

RURAL LIFE AND RURAL SCHOOLS IN THE SOUTH

Peabody Reflector

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THE SOUTH, according to recent studies,¹ is a land of waste, wasted land and wasted people (you have seen their faces); a land where 97,000,000 acres of land have been rendered useless by erosion, leaching, and overcropping; a land where 1,831,000 tenants, more of them poor whites than Negroes, eke out a bare existence; a land devoted to a crumbling cotton economy and a precarious tobacco economy which are reducing the people to a state of economic insufficiency; a land which has lost 3,500,000 people through emigration (the difference between the number of persons born in the Southeast who are living in other regions and the number born in other regions now living in the Southeast); and a land where the people lack technological skills, artificial wealth, and institutional services.

Paradoxically enough, the South, according to these same studies, is a land so rich that it may yet be made the garden of the world; a land with a super-abundance of natural resources; a fertile land with a provident climate; a land upon which lives a prolific people so full of potential energy as to be able to build a new social and economic order capable not only of rehabilitating a land and a people but also of building a great Southern civilization based on an agriculture developed far beyond that of other sections.

THE SOUTHERN RURAL SCENE

The South and the rural South are almost synonymous terms, so preeminently rural is the region. Seventy per cent of the people of the South live in the open country or in towns of less than 2,500 as compared with 44 per cent for the country as a whole. More than half of the total rural farm population of the nation live in the South. The eleven Southeastern states enumerate a larger number of farm families than any other region of the nation, Mississippi alone having a larger number of farms than all the great agricultural Far West. The Southeast receives 25 per cent of its income from agriculture as opposed to about 12.5 per cent for the nation. Of the gainfully employed in 1930 in the Southeast region, 43.1 per cent were engaged in agricultural pursuits as contrasted with 23.2 per cent in the remainder of the nation.

In the area of health, the rural South presents a dismal picture. The region exceeds national averages in infant mortality, and in death rates from typhoid, influenza, tuberculosis, malaria, pellagra, and childbirth. Malaria, hookworm, and hidden hunger or pellagra, not found to any great extent in other parts of the country, contribute significantly to mortality in the Southeastern states. The highest resident death rates in the United States for tuberculosis are found in a zone involving Kentucky, Tennessee, and Northern Alabama. Infant death rates were 63.9 per thousand living births in 1935 in the Southeast region as

compared with an average of 52.6 for the other 37 states. The area is invariably below the average of the nation in relative numbers of physicians and dentists, of hospitals and hospital beds, and in amounts spent for public welfare.

Let us bring this dismal picture down to a smaller canvas and look at conditions in Bulloch County, Georgia. A recent survey² of this cotton county revealed that 63 per cent of the children in the schools had defective teeth; 60 per cent were infected with hookworm disease; and malaria fever was a constant drag on the vitality of many. In one school the per cent of hookworm infection was as high as 83 per cent and in no school was it less than 46 per cent.

In the South, the region of greatest agricultural promise, is found the crudest agrarian economy. A crumbling cotton economy and a precarious tobacco economy is producing an excessive farm tenancy and reducing the South to a state of economic insufficiency. The region is deficient in farm income, in production of live stock, in mechanical farming, and in living techniques.

With only 17 per cent of the nation's total area under cultivation, the South has 66 per cent of the total tenancy and half of the white tenancy. The per capita gross farm income in the Southeastern states in 1930 (excepting Florida) ranged from \$117 in Arkansas to \$172 in Virginia. The lowest state average outside of the South was \$325. On the basis of normal dietary needs, the South requires seventy million dozen eggs and one billion gallons of milk more than it produces.

In an area where more than 55 per cent of the farms are operated by tenants whose earnings are distressingly below the level of decent subsistence, it is not to wonder that houses, clothing, diet, and home membership fall short of adequate standards. Drab homes which fall below minimum requirements of comfort, health, decency, and self-respect; excessive child labor; shabby standards of living; inadequate and unbalanced diets; and a high homicide rate characterize the region. According to the 1930 census the average value of farm buildings in the South ranged from \$377 in Mississippi to \$708 in Texas. Five states, Mississippi, Arkansas, Alabama, Louisiana, and Georgia, fall under an average of \$500 per dwelling. The national average is \$1,126.

In the face of a predominant rural economy, the South has patterned its schools after urban practices, neglecting rural life. Rural schools are dissipating their energies among a hierarchy of artificial subjects instead of grappling with the stark realities of significance to rural life—health, farming and farm crafts, home-making, rural recreation, cooperative economics. Lack of adult education programs, lack of activities designed to extend the usefulness of the school beyond classroom walls, lack of coordination and use of all social and welfare agencies in the community—all these lacks are keenly felt in rural com-

¹Howard W. Odum, *Southern Regions of the United States* (Chapel Hill, University of North Carolina Press, 1936).

²Jane Franseth, "County Schools Attack Community Problems," *Curriculum Journal*, 8: 313-315, November, 1937.



NATURAL TUNNEL, VIRGINIA

A tiny stream, working patiently through the ages, carved this natural tunnel in Scott County

Alongside the road rushes turbulent little Stock Creek, which, through the ages, has played such an important part in carving the tunnel. Fed by thousands of mountain springs, this heroic little river continues, with waning strength, pounding first against farthestmost walls and then at the bed of the man-made railroad which has dared to follow its cavernous pathway.

The Shenandoah Valley area contains numerous large caverns of picturesque form with an abundance of decorative formations. They appear to be buried cities of geologic wonders. Great stalagmites and stalactites are congealed here in grotesque and awe-inspiring shapes comparable to great masterpieces of sculpture. The brilliant colorings of the wall draperies might well have flowed from the brush of an inspired artist.

The rock formations have been curiously wrought by Nature to resemble a large ballroom, a flower garden, a fish market, organ and chimes, a dream lake, throne room, Saracen's Tent, Titania's Veil, the Bridal Veil, the Grotto of the Lily, Cathedral Hall, and other wonders.

Nine of the largest caverns have been developed; seven are now open to the public. They are Battlefield-Crystal, one mile north of Strasburg, just west of the Lee Highway (United States Route 11); the caverns of Melrose, formerly Virginia Caverns, six miles north of Harrisonburg and west of Route 11; Endless Caverns, three miles south

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NATURAL CHIMNEYS, VIRGINIA

An unusual formation of nature near Harrisonburg, Virginia

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munities. School terms unadjusted to planting and harvesting seasons, schools divorced from their communities by consolidation, use of textbooks and courses of study designed for graded urban schools, are some of the evidences of urban practices being imposed upon rural schools.

That the South, in spite of its great educational progress since 1900, is still below most national educational standards is a well-known fact. The region is below national standards in teacher education and teachers' salaries, in per cent of school attendance, in per capita school costs, in length of school term, in high school enrollment, in quality of higher education, in literacy, and in books per capita and expenditures for libraries.

R. B. Vance³ has summarized succinctly the deficiencies in the Southern rural scene. He says: "There exists one fact which no regional analysis can escape. The statistical indices of wealth, education, cultural achievement, health, law and order, reduced to a per capita basis combine in every instance to give the Southern states the lowest rankings in the Union."

THE SOUTHERN RURAL SCHOOL

That the typical Southern rural school offers rural children comparatively limited educational opportunities is a well-recognized fact. In rural schools attendance is poorer, normal progress of pupils is more retarded, length of term is shorter, less efficient teachers are employed at lower salaries, tenure of teachers is shorter, per cent of teachers residing in communities where they teach is smaller, and curriculum offerings are more limited than in urban schools.

Since size of school at present conditions very largely the educational opportunities offered children in the various states of the South, educational opportunities are even more limited by the great number of small rural schools in the area. In a recent study⁴ of local school units in Tennessee the following statement is made: "On the basis of present day educational thought, satisfactory curricula cannot be developed and offered in schools having less than six teachers." If one grants this assumption, admittedly a rather broad one, he finds that only 8.2 per cent of all the elementary schools of Tennessee can offer satisfactory curricula; Kentucky can develop and offer satisfactory curricula in only 3.2 per cent of its elementary schools; Arkansas in only 11.6; South Carolina in only 19.6; Alabama in 20.4; Georgia in 33.1; Louisiana in 39.1; and North Carolina in 39.8. In Arkansas,⁵ 45.7 per cent of all the white children and 77.0 per cent of all the Negro children attending school are going to school where there are less than six teachers. In Tennessee,⁶ 58.9 per cent of all children (Negro and white) are attending schools where there are less than six teachers. In Kentucky,⁷ seventy-two out of every one hundred elementary school children in the county school districts attend one- or two-teacher schools.

If schools get correspondingly poorer as they get smaller, the one-teacher school, as the smallest and poorest, should be given special consideration. Comparatively the Southern states have fewer one-room schools. There is not a Southern state among the ten states of the nation having the greatest number of one-teacher schools. In seven states, California, Utah, Arizona, Texas, New Jersey, Rhode Island, and Massachusetts, the percentage of one-room schools is less than 25 per cent of all the buildings in the respective states. At the other extreme, we find that in seven states, North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, and Wisconsin, there is a percentage of one-room schools that exceeds 75 per cent of all the buildings in the respective states. Regionally the percentage of all buildings that are one-room is as follows: Northwest, 75.16 per cent; Middle States, 68.35; Northeast, 51.65; Southeast, 50.20; Southwest, 32.03; and Far West, 27.68. Fifty-seven per cent of all school buildings in the United States are one-room.

Thus, we see that instead of being a passing institution or one of rare occurrence, the small rural school is still the predominant institutional pattern in America. If the present rate of consolidation can be maintained, which is not likely, it is estimated that it will be 1997 before the little red schoolhouse becomes an extinct institution in America.

In these smaller schools are the teachers with poorest training and least experience. Therefore, they need supervision. The status of county supervision of rural schools in the Southeastern states is far from adequate.

Based on number of counties having the services of county supervisors, Negro schools in the rural areas of the Southeast are receiving much more adequate supervision (thanks to the Jeanes Fund) than are white schools. Negro schools have the services of supervisors in 46.3 per cent of the counties in the Southeast, while white schools have the services of supervisors in only 24.8 per cent of the counties in the area. The difference is even greater than



CAMPUS SCENE

³R. B. Vance, *Human Geography of the South* (Chapel Hill, University of North Carolina Press, 1935), p. 442.

⁴*A Study of Local School Units in Tennessee* (Nashville, Tennessee, State Department of Education, 1937), p. 109.

⁵*A Study of Local School Units in Arkansas* (Little Rock Arkansas, State Department of Education, 1937), p. 26.

⁶*A Study of Local School Units in Tennessee* (Nashville, Tennessee, State Department of Education, 1937), p. 99.

⁷*A Study of Local School Units in Kentucky* (Frankfort, Kentucky, State Department of Education, 1937), p. 51.

these figures show because of the fact that in 24 per cent of the counties of the Southeast there are either none or so few Negro teachers as to make supervision unnecessary. This means that in order to provide adequate county supervision of schools in the Southeast, supervision of Negro schools would have to be provided for in 30 per cent of the counties while supervision of white schools would have to be provided for in 75.2 per cent of the counties. In only two states of the Southeast, Virginia and Louisiana, is the percentage of counties having supervision of white schools higher than the percentage of counties having supervisors of Negro schools.

Two means of providing more adequate educational opportunities for rural children are: first, through consolidation, and second, through improving the small rural schools. Regarding consolidation much has been written; regarding improving the small rural school little has been written and less done.

Since we are to have the small rural school with us for some sixty-odd years at least, it is imperative that something be done to improve instruction in these schools. It is equally imperative that teacher-training institutions and state departments of education attack these problems of the small rural school in a fundamental manner and do something to help the teachers who are attempting to guide the growth of rural school children.

An effective educational program can be provided in the small rural school. The sooner we become conscious of this fact and recognize that the small rural school can and should still play an important role in American rural life, and begin an administrative, supervisory, and instructional program for these schools based on careful research, the sooner will these schools and the children in them become forces for the improvement of rural life in America.

Before we get very far in our progress for improving educational opportunities in rural areas we must make a fundamental attack upon the curse of rural schools both consolidated and ungraded. I refer to rote teaching, that monotonous meaningless drill in formalistic studies so characteristic of these schools. A mumbo-jumbo of rote recitation is resounding in rural schools throughout the Southland. Rows upon rows of boys and girls are being drilled in a routine which neither teacher nor pupil pretends to understand and which they go through from day to day in a sort of fatalistic way.

Edwin R. Embree⁸ says: "When the officers of the Rosenwald Fund began looking into what was going on inside the little schoolhouses they had helped build in the rural South, they were appalled. The teaching was routine, formal, and almost completely detached from the life of communities and the interests of the children. . . . At first we thought this mumbo-jumbo of rote recitation might simply be the mark of Negro schools, but when we enlarged our explorations to include white schools in the same communities we found little to choose between the two."

A choice and often-repeated example of rote teaching is this one. "In a Negro school a teacher holding a health catechism read from the text, 'Why should we wash and comb our hair?' And the row of little Negroes droned back the answer, 'So it will not get stringy and fall down in our eyes.'"⁹

⁸Edwin R. Embree, "Little Red Schoolhouse—1938 Model," *The Atlantic Monthly*, 160: 636-643, November, 1937.

⁹*Ibid.*

Such rote teaching, and there is much of it, in rural schools, gives children little opportunity to think clearly or to act sensibly. Is it any wonder that rural children "leave school at an early age, not only without a continued interest in reading but without a satisfactory ability to read, not only without an appreciation for rural life but without any knowledge of its basic processes"?¹⁰ School becomes to too many rural children a trial to be endured or a temporary escape from labor in the fields before reverting to type. Many rural schools are giving children stones in the form of rote teaching when the children are crying for bread in the form of life-related experiences. Such schools are serving as preludes to peonage when they should be serving as forces for enrichment of rural life.

THE CHALLENGE TO PEABODY

The deficiencies of the Southern rural scene and of the Southern rural school demand regional educational planning. It is futile to enumerate Southern deficiencies unless by so doing the active interest of the forces of social change can be challenged thereby.

George I. Sanchez¹¹ says: "It would be far better, otherwise, to dwell upon the rosier side of the picture, the South's achievement, of which many could be justly extolled. That, cold comfort though it be, might make the uglier features easier to endure. However, the community school, receiving inspiration from and fostering the excellences of the Southern scene, must look squarely upon the province of its endeavors. It must come to grips with the stark realities of its field of action.

"The South's failure to cope with its major problems could be explained in a variety of ways. But it could not be excused, for there is no excuse for human misery. The lack of financial resources does not excuse social and economic stagnation. The promise of proposed interstate equalization of portions of the tax burden, of agricultural relief, and of future prosperity does not justify inaction, for there is much that can be done within existing means. The forces of education have not realized fully their present possibilities. Through creative effort in educational planning much could be accomplished."

"Can the South, given time and immunity from earthquake, pestilence, and invasion by armed enemies, regain a position relatively as important in the Union as the one it held between 1776 and 1860?"¹²

This challenging question is raised by Dr. Howard W. Odum in his *Southern Regions* and in Gerald W. Johnson's commentary upon it in *The Wasted Land*. The answer is given in part by Johnson¹³ who says: "There are even now tremendous forces of destruction at work in the South. Recently there has been increasing reason to believe that these forces are gaining on the forces of construction, and it is by no means unimaginable that they may eventually become dominant, sweeping the region back to a level of civilization far lower than that which it occupies today. The destiny of the South is not yet fixed and determined. Apparently its opportunity is great; but to improve that opportunity will require great wisdom, great tenacity and great labor."

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¹⁰George I. Sanchez, "The Community School in the Rural Scene," in *The Community School* (New York, D. Appleton Century Company, 1938), p. 177.

¹¹*Op. cit.*, p. 172-173.

¹²Gerald W. Johnson, *The Wasted Land* (Chapel Hill, University of North Carolina Press, 1937), p. 3.

¹³*Ibid.*, p. 4.

Lines to an Alumnus

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and, while he accepted its virus with reservations, he resigned his teaching position in March, 1919, and became the part owner of a hardware store in Jellico, Tennessee. His partner was Harvey Roberts, an old schoolmate at Bowling Green who had resigned a teaching position in Pittsburgh, also to get rich. The store very appropriately was christened The Bob White Hardware Company. Donovan had gone on before to Jellico where he had become not only a part of the brain trust of the McComb Supply Company, but of the muscle trust as well. It was, on reliable authority, Mr. Donovan's purpose to get rich, too.

It seems that a hardware store is likely not to be very satisfactory as a taskmaster. The Bob White Hardware Store earned some profits but the goal of affluence was, to speak radically, being reached conservatively. Besides, the work involved closely approached the onerous quality of Rineyville farming, sweeping, rolling kegs of nails here and there, adding up interminable columns, applying the heat to delinquent patrons. It was simply too conflicting with the *Courier-Journal* by morning and *Times* at vespers. Besides, Whitehead found that the nearest his routine approached adventure was in driving the store's truck up a precipitous mountain path to deliver some .44 cartridges to a neighborhood feudist. Still, his period in Jellico wasn't at all unhappy. Many of his dear friends were there. His artistic soul reveled in the fine beauty of the Cumberland, and on July 20, 1920, his son was born. Guy Whitehead rarely gave any expression to his emotions. He thoroughly disliked and distrusted emotional displays. But his affection for his first born almost broke down his inhibitions. He would yield the *Courier-Journal* for an opportunity to push young Guy in his carriage up a forty-five degree path to the mountain top, perhaps on the conventionally naive assumption of a young father that the child greatly desired to see the view.

But it became clearer and clearer to him that Jellico was not indicated in any interpretation of his future. He sold his part in the store and entered Peabody for the summer quarter, 1922. In August he received his bachelor's degree. This was followed hard upon by the award of a General Education Board Scholarship. So, he remained on at Peabody until August, 1923, receiving then his master's degree. Thesis subject: *A Study in the Value of Supervision*. He was offered another grant by the G. E. B., and about the same time he was invited to an assistant superintendency in Louisville, with special reference to the improvement of the children in twenty-eight schools in reading and spelling. It was a major dilemma. Here, the opportunity to move on towards the doctorate and the prestige it suggests. There, a ranking position on the staff of a great public school system, and the chance to work creatively. The Superintendent, Byron Hartley, and the various assistant superintendents were educators of ability and standing, and Louisville had been his home. It was not an easy choice for many reasons. Donovan and Crabb were scheduled to spend that year in Peabody. Also, he liked Peabody. He liked its teachers, McMurry, Phelps, Didcoct, Garrison. He liked his classmates, M. S. Robertson, Irving Foote, Lynton Garrett. Life was good at Peabody. But his best friends advised Louisville. In the end he took their advice. He held the city in high affection. It would be easy to resume

life there again, again to make it home. He had friends in Louisville and his mother's sister, Mrs. Effie Addis, lived in Louisville; that made the prospect more pleasant. In September the family moved to Louisville. They lived at first on Pennsylvania Avenue, but in 1926 a home was bought on Grinstead Drive, perched high on a hill overlooking the Lexington Road. Great trees lent grace to the ample lawn and among those trees a brook wound its poetic way. The felicitous picture remains of father, mother, and son diligently employed in the construction of a water wheel with which to utilize the brook's flow for the son's enjoyment.

The time in Louisville was Guy Whitehead's most satisfactory period. Life, personally and professionally, was good. In 1925 he was shifted to the newly formed division of Junior High Schools. He attended Columbia University that summer and there communed with the junior high authorities. He worked incessantly. Gone any trace of the old indolence, the old indifference. His enthusiasm broke through the old imperturbability, and his progress between two points lost its old deliberate quality. It was reported somewhat vaguely that now and then he arrived ahead of time for engagements. He found a rare thrill in the consciousness of achievement. The junior high schools were going forward. Louisville's old educational outlines were being recast. From 1926 to 1929 Louisville's junior high schools were as much in the public eye as those of any other school system in the nation. But Whitehead never monopolized the foreground. He never accepted credit rightly belonging to others. He knew that the whole project would have collapsed except for the intelligent and untiring cooperation of Miss Gertrude Kohnhorst, of Miss Eva Mason, of Miss Fannie Lowenstein, of Byron Hartley, of L. R. Gregory, of a sympathetic Board of Education. In the fall of 1925 a militant campaign was waged in Louisville for a bond issue with which properly to house and equip Louisville's junior high schools. The spearhead of the campaign was Guy Whitehead. For the first time in his life he became an avowed partisan. He made speeches, wrote articles, supplied data to his friends of the movement, and for ten days before the election he rarely slept or ate. But he slept twelve hours straight when the definite word came that the issue had won by a large majority. The Louisville Junior High School is today more the reality of Guy Whitehead's dream and labor than that of any other person. In the summer of 1927 he taught in the University of Louisville, and in 1928 in Peabody College. In Louisville, September 6, 1928, Elizabeth Anne Whitehead was born. Another bond tying him closer to Louisville. Another assurance that life was good.

In the winter of 1928-29 the superintendency of Lexington became vacant. Lexington is an important city and its school board were important and intelligent citizens. They searched deliberately for the right man to direct their schools. In the end they chose Guy Whitehead, and he accepted. He didn't want to leave Louisville. It never occurred to him to apply for the Lexington superintendency. It never before had occurred to him to apply for a position. He did not write all or any part of the letter that went in 1907 to Superintendent Brown in Louisiana. He never by pen or word of mouth applied for employment. The Lexington Board found him, challenged him, and he bade his friends and the junior high schools an affectionate good-bye and in the summer of 1929 went to Lexington to administer the city's public

schools and to teach one course in the University of Kentucky.

But God disposes. There had been some unfavorable symptoms as early as April, temporarily disturbing, but nothing more. He threw himself into the work and for a while every prospect pleased. Then came a recurrence of the symptoms. They passed and the physicians were reassuring. Nothing organic. So he worked away. He was becoming a part of Lexington, not only of its schools, but of its life. The new year, 1930, came. The Department of Superintendence met in February of that year in Atlantic City. He seemed in perfect health and went to the meeting. It was a good meeting. The weather was perfect, the ocean glorious, and the nights golden with a full moon that came up from out the Atlantic Ocean to salute the educators of the nation. Some of his oldest and best friends were there, and it was a reunion. The last. Within a week of his return to Lexington came another recurrence of the symptoms. No mistake this time—his condition was serious. On March 15, 1930, he was operated on for a brain tumor. In the Baptist Hospital at Louisville where the operation took place hope ran high for a while. The operation seemed to have ended the trouble. He sat out on the grounds in front of the hospital and there where the warm sunshine filtered down through spring leaves received his friends. No sinister look of disease sat upon his face. It was the old Whitehead, keenly aware that he lived in a diverse, but good world. One of Louisville's best physicians came to see him daily. A flavor of fine sentiment there. That physician was Dr. Hart Hagan, whose father, a Baptist preacher of the Rineyville section, had married Matthias Whitehead and Elizabeth Watts. In the morning he read the *Courier-Journal*, and in the evening the *Times*. Kansas and Tibet had come closer, but they still thrilled, and he wanted to get back to Lexington. He loved his work there.

He stayed in the hospital twelve weeks. They knew then that the battle was lost, so he was taken to the place on Grinstead Drive he loved so well, high above the Lexington Road. And there at sunset, August 30, he died. Late the next afternoon he was carried to that noble city of the dead, Cave Hill. So ends the story.

But such stories do not end like that. No grave in Cave Hill can write *finis* to a good life. The story has not ended for Arthur and Walter Caldwell, playmates of his young boyhood in Rineyville and to whom his memory remains as fresh as a benediction. It has not ended for Frank Cooper, now a merchant in Portsmouth, Ohio, who for his soul's sake keeps green the memory of Guy Whitehead. It has not ended for Murray Hill whose tenderest memories are of the boy who standing at his gate waved kindly to the small lad who rode upon the initial wagon load of the Hill furniture borne to the new home in Rineyville. The boy was lonely and the welcoming gesture was the beginning of an enduring friendship. For Herman Lee Donovan it has not ended. President Donovan knows that the influence of Whitehead recast his life, slowed it to a serener tempo, gave it a firmer grasp upon the fundamentals, a glimpse of beauty longer held. He remembers Shakespeare's lyric lines set to a picture of autumn on the Nashville Pike, friendship under stress as in the Paducah flood of 1913, ennobling understanding caught in common experiences of the fine art of teaching. All of these come together in Donovan's memory as something very precious. It has not ended for Crabb. From those

golden bygone years come memories of the Louisiana which they saw together. Not only those but many that came later—that last walk along the boardwalk in Atlantic City, a full moon swinging across the spaces overhead, the waves breaking softly upon the beach just below—all join in a matter of blessed memory. It has not ended for those instructors at Bowling Green and Peabody, who found him worthy, not only of their respect, but of their personal friendship as well. It has not ended for Aunt Lexie or Uncle Hugh or Harvey Roberts, or Jimmie Nutter. It has not ended for those teachers who worked with him in Paducah, in Louisville, or those in Lexington during that pitifully brief time. It has not ended for those dear friends and neighbors of Grinstead Drive, the Benjamins. The story goes on in the lives of his wife and son and daughter and sister. It goes on in the lives of students he has taught, in the lives of some who never heard of him. Such a story may be merry at times, may be touched with high romance, or with deep tragedy, but it is deathless.

Natural Wonders in Virginia

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of New Market and two miles east of Route 11; Grand Caverns, eight miles east of Mount Sidney on Route 11 and sixteen miles north of Waynesboro (State Highway 12); Luray Caverns, near Route 11 just west of the town of Luray; Massanutten Caverns, six miles east of Harrisonburg and two miles north of State Highway 4; Shenandoah Caverns, three miles north of New Market and about one and one-half miles west of Route 11; and the Skyline Caverns, about a mile south of Front Royal on Route 12.

Natural Chimneys are tall, limestone towers near Mount Solon, a few miles west of State Highway 42. The beds of rock have been crisscrossed by deep fractures. Solution of the walls by ground water has so enlarged the fissures that the rock columns have become separated from the parent cliffs and from each other.

Rural Life and School

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Is there not a challenge in all this for Peabody? Being the leading teacher-training institution in this preeminently rural Southland, is it not incumbent upon this institution to become a focal point for creative effort in rural educational planning for the region? The need for the rehabilitation of the people of the South socially, physically, culturally, and materially is great. The opportunity for the teachers of the Southland to contribute to the development of a high Southern rural civilization based on an agriculture developed far beyond that of other sections is great, "but to improve that opportunity will require great wisdom, great tenacity, and great labor." The challenge in this to Peabody is that the educators of the South look to George Peabody College for Teachers for leadership and direction.

Certain specific things George Peabody College for Teachers can do to improve rural life and rural education in the South are:

1. Develop an educational program aimed definitely toward banishing rote teaching from the rural schools of the Southland and placing in its stead a vitalized teaching.

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EDITORIALS

Teaching the Modern Languages

FOR THE MAJORITY of normal children, either in the lower grades or in high school, the learning and use of a modern language may be the source of an infinite series of rich and vital experiences—experiences which can be attained in no other way. Here, however, as elsewhere in the school, desirable outcomes are unlikely to be achieved under the direction of ignorant or unskilled teachers.

Guided by a skilful teacher who knows the language, the normal child will discover a vast new world. It does not matter that the child may never travel abroad, and that in his community foreigners who speak French, German, or Spanish may be rare or altogether lacking. What does matter is that, for peace or war, Paris and Berlin and Buenos Aires are closer today to Nashville, Tennessee, than Nashville was to Washington, D. C., a hundred years ago. America today is not an isolated nation. Europe is a week away for the traveler. European news events are reported in our papers the day they happen. And the words of European leaders are heard in our homes via radio as fast as they are uttered.

This means that even in the heart of the rural South a child cannot really understand what goes on around him until he learns to see his community against a world background. And that is precisely what knowledge of a second language makes possible. Through foreign books, newspapers, and magazines, through slides and phonograph records and talking pictures, the normal child can and should acquire a time-space background—a “frame of reference”—which will provide an added dimension for every aspect of experience in his home environment. If, later, he is fortunate enough to become acquainted with foreigners here, or to travel abroad, he will be in a position to benefit by this experience also.

The relation of modern language study to the arts is likewise highly significant. The drama, poetry and literature in general, together with music, the dance, painting, sculpture, and architecture, are all forms of creative play. The function of play at every level is not merely to provide recreation, but to release fresh energy. And this is no less true of literature than of basketball, which of recent years has proved so popular throughout the rural South. Undoubtedly, Southern children (and their parents) do need large-muscle activities for physical recreation, but they need even more the release of energy to be found in books, pictures, and music. They need to discover their own capacity for self-expression through these media. In the enrichment of all these experiences the role of the modern languages is self-evident.

Everything that has been said thus far applies to the education of every normal child. But a region with problems as numerous and pressing as those of the South stands particularly in need of trained leaders: not only statesmen

and lawyers, but teachers, doctors, ministers, librarians, engineers, and technicians of a thousand sorts. Turn to what field you will, the South has far too few trained specialists to care for the needs of its teeming population. Now, in the training of specialists, and particularly in those professions which are most highly trained and most effectively organized, the importance of modern language study has been and continues to be generally recognized. And if Southern secondary schools and colleges are to begin to supply the need of this region for trained leaders, the study of modern languages must steadily increase for many years to come.

If this estimate of the value of modern languages is not as widespread as one could wish, the reason is probably to be found in the limited time devoted to their study, and the relatively scarcity of well-prepared modern language teachers. Most children do not study a modern language longer than two years. Teachers who can speak the language they teach, and understand it when spoken, are in the minority. That is why the Modern Foreign Language Study, nearly a decade ago, recommended that the ability to read the foreign language be made the principal objective. Nevertheless, every modern language teacher knew then, and still knows, that what children and adults alike really want is to learn to understand the Frenchman, German, or Spaniard when he speaks his native tongue, and to be able to reply well enough to be understood. Today the regular reception of foreign language radio broadcasts has emphasized this desire to speak and understand, and made it seem far more reasonable.

In order to bridge the gap between such experiences and the beginning class, more time must be devoted to the learning of a language, and new methods must be found for teaching it. A step in the first direction has been the teaching of French for one period per day in the fourth grade of the Peabody Demonstration School. This work has been carried on during the present school year with very gratifying results.

The deficiencies of teachers who do not speak the foreign language fluently can probably be overcome in great part by the use of laboratory apparatus. Phonograph recordings of native speech are invaluable for the development of aural comprehension and the improvement of pronunciation. The results obtained by their use in the Peabody Modern Language Laboratory, both with high school and with college students, have been most encouraging. The possibilities of the 16 mm. sound film for foreign language are just beginning to be explored. The same thing is true of sound-recording apparatus, which promises so much for the improvement of pronunciation. The recent rapid development of great regional audio-visual education centers is making practicable the use of audio-visual aids throughout the United States.

Truly, never was there a more interesting time to be a modern language teacher!

M. L. S.

Esprit de Corps in School Administration

MOST SUPERINTENDENTS have conscious policies of personnel administration in that they believe in giving each teacher a square deal, even though they may interpret this in various ways. They believe in providing opportunity for advancement and in establishing and cultivating morale or *esprit de corps*. But frequently the administration is too far removed from the teacher's mind. This accounts for the fact that the school's administration is often criticized as being too impersonal. Too many superintendents attempt to instill morale by means of a swivel-chair policy of administrative dictum through such mimeographed statements as, "Your attention is called to the following order, No. 4X-B927."

A serious study of the psychological factors of teacher management on the part of the executive will reduce confusion and competition of irrelevant and opposing motives to a minimum. In fact, proper management will organize the motive force of the teaching staff so that all are forging on together for the attainment of a common goal. A powerful single purpose on the part of the teaching staff is obviously the greatest asset a school system can have. One of the important duties of the school executive is to reduce personal and group maladjustments, petty grievances, and human frictions. This can be done most effectively through a careful study of the mental, emotional, and physical condition of the teachers. The school superintendent should seek to invest the entire school system with an atmosphere in which animosity cannot thrive; he will so regulate the terms and conditions of employment as to occasion a minimum of dissatisfaction. No superintendent can ask himself a more important question than this: "Is my teaching staff, down underneath the superficialities of organization, simply a crowd of individuals running hither and thither; or is it a unified whole, genuinely motivated by commonly possessed purposes of professional merit? Truly, no school executive on any level of instruction, be it elementary, secondary, collegiate, or university, is any better than the morale of his teaching faculty.

D. H. C.

Rural Life and School

(Continued from page 182)

2. Consciously and deliberately enter upon a program of awakening in the profession and public an awareness of the dignity and prestige befitting the significance and complexity of the task assumed by the rural teacher.

3. Enter upon a program to awaken the conscience of the profession and public to the injustice of exploiting one group of children by using their schools as the proving ground of the profession; and to the justice of expecting all school systems to bear their fair share of the burden of apprenticeship.

4. Cooperate with groups (teachers' associations, departments of education, congresses of parents and teachers, and others) in programs—such as those leading to regulations or laws governing certification, salaries, tenure, retirement, state aid, consolidation, supervision, professional administration, larger units of control, and other constructive measures—to influence or remove the variable obstacles which now handicap rural teachers and rural schools.

5. Enter upon or encourage programs of interpreting

to rural people the aims, methods, materials, control, and support of modern education; the purposes and advantages of professional training for rural teachers.

6. Encourage members of the faculty to engage in field research and field service.

7. Make available at Peabody a comprehensive collection of printed materials related to the rural South and to the problems of rural education and rural life in general.

8. Establish a Division of Rural Research and Service to do original regional research in rural life and rural school problems; to collect and disseminate helpful information pertaining to these problems; and to furnish consultative services to teacher-training institutions and state departments of education and local administrative units in regard to these problems.

Problems of the Curriculum

(Continued from page 180)

future generations. Furthermore it has not yet been clearly demonstrated that these experiences and activities constitute more effective preparation for adult life than do the fundamental learnings. On the other hand, I think I would be the first to admit that we do not have sufficient proof that the fundamental learnings constitute the most effective preparation possible for adult life. But these questions are academic ones, the proof or falsity of which must be demonstrated in our experimental schools. But while such tests are being made youth must be served; children must be taught. I, for one, will continue to insist that the fundamental learnings should constitute the heart of the curriculum until scientific data prove to us conclusively that there is something better with which to meet the needs of child and adult life. Just as the arms and legs of an individual's physical body are built around his heart, so should the child's experiences and activities center around the curriculum's heart which is our racial heritage.

WE NEED FOUR R'S INSTEAD OF THREE

The three R's are not sufficient; we need four. I will not refer to these R's in the order of their importance, because I do not know in my own mind what their order of importance is. Suffice it to say here that all of them are indispensable. They are absolutely essential.

1. Reading for pleasure, understanding, social utility, and vocational use is an integral part of our culture. Not only should every elementary-school pupil be taught to read with a marked degree of facility, but he should want to read for pleasure which comes only with reading for understanding. We have but to compare the social utility of two individuals, one who is illiterate and one who can read for understanding and pleasure, to find sufficient justification for the inclusion of this R as a fundamental learning in our curriculum. A greater portion of our heritage is a closed book to the illiterate boy or girl, man or woman. Throughout the ages man has committed his thoughts and ideas to some type of writing or symbolization. An individual who cannot read this writing and these symbols has ceased to have a social as well as a vocational limitation. He has, in fact, become a socio-economic liability. The necessity of reading for vocational efficiency is obvious. In fact, I need not try to convince you that reading is an indispensable R in any sound curriculum for the public elementary school. All of you are already salesmen

RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE TENNESSEE

*Survey Normal
Schools*

May 4, 1938

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

7

	ERE	6	Edg	D

Dear Dr. Embree:

Thank you for your letter of May 3. I want you to know that we appreciate the opportunity of cooperating with the Julius Rosenwald Fund in the very important study of rural schools and the preparation of rural teachers which the Fund has undertaken. You have made it possible for Peabody College to be associated with what I consider one of the most important, if not the most important study, taking place in education just now.

Please visit us whenever you can. We think we are getting organized here; but we have many problems, and I shall welcome the opportunity to talk over some of them with you.

Sincerely yours,

S. C. Garrison

S. C. Garrison
President

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GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE

RURAL SCHOOL
PROGRAM

June 30, 1938

*Survey Normal
Schools*

DIVISION OF
SURVEYS AND FIELD STUDIES

	ERE	7-1	—	18

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

My dear Mr. Embree:

I am enclosing herewith a sort of summary of the work we have been carrying forward, together with a prospectus of work that may be included during the forthcoming year. I suggest that you go over this copy and make any suggestions that may occur to you. Perhaps this would be a good basis for the conference which we are to have some time during July.

As soon as you are able to suggest a tentative date for the conference, please write me so that we may get it into our summer schedule.

Cordially yours,

D. S. Campbell
D. S. Campbell.

DSC:es
Enclosure 1

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JCT - JCT
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RURAL SCHOOL PROGRAM

*Survey Normal
Schools*

A REPORT OF PROGRESS AND A PROPOSED PROCEDURE FOR THE
SPECIAL STUDY OF RURAL ELEMENTARY SCHOOLS OF THE SOUTH

7

Sponsored by
THE JULIUS ROSENWALD FUND

and

Conducted by
The Division of Surveys and Field Studies
George Peabody College for Teachers
Nashville, Tennessee

July 1, 1938

FISK
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A Report of Progress and a Proposed Procedure for the Special
Study of Rural Elementary Schools of the South Sponsored
by the Julius Rosenwald Fund and Conducted by the Di-
vision of Surveys and Field Studies, George Pea-
body College for Teachers, Nashville, Tenn.

July 1, 1938

The special study of rural elementary schools of the South, sponsored by the Julius Rosenwald Fund and conducted by the Division of Surveys and Field Studies, was begun August 1, 1937, under the direction of Dr. Doak S. Campbell, Director of the Division of Surveys and Field Studies, assisted by Dr. John E. Brewton and Dr. Horace Mann Bond. The following report summarizes progress made during the first eleven months of the study and suggests possible procedures to be followed during the year 1938-1939.

Purpose of Study. The fundamental purpose of the study is to discover means whereby teaching and learning in rural schools of the South may be improved. Since better teaching and learning in rural areas are largely dependent upon getting better teachers into rural schools, major consideration is being given to those means of improving teaching and learning in rural schools to which teacher-training institutions can contribute. Other means, however, have not been neglected. Subsidiary and contributing purposes are: to collect and compile comprehensive information basic to an understanding of rural life and rural school problems in the South; to develop evaluative materials whereby state, regional, and local agencies may raise the quality of rural school teaching and learning; to develop suggestive procedures for the use of supervisors, teacher-training institutions, administrators, and



teachers for improving rural schools; and to provide, through the production of materials and through consultative services, guidance in selected centers as well as in the southern region as a whole.

Activities. All of the activities engaged in during the year and in progress at this time are contributing toward the achievement of the fundamental purpose or to one of the subsidiary purposes as outlined in the foregoing paragraph. These activities include:

1. Compiling a functional bibliography of periodical literature on rural education, comprising all the articles in forty-four educational periodicals during the eight-year period, 1930-1938.

2. Making a survey of status of one-teacher schools in the United States with particular emphasis upon the situation in the Southern States.

3. Making a survey of status of consolidated schools in the United States with particular emphasis upon the situation in the Southern States.

4. Making a survey of status of rural school supervision in the United States with particular consideration of status in the Southern States.

5. Developing a suggested type of direct service through rural schools.

*What does
this mean?*

6. Following up the testing program made by Bond and Foreman in 1930-1931.

7. Analyzing the literature in the field of rural education to discover what characterizes good rural elementary schools as described therein. The literature analyzed includes books and articles on rural education and the standards and score cards used by the state departments of education in evaluating rural elementary schools.

8. Securing and analyzing descriptions of characteristics of good rural elementary schools prepared by state and county supervisors.

9. Preparing from these analyses of literature, of state standards and score cards, and descriptive replies from state and country supervisors, a master list of desirable characteristics of rural elementary schools.

10. Visiting selected white and Negro schools in the states of Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina, and Tennessee to observe rural schools in action for the purpose of discovering characteristics of good and bad rural schools.

11. Analyzing the specific services of teacher-educating institutions with respect to rural life and rural school problems.

12. Developing evaluative criteria and an instrument in the form of a pattern map to be used by supervisors, administrators, and others. The instrument will be used: (a) in diagnosing needs of rural schools; (b) in rating for standardization purposes; and (c) in making surveys.

Materials Produced. In carrying forward the activities listed in the foregoing paragraph, the following materials have been produced:

1. A bibliography of periodical literature on rural education, functionally classified, and comprising all the articles on rural education appearing in forty-four educational periodicals during the eight-year period, 1930-1938.

2. Maps, tables, and summarizations showing basic information on size of schools in the United States with special reference to size of schools in the Southern States.

3. Maps, tables, and summarizations showing status of rural school supervision in the United States with special reference to status in the Southern States. Also, two completed manuscripts: The Status of Rural School Supervision in the Southeastern States; and The Status of Supervision of Negro Schools in the Southeastern States.

4. A manuscript summarizing some rural life and rural school problems in the South: Rural Life and Rural Schools in the South.

5. A manuscript challenging the cause of the small rural school: The Challenge of the Little Red Schoolhouse.

6. A manuscript discussing rural school problems: Southern Rural Schools and Their Problems.

7. The Little Red Schoolhouse; a paper developed as a suggested type of direct service to rural schools.

8. A manuscript summarizing the follow-up study made of the testing program made by Bond and Foreman in 1930-1931.

9. A classified list of questions derived from the analyses of literature and state department score cards and standards for elementary schools.

10. A manuscript in preparation showing a detailed analysis of the rural elementary school score cards of nine states.

11. A manuscript summarizing the characteristics of good rural schools as described by state and county supervisors.

12. Reports and field notes on all visits made to schools.

13. A manuscript in preparation on specific services of teacher-educating institutions with respect to rural life and rural school problems.

14. An evaluative instrument for rural schools based upon criteria derived through the various studies. Also, a tentative handbook to accompany this instrument.

Suggestive Procedures for 1938-1939. The following procedure is suggested for 1938-1939: Apply the evaluative instrument for rural schools based upon criteria derived through the various studies to a representative number of rural schools for four purposes: (1) to validate the instrument and establish comparative norms--average school, best school, poorest school; (2) to evaluate the effectiveness of the rural education programs of a selected group of teacher-training institutions; (3) to evaluate supervisory programs in certain selected counties; and (4) to discover needs and problems of rural schools in order to derive therefrom implications for teacher-training programs.

The validation of the instrument is to be effected by visiting

one hundred white rural schools and one hundred Negro rural schools selected at random and applying the instrument thereto. Statistical procedures will be applied to determine norms -average school, best school, poorest school.

The evaluation of five Negro and five white selected teacher-training institutions is to be effected by applying the instrument in the rural schools of each of ten graduates of each institution, said graduates to have graduated between the years of 1934-1938. The evaluation of county supervisory programs in certain selected counties is to be effected as follows: Apply the instrument in all schools of these counties during the first month of school and again during the last month of school to determine possible progress made during the year.

Through an analysis of pattern maps discover needs and problems of rural schools and draw implications therefrom as to type of educational program teacher-training institutions should offer prospective rural teachers.

On the basis of consideration of all aspects and implications of the two years of study, prepare a suggestive program for the training of rural elementary school teachers.



RURAL SCHOOL
PROGRAM

*Survey Normal
Schools*

X

July 18, 1938

Dear Dr. Campbell: I have read with much interest your note of June 30 and the memorandum enclosed with it on the progress of the special study of rural elementary schools. Because of his work at Columbia, I imagine it will be impossible for Curtis Dixon to attend the conference which we have tentatively proposed in Nashville this summer. I think we should not allow his absence to interfere with such a conference and with active plans for the further work of this study. I am pretty well tied up for the rest of this month, but if some day during the first two weeks of August were convenient to all concerned I could easily come to Nashville if I had a fair amount of advance notice. If you and your associates can arrange for a meeting any time between August 2 and August 11 inclusive, I think I could spend the day with you by taking the overnight train from Chicago.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Dr. D. S. Campbell
George Peabody College for Teachers
Nashville, Tennessee

cc to JCD

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RURAL SCHOOL
PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

August 2, 1938

DIVISION OF
SURVEYS AND FIELD STUDIES

*Survey normal
Schools DE*

*7 mp DE
6/29/38
(Statement
returned?)*

	DE	8/3	DE	8/4

Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Gentlemen:

I am enclosing herewith a statement of the disposition of the grant of \$13,000.00 made by the Julius Rosenwald Fund for the special study of rural education conducted by the Division of Surveys and Field Studies, beginning August 1, 1937 and closing July 31, 1938. You will note that after having paid all bills up to this date a remittance of \$409.14 is due Peabody College. You will note further that there is an unexpended balance in the Fund amounting to \$790.86.

I suggest that you forward to us a check for two or three thousand dollars before the first of September, in order that we may take care of obligations that will accrue under the grant for the ensuing year.

If you would like a more detailed statement regarding the expenditures of the Fund, please let us know and we shall be glad to furnish it.

Respectfully yours,

Doak S. Campbell

Doak S. Campbell,
Director

*Statement added for
signature*

DSC:P
Enc.



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RURAL SCHOOL
PROGRAM

*Survey Normal
Schools*

P
August 4, 1938

Dear Dr. Campbell: Your letter of August 2,
and the enclosed statement
have been received. Our auditors require such state-
ments to be signed. Accordingly, I am returning this
report for your signature.

I have just one further re-
quest in connection with this statement, and that is
that you send me the amount of travel expenses separ-
ated from the miscellaneous items. These two figures
total \$2,543.21.

The enclosed check for \$5,409.14
is made up of \$409.14 to complete payment for the first
year of this study, and \$5,000 as an advance to cover
expenses beginning August 1. At Mr. Embree's sugges-
tion, salary payments for Dr. Brewton and Mr. Bond will
be paid by you from these funds during the coming year.
The checks sent to these two people in July were the
last ones that I shall send them from this office.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Dr. Doak S. Campbell
George Peabody College for Teachers
Nashville, Tennessee

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MS				0
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RURAL SCHOOL PROGRAM

TO E. R. Embree — *ERB*
FROM D. A. Elvidge
DATE August 4, 1938
SUBJECT: Study of Normal Schools

Expenses for the first year (ending July 31) for the Study of Normal Schools under Dr. Campbell have been:

	<u>Budget</u>	<u>Payments</u>	<u>Balance</u>
J. E. Brewton - Salary	4,800	\$ 4,800.00	\$- - -
Horace Mann Bond - Salary	4,200	4,200.00	- - -
Secretarial Services	600	857.73 665.93	257.73 65.93
Field Travel	2,400)	1841.36	558.64
Miscellaneous Office Expenses and Contingencies	1,000)	510.05 2,543.21	489.95 856.79
	<u>\$13,000</u>	<u>\$12,209.14</u>	<u>\$790.86</u>

The unexpended balance of \$790.86 will revert to the unallocated balance in Field Experiments, Demonstrations and Studies.

DE.

RURAL SCHOOL
PROGRAM

Filed
11-23-37

WHITE RURAL SCHOOLS OF GEORGIA
A Report of Visitation

Survey Normal
Schools

During the period from November 1st to November 12th, a trip to Georgia was made to visit small rural schools. This trip was made for two purposes: first, to determine what revisions should be made in the schedules designed for studying these schools; and second, to discover through field contacts what some of the problems are in setting up this study.

Dr. Bond and I met on November 1st at the State Department of Georgia in Atlanta for conferences with State officials. Preliminary correspondence had indicated that Mr. T. J. Dempsey and Mr. Cousins would meet with us to plan an itinerary of visits to good small rural schools. We found neither of these men in the city. However, Mr. Lester came to the rescue and gave us every assistance possible. Since Mr. Dempsey and Mr. Cousins were expected in Tuesday we decided, upon Mr. Lester's suggestion, to visit the Red Oak School near Stockbridge together, pending their return.

Upon returning to Atlanta Tuesday afternoon a schedule of visits was made to what Mr. Dempsey and his regional supervisors termed good rural schools for white children. A schedule of visits was also made to what Mr. Lester and Miss Whiting termed good rural schools for Negro children. I began on Wednesday visiting the white schools and Dr. Bond began visiting the Negro schools. The remainder of this report is concerned with

my visitations only.

The following white schools were visited:

1. Mountain Academy - 2-teacher school in Walton County, termed good
2. Arnold Institute - 2-teacher school in Walton County, termed bad
3. Benevolence - 2-teacher school in Randolph County, termed good
4. Andrews - 1-teacher school in Randolph County, termed bad
5. Ben Hill - 4-teacher school consolidated in Upson County, termed good
6. Shepherd - 3-teacher school in Upson County, termed average
7. Martha Berry - 1-teacher school in Upson County, termed poor

MOUNTAIN ACADEMY
2-Teacher School

Walton County - J. Mason Williams, County Superintendent
School Located Seven Miles from Monroe

Interview: County Superintendent

"You will solve the rural school problem when you have found the solution to two problems - (1) the teacher problem and (2) the Tenancy problem."

"Tenancy is one of the worst evils of the South. This is a cotton County. Irregular attendance during the cotton-picking season is inevitable. I would like to know how the split-term idea works in places where it is in operation."

"We have five trustees in each district. Their chief concern is the naming of the teacher or teachers."

"Every school in the county has a pump and individual drinking cups. I decided to make these provisions when first taking office in 1933 (4 years ago). I found a family getting water at the school

well all of which had tuberculosis. I found other reasons also for abandoning "open wells" so we have none in the county."

"More children come to school in rural areas when the weather is bad than when the weather is good - that is, at this season of the year." (Cotton-picking and potato-gathering season.)

"If you want to know the truth, those who want to hold on to the small school in the community instead of sending their children to consolidated schools do so for two reasons: (1) they feel that their children can wear the clothes they have to the small neighborhood school without being considered different and "poor"; and (2) they feel that they can keep their children out to work without having pressure brought upon them to keep the children in school. If the children go to the consolidated school they must dress better or be out-of-step and they are constantly being urged and checked upon regarding attendance. There are, of course, some who have sentimental reasons - attachment to neighborhood."

"The great need is for better professionally trained county superintendents. Anybody can be a county superintendent in Georgia. When I was elected four years ago, I knew nothing about schools. I had been in the automobile business all my life. I didn't know what a travesty my election was until I took office and came to realize what I was expected to do. I've been going to school and doing everything I can to learn about schools and what I can do to improve them."

"There is only one one-room white school in the county; several two- and three-teacher schools - a few of them brick buildings."

"The proportion of Negro and White population in the county is about 1 to 2."

ARNOLD INSTITUTE
2-Teacher School near Monroe, Georgia

Said to be poorest school in County by State Supervisor
and by County Superintendent.



Visited this school with County Superintendent. Saw here much more evidence of trying to use environmental materials - than anywhere else on trip.

Young teacher - Milledgeville graduate, apparently wide-awake.

Got general impression from observations and from county superintendent that Milledgeville graduates fit into rural situations well.

Got impression that what State Supervisors and Superintendents were showing me as good and bad schools merely meant good and bad physical facilities.

BENEVOLENCE
Randolph County
Mrs. McMichael - County Superintendent
Cuthbert, Georgia

Benevolence is nine miles from Cuthbert, and is located on a clay road on highway. Benevolence is a community that was once a small village. It is fast disintegrating. Only a few years and the school will be consolidated with others now existing unless there is a decided change in trends. Most of people are land owners. School attendance is unusually good, but enrollment constantly drops each year. School used to be larger than 2-teacher.

Interview: County Superintendent. - Has served a number of years - ever since her husband died who preceded her as superintendent. He served some 17 years.



"In this county the white school and Negro school situation are quite different. Within a few years all white schools in county will be consolidated - only few that aren't now. But Negro schools are another matter. There are some thirty odd of them in the county - all small schools. Small white schools run small enrollments - too small for economy, while Negro schools running large make it more economical to keep the small ones than to consolidate and transport. It will be a long time before they are consolidated and transportation provided."

Observation: It may be that in South Georgia the solution to the white school problem in rural areas can be met best through consolidation and that the Negro situation can best be met, for a time at least, by making better small schools.

Teachers at Benevolence, Mr. Drake, State Supervisor and Mrs. McMichael, County Superintendent all, disparaged the new activity curriculum and thought drill in fundamentals most essential.

Observation of class work revealed a good job of drill going on in all subjects and an unusual interest in such procedure on the part of pupils. Pupils seem interested and cheerful and happy. They are children of home owners for the most part.

County Superintendent suggested the single session 7:30 to 12:00 as a solution to the attendance problem during cotton-picking and other work periods. She said she had found that if given afternoons off parents would send children to school in mornings.

GENERAL OBSERVATIONS REGARDING RURAL SCHOOL

STUDY PROCEDURES

1. Instrument for studying school should be as brief, simple, and flexible as it is possible to make it and still be adequate.

2. If we are to discover characteristics of good schools we must devise a technique for really discovering good schools wherever they are in the Southern area.

3. Once a good school is found it should be described in essay form pointing out all of its characteristics. The best of these should be used as part of report as patterns, not to be followed but to be suggestive of small school possibilities.

4. Since ^{teachers in} rural consolidated schools have many of the problems that teachers in small rural schools have it seems advisable that we also endeavor to describe the characteristics of a good rural consolidated school.

5. Apparently it is going to be more difficult to locate good small rural schools for white children than it is to locate good small rural schools for Negro children. This is due largely to supervisory emphasis in State Departments, supervisors of white schools not being acquainted with what goes on in rural schools except those applying for standardization.

6. Does the following outline of a proposed report of this study meet adequately the purposes of this study this year?

CHARACTERISTICS OF GOOD RURAL SCHOOLS

- I. Good Rural Schools as Described in Literature.
- II. Good Rural Schools as Revealed Through State Standards.
- III. Good Rural Schools in Action.
- IV. Characteristics of Good Rural Schools.
- V. Implications for the Training of Rural Teachers.

GENERAL OBSERVATIONS REGARDING RURAL EDUCATION

1. Teacher-training institutions should provide differentiated curricula for rural teachers. Special attention should be given to the needs of rural life.

2. Special adaptations should be made in instruction on basis of needs and resources of the community and on the basis of the advantages and disadvantages of the rural environment.

3. Every effort should be exerted to show teachers just how they may combine classes, group children, develop all school activities, etc., so as to break down the lock-step procession of short recitations - in some cases so many that teachers and pupils break under the strain.

4. Emphasis should be placed on breaking up the deadening routine of formal drill followed by more formal drill with never a chance to use the learnings of formal drill in a meaningful situation. Reading never related to getting information or to enjoyment; arithmetic never related to present-day problems, or any meaningful problems for that matter.

5. There is evidence of need for a service agency in the South to supply State and County officials with materials prepared for the sole purpose of improving rural teaching. These materials should be prepared to meet real conditions in the field. At present these schools receive practically no helps, and absolutely none designed especially for them. Such a service agency preparing and providing printed materials, instruction, and consultant

services could become a power in generating leadership in rural education in the South.

Filed
11-23-37

RURAL SCHOOL PROGRAM

*Survey normal
schools*

THE CHARACTERISTICS OF GOOD RURAL SCHOOLS

I. GOOD RURAL SCHOOLS AS DESCRIBED IN LITERATURE

- A. The Teacher
 - 1. Her competence
 - 2. Her interests
 - 3. Her health
 - 4. Her conditions of service
- B. Instruction
 - 1. Instructional adaptation
 - 2. Instructional emphasis
 - 3. Social significance of instruction
 - 4. Teacher activities
 - 5. Pupil activities
- C. Pupils
 - 1. Their attendance
 - 2. Their health
 - 3. Their appearance and conduct
 - 4. Their socio-economic status
 - 5. Their growth and adjustment
- D. School Management and Control
 - 1. Record and reports
 - 2. Program making
 - 3. Classification and grouping
 - 4. Discipline
 - 5. Care and maintenance of plant
 - 6. Business management
- E. Community Relationships
 - 1. Organizations
 - 2. Visitations
 - a. Teachers
 - b. Parents
 - 3. Meetings, fairs, exhibits, etc.
 - 4. Contests
 - 5. Community activities
 - 6. Community attitudes
- F. Administration and Supervision
 - 1. Board of trustees
 - a. Qualifications
 - b. Attitude
 - c. Efficiency
 - 2. County Superintendent
 - a. Qualifications
 - b. Attitude
 - c. Efficiency

- 3. Supervisor
 - a. Qualifications
 - b. Attitude
 - c. Efficiency
- 4. Finance
- 5. Administrative unit

- G. Plant
 - 1. Grounds
 - 2. Schoolhouse
 - 3. Outbuildings
 - 4. Relation to
 - a. Health and safety
 - b. Efficiency and economy
 - c. Educational program
 - d. Community

- H. Equipment and Supplies
 - 1. Building equipment
 - 2. Instructional supplies and equipment
 - 3. Playground equipment
 - 4. Janitorial supplies
 - 5. Lavatory facilities
 - 6. Other equipment and supplies
 - 7. Policies of selection and purchase

II. GOOD RURAL SCHOOLS AS REVEALED THROUGH STATE STANDARDS

(A. to H. same as I)

III. GOOD RURAL SCHOOLS IN ACTION

- A. One-Teacher Schools in Action
- B. Two-Teacher Schools in Action
- C. Three-Teacher Schools in Action
- D. Consolidated Elementary Schools in Action

IV. CHARACTERISTICS OF GOOD RURAL ELEMENTARY SCHOOLS

(A. to H. same as I and II)

V. IMPLICATIONS FOR THE TRAINING OF RURAL SCHOOL TEACHERS

RURAL SCHOOL PROGRAM

Fisk University
Nashville, Tennessee

DEPARTMENT OF
SOCIAL SCIENCE

*Survey Normal
Schools*

ERE 29 — 29

November 25, 1937

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

My dear Mr. Embree:

I am inclosing a letter to Mr. Dixon in which I thought you might find something of interest. It appeared to me that Mr. Dixon had done a very swell job in Georgia before he left there.

You will note I refer to two things particularly; a proposal for the establishment of a rural school newspaper (weekly or monthly), and to the need for even more books, books, books. Now, books are not a part of the culture; and even when you put them into a rural school, ~~the~~ teachers are utter strangers to the idea of books being a natural part of the environment. Not one school for the training of teachers, that I know of, makes any effort to make the students recognize that books are a natural part of their environment, even though they are in school. One wild idea I have had in this connection is to set up funds to encourage book buying and library building by students in Negro colleges and normal schools. When I was at Dillard I did succeed in getting bookcases supplied for each dormitory room, and tried to get money to furnish each room, in addition to a mirror, etc., with ten or a dozen interesting books. The more I think of that, the more I am convinced that it wasn't entirely screwy. What do you think?

I was sorry that I was not here for Mr. Smith's celebration. On my visit I was almost convinced that the original Rosenwald building program was almost too successful. It defined a good school as a good building. One reason for its success was the highly tangible evidence that resulted from, and became a focus for, community enthusiasm. I think the Rural Council, and your recent Atlantic article, have helped a great deal to direct attention inwardly. If at all possible, some focus of a tangible sort seems, to me, necessary for as great a community effort in internal school improvement. I have a notion a cheaply printed little newspaper, including materials written by the children themselves, would be one of the tangible means for developing such an enthusiasm.

Several other ideas have occurred to me; I am not sure that they are worth anything, or if, indeed, they should be allowed to mature a great deal before they are brought to light.

You will note in the copy of my letter to Mr. Dixon that I state my conviction that Red Oak, as per Mrs. Cannon and Mrs. Duncan, is my idea of a good rural school pattern. My only regret is that I did not see it when they were there.

With best wishes, I am,

UNIVERSITY

*I have sent
the copy to JCD
Mar 11/29/38
Bonds - Horace M*

RURAL SCHOOL PROGRAM

SURVEY OF NORMAL SCHOOLS

GEORGE PEABODY COLLEGE

	<u>Budget</u>	<u>Payments</u> <u>8/1/38-4/30/39</u>	<u>Balance</u>
J. E. Brewton - Salary	\$ 4,800	\$3,600.00	\$1,200.00
Horace Mann Bond - Salary	4,200	3,150.00	1,050.00
Secretarial Services	600	1,215.30	615.30
Field Travel	2,400	1,158.34	1,241.66
Miscellaneous Expense and Contingencies	<u>1,000</u>	<u>165.82</u>	<u>834.18</u>
	<u>\$13,000</u>	<u>\$9,289.46</u>	<u>\$3,710.54</u>

ms		ms	
ms		ms	
gcd	later	gcd	

RURAL SCHOOL PROGRAM

*Survey Normal
Schools*

A REPORT OF PROGRESS AND A PROPOSED PROCEDURE FOR THE
SPECIAL STUDY OF RURAL ELEMENTARY SCHOOLS OF THE SOUTH

Sponsored by
THE JULIUS ROSENWALD FUND

and

Conducted by
The Division of Surveys and Field Studies
George Peabody College for Teachers
Nashville, Tennessee

July 1, 1938

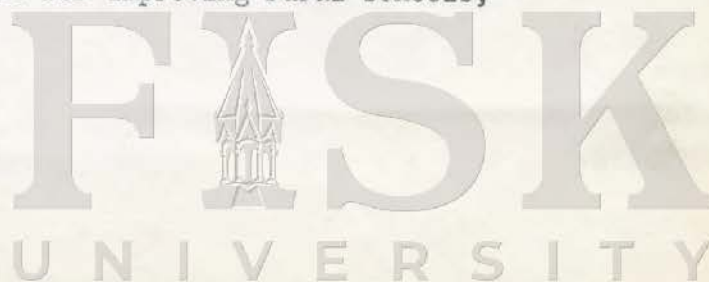
FISK
UNIVERSITY

A Report of Progress and a Proposed Procedure for the Special Study
of Rural Elementary Schools of the South Sponsored
by the Julius Rosenwald Fund and Conducted by
the Division of Surveys and Field Studies
George Peabody College for Teachers
Nashville, Tennessee

July 1, 1938

The special study of rural elementary schools of the South, sponsored by the Julius Rosenwald Fund and conducted by the Division of Surveys and Field Studies, was begun August 1, 1937, under the direction of Dr. Doak S. Campbell, Director of the Division of Surveys and Field Studies, assisted by Dr. John E. Brewton and Dr. Horace Mann Bond. The following report summarizes progress made during the first eleven months of the study and suggests possible procedures to be followed during the year 1938-1939.

Purpose of Study. The fundamental purpose of the study is to discover means whereby teaching and learning in rural schools of the South may be improved. Since better teaching and learning in rural areas are largely dependent upon getting better teachers into rural schools, major consideration is being given to those means of improving teaching and learning in rural schools to which teacher-training institutions can contribute. Other means, however, have not been neglected. Subsidiary and contributing purposes are: to collect and compile comprehensive information basic to an understanding of rural life and rural school problems in the South; to develop evaluative materials whereby state, regional, and local agencies may raise the quality of rural school teaching and learning; to develop suggestive procedures for the use of supervisors, teacher-training institutions, administrators, and teachers for improving rural schools;



and to provide, through the production of materials and through consultative services, guidance in selected centers as well as in the southern region as a whole.

Activities. All of the activities engaged in during the year and in progress at this time are contributing toward the achievement of the fundamental purpose or to one of the subsidiary purposes as outlined in the foregoing paragraph. These activities include:

1. Compiling a functional bibliography of periodical literature on rural education, comprising all the articles in forty-four educational periodicals during the eight-year period, 1930-1938.
2. Making a survey of status of one-teacher schools in the United States with particular emphasis upon the situation in the Southern States.
3. Making a survey of status of consolidated schools in the United States with particular emphasis upon the situation in the Southern States.
4. Making a survey of status of rural school supervision in the United States with particular consideration of status in the Southern States.
5. Developing a suggested type of direct service through rural schools.
6. Following up the testing program made by Bond and Foreman in 1930-1931.
7. Analyzing the literature in the field of rural education to discover what characterizes good rural elementary schools as described therein. The literature analyzed includes books and articles on rural education and the standards and score cards used by the state departments of education in evaluating rural elementary schools.
8. Securing and analyzing descriptions of characteristics of good rural elementary schools prepared by state and county supervisors.
9. Preparing from these analyses of literature, of state standards and score cards, and descriptive replies from state and county supervisors, a master list of desirable characteristics of rural elementary schools.

10. Visiting selected white and Negro schools in the states of Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina, and Tennessee to observe rural schools in action for the purpose of discovering characteristics of good and bad rural schools.

11. Analyzing the specific services of teacher-educating institutions with respect to rural life and rural school problems.

12. Developing evaluative criteria and an instrument in the form of a pattern map to be used by supervisors, administrators, and others. The instrument will be used: (a) in diagnosing needs of rural schools; (b) in rating for standardization purposes; and (c) in making surveys.

Materials Produced. In carrying forward the activities listed in the foregoing paragraph, the following materials have been produced:

1. A bibliography of periodical literature on rural education, functionally classified, and comprising all the articles on rural education appearing in forty-four educational periodicals during the eight-year period, 1930-1938.

2. Maps, tables, and summarizations showing basic information on size of schools in the United States with special reference to size of schools in the Southern States.

3. Maps, tables, and summarizations showing status of rural school supervision in the United States with special reference to status in the Southern States. Also, two completed manuscripts: The Status of Rural School Supervision in the Southeastern States; and The Status of Supervision of Negro Schools in the Southeastern States.

4. A manuscript summarizing some rural life and rural school problems in the South: Rural Life and Rural Schools in the South.

5. A manuscript challenging the cause of the small rural school: The Challenge of the Little Red Schoolhouse.

6. A manuscript discussing rural school problems: Southern Rural Schools and Their Problems.

7. The Little Red Schoolhouse: a paper developed as a suggested type of direct service to rural schools.

8. A manuscript summarizing the follow-up study made of the testing program made by Bond and Foreman in 1930-1931.

9. A classified list of questions derived from the analyses of literature and state department score cards and standards for elementary schools.

10. A manuscript in preparation showing a detailed analysis of the rural elementary school score cards of nine states.

11. A manuscript summarizing the characteristics of good rural schools as described by state and county supervisors.

12. Reports and field notes on all visits made to schools.

13. A manuscript in preparation on specific services of teacher-educating institutions with respect to rural life and rural school problems.

14. An evaluative instrument for rural schools based upon criteria derived through the various studies. Also, a tentative handbook to accompany this instrument.

Suggestive Procedures for 1938-1939. The following procedure is suggested for 1939-1939: Apply the evaluative instrument for rural schools based upon criteria derived through the various studies to a representative number of rural schools for four purposes: (1) to validate the instrument and establish comparative norms--average school, best school, poorest school; (2) to evaluate the effectiveness of the rural education programs of a selected group of teacher-training institutions; (3) to evaluate supervisory programs in certain selected counties; and (4) to discover needs and problems of rural schools in order to derive therefrom implications for teacher-training programs.

The validation of the instrument is to be effected by visiting one hundred white rural schools and one hundred Negro rural schools selected at random and applying the instrument thereto. Statistical procedures will be applied to determine norms--average school, best school, poorest school.



The evaluation of five Negro and five white selected teacher-training institutions is to be effected by applying the instrument in the rural schools of each of ten graduates of each institution, said graduates to have graduated between the years of 1934-1938. The evaluation of county supervisory programs in certain selected counties is to be effected as follows: Apply the instrument in all schools of these counties during the first month of school and again during the last month of school to determine possible progress made during the year.

Through an analysis of pattern maps discover needs and problems of rural schools and draw implications therefrom as to type of educational program teacher-training institutions should offer prospective rural teachers.

On the basis of consideration of all aspects and implications of the two years of study, prepare a suggestive program for the training of rural elementary school teachers.



READ FROM TOP DOWN TO FIND EDUCATIONAL AGE: FROM LEFT TO RIGHT FOR CHRONOLOGICAL AGE.

Years onths	9-0 9-3	9-4 9-7	9-8 9-11	10-0 10-3	10-4 10-7	10-8 10-11	11-0 11-3	11-4 11-7	11-8 11-11	12-0 12-3	12-4 12-7	12-8 12-11	13-0 13-3	13-4 13-7	13-8 13-11	14-0 14-3	14-4 14-7	14-8 14-11	15-0 15-3	15-4 15-7	15-8 15-11	16-0 16-3	16-4 16-7	16-8 16-11
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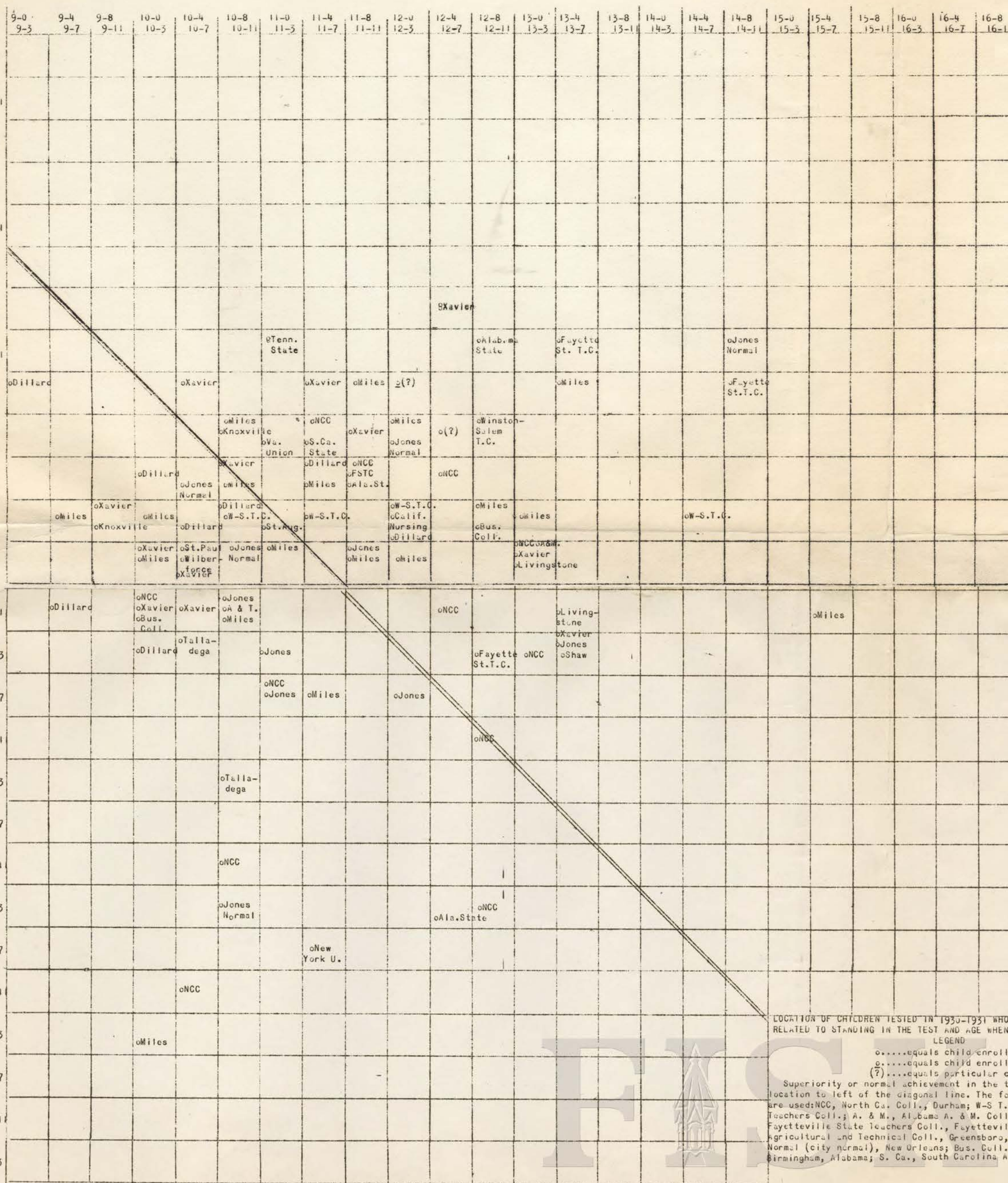
LEGEND

This table shows the age in years in our sample who can now be located in they were tested. Column headings across to chronological age; the figures at the lines refer to educational age, as measured by the Stanford Achievement Test. (Reading and Arithmetic). The entries refer to the occupation of the family as of the date of the test. The group of college entrants has the circle at the bottom of this table; over-ages as one passes from left to right. The rough measure of the agreement of the educational age, hence, a rough measure of the Stanford Achievement Test. Superior line.



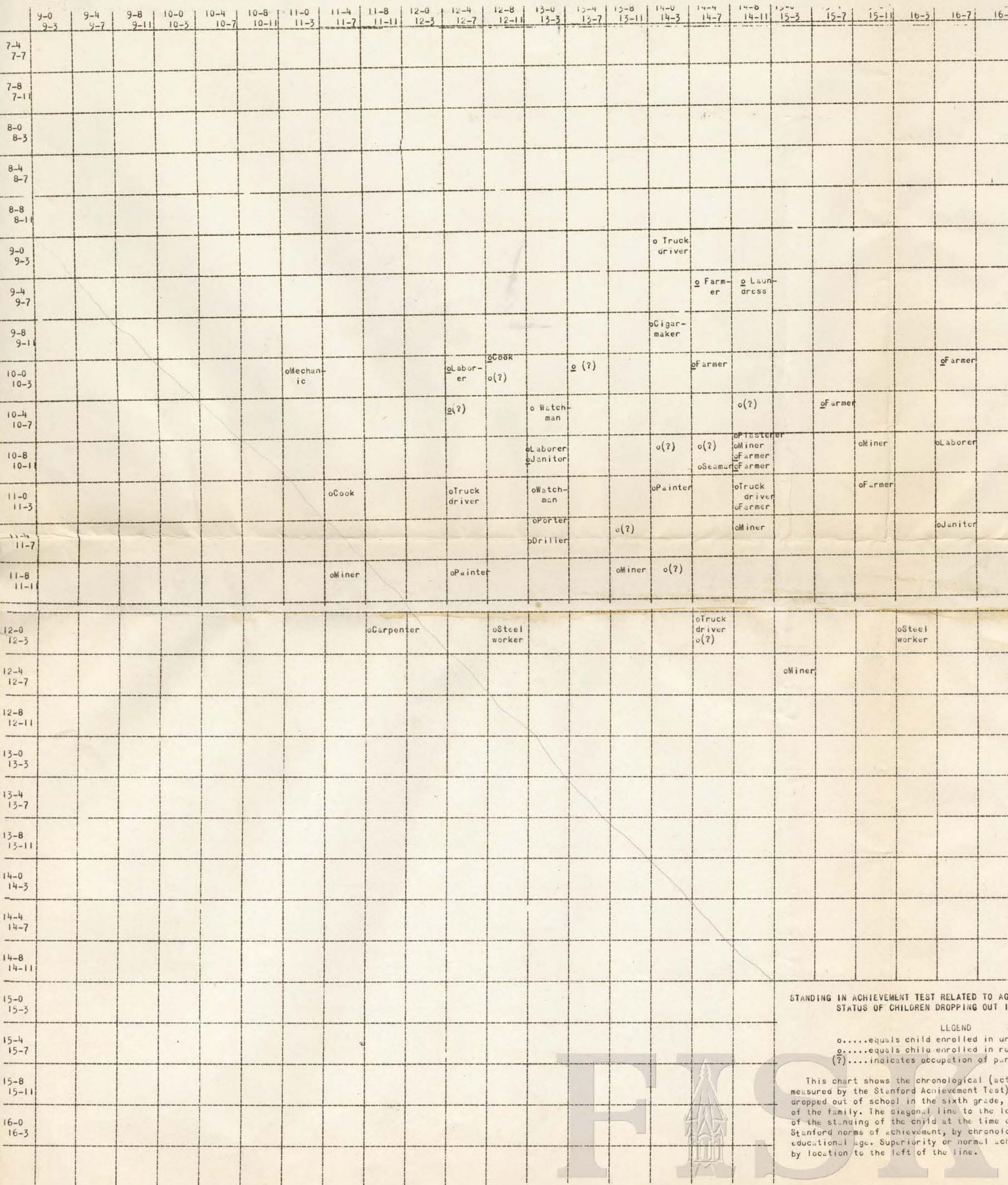
UNIVERSITY

READ FROM TOP DOWN TO FIND EDUCATIONAL AGE: FROM LEFT TO RIGHT FOR CHRONOLOGICAL AGE:



UNIVERSITY

READ FROM TOP DOWN TO FIND EDUCATIONAL AGE: FROM LEFT TO RIGHT FOR CHRONOLOGICAL AGE.



STANDING IN ACHIEVEMENT TEST RELATED TO AG
STATUS OF CHILDREN DROPPING OUT I

LEGEND

o.....equals child enrolled in un
o.....equals child enrolled in ru
(?).....indicates occupation of pur

This chart shows the chronological (act
measured by the Stanford Achievement Test)
dropped out of school in the sixth grade,
of the family. The diagonal line to the lo
of the standing of the child at the time o
Stanford norms of achievement, by chronol
educational age. Superiority or normal act
by location to the left of the line.

FR
UNIVERSITY

READ FROM TOP DOWN TO FIND EDUCATIONAL AGE: FROM LEFT TO RIGHT FOR CHRONOLOGICAL AGE.

Years Months	9-0	9-4	9-8	10-0	10-4	10-8	11-0	11-4	11-8	12-0	12-4	12-8	13-0	13-4	13-8	14-0	14-4	14-8	15-0	15-4	15-8	16-0	16-4	16-8
	9-3	9-7	9-11	10-3	10-7	10-11	11-3	11-7	11-11	12-3	12-7	12-11	13-3	13-7	13-11	14-3	14-7	14-11	15-3	15-7	15-11	16-3	16-7	16-11
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LEGEND

This table shows the age in years as in our sample who can now be located in they were tested. Column headings across to chronological age; the figures at the lines refer to educational age, as measured by the Stanford Achievement Test. (Reading and Arithmetic). The entries refer to the occupation of the family as of the date of the test. The group of college entrants has the circle Superiority in the test is indicated at the bottom of this table; over-achievement is as one passes from left to right. The rough measure of the agreement of the educational age, hence, a rough measure of the Stanford Achievement Test. Superiority line.

I. EQUIPMENT AND SUPPLIES (continued)

Desirable Characteristics	Rating				
	100	75	50	25	0
<u>IV. Instructional Equipment and Supplies (continued)</u>					
O. 18. One good print suitably selected, tastefully framed, well placed in each classroom __; set of 12 small carefully selected prints for study __.	1	1	1	1	1
O. 19. Printing outfit __; duplicator __.	1	1	1	1	1
O. 20. Shop materials and tools (Wood __; nails __; clay __; paint or stain __; hammer __; saw __; spade __; hoe __; rake __; yardstick __; foot rule __; paint brushes __; square __; plane __; hand loom __.)	1	1	1	1	1
O. 21. Hot lunch equipment (Stove or suitable heating apparatus __; cupboard with doors and lock and key for staple groceries __; kitchen table __; 1 sauce pan __; 1 double boiler __; 1 measuring cup __; 1 strainer __; 1 egg beater __; 1 paring knife __; 1 kitchen fork __; 1 can opener __; 1 table spoon __; 1 teaspoon __; 1 soup ladle __; 1 qt. measure __; 1 spatula __; 1 tray __; 1 mixing bowl __; 1 soap dish __; 1 asbestos mat __; 2 dish pans __; dish towels and dish cloth __; individual personal property of every child: 1 large cup with handle __; 1 spoon __; 1 plate __; 1 napkin __.)	1	1	1	1	1
O. 22. Insect nets, cages or boxes and bottles for collection of specimens __; magnifying glass __.	1	1	1	1	1
O. 23. United States flag.	1	1	1	1	1
O. 24. Large collection of various visual aids, pictures __; stereoptican and slides __; exhibits __.	1	1	1	1	1
O. 25. Radio.	1	1	1	1	1
<u>V. Use of Equipment and Supplies</u>					
O. 1. Most advantageous use of all supplies and equipment for instructional purposes and for the health and comfort of the child.	1	1	1	1	1

R.S. [unclear]

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

August 9, 1938

DIVISION OF
SURVEYS AND FIELD STUDIES

RURAL SCHOOL
PROGRAM

D.E.	\$11	56	0

*Survey Normal
Schools*

P

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

Dear Miss Elvidge:

This will acknowledge receipt of your letter of August fourth in which check for \$5,409.14 was enclosed. \$409.14 of this amount has been used to complete payment of the first year of our study.

In compliance with your request, I am enclosing an amended statement of expenditures showing the items separately according to your request.

Cordially yours,

D. S. Campbell

D. S. Campbell

DSC:P
Enc.



FISK
UNIVERSITY

JULIUS ROSENWALD FUND

Expenditures:

J. E. Brewton, Salary, 3 months	\$ 1200.00
Secretarial & Clerical assistants	857.73
Misc. Expenses	510.05
Travel Expenses	<u>1841.36</u>
	\$ 4409.14

Receipts:

8/21/37	Rosenwald Fund	\$ 3000.00
5/16/38	" "	<u>1000.00</u>
		4000.00
	Balance due Peabody College	\$ 409.14

I, hereby certify that the above expenditures and receipts are according to the records of George Peabody College for Teachers, *as of July 31-1938*

GEORGE PEABODY COLLEGE FOR TEACHERS

By *L. P. H. [Signature]*
Bursar

August 9, 1938.



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UNIVERSITY

X

RURAL SCHOOL
PROGRAM

Survey Normal
Schools

Dr. Coss' suggestions on Bond-Brewton report

1. Report should be rewritten, if submitted to Trustees.
"Instrument" and similar words should be deleted.
Do away with educational jargon.
2. Study should make reference to economic, geographical
and political factors.
3. What use, if any, is being made of the Compendium in
this study?

JCD:RW
9/20/38

RURAL SCHOOL PROGRAM

JCD	29	—	0	COPY to Mr. Dixon
JFS		HS	0	
MSS		Th	0	

*Survey Normal
Schools*

September 28, 1938

Dr. Doak S. Campbell
Peabody College
Nashville, Tennessee.

My dear Dr. Campbell:

In connection with the recent suggestions and discussion regarding some proposed journal of circulation of news items, etc., you may be interested in a letter from Mr. Joy Elmer Morgan, of the National Education Association, in which he says, among other things:

There is another project on which we would like your help. We are planning to include in The Journal for 1938-1939 a series of "service pages" for elementary schools, rural schools, high schools, and colleges and universities. The September "High-school Service" page is enclosed herewith. We are eager to have the help of outstanding teachers in the preparation and improvement of these pages. Can you not suggest the names of ten or a dozen Negro teachers who would send us accounts of pioneer projects, new teaching devices, and other suggestions of practical use to other teachers? We would like to have at least two representatives for each of the four pages.

I would appreciate any suggestion you might make as to an answer to this letter, as the idea seems precisely the same we have talked about.

With best wishes, I am,

Sincerely,

Horace M. Bond

FISK
UNIVERSITY

GC

RURAL SCHOOL
PROGRAM

Survey normal school

X

October 10, 1938

Dear Mr. Brewton: We are all very much impressed with the material which you and Mr. Bond presented in your meeting in Nashville two or three weeks ago. Particularly I think that the information on "Southern Rural Schools and Their Problems" is most revealing. The first thing I want to ask you is whether we may use in our forthcoming annual report figures and facts from this particular article. The second thing is whether you will let me know what you use as a definition of rural. If you will let us use these figures, we will need to explain very carefully when a school is rural and when it is not.

Very truly yours,

MARGARET S. SIMON

MSS:McK

Mr. J. E. Brewton
George Peabody College for Teachers
Nashville, Tennessee

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UNIVERSITY

RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

October 17, 1938

Survey Normal School

DIVISION OF
SURVEYS AND FIELD STUDIES

Mrs. Margaret S. Simon, Secretary
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

	MSS	18		0
	JCD		JCD	0
	JFS		JFS	0
	Ellis		Ellis	0

Dear Mrs. Simon:

We will be glad for you to use in your forthcoming annual report any figures and facts in the material we presented at the recent meeting in Nashville.

In regard to our definition of rural, we have used the only one which seems practical when trying to get statistical information that is reliable. Rural areas of the United States, according to our definition, include open country, villages, and towns with less than 2,500 population. Rural schools, therefore, are schools situated in open country, villages, and towns with less than 2,500 population.

If you have further questions regarding the material, we will be glad to try to answer them.

Very truly yours,

J. E. Brewton

J. E. Brewton,
Associate Director, Division
of Surveys and Field Studies

JEB:es

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Survey Normal School

December 29, 1938

Dear Dr. Campbell: Very likely this letter should be
 addressed to someone else at
Peabody, but I shall send it to you for reference to the
proper person.

During the calendar year, 1938, we
paid directly from this office the salaries of Mr. Brewton
and Mr. Bond for the months from January through July.
Their salaries for the last five months of the year were
paid by Peabody College from payments received from us.
In reporting salary payments to the government for income
tax purposes, I shall include in my report the payments
which we made directly to Mr. Bond and Mr. Brewton. Will
you see that the person in charge of this work at Peabody
reports only the amount which was paid by them, not includ-
ing salary for the months in which we sent checks directly
to the individual?

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Dr. Doak S. Campbell
George Peabody College
Nashville, Tennessee

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE TENNESSEE

*Survey Normal
Schools*

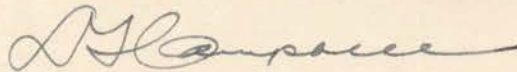
December
30, 1938

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

Dear Miss Elvidge:

In reply to your letter of December 29, we
are passing on the suggestion regarding the
payment of salaries to Mr. Bond and Mr.
Brewton. The proper official here will
include their salary payments in his reports.

Sincerely yours,



D. S. Campbell, Dean
Senior College and Graduate School

DSC:hf

FISK
UNIVERSITY

Nashville Conference with
Campbell on study—
Good & Bad Schools,
Normal Schools,
Etc.

1. Compilation
2. Judge ~~normal~~ ^{useful to study} products of norm. schs. by their products.
3. Products evaluated in setting of the rural school.
4. Judge product of norm. sch. thru rural intro.
- 5.

1. Criteria

from study of good & bad,
by ~~studying~~ subjective opinions.

2. Apply these criteria to actual teachers & actual schools. (for validation)
3. Interpret implications of these criteria for teacher training & normal schools.
4. Translate these criteria to a basis of normal school programs.
5. Check normal schools (a selected group) against the program, ^(criteria) derived from 4.
6. Make available (to normal schools) results of 5.

RURAL SCHOOL PROGRAM

~~Preamble~~

Survey normal school

1. Factual information on normal schools ^{is} already available but needs to be compiled and arranged for our purpose.
2. Our interest is primarily in the rural teacher and the rural school and in the normal school only as ~~the~~ teacher is its product. Our interest ~~is in the rural school~~ follows the sequence of the rural school to the rural teacher — a product of the normal school — to the normal school.
3. The ~~rural~~ teacher ~~expresses~~ — the product of the normal school — expresses herself in what the rural school is and in what goes on in it. The efficiency of the normal school ought to express itself in the ability of its product — the teacher. The efficiency of the rural school ought to reflect the efficiency of the normal school.
4. To judge the efficiency of the normal school one must judge the efficiency of its product — the teacher. To judge this product we must formulate criteria for the purpose.

1. Purely factual material on the normal schools of the South is now available though it would have to be ~~collected~~ compiled into ^{useful} form. ~~and~~ It is not, therefore, necessary to make a comprehensive survey of such schools.
2. A useful study of normal schools will concern their product ~~in~~ as represented by their teachers in the field.
3. The rural school should therefore form the basis for the criteria to be used in judging the normal school.
4. A next step to that end is a formulation of criteria to be used in judging the product of the normal school as it is exemplified by the rural teacher.
5. The criteria being agreed upon, the survey will consist of the selection of the normal schools and the application of the criteria to them.
- 6.

1. The Fund's interest is in the improvement of the process of education in the rural school.
2. To improve the quality of education in the rural school the quality of teaching must be improved.
3. To improve the quality of teaching in the rural school the ^{teaching} personnel, and the quality of ~~the~~ it, must be improved.
4. This can be done by:
 - a. substituting better qualified personnel for present personnel;
 - b. ~~train~~ further training of present personnel;
 - c. a combination of a and b.
5. The medium for influencing present or future personnel is the normal school.
6. Before suggesting ~~the~~ a program for normal schools we need to know their present programs

RURAL SCHOOL PROGRAM

J.C.D.	J.C.D.		

*Survey now
School*

Remarks: This statement came out of a three hour conference in Nashville Sunday after you left. It is just a statement for the first persons concerned. But after you have thought it over - and after further conference and possible revision, we might use it as a kind of basis of understanding as to the limitations and aims of our sociological interests in the school program.

#68588

ESK
UNIVERSITY

- I. The normal school should include instruction designed to acquaint the prospective rural teacher with the environmental problems he will meet, in such ways as to insure:
- A. Ability to cope with his own practical problems;
 - B. Ability to satisfy the demands made upon him by the community;
 - C. Relation of instruction to the interests and limitations of the community.
- II. Normal schools, therefore, ^{should} need not offer courses in the fields of agriculture, or health, or home or craft problems on a vocational basis.

As a result of our work in the rural school field in the past years, we have come to the following tentative conclusions:

I. The normal school should include general instruction designed sufficiently to acquaint the prospective rural school teacher with the agricultural, health, home, and craft problems which he will meet, to insure:

- a) Ability to cope with his own practical problems; *(in these areas)*
- b) Ability to satisfy the demands necessarily made upon him by the community; *(in these areas)*
- c) Relation of instruction to the interests and limitations of the community.

II. Therefore the normal school and ¹ the rural school need not attempt to teach the specific skills in crafts, health, and agriculture.

Conf Nashville June 13-1937
Leona Rices
Charles Johnson
Margaret Union
James Union
ERE

~~Telegram to B~~

Tentative Budget ~~12000.~~

Brew.	4800.
Bond.	4200.
Travel.	1200.
Travel.	1200.
Dec.	600.
Office. Exp.	1000.
Etc.	

13,000.

STUDY OF THE
PREPARATION OF RURAL ELEMENTARY TEACHERS
IN THE SOUTHERN STATES

RURAL SCHOOL
PROGRAM

Survey of Normal
Schools

- I. Survey (not intensive) of all the 90 to 100 normal schools and teachers colleges in the 13 southern states - both white and Negro.
- II. Intensive study of both normal schools and rural schools in three southern states (probably Georgia, Louisiana, and Tennessee) in accordance with following outline:
 - (a) Studies to deal with preparation of elementary school teachers, not secondary school teachers. In so far as possible these studies are to differentiate the teachers in rural schools from those in towns or urban centers.
 - (b) Studies to include statistical analyses of places of preparation of all elementary teachers (i.e., at high school only, at normal schools, liberal arts colleges, private or public institutions, colleges within or outside the state, etc. - also facts as to (1) amount and kind of additional education after leaving college either at summer schools or at regular sessions, and (2) amount of supervised practice teaching).
 - (c) Investigation of responsibilities assumed by normal schools in influencing education in their service areas in
 1. the training of supervisors
 2. the placing and follow-up of their graduates
 3. guidance in the content and standards of school work
 4. the preparation of materials of instruction
 - (d) Special studies of teachers working in the various kinds of environment as differentiated in the Compendium (i.e., rural-single-crop-cotton, rural-single-crop-tobacco, rural-diversified farming, mixed-farming-and-commerce, etc.). These studies are to trace the qualifications of teachers drawn to the several areas and the educational conditions under which they work in the several areas. All this is to throw additional light on the influence of the Environment upon education as outlined in the Compendium.
 - (e) Special studies of especially good (or especially bad) rural schools as they may be found in the three states (or the special areas of these states) selected for intensive study.

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Survey Normal
Schools

P

July 6, 1937

Dear Dr. Campbell: I am sending herewith the official letter with respect to the arrangements between the Julius Rosenwald Fund and the George Peabody College for Teachers in the matter of the study of the preparation of rural school teachers. I have tried to cover all of the points. If there are omissions, please call my attention to them so that we can make the official correspondence complete.

My understanding is that on the acceptance of the invitation you will notify me; also that you will send official letters of appointment to Messrs. Brewton and Bond. We agreed also that you would call, either on July 31 or at the nearest convenient opportunity, a conference at which members of the Julius Rosenwald Fund staff and Dr. Charles Johnson might have the opportunity of sitting with you and the men in immediate charge of the study for a preliminary discussion of aims and procedures. As I said to you, for purely bookkeeping purposes, it might be convenient for us to pay a part of the total directly from our treasury. This might most conveniently take the form of the salary of one of the directors, probably Dr. Bond. However the payments are made, we want to make it clear that the direction of the study is officially in your hands and that the Fund is simply a cooperating agency.

It has been a great delight to plan this study with you. We all look forward to a continuation and intensifying of this cooperative work.

Very truly yours,

ERE:McK

EDWIN R. EMBREE

Dr. Doak Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

CHERS
PROGRAM
RURAL SCHOOL
PROGRAM

DIVISION OF SURVEYS AND FIELD STUDIES

ERE	7	882	0
Survey		Normal Schools	

D. S. Campbell.

CLASS OF SERVICE DESIRED

DOMESTIC	FOREIGN
TELEGRAM	FULL RATE CABLE
DAY LETTER	DEFERRED CABLE
NIGHT MESSAGE	NIGHT CABLE
NIGHT LETTER	LETTER
SHIP RADIOGRAM	RADIOGRAM

Please should check class of service desired, otherwise message will be transmitted as a full-rate communication

Postal Telegraph

THE INTERNATIONAL SYSTEM

Commercial
CablesAll America
Cables

Mackay

Radio

RECEIVER'S NUMBER

CHECK

TIME FILED

STANDARD TIME

Send the following message, subject to the terms on back hereof,

which are hereby agreed to

Form 2

7/5/37

Dr. J. E. Brewton
293 Peachtree Avenue
Atlanta, Georgia

Confirming Embree's conference offer post on staff of Division of Surveys and Field Studies assigned to special study for period not less than twelve months at four hundred dollars per month services to begin as soon as possible in August.

D. S. Campbell.

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

*Survey of Normal
Schools*

7

July 7, 1937

Dear Dr. Campbell: You mentioned a visit which you were expecting to have with Dr. Charles H. Judd, possibly just before the formal conference which will initiate the study of the preparation of southern rural teachers. This reminds me to suggest that you talk to Judd about the projected study. As you know, he is a trustee of the Fund and a member of our Rural School Council. He is also one of our closest advisors in this whole effort in rural education. He was fearful lest our study be a mere fact-finding and therefore somewhat formal or even negative procedure. I think he will be delighted with the study as it is now planned. I should like him to be thoroughly familiar with all steps in the work. And as you know quite as well as I, his counsel is worth while for any educational matter.

Very truly yours,

EDWIN R. EMBREE

ERE:McK

Dr. D. S. Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

RURAL SCHOOL
PROGRAM

July 8, 1937

DIVISION OF
SURVEYS AND FIELD STUDIES

P

	ERE	12	ERE	0

Survey of Normal
Schools

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

Dear Mr. Embree:

This will acknowledge receipt of your letters of July 6 and a copy of the budget for our proposed study. The details of agreement mentioned in your letter and the general plans are satisfactory with us and we will make our plans accordingly. The budget items will be handled as you indicate. I think it will be desirable for you to provide the salary for Dr. ~~Vaughan~~ ^{Bond} directly in accord with your suggestion.

I am inclosing a copy of a letter just received from Dr. Brewton in which he indicates his acceptance of the position. You will note that he leaves a little leeway regarding the time of beginning. He is resigning his present position at once, but may have to delay a little in order to be released from the work he is now doing without causing undue inconvenience to the school authorities in Louisville. Dr. Brewton assures me that he will make every effort to secure his early release so that he can begin work early in August. I assume that this arrangement is the best that can be made and I have just written Dr. Brewton to that affect.

In accord with your suggestion I am writing Dr. Bond also today.

As soon as I return to Washington I shall be able to suggest a date for our conference in Nashville. I think it will be possible for us to have the conference on July 31, but will notify all parties concerned as soon as I can know definitely about it.

I am delighted over the prospect of cooperating with you in this interesting enterprise.

Sincerely yours,

Doak S. Campbell

Doak S. Campbell.

DSC:C

FSK
UNIVERSITY

July 7, 1937

Dr. Doak S. Campbell
George Peabody College
Nashville, Tennessee

Dear Dr. Campbell:

In answer to your telegram of July fifth, I wish to state that I accept the position offered me with the understanding that I am to begin work on August first, or as soon thereafter as possible, in any event not later than September first. My reason for suggesting the later date is due to the fact that I must secure in the proper manner a release from my present position.

I am looking forward to working with you on this interesting and challenging study.

Sincerely yours,

JEB:c

J. E. Brewton.

FISK
UNIVERSITY

DILLARD UNIVERSITY
NEW ORLEANS

OFFICE OF THE DEAN

ERE	12	ERE	12
RURAL SCHOOL PROGRAM			

July 9, 1937

Survey of Normal Schools

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

My dear Mr. Embree:

This letter is to indicate my acceptance of the proposition outlined by you in our conversation of July 3, in Nashville, and to request conformation of the details as a result of arrangements made here to effect a leave of absence.

The question of substituting administrative guidance has been met by the creation of an administrative Committee, to be headed by the present Head of the Division of Literature and Fine Arts, Mr. Moses. Mr. Moses is to be relieved of teaching, and an additional person employed as a full time instructor in this department. An additional person will be added for full time teaching in Education.

As the salary budgeted for me will be devoted to the employment of these persons, Mr. Nelson has explained that in effect a full year leave of absence now seems more desirable. To use his own words, if the new project does not extend beyond the first semester, the University will be glad to avail itself of my services, if I care to give them gratuitously; for no funds will be available to care for them.

I have previously discussed the matter with President Nelson and he is looking forward to this arrangement:

1. That I should give service to the University during the month of September, with my salary being assumed by the project as of August 1st; the University to incur no responsibility for the payment of the September salary.
2. That during the month of August I should be at the disposal of the project.
3. Regarding proposed periods for a periodic return to Dillard, this does not now seem to be of much importance. Dates mentioned included the final week in October and the final week in January, with occasional revisits if the project included Louisiana.

I look forward to further correspondence and an opportunity to go further into the matter at such time as may be convenient. In a separate letter I am setting forth some less formal reflections on the study which have occurred to me in the last few days.

With best wishes, I am,

Sincerely,

Horace M. Board

FIISK
UNIVERSITY

CLASS OF SERVICE

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

WESTERN UNION (53)

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 5238 Blackstone Ave., Chicago, Ill. Midway 4321

CAQ117 17=NEWORLEANS LA 9 1243P

EDWIN R EMBREE=

RURAL SCHOOL PROGRAM 1937 JUL 9 PM 12 54

THE JULIUS ROSENWALD FUND 4901 ELLIS AVE=

PROPOSITION ACCEPTED EVERYTHING ARRANGED HERE STOP FULL YEAR
LEAVE SEEMS NECESSARY ACCOUNT FACULTY SUBSTITUTIONS LETTER
MAILED TODAY=

H M BOND.

Survey of Normal Schools

ERE	9	829	D

RURAL SCHOOL
PROGRAM

Campbell Study

Atlanta Biltmore

The South's Supreme Hotel

ATLANTA, GEORGIA

TELEPHONE
HEMLOCK 5200
CABLE ADDRESS
"BILTMORE" ATLANTA



Survey normal schools

THESE ARE THE ONES WHICH WE DREW UP 6/12/37

1. It seems to us at this stage not desirable to make a comprehensive survey of the normal schools of the South, purely factual material being presently available, requiring merely compilation to ~~be~~ put into useful form.
2. A really useful study of normal schools will concern their product in their teachers in the field.
3. The rural school should therefore form the basis for the criteria to be used in judging the normal school.
4. A next step to that end is a formulation of the criteria that we propose to use in judging the product of the normal school as expressed by the rural school.
5. The criteria being agreed upon, the survey will consist of the selection of specific normal schools in the first instance with a view toward drawing a profile of such schools.
6. The material thus developed will be in turn checked with the work that is proceeding in the specific normal schools in which we or other interested parties are working.

THESE ARE MR CAMPBELL'S FIRST WRITTEN THE WEEK
BEFORE AND RESTATED AT JCD'S REQUEST ON 6/12/37

1. To determine by all available means these criteria with respect to the rural elementary school.
2. To interpret the implications that these criteria may have for the education of rural teachers.
3. Study specific selected normal schools (white and colored) and the rural situations in which the products of these schools are at work.
4. Set up out of all of those what you might call criteria which might be set up against teachers colleges and make that information available to all teachers colleges.

ESK
UNIVERSITY



Atlanta Biltmore

The South's Supreme Hotel

ATLANTA, GEORGIA



TELEPHONE
HEMLOCK 5200
CABLE ADDRESS
"BILTMORE" ATLANTA

THESE ARE SOME NOTES I TOOK AS MR CAMPBELL SUGGESTED WAYS OF MAKING THE SELECTION OF THE NORMAL SCHOOLS

1. Normal schools in a given area - all schools (normal)
2. Take all the teachers colleges in two or three states.
3. Select either in many states or in a small area a comparatively small number of institutions on which to concentrate.

As you can readily see, the wording of all ~~these~~ of these sets of notes leaves a little to be desired. You remember they were just ~~xxxxx~~ talked off. Maybe if I struggled, I could make grammar out of them. But I just hate to tell you, Mr. Director, the weather closely resembles the hinges of hell, and I for one don't care whether it makes grammar or not!

Howsomever, the gist of the business is here. It is being sent to you because I know you'll want it (so quick I am) and also because Leonard and Mr. Embree said very firmly "Didn't somebody take down those notes?"

Blanche and Mr. and Mrs. Brewton are coming over to dinner tonight. I don't quite know what we're going to say to them, but I gather you and Mr. Embree didn't want us to talk business - just get acquainted. And I thought it would be a good idea to have Blanche's judgment on them too.

mu Peg, please tell Emma not to forget to water the petunia urns. I felt like an unwatered petunia all night long. I guess that's what made me think of it.

FISK
UNIVERSITY



Atlanta Biltmore

The South's Supreme Hotel

ATLANTA, GEORGIA

TELEPHONE
HEMLOCK 5200
CABLE ADDRESS
"BILTMORE" ATLANTA

	JCD	17			

Dear Mr. Dixon:

Here y'are.

Love and Kisses,

MS

MLU

IF Mr. Dixon isn't back yet, Please give these little offerings to the President, Just to prove I have not been idle for the last ten minutes.

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Survey Normal
Schools

7
July 12, 1937

Dear Dr. Brewton: I am delighted to learn from Dr. Campbell of your acceptance of the post which he has offered you with our cooperation. I look forward to a year of most interesting and profitable work. You and Campbell and Bond represent a strikingly able group. I shall be amazed if you do not produce something of distinct value. I congratulate you on the opportunity ahead of you, and I look forward to the privilege of personal as well as professional association with your work.

Very truly yours,

EDWIN R. EMBREE

ERE:McK

✓
Dr. J. E. Brewton
Director of Research
Louisville Public Schools
Louisville, Kentucky

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Held 4-5-8

Survey of Normal
Schools

P

July 12, 1937

Dear Bond: I did not confirm our conversation in Nashville by a letter since it seemed best for the formal appointment to be made through Dr. Doak Campbell and the Division of Surveys and Field Studies of George Peabody College. I understand a formal letter from Dr. Campbell has now gone to you, offering you the post on the general terms agreed to in conversation between you and me. By way of further check, I am glad to confirm the fact that under appointment by Dr. Campbell, we are prepared to pay your salary at the rate of \$350 a month, beginning August 1, 1937, and continuing for not less than twelve months, and otherwise to support the proposed study of the preparation of southern rural teachers in accordance with a budget which we have set up through Dr. Campbell's Division.

I am glad that Dr. Nelson approves the full year's leave of absence and that he does not make any strong point of a series of visits by you to Dillard throughout the year. For the period during registration, comprising most of the month of September, we can easily arrange to "lend" you back to Dillard. This is the more readily arranged since I understand we can count on your establishing your headquarters thereafter in Nashville, and especially at Fisk. If agreeable to the Fisk authorities and not distressing to Dillard, I think it might be well for you to have an honorary appointment in the Division of Education at Fisk during the coming year. It would give you an institutional status and might be the logical beginning of what I hope may be a continuous service at Fisk.

I understand that Dr. Campbell is calling a preliminary conference to start the study, probably over the week-end of July 31. To this, in addition to the two directors of the study, he is inviting Dr. Charles Johnson and members of the Fund staff. I hope at that meeting we can clarify the issues and get the work



Page 2

well launched. By the way, we succeeded in getting as your colleague Dr. J. E. Brewton. This gives us a hundred per cent record in obtaining the first choices for each member of this group of three: Campbell, Bond, and Brewton. I should be glad to see your informal comments on the study, and I look forward to seeing you in person either on July 31 or shortly thereafter. It is a delight to have you again associated somewhat directly with us.

Very truly yours,

EDWIN R. EMBREE

ERE:McK

Mr. Horace Mann Bond
Dillard University
New Orleans, Louisiana

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

RURAL SCHOOL
PROGRAM

LOUISVILLE PUBLIC SCHOOLS

BUREAU OF RESEARCH
ADMINISTRATION BUILDING
LOUISVILLE, KENTUCKY

July 26, 1937

Survey Normal
School

	ERE	28	SPR	0

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

Dear Mr. Embree:

Your letter of July 12 was on my desk when I returned to Louisville Saturday. I wish to express to you my appreciation of the fine things you say in this letter and to thank you for granting me the opportunity of working on this challenging study. I anticipate a most pleasant and profitable year.

Very truly yours,

J. E. Brewton
J. E. Brewton

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL
PROGRAM

To

Dr. Deak S. Campbell

George Peabody College

Nashville, Tennessee

Payment Voucher No. 8958

Date August 6, 1937


Survey of normal
schools

Advance toward the budget of the study of preparation of southern

elementary teachers - - - - - \$5,000.00

Ch.#8958

Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	57-6	\$5,000.00	
Prepared by AM	Checked by	Posted by	



FISK
UNIVERSITY

Comptroller

RURAL SCHOOL
PROGRAM

Holt 1937

Survey of Normal
Schools

P

August 6, 1937

Dear Dr. Campbell: In accordance with our conversation of August 2, I am enclosing herewith the check of the Julius Rosenwald Fund for \$3,000. This is an advance toward the budget of the study of the preparation of southern elementary teachers as agreed upon in my letter of July 6, 1937. As our Comptroller is out of the office on vacation, a letter giving a definite statement as to how we should like this fund handled and accounted for will be forthcoming toward the latter part of this month. Meanwhile you are authorized to use any part of this fund that may be necessary for payments for the study, in general accordance with the budget submitted in my letter of July 6.

As indicated in my earlier letter, it will be convenient for us to pay the salary of Horace Mann Bond directly from this office. While we want you to think of Dr. Bond's work as an integral part of the study, his salary will be removed from the budget, thus leaving \$8,800 to be expended directly by your Division.

We all continue to take much satisfaction in the arrangements for this important inquiry.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Dr. Doak S. Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

*Survey of Normal
Schools*

August 19, 1937

Dear Campbell: Brewton and Bond both seem to be a bit perturbed about the best way to get reactions from individuals to their check list when it is in a preliminary stage. I suppose they will have been able to get fairly well along with it by the middle or the latter part of September. At this time, as you know, all of the state agents will be at Chapel Hill along with a group of English education officials from Africa and elsewhere for the conference which is being held there for this group.

I wonder if it would be worth while for Bond and Brewton to go to Chapel Hill along about the third week in September and present to the state agents and others interested (as a group) what they have done up to that time, and ask for criticisms and suggestions. It has occurred to me that this might enable them to see a large number of people with a minimum of travel, and at least part of that group they will want to see and talk with anyhow. I do not know whether or not this would appeal to Bond and Brewton, or whether it would fit into the program they have set up for themselves in developing their criteria, but you might think about it and pass it along to them for their consideration.

Very truly yours,

JCD:MLU

J. C. DIXON

Dr. Doak Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

*Survey of Normal
Schools*

P

August 19, 1937

Dear Dr. Campbell: Since returning to the office
I have been reading the correspondence in connection with the survey which you will be directing.

In connection with finance, it is customary in appropriations of this kind for us to issue you an advance, which in this case is the \$3,000 sent in Mr. Embree's letter of August 6. You will make payments from this fund submitting a statement of expenditures to us when the account needs replenishing. On receipt of your report, we shall send you a check reinstating the fund back to the original \$3,000.

I am enclosing a form showing the set-up of this kind of a report. We do not insist that you follow it exactly; it is merely a suggestion.

Very truly yours,

DE:AM

DOROTHY A. ELVIDGE

Dr. Hoak S. Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

STUDY OF THE PREPARATION OF SOUTHERN ELEMENTARY TEACHERS

January 1, 1937 - March 31, 1937

Receipts

Balance (forward from previous statement)	\$ 000.00
Julius Rosenwald Fund	000.00
Other Sources (Itemized)	<u>000.00</u>
	\$ 000.00

Disbursements

Salaries	\$ 000.00
Travel	000.00
Etcetera	<u>000.00</u> <u>000.00</u>
Balance, March 31, 1937	<u>\$ 000.00</u>

Certified correct

Officer

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE

RURAL SCHOOL
PROGRAM

August 21, 1937

DIVISION OF
SURVEYS AND FIELD STUDIES

Survey of Normal
School

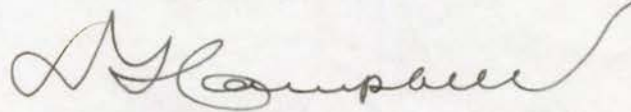
	56	8/23	56	.

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

Dear Miss Elvidge:

Thank you for your letter of August 19th and the outline of the form on which you desire financial reports from time to time. I have filed a copy of the form with our business office and the reports will be made to you accordingly.

Sincerely yours,



DSC:C

D. S. Campbell.

FISK
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

August 21, 1937

RURAL SCHOOL
PROGRAM

DIVISION OF
SURVEYS AND FIELD STUDIES

Mr. Curtis Dixon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Mr. Dixon:

Dr. Brewton and Dr. Bond have discussed with me the possibility of their attendance at the meeting in Chapel Hill during the latter part of September. It strikes me that this might be a good opportunity for them to get some help on the materials they are developing and also to get some leads on possible future activities relating to our study. If you will write me your frank reaction about this I shall appreciate it.

You will recall that Dr. Bond is to return to New Orleans for the first three weeks of September. However, if it seems desirable they could go to Chapel Hill during the last week in September.

We are still in the throes of the closing of our summer session which means that the pressure of work is quite strong. I hope next time I see you we shall have opportunity for an extended conference.

Sincerely yours,

D. S. Campbell

DSC:C

D. S. Campbell.

P.S. Your letter just arrived. We are in agreement about the Chapel Hill meeting. I have had conference with B. & B. and I believe their procedures are clear.



Survey of Normal School

	JCD	23	JCD	24
	E.R.E.			0
	J.S.			
	M.S.			

RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

August 21, 1937

*Survey of Normal
Schools*

DIVISION OF
SURVEYS AND FIELD STUDIES

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

P

ERE	8/23		
CH	8/23	JCO	1/
A.E.		EG	
MISS			

My dear Mr. Embree:

Inclosed is copy of a letter to our business manager,
Mr. Sensing regarding the funds allocated by your Board for
the special study of rural schools.

Dr. Brewton and Dr. Bond seem to be getting their work
underway. Things are moving slowly but I feel encouraged
over the beginnings they have made.

Sincerely yours,

D. S. Campbell

DSC:C

D. S. Campbell.

FISK
UNIVERSITY

August 18, 1937

Mr. Thurman Sensing
Peabody College

Dear Mr. Sensing:

I am inclosing herewith check for \$3,000.00 from the Julius Rosenwald Fund. This is for the support of a special study sponsored by the Fund and directed by the Division of Surveys and Field Studies.

Disbursements from this fund are to be made as follows:
(1) Dr. John E. Brewton is employed at a salary of \$400.00 per month. This is to be paid monthly. His services are from August 1, 1937 to July 31, 1938. (2) Items for travel, office expenses, supplies, postage, etc, to be paid on written orders from my office.

Additional remittances from the Julius Rosenwald Fund will be available from time to time as needed.

I am preparing a copy of our operating budget for this study and will file a copy with you.

Respectfully yours,

DSC:c

D. S. Campbell.

RURAL SCHOOL
PROGRAM

Survey Normal Schools

D

August 24, 1937

Dear Dr. Campbell: Brewton and Bond could get a good bit of help and guidance from the state agent group which is to be at Chapel Hill during September. They will save time and trouble if an arrangement could be made for them to meet with the state agents for two or three hours some afternoon. I hardly know just how this can be done, but it might be well for you to write Favrot, tell him what Brewton and Bond are doing, say that you feel a conference with the state agents would save them a great deal of time, and ask if he thought it possible to arrange a session.

Favrot may say that Odum and Loran have charge of all arrangements for the seminars (which is true) and it is possible that either one or both of them may feel that the seminars are already so thoroughly planned that it would not be feasible to make provision for such a request. It is a gamble, but I think worth trying. While my reaction is favorable (and I believe some of the state agents will feel the same) I am only one of a group of twenty or thirty men. Bond and Brewton can, I feel sure, get some real assistance and some definite cooperation from the whole group if they can talk with them.

I am leaving Chicago about the 7th or 8th of September to go to Atlanta, and from there will drive to Chapel Hill. This means that I shall reach Chapel Hill somewhere between the 10th and the 13th. If I can help in any way in the arrangements suggested I shall be glad to do it.

Very truly yours,

J. C. DIXON

JCD:MLU

Dr. D. S. Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Horace Mann Bond

Fisk University

Nashville, Tennessee

Payment Voucher No. 5447


Date August 31, 1937

Survey Normal
Schools

Salary for the month of August, 1937 - - - - - \$350.00

Ch.#19160

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Salaries	37-7	\$350.00	
Prepared by AM	Checked by	Posted by	



FISK
UNIVERSITY

Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Horace Mann Bond

Fisk University

Nashville, Tennessee

Payment Voucher No. 5584


Date September 30, 1937

*Survey Normal
Schools*

Salary for the month of September, 1937 - - - - - \$350.00

Ck. #19317

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Salaries	37-7	\$350.00	
Prepared by	Checked by	Posted by	
AM			



FISK
UNIVERSITY

Comptroller

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

October 4, 1937

RURAL SCHOOL
PROGRAM

DIVISION OF
SURVEYS AND FIELD STUDIES

Survey Normal

Schools

copy for gco ✓
Mr. Edwin C. Embree
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Embree:

I am glad you had opportunity to see Dr. Brewton and Dr. Bond in Chapel Hill last week. Unfortunately for me I could not include that meeting in my schedule. I hope in a short time to be free of my obligations on the President's Committee in Washington so that I can give a good deal more time to the study of rural school problems.

Our plans for the immediate future are:

- (1) To submit our tentative schedule to the state agents who were in attendance at Chapel Hill and secure any additional suggestions that they may have.
- (2). To spend approximately two weeks in Georgia visiting rural schools and trying out our proposed procedures. After this visit we shall revise our procedures and endeavor to have a similar try out in another state so that we shall have looked over the materials of several states to a considerable extent before the meeting of the committee.
- (3) After the initial field trip we propose to send our schedules to a selected group of qualified persons including such members of your committee as you think should have opportunity to make suggestions.

I shall be glad to have your reactions to the above suggestions.

Sincerely yours,

D. S. Campbell

D. S. Campbell.

DSC:C

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

*Survey normal
schools*

D

October 6, 1937

Dear Dr. Campbell: It was a pleasure to see
Dr. Brewton and Dr. Bond at
Chapel Hill last week. As they probably explained
to you, there was a terrific schedule of meetings
and it was difficult for us to get time, let alone
attention, for their presentation. They did a good
job and, I think, stirred up a great deal of in-
terest, all of it of a constructive sort. The sug-
gestions you make for next steps seem to me excel-
lent. Both Mr. Dixon and I hope to be able to give
some more time and thought to this important study
as soon as the general rush of fall work is over.

Very truly yours,
EDWIN R. EMBREE

ERE:JW

Dr. D. S. Campbell
George Peabody College for Teachers
Nashville, Tennessee

Copy for JCD ✓ JW

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL
PROGRAM

To Mr. Horace Mann Bond
Fisk University
Nashville, Tennessee

Payment Voucher No. 5689


Date October 29, 1937

Survey Normal
Schools

Salary for the month of October, 1937 - - - - - \$350.00

Ck.#18442

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Salaries	37-7	\$350.00	
Prepared by AM	Checked by	Posted by	Comptroller



FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

Survey normal school

TO ERE

FROM DE

DATE 11/37

SUBJECT:

If you get an opportunity, while you are in Nashville, to talk to D. S. Campbell about our paying Brewton's salary starting as of November 1, here are the figures:

	<u>Total Budget</u>	<u>Paid by Peabody</u>	<u>Paid by Fund</u>
Salary of Brewton - \$400 per month from August 1, 1937 - July 31, 1938	\$ 4,800	\$1,200	\$3,600
Salary of Bond - \$350 per month from August 1, 1937 - July 31, 1938	4,200	- -	4,200
Field Travel	2,400	2,400	- -
Secretarial Services	600	600	- -
Miscellaneous office expenses and contingencies	<u>1,000</u>	<u>1,000</u>	<u>- -</u>
	<u>\$13,000</u>	<u>\$5,200</u>	<u>\$7,800</u>

RURAL SCHOOL
PROGRAM

*Survey normal
Schools*

P

November 18, 1937

Dear Dr. Campbell: I meant to speak to you yesterday about a bookkeeping item in connection with the Brewton-Bond study. You remember that it proved more convenient for us to pay the salary of Dr. Bond rather than to include it in the general budget of this field study. The same consideration applies to the salary from now on of Dr. Brewton. If convenient to you, therefore, we should like to take Dr. Brewton directly onto our payroll beginning as of November 1, 1937, the first salary check to be paid November 30, and to continue him on our payroll throughout the remainder of the year's study, namely, to July 31, 1938.

I am enclosing a memorandum from our Comptroller which shows the budgets as revised, namely, provision for us to pay in salaries to Brewton and Bond \$7,800, while Peabody would pay, from funds supplied by us, \$5,200 (or as much thereof as may be necessary) for field travel and incidentals and for salary already paid by Peabody to Brewton. I hope this purely bookkeeping rearrangement will be agreeable to you. If so, we shall pay Brewton's salary directly from this office from now on through July.

I was delighted at the conference yesterday. Brewton seems to be taking hold in just the right way and the group are certainly grappling with the essential and central problems.

ERE:JW

Very truly yours,
EDWIN R. EMBREE

Dr. Doak Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

November 20, 1937

*Survey Normal
Schools*

DIVISION OF
SURVEYS AND FIELD STUDIES

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

7

ERE	✓✓	EDR	0
JE		AE	0

Dear Mr. Embree:

This will acknowledge receipt of your letter of November 18th regarding a change in the plan of administering the budget for our special study. Your suggested change is quite satisfactory and we are notifying our business office to that effect.

Sincerely yours,

D. S. Campbell
D. S. Campbell.

DSC:C

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Survey Normal
Schools

7 November 29, 1937

My dear Bond: I am delighted with the suggestions in your letter of November 25. We were sorry to miss you in Nashville, but it is perfectly apparent that you were getting more information and ideas from the field than you could have from us. I was also pleased with our talk with Brewton and Campbell. The whole study seems to be concerning itself not only with the assembling of information but with the development of ideas. This is as gratifying as it is unusual.

Both the proposal for a rural school newspaper and for every kind of emphasis on books and reading have my hearty approval. As a matter of fact, a year ago I was trying to crystallize a project for a rural school journal of some sort. Your idea is better than any that I had thought of, particularly because yours is more informal and closer to the soil. Let us regard this project as approved "in principle." I am sure the details should be mulled over a lot before anything is started.

Please continue to think of ways in which the book business can be further driven home. I wish you would think also of ways in which we can accomplish a third point, to which you refer only inferentially, namely, that of stirring up interest in the inside of the rural school. The Atlantic article, your surveys, etc., etc., are only beginnings of what need to be done in creating opinion and enthusiasm. Even if we find out just the things that should be done in the normal school and in the rural school, I am sure that we will still have to generate interest and enthusiasm in order to have the programs carried out in more than a perfunctory way.

Thank you for writing the letters both to me and to Dixon and thank you for getting such good ideas in the midst of what could easily become a perfunctory survey.

ERE:JW

Dr. Horace Mann Bond
Fisk University
Nashville, Tennessee

Very truly yours,

EDWIN R. EMBREE

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. J. E. Brewton
c/o Mr. Doak S. Campbell
George Peabody College
Nashville, Tennessee


Payment Voucher No. 5873

Date November 30, 1937

*Survey normal
Schools*

Salary for the month of November, 1937 ----- \$400.00

Ck.#18650

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		37-7	\$400.00	
Prepared by	Checked by	Posted by	 Comptroller	
AM				

Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**
4901 Ellis Avenue
CHICAGO

To

Mr. Horace Mann Bond
Fisk University
Nashville, Tennessee


Payment Voucher No. 5864

Date November 30, 1937

Survey Normal School

Salary for the month of November, 1937 - - - - - 350.00

Ck.#18640

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		37-7	\$350.00	
Prepared by	Checked by	Posted by	 UNIVERSITY	
AM				
			Comptroller	

Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To

Mr. J. E. Brewton
George Peabody College
c/o Dr. Doak S. Campbell
Nashville, Tennessee

Payment Voucher No. 8009

Date December 20, 1937

Survey normal school

Salary for the month of December, 1937 ----- \$400.00

Ck.#18792

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Salaries	37-7	\$400.00	
Prepared by AM	Checked by	Posted by	Comptroller

FISK UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Horace Mann Bond

Fisk University

Nashville, Tennessee

Payment Voucher No. 6008

Date December 20, 1937

Survey Normal Schools

Salary for the month of December, 1937 - - - - - \$350.00

Ck.#18791

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Salaries	37-7	\$350.00	
Prepared by AM	Checked by	Posted by	Comptroller

FISK
UNIVERSITY

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT	RURAL SCHOOL PROGRAM (SURVEY NORMAL SCHOOLS)	FILE NO.
DATE 1-10-38	REMARKS As outcome of meeting, Doak Campbell's commission to list social agencies influencing rural education in the South	

SEE	RURAL SCHOOL PROGRAM (COUNCIL MEETING)	FILE NO.

DATE	SIGNED

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

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



RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

January 28, 1938

DIVISION OF
SURVEYS AND FIELD STUDIES

Survey Normal Schools

Jan 31

Mr. Curtis Dixon
4901 Ellis Avenue
Julius Rosenwald Fund
Chicago, Illinois

7

ack mwp

My dear Mr. Dixon:

I had a letter from Dr. Cocking stating that he would like to have the services of Dr. Brewton for approximately four weeks during February or March to assist in setting up the curriculum phase of the survey of higher education for Negroes in Georgia. Dr. Cocking states that he has discussed the matter with you and that you and he agreed that it would be feasible for Dr. Brewton to direct that part of the study.

*off survey negro
higher ed*

From our point of view we shall be very happy to have Dr. Brewton contribute to that study such time as may be necessary. However, I believe it will noticeably slow up the work which we have now in progress. Dr. Brewton and Dr. Bond are working intensively on their field observations and will be so engaged until the tenth of February. After that there are a number of things necessary before we can complete our tentative report regarding criteria for judging rural school problems and suggestions as to procedure to be employed by various agencies.

I should like before discussing the matter with Dr. Brewton to have a further word from you or Mr. Embree on the suggestion so that we can make a decision that will be satisfactory to all parties concerned.

As stated previously, it is our hope to have ready by May the tentative materials suggested above. I believe the time for preparing such materials would have to be put forward several weeks if we take Dr. Brewton away from his immediate problems for four weeks. I am anxious to do whatever is best for the total program and shall await further word from you.

Cordially yours,

D. S. Campbell
D. S. Campbell.

DSC:C

FISK UNIVERSITY

*E.E. saw. Has no opinion
will leave to J.C. on basis of its
importance to Georgia. OK J.C. 1/31/38*

Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**
4901 Ellis Avenue
CHICAGO

To

Mr. Horace Mann Bond
Fisk University
Nashville, Tennessee

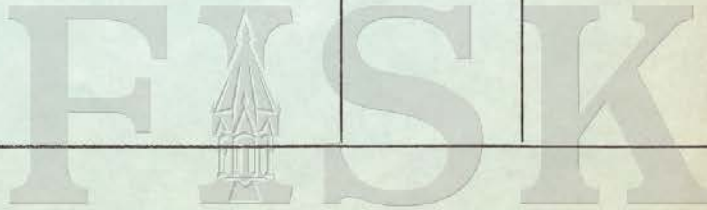
Payment Voucher No. 6172

Date January 31, 1938

Survey normal schools

Salary for the month of January, 1938 - - - - - \$350.00

Ck.#18997

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		57-7	\$350.00	
Prepared by	Checked by	Posted by	 UNIVERSITY	
AM				

Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. J. E. Brewton
George Peabody College
Nashville, Tennessee

Payment Voucher No. 6173

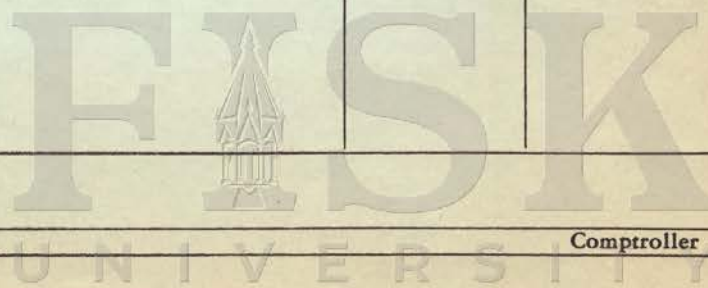
Date January 31, 1938

*Survey normal
schools*

Salary for the month of January, 1938 - - - - - \$400.00

Ck. #18998

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Salaries	37-7	\$400.00	
<div> <div>Prepared by</div> <div>Checked by</div> <div>Posted by</div> </div> <div> <div>AM</div> <div></div> <div></div> </div>			



Comptroller

RURAL SCHOOL PROGRAM

*Survey Normal
Schools*

Fisk University Nashville, Tennessee

DEPARTMENT OF
SOCIAL SCIENCE

ERE	2-V	3
January 31, 1938		

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

My dear Mr. Embree:

As an inclosure I send you a copy of "My Weekly Reader," which I picked up in one of the rural schools connected with Grambling in North Louisiana. This takes something of the blush of originality from my former "bright idea." However, I should like to suggest that for our own immediate interests, the former idea, including the fold-in sheet for teachers, as a supplement, and adapted material to rural schools in the South, still makes sense.

Judging from the single subscription listed, the cost of such a weekly newspaper, with distribution costs, would be in the neighborhood of approximately \$125.00 for an issue of ten thousand copies.

Since it would be expected that the project could be made self-supporting - the inclosure is certainly a highly successful commercial venture - an initial subsidy of approximately \$1000 to \$1500 would insure publication for an experimental period of 36 weeks.

You will understand that I am not writing this letter as a request for any subsidy for this project. I am almost beginning to believe that it can be done independently. Furthermore, I think the other project to which I have referred in another letter - that of providing funds for graduate students - is of really vital importance, and indispensable.

If attempted independently, I have thought that the publication might be one for the Department of Education at Fisk to assume as one of its projects.

With best wishes, I am

Sincerely,

Horace M. Bond
Horace M. Bond

HMB:b
Inclosure

FISK
UNIVERSITY

Nelva

• EDITION NUMBER ONE •

MY WEEKLY READER

A LITTLE NEWSPAPER FOR LITTLE READERS



Vol. XV

Week of January 10-14, 1938

No. 16

People Work for Boys and Girls

—H. Armstrong Roberts



This doctor works for children.
The doctor wants to help
boys and girls.
This little boy likes the doctor.

—H. Armstrong Roberts



The farmer works on the farm.
He feeds the animals.
He has food for people to eat.
He has apples and turkeys.



The postman works all day.
He has letters for people.



The milkman works all day.
He has milk for boys and girls.

UNIVERSITY

Boys and Girls Work



Sue works.
Sue helps Mother.



Dick works.
Dick cleans Tom's
and Pee Wee's house.



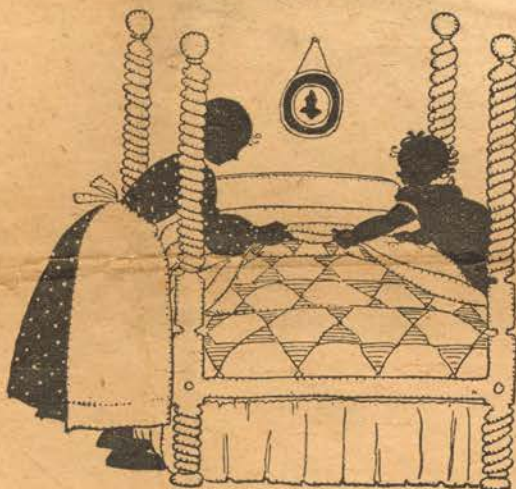
Dick helps Sue.
The children help
Mother.



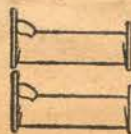
Dick feeds the dogs.
Dick feeds Peter.



Sue sweeps.
Sue helps Boots
to have clean hair.



Sue makes



Dick and Sue wash
Pee Wee.
They wash Tom.



Father and Mother Work

—H. Armstrong Roberts



—H. Armstrong Roberts



Father works.
He works for Dick and Sue.
He works for Mother and Baby.

Mother makes a cake.
Mother works for Father and Baby.
Mother works for Dick and Sue.

(A) Yes-No

Draw a ring around the right word.

1. Men work. Yes No
2. Children work and play. Yes No
3. Dick feeds Baby. Yes No
4. Sue helps Mother. Yes No
5. Baby works. Yes No
6. Father works all day. Yes No

(B) Color

Color the pictures on pages 62 and 63.

1. Color Sue yellow.
2. Color Dick blue.
3. Color Tom's house red.
4. Color Peek brown.
5. Color Peek's house green.
6. Color the birds and animals.

Peek, the Brownie



Peek works for the animals.
He gets food for the birds.

The rabbits come to eat.
The animals like Peek.

A Mother Goose Picture To Color




Little Tommy Tittlemouse
Lived in a little house.
He caught fishes
In other men's ditches.

Color the little house blue.
Color Tommy orange.
Color the tree.
Color or draw a little fish.

(C) Riddles

Draw a picture for each riddle.

I am a man.
I work and work.
I have 
I am the

I am a girl.
I help Mother.
I clean the house.
I help Boots.
I feed Boots.
I am
I am a man.
I have milk for Dick and Sue.
I am the

I am a boy.
I help Mother.
I clean Tom's house.
I am

NOTES TO THE TEACHER

This issue has four new words for mastery: he, all, eat, feeds.
These words need not be mastered: doctor, farmer, postman, letters, milk-
man—cleans, sweeps, hair.

Time To Renew!

MY WEEKLY READER

AMERICAN EDUCATION PRESS, Inc., Columbus, Ohio R1-16
Beginning at once, send each week until June, 1938,

..... copies, MY WEEKLY READER No. 1 (For Grade One)	..... copies, MY WEEKLY READER No. 3 (For Grade Three)
..... copies, MY WEEKLY READER No. 2 (For Grade Two)	..... copies, MY WEEKLY READER No. 4 (For Grade Four)
..... copies, MY WEEKLY READER No. 5 (For Grades Five and Six)	

[Revision and payment may be made in one month.]

Name

Address

P. O. State

SUBSCRIPTION RATES

(JANUARY, FEBRUARY, or MARCH)

20¢ per pupil, to June, 1938, in CLUBS of 30 or more copies
25¢ per pupil, to June, 1938, in CLUBS of 5 to 29 copies
One to four subscriptions, 75¢ each, payable in advance, yearly basis only.

CROSS REFERENCE RECORD

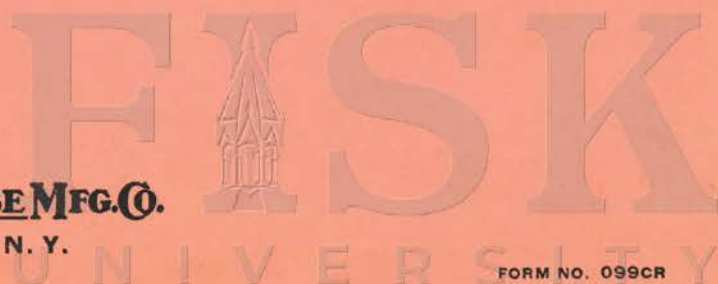
FIRM NAME OR SUBJECT		FILE NO.
DATE 2-1-38	RURAL SCHOOL PROGRAM (SURVEY OF NORMAL SCHOOLS)	
	REMARKS Horace Mann Bond outlines a plan to finance a three to five year program for assisting graduate students in Education at Fisk Univ.	

SEE	FISK UNIVERSITY	FILE NO.

DATE	SIGNED

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

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



Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To

Mr. J. E. Brewton
c/o Dr. Doak S. Campbell
George Peabody College
Nashville, Tennessee

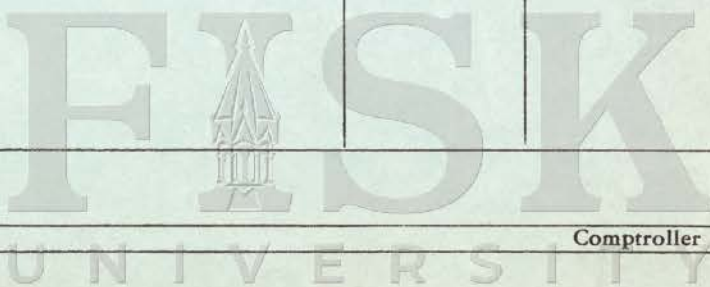
Payment Voucher No. 6360

Date February 28, 1938

Survey Normal Schools

Salary for the month of February, 1938 - - - - - \$400.00

Ck.#19212

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		37-7	\$400.00	
Prepared by	Checked by	Posted by		
AM				
			Comptroller	

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Horace Mann Bond
Fisk University
Nashville, Tennessee

Payment Voucher No. 6359

Date February 28, 1938

Survey Normal School

Salary for the month of February, 1938 - - - - - \$350.00

Ck.#19211

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		37-7	\$350.00	
Prepared by AM	Checked by	Posted by	Comptroller	

FISK
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

March 8, 1938

*Survey Normal
Schools*

DIVISION OF
SURVEYS AND FIELD STUDIES

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

ERE	9		0
DE	3/10	DE	3/10

My dear Mr. Embree:

Our Bursar tells me that we shall very soon need an additional remittance for carrying on the study of rural school problems. I suggest that you have your business office send another remittance.

I have scheduled a conference with President Garrison and Dr. Brewton and shall write you the results of it in a short time.

Cordially yours,

D. S. Campbell

D. S. Campbell.

DSC:C

RURAL SCHOOL
PROGRAM

Survey Normal School

X up 56
4/20/38

P

March 10, 1938

Dear Dr. Campbell: Your recent letter request-
ing an additional remittance
on the Survey of Rural School Problems has been re-
ceived during Mr. Embree's absence from the office.
However, I am enclosing a check for \$1,000 to reim-
burse this fund.

Kindly remind the bursar
that I shall need a statement of expenditures similar
to the form suggested in my letter of August 19.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Dr. Doak S. Campbell
George Peabody College
Nashville, Tennessee

FISK
UNIVERSITY

Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**

4901 Ellis Avenue
CHICAGO

To

Dr. Doak S. Campbell
George Peabody College
Nashville, Tennessee

Payment Voucher No. 9005

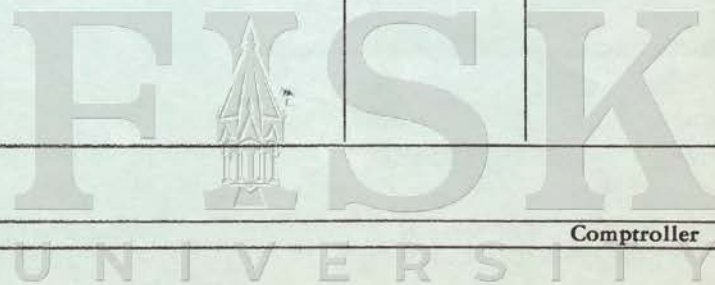
Date March 10, 1938

Survey Normal Schools

Second payment toward the budget of the study of preparation of southern
elementary teachers ----- \$1,000.00

Ck.#9005 W.F.

Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$1,000.00	
Prepared by AM	Checked by	Posted by	Comptroller



RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

March 12, 1938

Survey normal Schools

DIVISION OF
SURVEYS AND FIELD STUDIES

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

P	ERE	15	ERE	I shall defer answer until action is taken by the Board.
	yes		yes	o

Dear Mr. Embree:

In accord with our agreement in Atlantic City I have had a conference with Dr. Garrison and also with Dr. Brewton. It will be agreeable to us if your Board desires to carry forward a second phase of our work with rural schools through a year beginning August 1, 1938. Dr. Brewton will be available for directing the intensive phase of the study and of doing such research and field work as may be necessary to carry it forward.

I have not yet had opportunity to talk with Dr. Bond about his own plans. However, I believe we may proceed along the lines we discussed last week. As I recall it, we agreed that approximately \$10,000.00 would take care of all expenses of the study for the proposed additional year.

Sincerely yours,

D. S. Campbell
D. S. Campbell.

DSC:C

FISK
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

March 21, 1938

RURAL SCHOOL
PROGRAM

Survey Normal School

DIVISION OF
SURVEYS AND FIELD STUDIES

	B6	3/23	B6	3/23

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

Dear Miss Elvidge:

This will acknowledge receipt of your letter of March tenth together with a check for \$1000.00 to be expended in connection with our rural education study.

The enclosed statement from our Bursar accounts for the expenditures up to March thirteenth. The items are included only in total sums. If you care to have them broken down, I shall be glad to furnish you with an itemized statement of each check issued.

Sincerely yours,

D. S. Campbell
D. S. Campbell.

DSC:C
Enc.

George Peabody College for Teachers

Special Account

RURAL EDUCATION STUDY

Julius Rosenwald Fund

	<u>1937</u>		<u>Receipts</u>	<u>Disbursements</u>
Aug.	24	Cash	\$3,000.00	
	<u>1938</u>			
March	15	Cash	1,000.00	
	15	Dr. Brewton's Salary		\$1,200.00
	15	Secretary's Salary		193.33
	15	Travel Expenses of Drs. Brewton and Bond		1,423.63
	15	Supplies, test materials, etc.		293.15
			<hr/>	<hr/>
			4,000.00 <i>Sc.</i>	3,110.11
			<u>3,110.11</u>	<i>Sc.</i>
March 15		Balance, March 13, 1938.	\$ 889.89	

Certified Correct, March 15, 1938

(Signed)

P. P. Littlefield
P. P. Littlefield

March 22, 1938



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Horace Mann Bond

Fisk University

Nashville, Tennessee


Payment Voucher No. 6484

Date March 31, 1938

Surrey Normal School

Salary for the month of March, 1938 - - - - - \$350.00

Ch.#19360

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		37-7	\$350.00	
Prepared by	Checked by	Posted by	 UNIVERSITY	
AM				

Comptroller

Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To

Mr. J. E. Brewton
c/o Dr. Doak S. Campbell
George Peabody College
Nashville, Tennessee

Payment Voucher No. 6435

Date March 31, 1938

Survey Normal Schools

Salary for the month of March, 1938 - - - - - \$400.00

Ck.#19561

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Salaries	37-7	\$400.00	
Prepared by	Checked by	Posted by	Comptroller

FIISK
UNIVERSITY

7

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT	FILE NO.
RURAL SCHOOL PROGRAM (SURVEY NORMAL - SCHOOLS)	
DATE 4-23-38	REMARKS JC Dixon to ERB re: set-up of normal school study

SEE	FILE NO.
ROSENWALD JULIUS FUND (DIXON J C)	

DATE	SIGNED

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

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

FIISK
UNIVERSITY
FORM NO. 099CR

FISK UNIVERSITY

NASHVILLE, TENNESSEE

DEPARTMENT OF EDUCATION

RURAL SCHOOL
PROGRAM

Survey normal
8 schools

April 28, 1938

RRP	5/2	JCA	6/1

ack M 3/2

Mr. J. C. Dixon
The Julius Rosenwald Fund
4901 Ellis Avenue
Nashville, Tennessee

My dear Mr. Dixon:

Since seeing you in Nashville last week I have checked on the items of expense you mentioned in our conversation. The expenses of equipment, materials, stamps, etc., have averaged fifteen dollars and fifty-four cents (\$15.54) per month for the eight months, for which I have records.

I find that I can depend upon approximately twenty dollars a month for secretarial service in the Department of Education. The sum paid through Dr. Campbell's office for this expense has been forty dollars per month. You will therefore note that with this year's experience as a basis, sixty dollars per month would be available for the employment of secretarial assistance. Of course, an additional ten or fifteen dollars would be helpful, but I am not sure that the load of work would justify you in adding this amount to the forty dollars made available this year.

You may be interested to know that I have been engaged in visiting the rural schools in the neighborhood, for the last few days, in an effort to see whether our evaluating instrument in its present form fits. I have been encouraged to see that with just a few minor changes it will work very well. In fact, its application is much simpler than I had anticipated, as it runs, in its present form, to 17 legal sized mimeographed sheets. I find that a couple of hours in school suffice to give me a very adequate picture of what is going on. With further simplification I feel that you will agree that Dr. Brewton and I have hit upon an easily usable device.

With best wishes, I am

Sincerely,

Horace M. Bond
Horace M. Bond

HMB:b

FISK
UNIVERSITY

Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**
4901 Ellis Avenue
CHICAGO

To

Mr. Horace Mann Bond
Fisk University
Nashville, Tennessee

Payment Voucher No. 6620

Date April 29, 1938

Survey Normal Schools

Salary for the month of April, 1938 - - - - - \$350.00

Ck.#19519

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		37-7	\$350.00	
Prepared by AM	Checked by	Posted by	Comptroller	

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. J. E. Brewton
c/o Dr. Doak S. Campbell
George Peabody College
Nashville, Tennessee

Payment Voucher No. 6621

Date April 29, 1938

Survey Normal Schools

Salary for the month of April, 1938 - - - - - \$400.00

Gr. #19520

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Salaries	87-7	\$400.00	
<div> <div>Prepared by AM</div> <div>Checked by</div> <div>Posted by</div> </div>			

FISK
UNIVERSITY
Comptroller

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

May 2, 1938

*Survey normal
Schools*

DIVISION OF
SURVEYS AND FIELD STUDIES

ERE	4	5

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

P

My dear Mr. Embree:

I promised Mr. Dixon last week that I would write you further concerning the proposed budget for the ensuing year. I indicated to Mr. Dixon that the total amount of the budget would cover our needs for the year beginning October 1. However, there would need to be one shift in the amount, namely, the item for secretarial services. For your convenience I am, therefore, enclosing a suggested budget for the ensuing year.

Materials are beginning to take some definite form and it seems that we will have some interesting things to show you at our next conference.

Sincerely yours,

D. S. Campbell

D. S. Campbell.

DSC:es
Enclosure 1

Tentative budget for study of rural school problems
under the supervision of the Division of Surveys and
Field Studies, George Peabody College, from August 1,
1938 to August 1, 1939:

Salary of Brewton at \$400 a month for not less than 12 months	\$4,800
Salary of Bond at \$350 a month for not less than 12 months	4,200
Field Travel	2,400
Secretarial Services	1,000
Miscellaneous office expense and contingencies	600
	<hr/>
	\$13,000

RURAL SCHOOL PROGRAM

*Survey Normal
Schools*

X

May 3, 1938

Dear Dr. Campbell: I am enclosing herewith
copy of an official letter
which I have written to President Garrison con-
cerning the study of rural schools and the prepa-
ration of rural teachers. I understand that at
least preliminary arrangements have been worked
out by Mr. Dixon and you to the satisfaction of
Peabody and the Fund. We shall be glad to confer
further about details both of the study and of
its administration and are hoping that sometime
in July may be convenient for a general confer-
ence by officers of the Fund and persons imme-
diately involved in the study.

We are all very happy
about this work and are delighted that it is
going on for another year.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Dr. Doak Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

*Survey Normal
Schools*

May 3, 1938

Dear Bond: Arrangements have been made for continuing the study of rural schools and the preparation of rural teachers for another year, the understanding being that after August 1 the administration of the funds as well as the direction of the study will be directly in the hands of the George Peabody College for Teachers. About the only change in arrangements will be that after August 1 your salary and that of Dr. Brewton will be paid directly by Peabody instead of by us. For various reasons it seemed best to centralize authority in a single institution.

Mr. Dixon tells me that, while you expect to give most of your time and energy to this study, you would like to give some thought and some time to the reorganization of the Department of Education at Fisk. This seems to us proper and feasible so long as we can count upon your initial time and interest in this study. I think we need not set up any rigid scheme for division of time. That sort of thing can best be worked out by you and from time to time we can discuss informally the program and arrangements.

We are all delighted that this important study is being continued for another year.

ERE:JW

Very truly yours,

EDWIN R. EMBREE

Dr. Horace Mann Bond
Fisk University
Nashville, Tennessee

P. S. Congratulations on the prospect for early publication of the book!

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

*Survey Normal
Schools*

P

May 3, 1938

Dear Dr. Brewton: Arrangements have been made for continuing the study of rural schools and the preparation of rural teachers for another year, the understanding being that after August 1 the administration of the funds as well as the direction of the study will be directly in the hands of the George Peabody College for Teachers. About the only change in arrangements will be that after August 1 your salary and that of Dr. Bond will be paid directly by Peabody instead of by us. For various reasons it seemed best to centralize authority in a single institution.

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Very truly yours,

ERE:JW

EDWIN R. EMBREE

Dr. J. E. Brewton
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

APPROPRIATION

RURAL SCHOOL
PROGRAM

P

Survey Normal
Schools

May 3, 1938

My dear President Garrison: I have the honor to inform you that at a meeting of the trustees of the Julius Rosenwald Fund held April 2, 1938, the following resolution was adopted:

"RESOLVED That the sum of Thirteen thousand dollars (\$13,000) be and it is hereby appropriated of which so much as may be necessary shall be used by the Division of Surveys and Field Studies of George Peabody College for Teachers for study of rural schools and the preparation of rural teachers."

This appropriation is to make possible a continuation of the study which has been carried on during the past year under the direction of Dr. Doak Campbell. Mr. Dixon, I understand, has talked with you, Dr. Campbell, and the men who are engaged in the field work (J. E. Brewton and Horace Mann Bond) and has been told that the George Peabody College for Teachers is willing to assume responsibility for continuing to direct this study and for the administration of the funds involved in the budget of the study.

Since the previous study was set up on a budget running to July 30, 1938, it seems most convenient for us to continue direct payments of salaries until the expiration of the present budgetary period and to begin the new arrangement as of August 1, 1938. We shall be glad to consult with you, Dr. Campbell and others about de-

APPROPRIATION

RURAL SCHOOL PROGRAM

P

Survey Normal
Schools

May 3, 1938

My dear President Garrison: I have the honor to inform you that at a meeting of the trustees of the Julius Rosenwald Fund held April 2, 1938, the following resolution was adopted:

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FISK
UNIVERSITY

tailed arrangements. This letter is formal notification of the appropriation and of our desire to have George Peabody College for Teachers administer both the study and the funds for the year beginning August 1, 1938. We all consider it an honor to be associated with Peabody in this very important study of rural schools and the preparation of rural teachers.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

President S. C. Garrison
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Survey Normal School

P

May 5, 1938

Dear Dr. Campbell: Our letters apparently crossed each other in the mails. The shift in the items of the budget is entirely agreeable to us. The amount still falls within our appropriation. So long as we hold to this maximum and satisfy the field workers in salary, we are perfectly willing to leave the details of the budget in your hands.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Dr. Doak S. Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE

RURAL SCHOOL
PROGRAM

May 5, 1938

Survey Normal
Schools

DIVISION OF
SURVEYS AND FIELD STUDIES

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

My dear Mr. Embree:

This will acknowledge receipt of your letter of May third and a copy of your letter to President Garrison. We are delighted to know that your Board has officially granted the funds to make possible the continuation of our study. The suggested arrangement regarding the beginning of the payment of all salaries from this office is entirely satisfactory to us.

I look forward to the pleasure of seeing you later in the summer.

Sincerely yours,

D. S. Campbell

D. S. Campbell.

DSC:C

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. J. E. Brewton
c/o Dr. Doak S. Campbell
George Peabody College
Nashville, Tennessee

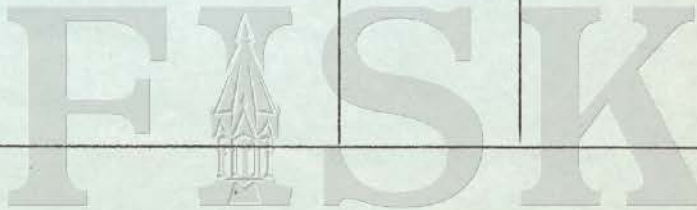
Payment Voucher No. 6733

Date May 31, 1938

*Survey normal
Schools*

Salary for the month of May, 1938 - - - - - \$400.00

Ch.#19653

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		37-7	\$400.00	
Prepared by	Checked by	Posted by	 Comptroller	
AM				

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Horace Mann Bond

Fisk University

Nashville, Tennessee

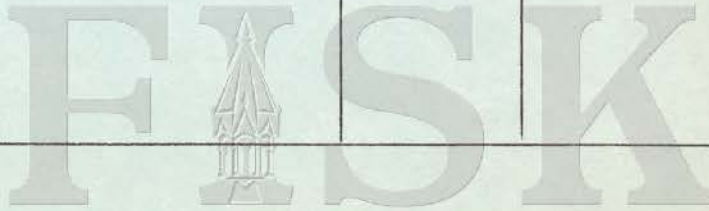
Payment Voucher No. 6732

Date May 31, 1938

Survey Normal Schools

Salary for the month of May, 1938 - - - - - \$350.00

Ck./19652

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		37-7	\$350.00	
Prepared by AM	Checked by	Posted by	 Comptroller	

Comptroller

RURAL SCHOOL
PROGRAM

Survey Normal School

7
June 1, 1938

Dear Mr. Bond: Although I have seen no official notification of it, I have heard that Campbell has been made Dean at Peabody. I have hesitated to write him a congratulatory letter because I am not sure that the report is true, so will you please let me know what you have heard about it?

On returning to the office I found Campbell's letter regarding the budget for next year and Mr. Embree's approval of it as long as it is within the limits of our total grant. This, I presume takes care of any questions which existed in your mind regarding the matter of secretarial help. If not, do not hesitate to write us about it.

I am wondering if it might not be advisable for all of us to get together sometime this summer for a pretty thorough discussion of the study you and Brewton are making. I am not sure of Mr. Embree's plans for the summer because I have not yet had an opportunity to talk with him, but I think he will be available. Do either you or Brewton have any plans which would make it difficult for you to do this later on?

JCD:MLU

Sincerely yours,

J. C. Dixon

Mr. Horace Mann Bond
Fisk University
Nashville, Tennessee

FISK
UNIVERSITY

FISK UNIVERSITY

NASHVILLE, TENNESSEE

RURAL SCHOOL PROGRAM

Sunday Normal Schools

DEPARTMENT OF EDUCATION

JCD	6	JCD	6
E.R.E.		E.R.E.	June 3, 1938
J.F.S.		J.F.S.	0
M.H.		M.H.	0

Mr. J. C. Dixon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Mr. Dixon:

Dr. Campbell has been appointed Dean of the Graduate School of Education and Director of the Senior College of Peabody.

In a conference with him yesterday, he mentioned the proposed get-together over our plans and our program, and, I think, he said that he would write you about it. A date had already been tentatively set, for the first week in July. Dr. Brewton and I are planning in that direction, anyway. I expect you will hear from Dr. Campbell shortly.

He had a very interesting proposal regarding next year's work, which will probably be elaborated in the next few days, for presentation to you.

Hoping to see you soon, I am,

Sincerely,

H. M. Bond
H. M. Bond

hmb:o

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

Survey Normal School

June 6, 1938

Dear Campbell: Some two or three weeks ago I heard that you had been appointed Dean of the Graduate School at Peabody. The information was unofficial (or so I understood) and I thought I had probably better wait to write you until I was sure of my information. I think you know without my saying so how happy all of us here in the office are that you have been put into this position.

Personally I hate to see you sever connection with the school people all over the South, for in my opinion the type of stimulation which you, and Peabody through you, have furnished has been one of the most effective things in southern education. This leads me to say that I hope you will be able to continue in your work with the Division of Field Studies. An educational institution has a very great tendency to become insulated against actual conditions which it is trying to affect. Your division seems to me to have counteracted this tendency more than almost any other development in southern education, and I hope that you and Dr. Garrison will manage to continue it. People in education in the South need the type of thing you have been doing for them.

The change in your official status makes me wonder whether or not any change in the set-up of the studies Bond and Brewton are making will be necessary. I hope not. This we can discuss later on in the summer if we can get together, can't we?

Sincerely yours,

J. C. DIXON

JCD:MLU

Dr. Doak Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE

June 9, 1938

DIVISION OF
SURVEYS AND FIELD STUDIES

RURAL SCHOOL
PROGRAM

Survey of Normal Schools

Mr. J. C. Dixon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

	JCD		JCD	o
✓	JFS		JFS	o
	MSS		MSS	
✓	EPE		EPE	

Dear Dixon:

Thank you for your good letter of June sixth. I have begun to take over the work of the Dean's office and shall gradually become acquainted with the complex details of it. The Deanship came as a surprise to me and has left me rather overwhelmed. I shall continue the chairmanship of the Division of Surveys and Field Studies for sometime, but of course, will have to divide the labor and probably add some additional help. I shall do my best not to disappoint my friends and certainly, I shall do everything possible to keep from losing contacts with the intimate problems of education in the southern area.

I think that the change need not affect the official status of our arrangement with Dr. Brewton and Dr. Bond. I am definitely planning to go ahead with the project.

I shall be glad to see you when you come to Nashville.

Cordially yours,

D. S. Campbell

D. S. Campbell

DSC:C

P. S. I shall answer your other letter in a day or two.

DSC

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL

PROGRAM

To

Mr. J. E. Brewton

George Peabody College
c/o Dr. Doak S. Campbell
Nashville, Tennessee

Payment Voucher No. 2214

Date June 30, 1938

(Survey of Normal Schools)

Salary for the month of June, 1938 - - - - - \$400.00

Ck.#19754

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		37-7	\$400.00	
Prepared by AM	Checked by	Posted by	Comptroller	

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Horace Mann Bond

Fisk University

Nashville, Tennessee

Payment Voucher No. 6813

Date June 30, 1938

(Survey of Normal Schools)

Salary for the month of June, 1938 ----- \$350.00

Ck.#19752

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		37-7	\$350.00	
Prepared by AM	Checked by	Posted by	Comptroller	

Comptroller

Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**
4901 Ellis Avenue
CHICAGO

To

Mr. Horace Mann Bond
Fisk University
Nashville, Tennessee

Payment Voucher No. 6934

Date July 29, 1938

Survey Normal Schools

Salary for the month of July, 1938 ----- \$350.00

Ck. #19893

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Salaries		38-7	\$350.00	
Prepared by DAE	Checked by	Posted by	Comptroller	

FIISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. J. E. Brewton
c/o Dr. Doak S. Campbell
George Peabody College
Nashville, Tennessee

Payment Voucher No. 6935

Date July 29, 1938

Survey Normal School

Salary for the month of July, 1938 ----- \$400.00

Ck. #19394

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Salaries	38-7	\$400.00	
Prepared by DAE	Checked by	Posted by	Comptroller

FISK
UNIVERSITY

Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To
Dr. Doak S. Campbell
George Peabody College
Nashville, Tennessee

Payment Voucher No. 6996

Date August 4, 1938

*Survey normal
Schools*

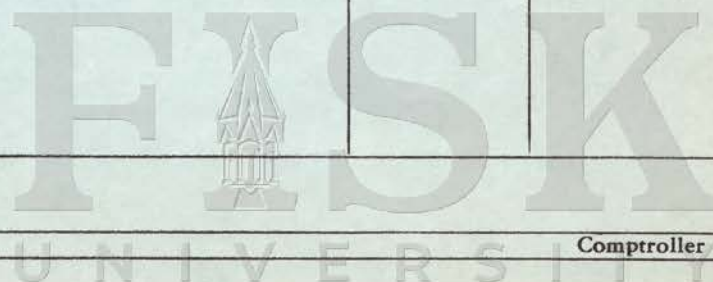
Final payment for the year ended July 31, 1938, toward the expenses
of the study of preparation of southern elementary teachers - - - \$ 409.14

First payment on appropriation of \$15,000 for continuation of the
study of preparation of southern elementary Teachers through
July, 1939 - - - - - 5,000.00

\$5,409.14

Ck./19958

Accounts	Appropriation No.	Debit	Credit
Rural School Program -			
Field Experiments, Demonstrations, and Studies	37-6	\$ 409.14	
George Peabody College			
Study of Normal Schools	38-6	5,000.00	
		<u>\$5,409.14</u>	
Prepared by AM	Checked by	Posted by	Comptroller



RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

August 5, 1938

Survey Normal Schools
Telegram

DIVISION OF
SURVEYS AND FIELD STUDIES

	ERE	8	ERE	8

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

Dear Mr. Embree:

Regarding the date for our conference I have been unable to check up with Dr. Bond, who is out of the city for the rest of this week. However, the twenty-fourth and twenty-fifth of August apparently are not possible dates. Dr. Brewton has already scheduled his deferred vacation to begin about the twentieth of August and I think it too late for him conveniently to rearrange his plans. About the earliest possible date after August tenth would be near the twenty-second of September after our brief vacation period here is closed. For practical purposes concerning our study that would not be too late a date to choose, since there will be no work accomplished between August twentieth and September twentieth. I believe we are left, therefore, to choose between August tenth and September twenty-second or twenty-third.

Please let me know your choice in the matter and we shall make our plans accordingly.

Sincerely yours,

D. S. Campbell
D. S. Campbell

DSC:P

P. S. Since I have a meeting of the State Board of Education on the ~~ninth~~ of August, the tenth would be a much better date.

*Set us set September twenty third
for Nashville conference meeting
DS*



THE CHALLENGE OF THE LITTLE RED
SCHOOLHOUSE

Presented at Conf

8/9

By JOHN E. BREWTON
George Peabody College for TeachersSurvey rural
Schools

More abundant living and consequently more abundant learning are possible in the little red schoolhouses of rural America.

Since 1928 much has been written about consolidation and the passing of the little red schoolhouse. Little, however, has been written about the problems of those who have carried on in the education of the millions who still attend the one- and two-teacher schools of the country. America's passion for bigness and the panacea of consolidation have served to obscure somewhat the great unsolved problem in American education today—the problem of the small rural school.

For ten years we have heralded the passing of the little red schoolhouse. But the little red schoolhouse is with us still, 163,000 strong! Over five million rural children attend these one- and two-teacher schools taught by 187,000 teachers. These are the forgotten millions of children that await a solution to the problem of the small rural school that will insure them of their rightful heritage in a democracy—an equal educational opportunity with urban children.

Instead of being a passing institution or one of rare occurrence, the small rural school is still the predominant institutional pattern in America. Today, in spite of the definite trend toward consolidation, over fifty per cent of the school buildings in America are one-room schoolhouses. If the present rate

of consolidation can be maintained, which is not likely, it will be 1997 before the little red schoolhouse becomes an extinct institution in America. It is a little premature, therefore, to speak of the passing of the small rural school in America.

Since there are some 163,000 of these schools at the present time, and since it will be at least some sixty-odd years before the most optimistic advocates of consolidation can hope for the abandonment of all small rural schools, it seems imperative that something be done to improve instruction in these schools where millions of farm children are getting and will get their entire educational opportunity. It seems equally imperative that teacher-training institutions attack the problems of the small rural school in a fundamental manner and do something to help the teachers who are attempting to guide the education of these rural children.

The small rural school is looked upon as a square peg in a round hole—a misfit in the administrative and supervisory pattern in vogue. Administrators and supervisors accustomed to thinking in terms of graded schools have had neither the insight nor the inclination to attack seriously the problems of the rural teacher. Likewise, normal schools, ambitious for their graduates to get the most lucrative positions, have provided an educational program designed to fit their students for graded school posi-

tions in town, city, or consolidated schools. Consequently, when a teacher has found herself in a small rural school she has been faced with a dilemma not knowing which way to go or what to do.

The small rural school and the teachers in these schools have been neglected too long. A superintendent of a Southern state has summarized the situation in these words: "One of my state's greatest educational problems is her small schools. Many of these schools are inadequate, because they are neglected—not necessarily because they are small."

Educational leaders, like Americans generally, have suffered and are suffering still from the delusion that bigness is goodness, that merely because a thing is big it possesses desirable qualities. The chain store is better than the small corner grocery; the consolidated school is better than the one- and two-room rural school. Often they are, but they are not better merely because of size as we too often assume. Likewise, there is nothing, as we have too often thought, inherently bad in smallness. We have attributed the existing evils and deficiencies found in small rural schools to their smallness. They are small schools and consequently inefficient. If they were larger they would be efficient.

Two fallacies in educational thinking have resulted from such reasoning: first, that the only real solution to the small rural school problem is consolidation; and second, that small rural schools cannot be made very effective. The sooner we recognize these statements as fallacies, become con-

scious of the fact that the small rural school can and should still play an important role in American life, and begin to plan an administrative, supervisory, and instructional program for these schools, based on careful research, the sooner will these schools and the children in them become forces for the improvement of our democratic society.

An effective educational program can be provided for children in the small rural school. This statement is not invalidated by the fact that in many small rural schools the educational program is not effective. Causes of ineffectiveness are many. Chief among them are poor buildings and equipment, inadequately trained and underpaid teachers, little if any supervision, and a neglectful attitude on the part of the administration. Given the advantages enjoyed by urban schools, such as adequately-trained teachers, sufficient instructional materials, and enlightened supervision and administration, small rural schools can be made most effective.

It should be recognized that the small rural school possesses certain inherent advantages over urban schools. We have concentrated our attention so fervently upon the disadvantages of the small ungraded rural school that we have been blinded to the potential possibilities and advantages inherent in the little red schoolhouse itself and in its rural setting. If in these schools real learning is to take the place of rote learning we must recognize and utilize the inherent advantages of rural schools and of country life in our rural educational program. Children must stop sitting in these

schools all day waiting for something to happen that never happens. They must cease the day-by-day meaningless recitations or incantations. Rural children and rural teachers must become vibrantly alive and active.

There must be more abundant living and consequently more abundant learning in rural schools. Rural teachers must capitalize upon the inherent advantages of these schools and develop a superior program of living and learning. These advantages are to be discovered in the small ungraded school itself as well as in the rural setting.

Among the advantages of the small ungraded school are:

1. A more normal family-like living situation in which the children of all or more than one grade live and learn together in one room;

2. The existence of plain bare realities which force children to assume responsibilities and become active good citizens of the school if they are to be comfortable;

3. The educational value of association of older with younger children and of younger with older children, the older children having the opportunity to grow through assuming human responsibility for the younger ones, and the younger ones having the opportunity to learn through natural contacts with older children;

4. Physical facilities which in their very inadequacy may serve to stimulate teachers and children to resourceful and creative activity, certainly, in any case, a flexible physical setting which lends itself to much improvement suggestive of real educational experiences;

5. Fewer pupils allowing teacher to know individual children and provide for their individual needs and interests;

6. Intimacy between pupils and teacher; and

7. Closeness of school and community.

The rural setting provides further potential advantages. Among these are:

1. A rural environment relatively simple, yet varied and rich, and correspondingly more understandable and teachable;

2. A rural community life which may be looked upon whole, not piecemeal, thus making its social processes more easily examined and more readily understood;

3. Rural situations in which there are many possibilities for real learning activities such as participation in community enterprises, planting wild shrubbery at school and at home, and the like;

4. An environment replete with opportunities for first-hand experiences in producing food, transporting produce, protecting and conserving life and health, safeguarding property and natural resources; and

5. Brooks, trees, animals, fields, green things growing—all that nature has meant to man down through the ages.

We need to develop an instructional program for small rural schools which will provide for overcoming the handicaps of teaching children of more than one grade in a room and for using the many potential educational possibilities inherent within the small rural school itself and in the rural environment. Such a program would not and

should not prevent consolidation when consolidation is a natural and desirable thing, but would prevent consolidations which are made for consolidation's sake only. More important, such a program would provide superior instruction, enriched living and learning for rural boys and girls in small schools.

Small rural schools have never been given a chance to develop a real educational program. Not until our present practices regarding these schools are reversed will we know how effective small rural schools can be. Gaumnitz¹ suggests what such a reversal of practice might do. He says: "If current practices of education were

changed so that the finest, the more experienced, and the best trained teachers were attracted to the more difficult positions in the small school and their work facilitated with adequate equipment, instead of the opposite, there can be no doubt that such teachers, with the advantages inherent in the rural settings of these schools and the close pupil-teacher-community relationship possible in them, could not only find adequate solutions for the problems due to smallness but could actually make these schools the most effective part of the entire system of education."

Will not some state in planning its educational program accept this challenge of the little red school-house?

¹Gaumnitz, W. H., "The Importance of the Small School—Its Major Problems," *The Phi Delta Kappan*, 19: 209-213, April, 1937.



Filed 6/27/38

RURAL SCHOOL
PROGRAM

Fisk University
Nashville, Tennessee

DEPARTMENT OF
SOCIAL SCIENCE

24 900 0
Seaway Normal School

November 25, 1937

My dear Mr. Dixon:

I was glad to receive your letter dated November 23, and wish to assure you of my presence at the meeting in January of the Council.

I wish also to take this opportunity to tell you something of the impressions received during my recent trip to Georgia, since I did not get to talk with you when you were here last week. In the first place, I was almost convinced, especially after talking to Dr. Brewton, that the Negro schools in Georgia were receiving much more intelligent supervision than the white schools. This applies, I believe, to the whole set up, from state department personnel to county supervision. Mrs. Whiting has an excellent organization, and I was fortunate enough to see in action three of the best supervisors - rather, the three best - I have ever seen. They were: a Mrs. Bryant, of Peach-Macon counties; Miss Annie Steagall of Lowndes; and Miss Catus, of Telfair. I wondered where such people had been all of the time; if they are fair examples, the Jeanes' work is most happily staffed, and is greatly improved over the type that was in service some six or seven years ago when I visited widely in the South. I do not know, of course, if the same sort of development is characteristic of other states; but I was quite amazed at what has been done and is being done in Georgia.

Regarding the schools, I came away with the impression that Red Oak, under the direction of Mrs. Cannon and Mrs. Duncan, was just about all that a rural school should be. I visited only a few schools, but stayed intensively at these, for three days for each of four schools, and with shorter visits to a dozen or so other schools. With no criticism of the work of the present teachers at Red Oak, I do want to say that I felt that the whole pattern of Red Oak activities under its former direction would be a highly satisfactory one.

I feel that the best single index to the effectiveness of these schools is to be developed from conversation with the children. I tried to establish friendly relations with the children in the advanced grades in the schools I visited, and found this activity, next to the type of supervision encountered, the most satisfactory and revealing of any regarding what the school is doing. I find it extremely difficult, however, to reduce these impressions to a systematic form. What happens is that you get an "impressionistic" view; and I feel that I can talk to the teachers, to the people in the community, and to the children, and define for myself what a good rural school is. I do not know if in this brief and informal letter I should try to go into that, but I will say that I believe a prime index to a good school is the presence of a wide variety of reading materials, which are intelligently presented to the children, carefully guarded by the teacher, and read by the children. Only at Red Oak did I find this; and it was highly encouraging; in fact, almost thrilling, to find how much those children had read.

Another suggestion I would make is that, in general, not only should the vocabulary of readers for children be simplified; but that every text-book on the curriculum or on any other educational subject which is to come into the hands of prospective teachers; and that all educational announcements and plans, should be translated into simple language. I say this because I got the feeling that the stock

Fisk University

Nashville, Tennessee

DEPARTMENT OF SOCIAL SCIENCE

educational phrases, and the pet-terms used have utterly no meaning at all for the teachers. Even so simple a term as that now in use in Georgia - "a life related enterprise" as the phrase now being used to designate a unit - seemed to me to become jargon by the time it had filtered down to the rural teachers. If this is so, you can imagine how they must be even more bewildered by the more technical phrases which are set forth in each particular version of educational theory.

I have talked over with Dr. Brewton another proposition for action which I would like to propose. I do not know if I should mention it at this time, especially as our thinking on the subject has not matured. Our proposal would be this, in brief; why not begin a little newspaper for circulation in rural schools, containing both suggestions for teachers and reading materials for children? I have figured that such an adventure could be printed on paper the size of typed sheets; and that it could be distributed like much of the material now used in rural newspapers; that is, pages already made up and printed, with blank pages for the publication of a local newspaper similar to the little one put out at Red Oak by means of the Hectograph. So far as our thinking has proceeded, we are thinking in terms of an 8 page issue; Pages 1, 2, 7, and 8 would contain reading material for children; pages 3 and 4, general suggestions, news, etc., for teachers; and pages 5 & 6 for blank pages for use with hectograph or other duplicating machine for the preparation of a local news sheet.

We are working on a dummy now of the sort of thing we have in mind. I inclose a little cut out which may make the idea more intelligible. The purposes of such a publication would be, primarily, to furnish fresh reading material for rural children; and to furnish helpful hints and suggestions to rural teachers. (To some extent this latter function would be similar to that now met by news letters, etc., now put out in various state departments, etc.). The pages would be loose leaf, so that the special page for teachers could be detached from those for children.

If, after you view the dummy, you think there is any merit in the idea, I would be greatly interested in carrying on from there. As I have said, this is just an idea; but I feel that, however premature my mention of it now is, it is a practicable idea. I think also that such a service could, in time, be made self-supporting; and could be done extremely cheaply. For Negro schools, county supervisors could act as distributing agents.

I could run on in this vein for some time. Aside from the continuing difficulty of developing an effective technique, to guide observation, I think my trips through Georgia were highly instructive to me; and, as I have said before, if all of the States are enjoying supervision as intelligent as exists there in the Negro schools, conditions are much more hopeful than I imagined them to be.

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You may also be interested in a little sidelight that ~~may~~ interested me. I think that the mere drawing of attention to the internal workings of the school has already had a very helpful influence, and will be even more valuable in the future. I have noticed that Dr. Campbell himself, as Dr. Brewton and myself, is being educated. For myself, some years ago I visited several hundred rural schools. As I went from school to school, I was looking for buildings, for equipment, etc.; but after spending three days in a rural school, you realize that it really doesn't matter whether the building is built to specifications or not; so far as equipment of one sort is concerned, it doesn't matter if there isn't a single manufactured desk in the room; in fact, the simple home-made benches and tables at Red Oak seemed to me much more conducive to learning than any number of patented desks. Down in Peach county, at the

Fisk University

Nashville, Tennessee

DEPARTMENT OF
SOCIAL SCIENCE

school were I visited, I ran into two teachers who had been in a summer school class of mine at Tuskegee, in 1930. It was a sad reflection to realize how little, during that summer, I had contributed to their better and more intelligent adjustment to their work in that little two-teacher school. I think that I could do much better for them now than then.

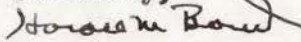
During week-ends I was also able to visit several teacher-training schools; I stayed at the Fort Valley School while in Peach county; and visited the Albany school, Florida A. & M. at Tallahassee, and the Georgia State College, at Savannah. Again I fear that I may be both premature in making a generalization; but my general impression was that one of the principal difficulties with these schools, as training institutions for rural teachers, is that almost the entire staff is recruited from an urban setting (elementary, high school, and college); and in the eagerness of these schools to make little ladies and gentlemen out of their students - many of whom are, of course, crude and unpolished - they give no attention at all to maintaining either an intelligent interest, or sympathy for, the populations from which these students are drawn.

Furthermore, the whole process is one that continually confuses the student. I got the impression that many of the children with whom I talked were, fundamentally, more intellectually alive than their teachers. The principal faults of the teachers are the accumulated confusions of "rote learning" through the elementary, high, and college years. I cannot escape the conviction that this is principally a matter of not reading, and of encountering, year after year, material in printed form that is not understood. The cure - or one of the cures - seems to me that of teaching the children to read; and again I repeat that this is an impossibility unless the teacher realizes that one must have books if one is to read, and unless the school has books to read. Of course it is not altogether so simple as that; but right now I think the school library idea is the best one prevalent; but with that will have to go an education of the teachers in the meaning and care of a school library, for few of them come from homes where there are books; or attended schools - high or college - where books meant anything but textbooks.

I am hoping that I will have a chance to talk to you when you are in these parts soon; preferably before the January meeting. I hope also that this letter is not quite the aimless document it appears on review.

With best wishes, I am,

Sincerely,


Horace M. Bond

P. S. I am sending a carbon copy of this letter to Mr. Embree. If he is interested, the dummy would explain the text regarding our proposed rural school newspaper.



RURAL SCHOOL PROGRAM

Fisk University
Nashville, Tennessee

DEPARTMENT OF
SOCIAL SCIENCE

February 1, 1938

INFORMAL

Survey Normal School

ERE	2-2	3	School

My dear Mr. Embree:

With Dr. Brewton, I have just returned from a long trip through Arkansas, Louisiana, and Mississippi. In the parlance of the streets, I believe you have really started something; the influence of the Grambling project, and the general impetus furnished by the Council, has really made a tremendous difference in the work being done, and in the situation as it is now, compared to that of a few years ago, when last I had an opportunity to observe conditions as they existed.

I write you now because of an interest in several projects connected with the development of the work of the Department of Education here at Fisk. On account of the absence of Dr. Jones from the city, I have been unable to clear all of the details of these matters with him. I am, therefore, writing you, at this time, several letters, having to do with aspects of the different projects, and detailing each of them with possibilities. I have marked this as a "Personal Letter" because I hope, through it, to give a general, informal prospectus of the individual matters that I have in mind.

see letter under Fisk Univ 2/1/38

(1) The first matter I should like to call to your attention is a proposal that would help in giving adequate support to the development of work here at Fisk for the training of personnel for the work in the rural South. I am convinced that it is necessary to do two things; first, to get the idea - the idea of improvability of rural schools, and to make applications to an educational situation for advanced students that will be close to earth; and, second, to get good students. No amount of planning will do any good, in my opinion, that does not get good students.

I should like to think, then, first about the ways and means of getting good students for our advanced work in education at Fisk. I regret to say that I do not think we can expect, normally, to get too many of the kind of people I think are needed out of the Fisk student body. The Fisk students are good people; they are enrolled in an excellent college; they have excellent backgrounds, but few of the good ones go into "Education," and those who will go on for advanced work will probably prefer to do it in subject-matter fields, looking forward to high school and college teaching. Furthermore, they are urban people; they are not rural minded; and they are, increasingly, from the North and the Middle West, and will probably go back there.

I should like to see us develop here a corps of the less sophisticated, but as intelligent, students who are close to the soil, as the nucleus for the

FISK
UNIVERSITY

development of advanced work in education. I have a notion that we can find plenty of them in the local state and private colleges we can serve here at Fisk. I have in mind, particularly, the States of Arkansas, Louisiana, Texas, Mississippi, Alabama, and Tennessee.

Through personal visitation and interview I should like to assemble here at Fisk about ten young men and women, by the device of selection, and by cooperation with the colleges in these states, and with the state educational officials in these states. I have spoken about this matter, tentatively, to Dr. Irby in Arkansas, to Mr. Lewis and Barrow in Louisiana, and to Mr. Travis in Mississippi. It is my notion that we can find first class people at the following schools: Arkansas State, at Pine Bluff; Philander Smith College, at Little Rock; Southern University, at Scotlandville, Louisiana; Dillard; Xavier; Wiley and Bishop Colleges, at Marshall; Prairie View, Texas College, at Tyler; Alcorn College, at Alcorn, Mississippi; Rust College, at Holly Springs, Mississippi; Tuskegee; the Alabama State College at Montgomery; and the Miles Memorial College at Birmingham; and the Tennessee State College here at Nashville.

One fellowship and three scholarships are now available here at Fisk for graduate students. A number of N. Y. A. jobs are also available. The N. Y. A. jobs pay \$270 a year.

I have an objection to selecting these persons through N. Y. A. grants, for several reasons. One is that, with a quota granted, an obligation is felt to give the jobs to someone; regardless of ability. I am convinced that these persons should be hand-picked, and to do so, what with competition with Howard and Atlanta Universities, the N. Y. A. grants cannot serve the purpose.

I therefore feel that an enlargement of possible fellowship aid at Fisk is essential to the gathering together of a corps of able persons for the work in Education to which I refer. I do not know if such aid is at all possible to obtain; but I am setting forth in a more formal letter, which accompanies this one, specifications for different amounts of aid through which the selection and recruiting of good persons can be forwarded.

(2) In my travels I ran across a copy of a weekly newspaper for children, a copy of which I inclose. I was somewhat taken aback to find that my bright idea was not so bright or novel as I thought it was. However, I still have hopes. In talking to Dr. Irby, he mentioned the possibility of providing materials for Negro schools. I should like to appropriate at least a part of his idea, and to suggest that a newspaper for rural children, written by themselves, would provide a means for the dissemination of pictures, materials, etc., now sorely needed.

(3) You may remember that, some year or so ago, I wrote you with reference to a project for urban children in a city, connected with hospital facil-



ities, the services that could be rendered by a Department of Education, etc. I still have this idea in mind, and believe it would be more practicable here in Nashville than elsewhere. I know many of the people here, and think a better approach can be made through the school authorities. However, I am not proposing this as a project for your interest at this time, but prefer to reserve it, since there is a possibility that funds might be made available from other sources if we can work out cooperation with the local school board.

Thanking you for your attention to this project, which, let me add again, has not yet had the benefit of the critical eye of President Jones, I am

Sincerely,

Horace M. Bond

Horace M. Bond

HMB:b
Inclosures-2

APPROPRIATION

RURAL SCHOOL PROGRAM

Hold *D.C.*
Survey of normal schools

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July 8, 1937

Dear Dr. Campbell: In accordance with conferences which you and I and members of our staffs have been holding I write to invite the Division of Surveys and Field Studies to make a study in behalf of the Julius Rosenwald Fund of the preparation of elementary school teachers in the South, with special emphasis upon the preparation of teachers in rural schools. If you and your department consent to make the study, we understand that the direction and supervision will be furnished by you. The Julius Rosenwald Fund in turn agrees to pay the salaries of persons immediately engaged in the work, together with the incidental expenses, including of course travel and other expenses in the field. The enclosed memorandum lists tentative agreements in the matter of personnel and budget.

In accordance with your suggestion, the Julius Rosenwald Fund will be glad to appoint an advisory committee to aid in the direction of the study and to give counsel during the course of the study. We shall be glad in all ways to assist as much as we can through suggestions and consultation. However, it is clearly understood that the study is to be under the direction of you and your Division, and in the unexpected event of a difference of opinion between us, it is understood that your judgment is to be final. In accordance with the enclosed budget, the Julius Rosenwald Fund agrees to make available for this study a sum of not less than thirteen thousand dollars for a period of not less than one year. It is possible that in consultation you and we may think it best to extend the study somewhat or to make additional investigations beyond those provided in the budget. All such matters are subject to further discussion and negotiation. At this time we commit ourselves to a study of one year and an expenditure of thirteen thousand dollars, or so much thereof as you may think necessary. For convenience in bookkeeping, it may be advisable for us to pay part of this budget directly from this office. Such payments, however, would be subject to your approval and would be regarded as a part of the thirteen thousand dollar budget.

FISK
UNIVERSITY

Page 2

All of us in this office take much pleasure
in contemplating this cooperative effort with you and the George
Peabody College for Teachers.

Very truly yours,

ERE:McK

EDWIN R. EMBREE

Dr. Doak Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
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RURAL SCHOOL
PROGRAM

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e
Survey of normal
school

Suggested budget and personnel for study of the preparation of southern elementary teachers, especially rural teachers, as agreed upon by Doak Campbell and Edwin R. Embree, July 5, 1937.

For directors of the study, under the supervision of Dr. Campbell and his Division: J. E. Brewton and Horace Mann Bond.

Tentative budget for one year's work, beginning on or as near as possible to August 1, 1937:

Salary of Brewton at \$400 a month for not less than 12 months	\$ 4,800
Salary of Bond at \$350 a month for not less than 12 months	4,200
Field travel	2,400
Secretarial services	600
Miscellaneous office expenses and contingencies	<u>1,000</u>
	\$13,000

Note: The Julius Rosenwald Fund agrees to supply in general accordance with the above budget \$13,000 or as much thereof as may be deemed necessary by Dr. Campbell for the proposed study.

EDWIN R. EMBREE

in schools for Negroes. This progress is due as much to the quality of work being done by Jeanes Teachers and the personnel in state departments of education as to the fact that their services are available over a widespread area of the region.

While philanthropic agencies have contributed and are contributing significantly to the provision of professional supervision of schools for Negroes, the fundamental responsibility for the support of an adequate supervisory program rests upon the states and counties. Funds received from philanthropic agencies should be looked upon as supplementary rather than supportive. This attitude is gaining acceptance throughout the region. For instance,¹⁰ in Virginia, in 1935-36, a total of 63 Jeanes Teachers were employed and were paid \$9,943.33 from the Jeanes Fund and \$40,071.67 from public tax funds, state and local. In Louisiana, where 26 Jeanes Teachers were employed in 1936-37, ten were paid entirely from public funds.

Progress, encouraging as it is, must not be confused with adequacy. Professional supervision of schools for Negroes, though not as inadequate as is professional supervision of schools for whites, is far from adequate. To provide adequate supervision of schools for Negroes in the Southeastern States will require: (1) the provision of county supervisory services in at least 290 additional counties; (2) the provision of means whereby the type of supervisory service existing may be constantly improved; and (3) the assumption by states and counties of more and more of the financial obligation for providing state and county supervisory services for Negro schools.

10. Wright, Arthur D., The Jeanes Fund and the Jeanes Teacher, (Reprinted from the Manual Report of the John F. Slater Fund, for the year ending June 30, 1936), p. 7.

Presented at Conf
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RURAL ELEMENTARY SCHOOLS OF THE SOUTH
Evaluative Criteria
Tentative and Experimental

PATTERN MAP

A. Teacher		B. Conditions of Teacher Service				C. Adm. and Supv.		D. Teaching and Learning		E. Pupils		F. School Management and Control		G. Community-School-Teacher Relationships		H. School Plant		I. Equipment and Supplies	
Experience		Pupil-Teacher Load				County Superintendent		School Experiences		Attendance		Cleanliness		Health Services		Grounds		Selection	
Professional Competencies		Tenure				County Supervisor		Out-of-School Experiences		Health		Pupil Participation		Community Responsibility		School Community-Centered		Building Equipment	
Rural-Mindedness		Leaves of Absence				Community Facilities		Learning Situations		Progress and Achievement		Records and Reports		Coordination		Schoolhouse		Playground Equipment	
Selection		Retirement				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Retention		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Touring		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Tenure		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Pupil-Teacher Load		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Term		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Salary		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Leaves of Absence		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Retirement		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Community Facilities		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
County Superintendent		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
County Supervisor		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
School Experiences		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Out-of-School Experiences		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Expression of Experiences		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Learning Situations		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Attendance		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Health		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Progress and Achievement		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Cleanliness		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Pupil Participation		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Records and Reports		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Safety		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Health Services		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Community Responsibility		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Coordination		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Adult Education		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
School Community-Centered		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Grounds		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Schoolhouse		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Outbuildings		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Selection		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Building Equipment		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Playground Equipment		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Instructional Equipment		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
Use of Equipment		Community Facilities				School Experiences		Attendance		Cleanliness		Safety		Adult Education		Outbuildings		Instructional Equipment	
<p>Name of School _____ County _____ State _____ Date of Evaluation _____</p> <p>Name of Principal _____ Address of Principal _____</p>																			

RURAL SCHOOL PROGRAM
Presented at Conf
8/9

RURAL ELEMENTARY SCHOOLS OF THE SOUTH
Evaluative Criteria
Tentative and Experimental

A. THE TEACHER

Desirable Characteristics		Rating				
		100	75	50	25	0
<i>School superintendent</i> I. <u>Training</u>						
C.R.*	1. <i>General Ed</i> Well trained (M.A., 100; A.B., 75; 2-year college, 50; 1-year college, 25; below 1-year college, 0)	1	1	1	1	1
C.R.	2. Special training for teaching in rural schools (Major in rural education, 100; practice teaching in rural schools, 75; minor in rural education, 50; at least six semester hours in rural education, 25; less than six semester hours in rural education, 0)	1	1	1	1	1
II. <u>Experience</u>						
C.R.	1. Experienced (More than 3 years, 100; 3 years, 75; 2 years, 50; 1 year, 25; in first year, 0)	1	1	1	1	1
<i>connections</i> III. <u>Professional Interest</u>						
T.I.	1. Professional interest (Attendance, membership, and participation in national, state, district, and county meetings, 100; attendance, membership, and participation in state, district and county meetings, 75; attendance, membership, and participation in district and county meetings, 50; attendance, membership, and participation in county meetings, 25)	1	1	1	1	1
IV. <u>Rural-Mindedness</u>						
T.I.	1. Lives in the community (Full time, 100; during week and at least one-half of the week-ends, 75; during week only, 50; one-half of each week, 25; less than one-half of each week, 0)	1	1	1	1	1
T.I.	2. Participates in religious services; Church ___; Sunday school ___; young peoples and other study groups ___; choir ___. (Value of each, 25)	1	1	1	1	1
T.I.	3. Participates in community club work: P.T.A. ___; study groups for adults and young people ___; scout work ___; athletic clubs ___; (Value of each, 25)	1	1	1	1	1
T.I.	4. Participates in social activities: Parties and picnics ___; lectures and concerts ___; community meetings ___; special programs ___. (Value of each, 25)	1	1	1	1	1

* Key: C.R. = County records; C.I. = County superintendent interview; S.R. = State records; O. = Observation; O.I. = Observation and interview; T.I. = Teacher interview.

B. CONDITIONS OF TEACHER SERVICE

Desirable Characteristics	Rating			
	100	75	50	25 0
<u>I. Selection</u>				
C.I. 1. Selection on basis of competence and rural-mindedness			
<u>II. Retention</u>				
C.I. 1. Retention on basis of competence and rural-mindedness			
<u>III. Housing</u>				
T.I. 1. Adequate housing provisions: Comfortable ____; convenient ____; pleasant environment ____; reasonable in price ____ (Value of each, 25)			
<u>IV. Tenure</u>				
C.R. 1. Tenure (Five or more years, 100; four years, 75; three years, 50; two years, 25; one year, 0)			
<u>V. Pupil-Teacher Load</u>				
C.R. 1. Average daily attendance of 20-25, 100; 25-30, 75; 30-35, 50; 35-40, 25; (above 40 or below 20 <i>or below 20 wide in exact a.d.a.</i>)			
<u>VI. Term</u> <i>(170 days) (189 1/2 140 days) 139 1/2 120 days (119 days & 80)</i>				
C.R. 1. Nine months, 100; 7 months, 75; 6 months, 50; 4 months, 25; less than 4 months, 0 <i>less than 70 days, 0</i>			
<u>VII. Salary</u>				
C.R. 1. Monthly salary ____; number of months ____ 2. current <i>current</i> year			
<u>VIII. Leaves of Absence</u>				
C.I. 1. Leaves of absence for worthy educational purposes: Visit other schools for special demonstration programs ____; attend meetings of educational associations ____; attend education conferences ____; serve as official representative from a community club to state or national meeting ____ (Value of each, 25)			
<u>IX. Retirement</u>				
C.I. 1. Adequate retirement provisions			
<u>X. Community Facilities</u>				
T.I. 1. Recreational: Provision for playground games ____; swimming ____; tennis ____; ball games <i>morish</i> ____ (Value of each, 25)			

B. CONDITIONS OF TEACHER SERVICE (continued)

Desirable Characteristics		Rating				
		100	75	50	25	0
<u>X. Community Facilities (continued)</u>						
T.I.	2. Religious: Church services ; Sunday school ; study groups for young people and for adults ; choir . (Value of each, 25)	1	1	1	1	1
T.I.	3. Social: Parties and picnics ; lectures and concerts ; community meetings ; special programs . (Value of each, 25)	1	1	1	1	1

C. ADMINISTRATION AND SUPERVISION

<u>I. County Superintendent</u>						
S.R.	1. Training (M.A., 100; A.B., 50; 2-year college, 25; below 2-year college, 0)	1	1	1	1	1
S.R.	2. Experience (More than 3 years, 100; 3 years, 75; 2 years, 50; 1 year, 25; in first year, 0)	1	1	1	1	1
C.I.	3. Professional ^{connection} interest (Attendance, membership, participation in national, state, district, and county meetings, 100; attendance, membership, and participation in state, district and county meetings, 75; attendance, membership, and participation in district and county meetings, 50; attendance, membership and participation in county meetings, 25.)	1	1	1	1	1
C.I.	4. Visits to small rural schools (Two or more classroom visits ^{or} and two or more community meetings attended for each school during year, 100; one classroom visit ^{or} and one community meeting attended for each school during year, 75; only one visit to each school during year, 50; upon special request only, 25) ^{half of the}	1	1	1	1	1
<u>II. County Supervisor</u>						
S.R.	1. Training (M.A., 100; A.B., 50; 2-year college, 25; below 2-year college, 0)	1	1	1	1	1
S.R.	2. Experience (More than 3 years, 100; 3 years, 75; 2 years, 50; 1 year, 25; in first year, 0)	1	1	1	1	1
C.I.	3. Professional ^{connection} interest (Attendance, membership, and participation in national, state, district, and county meetings, 100; attendance, membership, and participation in state, district and county meetings, 75; attendance, membership, and participation in district and county meetings, 50; attendance, membership, and participation in county meetings, 25.)	1	1	1	1	1
C.I.	4. Visits to small rural schools (Two or more classroom visits and two or more community meetings attended for each school during year, 100; one classroom visit and one community meeting attended for each school during year, 75; only one visit to each school during year, 50; upon special request only, 25)	1	1	1	1	1
C.I.	5. Conducts a definite, well organized, and appropriately directed program of curriculum study and revision with every school participating, 100; with three-fourths of the schools participating, 75; with a majority of the schools participating, 50; with only a few selected schools participating, 25.	1	1	1	1	1

D. TEACHING AND LEARNING

Desirable Characteristics		Rating				
		100	75	50	25	0
I. Experiential Opportunities Children Have under the Guidance of the Teacher						
O.I. 1.	Trips (Lumber mill ; cotton mill ; cotton seed mill ; wholesale house ; city market ; mines ; gas well ; courthouse ; fire department ; telegraph office ; telephone office ; printing shop ; library ; museum ; art gallery ; railroad station ; train trips ; bus station ; community park ; creameries ; canneries ; zoos ; other)	100	75	50	25	0
T.I. 2.	Social (Parties ; clubs ; picnics ; programs ; other)	100	75	50	25	0
O.I. 3.	Aesthetic and cultural (Interior decoration and house furnishing ; care and planting of grounds ; bird center ; school museum ; school art gallery or studio ; school or room library ; school drama ; school dance ; school music ; school festivals ; other)	100	75	50	25	0
O.I. 4.	Economic (School garden ; shop ; bazaar ; apiary ; cooking and preparation of hot lunches ; sewing ; other)	100	75	50	25	0
O.I. 5.	Health (Complete house-keeping unit ; first aid unit ; health program in cooperation with county plan ; physical education program ; other)	100	75	50	25	0
II. Experiential Opportunities Provided Children by Other Agencies						
T.I. 1.	Trips (list)	100	75	50	25	0
T.I. 2.	Social (Parties ; picnics ; clubs ; other)	100	75	50	25	0
T.I. 3.	Aesthetic and cultural (Art ; drama ; music ; dance ; lecture ; reading ; other)	100	75	50	25	0
T.I. 4.	Religious (Sunday school ; church ; young peoples organizations ; choir ; other)	100	75	50	25	0
T.I. 5.	Economic (House-keeping ; interior decoration ; cooking ; sewing ; care of poultry ; care of farm animals ; gardening ; farming ; marketing ; dairying ; other)	100	75	50	25	0
T.I. 6.	Camps.	100	75	50	25	0
III. Opportunities for Expression of Ideas about Experiences						
O.I. 1.	Speech arts (Conversation ; group discussion ; story telling ; reports)	100	75	50	25	0
O.I. 2.	Writing (Letter writing ; reports ; record keeping ; inventories ; cataloguing ; articles and publicity ; plays ; stories ; poems)	100	75	50	25	0
O.I. 3.	Numbers (Accounts ; records ; reports ; problems)	100	75	50	25	0
O.I. 4.	Drawing and painting (Original pictures ; friezes ; illustrations ; designs ; decorations for stage scenery and costumes ; lettering ; manuscript writing ; map making ; drawing to scale ; dyeing)	100	75	50	25	0
O.I. 5.	Construction (Woodwork ; clay modeling ; cement ; book-making ; weaving ; knitting ; basketry ; puppetry ; other)	100	75	50	25	0

D. TEACHING AND LEARNING (continued)

Desirable Characteristics	Rating				
	100	75	50	25	0
III. <u>Opportunities for Expression of Ideas about Experiences (continued)</u>					
O.I. 6. Production (Original plays ___; original and folk dances ___; original and other music ___; folk games and drama ___.)	1	1	1	1	1
<u>I</u> II <u>Provision for Effective Learning Situations</u>					
O.I. 1. Curriculum adapted to meet the <u>social</u> ___; intellectual ___; economic ___; aesthetic and cultural ___; health ___; civic ___; personality ___; and subject matter needs of the pupils; to broaden and develop their various interests and creative abilities ___; to make use of the economic ___; social ___; civic ___; welfare ___; health ___; aesthetic and cultural ___; religious ___; and natural resources ___ of the school and the community.	1	1	1	1	1
O.I. 2. Plans made through the cooperation of teacher and pupils.	1	1	1	1	1
T.I. 3. Pupil diagnosis through measurement ___; observation ___; study of home conditions ___; out of school behavior ___.	1	1	1	1	1
O.I. 4. Varied and interesting activities to meet individual needs.	1	1	1	1	1
O.I. 5. Direct teaching and drill where necessary.	1	1	1	1	1
O.I. 6. Individual rate of progress provided for.	1	1	1	1	1
O.I. 7. Classification on basis of pupil interests, abilities, and needs.	1	1	1	1	1
O.I. 8. Plans by which pupils may help each other.	1	1	1	1	1
O.I. 9. Carefully prepared, flexible, daily program providing for the immediate needs of the pupils with greatest economy of time.	1	1	1	1	1

E. PUPILS

I. Attendance

C.R. 1. Average daily attendance (90 per cent, 100; 85 per cent, 75; 80 per cent, 50; 75 per cent, 25; and below 75 per cent, 0)	1	1	1	1	1
C.R. 2. Tardiness (2 per cent, 100; 3 per cent, 75; 4 per cent, 50; 5 per cent, 25; and above 5 per cent, 0)	1	1	1	1	1

II. Health

T.I. 1. Pupils examined by county health officer.	1	1	1	1	1
T.I. 2. Pupils found with defects (Total ___; underweight ___; poor vision ___; poor hearing ___; bad teeth ___; diseased tonsils ___; vaccination needed ___; inoculation ___.)	1	1	1	1	1
T.I. 3. Children having defects corrected ___.	1	1	1	1	1
T.I. 4. Immunizations given (Typhoid ___; diphtheria ___; smallpox ___.)	1	1	1	1	1
T.I. 5. Children regularly participating in housekeeping program.	1	1	1	1	1
O. 6. Children taking hot lunches.	1	1	1	1	1

E. PUPILS (continued)

Desirable Characteristics	Rating				
	100	75	50	25	0
<hr/>					
II. <u>Health(Continued)</u>					
O. 7. Children observing good health habits, as washing hands before lunch, good table manners, etc.
O. 8. Children engaged in outdoor play.
O. 9. Children observing a definitely provided for rest period.
O. 10. Adequate daily health inspection by teacher (Hands, face, skin, ears, neck, head, eyes, teeth, throat, general neatness and cleanliness.)
<hr/>					
III. <u>Progress and Achievement</u>					
T.I. 1. Age-grade progress record (Percentage of under-age pupils, total ____; by grades, 1 ____; 2 ____; 3 ____; 4 ____; 5 ____; 6 ____ . Percentage of normal pupils, total ____; by grades, 1 ____; 2 ____; 3 ____; 4 ____; 5 ____; 6 ____ . Percentage of over-age pupils, total ____; by grades, 1 ____; 2 ____; 3 ____; 4 ____; 5 ____; 6 ____ . Percentage of pupils repeating grades, total ____; by grades, 1 ____; 2 ____; 3 ____; 4 ____; 5 ____; 6 ____
O. 2. Individual records of progress.
O. 3. Children participate in decisions which affect the group as a whole.
O. 4. Children assume responsibilities which affect the welfare of the group.
O. 5. Children show good health habits.
O. 6. Desirable behavior and safety habits.
O. 7. Spirit of cooperation in work and play.
O. 8. Evidences of social adjustment in the group.
O. 9. Initiate study activities.
O. 10. Initiate group activities.
O. 11. Desirable social activities.
O. 12. Desirable civic activities.
O. 13. Show ability to use reference materials.
O. 14. Interest in the work undertaken.
O. 15. Evidence of real, vital, and practical learning.
O. 16. Growth in technique of observation and study.
O. 17. Interest and development in creative expression.
O. 18. Orientation into the different modes of living as practiced by mankind.
O. 19. Show enjoyment of their own environment.
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F. SCHOOL MANAGEMENT AND CONTROL

I. Cleanliness

- O. 1. Clean grounds.
- O. 2. Clean buildings.
- O. 3. Clean children.



F. SCHOOL MANAGEMENT AND CONTROL (continued)

Desirable Characteristics	Rating				
	100	75	50	25	0
I. <u>Cleanliness</u> (continued)					
O. 4. Clean teacher.
O. 5. Children participating in keeping school clean.
O. 6. Clean community.
O. 7. School participating in making community clean.
II. <u>Pupil Participation</u>					
O. 1. In school housekeeping.
O. 2. In general school control.
O. 3. In planning assemblies and all school activities.
O. 4. In classroom activities.
III. <u>Records and Reports</u>					
O. 1. Registers, kept neatly, accurately and up-to-date.
O. 2. Permanent, cumulative record kept for each child.
O. 3. Reports made to parents at frequent intervals
C.I. 4. Reports made promptly to administrative offices.
IV. <u>Safety</u>					
O. 1. Adequate fire protection
O. 2. Adequate storm protection.
O. 3. Safety rules and regulations enforced
V. <u>Health Services</u>					
O. 1. Observance of good health practices in and around building.
O. 2. Sanitary provision for washing and drying hands.
O. 3. Provision for pure drinking water.
O. 4. Correct management of ventilation.
O. 5. Correct management of lighting.
O. 6. Correct management of heating.
T.I. 7. Clinics.
T.I. 8. Control of communicable disease.
T.I. 9. Use of health agencies in community.

G. COMMUNITY-SCHOOL-TEACHER RELATIONSHIPS

I. Community's Responsibility to Teacher					
T.I. 1. Social recognition.	.....	.....	.....	.....	.....
T.I. 2. Opportunity for participation in community affairs.	.....	.....	.....	.....	.....

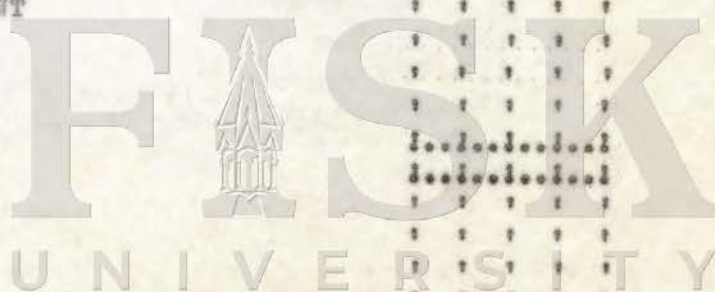
G. COMMUNITY SCHOOL TEACHER RELATIONSHIPS (continued)

Desirable Characteristics	Rating			
	100	75	50	25 0
<u>II. Teacher's Responsibility to Community</u>				
T.I. 1. Identify self with community.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 2. Live in community.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 3. Participate in activities of community.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 4. Visit homes of pupils.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 5. Accept leadership.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 6. Work toward raising standards of living in community.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
<u>III. Coordination of the Efforts of School and Community Agencies</u>				
T.I. 1. Cooperation with and use of services of welfare agencies.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 2. Cooperation with and use of services of farm demonstration agencies.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 3. Cooperation with and use of services of home demonstration agencies.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 4. Cooperation with and use of services of county health unit.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 5. Cooperation with and use of services of the churches.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 6. Cooperating with and using youth organizations.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
<u>IV. Adult Education</u>				
T.I. 1. Adult classes: Night schools for illiterates __; extension classes __. (Value of each, 50)	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 2. Adult services: Cooperative organizations for buying __; producing __; canning and packing __; storing and marketing __. (Value of each, 25)	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 3. Adult clubs: Farmers Union __; Grange __; Home demonstration clubs __; Garden clubs __. (Value of each, 25)	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
<u>V. School Community-Centered</u>				
T.I. 1. Community organizations holding meetings in schoolhouse.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 2. Parent-teacher or similar organization.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 3. Community pride in school.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 4. School-community program for raising standards of living in community.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 5. Community participation in school affairs.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
T.I. 6. Pupils given opportunity to become acquainted with and participate in community undertakings.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1
O. 7. Community problems basis for reading, study, discussion, and action in school.	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1	1..1..1..1..1

H. THE SCHOOL PLANT

I. Grounds

- O. 1. Adequacy.
O. 2. Accessibility.



H. THE SCHOOL PLANT (continued)

Desirable Characteristics	Rating				
	100	75	50	25	0
I. Grounds (continued)					
O. 3. Sanitary.	1	1	1	1	1
O. 4. Safety.	1	1	1	1	1
O. 5. Drainage.	1	1	1	1	1
O. 6. Landscaping.	1	1	1	1	1
O. 7. Planting.	1	1	1	1	1
O. 8. Shape (Rectangular form preferred.)	1	1	1	1	1
O. 9. Fenced (If needed; if not needed, leave blank.)	1	1	1	1	1
O. 10. Condition.	1	1	1	1	1
O. 11. Hard surface walks.	1	1	1	1	1
O. 12. Adequate play space.	1	1	1	1	1
II. Schoolhouse					
O. 1. Placement on grounds.	1	1	1	1	1
O. 2. Of good material.	1	1	1	1	1
O. 3. Architecturally pleasing.	1	1	1	1	1
O. 4. Suitably painted.	1	1	1	1	1
O. 5. Safety standards.	1	1	1	1	1
O. 6. Health standards.	1	1	1	1	1
O. 7. Heating standards.	1	1	1	1	1
O. 8. Ventilation standards.	1	1	1	1	1
O. 9. Lighting standards.	1	1	1	1	1
O. 10. Meets needs of educational program.	1	1	1	1	1
O. 11. In good repair.	1	1	1	1	1
III. Outbuildings					
O. 1. Sanitary toilets.	1	1	1	1	1
O. 2. Cleanliness of toilets.	1	1	1	1	1
O. 3. Toilets free from marks.	1	1	1	1	1
O. 4. Toilets secluded by screens or shrubbery.	1	1	1	1	1
O. 5. Toilets ventilated.	1	1	1	1	1
O. 6. Toilets lighted.	1	1	1	1	1
O. 7. Toilets painted.	1	1	1	1	1
O. 8. Provided with toilet paper.	1	1	1	1	1
O. 9. Inspected daily.	1	1	1	1	1
O. 10. Condition.	1	1	1	1	1
O. 11. Placement on grounds.	1	1	1	1	1

I. EQUIPMENT AND SUPPLIES

I. Selection and Care

- O. 1. Made on the basis of ^{intellectual, — ;} social ; aesthetic and cultural ; economic ; health ; ~~civic~~ ; and subject-matter needs of rural children.

I. EQUIPMENT AND SUPPLIES (continued)

Desirable Characteristics	Rating			
	100	75	50	25 0
<u>I. Selection and Care (continued)</u>				
O. 2. Made on the basis of social ; aesthetic and cultural ; economic ; civic ; and health needs of the rural school program.	1	1	1	1
O. 3. Made on basis of quality ; attractiveness ; durability ; serviceability .	1	1	1	1
O. 4. All books shall be interesting ; attractive ; recent ; authoritative ; adaptable to the maturity and background of the pupils .	1	1	1	1
O. 5. All equipment and supplies in good condition ; carefully stored in proper place when not in use .	1	1	1	1
<u>II. Building Equipment and Janitorial Supplies</u>				
O. 1. Individual, steel, adjustable desks in four sizes ; sufficient in number to accommodate total enrollment .	1	1	1	1
O. 2. Teachers desk, standard type, with lock and key ; teacher's chair .	1	1	1	1
O. 3. Chairs for visitors and seating equipment sufficient to accommodate community meetings.	1	1	1	1
O. 4. Blackboards, minimum of 20 lineal ft. 42" wide per classroom, with chalk rail 27" to 30" from floor.	1	1	1	1
O. 5. Bulletin board 3' by 4' of cork matting or equivalent; pinning strip of cork or of suitable cloth material 30" by 12".	1	1	1	1
O. 6. Bookcases sufficient for 100 books, supplied with lock and key.	1	1	1	1
O. 7. Suitable rack for bulletins, newspapers, and magazines.	1	1	1	1
O. 8. Storage cabinets fitted with lock and key, sufficient to accommodate adequate equipment as listed.	1	1	1	1
O. 9. Two library tables and chairs of sizes suitable for primary and for older children.	1	1	1	1
O. 10. Table or stand for large dictionary.	1	1	1	1
O. 11. Separate lighted cloakrooms with sufficient hooks and shelves to accommodate all pupils.	1	1	1	1
O. 12. Closet with lock and key for teachers personal property.	1	1	1	1
O. 13. Double, adjustable shades, tan in color, for all classroom windows.	1	1	1	1
O. 14. Fuel room or shed.	1	1	1	1
O. 15. Sufficient supply of fuel.	1	1	1	1
O. 16. Individual drinking facilities.	1	1	1	1
O. 17. Wash basin, soap, and individual towels.	1	1	1	1
O. 18. Fitted first aid kit.	1	1	1	1
O. 19. Pencil sharpener.	1	1	1	1
O. 20. Chalk and erasers.	1	1	1	1
O. 21. Wall clock.	1	1	1	1
O. 22. Thermometer.	1	1	1	1
O. 23. Wastepaper basket.	1	1	1	1
O. 24. Garbage can with fitted cover.	1	1	1	1

I. EQUIPMENT AND SUPPLIES (continued)

Desirable Characteristics	Rating				
	100	75	50	25	0
<u>II. Building Equipment and Janitorial Supplies (continued)</u>					
O. 25. Several dust cloths.	1	1	1	1	1
O. 26. Dust pan.	1	1	1	1	1
O. 27. Two good brooms.	1	1	1	1	1
O. 28. Supply of sweeping compound.	1	1	1	1	1
O. 29. Door mat.	1	1	1	1	1
<u>III. Adequate Playground Equipment</u>					
O. 1. Inexpensive or of local construction (Swings ___; seesaws ___; flying jinny ___; horizontal bars ___; jumping pole ___; giant stride ___; slide ___; horseshoes ___; sand bin ___.)	1	1	1	1	1
O. 2. Apparatus for organized play (Volley ball ___; basket ball ___; tennis ___; horseshoe court ___; playground ball ___; croquet set and court ___; baseball diamond and outfit ___; jumping ropes ___.)	1	1	1	1	1
<u>IV. Instructional Equipment and Supplies</u>					
O. 1. Standard elementary encyclopedia.	1	1	1	1	1
O. 2. One large dictionary ___; one small dictionary for each pupil in the largest class above third grade ___.	1	1	1	1	1
O. 3. One hundred books selected from the State approved list.	1	1	1	1	1
O. 4. Twenty-five bulletins.	1	1	1	1	1
O. 5. One daily newspaper ___; one current events paper ___; one farm magazine ___; one current news magazine ___; one children's magazine ___.	1	1	1	1	1
O. 6. At least 50 supplementary books of varying difficulty related to the various subject matter fields; ten of these shall be first grade readers (only one copy of each).	1	1	1	1	1
O. 7. Library card catalogue system ___; accession record ___; shelf list ___; author list. ___.	1	1	1	1	1
O. 8. Use of traveling library.	1	1	1	1	1
O. 9. Complete set of textbooks for each pupil.	1	1	1	1	1
O. 10. Complete set of accompanying workbooks.	1	1	1	1	1
O. 11. State map ___; complete set of maps enclosed in case ___; globe ___.	1	1	1	1	1
O. 12. Atlas.	1	1	1	1	1
O. 13. Recent world almanac.	1	1	1	1	1
O. 14. Song books.	1	1	1	1	1
O. 15. Musical instrument.	1	1	1	1	1
O. 16. Primary materials.	1	1	1	1	1
O. 17. Art materials (Colors ___; paper ___; paste ___; cloth ___; thread ___; needles ___; raffia or substitute ___; paper cutter ___; wire ___; tacks ___).	1	1	1	1	1

Material Presented at
Conference on Study of Good + Bad
Rural Schools, attended by

Doak Campbell

H. M. Bonds

Brewton

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JCD

RURAL SCHOOL PROGRAM

Survey Normal Schools
(Subj matter)

THE STATUS OF SUPERVISION OF SCHOOLS FOR NEGROES IN THE SOUTHEASTERN STATES

By

John E. Brewton

George Peabody College for Teachers

August 9, 1933

Nashville, Tennessee

FISK
UNIVERSITY

THE STATUS OF SUPERVISION OF SCHOOLS FOR NEGROES
IN THE SOUTHEASTERN STATES

By

John E. Brewton
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A survey of the status of supervision of schools for Negroes in the Southeastern States reveals that there is a great need for the services of helping teachers or supervisors to give guidance, professional assistance, and encouragement, to the teachers of the small rural schools that characterize the region; that the status of supervision of schools for Negroes, while far from adequate, is encouraging; and that there is a tendency for states and counties to assume more and more of the financial obligations for providing state and county supervisory services for Negro schools.

Predominance of Small Rural Schools for Negroes in the
Southeastern States

In the Southeastern States,¹ schools for Negroes are predominantly small rural schools. Over three-fourths of the Negro schools in the region are one- and two-teacher schools; and over one-half of the Negro children enrolled in school, attend these small rural schools. While the percentage of Negro pupils enrolled in schools according to number of teachers varies in the states of the Southeast, the status in Arkansas may be cited as more or less typical. In Arkansas,² the percentage of Negro pupils enrolled in schools according to number of teachers is as follows: one-teacher schools, 36.1; two-teacher schools, 21.5; three-, four-, and five-teacher schools, 19.4; six to nine teachers, 8.5; and ten or more teachers, 14.5.

1. The Southeastern States as referred to throughout this article are: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.
2. A Study of Local School Units in Arkansas, (Little Rock, Arkansas, State Department of Education, 1937), p. 26.

TABLE I

COMPARATIVE NUMBERS AND PERCENTAGES OF
ONE-TEACHER SCHOOLS FOR WHITES AND FOR NEGROES
IN THE SOUTHEASTERN STATES, 1936-37

State	Number One-Teacher Schools			Per Cent One-Teacher Schools		Per Cent Population, 1930*	
	Total	White	Negro	White	Negro	White	Negro
1	2	3	4	5	6	7	8
Southeast	26,110	13,125	12,985	50.3	49.7	69.4	30.6
Virginia	2,399	1,317	1,082	54.9	45.1	73.1	26.8
North Carolina	1,351	435	916	32.2	67.8	70.4	29.0
South Carolina	1,505	293	1,212	19.5	80.5	54.2	45.6
Georgia	2,972	534	2,438	18.0	82.0	63.2	36.8
Florida	718	236	482	32.9	67.1	70.5	29.4
Kentucky	5,225	4,680	545	93.4	6.6	91.3	8.6
Tennessee	2,799	2,108	691	75.3	24.7	81.7	18.3
Alabama	2,459	838	1,571	36.1	63.9	64.3	35.7
Mississippi	2,722	286	2,436	10.5	89.5	49.6	50.2
Arkansas	2,732	1,907	825	69.8	30.2	74.1	25.8
Louisiana	1,229	241	987	19.6	80.4	62.7	36.9

* These percentages do not in all cases total 100 per cent because other races are included in the total population.

Comparative numbers and percentages of one-teacher schools for whites and for Negroes in the Southeastern States, 1936-37, are shown in Table I. There are 26,110 one-teacher schools in the Southeast, 13,125 for white children, and 12,985 for Negro children. In other words, in a region where Negroes represent 30.6 per cent of the total population, 49.7 per cent of the one-teacher schools are Negro schools. The range in number of one-teacher schools for Negroes by states is from 345 in Kentucky where the percentage of Negro population is only 8.6, to 2,438 in Georgia where the percentage of Negro population is 36.8.

Teachers in these small rural schools need the services of helping teachers or supervisors. They need guidance, professional assistance, and encouragement. In short, they need the professional services of county and state supervisors to help them make these small rural schools real forces for the improvement of rural life.

Status of County Supervision of Schools for Negroes in the Southeastern States

When Anna T. Jeanes, the little Quaker lady, some thirty-odd years ago, said: "I want to hear about the poor little Negro cabin one-teacher rural schools," she started a movement which is today responsible for providing the services of 474 Jeanes Teachers or supervisors in 505 counties in thirteen states and the Virgin Islands.

The number and percentage of counties having services of supervisors, white and Negro, in the Southeastern States, are shown in Table II. Supervision of Negro schools, due largely to aid received from philanthropic agencies, chiefly the Jeanes Fund, is much more widespread than supervision

TABLE II

STATUS OF COUNTY SUPERVISION OF SCHOOLS, WHITE AND NEGRO
IN THE SOUTHEASTERN STATES, 1937-38

State	Total No. Count- ties	No. Counties Having Ser- vices of Supervisors		Percentage of Counties Hav- ing Services of Supervisors		No. Coun- ties Not Needing Negro Supvs.*	Percent- age of Counties Not Need- ing Negro Supv.*	No. Counties Needing Ser- vices of Supervisors		Percentages of Counties Need- ing Services of Supervisors	
		White	Negro	White	Negro			White	Negro	White	Negro
1	2	3	4	5	6	7	8	9	10	11	12
Southeast	975	246	451	25.2	46.3	234	24.0	729	290	74.8	29.7
Virginia	100	79	69	79.0	69.0	18	18.0	21	15	21.0	13.0
North Carolina	100	5	59	5.0	59.0	17	17.0	95	24	95.0	24.0
South Carolina	46	3	38	6.5	82.6	0	0.0	45	8	93.5	17.4
Georgia	159	12	56	7.5	34.6	16	10.1	147	88	92.5	56.3
Florida	67	7	29	10.4	43.3	10	14.9	60	28	89.6	41.8
Kentucky	120	11	12	9.2	10.0	104	86.7	109	4	90.8	3.3
Tennessee	95	34	36	35.8	37.9	33	40.0	61	21	64.2	22.1
Alabama	67	31	40	46.3	59.7	7	10.4	36	20	53.7	29.9
Mississippi	82	17	55	20.7	67.1	0	0.0	65	27	79.3	32.9
Arkansas	75	0	25	0.0	33.3	22	29.4	75	28	100.0	37.3
Louisiana	64	47	33	73.4	51.6	2	3.1	17	29	26.6	45.3

* Counties having fewer than ten Negro teachers.

of rural white schools. While Negro rural schools are supervised by Jeanes Teachers in 451, or 46.3 per cent of the counties in the region, the white rural schools are supervised by professionally trained supervisors in only 246, or 25.2 per cent of the counties in the region. This difference is further increased if the assumption is granted that the services of Jeanes Teachers are not greatly needed in counties having fewer than ten teachers. In 234, or 24.0 per cent of the counties of the Southeast, there are fewer than ten Negro teachers. This leaves 290, or 29.7 per cent of the counties in the region, needing but not having the services of Jeanes Teachers. Seven hundred thirty-three, or 75.2 per cent of the counties in the Southeast, need but do not have the services of white supervisors. In other words, to put county school supervision in the Southeastern States on a statewide basis for both Negro and white schools would require placing Negro supervisors in about 30.0 per cent of the counties in the region and white supervisors in about 75.0 per cent.

The foregoing figures are for the region as a whole. An examination of the status of county supervision by individual states reveals that in only two states, Virginia and Louisiana, is the percentage of counties having services of white supervisors greater than the percentage of counties having Jeanes Teachers.

Granting that counties having fewer than ten Negro teachers do not need Jeanes Teachers, adequate county supervision of schools for Negroes can be maintained in the region as a whole by providing supervisory services in 290 additional counties. Not granting this assumption, adequate county supervision of schools for Negroes can be maintained in the region as a whole by providing supervisory services in 534 additional counties.

Granting that counties having fewer than ten Negro teachers do not need Jeanes Teachers, adequate county supervision of schools for Negroes can be maintained by the various states of the Southeast by providing additional supervisory services as follows: Alabama, in 20, or 29.9 per cent, of the counties in the state; Arkansas, in 28 or 37.3 per cent; Florida in 28, or 41.8 per cent; Georgia, in 88, or 55.3 per cent; Kentucky in 4, or 3.3 per cent; Louisiana in 29, or 45.3 per cent; Mississippi in 27, or 32.9 per cent; North Carolina in 24, or 24.0 per cent; South Carolina in 8, or 17.4 per cent; Tennessee in 21, or 22.1 per cent; and Virginia in 13, or 13.0 per cent.

Status of State Supervision of Schools for Negroes in the Southeastern States

In considering the status of supervision of schools for Negroes in the Southeastern States, it is necessary to take into account the efforts made in the eleven states to improve instruction in these schools by the state departments of education.

In 1937-38, each state in the Southeastern region had one or more persons definitely employed to supervise, and represent the interests of, Negro education. Twenty-seven such supervisors are located in state offices as follows: Alabama, 3; Arkansas, 3; Florida, 1; Georgia, 3; Kentucky, 2; Louisiana, 2; Mississippi, 3; North Carolina, 4; South Carolina, 2; Tennessee, 2; and Virginia, 2. Nine Negroes are among these supervisors distributed by states as follows: Alabama, 1; Arkansas, 2; Georgia, 1; Kentucky, 1; Mississippi, 1; North Carolina, 2; and Virginia, 1. This personnel in state departments of education has been made possible largely through financial support from philanthropic agencies, chiefly the General Education Board.

The Work of Jeanes Teachers in the Southeastern States

An examination of the reports of the state departments of education reveals something of the type and quality of work being done by Jeanes Teachers in the Southeastern States. In Florida,³ according to the biennial report, "the best teaching is being done in those counties where some one is employed to visit the Negro schools to help teachers improve instruction, attendance, the school plant, etc.," therefore, "the service rendered by the Jeanes Teacher is indispensable."

In Mississippi,⁴ "a healthy interest has been manifested in the improvement of Negro rural schools through the agency of Jeanes Teachers." Acting as assistants to the county superintendents, these teachers in Mississippi "devote their entire time to such activities as the improvement of instruction, the improvement of health work, the improvement of home conditions, the promotion of live-at-home programs, the promotion of Parent-Teacher Associations, and the raising of money from private sources for books and other needed school equipment." In 1936-37, 45 Jeanes Teachers in Mississippi supervised 2,610 schools. They made 8,743 supervisory visits, and raised from private sources, \$63,999.18. In North Carolina,⁵ Jeanes Teachers were instrumental in raising \$36,609.34 to be applied on buildings, equipment, and improvements of all kinds.

3. Biennial Report of the Superintendent of Public Instruction of the State of Florida for the Two Years Ending June 30, 1936, (Tallahassee, Florida, State Department of Public Instruction), p. 198.

4. Biennial Report and Recommendations of the State Superintendent of Public Education, 1935-36 and 1936-37, (Jackson, Mississippi, State Department of Education), p. 14.

5. Biennial Report of the Superintendent of Public Instruction, 1933-34 and 1935-36, (Raleigh, North Carolina, State Department of Public Instruction), p. 79.

In Arkansas,⁶ favorable progress of Negro schools is reported, and is ascribed to the supervisory forces in Negro education. These supervisory forces include the Jeanes Teachers working under the direction of two Negro supervisors and a director of Negro education. Marked progress has been made in Arkansas in the number of schools approved for classification (Negro schools are classified on the same basis as white schools); the number of children in classified schools, and the number of pupils per teacher.

In Virginia,⁷ the program of supervision "includes systematic classroom visitation, the holding of group conferences of Jeanes Supervisors and Principals in nine regions of the State for the purpose of developing techniques for improving instruction, cooperation with groups of patrons and citizens, and conferences with the superintendents and school officials." In South Carolina,⁸ according to the annual report, wherever Jeanes Teachers are employed the schools are of a much higher type than they are in counties where they are not employed.

In Louisiana,⁹ while the work of Jeanes Teachers varies a little in different parishes and communities, they all have as their major objective the improvement of classroom instruction. A commendable attempt has been made in this state to give all Jeanes Teachers and prospective Jeanes Teachers special instruction in their duties. These instructions have been given at summer schools in the state since 1935. The statement in the annual report regarding this plan and its effectiveness is quoted in some detail.

6. Biennial Report of the State Commissioner of Education, 1934-35 and 1935-36, (Little Rock, Arkansas, State Department of Education), pp. 22-23.

7. Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, 1935-36, (Richmond, Virginia, State Department of Public Instruction, 1936), p. 24.

8. Sixty-Eighth Annual Report of the State Superintendent of Education of the State of South Carolina, (Columbia, South Carolina, State Department of Education, 1936), pp. 44-45.

9. Eighty-Seventh Annual Report for the Session 1935-36, Bulletin No. 335, (Baton Rouge, Louisiana, State Department of Education, January, 1937), pp. 48-49.

"As a result of this special training for the job they were to do in the field, their services have been very much improved. The objectives of their supervisory programs and the means which they are using to attain their objectives indicate that they are conscious of modern trends in Rural Education.

"These workers give most of their attention to rural school problems and rural life problems. In curriculum study they are working with teachers trying to outline practical suggestions for enriching the curriculum used in Negro schools, keeping within reasonable limits of community means and resources. They are emphasizing the significance of the environment in the program of studies and assisting teachers in organizing teaching materials adapted to the instructional conditions, and the typical experiences of small rural schools.

"As a result of the special summer-school instruction, these supervisors have acquired a sufficient understanding of the physical, social, and economic aspects of rural life in Louisiana to permit clear thinking regarding the functions and relationships of the rural teacher and school; and a knowledge of rural children and in the organization of small rural schools which demand specific techniques or adaptations.

"As a consequence of this knowledge, teachers have been assisted in organizing their schools so that pupils can work with ease and satisfaction; the number of recitation periods have been reduced in number and increased in length.

"Teachers have been shown how to utilize local resources in enriching their teaching. In some instances, first steps in introducing an activity program have been initiated. The best trained teachers, under the guidance of the Jeanes teacher, have discontinued the writing of formal lesson plans and are preparing teaching units."

SUMMARY AND CONCLUSIONS

The status of supervision of schools for Negroes in the Southeastern States, though far from adequate, is encouraging. With 46.3 per cent of the counties in the region having the services of Jeanes Teachers, and with each state maintaining personnel in state departments of education whose duties are to supervise and represent the interests of Negro schools, the Southeastern States are making significant progress in improving instruction

RURAL SCHOOL
PROGRAM

*Survey Normal
Schools*

ENVIRONMENTAL FACTORS IN NEGRO ELEMENTARY EDUCATION: A PARTIAL REPORT ON A RECHECK
AFTER SIX YEARS

*Horace M. Bond
Rural Council Meeting
Washington, Jan. 1938*

ENVIRONMENTAL FACTORS IN NEGRO ELEMENTARY EDUCATION: A RECHECK AFTER SIX YEARS

Most qualitative studies of educational institutions have the serious defect of being restricted, perforce, to current judgments and evaluations. These qualitative evaluations are frequently subject to criticism because it is, of course, impossible to deny that a final test of an institution is the pragmatic one that only time can furnish.

During the years 1930-1931 a study of Negro elementary schools in the South was made for the Julius Rosenwald Fund by Clark Foreman and H. M. Bond. The results of this study may be found in a summary form in the publication by Dr. Clark Foreman, Environmental Factors in Negro Elementary Education (W. W. Norton & Co., New York, 1932.)

This study touched eighteen counties in the South, located in the states of North Carolina, Alabama, and Louisiana. Five hundred and sixty nine schools were visited. The enrollment in these schools was 93,240. The rural enrollment was 47,517. Counties were selected on the basis of social and economic conformity to large areas in the South, in order to obtain an adequate sampling of school conditions for Negroes in the section.

In the course of the study intensive information relating to the teaching staff and the financing of each school and school system was collected. Material gathered also included information regarding the social and economic background of the communities visited.

One of the techniques employed was to administer a standard achievement test in Reading and Arithmetic - the Stanford Achievement Test - to all children enrolled in the third and sixth grades of the schools visited. The test blanks also provided for gathering information regarding the children - parental occupation and tenure status among the principal items.

Fortunately, all of the original materials from this study have been preserved. Among the materials on hand are the test blanks for the 10,023 children tested in 1930-1931.

There is now in process an effort to make a recheck upon the former study by tracing the scholastic and occupational progress of the children tested in the course of the survey. To date considerable progress has been made in locating the sixth grade children tested, who, normally, with persistence in school, would now be in college.

The charts which follow in this brief summary indicate the nature of some of the comparisons which have been made. They present certain facts known about the children who dropped out in the 6th grade; those who finished high school, but did not enter college, and 94 persons who have been located in colleges at the present time. These facts are presented on charts with reference to the occupational status of the parents of the children. Other comparisons will be made as the study progresses.

Among the striking facts evident from our preliminary recheck are:

1. Apparently few if any rural children go to college from Negro elementary schools in the rural South. Our sample shows that of 114 sixth grade children in rural schools tested in 1930-1931, only one is now in college; and the community from which this child comes is actually a "semirural" rather than an "open country" community.

2. A corollary is that our teachers colleges are recruited from urban centers. This fact may be of significance with reference to teacher education for work in rural communities.

3. A close association between social and economic status, and persistence in school, as may have been expected, is found to exist. A comparison of these figures with those from a white college population will indicate that the Negro colleges recruit their students from lower occupational strata; but the relative class stratification remains.

4. A piquant and suggestive fact is that the most successful occupational class among Negroes, so far as persistence in school is concerned, is that composed of children of Pullman Porters. It is interesting to note that of ~~such~~ such children, all have finished high school with one exception.

5. This fact suggests the vital importance of steady employment as a factor in persistence in school, in communities where such an occupation represents one of the highest paid for the Negro population.

6. Apparently all of the children of Negroes in the middle and professional classes finish high school, and almost without exception these go on to college. This is regardless of ability as shown by the tests administered in 1930-1931.

7. Despite an apparent correlation between social and economic class, on the one hand, and persistence and ability on the other, it is notable that some of the brightest children discovered in the 1930-1931 sample were not from the "upper classes". It is our intention to check more closely the background of these children, in the hope that more significant factors may be isolated. An inspection of the high school graduates chart, including those finishing high school but not going on to college, indicates that here is where good material for the college is lost, and not before.

8. The data suggests that few children of ability are lost by dropping out prior to finishing high school.

9. It also appears that it is possible to discover in the elementary grades the children who will persist in school through high school graduation. It is intended to obtain transcripts for these children now in college and to study the relationship between test scores in 1930-1931 and present accomplishment as a basis for prediction of success.

10. It would appear the part of wisdom on the part of Negro colleges to begin their interest in prospective students in their own regions as far down as the elementary grades. The possibility of discovering talent there and enriching it is an intriguing possibility.

11. It is apparent that Negro colleges are enrolling large numbers of children who are below normal standards of achievement in the basic subjects. The implications of this fact for teaching procedures, for policies of selection, and for curricula, need further elaboration.

12. Our prior survey established several tentative criteria by which the counties visited were ranked. It is obvious that the problem is a most complex one, involving social and economic factors in the community and in the life of the individual child, as well as the factor of school efficiency. It is our hope that a study of individual cases will yield valuable information regarding the unique character of the factors involved in exceptional status.

13. While it may not be wise to attempt any conclusions on the basis of the study as here presented, it may be pertinent to say that as measured by persistence in school, and the ability of the children, the Durham Negro community is exceptional. Compared to an average of 9% of sixth grade children in urban schools tested in 1930-1931 who have since entered college, the percentage for Durham is in excess of 13%. Further, 18% of the children enrolled in the W. G. Pearson Elementary School in grade 6 in 1930-1931 have since entered college. Among explanatory factors are the presence of a local college; the existence of an excellent urban school; the maintenance of a good system of schools in the county as measured by our former criteria. But Durham is also the center for Negro business interests that provide the basis for a middle class unique in a town of the size in the country. Durham has also a large proportion of Negroes employed in regular work in factories, and this class in turn provides a basis for the existence of the middle class.

This complex must be considered, rather than any single factor. Perhaps the total complex explains why the W. G. Pearson Elementary School, with an enrollment of 8% of the children we have so far been able to check, furnishes 22% of our college entrants to date.

