indeed, was themselves; for God assuredly had nowhere had his hopes for man so grandly realized as in the flowering of New England.

It was, therefore, not a conceit that brought the missionaries to Hawaii, or to Burma, or to Africa, with a deep conviction that God had anointed them to make of the heathen men like unto themselves. Their mission was the outcropping of a granite culture; the man with a mission was the word of God incarnate - incarnated in Puritan America.

The story of Hawaii and Pearl Harbor is the story of the failure of a mission. You may go to Williamstown today and in the shadow of the Haystack monument that cradled missions, you can read in the alien culture now surrounding the monument the record of the failing of the mission through slow death at its very roots. At Pearl Harbor you can read the record of the failure as it ran. The South Sea Islanders strangely resisted the best efforts of the missionaries to make them men like unto themselves. The missionaries held out to the natives the delights of honest toil. The natives listened with fervent joy, with polite smiles, with every token of honest appreciation; but they toiled not, neither did they spin. Richard Armstrong busied himself in teaching the natives the arts of agriculture, and imported sugar cane from afar to begin sugar plantations in the Islands; the natives continued to spear a casual fish, to roast an errant pig, to eat of the bounty of fruits and herbs that yielded subsistence without labor.



Richard Armstrong and his fellows held out to the natives the joys of the Christian ethic, and the achievement, through puritan morals, of a hard and happy life. The natives thronged their huge churches, sang the new hymns, wept honest tears of pious penitence; but they departed from the great coral tabernacles to drink the forbidden strong drink as before, to dally with concubines as before, to dance the old dances under the white moon on the coral beaches as before.

In fairness the great difficulties of the missionaries must be acknowledged. They contended with the powers and principalities of darkness. There were loud and boisterous sailors, many of them, God forbid, from their own precious New England, despoiling the virtue of the Islands with their carousings, corrupting the simple folk with liquor and oaths and syphilis.

They had even more dangerously subtle foes to face. Back home the industrial expansion of America was creating a world which would produce no more such men to follow in their footsteps; their own children were to be corrupted by this new culture built on money and the machine. Abroad, in Hawaii, the granite culture of New England met the culture of the land of lava. The lava resisted, and Samuel Chapman Armstrong, the son of Richard Armstrong, later gave a wry evaluation of the mission effort in his homeland:

"The best Hawaiian saint is about up to the New England sinner."

Armstrong's experiences on behalf of the American Indian gave him something of the same feeling of a mission that, if it did not fail, at the most fell short of success. His dissatisfaction with the Indian was like that he had for the Hawaiian; the American Indian would not work, and to Armstrong this was fatal.

The Negro's defect was far less serious. He could work, he would work, he missed the mark - the New England mark - only in not wanting to work because he saw no reason to work. The solution of the Negro problem had to Armstrong the simplicity of demanding the development in the race only of a reason for working. The Polynesian and the American Indian seemed, by contrast, to be beyond salvation; they had a temperamental, a physical, incapacity to work.

The failure of the missionaries with the Hawaiians and with the American Indians - if failure it may be called - and their relative success with the Negro, has long puzzled me. We reject theories of innate racial differences, and yet, here it was. The Armstrongs and others like them go forth to convert the heathen in Hawaii; and on the Great Plains, and they end by failure; they go forth to convert the Negro, and make of him a man with aspirations like unto themselves, and they greatly succeed. And why?

One of my students at Fort Valley told me last week. "The Hawaiian and the Indian," she said, "had cultures of their own; the Negro, taken from Africa from a thousand tribes in a thousand vessels, had no tribal culture left." Countee Cullen used other words -

One three centuries removed
From the scones his fathers loved.
Spicy grove, cinnamon tree,
What is Africa to me?

Quaint, outlandish heathen gods
Black men fashion out of rods,
Clay, and brittle bits of stone,
In a likeness like their own,
My conversation came high-priced
I belong to Jesus Christ.



Preacher of humility;
Heathen gods are naught to me.

.....One three centuries removed
From the scenes his fathers loved,
Spicy grove, cinnamon tree,
What is Africa to me?

III

Persistence is a sign of the success of a mission. Samuel Chapman Armstrong labored at Hampton until he died; in death he consigned his bones to rest forever on this campus, token that he willed to persist in his labors through eternity. Erastus Milo Cravath worked at Fisk University until he died; he is buried at Nashville among the bodies of the Negro soldiers he commanded in battle. A granite boulder marks the last resting place of Edmund Asa Ware on the campus of Atlanta University.

Richard Armstrong died at work in Hawaii, in 1860. The missionary enterprise in the Islands did not end with his generation. The next did witness a strange conversion. The children of those who had come to Hawaii to convert the heathen came in their generation to own Hawaii. Richard Armstrong's sugar cane, designed to encourage hard work habits in the natives, became the foundation of an agricultural empire that made factories in the fields.

New England Granite was granite still. The missionaries had a singular success in the education of their own children, if not in the total conversion of the native to the missionary mould. Samuel Chapman Armstrong attended the "Royal School," designed to educate the children of the royal families.

In this school each student had a work project. The kindly firm New England farmer in charge saw that each child worked in the garden after classes until "he could count seven stars." Later Armstrong confessed that he and all of the other children greatly disliked this work. When he had become a man, and surveyed the making of men, he believed the hard work done in these projects was a glorious essential in the making of man in the tradition of a block of granite.

Soon the "Royal School" was "Royal" only in name. The children of the South sea kings and queens and princes disappeared. They left a school organized to educate people to the granite born. They dropped out without bitterness, without recrimination, without law suits; they left to fish, to swim, to eat pig and taro, and to have many wives, and to dance, as their ancestors had done from antiquity.

The children of the missionaries alone remained in the "Royal School." Armstrong remained in that school, and left the island paradise to enter Williams College and the Army, and to found Hampton Institute. Others of the missionary children received a peerless education that trained them to the new Hawaiian Royalty of sugar cane and pineapple plantations and great fortunes.

The whole missionary effort had failed to teach the granite fact of love for work to the natives. The children of the missionaries in the Islands reached across the seas to strange lands where not missionaries, but necessity, had taught other, crowded peoples to work. In China they found men and women who would work from dawn to dusk, and they brought thousands of Chinese coolies to Hawaii - to do in Hawaii what their fathers had failed to teach the natives to do. They found additional labor in Japan, among a strange and unchristian people who bowed down to wood and stone, and to the souls of their ancestors. They, too, would work, although their reward was not in heaven.

It was not for those who ate the pineapple and the sugar, raised on plantations managed by the sons of New England missionaries, to question the new providence of God. God moves in a mysterious way his wonders to perform.

This was the new providence, and those who labored at Pearl Harbor above dead volcanoes might have seen the coolies from China and Japan and the Phillipinos as part of the same slumbering forces.

The sugar was shipped to New York, where an immigrant fresh from Ellis Island used it to sweeten coffee raised by coolie labor in Brazil. The immigrant dressed himself in denims raised by sharecroppers in Mississippi. The immigrant rode to work on rubber imported from a Malayan plantation owned by Britishers, and powered by gasoline exported from a land of malaria infested Indians in Venezuela for the benefit of Dutch and British and American stockholders. The engineers of these oil companies protected themselves while in the tropics by heavy doses of quinine, raised on Javanese plantations by coolie labor unable to buy the drug they produced.

Indeed, the volcanic rock that stands at the grave of Samuel Chapman Armstrong on this campus is a symbol. Born of a volcano, it came from Pearl Harbor. Child of violent eruption, it is symbol of China, of Japan, of India, of Java, of coolies, of plantations, of share-croppers.

That fragment of volcanic rock is symbol of you. The granite is symbol of you; and you are symbol sufficient unto yourself.

IV

One three centuries removed
From the scenes his father loved.
Spicy grove, cinnamon tree,
What is Africa to me?

The boy who was to found Hampton Institute came to America, and to Williams College, where in 1862 he studied "Moral Philosophy" with Mark Hopkins. Later he said, "Whatever good teaching I have done has been Mark Hopkins' teaching through me." Mark Hopkins taught Samuel Chapman Armstrong, and in 1872 Samuel Chapman Armstrong, here at Hampton, began to teach Booker T. Washington.

What was Africa to Booker T. Washington? The boy from the western coal mines had no memories of spicy groves or cinnamon trees. He had not known

....rivers;
.....rivers ancient as the world and older
than the flow of human blood in human veins.

He had known freezing cold and biting hunger and human filth and degradation. He had known hard and unremitting toil. He had known a family that had no tradition, a community that had no history, a people that was naked of a culture save that of song. "More than once," he said, "I have tried to picture myself in the position of a boy or man with an honored and distinguished ancestry.....I had no ancestry myself..... I have no idea who my grandmother was....."

Now this man without a culture became, in the school founded by a missionary, the like of such a man as the missionaries failed to make of their converts anywhere else in the world. Booker T. Washington alone would have justified the missionary effort for the Negro; but he was not alone. At Atlanta, at Nashville, and at Talladega, and at New Orleans, the missionaries made men. The men were not alike; only Samuel

Chapman Armstrong had been a boy in Hawaii before he became a missionary to Negroes, and the one school differed from the others in Latin and Greek and the symbols of the educational process.

But these schools were all alike in that they brought granite from Puritan America to touch the lives of men and women without a culture; and they were all alike in that they left at least some granite in the minds and souls of those they touched. Booker T. Washington himself was educated in the culture before he saw Hampton. You remember his story of Mrs. Viola Ruffner, the Yankee woman from Vermont, for whom no boys would work in his West Virginia home because she was too strict. In working for Mrs. Ruffner, he discovered, and later described, the very essence of the culture.

"I soon began to learn," he said, "that, first of all, she wanted everything kept clean about her, that she wanted things done promptly and systematically, and that at the bottom of everything she wanted absolute honesty and frankness. Nothing must be sloven or slipshod; every door, every fence, must be kept in repair."

And you remember the classic story of Booker T. Washington's admission to this institution, when he was asked to sweep a classroom. The teacher in charge was granite, like Mrs. Ruffner, like Armstrong. "She was a 'Yankee' woman who knew just where to look for dirt. She went into the room and inspected the floor and closets; then she took her handkerchief and rubbed it on the woodwork about the walls, and over the tables and benches." She found no dirt, and she admitted Booker T. Washington to Hampton Institute; he had been tried and tested and found worthy of admission to the culture that was granite.

There is another quality of that granite culture that needs remembering. It was enduring, eternal. It had a quality of infinite self-confidence, and faith in the final triumph of right. He told his students, "Help your people by giving them what has been given to you. Doing what can't be done is the glory of living." Washington had it. "I have begun everything with the idea that I could succeed, and I never had much patience with the multitudes of people who are always ready to explain why one cannot succeed."

There is not one of you to graduate today who is not in direct descent from the granite of that culture. You have been taught by some man or woman who was taught by men like Booker T. Washington who was taught by Samuel Chapman Armstrong who was taught by Mark Hopkins. You have read the books written by men who wrote because they had been touched by granite. You are a member of a family that is a stronger social unit because your mother or father lived in a community where a fragment of the same granite lodged on this campus was rooted in some man or woman of the Negro race who in person or by social inheritance had been touched with granite.

There are imperfections. You are not solid granite. Neither was Samuel Chapman Armstrong; neither was Booker T. Washington. Yet you are greatly blessed; you are the inheritors of a great human tradition; and this may not be said of all men in America today.

You are symbols.

V

I read you a sentence from a letter written by a young man to his mother on April 20th, 1861. I read you now another quotation from that same letter:

"It is no easy thing to compose oneself at this time. War is the only thing talked about, and almost the only thing done is getting up regiments

and making uniforms, for the soldiers. Thousands wear badges of one kind or another on their breast, indicating the allegiance to the flag."

"It is no easy thing to compose oneself at this time" It was not easy in 1861; it is not easy in 1942. In 1861 the volcano erupted at Fort Sumter; the rumblings of the quaking earth had made men uneasy for a generation. In 1942 the volcano erupts at a thousand smoking peaks. Pearl Harbor came to Hampton seventy-six years ago in the shape of a titan assigned to reconstruct wreckage of a volcano; and in 1942 Pearl Harbor comes again to Hampton, this time as volcano in full eruption whose wreckage or reconstruction we yet know not of.

Pearl Harbor To Hampton! It is a strange, ironic world. Samuel Chapman Armstrong lived to teach Negroes the dignity of labor, that they might work with joy. His successor now bears a presidential mandate to give to Negroes the right to work. This is irony, but it is also fulfillment. It is the crowning token of the success of a mission. In the Negro people the granite of a culture founded on a mystic faith in hard work has prevailed. Negroes, whom Armstrong, and later Washington, labored to make value work, now value it so highly that we beg for it, we shout for it, we fight bitter battles for the privilege of - work!

Now this is the burden of my speech to you. Contrary to what I have said of missionaries, you have learned to despise missionaries. The very word is abhorrent to you. You think of a missionary as a person who patronizes you, and wants to do a little good for you because you are so pitiful and good-for-nothing.

This is because most of the missionaries you have known were men and women of the third generation of the cult; people who had chosen the work for vague or formal reasons, prompted by a dead missionary culture; people who followed in the form but had no spirit because the spirit was dead at the roots. Indeed you may look far in America for the old Puritan culture, and you will find it not; not in Boston, nor in Plymouth, nor at Williams College where the missionary enterprise began. It is dead, and has been dead these fifty years. Big business killed it; fifty million migrants from Italy and Germany and Poland and Croatia killed it; the high birth rate of the Appalachian South, and the low birthrate of the Puritan East, killed it.

But it is not wholly dead. There are yet men and women in America, who hold as articles of a faith for life, that each man is equal before the law and before God; that man is perfectible, for all his iniquities; and that neither race nor creed nor color should limit any man, or the opportunities of any man, to achieve the destinies of his immortal soul.

Such men and women are few, but they live. There is a lonely, great man, two hundred miles above us on the Potomac; in him the granite and the faith are yet alive. In the heart of his wife, whom you have heard and whom you have seen, they are yet alive.

And these thrilling elements of faith are alive in you. Despise no more the missionary, nor his faith, nor his endeavor. By the grace of God and the fortunes of history, you are the lineal descendants of the great American tradition, and almost the only people in America who actually believe without reservation in the ideals for which this Nation was founded.

This nation is today pitted against great adversaries. We who are Negroes wish desperately that this country may win this war. We wish to win it on the battlefield and for ever more. We are realists, as becomes our lowly station in life; we know that the outcomes of wars may not be determined for a generation after peace may have

been declared.

If, therefore, we have fears about the outcome of this war, it is that it be lost before it is well begun. The Japanese and the German leadership is possessed of great intelligence, and our only fear is that this America of ours, faced with the greatest stakes in human history, shall be defeated by a narrowness and provincialism that sees no further than the arrogance of localized racial prejudices.

You can't beat a man at his own game. Racial arrogance, and the exploitation of the lesser breeds of men, is the game of Nazi Germany and of Imperial Japan. The equality of all men before the law and before God, and the perfectibility of man of every hue through hard work for his own salvation, is the American game.

Despise no more the missionary. I said you, too, were symbols; symbols of a high faith, symbols of the few who by the mysterious ways of providence are left almost alone in America to carry on that tradition that is the great American tradition. You are imperfect, and yet there is granite in you. To be a Negro in America today is to be, of all Americans, a human being sensitive to social and economic justice, a human being of whom circumstance demands Faith as an act of being, a human being descended from missionaries whose mission is to Christianize the heathen.

It is not every man who can have a mission in life. The message of Pearl Harbor to the graduating class of 1942 of Hampton Institute is to persevere in the highest of all human missions.

Before you turn away from this campus today, make a vow in memory of the granite and the lava, and the dust they commemorate. Swear that oath not lightly; take the memory of it with you always. Consecrate yourself anew to your mission; it is the mission of preserving and expanding, wherever you are, the right of all of God's children to share in the full and final salvation of the human spirit.





*The Faculty and Senior Class
of
Fort Valley State College
request the honor of your presence
at
Baccalaureate and Commencement
Exercises
May thirtieth
Nineteen hundred and forty-three
Fort Valley, Georgia*

THIRD ANNUAL COMMENCEMENT
MAY 30, 1943

BACCALAUREATE AND COMMENCEMENT
EXERCISES

COMMENCEMENT ADDRESS—

MR. FORRESTER B. WASHINGTON,
DIRECTOR, ATLANTA UNIVERSITY SCHOOL
OF SOCIAL WORK, ATLANTA, GEORGIA.

BACCALAUREATE MESSAGE—

DR. HORACE MANN BOND, PRESIDENT,
THE FORT VALLEY STATE COLLEGE,
FORT VALLEY, GEORGIA.

COLLEGE AUDITORIUM
4:30 P. M., C. W. T.

FISK

UNIVERSITY

Fort Valley (Ga)

| | | |
|-----|---|---------|
| ERE | 5 | Wm Bond |
| | | |
| | | |
| | | |
| | | |

June 3, 1942

Dear Mr. Wale:

As you may know, I have been serving as a member of a Subcommittee on Education of a Joint Army and Navy Committee on Welfare and Recreation. Among other educational activities in the Armed Forces, being sponsored by this Committee has been the establishment of an Army Institute at the University of Wisconsin through which correspondence courses will be conducted. Among the people engaged in this activity is Colonel Francis T. Spalding, Head of the School of Education at Howard, and Dr. Francis J. Brown of the American Council on Education.

At my suggestion, the Army Institute will offer a course entitled, The Negro in Africa and America. Also, at my suggestion, I must modestly admit, the scholar chosen to write the textbook to be used in this course is to be myself.

I have in mind doing a "quickie" of short book length. I estimate that working at high pressure, and with the materials which I already have in hand, I can finish the manuscript in from a month to six weeks. Of course, I will need access to a good library, and I am thinking of going either to Nashville, Chicago, or New York, since our summer school is so well established, and we have such competent persons in charge thereof. I feel that my services during the last part of June and the first part of July can be well dispensed with, or I might come to Chicago just to get some good books to be borrowed for me by the Fund, and come back here to do the work.

I have not raised the question of expense with the committee. There will probably be some kind of Royalty provision which would amply repay me for the time to be spent, and even if I got nothing out of it, I think I would have jumped at the chance. I regard it as an unequalled opportunity, both to contribute to the morale of Negro Soldiers, and to place a proper perspective of the Negro before other members of the armed forces through educational channels.

The meat of the coconut is that if the Julius Rosenwald Fund wishes to be associated with this enterprise, I might wish to apply for a Grant-in-Aid of about \$300.00 to bear various items of the expense involved. It would be understood that this grant would be repaid out of Royalties, or whatever reimbursement was received.

You will understand that this letter is not an application, but one of information and to raise the question if an application would be in order. I should also like to ask if I came to Chicago if I could have office space and a typewriter at the Rosenwald Fund Offices to do the editorial work involved. Do you know a good graphic artist I could get to do some pictorial maps?

With best wishes, I am

Sincerely yours,

Wm Bond
H. M. BOND,
President.

Copy to Mr. Embree.

A PROGRAM IN HEALTH EDUCATION FOR
THE RURAL SOUTH.

Fort Valley State College, Georgia
Georgia State Dep't. Public Health
Cooperating with
United States Public Health Service
W. A. Mason, M.D.

Sept 42

A PROGRAM IN HEALTH EDUCATION FOR
THE RURAL SOUTH

FORT VALLEY STATE COLLEGE
FORT VALLEY, GEORGIA

GEORGIA STATE DEPARTMENT OF PUBLIC HEALTH
COOPERATING WITH
UNITED STATES PUBLIC HEALTH SERVICE

W. A. Mason, M.D.
A.A. Surgeon

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We discuss here the basic portion of a five year program in health education. This basic program, if we may call it that, I think should include a well organized and functioning student health service, coordination of those divisions responsible for the teaching of specific phases of health education, as Biology, Physical Education, etc., and the continued development of health consciousness on the part of the faculty, with consequent integration of health teaching in all courses. The following pages describe the program as outlined and operating during the first year.

For the second year, the plan is to add advanced courses, including methods in health education.

It is our desire that during the third year, more attention be directed to mental hygiene, by the addition to the faculty of an individual with special training in that field.

It is hoped that the entire period may be one of continued growth and flexibility as indicated by changing student needs and problems. The fourth and fifth years have been designated specifically as periods for taking inventory, and evaluating and further refining the program.

The war as it affects both students and teaching personnel, must of course, be considered in the planning of any program.



A PROGRAM IN HEALTH EDUCATION FOR THE RURAL SOUTH

FORT VALLEY STATE COLLEGE

FORT VALLEY, GEORGIA

W. A. Mason, M.D., A. A. Surgeon
U.S. Public Health Service

September, 1942

CONTENTS

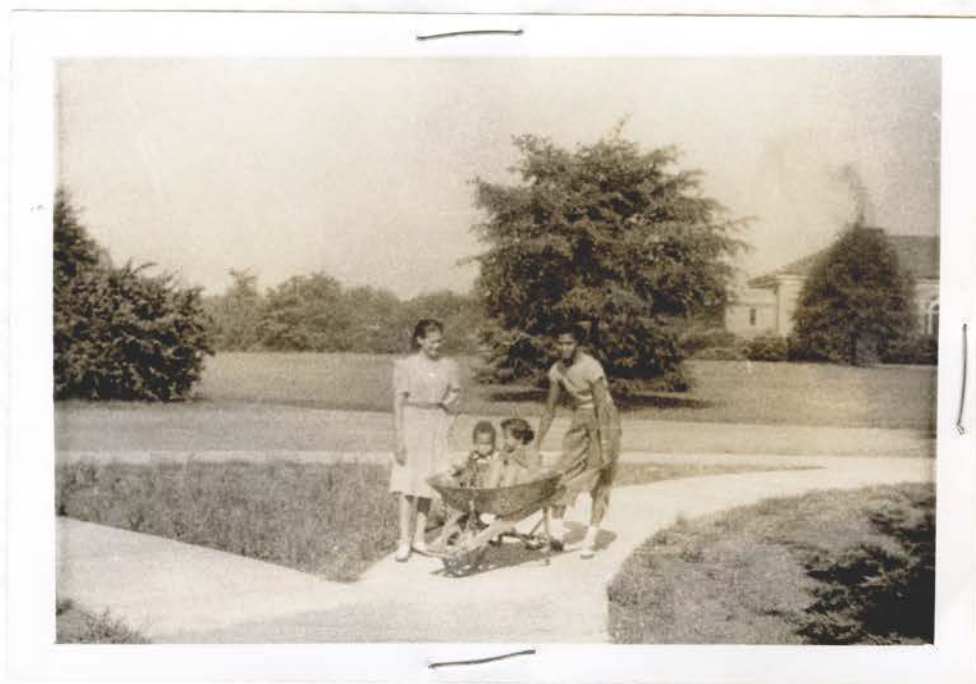
- I. PREFACE:
 - 1. The College
 - 2. The Community
 - 3. The Problem

- II. THE COLLEGE HEALTH PROGRAM:
 - 1. Student Health
 - 2. Health Teaching
 - 3. Evaluation of Program

- III. CONCLUSIONS.

- IV. ILLUSTRATIONS:
 - 1. Diagram Health Education Set-up
Fort Valley State College
 - 2. Table Results Physical Examinations
 - 3. Scope Chart on Health
 - 4. Photographs

"And whoso shall receive one such little child
in my name receiveth me."



There are four hundred thousand Negro chil-
dren of school age in Georgia

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PREFACE

The problem of the health of any people is definitely tied up with their socio-economic status. Increase the earning power so that they can eat better food, live in better homes, enjoy more leisure, communicable diseases will decrease, mental hygiene will be improved, and health conditions generally will be better. This, I think, has been demonstrated in the government's low-cost housing program, both rural and urban.

The Negro in the rural south has been, and remains now a victim of circumstances provocative of poverty, and those conditions which are heirs to poverty. It has particularly reflected itself in his insanitary living conditions, diseases, particularly the communicable diseases and a consequent high death rate. The outstanding public health problems of the Negro are venereal diseases, especially syphilis, tuberculosis, infant and maternal mortality, all of which, to a very large extent, may be translated in terms of his socio-economic status.

In Georgia, the State Department of Public Health is doing a splendid job with the money it has. The health demonstration in Glynn County, and the program of training mid-wives are outstanding achievements. The latter, given time, will reflect itself in a definite decrease in infant deaths. The program of health must however become a reality to a much larger group of the citizens, and these citizens must themselves play a very large part through proper health education procedures, in attaining the end desired. More and more, too, must the federal government aid in this program.

Any program of health education must of necessity include available clinics for immunizations, for treatment of the venereal diseases, for the early diagnosis and treatment of tuberculosis, and for the care of the expectant mother and child. It is also desirable that some plan be worked

out in rural areas for the correction of physical defects at a minimum cost. Where these are absent, the program loses much of its effectiveness.

In the following pages, we attempt to describe a program worked out by a system of trial and error at the Fort Valley State College, a teacher-training institution in Fort Valley, Georgia. The approach seems both logical and practical. A teacher who is herself thoroughly grounded in the principles of healthful living, will, because of her own attitudes, reflect and develop wholesome health attitudes in her children. There has been too much miseducation in health matters, because teachers themselves, in many instances, do not possess fundamental facts about health on the one hand, and because of their laissez faire attitude on the other. The preservice teacher then, must get proper facts about health and disease, and the art of healthful living. She must receive this information as a vital part of her college training.

The College

Fort Valley State College specializes in the training of Negro teachers. It is located in a small community, a farming area, the center of the peach growing industry of Georgia. There are a few mills, and a large manufacturing plant. The Negro population is approximately 2500. There is one high school for Negroes, and an elementary school with an enrollment of 234 and 669 respectively. There is also a nursery school. All are used as laboratory schools by the College.

The College grounds comprise 175 acres of which 50 are used for the main campus. There are 13 buildings, 10 of which are brick structures. With the exception of 2 of these, they are modern except for the lighting which is poor in all. There are three cooperative units, two for men and one

for women, designed as experimental projects in which daily living and the educational process are one. There is a well equipped infirmary having 8 beds for general illness and 2 isolation wards. The school employs a full time nurse and a physician who serves part time. The student body numbers 552 and represents a fairly well selected group.

The Community:

The community affords seven churches, one with a well equipped recreational center, one theater, one Negro physician, two white physicians, two white dentists, and one Negro dentist. There is a well-organized health unit with a public health nurse in charge. Seven miles from the city is a splendid camp with cabins, dining hall and swimming facilities, which serves groups from all parts of the state. The city lacks a hospital and clinics for corrective work. There is an acute housing condition and students who live off the campus generally live under poor health conditions. There is need for college supervision of student homes, which in some instances would be improved if sufficient pressure were brought to bear. Other than these facts, the set-up approaches the ideal for health education procedures.

The Problem Defined:

There are 400,000 Negro children of school age in Georgia. 6,500 teachers administer to these children. The average teacher has two years of college work. Many have had much less. It is impossible to recruit the best prepared teachers because of very low salaries;¹ consequently there is created a vicious cycle: poorly trained teachers, poorly taught children, who in turn become material for new teachers. It is often a process of mis-

¹Salaries for Negro teachers are twenty-five to sixty dollars per month. These salaries have just been increased twenty-five percent.

education. Somewhere the chain must be broken. Fort Valley State College is directing its energies through thorough courses in health education, to break this chain. How well it shall succeed will depend upon the application of this principle to student bodies enrolled in other teacher-training colleges throughout the state, and the constantly helping hand of public health agencies, local and federal.

This work started as an experiment. One thing we have kept constantly in mind, the fact that the schools for minority groups in the rural south present special problems, some of which have already been enumerated. These problems we have not forgotten in the application of any educational program to our student body. We believe the teaching of health must be life-related. Might it not be wise instead of teaching rural Negro children how to get off a street car safely (as may be found in some health education books used in these schools) to teach them how to get off a wagon or an automobile safely. These vehicles are more frequently used by rural children. It may be that books need be rewritten on health in simple language in terms of the every day experiences of these rural children.

I sat in a meeting of health workers in Negro colleges where the question of rewriting health education material for Negroes was strongly opposed. The story of "T.B." by Bontemps² and the film "Let my people go" do, I think, fill a very definite need in the field of health education. I certainly think it is an approach worth trying, over and over again, particularly in the rural south.

As Edwards so well says, "There is need for the story of health to be told in the language and terms of the people whom it is designed to help."³ The Negro must not be ashamed of his health problems, nor must he remain fatalistic. Rather must he know then, for his own salvation, and capitalize upon them intelligently in seeking aid to assist in their solution.

²How you get T.B. - Arna Bontemps - National Tuberculosis Association.

³V.A. Edwards - Teacher of Rural Sociology, Morehouse College.

THE COLLEGE PROGRAM OF HEALTH EDUCATION

The program of health education is administered by a committee composed of heads of the departments of physical education, biology, home economics, college dietitian, college physician, nurse, a coordinator of health education, and in keeping with the democratic principle, a member of the college student body. These divisions are responsible for the teaching of special phases of health education, the other members of the faculty integrating health education material in their courses.

Students are selected on the basis of a careful health examination, objective and personality tests, recommendations from ministers and principals, all of which data are considered by a faculty committee, and proper decisions made. Opportunities for life-related teaching are afforded the preservice teacher in the elementary, high school and nursery laboratory schools and in the rural schools of Peach County. This work begins in the sophomore year and extends through the junior and senior years. A selected group lives for one quarter in Greene County, which represents a typical rural set-up, where seminars are held in the field studying the health conditions and developing plans for improving school and community health. There is close cooperation with the County Health Department.

Health Teaching

The object of the health education program is to develop favorable attitudes toward health. While we have gotten away from the teaching of rules in hygiene, it is nevertheless necessary to attain certain basic facts concerning health. These facts are obtained in certain formal courses in public health and hygiene, home economics, social science, biology, and physical education. The class in public health and hygiene is a prerequisite to graduation and is given in the junior and senior years. The teacher of

of this course acts as coordinator. There are very few lectures, the class being divided into committees with library assignments, supplemented by a study of students in the laboratory schools and on the college campus, and the study of the community itself. During the past year student committees reported on communicable diseases with special emphasis on the venereal diseases, infant and maternal mortality, malaria, hereditary diseases, self-medication and constipation. Tuberculosis was treated separately by a special committee. Valuable material on malaria was sent our committee by Dr. Bishop of T.V.A., and Miss Anniekay Tharpe of the U. S. Public Health Service, assigned to the Memphis Department of Public Health. Two field trips were made, one to study malarial breeding places, the second to the Bibb County Health Department at Macon, Georgia. The committee on venereal diseases made trips to the venereal disease clinics and reported to the class. It is the plan this year to assign students to all Negro clinics at the County Health Department for special case work. Out of the report of the committee on communicable diseases, came these recommendations:

1. Vaccination of all students who had not been vaccinated previously.
2. Immunization of the entire student body against typhoid fever.
3. Malarial smears of the entire student body.

These recommendations were followed through by the student health services, except the one referring to malarial smears. This will be done in September as a part of the student entrance examination.

Students pay an annual health fee of five dollars. The health service gives the students the opportunity to experience those procedures which contribute to healthful living. The examination is thorough, including serological tests, malarial smears, faeces for hookworm disease, tuberculin

testing with X-ray follow-up of positive cases,⁴ typhoid and smallpox immunizations and the examination of eyes, teeth and cardiovascular system. The physical education division is interested in posture and correct shoes, and individual pedagraphs are made on each student. This service is followed up with consultations, pointing out the defects and advising proper shoes.

The great majority of our students come from poor families and the percentage of corrective work done is quite low. Nevertheless they are conscious of this need, and from time to time as opportunity affords, they have corrections made.⁵ Much has been done by the division of physical education in the correction of posture defects. Chart 2 shows the results of physical examinations.

Routine examination of faeces for typhoid fever, serological tests and tuberculin tests were made on all food handlers.

Students also find opportunity in the studying of the health conditions of their own college community through a committee composed of students in the college and adults in the community who study the health problems of the community. This committee is headed by a college senior. Their work culminates in the observance of National Negro Health Week, in which special emphasis is placed on Negro health conditions, locally, and ways and means of correcting them.

The need of an emphasis on health for in-service teachers was early realized. Hence a bi-monthly seminar with post-graduate credit was held.⁶

⁴Two early cases of tuberculosis were discovered and referred to their family physicians until such time as they may be admitted to the sanitarium.

⁵The school administers a small fund out of which an annual tonsil clinic is operated. In at least one instance glasses were furnished.

⁶By arrangement with Atlanta University, Atlanta, Georgia.

In this seminar were discussed the general health problems of Negroes in Georgia and methods for integrating health education material in individual classes. On occasions, teachers gave demonstrations, using groups from their own classes. These proved very helpful.

Evaluation of Program

It is highly desirable that one have some instrument for measuring the progress in health education. "Health education should be evaluated by better skills, increased understandings, improved attitudes, and desirable practices which are based upon scientific knowledge."⁷

The individuals achievements in health education is evaluated at Fort Valley State College by a scope chart, kept by each individual student and his faculty adviser, a copy of which is seen in chart 3. This chart is constantly undergoing refinement. A careful record is compiled both by the student and his adviser in charting the progress made in his own health attitudes and accomplishments. It may also denote need for greater emphasis of health needs for individual students. This we believe is the greatest original contribution to the program.⁸

⁷Health Education Curriculum - Georgia Advisory Committee on Teacher Training and Curriculum, M. E. Thompson - M. D. Collins, May, 1941.

⁸This instrument was developed by the faculty and students working co-operatively. The entire scope chart covers eight areas. Seven of these are known as the "seven persistent problems" in the Georgia educational system. An eighth has been added by the College Faculty. These areas are: maintaining physical, mental and emotional health; earning a living; performing the responsibility of citizenship; utilizing and controlling the natural environment for individual and social needs; receiving and transmitting ideas, and transporting persons and commodities; expressing aesthetic and spiritual impulses; utilizing education as a means of acquiring and transmitting the social heritage, and as an agency for conserving and improving human and material resources, and living the good life.

CONCLUSIONS

The program as here described needs many improvements. The college physical plant must be modernized as regards to lighting, drinking facilities, and additional modern buildings must be erected. There must come changed attitudes as regards physical examination for faculty members. In some instances these are more necessary than student physical examinations. From questionnaires submitted to faculty members, some had not had physical examinations for two years and one had not been examined for three years. Immunizations are as necessary for faculty as for students. The health of the teacher must also be considered in the provision of faculty rest rooms for recreation and relaxation.

Here as in other schools there is need for a growing consciousness regarding health, the procurement of true facts concerning health, and the development in students who are to become teachers of favorable health attitudes to the end that they may impart facts concerning the health of the rural Negro to the boys and girls truthfully and with conviction. This, it seems to me, is an opportunity for teacher-training institutions, wherever they may be, but particularly in the south.

There must be no relaxation in the aid which the federal government is extending to State Health Departments in the advancement of the program. We need more nurses, more physicians, more clinics. They must come in democratic America. They will come as schools use wisely the funds they have in the development of sound programs in education for health.

In Georgia 400,000 Negro children of school age face problems of health over which they have little or no control. The 6,500 teachers of these children must be increased. This increase must come in prepared teachers, and many who now teach must return to schools with new visions on the vital

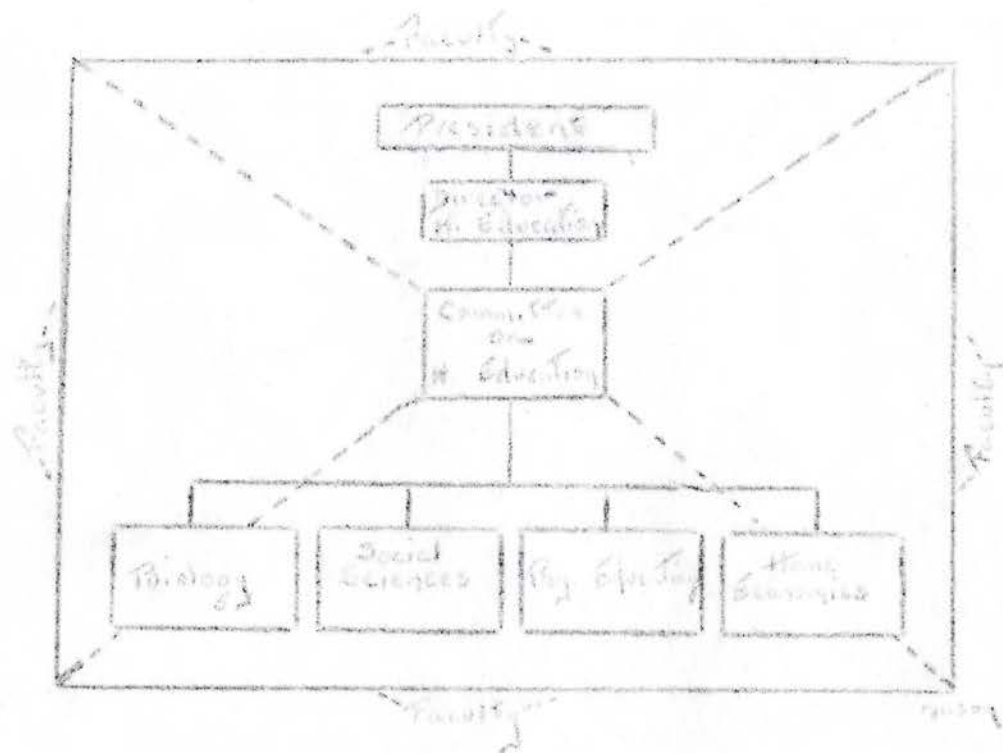
matters of health. Still others must be relieved of teaching and fitted in to occupations for which they are better prepared. This program is the function of the teacher-training colleges in Georgia, that healthier Negro babies may be born, that those already born may enjoy continued health and happiness. To this end, the program at Fort Valley State College is dedicated.

One year is certainly insufficient time in which to evolve a thoroughly workable program in health education. No program can be static. It must change as new problems arise. One must understand the community, the assets and liabilities as they pertain to health problems, college administrative problems, and certainly the needs of the people to be served. One of the greatest assets to the health program at Fort Valley is the deep consciousness on the part of the college administration as to the health needs of the student body and community. We have had the very finest cooperation from Dr. Horace Mann Bond, president of the college. The health program has been given priority. Improvements in buildings are problems which cannot be solved overnight, especially with the war claiming first place. The program as here outlined must be refined. A five year period, at least, should be devoted to the study. We believe this is a good start, and with proper development, should answer a much felt need in the development of better health attitudes in rural Georgia. School buildings must be improved. Sanitation of the school environment must become an ally of any health program. Increased pay for teachers, - all of these must play their part in the perfection of any program that is to be positive in its influence on the great mass of people it must serve. The program as presented here must be interpreted as a very small, though very important part of the whole health education approach. We have had the very finest cooperation from Dr. Abercrombie and the staff of the State Health Department. They furnished through the regional health offices, branch laboratories and local health service,

immunizations, tuberculin testing and X-rays, serological tests, examinations of malarial smears, faeces, health education films and materials and consultations whenever necessary. Without this service, this program could not have been developed.⁹

The students themselves, particularly those attending summer school, many of them mature, all of them in actual contact with health problems in their schools and communities, were eager to find solutions from their studies here for their problems. Most of them were conscious of their handicaps. They want only to be shown the way. This is our challenge. It is the challenge of all colleges, particularly those colleges specializing in the training of teachers.

⁹Acknowledgements are also made to Dr. Paul Cornelly, D.P.H., Howard University, Dr. Thomas LaSaine, D.P.H., Meharry Medical College and Dr. M. J. Bent, Meharry Medical College, for their invaluable advice and aid; also to Dr. Thomas Hart, Specialist, Health Education, George Washington College, and Mr. Fred Wale, Director Rural Education, Julius Rosenwald Fund.



Program Health Education
 Port Valley State College
 Port Valley, Ill.

Notes: — Direct Responsibility
 Cooperating

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PHYSICAL EXAMINATIONS - 1941

Freshman Class

Females examined ----- 84
 Males examined ----- 24
 Total examined ----- 108

Physical defects found:

| | Male | Female | Total |
|--------------------------------------|------|--------|-------|
| Tonsils | 15 | 21 | 34 |
| Flat foot | 14 | 20 | 34 |
| Dental caries | 6 | 16 | 22 |
| Defects in vision | 2 | 10 | 12 |
| Nasal | 2 | 1 | 3 |
| Spinal curvature | 1 | 2 | 3 |
| Athlete foot | 2 | 1 | 3 |
| Goutre | 0 | 1 | 1 |
| Syphilis (latent) | 0 | 1 | 1 |
| Syphilis (entire student body) ----- | | | 4% |
| Mantoux (entire student body) ----- | | | 19% |
| Hookworm (entire student body) ----- | | | 5.2% |

POSITIVE RESULTS IN HEALTH EDUCATION ARE FOUND,

NOT
HERE



NOT
HERE

BETTER HOUSES MEANS BETTER HEALTH

FISK
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SHOW US THE WAY



GROUP OF IN-SERVICE TEACHERS



THE NEW IN-SERVICE TEACHERS
(Committee on Communicable Diseases)

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LIFE RELATED HEALTH TEACHING



PRE-SERVICE TEACHER TAKING BLOOD TEST



WELL-BABY CLINIC PROMOTED BY STUDENT COMMUNITY
COMMITTEE

LIFE RELATED HEALTH TEACHING



UNDERPRIVILEGED BOYS - CAMP JOHN HOPE



Community First Aid Class

HOW I AM EDUCATING MYSELF IN TERMS OF THE FORT VALLEY STATE COLLEGE OBJECTIVES

NAME_____ Class_____ Dates Checked_____

ADVISER'S NAME_____

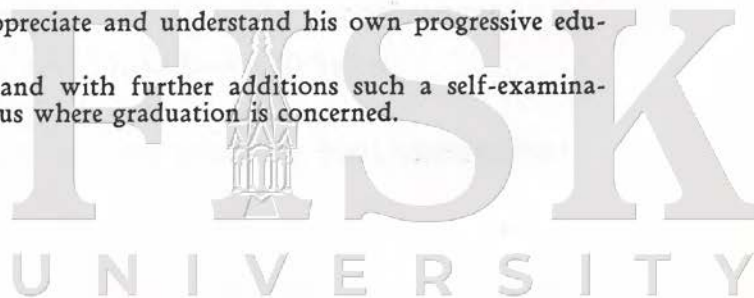
The Fort Valley State College provides an opportunity for students to educate themselves, believing that only by personal self-activity are people educated.

I The principal objectives of the college are eight in number. In the material in this section are given selected activities representing the kind of education and the mental, physical, and moral growth that a student should be experiencing. It is expected that each student will check his own progress, and that his adviser will aid him in this process.

The purpose of this list of activities is to serve as a reminder to members of the faculty, to students and their particular advisers, that everything that goes on in the college may and should contribute to the education of the individual. Some of the activities listed below will take place in the classroom; others go on each waking and sleeping hour of the day and night.

By checking the activities performed, each student may appreciate and understand his own progressive education.

Periodic checks will be made at the end of each quarter, and with further additions such a self-examination may become the basis for estimating the student's status where graduation is concerned.



PERSISTENT PROBLEMS OF LIVING COMMON TO ALL GROUPS AND PERSISTING THROUGH LIFE

I. MAINTAINING PHYSICAL, MENTAL AND EMOTIONAL HEALTH

What The Fort Valley State College Student Will Study As a Freshman and Sophomore

- a. How to improve health and safety conditions through group planning and participation.
- b. How to utilize scientific studies of health and safety for individual and group welfare.
- c. How to study local health and safety conditions.
- d. How governmental agencies meet health and safety problems.
- e. How social usage influences health and safety.
- f. How to utilize and improve school and community facilities for recreation.
- g. How to understand family life and the responsibilities of parenthood.

2 What The Fort Valley State College Student Has Done and Is Doing As a Freshman and As a Sophomore (Selected Activities)

I am maintaining the physical, mental, and emotional health of myself and of others around me.

Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly.

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| a. I have related my courses to life. | () | () | () | () |
| I make a practice of being personally neat and clean. | () | () | () | () |
| I am intolerant of filth in dormitories. | () | () | () | () |
| I am intolerant of filth in bedrooms. | () | () | () | () |
| I am intolerant of filth in kitchens. | () | () | () | () |
| I am intolerant of filth in toilets. | () | () | () | () |
| I am intolerant of filth on the campus. | () | () | () | () |
| I pick up trash in halls. | () | () | () | () |
| I pick up trash on the walks. | () | () | () | () |
| I keep my bed-linen clean and in good repair. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| I keep my clothes clean and in good repair. | () | () | () | () |
| As a field worker, I have provided sanitary toilets for rural schools, or kept those already there clean. | () | () | () | () |
| b. I have used textbooks as guides in screening. | () | () | () | () |
| I have used textbooks as guides in the construction of sanitary toilets. | () | () | () | () |
| I have used textbooks as guides in infant care. | () | () | () | () |
| I have used government pamphlets as guides in screening. | () | () | () | () |
| I have used government pamphlets as guides in the construction of sanitary toilets. | () | () | () | () |
| I have used government pamphlets as guides in infant care. | () | () | () | () |
| I have used other readings as guides in screening. | () | () | () | () |
| I have used other readings as guides in the construction of sanitary toilets. | () | () | () | () |
| I have used other readings as guides in infant care. | () | () | () | () |
| c. I have made a specific study of the health conditions of my hometown. | () | () | () | () |
| I have made a specific study of the health conditions of my field community. | () | () | () | () |
| d. I understand the variety and scope of governmental health agencies in my home town. | () | () | () | () |
| I understand the variety and scope of governmental health agencies in my county. | () | () | () | () |
| e. I have discarded superstitions about health. | () | () | () | () |
| I have substituted scientific knowledge for superstitions about health. | () | () | () | () |
| I personally cooperate with the health program of the college. | () | () | () | () |
| I understand my own health status as a result of physical examinations given at the college. | () | () | () | () |

| | | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|----|--|-----------|-----------|-----------|-----------|
| f. | I participate in one or more of the College's athletic activities: | | | | |
| | Soft-ball | () | () | () | () |
| | Volley-ball | () | () | () | () |
| | Basketball | () | () | () | () |
| | Football | () | () | () | () |
| | Tennis | () | () | () | () |
| | Golf | () | () | () | () |
| | Track | () | () | () | () |
| | Archery | () | () | () | () |
| | I direct such activities in connection with field work, laboratory schools. | () | () | () | () |
| g. | I live a cooperative life in dormitories. | () | () | () | () |
| | I live a cooperative life in the dining hall. | () | () | () | () |
| | I practice adjustment with other people. | () | () | () | () |
| | I participate in a variety of social occasions. | () | () | () | () |
| | I make studies of family life in my own community. | () | () | () | () |
| | I make studies of family life in field communities. | () | () | () | () |
| | I practice care of infants. | () | () | () | () |
| | I practice care of younger children. | () | () | () | () |
| h. | In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the first area—MAINTAINING PHYSICAL, MENTAL AND EMOTIONAL HEALTH: | | | | |
| | I have..... | () | () | () | () |
| | I have..... | () | () | () | () |
| | I have..... | () | () | () | () |
| | I have..... | () | () | () | () |
| | I have..... | () | () | () | () |
| | I have..... | () | () | () | () |

I. MAINTAINING PHYSICAL, MENTAL AND EMOTIONAL HEALTH

What The Fort Valley State College Student Will Study As a Junior and Senior, and As An Adult Citizen

- Become acquainted with the essential principles and best practices in child care and development.
- Become acquainted with the essential principles and best practices in food selection, preservation and preparation.
- Learn how to plan for individual, home, and community recreation facilities.
- Become acquainted with the best practices for physical safety.
- Learn how to solve problems of health, and disease in Georgia, such as malaria, hookworms, pellagra, syphilis, typhoid fever, and tuberculosis.
- Promote public sanitation and safe water and food supplies.
- Become particularly competent in one of the following academic fields: Natural Science, Social Science, Home Making, English, Agriculture, Industrial Arts—to the point where a satisfactory mental adjustment can be made in terms of further study, or immediate teaching begun.

What The Fort Valley State College Student Has Done and Is Doing As a Junior and Senior, and As An Adult Citizen

Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly.

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| a. I have practiced child care. | () | () | () | () |
| I have practiced the feeding of infants so as to prevent infant mortality. | () | () | () | () |
| I have practiced the care of young children to prevent emotional maladjustments. | () | () | () | () |
| I have established a balanced and stable home. | () | () | () | () |
| b. I have practiced principles of food selection with reference to low income groups. | () | () | () | () |
| I have practiced principles of food preservation with reference to low income groups. | () | () | () | () |
| I have practiced principles of food preparation with reference to low income groups. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| c. I have planned and carried out an individual plan for myself for outdoor recreation. | () | () | () | () |
| I have planned and carried out an individual plan for myself for indoor recreation. | () | () | () | () |
| I have directed home recreational activities. | () | () | () | () |
| I have directed community recreational activities. | () | () | () | () |
| I have participated in home recreational activities. | () | () | () | () |
| I have participated in community recreational activities. | () | () | () | () |
| I have constructed simple aids to recreation for an individual. | () | () | () | () |
| I have constructed simple aids to recreation for a group. | () | () | () | () |
| d. I practice the best individual health activities. | () | () | () | () |
| I practice the best group health activities. | () | () | () | () |
| I keep myself clean. | () | () | () | () |
| I keep my home clean. | () | () | () | () |
| I keep my community clean. | () | () | () | () |
| I have frequent health examinations. | () | () | () | () |
| e. I practice habits likely to prevent malaria. | () | () | () | () |
| I practice habits likely to prevent hookworm. | () | () | () | () |
| I practice habits likely to prevent pellagra. | () | () | () | () |
| I practice habits likely to prevent syphilis. | () | () | () | () |
| I practice habits likely to prevent typhoid fever. | () | () | () | () |
| I practice habits likely to prevent tuberculosis. | () | () | () | () |
| I practice habits likely to prevent other ailments and diseases. | () | () | () | () |
| I encourage in others the practice of habits likely to prevent: | | | | |
| Malaria | () | () | () | () |
| Hookworm | () | () | () | () |
| Pellagra | () | () | () | () |
| Syphilis | () | () | () | () |
| Typhoid Fever | () | () | () | () |
| Tuberculosis | () | () | () | () |
| Other ailments and diseases | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| f. I promote public sanitation. | () | () | () | () |
| I advocate and promote safe water and food supply. | () | () | () | () |
| I insist on cleanliness everywhere. | () | () | () | () |
| I help plan, build, and keep in repair: | | | | |
| Homes | () | () | () | () |
| Schools | () | () | () | () |
| Churches | () | () | () | () |
| Sanitary toilets | () | () | () | () |
| g. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the first area—MAINTAINING PHYSICAL, MENTAL AND EMOTIONAL HEALTH: | | | | |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |

II. EARNING A LIVING

What The Fort Valley State College Student Will Study As a Freshman and Sophomore

- a. Long-time planning for vocational training and continued education.
- b. How organized groups affect workers at home and abroad.
- c. How science affects and is affected by the occupational world.
- d. How to develop standards for evaluating and selecting commodities and services.
- e. How to understand the inter-relationships of government and business as affecting workers.
- f. Planning for economic security.
- g. Qualifying on the two-year level for the profession of teaching through courses and field work.

What The Fort Valley State College Student Has Done and Is Doing As a Freshman and As a Sophomore (Selected Activities)

8 I have learned more, and done more, about earning a living.

Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly.

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| a. I have related courses in social science to the vocation of teaching. | () | () | () | () |
| I have related courses in social science to other professional or manual occupations. | () | () | () | () |
| I have related courses in natural science to the vocation of teaching. | () | () | () | () |
| I have related courses in natural science to other professional or manual occupations. | () | () | () | () |
| I have related courses in crafts to the vocation of teaching. | () | () | () | () |
| I have related courses in crafts to other professional or manual occupations. | () | () | () | () |
| I have related courses in homemaking to the vocation of teaching. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| I have related courses in homemaking to other professional or manual occupations. | () | () | () | () |
| I have related courses in English to the vocation of teaching. | () | () | () | () |
| I have related courses in English to the other professional or manual occupations. | () | () | () | () |
| b. I have participated in organized campus groups in self-government. | () | () | () | () |
| c. I have perfected my knowledge, through wide reading, of social change, especially as it affects occupations. | () | () | () | () |
| I have perfected my knowledge, through wide reading, of economic change, especially as it affects occupations. | () | () | () | () |
| d. I have patronized campus cooperative endeavors. | () | () | () | () |
| I have purchased cooperatively. | () | () | () | () |
| e. I have, through campus organizations, applied principles of group organizations for mutual benefit. | () | () | () | () |
| I have, through my courses, applied principles of group organizations for mutual benefit. | () | () | () | () |
| f. I have practiced individually and through groups, participation in, and organization of, societies and associations devoted to economic security for low-income groups. | () | () | () | () |
| g. I have developed proficiency in subject matter as a guarantee of future economic security. | () | () | () | () |
| I have developed proficiency in skills as a guarantee of future economic security. | () | () | () | () |
| I have developed proper attitudes toward work as a guarantee of future economic security. | () | () | () | () |
| h. I have made a personal budget of income and expenses. | () | () | () | () |
| I have kept a personal budget of income and expenses. | () | () | () | () |

| i. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the second area—EARNING A LIVING: | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |

10

II. EARNING A LIVING

What The Fort Valley State College Student Will Study As a Junior and Senior, and As An Adult Citizen

- Become proficient, and establish self, in a vocation.
- Master subject matter, skills, and methods necessary to success as a teacher of home economics, rural schools, or high schools.
 - Master subject matter that leads into preparation for teaching on higher levels, and to other professions.
 - Continue study in special fields as general gateway to occupational efficiency.
- Develop proficiency in crafts as aid to utilizing local resources in making a livelihood.

What The Fort Valley State College Student Has Done and Is Doing As a Junior and Senior, and As An Adult Citizen

I have learned more, and done more, about earning a living.

| II Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly. | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| a. I have found and kept a job, as teacher of a rural school. | () | () | () | () |
| I have found and kept a job, as teacher of home economics. | () | () | () | () |
| I have found and kept a job, as teacher in a high school. | () | () | () | () |
| I have found and kept a job as principal of a school. | () | () | () | () |
| I have found and kept a job as a supervisor. | () | () | () | () |
| b. I carry on crafts work, as part or full time asset to individual or group self-sufficiency. | () | () | () | () |
| I teach crafts work, as part or full time asset to individual or group self-sufficiency. | () | () | () | () |
| c. If desirable, I enter into further training requisite to professional efficiency. | () | () | () | () |
| If desirable, I enter into further training requisite to vocational efficiency. | () | () | () | () |

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| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| d. I purchase commodities. | () | () | () | () |
| I market commodities. | () | () | () | () |
| I teach children how to purchase and market commodities effectively. | () | () | () | () |
| I teach adults how to purchase and market commodities effectively. | () | () | () | () |
| I use individual agencies in purchasing and marketing commodities. | () | () | () | () |
| I use private agencies in purchasing and marketing commodities. | () | () | () | () |
| I develop cooperative methods for purchasing and marketing commodities. | () | () | () | () |
| e. I transact general vocational business as a student. | () | () | () | () |
| I transact general vocational business as a graduate. | () | () | () | () |
| I transact general home business as a student. | () | () | () | () |
| I transact general home business as a graduate. | () | () | () | () |
| I transact general school business as a student. | () | () | () | () |
| I transact general school business as a graduate. | () | () | () | () |
| I practice intelligent cooperation. | () | () | () | () |
| I practice, as a student, securing and managing land. | () | () | () | () |
| I practice, as a student, securing and managing labor. | () | () | () | () |
| I practice, as a student, securing and managing capital. | () | () | () | () |
| I practice, as a graduate in life, securing and managing land, labor, and capital. | () | () | () | () |
| f. I plan, as a student, individual budgets. | () | () | () | () |
| I plan, as a student, group budgets. | () | () | () | () |
| I plan, as a student, family budgets. | () | () | () | () |
| I, as an adult graduate, teach others to plan individual, group, and family budgets. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| g. I understand and solve problems of home ownership. | () | () | () | () |
| I understand and solve problems of taxation. | () | () | () | () |
| I understand and solve problems of insurance. | () | () | () | () |
| I understand and solve problems of business law. | () | () | () | () |
| I understand and solve problems of home ownership, taxation, insurance, and business law, and teach others to do so. | () | () | () | () |
| h. I manage or burget wisely whatever I earn and influence rural Negroes to do so. | () | () | () | () |
| i. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the second area—EARNING A LIVING: | | | | |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |

III. PERFORMING THE RESPONSIBILITY OF CITIZENSHIP

What The Fort Valley State College Student Will Study As a Freshman and Sophomore

- a. Forming habits of citizenship through participation in a variety of group activities.
- b. Sharing in making standards of conduct for group welfare.
- c. Observing standards of conduct set up by home, school, community, state, national and international groups.
- d. Making individual contributions to the general welfare.
- e. Understanding how organized groups influence government.
- f. Applying scientific studies in the solution of community problems.
- g. Cooperating with government and other service agencies which touch daily living.
- h. Evaluating and performing social usage.

What The Fort Valley State College Student Has Done and Is Doing As a Freshman and As a Sophomore (Selected Activities)

I have learned more, and done more, about performing the responsibility of citizenship.

Scope Chart Items, Indicative of the Student's
Educational Progress, to be Checked Quarterly.

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| a. I have nominated representatives to student organizations and college committees. | () | () | () | () |
| I have participated in the election of representatives to student organizations and college committees. | () | () | () | () |
| I have served as a member of student committees. | () | () | () | () |
| I have served as a member of general college committees. | () | () | () | () |
| I have thought over college policy. | () | () | () | () |
| I have thought over college policy and made thought the basis for action. | () | () | () | () |
| I have served as a member of intra-mural athletic teams to the greater credit of the college. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| I have served as a member of inter-collegiate athletic teams to the greater credit of the college. | () | () | () | () |
| b. I have legislated rules and regulations for members of the college community. | () | () | () | () |
| I have acted as a juror in deciding cases where these rules, regulations, standards of conduct seemed to be violated. | () | () | () | () |
| c. I have observed standards of conduct set up by home groups. | () | () | () | () |
| I have observed standards of conduct set up by college groups. | () | () | () | () |
| I have observed standards of conduct set up by state groups. | () | () | () | () |
| I have observed standards of conduct set up by national groups. | () | () | () | () |
| I have observed standards of conduct set up by international groups. | () | () | () | () |
| d. I have served the college with credit as a representative at Y. M. C. A. meetings. | () | () | () | () |
| I have served the college with credit as a representative at Y. W. C. A. meetings. | () | () | () | () |
| I have served the college with credit as a representative at other student groups. | () | () | () | () |
| I have served the college with credit in athletics. | () | () | () | () |
| I have served the college with credit in inter-collegiate debates. | () | () | () | () |
| I have served the college with credit at home during the summer months. | () | () | () | () |
| I have served the college with credit by my own standing in academic subjects. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| I have served the college with credit by my behavior on the campus. | () | () | () | () |
| I have served the college with credit by being the kind of person of whom the college may be proud and by whom standards may be set. | () | () | () | () |
| e. By participation in organized campus groups, I have developed an understanding of the techniques of democracy. | () | () | () | () |
| By participation in organized campus groups, I have developed an understanding of the democratic government of the college. | () | () | () | () |
| f. I have applied scientific social theory to communities touched during field work. | () | () | () | () |
| I have applied scientific social theory to communities touched during summer vacations. | () | () | () | () |
| I have applied scientific social theory to work with local, home, and church groups. | () | () | () | () |
| g. While at college in Fort Valley, I have volunteered for work with local Sunday schools. | () | () | () | () |
| While at college in Fort Valley, I have volunteered for work with local churches. | () | () | () | () |
| While at college in Fort Valley, I have volunteered for work with local choirs. | () | () | () | () |
| While at college in Fort Valley, I have volunteered for work with local young people's groups and organizations. | () | () | () | () |
| h. If participating in NYA aid, I have realized its ideals as fully as possible. | () | () | () | () |
| i. I am practicing good manners in the dormitory. | () | () | () | () |
| I am practicing good manners on the campus. | () | () | () | () |
| I am practicing good manners in the dining hall. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| I am practicing good manners with visitors to the campus, recognizing them as guests of the college. | () | () | () | () |
| I am practicing good manners with little children. | () | () | () | () |
| I am practicing good manners with patrons. | () | () | () | () |
| I am practicing good manners with the citizens of the city, when in town. | () | () | () | () |
| I am practicing good manners when doing field work. | () | () | () | () |
| j. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the third area—CITIZENSHIP: | | | | |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |

III. PERFORMING THE RESPONSIBILITY OF CITIZENSHIP

What The Fort Valley State College Student Will Study As a Junior and Senior, and As An Adult Citizen

- a. Studying and discussing significant facts and trends underlying college, state, national, and world civic problems.
- b. Studying problems of state and county relationships.
- c. Participating in the solution of racial problems by studying minority problems and techniques.
- d. Surveying community problems and developing means of solving them.
- e. Developing an understanding of family relationships.
- f. Discussing current social, economic, and political issues.
- g. Understanding the significance of international relations.
- h. Perfecting one's self in the subject matter of advanced courses as a gateway to better citizenship.

What The Fort Valley State College Student Has Done and Is Doing As a Junior and Senior, and As An Adult Citizen

18

I have learned more, and done more, about performing the responsibility of citizenship.

Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly.

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| a. I participate in the civic responsibilities of the college, while a student. | () | () | () | () |
| While a student, I participate in the civic responsibilities of the community. | () | () | () | () |
| I participate in the civic responsibilities of the community, as a graduate. | () | () | () | () |
| I belong to a church. | () | () | () | () |
| I am teaching Sunday school. | () | () | () | () |
| I am leading church work for children or young people. | () | () | () | () |
| I vote in college and community elections. | () | () | () | () |
| I belong to, and I organize clubs. | () | () | () | () |
| I belong to, and I organize societies. | () | () | () | () |
| I work for worthy causes. | () | () | () | () |

19

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| b. I study problems of political forms in college. | () | () | () | () |
| I practice political action in college. | () | () | () | () |
| I become acquainted with local public government officials. | () | () | () | () |
| c. I participate in the solution of college problems by voting and by group activities. | () | () | () | () |
| I participate in the solution of community problems by voting and by group activities. | () | () | () | () |
| d. I establish family relations. | () | () | () | () |
| I build stable families. | () | () | () | () |
| e. I continue my own education regarding social issues. | () | () | () | () |
| I continue my own education regarding economic issues. | () | () | () | () |
| I continue my own education regarding political issues. | () | () | () | () |
| I educate others, regarding social, economic, and political issues, in the college and in the community. | () | () | () | () |
| f. I read widely in current periodicals regarding national problems. | () | () | () | () |
| I read widely in current periodicals regarding international problems. | () | () | () | () |
| g. As a teacher and citizen, I justify the school as an instrument of progress. | () | () | () | () |
| h. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the third area—CITIZENSHIP: | | | | |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |

IV. UTILIZING AND CONTROLLING THE NATURAL ENVIRONMENT FOR INDIVIDUAL AND SOCIAL NEEDS

What The Fort Valley State College Student Will Study As a Freshman and Sophomore

- a. Utilizing scientific facts in solving problems of production, distribution and consumption.
- b. Utilizing scientific principles in everyday life.
- c. Understanding the effect of the natural environment on individual and group welfare.
- d. Cooperating with the government and other agencies in conserving and regulating the use of natural resources.
- e. Exploring for undiscovered resources.
- f. Preserving and creating beauty in the natural environment.

What The Fort Valley State College Student Has Done and Is Doing As a Freshman and As a Sophomore (Selected Activities)

20 I have done more, and learned more, about utilizing and controlling the natural environment for individual and social needs.

| Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly. | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| a. I aid, cooperatively with other students and faculty members, in cooperative production. | () | () | () | () |
| I aid, cooperatively with other students and faculty members, in cooperative distribution. | () | () | () | () |
| I aid, cooperatively with other students and faculty members, in cooperative consumption. | () | () | () | () |
| b. I aid, cooperatively with other students and faculty members, in developing the school garden. | () | () | () | () |
| I aid, cooperatively with other students and faculty members, in cooperative poultry projects. | () | () | () | () |
| I aid, cooperatively with other students and faculty members, in cooperative swine projects. | () | () | () | () |
| I aid, cooperatively with other students and faculty members, in other cooperative stock projects. | () | () | () | () |

21

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| I aid, cooperatively, in studying and controlling erosion. | () | () | () | () |
| I aid, cooperatively, in studying and controlling erosion on the college farm, and on other school property. | () | () | () | () |
| I aid, cooperatively, in studying and controlling erosion in other school properties studied during field work. | () | () | () | () |
| I aid, cooperatively, in studying and controlling erosion in the schools studied. | () | () | () | () |
| c. I use scientific principles with regard to personal health. | () | () | () | () |
| I use scientific principles with regard to personal cleanliness. | () | () | () | () |
| I use scientific principles with regard to personal health and cleanliness on the campus. | () | () | () | () |
| I use scientific principles with regard to these matters off the campus. | () | () | () | () |
| I use scientific principles with regard to these matters, during vacation periods, at home. | () | () | () | () |
| I use scientific principles with regard to these matters, during field work. | () | () | () | () |
| I use scientific principles with regard to these matters, in the schools studied. | () | () | () | () |
| d. I relate survey courses to conditions of Negro people around the college. | () | () | () | () |
| I relate survey courses to conditions of Negro people at home. | () | () | () | () |
| I relate survey courses to conditions of Negro people in other areas. | () | () | () | () |
| I relate survey courses to social and economic conditions traceable to natural environment. | () | () | () | () |
| e. I explore, in crafts classes, possibilities for utilizing existing natural resources. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| I explore, in crafts classes, and outside, possibilities for utilizing existing natural resources—clays. | () | () | () | () |
| I explore, in crafts classes, and outside, possibilities for utilizing existing natural resources—fabrics. | () | () | () | () |
| I explore, in crafts classes, and outside, possibilities for utilizing existing natural resources—reeds. | () | () | () | () |
| I explore, in crafts classes, and outside, possibilities for utilizing existing natural resources, and discovering new ones. | () | () | () | () |
| f. I preserve the existing beauty of the campus. | () | () | () | () |
| I create new touches of beauty and add them to the preserved existing beauties of the campus. | () | () | () | () |
| I create beauty in schools reached during field work. | () | () | () | () |
| g. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the fourth area—THE USE AND CONTROL OF THE NATURAL ENVIRONMENT FOR INDIVIDUAL AND SOCIAL NEEDS: | | | | |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |

IV. UTILIZING AND CONTROLLING THE NATURAL ENVIRONMENT FOR INDIVIDUAL AND SOCIAL NEEDS

What The Fort Valley State College Student Will Study As a Junior and Senior, and As An Adult Citizen

- a. Specialized courses in natural sciences for those students with special interest; further general courses to achieve competence for all students:
 1. Chemistry
 2. Biology
 3. Mathematics
- b. Methods in teaching natural science for prospective high school teachers.
- c. How to teach rural folk to utilize and control the natural environment, through natural science, home economics, crafts.
- d. How to teach elementary school children, high school students, adults, how to utilize and control the natural environment.
- e. How to teach rural folk, school children, high school students, adults, to utilize scientific facts in solving their problems of production, distribution, consumption; how to utilize scientific principles in everyday life; the effect of the natural environment on individual and group welfare; and cooperation with government agencies.
- f. How to teach rural folk, school children, high school students, and adults, to preserve and create beauty in the natural environment.

What The Fort Valley State College Student Has Done and Is Doing As a Junior and Senior, and As An Adult Citizen

I have done more, and learned more, about utilizing and controlling the natural environment for individual and social needs.

Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly.

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| a. If interested specifically in the natural sciences, I develop a special competence. | () | () | () | () |
| In any case, I am thoroughly familiar with the natural environment. | () | () | () | () |
| b. I practice participation in teaching children how to control the natural environment. | () | () | () | () |
| I practice participation in teaching children how to utilize the natural environment. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| I practice participation in teaching adults how to control the natural environment. | () | () | () | () |
| I practice participation in teaching adults how to utilize the natural environment. | () | () | () | () |
| c. I assume leadership of other students in projects for the cooperative production of goods. | () | () | () | () |
| I assume leadership of other students in projects for the cooperative distribution of goods. | () | () | () | () |
| I assume leadership of other students in projects for the cooperative consumption of goods. | () | () | () | () |
| I assume leadership of other students in other activities begun as freshman and sophomore students. | () | () | () | () |
| d. As a graduate, I assume leadership in communities in co-operative poultry projects. | () | () | () | () |
| As a graduate, I assume leadership in communities in co-operative swine projects. | () | () | () | () |
| As a graduate, I assume leadership in communities in co-operative stock projects. | () | () | () | () |
| As a graduate, I assume leadership in communities in studying and controlling erosion. | () | () | () | () |
| e. As a graduate, I assume leadership in communities in encouraging the application of scientific principles in regard to personal health and cleanliness. | () | () | () | () |
| f. As a graduate, I assume leadership in communities in preserving existing beauty. | () | () | () | () |
| As a graduate, I assume leadership in communities in creating new beauty. | () | () | () | () |
| As a graduate, I assume leadership in communities in preserving existing beauty and creating new beauty in homes. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| As a graduate, I assume leadership in communities in preserving existing beauty and creating new beauty in yards. | () | () | () | () |
| As a graduate, I assume leadership in communities in preserving existing beauty and creating new beauty in schools. | () | () | () | () |
| As a graduate, I assume leadership in communities in preserving existing beauty and creating new beauty in streets. | () | () | () | () |
| As a graduate, I assume leadership in communities in preserving existing beauty and creating new beauty in shops. | () | () | () | () |
| As a graduate, I assume leadership in communities in preserving existing beauty and creating new beauty in stores. | () | () | () | () |
| g. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the fourth area—THE USE AND CONTROL OF THE NATURAL ENVIRONMENT FOR INDIVIDUAL AND SOCIAL NEEDS: | | | | |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |

V. RECEIVING AND TRANSMITTING IDEAS, AND TRANSPORTING PERSONS AND COMMODITIES

What The Fort Valley State College Student Will Study As a Freshman and Sophomore

- Interpreting and participating in the use of the spoken word, the written word, number relationships, art, and music forms.
- Understanding the influence of science on the development and use of means of communication and transportation.
- Understanding the inter-relationships between government and other agencies of communication and transportation.
- Becoming acquainted with services rendered and the problems created by communication and transportation.
- Practicing correct social usage in communication and transportation.

What The Fort Valley State College Student Has Done and Is Doing As a Freshman and As a Sophomore (Selected Activities)

I have done more, and learned more, about receiving and transmitting ideas, and transporting persons and commodities.

| 26 | Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly. | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|----|--|-----------|-----------|-----------|-----------|
| | a. I study English Composition. | () | () | () | () |
| | I strive to use correct usage in all written exercises. | () | () | () | () |
| | I strive to use correct usage in all letters. | () | () | () | () |
| | I practice writing for publication. | () | () | () | () |
| | I study speech. | () | () | () | () |
| | I use correct forms of speech in all classes. | () | () | () | () |
| | I use correct forms of speech in conversation. | () | () | () | () |
| | I participate in assembly programs. | () | () | () | () |
| | I participate in group and organized clubs and societies with the end of developing fluency in the use of the spoken word. | () | () | () | () |
| | I participate in group and organized clubs and societies with the end of developing poise while using the spoken word. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| I participate in group and organized clubs and societies with the end of developing accuracy in the use of the spoken word. | () | () | () | () |
| b. I study the art of numbers. | () | () | () | () |
| I study the science of numbers. | () | () | () | () |
| I master number concepts and their application to day-by-day life. | () | () | () | () |
| c. I develop appreciation of art. | () | () | () | () |
| I develop appreciation of art forms. | () | () | () | () |
| I develop appreciation of art and art forms through study and wide reading. | () | () | () | () |
| I develop an appreciation of music. | () | () | () | () |
| I develop an appreciation of music and ability to impart appreciation through study. | () | () | () | () |
| I develop an appreciation of music and ability to impart appreciation through participation in college choral groups. | () | () | () | () |
| I develop an appreciation of music and ability to impart appreciation through participation in music festivals. | () | () | () | () |
| I develop ability to impart appreciation of music through leading and organizing music groups in communities touched in field work. | () | () | () | () |
| I develop ability to impart appreciation of music through leading and organizing music groups at home. | () | () | () | () |
| I participate in dramatics. | () | () | () | () |
| d. Through survey courses in social sciences, I relate theory to the effect of modern communication on the day-by-day lives of those around. | () | () | () | () |
| Through survey courses in social sciences, I relate theory to the effect of modern transportation on those around. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| e. I practice correct social usage as a passenger on trains. | () | () | () | () |
| I practice correct social usage as a passenger on busses. | () | () | () | () |
| I practice correct social usage as a passenger in automobiles. | () | () | () | () |
| I exhibit good manners as a driver in automobile traffic. | () | () | () | () |
| I exhibit good manners as a pedestrian in automobile traffic. | () | () | () | () |
| f. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the fifth area—COMMUNICATION AND TRANSPORTATION: | | | | |
| I have | () | () | () | () |
| I have | () | () | () | () |
| I have | () | () | () | () |
| I have | () | () | () | () |
| I have | () | () | () | () |
| I have | () | () | () | () |

V. RECEIVING AND TRANSMITTING IDEAS, AND TRANSPORTING PERSONS AND COMMODITIES

What The Fort Valley State College Student Will Study As a Junior and Senior, and As An Adult Citizen

- Specialized courses in the field of English for those students with special interests; further general courses to achieve greater competence in oral and written expression for all students.
- How to teach rural folk the art of self-expression; how to encourage greater self-expression of rural folk abilities, such as music, the telling of folk tales, etc.; how to encourage confidence, and discourage shyness, in abilities and arts of rural children and adults.
- Improve knowledge of the science and art of government; acquaint one's self with local governing officials—county commissioner, sheriff, chief of police, county and city superintendents.
- Improving manners; learning the art of good manners, without condescension, for everyone; how to be equally at home, without affected, "put-on" manners, with men, women, and children of both high and low degree.
- How to teach children and adults to read; how to organize community expression groups—drama, music, public forums.

What The Fort Valley State College Student Has Done and Is Doing As a Junior and Senior, and As An Adult Citizen

I have done more, and learned more, about receiving and transmitting ideas, and transporting persons and commodities.

Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly.

- As a student and as a graduate, I establish, use, and maintain such community facilities as:

Libraries
Book clubs
Reading circles
Drama groups
Art and music groups
Public forums
Churches
Societies

1st Quar. 2nd Quar. 3rd Quar. 4th Quar.

| | | | |
|-----|-----|-----|-----|
| () | () | () | () |
| () | () | () | () |
| () | () | () | () |
| () | () | () | () |
| () | () | () | () |
| () | () | () | () |
| () | () | () | () |
| () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| Club circles | () | () | () | () |
| Sunday schools | () | () | () | () |
| Choirs | () | () | () | () |
| b. I continue studying the newspapers. | () | () | () | () |
| I continue studying the newspapers as they affect standards of: | | | | |
| Living | () | () | () | () |
| Ideas | () | () | () | () |
| Propaganda | () | () | () | () |
| Language | () | () | () | () |
| Dress | () | () | () | () |
| Amusements | () | () | () | () |
| I continue studying the radio and the movies as they affect standards of living, ideas, propaganda, language, dress, and amusements. | () | () | () | () |
| I continue the consideration of problems of freedom of speech and writing. | () | () | () | () |
| c. I continue the study of existing transportation facilities. | () | () | () | () |
| I continue the study of existing transportation facilities with reference to health. | () | () | () | () |
| I continue the study of existing transportation facilities with reference to safety. | () | () | () | () |
| I continue the study of existing transportation facilities with reference to economy. | () | () | () | () |
| d. I cooperate with such movements as drivers' schools. | () | () | () | () |
| I cooperate with such movements as safety campaigns. | () | () | () | () |
| e. I assume leadership in organized efforts to improve the community. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| I assume leadership in organized efforts to improve the community and all worthy institutions therein. | () | () | () | () |
| f. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the fifth area — COMMUNICATION AND TRANSPORTATION: | | | | |
| I have | () | () | () | () |
| I have | () | () | () | () |
| I have | () | () | () | () |
| I have | () | () | () | () |
| I have | () | () | () | () |
| I have | () | () | () | () |

VI. EXPRESSING AESTHETIC AND SPIRITUAL IMPULSES

What The Fort Valley State College Student Will Study As a Freshman and Sophomore

- a. Participation in aesthetic and spiritual group activities.
- b. Interpreting, appreciating, and creating beauty through music, art, literature, and the drama.
- c. Understanding and appreciating the aesthetic and spiritual contributions of our own and of other civilizations.
- d. Understanding how governments and other groups can aid in aesthetic development.
- e. Appraising possibilities for aesthetic growth.

What The Fort Valley State College Student Has Done and Is Doing As a Freshman and As a Sophomore (Selected Activities)

I have done more, and learned more, about expressing aesthetic and spiritual impulses.

| | | | | | |
|----|---|-----------|-----------|-----------|-----------|
| 32 | Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly. | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
| | a. I participate in college Sunday school. | () | () | () | () |
| | I participate in college Vespers. | () | () | () | () |
| | I participate in college Y. M. C. A. or Y. W. C. A. | () | () | () | () |
| | I volunteer to teach Sunday school in the community. | () | () | () | () |
| | I attend the church of my choice in the town of Fort Valley. | () | () | () | () |
| | During vacations, I assist my hometown church. | () | () | () | () |
| | During vacations, I assist in youth programs. | () | () | () | () |
| | During vacations, I assist my hometown church and the community in general services. | () | () | () | () |
| | b. I participate in college music organizations. | () | () | () | () |
| | I participate in college dramatics. | () | () | () | () |
| | I participate in college literary clubs. | () | () | () | () |

| | | | | | |
|--|---|-----------|-----------|-----------|-----------|
| | I try to develop personal artistry in one or more of the handicrafts: | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
| | Weaving | () | () | () | () |
| | Carving | () | () | () | () |
| | Pottery | () | () | () | () |
| | Woodwork | () | () | () | () |
| | c. I attend music presentations. | () | () | () | () |
| | I develop better taste in music. | () | () | () | () |
| | I listen to superior radio programs. | () | () | () | () |
| | I listen to superior record programs. | () | () | () | () |
| | While doing field work, I discover new Negro folk songs, or new beauties in Negro folk music. | () | () | () | () |
| | While doing field work, I learn how to preserve the beauties of Negro folk music. | () | () | () | () |
| | d. I read widely regarding aesthetic contributions of our own and other civilizations. | () | () | () | () |
| | I read widely regarding spiritual contributions of our own and other civilizations. | () | () | () | () |
| | e. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the sixth area—EXPRESSING AESTHETIC AND SPIRITUAL IMPULSES: | | | | |
| | I have..... | () | () | () | () |
| | I have..... | () | () | () | () |
| | I have..... | () | () | () | () |
| | I have..... | () | () | () | () |
| | I have..... | () | () | () | () |
| | I have..... | () | () | () | () |

VI. EXPRESSING AESTHETIC AND SPIRITUAL IMPULSES

What The Fort Valley State College Student Will Study As a Junior and Senior, and As An Adult Citizen

- a. Organization of group activities such as little theater, book clubs, art clubs, community choruses or orchestras, bands, journalism clubs, garden clubs, church choirs, adult classes.
- b. Cultivation of individual interest in arts, music, etc.; development of special proficiency in one of the craft arts.
- c. Learning how best to beautify homes and communities; floriculture, home decoration, personal beautification; practicing teaching in nearby communities by beautifying schools, churches, homes; practicing how to teach children personal adornment, neatness, cleanliness, by planting flowers, repairing fences, having cleanliness corners in schools, etc.
- d. By own behavior, setting standards for the spiritual life of the community.

What The Fort Valley State College Student Has Done and Is Doing As a Junior and Senior, and As An Adult Citizen

I have done more, and learned more, about expressing aesthetic and spiritual impulses.

| | | | | | |
|----|---|-----------|-----------|-----------|-----------|
| 34 | Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly. | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
| | a. I organize church choirs. | () | () | () | () |
| | I organize community choirs. | () | () | () | () |
| | I participate in community music organizations. | () | () | () | () |
| | I organize and participate in: | | | | |
| | Sewing clubs | () | () | () | () |
| | Cooking clubs | () | () | () | () |
| | 4-H clubs | () | () | () | () |
| | Crafts clubs | () | () | () | () |
| | Mothers' clubs | () | () | () | () |
| | Other organizations | () | () | () | () |
| | b. I carry on interest in a particular craft or skill. | () | () | () | () |
| | I develop proficiency in a particular craft or skill. | () | () | () | () |
| | I carry on interest and develop proficiency in a particular craft or skill for the aesthetic value. | () | () | () | () |

| | | | | | |
|--|--|-----------|-----------|-----------|-----------|
| | | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
| | I carry on interest and develop proficiency in a particular craft or skill for the economic value. | () | () | () | () |
| | c. As a teacher, I teach others the methods necessary for full aesthetic and spiritual expression. | () | () | () | () |
| | As a teacher, I teach others the skills necessary for full aesthetic and spiritual expression. | () | () | () | () |
| | d. I make models for cleanliness, my: | | | | |
| | Room | () | () | () | () |
| | House | () | () | () | () |
| | Yard | () | () | () | () |
| | School | () | () | () | () |
| | Church | () | () | () | () |
| | Block | () | () | () | () |
| | Street | () | () | () | () |
| | I make my room, house, yard, school, church, block, and street, models for cleanliness, and: | | | | |
| | Beauty | () | () | () | () |
| | Good taste | () | () | () | () |
| | I teach school children, leading them in beautifying: | | | | |
| | Homes | () | () | () | () |
| | Schools | () | () | () | () |
| | I teach school children, leading them in beautifying other places where people: | | | | |
| | Eat | () | () | () | () |
| | Study | () | () | () | () |
| | Rest | () | () | () | () |
| | Sleep | () | () | () | () |
| | Play | () | () | () | () |
| | e. I belong to a church. | () | () | () | () |
| | I follow established leaders in churches. | () | () | () | () |
| | I give service to churches. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| f. I live an irreproachable life by standards of the community where resident. | () | () | () | () |
| I conform to better standards though dissimilar to former ones. | () | () | () | () |
| g. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the sixth area—EXPRESSING AESTHETIC AND SPIRITUAL IMPULSES: | | | | |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |

36

VII. UTILIZING EDUCATION AS A MEANS OF ACQUIRING AND TRANSMITTING THE SOCIAL HERITAGE, AND AS AN AGENCY FOR CONSERVING AND IMPROVING HUMAN AND MATERIAL RESOURCES

What The Fort Valley State College Student Will Study As a Freshman and Sophomore

- Understanding education as an agency of government for perpetuating and perfecting its ideals.
- Understanding how other civilizations have provided facilities for education.
- Understanding education as an agency for conserving and improving material resources.
- Understanding how schools are financed.

What The Fort Valley State College Student Has Done and Is Doing As a Freshman and As a Sophomore (Selected Activities)

I have done more, and learned more, about utilizing education as a means of acquiring and transmitting the social heritage, and as an agency for conserving and improving human and material resources.

Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly.

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| a. I participate in classes in education with a view to preparation, while adult, for life-related teaching. | () | () | () | () |
| b. I educate myself by wide reading of books. | () | () | () | () |
| I educate myself by wide reading of periodicals. | () | () | () | () |
| I educate myself by wide reading of newspapers. | () | () | () | () |
| I educate myself by wide reading of books, periodicals, and newspapers, outside of classroom and regular subjects. | () | () | () | () |
| c. I use available elementary schools in the neighborhood of the college as means for improving the education of children neighboring the college. | () | () | () | () |

37



| d. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the seventh area—USING EDUCATION AS A MEANS OF ACQUIRING AND TRANSMITTING THE SOCIAL HERITAGE, AND FOR IMPROVING HUMAN AND MATERIAL RESOURCES: | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |

38

VII. UTILIZING EDUCATION AS A MEANS OF ACQUIRING AND TRANSMITTING THE SOCIAL HERITAGE, AND AS AN AGENCY FOR CONSERVING AND IMPROVING HUMAN AND MATERIAL RESOURCES

What The Fort Valley State College Student Will Study As a Junior and Senior, and As An Adult Citizen

- The utilization of available educational facilities for individual, family, and community improvement.
- The effectiveness of education institutions—by studying their outcomes.
- Studying ways and means of equalizing education for all.
- Trying to remove illiteracy in community by personal teaching, and by provision of reading materials.
- Becoming increasingly proficient in making the curriculum consistent with life.
- Conduct adult classes for the community under supervised guidance.
- Make surveys and other studies to understand schools better.

What The Fort Valley State College Student Has Done and Is Doing As a Junor and Senior, and As An Adult Citizen

I have done more, and learned more, about utilizing education as a means of acquiring and transmitting the social heritage, and as an agency for conserving and improving human and material resources.

Scope Chart Items, Indicative of the Student's Educational Progress, to be Checked Quarterly.

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| a. I educate myself. | () | () | () | () |
| I see that my family gets the best education possible. | () | () | () | () |
| I encourage the reading of books. | () | () | () | () |
| I encourage the reading and use of books in the home. | () | () | () | () |
| I work untiringly to the end that all children in the community obtain better education. | () | () | () | () |
| I work untiringly to the end that all children in the community obtain a better chance in life. | () | () | () | () |
| b. I educate all about me in the need for a better chance for all children. | () | () | () | () |
| I leave no stone unturned in achieving this end. | () | () | () | () |



| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| c. I give myself to all types of effort designed to improve the enlightenment of all concerned. | () | () | () | () |
| I give myself to all types of effort designed to improve the enlightenment of all concerned in: | | | | |
| Schools | () | () | () | () |
| Families | () | () | () | () |
| Churches | () | () | () | () |
| d. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the seventh area—USING EDUCATION AS A MEANS OF ACQUIRING AND TRANSMITTING THE SOCIAL HERITAGE, AND FOR IMPROVING HUMAN AND MATERIAL RESOURCES: | | | | |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |

VIII. LIVING THE GOOD LIFE

What The Fort Valley State College Student Has Done and Is Doing As a Freshman, Sophomore, Junior and Senior

I have done more, and learned more, about living the good life.

| Positive | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| a. I have controlled my temper when tempted to use violence. | () | () | () | () |
| b. I have given a portion of each day, to silent devotion and reflection. | () | () | () | () |
| c. I have given a portion of each Sunday to organized religious worship. | () | () | () | () |
| d. I have made a genuine sacrifice for someone else. | () | () | () | () |
| e. I have read a portion of the great philosophy of the Bible each day. | () | () | () | () |
| f. I have given time to reflecting each day how my behavior would match Christian ideals. | () | () | () | () |
| g. I have tried each day to develop understanding of human beings, that I might understand them, and not hate them. | () | () | () | () |
| h. I have tried to remember to forgive those who treat me spitefully, and to understand that they do so because they know not what they do. | () | () | () | () |
| i. I have taken out stock in the Cooperative store. | () | () | () | () |
| j. I have made a serious effort to understand the principles of cooperation. | () | () | () | () |
| k. I have carefully weighed each spending against my income. | () | () | () | () |
| l. I have made a practice of speaking cheerfully to all persons I see, and I feel cheerful in doing so because I love everyone. | () | () | () | () |
| m. I try each day to make myself a better servant in the future for my people. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|--|-----------|-----------|-----------|-----------|
| n. I know each day that what is important for me to do in life is to help the people of my race, and of all races, rather than to get ahead myself by taking advantage of ignorance. | () | () | () | () |
| o. I am finding out more and more each day that kindness and goodness to others make other people kind and good to us. | () | () | () | () |
| p. I am learning that the person who tries to get by through sharp practices and at the advantage of others is easily tagged and classified. | () | () | () | () |
| q. I pay each debt when due. | () | () | () | () |
| r. I feel miserable when I owe anybody anything. | () | () | () | () |
| s. I try to keep people from becoming indebted to me. | () | () | () | () |
| t. If I want something but have not the means with which to get it, I do without. | () | () | () | () |
| u. When abused or ridiculed, I have controlled myself and not tried to hit back to abuse or ridicule the other person. | () | () | () | () |
| v. I am learning that hurting other people, even when they have hurt me, does no good but keeps the hurt still living in the world. | () | () | () | () |
| w. I will let no man drag me down so low as to hate him. | () | () | () | () |

Negative

| | | | | |
|---|-----|-----|-----|-----|
| a. I have not gambled in the dormitories or elsewhere. | () | () | () | () |
| b. I have not made anyone feel that I thought I was better than they. | () | () | () | () |
| c. I have not felt superior to any person because of their clothing. | () | () | () | () |
| d. I have not felt superior to any person because of their poverty. | () | () | () | () |
| e. I have not felt superior to any person because of their speech. | () | () | () | () |
| f. I have not been sarcastic or cutting in my use of words to others. | () | () | () | () |

| | 1st Quar. | 2nd Quar. | 3rd Quar. | 4th Quar. |
|---|-----------|-----------|-----------|-----------|
| g. I have not used curse words or gutter language. | () | () | () | () |
| h. I have not cheated in an examination. | () | () | () | () |
| i. I have not lied to a member of the faculty or staff. | () | () | () | () |
| j. I have not lied to my roommate. | () | () | () | () |
| k. I have not lied to myself. | () | () | () | () |
| l. I have not repeated stories about other persons that would destroy their reputation and credit in our community. | () | () | () | () |
| m. I have not indulged in practices frowned on by the customs of the college or injurious to my health | | | | |
| —drunk alcoholic beverages | () | () | () | () |
| —smoked | () | () | () | () |
| —established irregular sex habits | () | () | () | () |
| n. I have not abused the good hearts of my parents by writing to them for money to spend on food or delicacies or movies when I know how desperately they may need that money for themselves or for other children. | () | () | () | () |
| o. I never get in anyone's debt if I can avoid it. | () | () | () | () |
| p. I do not lend money to anyone. | () | () | () | () |
| q. I do not borrow money from anyone. | () | () | () | () |
| r. In addition to the activities listed above, I have also performed the following activities which fit into the pattern of the eighth area—LIVING THE GOOD LIFE: | | | | |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |
| I have..... | () | () | () | () |

Fort Valley State College

70 "C" Street,
Atlanta, Georgia
September 12, 1942

Miss Dorothy Elvidge,
4901 Ellis Avenue,
Chicago, Illinois

| | | | | |
|----|-----|------|------|------|
| | DE | 9/14 | EG | 9/15 |
| in | 78W | | 1000 | |
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Dear Miss Elvidge,

Mr. Wale told me to let you know the amount I would ask for and the place to send the first payment in my fellowship grant. I have waited to decide on the amount hoping that I would have a basis on which to decide. As yet I have not received notification as to whether or not I shall be accepted in the dormitory at The Ohio State University and I do not know about any other living conditions in Columbus. However, since I realize that it is quite time that you were hearing from me I am making an estimate. I am asking that the grant be sent me in four payments. I believe that the following plans will suit my purposes:

1st of \$ 400 to be sent by Sept. 22, 1942 to 70 "C" Street, Atlanta

2nd of \$ 400 to be sent by Jan. 1, 1943 to an address to be given

3rd of \$ 400 to be sent by Mar. 25, 1943 " " " " " "

✓ 4th of \$ 400 to be sent by Jun. 15, 1943 " " " " " "

Will you please send them in the form of cashier's checks or bank drafts.

I hope that, ^{granting} the above requests will be all right with you and will be convenient for you and I also hope that I shall not find it necessary to ask for a change in the plan.

With best wishes to you and the others in the office whom I know,
I am

Yours very truly,

(Catherine J. Duncan)

P. S. Do you hear from the Simons' and is Mr. Simon drafted yet?

FISK
UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF PRESIDENT

September 14, 1942

Mr. Edwin R. Embree
President, The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois.

Dear Mr. Embree:

Dr. Maclean of the University of Chicago has been so kind to us that I hesitate to bother him directly again. However, I write to you in the hope that you will forgive both my hesitation in writing to Dr. Maclean directly, and my other calls upon your time and energy.

We have added to the faculty recently, as Professor of Biology, Dr. Booker T. Griffith, who received his doctorate at Pittsburgh and has taught successfully and with distinction for the last few years at Clark College and in the Atlanta University System.

Dr. and Mrs. Griffith have a boy, about nine years old, whose condition has been a matter of much concern to them. I do not, of course, know enough to understand the case, but there seems to be a loss of speech due to some kind of block. I have asked Dr. Griffith to send to you with this letter certain records that bear upon the case history. As you understand, there has been the problem of proper diagnosis, treatment, and institutional treatment because of race; and, like all college professors and presidents, Dr. Griffith's resources have not always been adequate to permit him to carry the case as far as he might wish.

If Dr. Maclean thinks advisable, I am wondering if you or he could arrange it so that if Mrs. Griffith found it possible to come to Chicago, they might receive at the least as competent advice on the matters referred to above and as inexpensively as possible.

With best wishes and many thanks in advance for what you might do, I am,

Sincerely,

Ed. R. Embree

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| F.C. MacL 9/18/42 | | F.C. MacL 9/22/42 | |
| | | | |
| | | | |

FISK
UNIVERSITY

September 22, 1942

Dr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia

Dear Dr. Bond:

Mr. Embree has asked me to reply to your letter of September 14, with reference to Dr. Griffith's boy. I can sympathize with Dr. and Mrs. Griffith, for the situation as described is almost exactly the same as in my own family.

To answer your question directly, I am sure that if the child were brought to Chicago we could arrange to secure competent advice at little or no expense to the parents. The history, however, is clear enough to make me feel that there would be little gained by such a visit.

Except for the matters of discipline and of social acceptability, I am not convinced that what is done by others greatly influences such situations as this. The real hope is that some change will take place in the child himself so that he can begin to understand more and consequently to learn more rapidly. The most important thing, while waiting for this to happen, is that he should be in sympathetic environment.

In our own case we finally met our problem by putting our boy, who is just a year younger than Booker, in a school at Geneva, New York, where he has been for just a year. Our decision was reached primarily on the ground that his care at home was becoming too difficult. The school has made a good deal of progress in training him to better habits and routines, and some progress in helping him to learn to talk, but so far there has been no fundamental change in him which could be interpreted as the result of his stay at the school.

After having struggled with this situation myself I am forced to the conclusion that the problem must be met primarily in the interest of the parents. The child must be given good care, and every hope held out for improvement. On the other hand, the possibility for improvement can come only from within the child, and not from any teaching or training activities in a school or elsewhere. This is hard to accept, but until it is accepted everyone will be unhappy.

If Dr. Griffith would like to write me, I shall be glad to answer any further questions he may wish to ask. I am returning the history herewith.

Sincerely,

FCM:SA
cc: Mr. Embree
Enc.

Franklin C. McLean



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

Fort Valley State College

To

First National Bank of Chicago
38 South Dearborn Street
Chicago, Illinois

Payment Voucher No.

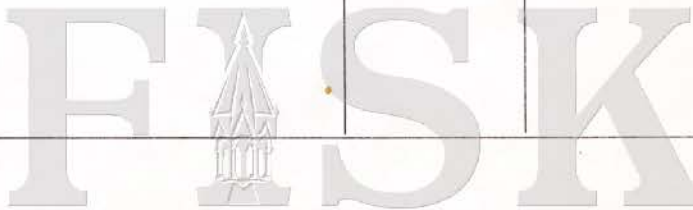
5084

Date

September 14, 1942

To purchase cashier's check payable to Catherine J. Duncan - - - \$400.00
(First payment on fellowship for study at Ohio State University)

Ck. #27428

| Accounts | | Appropriation No. | Debit | Credit |
|---------------------------------------|------------|-------------------|---|--------|
| Special Personnel for Rural Education | | 42-3 | \$400.00 | |
| Prepared by | Checked by | Posted by |  Comptroller | |
| AM | | | | |

ew
✓ 7/2/42
Fort Valley State College

September 15, 1942

Dear Mrs. Duncan: The payment plan outlined
 in your recent letter called
for four payments of \$400 each. Your fellowship
award was for only \$1,500, so I am decreasing the
June 15 payment to \$300. A cashier's check for
\$400 representing the first installment is en-
closed. I hope that before January 1 you will
be able to establish credit at Ohio State Univer-
sity so that we may send you a regular Fund check
rather than a bank draft. In view of the fact
that the enclosed payment is not our own check,
we shall need to have a note from you acknowledg-
ing its receipt.

We hear from the Simons
occasionally, and as far as we know, Jim is not
in the army. He was given a 3-A classification
and probably will be reclassified with all of
the other 3-A's within a few months.

Best wishes for a success-
ful year at Ohio State.

DAE:MLU
Enc.

Very truly yours,

DOROTHY A. ELMER

Mrs. Catherine J. Duncan
70 C Street
Atlanta, Georgia

FISK
UNIVERSITY

*For Valley
(Duncan)*
70 "C" Street,
Atlanta, Georgia
September 22, 1942

Miss Dorothy Elvidge,
The Julius Rosenwald Fund,
4901 Ellis Avenue,
Chicago, Illinois

| | | | | |
|--|----|-------|----|---|
| | DE | 9/25- | DE | o |
| | | | | |
| | | | | |
| | | | | |

Dear Miss Elvidge,

I hereby acknowledge receipt of a bank draft for \$ 400 which is the first payment on the fellowship granted me. I thank you very much.

I was quite chagrined that you had to correct an error in my plans for the payment of the fellowship especially since the mistake was in my favor. I know well that the grant is for \$ 1500 and in the rough draft of your letter which I composed before writing the final copy, I had proposed \$ 300 for the last payment. I am sorry I overlooked the error in reading over the final copy. I hope you can believe that only a typographical error could have caused such to be sent to you and not any clumsy attempt at an increase. Please change the figure in my letter. To me it is unpleasant history in my files! Many thanks for calling the whole thing to my attention.

I plan to establish credit in Columbus so that I may handle ordinary checks easily.

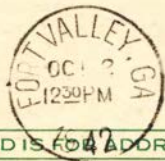
Since I wrote you my application for a room in the dormitory has been favorably acted upon. I ^{am} assigned to Neil Hall and I suppose that my address will be Neil Hall, The Ohio State University, Columbus, Ohio. I plan to leave here Saturday, September 26 and get to Columbus Sunday.

I thank you again for your courtesies and helpfulness and, I remain

Yours very truly,

Catherine J. Duncan

FISK
UNIVERSITY



THIS SIDE OF CARD IS FOR ADDRESS



Mr Fred G Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

FIISK
UNIVERSITY

FOUNDER'S DAY PROGRAM

THE FORT VALLEY STATE COLLEGE

October 10, 1942

(9en)

FOUNDER'S DAY ADDRESS 10:30 A. M.

Rufus Early Clement, Ph. D., President, Atlanta University.

ATHLETIC DISPLAY 2:30 P. M.

Football: Women's Athletics; Exhibition by Miss Jean Bette Lane,
Fort Valley Instructor, Woman's World Champion Runner.

FOUNDER'S DAY DINNER 8:30 P. M.

(Faculty and Alumni and Friends Invited: Reservations should be
made by October 5th, L. R. Bywaters, Treasurer; 75c a plate.)

FISK
UNIVERSITY

~~The Fort Valley State College~~

CARNEGIE LIBRARY

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Fort Valley, Georgia
October 13, 1942

(9en)

Mr. William C Haygood
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Haygood:

Thank you kindly for the sheet of illustrations.
I too, think that they are very attractive. I
would like to have about twenty-five if you can let
me have as many as that. If not as many as you can
spare.

Yours very truly,
L. M. Adkins
Mrs. L. M. Adkins
Librarian

see Circular letter
(Misc)

sent 10/16/42
mu

FISK
UNIVERSITY

October 16, 1942

Dear Mrs. Adkins: Thank you for your note of
the 13th about reprints
from A FAMILY TO RAISE. We are sending you
twenty five copies under separate cover today,
and if you need more we will be glad to have
you write us.

Sincerely yours,
MARGARET L. UGLE
Secretary to Mr. Haygood

Mrs. L. M. Adkins
The Fort Valley State College
Fort Valley, Georgia

(9m)

FISK
UNIVERSITY

The Fort Valley State College
Fort Valley, Georgia

(Gen.)

OFFICE OF PRESIDENT

October 26, 1942

Mr Fred G Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

| | | | | |
|----|----|-------|--|--|
| OW | 29 | 10/27 | | |
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Dear Mr Wale:

As you may know the Sears Roebuck Agricultural Foundation provides scholarships to students studying Agriculture in various institutions. While principally extended to Land Grant Colleges, this is not entirely so, for I believe that Dr Charles S Johnson has received some of these scholarships, and this in connection with the combination work of the F.F.A. there.

I write you at this time to inquire if you know anything about these Grants, and how we could be made available as an institution receiving them. Our sister institution at Savannah, which is a Land Grant College, has received several of these scholarships during the past year. We have recently inaugurated a two-year program in Agriculture, and we feel that such grants would be of great assistance to us in building up our work here further.

With best wishes, I am

Sincerely yours,

H.M. Bond
H M Bond
President

HMB/c

FISK
UNIVERSITY

Post Vassar State College
 1634 Neil Ave.,
 Columbus, Ohio.
 Dec. 14, 1942.

| | | | |
|----|-------|----|-------|
| DE | 12/15 | 86 | 12/17 |
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| | | | |
| | | | |

Miss Dorothy A. Elbridge,
 Julius Rosenberg Fund,
 4901 Ellis Ave.,
 Chicago, Illinois.
 Near Ohio Bridge.

According to arrangements I was to send you my address after I came here. I realize that this should have been done sooner but I am over a procrastinator and that with being kept quite busy has made me negligent.

I am sending my address so that the installment of the grant from the fund may be sent me here. My address is 1634 Neil Hall. I have an account at the Ohio National Bank, University Office, Cor. High St. & 11th Avenue - and the check may be sent directly there to be deposited to my account. Either way will be all right with me. We close here for the holidays Friday, Dec. 18th.

I find the teachers and their instruction quite stimulating here at the Ohio State University. Dr. Rado has been especially encouraging and helpful. I wish for you and for all in the office a pleasant holiday season. Please give my best wishes to all that I know. Should you be visiting the Simonson, please send them my best wishes also.

Yours very truly,
 Catherine F. Duncan

P.S. at the least the account is Mrs C. F. Duncan's name.

Miss
 Dorothy
 Elbridge

Julius Rosenwald Fund *Fort Valley State College*
4901 Ellis Avenue
CHICAGO

To

Mrs. Catherine J. Duncan

1634 Neil Hall
Ohio State University
Columbus, Ohio

Payment Voucher No. 9400

Date December 15, 1942

Second installment on grant for study at Ohio State University - \$400.00

Ch.#9400 W. F.

Accounts

Appropriation No.

Debit

Credit

Special Personnel for Rural Education

42-3

\$400.00

Prepared by

Checked by

Posted by

Comptroller

FISK
UNIVERSITY

Fort Valley State College
Duncan, C.J.

December 17, 1942

Dear Mrs. Duncan: The January 1 installment
 on your fellowship was mailed
to you last night. It should reach you before you
leave Columbus for the holidays. Your next install-
ment is due on March 25. Shortly before that date,
I should like to have a confirmation of your address.

The Simon's are not very good
letter writers. We hear from them only occasionally,
but they seem to be enjoying life in Canada, and are
both doing a lot of war work.

Very truly yours,

DAB:AM

Mrs. C. J. Duncan
1634 Neil Avenue
Columbus, Ohio

DOROTHY A. ELVIDGE

FISK
UNIVERSITY

December 30, 1942

Dear Doctor Bond: Thank you very much for the splendid rug which the Fort Valley students wove so skillfully. It was a fine blend of colors and, as they say in the Kentucky mountains, "pretties up our room just fine". Each year, as we see the remarkably good work being done under Mrs. H. J. Walden's supervision, I am more and more delighted with the progress. I wonder why, if such fine work can be done by students, it cannot also be done by men and women in the community for a market which would swallow every article during the Christmas "present-buying season". For example, I know that a large number of items have gone on sale in the Winnetka public schools and have been gobbled up within 24 hours. The only requirements are good quality, some variety, and reasonable prices.

Do you think that if I contracted to place in the Winnetka schools for sale during the month of December as many articles as were made in your communities during the coming months that this might be a stimulus for leisure time activities? I shall be interested in your reaction to this. I am confident that the rugs, and particularly the basket, sent North this year were as fine examples of craftwork as I have ever seen. The basket was surely a knock-out, as was the sewing basket sent to us last year and which Mrs. Wale has used daily since that time.

Sincerely yours,

FGW:AC

FRED G. WALE

Dr. Horace Mann Bond, President
Fort Valley State College
Fort Valley, Georgia

