

FELLOWSHIPS

December 20, 1938

Dear Miss Carney: Thank you for your thought in sending me the sad news of the death of David W. Cannon. This is a loss to his race and to education. It is distressing when so promising a man drops out of the ranks so early in his career.

Very truly yours,

EDWIN R. ENGLISH

ERE:JW

Miss Mabel Carney
Teachers College,
Columbia University
New York City

FISK
UNIVERSITY

TEACHERS COLLEGE **FELLOWSHIPS**
COLUMBIA UNIVERSITY
NEW YORK

RURAL EDUCATION

December 17, 1938

Mr. Edwin R. Embree
4901 Ellis Avenue
Chicago, Ill.

GR 19 ————— 20
CSP

Dear Mr. Embree

If you have not already heard, I am writing with profound regret to announce the death of David W. Cannon, the brilliant young Negro, to whom you awarded one of your fellowships in 1937. Mr. Cannon had been suffering from low blood pressure since the middle of August, but he died Wednesday afternoon, December 14, after a critical illness of only three days from cerebral hemorrhage. The funeral services which I am leaving presently to attend are being conducted at his home church in Cranford, New Jersey.

The death of this able young man has been a great shock to our whole University community. There is no question, but that Mr. Cannon was a near genius type of individual, and he had naturally made a lasting impression upon all closely associated with him here. Faculty, students, and friends feel not only personally bereaved in the passing of this exceptional personality, but convinced also that humanity has lost an able leader and one who might have contributed largely to the welfare of others had he been permitted to live. It was commonly stated here that David Cannon was another Charles S. Johnson in the making and every one looked forward to the notable contributions he would make in the near future.

Mr. Cannon had completed the first draft of his dissertation study before this illness overtook him, and there is some possibility that the doctor's degree may be granted posthumously in his case next June. Of this we are not yet certain since final action would have to be taken by the regular University committees.

Will you kindly see that this information is passed on to others of your group directly interested, especially to Mr. J. C. Dixon and Mr. Raymond Paty.

Sincerely yours

(Mr. Cannon's
mother is Mrs.
Gertrude Cannon
62 S. Union Ave.
Cranford, N. J.)

Mabel Carney
Mabel Carney

FISK
UNIVERSITY

FELLOWSHIPS

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62 Union Avenue
Cranford, New Jersey
December 7, 1938

Mr. George M. Reynolds, Director
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

X

My dear Mr. Reynolds:

I just remembered that I omitted from my report which I sent you on November 5th at your request, what to me was an important item, because it did consume considerable time in doing it:

As Virginia State College, where I taught, had formerly only had various classes in psychology and wanted to inaugurate a department of psychology, I was asked to arrange a curriculum for an entire psychology department. This I did. This then would come as number "11" of my activities for the year. Will you kindly so consider it. Thank you.

Very sincerely,

David W. Cannon



FELLOWSHIPS

62 Union Avenue
Cranford, New Jersey
November 5, 1938

Cannon, David

Mr. George M. Reynolds, Director
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Ill.

X

My dear Mr. Reynolds:

Your letter of recent date making inquiry as to my plans for the coming year was received. When I thought my plans were made for the coming year, fate decreed otherwise, and they are not definite, as yet, for this year.

As to my year's work as a Fellow, the following will give you some idea of my activities and accomplishments.

1. Completed all academic work, Seminar appearances, examinations, etc. for the Ph.D.
2. Visited a number of Colleges, interviewed students, secured life histories etc., as material for my dissertation.
3. Wrote a larger portion of dissertation.
4. Lectured in the following Colleges:
 - a. Williams and Marys College, Williamsburg, Va.
 - b. Bucknell University, Lewisburg, Pa.
 - c. Union Theological Seminary, New York City
 - d. Teachers College--- Negro Education Department
 - e. New College of Columbia University (series of lectures)
5. Gave addresses, Poetry readings, etc. every (about) Sunday evening in some Church (white or Negro)
6. Had charge of Music and Poetry for the National Inter-racial meetings at Berkeley Carteret Hotel, Asbury Park
7. Completed, with exception of bibliography small book on "Speech Choir as Guidance Instrument."
8. Wrote Poems (Have enough, mostly with illustrations for publications of small book.)
9. Trained, arranged appointments and directed the Male Verse Speaking Choir, which I had organized in 1934, at the following places:
 - a. Riverside Church, New York City (Dr. Fosdick, Pastor)
 - b. Union Theological Seminary, New York City
 - c. International House, New York City
 - d. Teachers College, Columbia University, New York City
 - e. Lincoln School, Columbia University, New York City
 - f. Uptown Branch of the Y.W.C.A. (white) New York City
 - g. Downtown Branch of the Y.W.C.A., New York City
 - h. International Institute, New York City
 - i. Y.W.C.A. (House of Friendliness--colored) Jersey City, N.J.
 - j. Masters-School, Dobbs Ferry, L.I., New York

I am sure that those in charge of either of the above named Institutions, will give you the impressions of this choir.

10. Taught summer school of six weeks at Virginia State College.

I trust that this will give you an idea of my activities for the past year, June 1937--August 1938.

I wish to again assure you of my appreciation of the fellowship for the above mentioned year. As soon as I am able to have my works which I have mentioned published, I will gladly send you a copy.

Very sincerely,

David W. Cannon

David W. Cannon

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. David W. Cannon, Jr.

62 South Union Avenue

Cranford, New Jersey

Payment Voucher No. 6702

Date May 31, 1938

Final payment on fellowship granted 4/15/37 - - - - - \$145.00

Ck.#19603

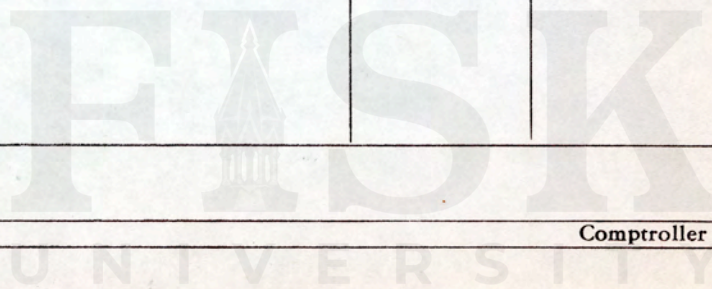
Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$145.00	

Prepared by
AM

Checked by

Posted by

Comptroller



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. David W. Cannon, Jr.

62 South Union Avenue

Cranford, New Jersey

Payment Voucher No. 6591

Date April 29, 1958

Twelfth payment on fellowship granted 4/15/37 - - - - - \$120.00

Ok.#19470

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-21	\$120.00	

Prepared by AM	Checked by	Posted by	Comptroller
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Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. David W. Cannon, Jr.

62 South Union Avenue

Cranford, New Jersey

Payment Voucher No. 6452

Date March 31, 1938

Eleventh payment on fellowship granted 4/15/37 - - - - - \$120.00

Ck.#19308

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$120.00	

Prepared by AM	Checked by	Posted by	Comptroller
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FELLOWSHIPS

March 16, 1938

Dear Mr. Cannon: At the recent meeting of our Fellowship Committee I asked that I be allowed to inform our fellows who are requesting renewals of the action of the Committee as soon as definite decisions are made. I am sorry to inform you that the Committee was unable to act favorably upon your request, and although no formal announcement of our grants will be made until the latter part of April, I think that this confidential information regarding the action in your case will enable you to make your plans for next year.

The task of the Committee was even more difficult than last year. In addition to a host of new applications of a superior quality there were many requests for renewals.

The Committee was delighted with the reports which it has received about you and your work, and regrets that it can not substantiate its interest by a renewal of your fellowship.

I wish to assure you of our continued interest in you and your career, and hope that we may hear from you from time to time.

Sincerely yours,

RP:MLJ

RAYMOND R. PATY

Mr. David W. Cannon
62 South Union Avenue
Cranford, New Jersey

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. David W. Cannon, Jr.

62 South Union Avenue

Cranford, New Jersey

Payment Voucher No. 6324

Date February 23, 1938

Ninth payment on fellowship granted 4/15/37 - - - - - \$120.00

Ck.#19156

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$120.00	

Prepared by
AM

Checked by

Posted by

Comptroller



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To
Teachers College, Columbia University
525 West 120th Street
New York City

Payment Voucher No. 6321

Date February 21, 1938

Fees for Spring Session, 1937-38, for Mr. David W. Cannon

Tuition Fee - - - - -	\$50.00
University Fee - - - - -	<u>5.00</u>
	<u>\$55.00</u>

Ck. #19158

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$55.00	

Prepared by AM	Checked by	Posted by
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Comptroller

NEW YORK, February 18, 1938

Teachers College

525 WEST 120TH STREET

IN ACCOUNT WITH

Estate of Julius Rosenwald

4901 Ellis Avenue

Chicago, Ill.

Fees payable for Spring Session, 1937-
1938, for

Mr. David W. Cannon

Tuition Fee.....	\$50.00
University Fee.....	5.00

\$55 00

DOROTHY A. ELVIDGE
FISK
UNIVERSITY

February 14, 1938

Dear Mr. Cannon: Thank you for sending the outline of one of the problems for your research seminar; I have read it with interest.

We have no provisions in our fellowship program for giving assistance in publishing dissertations. I shall be glad to present your request to the Committee, but I have small hope of favorable action. I am stating this viewpoint in order that you may be attempting to handle this problem in some other way in the event of an unfavorable decision on the part of our Committee on Fellowships.

Very truly yours,

RP:MLU

Mr. David W. Cannon
62 South Union Avenue
Cranford, New Jersey



62 S. Union Avenue
Cranford N. J.
February 11th 1938

Dr Raymond Paty
Director of Fellowships
Julius Rosenwald Foundation
4901 Ellis Avenue
Chicago Illinois

Dear Dr Paty,

Since I submitted my application to you for supplementary funds, I have had further consultations with members of my dissertation committee. I have been advised, and am of the opinion that the financial responsibilities of publishing my dissertation, and that general interest in this type of study, will be such that it would be wiser to secure the aid of the Foundation in publishing the dissertation itself, rather than for the popularization of several of its aspects, which I mentioned in my last letter. Accordingly, I would rather apply for the aforementioned amount (\$750.00) to be used for publication of the dissertation this spring.

Again may I thank you for the kindnesses already extended me!

Cordially yours,
David W. Cannon Jr

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. David W. Cannon, Jr.

62 South Union Avenue

Cranford, New Jersey

Payment Voucher No. 6182

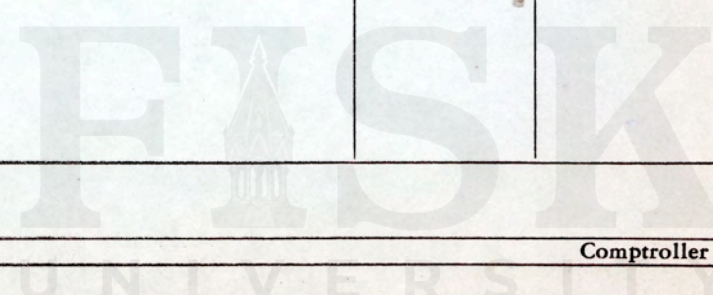
Date January 31, 1938

Eighth payment on fellowship granted 4/15/37 - - - - - \$120.00

Ck.#19007

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$120.00	

Prepared by AM	Checked by	Posted by	Comptroller
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62 South Union Avenue

Cranford, New Jersey

January 28, 1938

Dr. Raymond Paty,

Director of Fellowships

4901 Ellis Avenue

Chicago, Illinois

My dear Dr. Paty:

In reply to your letter, I am enclosing herewith five copies of (a) work accomplished thus far as a Rosenwald fellow for 1937-38 and (b) plan of work for 1938-39.

In order to accomplish the work outlined in (b) above, I would like to apply for seven hundred fifty dollars (\$750).

✓ I have worked chiefly under the direction of Professors Esther M. Lloyd-Jones and Ruth Strang of Teachers College, Columbia University.

May I thank you for the courtesies which you have already extended me.

Very truly yours,

David W. Cannon Jr.

David W. Cannon Jr.

FISK
UNIVERSITY

Ref +
outline

FELLOWSHIPS

January 12, 1938

Dear Mr. Cannon: Although our fellowships are normally for one year, our Fellowship Committee will consider renewals in exceptional cases. In applying for a renewal, please submit the following information to us before February 1, 1938:

- A. A statement containing (1) a preliminary report of the work that has been accomplished during the tenure of your fellowship, and (2) a plan of work for the ensuing year. (Please submit five copies of this statement.)
- B. The names of two or three people under whom you have worked during your Fund fellowship.
- C. The amount requested from the Fund.

Very truly yours,

RP:MLU

RAYMOND R. PATY

Mr. David W. Cannon, Jr.
~~62 South Union Avenue~~
Cranford, New Jersey

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To .

Mr. David W. Cannon, Jr.

62 South Union Avenue

Cranford, New Jersey

Payment Voucher No. 6019

Date December 16, 1937

Seventh payment on fellowship granted 4/15/37 - - - - - \$120.00

Ck./18802

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$120.00	

Prepared by AM	Checked by	Posted by
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Comptroller



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To Mr. David W. Cannon, Jr.
62 South Union Avenue,
Cranford, New Jersey

Payment Voucher No. 5828

Date November 30, 1957

Sixth payment on fellowship granted 4/15/37 - - - - - \$120.00

Ck.#18588

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$120.00	

Prepared by
AM

Checked by

Posted by

Comptroller



FELLOWSHIPS

November 22, 1937

Dear Mr. Cannon: An additional payment of
 \$120 on your fellowship grant
is enclosed. Including this check, our payments to
you total \$700, leaving a balance of \$800 due. This
amount will be sent to you in six monthly instalments
of \$120 each from January 1 to June 1 inclusive, leav-
ing a reserve of \$80 for additional tuition payments
which will be sent to Columbia upon request.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Mr. David W. Cannon, Jr.
~~62 South Union Avenue~~
Cranford, New Jersey

FISK
UNIVERSITY

Virginia State College
Ettrich Va.

Nov 6, 1937
FELLOWSHIPS

Miss S. D. Elledge
Julius Rosenwald Foundation
4901 Ellis Ave. 111122 D.C.
Chicago Illinois -

Dear Miss Elledge:

May I thank you for
the receipt of the check
for two hundred dollars.
As to the remaining pay-
ments of the grant, I if
would appreciate it, they
could be sent monthly;
dividing the remaining

124 per miss
Rec'd - June 1 and
80 received for
tuition

amount into equal monthly
installments - May I thank
you again for your courtesy
and remain -

Very truly yours,
David W. Cannon

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

FELLOWSHIPS

To Mr. David W. Cannon, Jr.
 62 South Union Avenue
 Cranford, New Jersey

Payment Voucher No. 5674

Date October 20, 1937

Fifth payment on fellowship grant made 4/15/37 - - - - - \$200.00

Ck./18414

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$200.00	

Prepared by AM

Checked by

Posted by

Comptroller



Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

FELLOWSHIPS

To

Mr. David E. Cannon, Jr.

62 South Union Avenue

Cranford, New Jersey

Payment Voucher No. 5667

Date October 18, 1937

Fourth payment on fellowship granted 4/15/37 - - - - - \$100.00

Ck.#18407

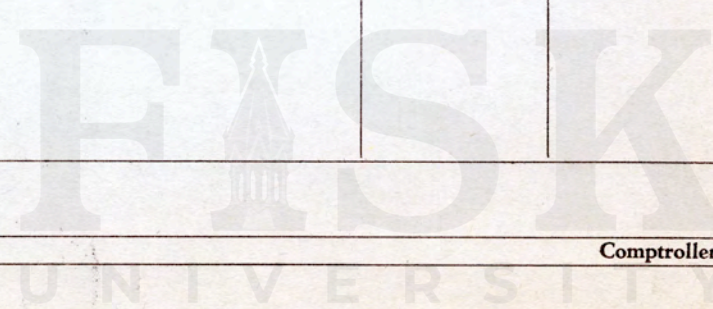
Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$100.00	

Prepared by
AM

Checked by

Posted by

Comptroller



FELLOWSHIPS

7 up DG
10/28/37

October 18, 1937

Dear Mr. Cannon: It has been some time since you have received a payment on your fellowship grant. The third instalment of \$100 is enclosed in this letter. A check for \$80.00 to cover your tuition fees for this semester is being sent to Columbia University today. Therefore, payments totalling \$380 have been made from your \$1,500 grant, leaving a balance of \$1,120.

If we send you monthly instalments of \$125 from November 1 to June 1 inclusive, it will leave a reserve fund of \$120 to meet your tuition payments for the second semester. Of course if your tuition bill is not that large, the balance will be sent to you. Would such a payment plan meet your needs? Don't hesitate to make any changes that would be more convenient to you.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Mr. David W. Cannon, Jr.
62 South Union Avenue
Cranford, New Jersey

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

FELLOWSHIPS

To Teachers College - Columbia University
 525 West 120th Street
 New York City

Payment Voucher No. 5665

Date October 18, 1937

Fees for the Winter Session, 1937-38 for:

<u>Mr. David W. Cannon</u> - - - - -	-Tuition Fee - - - - -	\$75.00
	University Fee - - - - -	5.00
		<u>\$80.00</u>

Ck.#18405

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$80.00	

Prepared by
AM

Checked by

Posted by

Comptroller



NEW YORK, October 16, 1937

Teachers College

525 WEST 120TH STREET

IN ACCOUNT WITH

Estate of Julius Rosenwald

4901 Ellis Avenue

Chicago, Ill.

To fees payable for Winter Session,
1937-1938 -

for

Mr. David W. Cannon

Tuition Fee \$75.00

University Fee ... 5.00

\$80 00

DOROTHY A. ELVIDSE

FISK UNIVERSITY
5995
1848

62 S. Union Ave
Cranford N. J.
October 18, 1957

FELLOWSHIPS

Miss Alice R. Merrill :- Cannon, David
Assistant Comptroller
Julius Rosenwald Foundation,
Chicago, Illinois

	DE	10/20	DE	10/21

Dear Miss Merrill :-

After a series of conferences with my research committee and my major professor, Dr. Lloyd-Jones, I find that research materials essential for my study will demand an initial outlay of two hundred dollars. (Dictaphone recording & reproducing; a record shaver; file, books and other research materials.) As my tuition was only \$75.00 this semester, and will not be any more next, I am writing to ask if you could forward that amount

of the grant to me, if such a procedure is in keeping with general policy. If advisable, I could submit my major professor's statement of the need that I have for the mentioned materials, or of course, with your permission I could order them now, as I am in great need of them, and have the bills forwarded to you, to be deducted from my allotment.

At present it appears that the study will be completed by June, and that the initial expense of materials will be the major one.

If this type of request is unique, please know that it comes because the possession of adequate research materials is particularly integral to the success of the proposed study.

May I thank you for the courtesies already extended me and trust that those requested may be considered *à propos* -

Very truly yours,
David H. Cannon Jr

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

FELLOWSHIPS

To

Mr. David W. Cannon, Jr.

62 South Union Avenue

Cranford, New Jersey

Payment Voucher No. 5537

Date September 21, 1937

Second payment on fellowship granted 4/15/37 - - - - - \$100.00

Ck. #13252

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$100.00	

Prepared by

AM

Checked by

Posted by

Comptroller



622 Union Ave.
Cranford N. J.
September 19, 1927

FELLOWSHIPS

Miss Alice A. Merrill

Julius Rosewald Fund
4901 Ellis Avenue

Chicago Illinois

9/21
9/21
R.R.
R.P.
H

Dear Miss Merrill: Cannon,
David

After a conference with my major professor, I find that I can devote practically all of my time to gathering data for my dissertation, during the coming semester. Hence my tuition and fees will be lighter this semester, but my living expenses will be rather high as I shall be visiting a number of

colleges and spending a considerable amount of time at one or two of them. Likewise, the nature of my research will demand a large amount of secretarial service (dictaphone rental fees etc)

From what I have been able to estimate my fees will be as follows.

Registration Fee	5.00
Tuition (?)	75.00

After I find out definitely what my tuition and fees are, I will



ask the University
Treasurer to send a
statement to your
office. In the mean
time, I would appreciate
it, if you could
arrange to forward
another installment
of the grant.

May I thank you
again for the courtesies
already extended me
and remain,

Very sincerely yours,
David W. Cannon, Jr.

62 S. Union Ave
Cranford N.J.

August 13, 1937

FELLOWSHIPS

Miss Alice D. Merrill
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago Illinois.

Dear Miss Merrill:

May I thank you
for the receipt of a
check for one hundred
dollars. It was applied
to my tuition for the
summer which amount-
ed to one hundred and
fifty - seven dollars.

In the next few weeks I will know what my tuition payments will be at Columbia, and I will send you a statement of the same.

May I thank you again for your kindness and remembrance,

Very truly yours,
David W. Cunningham

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

SCHOLARSHIP

To

David W. Cannon, Jr.

62 South Union Avenue,

Crawford, New Jersey

Payment Voucher No. 8929

Date August 8, 1937

First payment on fellowship granted 4/15/37 ----- \$100.00

Ck.#8929

Accounts	Appropriation No.	Debit	Credit
Negro Fellowships	36-31	\$100.00	

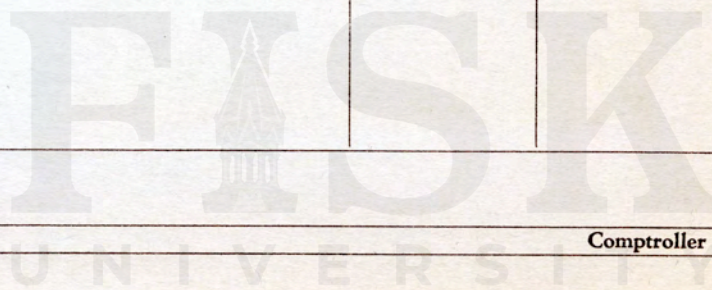
Prepared by

Checked by

Posted by

AM

Comptroller



RRP

7/23

62 S. Union Ave
Crawford N. J.

AM

LW

July 21, 1937

Mr Raymond Paty:

SCHOLARSHIP

Julius Rosewald Foundation

4901 Ellis Ave.

Chicago Illinois

Dear Mr Paty:

Cannon, David

May I thank you for returning certain of the application materials. Likewise I again wish to express my gratitude to the committee and the Foundation for the consideration they have given me.

I am in summer school and wonder if it would be possible for my grant to begin in August - as this period

seems to be a valley of
financial despair.

With best wishes for
a pleasant summer. Love,

Very truly yours,
David W. Cassady

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.

WESTERN UNION

R. B. WHITE
PRESIDENT

NEWCOMB CARLTON
CHAIRMAN OF THE BOARD

J. C. WILLEVER
FIRST VICE-PRESIDENT

SYMBOLS

DL = Day Letter
NM = Night Message
NL = Night Letter
LC = Deferred Cable
NLT = Cable Night Letter
Ship Radiogram

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.

Received at 427 So. LaSalle St., Chicago, Ill. Wabash 4321

NA7 50 NL=TDNK CRANFORD NJ 18

RAYMOND PATY=

1937 APR 19 AM 1 41

FELLOWSHIPS

JULIUS ROSENWALD FUND=4901 ELLIS AVE CHGO=

THIS WIRE COMES TO EXPRESS MY SINCERE GRATITUDE TO THE
COMMITTEE ON FELLOWSHIPS FOR THE GRANT WHICH THEY HAVE
EXTENDED ME STOP I ACCEPT THE GRANT WITH THE HOPE THAT IN
SOME WAY I MAY BE ABLE TO JUSTIFY THE HONOR AND OPPORTUNITY
WHICH ACCOMPANIES IT I AGAIN THANK YOU=

DAVID W CANNON JR.

FISK
UNIVERSITY

FELLOWSHIPS

March 18, 1937.

Julius Rosenwald Fund,
4901 Ellis Avenue,
Chicago, Illinois.

Gentlemen:

Mr. David W. Cannon, Jr. is probably the most able colored man I have ever met. I have been fortunate in coming to know some of the young colored leaders in this country through work in YMCA and YWCA groups. I was, for example, for two or three years Chairman of the National Student Council of the YWCA and a member of the National Board of the YWCA for five years. As I come to know Mr. Cannon better and see him in relation to a group of white students here in the college I see constant evidence of the fact that he is not only a most superior member of his own group but is so superior that he truly transcends the distinctions that a group usually makes toward any one of its members who seems highly different in any certain respect. Mr. Cannon has a most extraordinary mind. He is practical to the nth degree and yet he is able to comprehend problems that are very abstract and philosophical and deal with them also with the greatest pleasure and intelligence.

Mr. Cannon has broad interests and a warm but objective understanding of social and individual problems. He is apparently quite unselfconscious. By his happy personality, his vigorous and well-balanced thinking, his complete unselfconscious and his fine ideals he has been able to establish himself as a real leader in quite a select group of graduate students here in the college. I can not endorse him too highly.

Sincerely yours,

Esther Lloyd-Jones,
Associate Professor of Education in
charge of the Guidance Laboratory

sjj

FISK
UNIVERSITY

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

SCHOLARSHIP

RURAL EDUCATION

February 16, 1937

Mr. Raymond Paty
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

ack RP 2/20

Dear Mr. Paty:

sent ✓

I had a long discussion the other evening with Mr. David W. Cannon, the brilliant young Negro here in New York, whom I am recommending highly for one of your scholarships next year. In this connection, Mr. Cannon tells me that he is not expecting scholarship aid from the Rosenwald Fund this year, but that he very much desires to obtain one of your fellowships for the coming year instead of accepting a grant from Mr. Thornton Merriam of the National Council. The reason for this is that your aid is much more generous than that extended by the National Council and Mr. Cannon very greatly needs the larger amount.

I am writing again, therefore, to urge your favorable consideration of Mr. Cannon's application and to repeat that I consider him the most able candidate named on my list. Further acquaintance continues to increase my favorable impressions of Mr. Cannon's ability, especially as I ^{have} discovered that he is only twenty-six years old.

Very truly yours,

Mabel Carney

Mabel Carney
Professor of Education

MC:AR

*Union Theological Seminary
Broadway + 120th
N.Y.*

ESK
UNIVERSITY

SCHOLARSHIP

February 1, 1937

Dear Dr. Merriam: Mr. Embree has just been
discussing with me the
case of Mr. David Cannon.

I am enclosing an announce-
ment of our new fellowship program. Under this
plan we are - perhaps unfortunately - unable to
make interim grants, all of our awards being made
by committee action in April of this year. In
the past we have been able to offer assistance
of the type that you request, and I very much
regret that in this particularly worthy case we
are unable to be of assistance.

Very truly yours,

RAYMOND R. PATY

RP*MLU

Dr. Thornton W. Merriam
Northwestern University
Evanston, Illinois

FISK
UNIVERSITY

2 memo on Cannon
returned 2/5/37

NORTHWESTERN UNIVERSITY
EVANSTON - CHICAGO

DIVISION OF PERSONNEL ADMINISTRATION
HUMAN ADMINISTRATION BUILDING
EVANSTON, ILLINOIS

SCHOLARSHIP

	RRP	30	RRP	January 28/1937

Dr. Edwin R. Embree
4901 Ellis Avenue
Chicago, Illinois

Dear Dr. Embree:

I am Director of the National Council on Religion in Higher Education of New York. I am making a study of religion at Northwestern University at the request of President Scott.

You will recall previous correspondence regarding financial assistance from the Rosenwald Fund for the National Council. I wrote you last spring when I was trying to raise money for a Fellowship for Mr. David W. Cannon, a Negro, whom the Council wished to appoint as Fellow.

Mr. Cannon was so appointed. Closer contact with him has confirmed our earlier good opinion of his unusual brilliance and promise. He secured leave of absence from Virginia State College and is now in study at Columbia.

Due to unforeseen circumstances involving the delicate question of Union Theological Seminary's relation to Columbia University, Mr. Cannon has suffered. The costs of tuition and living have been considerably greater than he and I estimated last spring. He received \$500 from the Council, and he needs approximately \$300 more to see him through the year. Next year we are giving him \$800.

I write to see if the Rosenwald Fund would be interested in contributing \$300 to enable the Council to increase Mr. Cannon's stipend during the current academic year.

I enclosed data concerning Mr. Cannon which will refresh your memory of him. I particularly call your attention to a statement which he has prepared concerning his plans for further study.

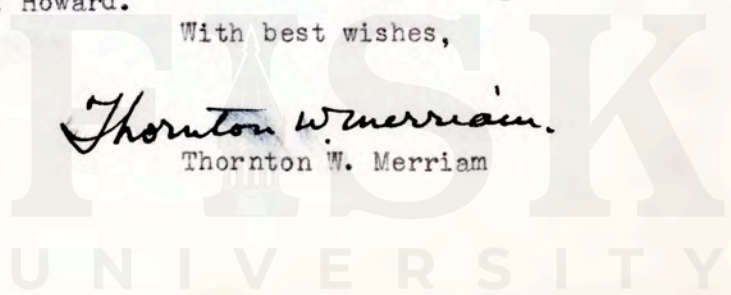
I am living this year in Evanston, and should be glad to come to your office to discuss the matter if you desire.

The Council's connection with Negro education is evident from the fact that we number among our Fellows: President William Stuart Nelson of Dillard University, President Thomas E. Jones of Fisk, Dean Benjamin Mays and Professor Howard Thurman of Howard.

With best wishes,

Thornton W. Merriam
Thornton W. Merriam

TWM:C



SCHOLARSHIP

NATIONAL COUNCIL ON RELIGION
IN HIGHER EDUCATION

(Founded by Charles Foster Kent)

437 WEST 59TH STREET
NEW YORK CITY

Columbus 5-6720

May 27, 1936.

Directors

CLEVELAND E. DODGE, *Treasurer*
40 Wall St., New York City

ROLLAND W. SCHLOERB

RALPH T. SEWARD

R. DANA SKINNER

WILLARD L. SPERRY

ROBERT L. SUTHERLAND

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SAMUEL THORNE

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THORNTON W. MERRIAM

Executive Director

Directors

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CHARLES W. GILKEY

ROSS A. MCFARLAND

MRS. WALTER R. PARKER

R. H. EDWARDS, *Counselor*

(Barnes Hall, Ithaca, N. Y.)

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

	ERE	29	ERE	D

Dear Dr. Embree:

I have your letter of May 25th in which you refer to our Fellowship for Mr. David W. Cannon, Jr. I appreciate very much your giving our request for financial assistance in providing a Fellowship for Mr. Cannon this special consideration. You will be interested to know that we have decided to appoint Mr. Cannon, and I am still hoping that I may be able to secure the extra financial help necessary, but we have gone ahead more or less on faith that we can secure the support necessary to enable us to discharge a responsibility which we are so keen to assume.

During the first term of the summer session of the University of Chicago I shall be teaching there. I hope that I may have the privilege of meeting you, and after I get settled I shall call your office. There are a number of problems in our work in which I think you will be interested.

With best wishes,

Thornton W. Merriam
Executive Director.

TWM-Z

JUN 9 1936

FISK
UNIVERSITY

SCHOLARSHIP

May 25, 1936

Dear Mr. Merriam: I have delayed final answer to your letter about the fellowship for Mr. David W. Cannon in the hope that some way would appear by which we could cooperate in this matter. Unfortunately for this case, our board at meetings just held voted to concentrate our activities still further in the future. This makes fellowship grants such as you suggest out of the question, at least for the time being.

I hope very much that by some means you will be able to carry through Mr. Cannon's appointment. I only regret that it is not possible for us to assist in the matter.

Very truly yours,

ERE:JW

EDWIN R. EMBREE

Mr. Thornton W. Merriam, Executive Director
National Council on Religion in Higher Education
437 West 59th Street
New York City

MAY 28 1936

FISK
UNIVERSITY

SCHOLARSHIP

Cannon - David W

May 12, 1936

Dear Mr. Merriam: I am sorry to have delayed acknowledgement of your letter of April 30 but my time has been completely engaged in board meetings. Your proposal that we make possible the appointment of Mr. Cannon as one of your Fellows interests me very much. Our fellowships for this year have already been awarded, but I should like to give the matter further consideration in the hope that some special arrangement may be made in this case.

Very truly yours,

ERE*JW

EDWIN R. EMBREE

Mr. Thornton W. Merriam, Executive Director
National Council on Religion in Higher Education
437 West 59th Street
New York City

MAY 28 1936

FISK
UNIVERSITY

SCHOLARSHIP

NATIONAL COUNCIL ON RELIGION
IN HIGHER EDUCATION

(Founded by Charles Foster Kent)

437 WEST 59TH STREET
NEW YORK CITY

Columbus 5-6720

April 30, 1936.

Directors

CLEVELAND E. DODGE, *Treasurer*
40 Wall St., New York City

ROLLAND W. SCHLOERB
RALPH T. SEWARD
R. DANA SKINNER
WILLARD L. SPERRY
ROBERT L. SUTHERLAND
JOHN F. THOMPSON
SAMUEL THORNE
E. A. YARROW

THORNTON W. MERRIAM
Executive Director

Directors

J. SEELYE BIXLER, *President*
HERBERT E. HAWKES, *Vice President*

HENRY E. ALLEN
JOHN K. BENTON
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HARRY EMERSON FOSDICK
SIDNEY D. GAMBLE
CHARLES W. GILKEY
ROSS A. MCFARLAND
MRS. WALTER R. PARKER

R. H. EDWARDS, *Counselor*
(Barnes Hall, Ithaca, N. Y.)

	ERE	5-5	ERE	12+2

Dr. Edwin R. Embree
The Julius Rosenwald Fund
925 South Homan Avenue
Chicago, Illinois

Dear Dr. Embree:

Among the very small group of young people whom our Fellowship Committee has recommended for ~~group~~ appointment as Council Fellows is a brilliant young Negro, Mr. David W. Cannon, who is now teaching psychology at the Virginia State College.

I am writing you to ask if the Rosenwald Fund would be interested in making a contribution of \$250.00 towards Mr. Cannon's stipend for 1936-7. We allow a Fellow in study \$500.00. Appointment is contingent on our securing pledges in advance to cover stipends. I have secured from another source \$250.00 towards Mr. Cannon's Fellowship.

I am enclosing a brief statement about Mr. Cannon. I think you will agree that he is decidedly the kind of person who should be encouraged to go on in graduate work. It is our belief that he will make a distinguished contribution to Negro education.

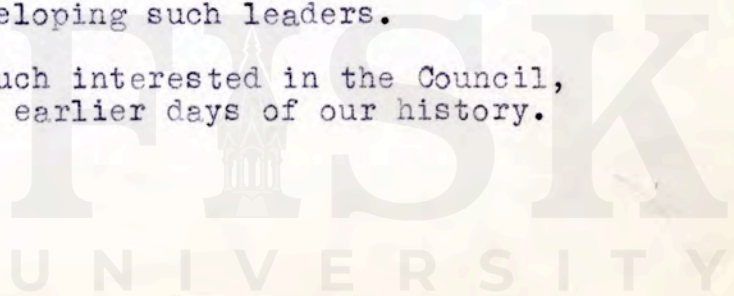
It will interest you to know that the Council is having a very real part in Negro education. Among our Fellows engaged in this type of work are:

- President T. E. Jones - Fisk University
- Professor John Knox - Fisk University
- President-elect W. S. Nelson - Dillard University
(now President of Shaw University)
- Dean B. E. Mays - Howard University
- Professor Howard Thurman - Howard University
- Miss Marion Cuthbert - National Board Y.W.C.A.

We are proud to have had a part in developing such leaders.

Mr. Rosenwald, as you know, was much interested in the Council, and very materially assisted us in the earlier days of our history.

MAY 28 1936



Dr. Edwin R. Embree -- #2

April 30, 1936.

We now have over one hundred Fellows serving in 80 different colleges and universities, as well as in related educational and religious movements. These Fellows continue, after their professional studies are completed, to have close contact with the Council. Through our annual Week of Work and the related professional groups we are making, we believe, a significant contribution to the professional growth of our Fellows.

May I call your attention to the enclosed pamphlet entitled "A Religious Motive in Education"? It is the Council's most recent statement of its purposes and program. On pages 8 and 9 you will find a list of colleges and universities in which Fellows are serving as faculty-members and administrative officers.

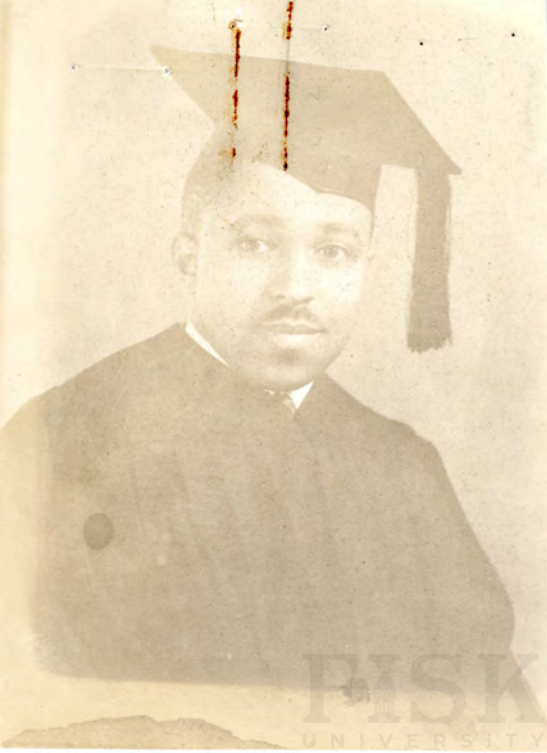
I hope that we may be favored by your cooperation. We very much want to appoint Mr. Cannon.

With best wishes,

Thomson W. Merriman
Executive Director.

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David W. Cairns

62 S. Union Ave
Cranford N. J. -

DAVID WADSWORTH CANNON, JR.

Home: Cranford, New Jersey.

Age: 25.

Religious Affiliation: Baptist.

Education:

Hillsdale College, B.S., 1931;

University of Michigan, A.M., 1932.

Occupation: Teacher of Psychology,

Virginia State College for Negroes, 1932-.

Leisure-time Activities: Varsity Debate;
Secy. College YMCA; Staff-member, College
paper; Varsity Glee Club and Choir; Soloist,
Univ. of Michigan Glee Club; Soloist, First
M.E. Church, Ann Arbor.

Plans: to study Psychology; then to teach.

Comments:

"Mr. Cannon is one of the most energetic and wholesomely enthusiastic young men I have met in the profession. This fact, coupled with exceptionally high mental acuity, varied intense interests, especially in matters of student personnel and guidance, and a most unusual capacity for sustained hard work,

made him one of the most valuable members of our staff. I happen to know well his deep interest and rich background in religious experience."

Prof. D. A. Wilkerson, Howard Univ.

"David is a superior student from several points of view. In spite of the fact that he was colored he was a leader on the campus at Hillsdale College where we have only a few colored students. His scholarship was so high that he received a fellowship after leaving here at the University of Michigan. He was a leader in the religious life of the campus. He also was in demand at social gatherings because of his talents both in speaking and singing. I am therefor able to give a hearty approval to him with no reservations. He is sincerely religious; he is considerably above the average intellectually; he is well developed socially; he cooperates in a splendid spirit and I regard him as very well balanced in his personality."

Prof. J. M. Wells,
Dept. of Philosophy,
Hillsdale College.

"I had Mr. Cannon as a student at Hillsdale College in 1930-31. He was easily the most outstanding student in the class, both in intellectual capacity and in his industry and creativity. I appreciate the danger of speaking in superlatives but I sincerely believe that, of all my acquaintances, I have met no man of any race who is more qualified for this fellowship than Mr. Cannon."

Prof. R. M. Cooper,
Dept. of History,
Cornell College.

Page #2

RE: DAVID W. CANNON, JR.

Comments Continued:

"Mr. Cannon was salutatorian of the senior class and was chosen by our faculty to the Michigan State Fellowship which is given to that student whom the faculty regards as giving most promise of becoming a scholarly person. Mr. Cannon finished his M.A. in Psychology at Michigan. The faculty of that department elected him to a German fellowship but the German University would not accept him because of his youth. He was again elected to the same fellowship the next year by the Michigan faculty but that time Hitler's government refused him admission to the country because he is a Negro. It is my opinion that there are few men in the Negro race who will probably be as outstanding in American life twenty years from now as I expect him to be."

Prof. David M. Trout,
Dept. of Psychology, Hillsdale College.

"Mr. Cannon is beyond question the most generally capable Negro I have ever known; and he ranks at least in the upper fifth of graduate students without regard to color. He is very intelligent and easily understands complicated and difficult material. He does not merely learn; he understands. He is just as remarkable personally. He is cheerful, sociable, good-natured, cooperative and tactful. In one of my small graduate, laboratory courses, the other students soon forgot his color. He was soon a real member of the group --- I never knew anyone who is better balanced mentally and emotionally. I wish there were more like him."

Prof. C. H. Griffiths,
Dept. of Psychology,
University of Michigan.

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Plans for Study

Mr. Cannon wishes to secure further graduate training in psychology with special emphasis on the scientific study of personality, "counseling", and guidance. He feels that while specialized remedial services are highly important, it is even more important to have the "guidance" viewpoint permeate the entire educational process. He wants to secure a better foundation in psychology and education for leadership in this field.

Mr. Cannon also lays great emphasis on the religious, aesthetic, and emotional aspects of education, and feels that there is a "pioneering" job to be done in Negro education along these lines. He desires to help develop a functional approach to student life which will include these elements along with the vocational and more strictly academic interests. He is deeply religious and aware of the conflicts which confront young people as they attempt to come to terms with the social and intellectual challenges of modern life. He is a gifted musician. He has been active in developing interest in drama among students - including the presentation of plays.

Thus, Mr. Cannon's graduate work, while having a center in psychological studies, will be broad, including also work in the philosophy of religion, aesthetics, and education. He has not selected the place of study, but is looking favorably towards Yale, Columbia, and the University of Chicago as universities offering the combination of courses which he desires.

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. David W. Cannon, Jr.

Report Requested of Miss Ruth Strang, Teachers College

Columbia University

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Raymond Pate

Director for Fellowships

REPORT

Mr. Cannon has been working with me for the past two years, and I have been impressed with his intellectual curiosity, well stated questions and discussion, enthusiasm, and intent to master the field in which he is working. He has been doing intensive collecting of data this semester, and has a mass of information that should be valuable in understanding the attitudes of Negro college students. It seems to me that his method of obtaining this information through intimate personal interviews is an excellent approach to the very difficult problem of attitude study, and more promising than the use of attitude questionnaires.

Mr. Cannon, with his personality and background of training and experience, should be definitely one of the leaders in Negro education.

Ruth Strang
Associate Professor of Education

OVER

JULIUS ROSENWALD FUND

1901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate

Mr. David W. Cannon, Jr.

Report Requested of

Mr. Ruth Gannon, Teachers College

Columbia University

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Raymond Paty
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

Signed

Position or Title

Address

Date

(Please return to Raymond Paty, Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.)

OVER

PKSK
UNIVERSITY

A.

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate Mr. David W. Cannon, Jr.

Report Requested of Miss Esther M. Lloyd-Jones, Teachers College

Columbia University

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Raymond Paty

Director for Fellowships

REPORT I am willing to second Mr. David Cannon's application for a further grant from the Rosenwald fund without any sort of reservation.

Mr. Cannon, in the opinion of those of us who are familiar with his study for the Ph.D. Degree, is doing quite an extraordinary piece of work. He is exploring a field within which lie many of the dynamics of human behavior and is doing this by relatively new techniques. It is my opinion that his study will make a valuable contribution not only to an understanding of the sociology and psychology of the more favored negro youth, but also to our appreciation of more effective techniques in the field of psychological and social investigation.

The new book which Mr. Cannon proposes for college students is similar to a most valuable book on the "Individual in the Group" which another of my doctoral students is writing at the present time out of her experience with high school students. The enthusiasm which her study has aroused even before it is published confirms my opinion of the timeliness and importance of this emphasis.

Mr. Cannon's experience, his interests, and his unusual intellectual and social gifts fit him very well for making a valuable contribution in a book which might be called "Group Guidance Through Social and Cultural Activity".

OVER

UNIVERSITY

JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate _____
Report Requested of _____

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Raymond Paty
Director for Fellowships

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

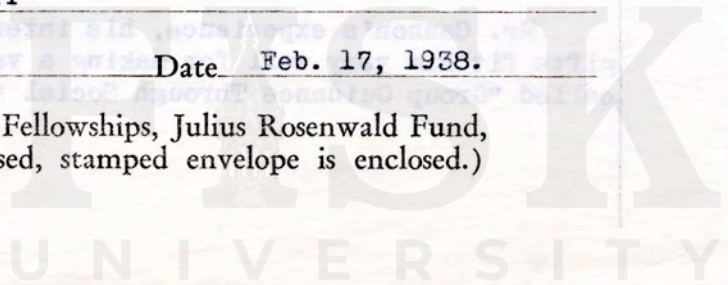
Yes - entirely

Signed *Walter D. Hoopes*
Position or Title ASSOCIATE PROFESSOR OF EDUCATION IN CHARGE OF THE GUIDANCE LABORATORY
Address TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Date Feb. 17, 1938.

(Please return to Raymond Paty, Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.)

OVER



JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate David W. Cannon, Jr. (negro)

Report Requested of Miss Mabel Carney

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Raymond Paty
Director for Fellowships

REPORT

David W. Cannon is one of the most brilliant students I have ever known, either white or colored. He has not only an exceptional mind, but a vigorous, dynamic, yet pleasing personality. He is full of initiative, vision and energy. He thinks logically and well, and expresses his thought in fluent English.

All these qualities make Mr. Cannon a most outstanding young man, and one highly regarded by all his colleagues. Here in Teachers College, for example, with the competition of several thousand graduate students, he is well known among both white and colored students as one of the most able individuals in our college community.

I put Mr. Cannon at the top of my list of recommendations for Rosenwald Fellowships this year. It is my judgment that he should most certainly have an award from your Fund.

The study Mr. Cannon has submitted with his application is already well under way, and in the judgment of Dr. Esther Lloyd Jones

OVER

UNIVERSITY

is one of large significance.
and others of us here best acquainted with Mr. Cannon. This study
and his subsequent work will prove of great value in the development
of Negro education and life throughout the United States.

Confidential Report on Candidate for Fellowship

Name of Candidate David W. Cannon, Jr.

Report Requested of Miss Mabel Carney

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.
We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.
Your reply will be held in strictest confidence.

Raymond Paty
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

He seems to be - entirely so.
In fact he is a highly socialized individual from all I can see of his relationships.

Signed Mabel Carney | A leader but tactful, considerate and cooperative

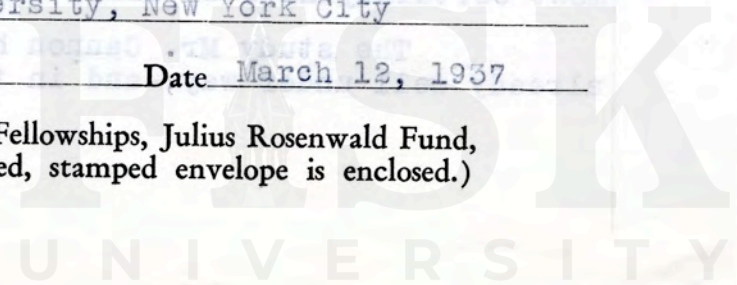
Position or Title Professor of Education

Address Teachers College, Columbia University, New York City

Date March 12, 1937

(Please return to Raymond Paty, Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.)

OVER



JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate David W. Cannon, Jr.

Report Requested of Miss Edna M. Colson

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Raymond Paty
Director for Fellowships

REPORT

It gives me pleasure to make the following statement regarding Mr. David W. Cannon, Jr.

Mr. Cannon is an unusual person. He is versatile, energetic, enthusiastic and intellectually able. I have never known anyone more interested in students or more willing to give them his time and energy.

The introduction to Mr. Cannon's plan of work, as stated in the copy received from your office, is an excellent resume of the theories and ideals he attempted to implement and to achieve through out his period of service here. A study of student personnel practices in Negro colleges is certainly much needed. If the facts are interpreted in the light of the peculiar socio-economic problems and

OVER

needs of Negro students, Mr. Cannon would make a valuable contribution to Negro education.

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate _____ David E. Cannon, Jr.

Report Requested of _____ Miss Edna M. Colson

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Raymond Paty
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

Signed _____

Position or Title _____

Address _____

Date _____

(Please return to Raymond Paty, Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.)

OVER

UNIVERSITY

JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate David W. Cannon, Jr.

Report Requested of Dr. Thornton Merriam

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Raymond Paty
Director for Fellowships

REPORT

Mr. Cannon is an extraordinary young man. He is gifted along several lines, but--what is more unusual--he is able to focus his energies on a particular problem.

A year ago I had occasion to make a rather thorough investigation of Mr. Cannon's background. I talked with many people who had known him well for years. I developed a very high respect for him. I think he has genuine in-

OVER

JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO

Intellectual ability, and the capacity for sustained hard work and self-discipline. He is socially gifted, has organizing and administrative abilities, an impressive and winning approach to people, and sensitivity to the deeper issues in Negro life today. I believe that he is eminently qualified to carry through the study which he proposes. The National Council on Religion in Higher Education elected him a Fellow last spring (1936), and gave him some financial assistance-- the maximum which our financial condition permitted. We have great confidence in him. I believe that his record at Columbia will indicate that our confidence is justified. We are going to continue to help him in every possible way.

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

Everything in his experience to date--college, graduate school, and achievement in a difficult job at Virginia State College--is positive at this point. For the future, I have confidence in him because he has real insight into the causes--personal and cultural--and treatment of emotional stresses and strains to which the flesh is heir.

Signed Thornton W. Merriam
Thornton W. Merriam
Position or Title Director of the National Council on Religion in Higher Education
437 West 59th Street
Address New York City, N.Y.

Date March 8, 1937

(Please return to Raymond Paty, Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.)

PRELIMINARY STATEMENT OF WORK ACCOMPLISHED

All of the study, travel, and writing which the writer has done since receiving aid from the Rosenwald Fund has been focused about the major task of making a research investigation of the character and development of the social attitudes of Negro college students (a dissertation to be submitted in partial fulfillment for the Ph. D. degree at Columbia University--Teachers College.) This study has involved a thorough examination of :

1. Educational philosophies basic in the education of Negroes.
2. Personnel practices,
3. Administrative policies in higher education among Negroes .
4. Curriculum principles and an evaluation of recent experiments in the re-direction of higher education ,
5. The sociology and psychology of the caste system in the south .
6. Assumptions and problems in the methods of research (case study, observation, interview (controlled and uncontrolled), life history, survey, etc.)
7. The research materials available on the Negro college, and the Negro college student (i.e. dissertations etc.)

In addition to the study and analysis of the areas mentioned, the writer has organized, outlined, gathered the necessary data for the ^{dissertation} ~~discussion~~, presented the same to the Advanced School of Education Seminar received its approval

and began the writing of the dissertation proper.

Among the specific steps, included in the above have been the following:

1. Planning and execution of a program of independent study.
2. Registration for and study in connection with Education 500A (6 semester hours.)
3. Conferences with dissertation committee
4. Conferences with specialists: Dr. George Haynes, Dr. Harry Bone, Miss Mabel Carney, Dr. Robert Sutherland, President Gallagher of Talladega College (in each instance the writer outlined the assumptions, methods, and hypotheses involved in the study, and sought their reactions and evaluations.)
5. Preparation for, and presentation of the outline for the study before Advanced School of Education Seminar.
6. Visits to selected Negro College campuses.
7. Prolonged stay at one Negro College--where the majority of data was collected.
8. Arranged, and held series of conferences, interviews with subjects in study (ranging from 40 to 70 hours with each student.)
9. Recorded interviews (by dictaphone) and studied transcribed reports.
10. Collected autobiographies from subjects, and began analysis of this material.
11. Presented dissertation outline to major professor.
12. Began formal writing of dissertation.

PLAN OF WORK

INTRODUCTION:

For the past two years the writer has had occasion to study intensively the underlying philosophy, organization, program, administration, and problems of the student personnel administration and guidance activities of a number of white and Negro colleges. After study of the materials, it appears that among many other problems, the extra-curriculum program of the high school and college as a vital means of group guidance and direction for Negro youth has not been described or explored, particularly in relationship to the persistent and unique problems of the Negro school.

The limitations and guidance problems of these schools are many, and the frequent critical reference in many articles bears witness to the fact that "all is not well" along this line. It does appear, however, that a consideration of the adaptation of extra-curriculum program of a school as effective means of group guidance, would be of especial value and significance to the Negro school where the need of guidance is intensified by the additional problems of minority status, and economic insecurity. The extra-curriculum program, particularly certain activities, the all school social program, choric speech and the like, offer and excellect, inexpensive opportunity for functional group guidance, especially where the cost of an individual guidance program, such as many of the progressive schools conduct, would be prohibitive.



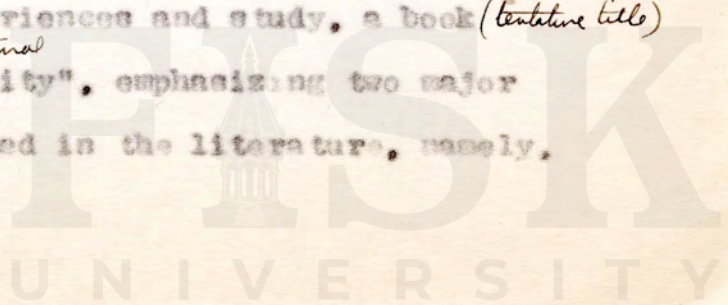
During the last four years the writer as, chairman of guidance activities, organizer and director of the college verse-speaking choir (Virginia State College) and of the all-college social program has had an opportunity to work out in practice a constructive, inexpensive program of group guidance. This exploratory period of actual laboratory-field work has clarified underlying educational implications, the problems, advantages, and values of this type of program.

From another angle, the writer's study of Negro college students (dissertation now in progress) has pointed to the influence of social disorientation, timidity growing out of meagre recreational and social experiences, and feelings of social inferiority and isolation resulting from a failure to establish agreeable group social contacts, upon their personality development.

The influence of the rigid social structure of the campus (fraternities, sororities etc.) the demands of the community upon the college graduate for guidance and direction in the planning of cultural, creative, and social activities, the recreational taboos of many rural communities all call attention to a need for some practical adaptable programs of group social guidance.

PLAN

Accordingly, the writer plans to write and publish, in light of the aforementioned experiences and study, a book (*tentative title*) on "Group Guidance through Activity", emphasizing two major ^{Social & Cultural} avenues that have not been treated in the literature, namely,



the all-school or all-college social program, and choral speaking. In the presentation of the ~~the~~ ^{later} medium of expression, the writer's point of view which describes its educational, social and therapeutic values, in contrast to the current use of the medium as a device for speech improvement, will be elaborated. The book will be practical, certain parts of it being a veritable hand book of plans, methods, materials, illustrations, and diagrams. Specific inexpensive and workable suggestions for the all-college or all-school social program will be included. The problems of (1) building all-college esprit de corp, (2) providing real-life social education in harmony with the present and future needs of students, (3) making the college social program a laboratory for training in social leadership in the broadest sense of the term, (4) adequately providing for the personal development of the participants and the like, will be treated in a direct and functional manner.

In a word, the book should be of definite value to administrators, personnel officers, teachers, social committees, community leaders, and all others concerned with the constructive, creative guidance of youth.

Most of the material for the book is already at hand, as it will be based primarily on the study and experiences of the writer, previously described. Hence, the applicant plans to write the book, next year upon his return to the college from which he has been on leave during the past two years. In order to do this he will need secretarial assistance. It is in the consideration of that pressing need that this ^{application} is presented.

RESEARCH SEMINAR -- Section A

David W. Cannon Jr.

(Note: This outline which was approved by the committee and seminar has guided my research and gives some indication of the nature and implications of the study.)

THE PROBLEM: To make intensive case histories of the character and development of the social attitudes and adjustments of a selected number of Negro college seniors.

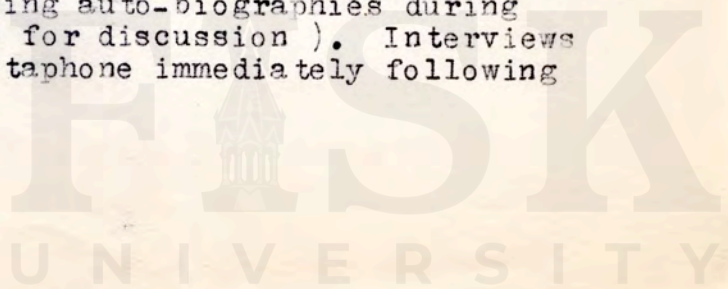
To study and analyze what the students report as, (a) areas of their adjustment; (b) the areas of their maladjustment; (c) the nature of their conflict, the kinds of situations from which these arise; (d) the processes and techniques by which they adapt socially; (e) the factors and conditions influencing changes in their social motives in regard to the following areas:

- (1) the family
- (2) the intimate social group, (clique, fraternity, clubs etc.)
- (3) organized campus groups
- (4) the extra-college community
- (5) home community (neighborhood, church, etc.)

SCOPE AND EMPHASIS: Dollard states in his "Class and Caste in a Southern Town" that "the more clearly the necessity of making out the systematic form of the social life comes home, the more one sees how qualified must be any social psychology which is developed by members of a single class." This study, focused upon the experiences of college students, will attempt to throw light on the character and development of their social attitudes and adjustments. The major emphasis will be upon the way in which adjustments and maladjustments occurred, upon the process and events which conditioned the student's reaction to his experiences, upon the kinds of values, resistances and interests which were produced, and the nature of the student's reactions to his college and community relationships.

PROCEDURE:

1. Select subjects
Cases selected at random from an alphabetical list of the senior class.
2. Secure auto-biographies
Students will write auto-biographies, emphasizing the period of attendance at college.
3. Hold interviews
Series of interviews with each student (minimum of forty hours per student.) (Using auto-biographies during initial period as basis for discussion). Interviews will be recorded on dictaphone immediately following the conference.



RESEARCH SEMINAR--Section A

David W. Cannon, Jr.

Page 2

4. Use other sources of data
Grades, health records, Dean's records, Business
Manager's records
5. Organize, analyze, and interpret data.

PROBABLE VALUES OF THE STUDY

1. Should make some contribution to the social psychology of minority racial groups.
2. Sould have educational implications for Educational Boards, college administrators, faculty, personnel officer, guidance agencies and the like.

Candidate **David W. Cannon, Jr.**
 62 South Union Avenue
 Cranford, New Jersey
 Plan of Work

No

Special Field
 Student Personnel
 Administration

RENEWAL

Requests secretarial assistance to write a book on "Group Guidance through Social and Cultural Activity."

Digest of Application

References

Esther M. Lloyd-Jones, Columbia University
 Ruth Strang, Columbia University

Committee Notes

1937 Grant \$1500

Budget Summary

Total amount needed

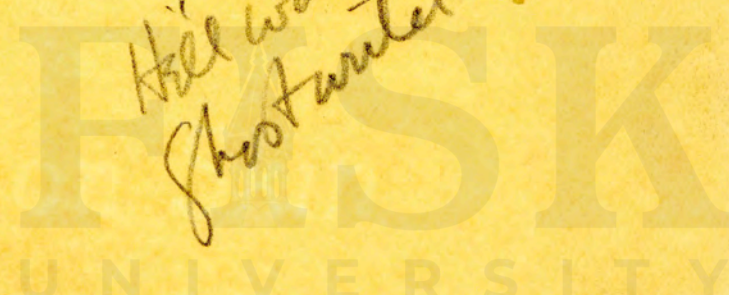
From applicant

From Fund

\$750

Granted

*He'll want a
 shoot winter next*



PRELIMINARY STATEMENT OF WORK ACCOMPLISHED

All of the study, travel, and writing which the writer has done since receiving aid from the Rosenwald Fund has been focused about the major task of making a research investigation of the character and development of the social attitudes of Negro college students (a dissertation to be submitted in partial fulfillment for the Ph. D. degree at Columbia University--Teachers College.) This study has involved a thorough examination of:

1. Educational philosophies basic in the education of Negroes.
2. Personnel practices
3. Administrative policies in higher education among Negroes.
4. Curriculum principles and an evaluation of recent experiments in the re-direction of higher education .
5. The sociology and psychology of the caste system in the south .
6. Assumptions and problems in the methods of research (case study, observation, interview (controlled and uncontrolled), life history, survey, etc.)
7. The research materials available on the Negro college, and the Negro college student (i.e. dissertations etc.)

In addition to the study and analysis of the areas mentioned, the writer has organized, outlined, gathered the necessary data for the dissertation, presented the same to the Advanced School of Education Seminar, received its approval

and begun the writing of the dissertation proper.

Among the specific steps, included in the above have been the following:

1. Planning and execution of a program of independent study.

2. Registration for and study in connection with Education 500A (6 semester hours.)

3. Conferences with dissertation committee

4. Conferences with specialists: Dr. George Haynes, Dr. Harry Bone, Miss Mabel Carney, Dr. Robert Sutherland, President Gallagher of Tallegga College (in each instance the writer outlined the assumptions, methods, and hypotheses involved in the study, and sought their reactions and evaluations) .

5. Preparation for, and presentation of the outline for the study before Advanced School of Education Seminar.

6. Visits to selected Negro College campuses.

7. Prolonged stay at one Negro College--where the majority of data was collected.

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In a word, the book should be of definite value to administrators, personnel officers, teachers, social committees, community leaders, and all others concerned with the constructive, creative guidance of youth.

Most of the material for the book is already at hand, as it will be based primarily on the study and experiences of the writer, previously described. Hence, the applicant plans to write the book, next year upon his return to the college from which he has been on leave during the past two years. In order to do this he will need secretarial assistance. It is in the consideration of that pressing need that this ^{application} is presented.



LETTERS OF REFERENCE

David W. Cannon, Jr.

Miss Esther M. Lloyd-Jones, Associate Professor of Education, Teachers College,
Columbia University

I am willing to second Mr. David Cannon's application for a further grant from the Rosenwald fund without any sort of reservation.

Mr. Cannon, in the opinion of those of us who are familiar with his study for the Ph.D. degree, is doing quite an extraordinary piece of work. He is exploring a field within which lie many of the dynamics of human behavior and is doing this by relatively new techniques. It is my opinion that his study will make a valuable contribution not only to an understanding of the sociology and psychology of the more favored negro youth, but also to our appreciation of more effective techniques in the field of psychological and social investigation.

The new book which Mr. Cannon proposes for college students is similar to a most valuable book on the "Individual in the Group" which another of my doctoral students is writing at the present time out of her experience with high school students. The enthusiasm which her study has aroused even before it is published confirms my opinion of the timeliness and importance of this emphasis.

Mr. Cannon's experience, his interests, and his unusual intellectual and social gifts fit him very well for making a valuable contribution in a book which might be called "Group Guidance Through Social and Cultural Activity."

Miss Ruth Strang, Associate Professor of Education, Teachers College

Mr. Cannon has been working with me for the past two years, and I have been impressed with his intellectual curiosity, well stated questions and discussion, enthusiasm, and intent to master the field in which he is working. He has been doing intensive collecting of data this semester and has a mass of information that should be valuable in understanding the attitudes of Negro college students. It seems to me that his method of obtaining this information through intimate personal interviews is an excellent approach to the very difficult problem of attitude study, and more promising than the use of attitude questionnaires.

Mr. Cannon, with his personality and background of training and experience, should be definitely one of the leaders in Negro education.

1937

DAVID WADSWORTH CANNON, JR. (26 years old)

GRADUATE STUDENT, COLUMBIA UNIVERSITY
62 UNION AVENUE, SOUTH, CRANFORD, NEW JERSEY

Negro Special Field - Student Personnel
Administration

Teachers College, Columbia
University for Ph.D., 1
year. Admitted.

Digest of Application

Born 1910. Single.

B.S. from Hillsdale College, Michigan, 1931. M.A. from
University of Michigan 1931-32. Now registered Columbia University.

Valedictorian scholarship to Hillsdale College, \$200. State College
fellowship to University of Michigan, \$400 and tuition. Charles Foster Kent
fellowship, National Council on Religion in Higher Education, to Columbia
University, \$500. American Missionary Association scholarship, \$300.

Charles Foster Kent fellowship, \$500, will be renewed for two or
three years. However, applicant states that this stipend is not sufficient
for study in New York.

Hillsdale College, student assistant in psychology, \$2 an hour.
Virginia State College, Ettrick, assistant professor of psychology, \$1440 a
year. WPA, Virginia State College, state supervisor of adult education, \$75
a month.

Publications: "The Curriculum in the Interest of the Adolescent,"
Virginia Teachers Bulletin, 1933. "Vocational Counseling in the High School,"
the Bulletin (organ of the National Association of Teachers in colored schools),
December, 1935.

Seeks further training for student personnel administration.

Budget Summary

Total amount needed	\$ 1760
From applicant	None available
From Fund	\$ 1500
Granted	\$ _____

Remarkable references
Project seems satisfactory V.C. a good place
He might not be in "Student personnel management"
Maybe he's good enough to go into rural education
He has had lots of academic work. Needs some field experience
in spite of reservations + because of references I feel him as presentable
 A E R 2



FISK
UNIVERSITY

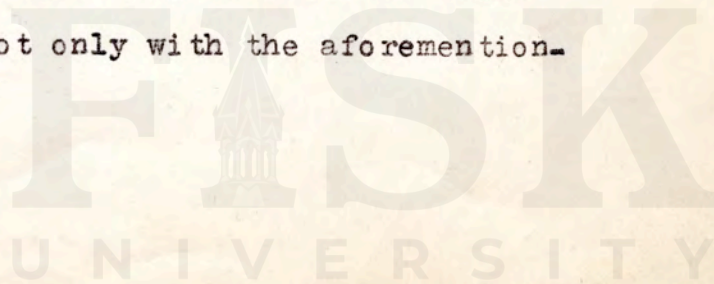
PLAN OF WORK

Introduction

That higher education in America is undergoing profound changes in philosophy, organization and content is an established fact. Everywhere traditional practices and academic methodology are being scrutinized and criticized and evaluated in the light of the pressing demands of a crucial and rapidly changing culture. The University of Chicago Plan, the Guidance program of the University of Minnesota, the proposed curriculum revision of the undergraduate Colleges of Columbia University, the Pennsylvania studies, and the like, all bear witness to this emphasis.

A number of educators have frankly recognized the limitations of the cloistered campus, and the academic atmosphere, as either background or motivation for effective social leadership, and have organized and developed thriving colleges of a new and challenging type, such as Bard College (Columbia University), New College, (Columbia University), Bennington, Sarah Lawrence and Black Mountain. These programs of curriculum revision; the creation of "New" Colleges are in response to a demand for a more effectual type of education-- a type of education with a historic perspective, that will be rooted in the problems of contemporary living, a type of education that carefully considers the differences in backgrounds, special abilities, and the future and careers of the students.

Administrators of Negro Colleges, and teachers of Negro College students are confronted, not only with the aforementioned



ed problems, but in addition, must consider all of those special problems, which develop out of the caste system and the presence of the Negro as a minority group in American life. The fact that Negro colleges have struggled to "keep up with" other colleges in standards and emphases, does not minimize, but accentuates the difficulty of the job at hand--the task of critically evaluating present practices and developing continually more effective programs of study.

During the last four years as an instructor in a land-grant college, and as a visitor on a number of campuses, the writer has observed several problems that may be considered as typical of these schools, and hence, as the *raison d'etre* for his anticipated project. They have emerged out of the writer's experiences as Director of the all College program (Social), Chairman of the Committee on Guidance, teacher of Orientation to College freshmen, thru contact with alumni, parents, supervisors and community leaders, thru the experience as serving as State Supervisor of Adult Education and attendance at professional meetings.

In no sense final, they may serve, however, as a logical background for the ensuing statements:-

PROBLEMS

1. Many parts of the college curricula are classically orthodox and detached from the rural backgrounds, experiences and problems of the majority of students.

2. Many students, educated away from their rural backgrounds, at graduation are thoroughly "urbanized" and look askance at jobs "in the sticks". Accordingly, they have tremendous prob-

lems of adjustment.

3. There is relatively no integration and inter-relationship of the various fields of learning, so that the student does not comprehend fundamental relationships.

4. The curriculum should contain courses which present an organic picture of southern culture, socio-economic problems indigenous to the south, race relations, special problems of bi-racial education and contemporary social movements of the South.

5. The liberal arts, industrial education and education departments lack the vital and persistent contacts with community life that the divisions of Home Economics and Agriculture maintain.

6. Guidance and counseling of students is sporadic and superficial. No group of students face a more complex world and need more consistent and mature guidance than the Negro students. Effective guidance must be made an integral part of the philosophy and program of their education.

7. Frustrations and inhibitions due to the limitations and restrictions imposed by race-caste, have demanded a toll upon the enthusiasm and interest of the Negro student. Effective motivation is difficult to achieve in the face of the proscribed, provincial Weltanschauung, which present conditions incur.

8. There is a definite need for re-thinking the philosophy of the school, the nature of a college, adequate faculty-student relationships; the relationship of the college curriculum to the recently adopted new course of study of the elementary and secondary schools of the State.

9. The need for developing special emphasis in instruction and

extra-curricula activities that will correlate with the background, available materials, and traditions of the rural communities into which most of the students go. (i.e. needs in community recreation, in contrast to varsity football etc.).

10. The need for developing a philosophy and technique of student personnel administration that cultivates and develops the "whole student," that bends every phase of the College set up to the needs and service of the students.

11. The need for providing means of more closely integrating the ~~curriculum~~ curriculum and standards of the High Schools (County Training Schools) with those of the colleges.

12. The need for developing courses in adult education, community leadership and the like.

13. The need for recognizing and developing a unity of purpose on the part of all the branches of the College.

These and many other similar problems reveal the need for making a systematic, thorough analysis of the student personnel practices in selected Negro Colleges.

The various interrelated functions and agencies of the College, their influence upon student development and motivation, should be studied in the light of a large frame of reference, -- the peculiar problems and needs of Negro students and the recent trends in student personnel administration.

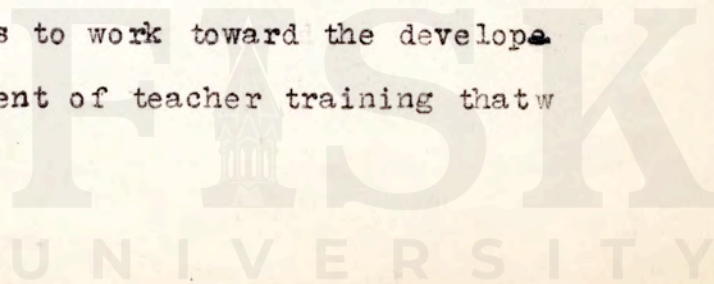
Accordingly, the writer plans to make such a study at Columbia University, where he is now studying, under the direction of Professors Carney, Lloyd-Jones, Strang, and Cottrell. (Major Professor, Dr. Esther Lloyd-Jones).

A study of this type, when published, should be of direct value to the faculties of Negro Colleges; to Educational Boards, interested in fostering higher education among Negroes; to Colleges anticipating curriculum revision programs; to other investigators of personnel policies and practices; to professional groups interested in the special problems and adaptations necessary for the effective guidance of Negro College students; and to colleges anticipating the revision or organization of a personnel program.

As a member of Dr. Strang's class in Research in Student Personnel Administration, the writer has had the opportunity to review and evaluate surveys made by the pioneer investigators, Cowley, Hopkins, and Townsend, as well as the later studies of Dean Brumbaugh of Chicago.

SUBSEQUENT PLANS:

The problems of student personnel broadly conceived, relate to the philosophy, curriculum and organization of the College. Studies of Colleges, where guidance is the core of the Curriculum, where emphasis upon problem solving, qualitative aspects of learning, adaptations of the social-problem-curriculum to individual needs, abilities and interests are made; reveal points of views and methods that should be of major importance to those concerned with the more effective re-orientation, and re-organization of higher education for Negroes. As a teacher of psychology, who has the responsibility for a large part of the training of prospective teachers, whose teaching fields will chiefly be in rural areas, the writer plans to work toward the development of a program, method and content of teacher training that w



will embody the principles of student personnel administration, correlated curriculum-guidance and community-focused learning.

In order to train students who can teach a socially centered, problem solving, progressive course of study; such as the tentative course of study of Virginia, a new type of college training and personnel administration will have to be effected. The writer plans to direct his professional energies toward this end.

LETTERS OF REFERENCE

David W. Cannon, Jr.

Miss Edna M. Colson, Director of Education, Virginia State College, Ettrick.

It gives me pleasure to make the following statement regarding Mr. David W. Cannon, Jr.

Mr. Cannon is an unusual person. He is versatile, energetic, enthusiastic and intellectually able. I have never known anyone more interested in students or more willing to give them his time and energy.

The introduction to Mr. Cannon's plan of work, as stated in the copy received from your office, is an excellent resume of the theories and ideals he attempted to implement and to achieve throughout his period of service here. A study of student personnel practices in Negro colleges is certainly much needed. If the facts are interpreted in the light of the peculiar socio-economic problems and needs of Negro students, Mr. Cannon would make a valuable contribution to Negro education.

- - -

Dr. Thornton Merriam, Director, National Council on Religion in Higher Education, 437 West 59th Street, New York City.

Mr. Cannon is an extraordinary young man. He is gifted along several lines, but - what is more unusual - he is able to focus his energies on a particular problem. A year ago I had occasion to make a rather thorough investigation of Mr. Cannon's background. I talked with many people who had known him well for years. I developed a very high respect for him. I think he has genuine intellectual ability, and the capacity for sustained hard work and self-discipline. He is socially gifted, has organizing and administrative abilities, an impressive and winning approach to people, and

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

Guidance Laboratory
119 Macy Hall

March 18, 1937.

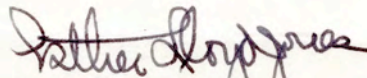
Julius Rosenwald Fund,
4901 Ellis Avenue,
Chicago, Illinois.

Gentlemen:

Mr. David W. Cannon, Jr. is probably the most able colored man I have ever met. I have been fortunate in coming to know some of the young colored leaders in this country through work in YMCA and YWCA groups. I was, for example, for two or three years Chairman of the National Student Council of the YWCA and a member of the National Board of the YWCA for five years. As I come to know Mr. Cannon better and see him in relation to a group of white students here in the college I see constant evidence of the fact that he is not only a most superior member of his own group but is so superior that he truly transcends the distinctions that a group usually makes toward any one of its members who seems highly different in any certain respect. Mr. Cannon has a most extraordinary mind. He is practical to the nth degree and yet he is able to comprehend problems that are very abstract and philosophical and deal with them also with the greatest pleasure and intelligence.

Mr. Cannon has broad interests and a warm but objective understanding of social and individual problems. He is apparently quite unselfconscious. By his happy personality, his vigorous and well-balanced thinking, his complete unselfconscious and his fine ideals he has been able to establish himself as a real leader in quite a select group of graduate students here in the college. I can not endorse him too highly.

Sincerely yours,



Esther Lloyd-Jones,
Associate Professor of Education in
charge of the Guidance Laboratory

sjj

FISK
UNIVERSITY

(Letters of Reference - David W. Cannon, Jr.)

sensitivity to the deeper issues in Negro life today. I believe that he is eminently qualified to carry through the study which he proposes. The National Council on Religion in Higher Education elected him a Fellow last spring (1936), and gave him some financial assistance - the maximum which our financial condition permitted. We have great confidence in him. I believe that his record at Columbia will indicate that our confidence is justified. We are going to continue to help him in every possible way.

Everything in his experience to date - college, graduate school, and achievement in a difficult job at Virginia State College - is positive at this point. For the future, I have confidence in him because he has real insight into the causes - personal and cultural - and treatment of emotional stresses and strains to which the flesh is heir.

- - -

Miss Mabel Carney, Professor of Education, Teachers College, Columbia University, New York City.

David W. Cannon is one of the most brilliant students I have ever known, either white or colored. He has not only an exceptional mind, but a vigorous, dynamic, yet pleasing personality. He is full of initiative, vision and energy. He thinks logically and well, and expresses his thought in fluent English.

All these qualities make Mr. Cannon a most outstanding young man, and one highly regarded by all his colleagues. Here in Teachers College, for example, with the competition of several thousand graduate students, he is well known among both white and colored students as one of



(Letters of Reference - David W. Cannon, Jr.)

the most able individuals in our college community.

I put Mr. Cannon at the top of my list of recommendations for Rosenwald Fellowships this year. It is my judgment that he should most certainly have an award from your Fund.

The study Mr. Cannon has submitted with his application is already well under way, and in the judgment of Dr. Esther Lloyd Jones and others of us here best acquainted with Mr. Cannon is one of large significance. This study and his subsequent work will prove of great value in the development of Negro education and life throughout the United States.

Added reference

Esther Lloyd-Jones - T.C., Columbia

GRADUATE SCHOOL OF THE UNIVERSITY OF MICHIGAN

Name **Cannon** David Wadsworth.

Home Address Cranford, New Jersey.

Degrees Received B.S., Hillsdale College, June, 1931.

Degrees Conferred A.M., June 20, 1932

Date Admitted Fall 1931

Degree Sought A.M.

Admitted 1st. 1931-32 as Student

Special

Unclassified

Department of Specialization *Psychology*

Changed to

DEPARTMENT OF SPECIALIZATION				DEPARTMENT OF SPECIALIZATION				OTHER WORK							
YEAR	S.S.	SUBJECT	COURSE CREDIT GRADE	INSTRUCTOR	YEAR	S.S.	SUBJECT	COURSE CREDIT GRADE	INSTRUCTOR	RECORD BOOK	DATE OF BIRTH	POSITIONS HELD IN UNIVERSITY	RESULT OF LANGUAGE EXAMINATIONS	RESULT OF PRELIMINARY EXAMINATIONS	ADVANCED CREDIT
1st	1931-32	Psychology	41 2 A	Pickelburg						Record Book <i>IT</i>	4-18-10	Positions Held in University 1931-32. State College, Teclaw, Ind.			
			129 3 A	Guffetto											
			101 2 A	Shepard											
			164 3 A	Adams											
			225 1 B+	Pickelburg											
			245 1 A	Raphael											
			140 3 A	Guffetto											
			204 3 A	Shepard											
			222 2 B+	Pickelburg											
			226 1 B+												
			228 2 A	Shepard											
	2nd				2nd	1931-32	Sociology	246 1 B	Raphael						

Certified as a correct photostatic copy and valid only with actual signature and impression seal.

..... *Sabwa Conrad*
Recorder, Graduate School *B*

A=Excellent; B=Good; C=Fair; D and E=Failures
I=Incomplete; X=Absent from examination
⊖=Undergraduate course, no graduate credit;
*=only one-half announced credit given;
**=additional work required for full graduate credit.



HILLSDALE COLLEGE

OFFICE OF THE REGISTRAR

OFFICIAL TRANSCRIPT

HILLSDALE, MICHIGAN

Entrance Date Sept. 20, 1937 Date of Graduation June 15, 1931 Degree Received B. S.

Major Subject Psychology First Minor Applied Christian Education Second Minor ---

On (x) Diploma: () Examination

From: Cranford H. S. 1927
Cranford, N. J.

4	English	Trigonometry
1	Latin	Physics
3	French	Chemistry
	Spanish	Botany
1	German	Biology
3	History	Zoology
	Economics	Physiology
2	Algebra	Physiography
1	Geometry	Geology

	Civics	Drawing
	Domestic Science	Manual Training
	General Science	Music
	Commercial Branches	
		Total 18½

Deficiencies:

Name Cannon, David Wadsworth

Address 62 Union Avenue, Cranford, N. J.

Advance Credits from:

Attended eight Semesters (18) Weeks, and no Summer

Faculty Action Magna Cum Laude

124 Semester Hours and 124 Points are required for graduation.

Unless otherwise indicated, this transcript constitutes an honorable dismissal.

Additional Transcripts \$1.00

YEAR	COURSE NUMBER	DESCRIPTIVE TITLE OF COURSE	HOURS	GRADE
1927-28	First Semester:			
	German 101	Beginning German	5	A-
	Rhetoric 101	Freshman Composition	5	A
	Pub. Speak. 102	Oral Composition	1	A
	Education 201	Applied Christian Education	5	A
	-	Physical Education	-	Cr
	Second Semester:			
	German 102	Beginning German	5	A
	Pub. Speak. 103	Oral Composition	1	A
	Geography 103	Introduction to Geography	5	A-
Education 202-306	Applied Christian Education	6	A	
-	Physical Education	-	Cr	
1928-29	First Semester:			
	Geography 309	Historical Geography of Mediterranean Region	3	A-
	Sociology 201	Introduction to Sociology	5	B
	Psychology 201	Introduction to Psychology	3	B/
	Psychology 350	Business Psychology	3	A-
	-	Physical Education	-	Cr
	Second Semester:			
	Pub. Speak. 203	Oral Composition	5	B-
	History 302	History of Civil War and Reconstruction	2	A
	Psychology 420	Psychology of Religion	3	B
	Psychology 406	Psychology of Adolescence	2	A-
	Psychology 298	Educational Psychology	2	B/
Philosophy 201	Introduction to Logic	3	B/	
-	Physical Education	-	Cr	

YEAR	COURSE NUMBER	DESCRIPTIVE TITLE OF COURSE	HOURS	GRADE
1929-30	First Semester:			
	German 201	Intermediate German	4	B/
	History 301	History of the Old South	2	A-
	Psychology 440	Study of Personality	3	A
	Philosophy 311	History of Philosophy	3	A
	Psychology 316	Tests and Measurements	2	A-
	Education 301	History of Education	3	A-
	Second Semester:			
	German 202	Intermediate German	4	A-
	Psychology 301	Psychology of Childhood	3	A
Psychology 303	Laboratory Methods	3	A-	
Philosophy 316	History of Philosophy--continuation of 311	3	A	
Education 331	Methods of High School Teaching	3	A-	
1930-31	First Semester			
	English 205	Elements of Style	3	B
	-	Public Speaking	1	B-
	History 406	History of Civilization in Modern Times	2	A
	Psychology 420	History of Psychology	3	A-
	Education 406	Practice Teaching	5	A
	Education 321	High School Administration & Supervision	3	A
	Second Semester			
	Art 201	History and Appreciation of Art	3	B/
	Biology 402	History of Science	4	B/
History 410	Imperialism and World Politics	2	A	
Philosophy 402	Contemporary Philosophy	3	A	
Education 401	High School Principles	3	A	

Date March 1, 1937

Florence L. Kreiter Registrar

GRADING SYSTEM

A -- 90 to 100, 3 grade points per hour.
 B -- 80 to 89, 2 grade points per hour.
 C -- 70 to 79, 1 grade point per hour.
 D -- 60 to 69, No grade points.
 F -- Below 60 (Failure) 1 grade point.

I -- A deficiency that can be made up.
 Cr. -- Credit allowed without grade.
 WF -- Withdrawal for failure.
 W -- Authorized withdrawal.

File under main name
Called to our attention by Miss Violet Currier
Schuly some day to be candidate for scholarship 6022
COPY

SCHOLARSHIP

UNIVERSITY OF MICHIGAN
The Horace H. Rackham
School of Graduate Studies
Ann Arbor

OFFICIAL TRANSCRIPT OF THE RECORD OF Mr. David Wadsworth Cannon

BASIS OF ADMISSION B.S., Hillsdale College, June, 1931

DATE Fall, 1931

CLASSIFIED AS Candidate for Master's Degree

DEGREE GRANTED Master of Arts, June, 1932

Columbia Univ

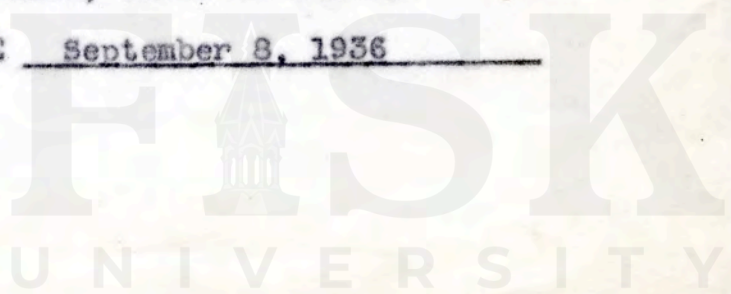
Course	Number	Credit	Grade
First Semester, 1931-32			
Psychology	41	2	A-
Psychology	129	3	A-
Psychology	101	2	A
Psychology	164	3	A
Psychology	225	1	B+
Psychology	245	1	A-
Second Semester, 1931-32			
Psychology	140	3	A
Psychology	204	3	A-
Psychology	222	2	B+
Psychology	226	1	B+
Psychology	228	2	A
Sociology	246	1	B

Mr. Cannon was a State College Fellow in 1931-32.

SEP 30 1936

(Signed) Sabina Conrad
RECORDER, GRADUATE SCHOOL

DATE September 8, 1936



FELLOWSHIPS

I should like to take this opportunity to express to you the contribution that your fellowship made to Mr. David W. Cannon, Jr. who was one of my doctoral candidates. I received the preliminary copy of Mr. Cannon's dissertation only about a week before his sudden death. The study possesses real merit but needs, of course, the many hours of re-writing, expanding and editing that always follows the preparation of the first draft. You may be interested to know that Dr. George E. Haynes of the Federal Council of Churches of Christ in America has consented to work on the manuscript. Dr. Haynes seems to me to be admirably fitted to carry forward Mr. Cannon's work. I am sorry that I can not be more useful to you about Mr. Estabrook.

Sincerely yours,

Esther Lloyd-Lewis

Esther Lloyd-Lewis,
Associate Professor of Education in
Charge of the Guidance Laboratory

T.C.

EL-J:si

FIISK
UNIVERSITY

SCHOLARSHIP

April 15, 1937

Dear Mr. Cannon: It is a pleasure to inform you that you have been selected by the Committee on Fellowships of the Julius Rosenwald Fund to receive a grant of fifteen hundred dollars to assist in carrying forward your plans for the study of student personnel administration. A plan covering the details of payments under this grant will be arranged to fit your particular needs.

Please let us know at once if you accept this grant. Official announcement of the Committee's selection for the year will be made soon and can include only those acceptances which have been received. We shall appreciate your regarding this notification as confidential until the full list is announced.

Very truly yours,

RP:U:JW

RAYMOND R. PATY

Mr. David W. Cannon
62 Union Avenue, South
Cranford, New Jersey

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