1/5/45

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

Dear Friend:

For six years, the Fort Valley State College has been struggling with the idea of (a) setting up institutional objectives, (b) infusing the attainment of these objectives, both into classroom teaching, and into daily living.

In order, we set up an elaborate list of objectives with attendant activities; we used these lists in counselling students; we tried to get teachers to adapt their classroom teaching to the objectives and to their appropriate activities.

In all of this, we have had but partial success. Apparently the human animal, once he is in the classroom as a teacher or a student, is unable to rid himself of the obsession (cultivated during 8 years of elementary school, four years of high school, and the college years), that if it isn't "credits", it ain't education.

We have finally arrived at a device we have just started to use; that device we send you herewith. The idea behind this device is that we shall continue to require the conventional 180 quarter hours of academic credit for graduation. In addition, we will also require 180 "objectives" or "activities" "units" for graduation; these latter units to be accumulated probably at the conventional rate of 15 per quarter, as is now done with academic hours; and to be paralleled with classroom teaching. For example, HEALTH is our first objective; from henceforward we intend to give credit for health practices and activities, and to require such activities for graduation.

Simple, n'est-ce-pas? As mud, you will probably--and rightly--sneer.

Anyway, the results of the first application of this scheme here are very encouraging. In our more retiring, more modest, moments, we here at Fort Valley admit to ourselves that we have struck upon something brand new--and darned more effective--in American Education.

Anyway, hope you will not hesitate to brush away our modesty and peer into the inner recesses of the brainstorm we have so laboriously, painfully, and tediously pieced together.

Sincerely,

Horace Mann Bond,
President.

HMB:mbw

Encl:

FISK UNIVERSITY

FOREWORD

MEASURING OBJECTIVES
AN EXPERIMENTAL MANUAL AND GUIDE
FOR TEACHERS, ADVISORS, HOUSE COUNSELLORS, SPECIAL OFFICERS AND STUDENTS AT THE FORT VALLEY STATE COLLEGE

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At Fort Valley we ha ve been talking about objectives for more than five years. By objectives we mean: I, our object as a college is that all of our students and graduates should be HEALTHY and be acquainted with how to keep themselves and other people HEALTHY; II, that students and graduates should learn how to EARN A LIVING; III, that students and graduates should learn how to be good citizens, and practise good CITIZENSHIP; IV, that students and graduates should learn how to use and control their natural environment for meeting individual and social needs; V, that students and graduates should learn how to COMMUNICATE with other people, by receiving and transmitting ideas effectively; VI, that students and graduates should learn how to express AESTHETIC impulses; VII, that students and graduates should learn how to use education as a means of ACQUIRING AND TRANSMITTING THE SOCIAL HERITAGE, and as a n agency for CONSERVING AND IMPROVING HUMAN AND MATERIAL RESOURCES; VIII, that students and graduates should learn how to LIVE A GOOD LIFE - a life characterized by integrity, thoroughness, loyalty, honesty, good will - with their fellow man.

To many of us, this seems a strange idea. It seems strange because most of us are accustomed to thinking of an education only in terms of so many credits in certain subjects; and we feel that to be educated is to finish so ma ny courses to the point of getting enough to graduate.

Stra nge a s it may seem, it is an old, old, idea in Education. Many great educators have thought about such an idea, and ha ve proposed it. But few institutions have ever done anything about it. Here at Fort Valley we have probably done more about it than the great majority of educational institutions.

But we need to do more. The Scope Chart we nowhave has gotten a national reputation. The only trouble with it is that it is hard to use as a practical instrument for measuring our objectives. We need a system by which this idea may be ma de practical.

This MANUAL, this GUIDE, is an experimental effort to help develop such a system. Experimental is stressed. Just as, in a scientific laboratory, you try a hundred different experiments before you hit on the right combination, we may do the same thing here. We are trying to do something no other institution has ever done. If we succeed, we will have made a tremendous contribution to educational practise and theory. Every one of us here at Fort Valley has the privilege of helping in making this experiment turn out to be something original, valuable, highly significant.

Thank you, one and all, for reading this MA NUAL carefully, and helping on with the experiment!

(BY THE FACULTY COMMITTEE ON CURRICULUM REVISION AND STUDY)

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A DESCRIPTION OF A PROPOSED PLAN BEING DEVELOPED TO MEASURE OBJECTIVES AND THEIR ACHIEVEMENT AT THE FORT VALLEY STATE COLLEGE

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A. INTROD UCTION

Early in this quarter a public announcement was made to the effect that the Fort Valley State College would actually begin to examine, promote, and graduate students in terms of the objectives of the College. We said that this year December 11 a nd 12, of our examination schedule, would be devoted to this first beginning of an examination.

This was a bold statement, because we had no method set up for doing this. We have an extensive list of activities printed under the heading of each of our objectives. You have seen this list in the College catalogue. This is a fine list; but so far we have had no method to use this list in a systematic form.

The College Curriculum Committee has been working hard to develop a practical means to make our printed list of activities into a systematic examination form. This MANUAL AND GUIDE is an experimental report of what so far has been done. Remember, always, that it is experimental in the sense that it is not final. When new airplanes are first tested, the test pilots always find something wrong with the machine, and they call these imperfections "bugs". The next job is to put the airplane back into the factory where the "bugs" are taken out before it is accepted as a successful, working model.

There are going to be many bugs in our new machinery; but in this living, alert educational institution, the system we hope to work out is so important and challenging that it is well worth our time and effort to experiment with what may be a fundamental contribution to educational theory and practise.

1. What is the "Philosophy" of this plan?

Don't be afraid of the word "Philosophy". The word means, simply, the study of the truth or principles underlying all knowledge; a system for guiding life. Whenever one starts to do anything, he ought to have a consistent reason for what he does; and so, whenever we start to do anything in an educational institution, we ought to have a "philosophy" to explain to ourselves, and to justify to ourselves, the reasons why we do what we do. This is our "philosophy."

Our "philosophy of education" here at Fort Valley is a very old one. It is also a common sense one. It is the belief that what one learns in the classroom and outside of it should serve to prepare the student for life. Therefore, as far a s possible what is taught in the classroom should be related to life. Further, everything that happens outside of the classroom is likewise important educationally; for life is education, as education should be life.

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Our common sense tells us that what one learns in the typical classroom is not the sum of education. This is true even when teachers make an intelligent and successful effort to relate what they teach to life. Yet, in all school systems the only fina l sum of measurement - the only method used for judging student progress - is a system of grades and credits for cla ssroom work. For example, let us imagine that a student named Jasper Beeswax comes to the Fort Valley Sta te College, or to any other college. Jasper Beeswax makes a brilliant record in his classroom work; and yet Jasper Beeswax may graduate without ever having received many important parts of a rounded education. Our hero, for example, may never have learned that it was important to his health, and to the health of other people, that he take a soapy bath each day. In fact, Jasper may not have learned to take a bath once a week, or once a month, even.

You will agree that to this extent Jasper Beeswax is a poorly educated man; but you cannot altogether blame Jasper. No one at College ever took the trouble to teach Jasper this simple fact; no one ever recognized that it was important enough to recognize in a "grade", or to help Jasper realize the importance of this activity by "marking" him when he did or did not carry out this activity. Jasper was taught that it was important to learn the location of Burma; he was ta ught not to spell "S-U-G-A-R", "S-O-O-G-A-R"; he knew that if he did not spell words correctly, he would not be graduated. No one ever pointed out to him the importance of taking a bath by saying, "Jasper, my boy, a daily bath contributes to your health, and to the health of other people. It is very important that you get a n education in Health while you are in this College; and so if you practise healthy habits, we will give you credit toward gra duation, just as now we give you credit toward graduation when you show that you know how to spell, or that you know the date of the defeat of the Spanish Armada, or that you know the meaning of the Industrial Revolution."

This is just a n example of the way in which the achievement of our objectives, both in and out of the classroom, ~~xx~~ is important; and it is an example of the need for their measurement. Let us consider as another example what is meant by our third objective, CITIZENSHIP. In brief it means that people must learn how to get along with each other, in social and in politica l groups, in local, state, national, and international areas. Yet in spite of our list of activities under this heading, we here at Fort Valley, as at other colleges, have continued to measure progress toward graduation in terms of classroom success alone, and this to a large degree regardless of whether the student was a "Good Citizen" or not.

2. What the "plan" doesn't mean!

Whenever anything new is proposed, people tend to become frightened. Don't be frightened! Probably in effect our students are already carrying on most of the activities we propose now to measure, and to record. For example, under Health we have included for credit the physical examinations. All students now take them; the only change here is that we propose to give credit for that activity toward graduation. NOTHING WILL BE REQUIRED OF STU ENTS THAT ANY NORMAL FORT VALLEY STU ENT CANNOT EASILY DO: AND, IN FACT, LITTLE IS REQUIRED IN THIS SYSTEM THAT THE GREAT MAJORITY OF FORT VA LLEY STUDENTS ~~ALREADY ARE~~ ARE NOT DOING. This method makes the commonsense and normal, systematic.

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This plan does not mean that academic achievement will be any less important. We will, of course, continue to require success in classroom work. Of course we hope that instruction in classroom work will mean, more and more, that students are achieving the objectives of the institution; that what they study in the classroom will be related to Health facts and habits, to Earning a Living facts and habits, and so on through all of our objectives.

In all colleges graduation is now measured in terms of units of work. In a college running two terms (semesters) a year, these units are called "semester hours". In such a college, a graduate is required to have 120 units, or semester hours, of credit. In colleges (as at Fort Valley) running three terms (quarters) a year, these units are called "quarter hours". In such a college, a graduate is required to have 180 units, or quarter hours, of credit.

We are proposing to place the objectives of the college, and their achievement, especially in out-of-class activities, on the same level with the achievement of objectives in classroom work. Of course at this College, and at other colleges, students already receive credit for performance along the line of what we here call our "objectivities". To some extent they receive this credit in the form of "good will" that helps earn for them better grades. To some extent, also, they earn "goodwill" that helps them earn good recommendations from college officials. To an even greater extent, students who do strive earnestly to achieve the objectives of the institution in their own out-of-class activities, receive a personal credit in the form of their own self-education.

You will agree - won't you? - that a system by which students receive actual and systematic credit toward graduation in these out-of-class activities, would be a better one than the hap-hazard system that now prevails. Such a system should (a) encourage students to pay attention to their behaviour and to the vast possibilities they have for educating themselves outside of the classroom, as well as in it; (b) encourage teachers and other college officials to regard these learnings as important.

3. We Are Working With a Great Idea in Education!

Here let us say, unblushingly, and without boasting, that when we set ourselves to work out such a system, we are working with A GREAT IDEA IN EDUCATION! We can admit this to ourself without fear of appearing "big-headed" because - the idea is a great one, - but it is also as old as schools are. Just last week we discovered a speech made by Mr. Hunt nearly thirty years ago. In that speech Mr. Hunt said,

> "Another point worth noticing in the matter of encouraging pupils to set a proper estimate upon character and a knowledge of common things, is that of giving a place and considerable weight in grading to subjects tending to show their ideas of right and wrong and conceptions of duty as shown by their performance of the simplest services. And where shall we look for the information upon which to make up our verdict, but to the life of the individual?"

In a marginal note written by Mr. Hunt, in his own handwriting, there appears this addition to the manuscript:

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"We should grade for sweeping, cleaning, etc. - get information from cooperation of parents, find out about pupils' skill and fidelity in work at home, and let this knowledge enter into grading; this would help to let teachers and patrons know better some of the things children do not know."

Mr. Hunt had in mind a public school, and he suggested the teachers of academic classes ask parents to help gra de the students on their out-of-class work. This is precisely what our Scope Chart suggests, the only difference being that here and now we are asking teachers, advisors, house mothers, and other persons who know what students do in their out-of-class activities, to provide the information Mr. Hunt suggested should be done by the pa rents. But the reader will get Mr. Hunt's point; which is the same point we now work on; that extra-class activities were significant in the educationa l process, and that they should be reported on and graded.

What we are doing, again, is not highly original; since schools were first started, educators have been trying to get those of us who ran and taught schools, to make those schools places where life was education, and education was life. But in spite of thousands of years of speculation, little has been done about it.

Several hundred years the founder of the Jesuit order, Ignatius Loyola, developed a plan for education which he called the "ratio studiorum" and which did make a detailed and comprehensive plan for the full education of the student, and for full accounting thereof. That plan is still followed in Jesuit schools. (Let us say here that here at Fort Valley we want our system kept "open" and "experimental", not fixed like the Jesuit system, which has endured almost intact for several hundred years; but it is wise for us to remember that we have good precedent for the ta sk we now undertake). At Stephens College in Missouri (a junior college for well-to-do white girls) a grading and credit system has been worked out much like that we now contemplate; it takes into account such facts as cleanliness in rooms, good health habits, and the like; and we have borrowed freely from them, which obligation we now acknowledge. This is an application of the principles advocated by Socrates, Plato, Jesus, Comenius, Rousseau, Dewey (John, not Tom); and, as you can see above, our ow n Mr. Hunt ha d precisely the same idea.

With these few exceptions, schools have done nothing about the problem. One reason for their failure is that by force of long and powerful tradition, they measured the achievement of the students in terms of subject-matter. It is hard to make ordinary subject-matter the material for living teaching. It is already dead when the teacher brings it into the classroom, cuts it up into little pieces, and gets the student to swallow it - and, they hope - to digest it.

Great teachers do better, but they are rare. Mr. Hunt was a great teacher, but he was too busy raising money for the school to do all of the great teaching necessary - without a systematic device which would have made the task easier for the others with whom he was a ssociated. He did enough, however; without doubt it was the pa ttern of the principle which we ha ve quoted above that made this little school, its teachers, gra duates, and students, one of the best of its kind that ever existed.

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What, then, we propose to do here, is to develop a system - to invent the machinery - which, as closely as possible, will make attention to this philosophy an automatic part of the thinking of all students and teachers. Through this systematic method of measuring, recording, and valuing extra-class activities, we hope that our institution will be increasingly alive to the significance of this great idea in education; the idea that education is life, and life is education.

4. Every teacher, every student, has the opportunity to participate in a history-making enterprise.

You will notice again that nowhere have we claimed originality for this "great idea in education." The idea itself, let us always remember, is as old as mankind, and his efforts to educate himself.

There is something original we find ourselves on the verge of doing. That is, to take the step of measurement for these out-of-class activities in terms of the requirements for graduation, as an educated person, from this institution. If we succeed in developing a workable system, I make bold to state that in later years all of us who have worked on this plan perhaps may be able to lay claim to participation in one of the fundamental contributions to education. Let us hope this is not a boast. At the very least, we can say that we are about to do something that all colleges now are talking about, but have not yet put into effect.

B. WHAT IS THIS "NEW PLAN" WE ARE ABOUT TO TRY?

1. Definition

Our "new plan" is to give, and to require for graduation, creditable experience in certain activities which we believe to be educational in nature, which are appropriate to the objectives of the college, and which are not now considered in deciding what progress the student is making toward getting an education; in short, toward graduation.

2. How will it work?

You will remember that on page three, above, we said that this college now requires 180 units - called quarter hours - of credit for graduation. These units, these credits, are to be earned in the classroom, as before. At the same time, we hope that every hour of credit so earned will mean that the student has learned something appropriate to the objectives of the college, and so to developing an educated person in terms of these living, life-situation, objectives.

In addition, we propose to require 180 or so units (more or less; this is where experimentation will

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have to lead us to the right decision) which will be out-of-class activities. They are so-called even though in actual practise they ma y turn out to be activities done outside of class hours, but motivated by classroom activities.

This makes a total of 360 units to be required for gra duation: 180 classroom units (quarter hours) as before, plus 180 out-of-class "activities" units.

Let us again warn here: let no student be frightened into believing we are about to add a great many extra activities as requirements for graduation. As was said before, NOTHING EXTRA IS GOING TO BE REQUIRED OF STUDENTS THAT ANY NORMAL FORT VALLEY STUDENT CANNOT EASILY DO: AND, IN FACT, LITTLE IS REQUIRED IN THIS SYSTEM THAT THE GREAT MAJORITY OF FORT VALLEY STUDENTS ARE NOT ALREADY DOING. The only difference will be that we are making a systematic method possible by which those activities are recorded, measured, and considered in evaluating the progress of students toward graduation, whereas before we said that we would, but had no system by which to do it.

Since we are still in the experimental sta ge, wha t is suggested here is not final. Our system of arranging credit will probably be so arranged that a ny typical student will have no trouble in earning the necessary and fixed credit units. Our system will run largely to giving credit units for those activities you are already pursuing, though now without credit. For example, we propose that credit toward graduation be given to all students taking the physical examina tion; as you know, this is something everyone now does without receiving any formal credit. As a nother example, we propose that credit toward graduation will be given to all students taking part in the Choir; that is an activity now engaged in by students without credit. We propose, further, that students should be given credit for keeping their rooms clean; and for carrying out the other activities, and additional ones, now listed in our Scope Chart.

Method: Our Scope Chart has been a cause of confusion to some of us in the past. There are good reasons why this has been so. The activities listed there were good reminders of what we should try to do; but when we got down to to the job of using the Scope Chart in measuring progress, we ran into several snags. Some of the activities listed are evidently classroom activities; others can best be checked by certain special officers, as, for example, many of the activities listed under Health; some of them can best be checked by people who know the students intimately, such as house mothers; others can best be checked by the advisors for students; while yet others can best be checked by the student.

We hope to make available by December a new printed or mimeographed form of the Scope Chart. This new form, we hope, will separate these activities according to the person who is to check each item, and give a judgment as to the success the student is having in achieving, through the specific activity, the objective desired.

In any ca se the activities will not differ much from those now found in the Scope Chart; they will be rearra nged. Therefore there is every reason that students and advisors should study the Scope Chart in its

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present form, as one would study a syllabus of an academic course. Even as it is now the Scope Chart is something of an outline of what is expected of the student; of the activities he will be examined on, in order to earn credit toward gra duation, in terms of our objectives.

In this first experimental MANUAL or GUIDE we have rearranged only the items for the first objective, HEALTH. What has been done with the Health items for Freshmen and Sophomores may be taken as an example of what remains to be done with other objectives on the two levels we have followed to date.

Right here it might be said that nothing indicates the experimental nature of our efforts to date, better than n the fact that we have set forth here only activities appropriate for the Freshmen and Sophomore year. Of course these same activities might be expected to run through the last two years; but the question arises, what additional activities should be included in these for the two advanced years? And, if different and additional activities are included, what relative weight shall they bear in evaluating student progress?

These are, as yet, unsolved problems, as there are many more unsolved problems. At least our effort here will suggest both to students and to teachers how much work needs to be done, in our "experiment."

As now proposed, our plan, let us repeat, calls for allowing a total of 180 units toward graduation from these activities, with a total of 360 units being required; 180 cla ssroom, quarter hour units, and 180 "out-of-class", "activities" units. These units, we propose, will be earned by the student at the same rate at which he normally earns classroom, quarter hour units; 45 each year, 15 each quarter.

We ha ve 8 objectives. The plan proposed - experimental is still the word - is that each objective would be regarded as ha ving equal value. For convenience, and in order to avoid fractions, let us raise the 15 units for each each quarter, to 16. This permits us to think of a plan whereby, during each quarter, each student would earn 16 units of credit.

Required and Elective activities units: We would follow the pattern of academic grades by having two types of activities. One type would be "required" activities; this type would include such activities as, in Health, taking physical examinations; keeping a room clean; keeping oneself clean; and the like. Elective a ctivities would be those of a nature where it would not be expected that all members of the college would participate, but which a re educational in nature and which consume a great deal of time. Such an activity is taking part in the work of the Choir.

How will a student earn an "activities" unit? By carrying out a specific number of activities, each of which will give him partial credit toward a total unit. This partial credit will be expressed in "Points". Assuming that we are to require 180 activities "units" for graduation, each of these units will be made up of 100 "points"; in other words, to get one unit, the student will earn 100 points by carrying out various

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activities. For example, the activity, under Health, of taking the blood test, might yield a point value of 25 (remember, this is only an example). Keeping a clea n dormitory room might yield, in each quarter, a point value of 25 points. Keeping personally clean might similarly yield a point value of 25; and the demonstration of mental health a student would show in getting along well with other students might yield a point value of 25. These four activities, if so valued, would give a total point value of 100, which would mean one Health unit in one quarter. Continued through three qua rters, this would give a total of 300 points, or three units; continued through 12 quarters, it would give a point value of 1200 points, or 12 units. Similarly for each of the other seven objectives. (Here let us say that this would in actua lity give a total of 192, rather than 180 units; this is another detail our experiment must work out).

It would be assumed, and so calculated, that a maximum credit of one unit under each objective would be earned each quarter. In a ddition, the plan would seek to work out a system by which a student would also have the chance to earn, through "elective" activities, eight additional units in each quarter. One problem will be to determine how these "elective units" are to be s read; for example, if we require a minimum of one unit from each objectives group, and 8 elective units distributed over the eight objectives, how shall they be so distributed? But this problem can be solved by experimentation with the idea.

Who will mark and be responsible for grading the students in these activities? On close inspection, the activities na turally fall into several classes according to the convenience with which they can be answered. In our experimental form, we have called these groups A, B, C, D, and E. The A group consists of activities listed in our Scope Cha rt which, very evidently, can best be treated in classrooms, and measured there by teachers as a part of their regular measurement a nd reporting of classroom achievement. The B group consists of activities which can best be observed, measured, and reported on by certain special officers within the college; in the field of Health, for example, these officers include the college physician, the college nurse, the college instructor in Health Education, and the college instructors in physical education. The C group consists of activities which can best be observed by those members of the college family who come into intimate and daily contact with the students; such persons are house mothers, deans, counsellors, and the like. The D group consists of activities which can best be checked and observed by Advisors; these advisors may find the information they need to give an estimate of the student in their own knowledge of their advisees; in interviews with the advisees; and from other sources. The E group consists of activities which can best be checked and observed by the student herself, of course with the advice of the counsellor. The F group includes those activities which can best be checked by the advisor in consultation with the student, but which are of an "elective" nature.

What will I do if I am a Sophomore, who will have only 3 years in which to gain 180 units (or 192 or some other figure to be agreed on), or a Junior, with only two more years, or a Senior, with only one more year?

In answer to this question, of course we will have to make allowance for the fact that the system is to be introduced this year for the first time; and we will either have to make it apply only to incoming classes, or give automatically credit to the classes who have already been here for the periods they have spent with us.

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That means, we would automatically credit Sophomores with 45 of the units required for graduation from the list of activities; we would automatically credit Juniors with 90 units; and Seniors, with 135 such activities units.

These are some of the questions tha t will be raised; and, indeed, there are many more. Truly this will have to be an experimental procedure.

But the fact that it may now seem complicated need not faze us. The system of academic grades and credits would likewise seem stra nge to us, had we no preparation for it, or no familiarity with it. There are many "bugs" in the system here proposed; but these can be smoothed out, and we can develop a working method by which we value, record, and consider for graduation, the activities of a student which are educational in nature, but which take place outside of the classroom.

As a further contribution to this experimental process, we have listed what the Health sheets might look like on successive pages. Here we have also assigned certain "point" values to certain activities. This has been done purely for exhibition as to how such a system might work.

Further, a suggested form for a report card in the Registrar's office is included.

There is one other question. How would the different responsible persons get to "mark" the individual student?

We have had several suggestions. One is that all of the activities could be printed on separate sheets according to the group in which they fa ll, and the person or persons who are to have chief responsibility for checking those items. For example, all B questions would be printed separately; and all C questions or activities. B, you will remember, were special officers, as with the Health group; C are house mothers and the like. When the time for final evaluation came, at the end of the quarter, the B sheets could be detached (from a looseleaf book, as is this one), handed to the B people, and ma rked singly, or in duplicate or triplicate (with carbons), so as to provide one or several copies for the persons interested. Certainly the Registrar's office needs a copy; the Advisor needs one; and the student should have one. Final reports would be made to the office of the Registrar, where these reports would be combined, and transferred to the permanent record card of the student.

Howto do this is just another headache of an experimental process; but it is worth it.

We now direct you to an incomplete sample; the activities listed under HEALTH in our Scope Chart, reduced to the form for all objectives as suggested here.

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Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE I - HEALTH

(The activities are numbered according to a code, with I meaning the first Objective, or Health; the letter next (A, B, C, D, E, or F) the person or persons who are to check it; and the arabic number (1, 2, 3, etc,) indicating the serial number within the list of activities for that particular objective. Thus, the first activity under Health is listed as I-A-1; the second, as I-A-2; the first under Earning a Living as II-A-1; the second as II-A-2; etc.).

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity					
			First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
I-A-1.	I have related my courses to life							
I-A-2.	As a field worker, I have provided sanitary toilets for rural schools							
I-A-3.	I have used textbooks as guides in screening							
I-A-4.	I have used textbooks as guides in constructing sanitary toilets							
I-A-5.	I have used textbooks as guides in infant care							
I-A-6.	I have used other readings as guides in screening							
I-A-7.	I have used other readings as guides in the construction of sanitary toilets							
I-A-8.	I have used governm't pamphlets as guides in infant care							
I-A-9.	Making specific health studies of field communities							
I-A-10.	Making home town health studies							
I-A-11.	Using readings as guide in infant care							
I-A-12.	Substituting scientific knowledge for superstitions							
I-A-13.	Understanding variety, scope, of gov't health agencies							
I-A-14.	Directing sports and games							
I-A-15.	Making community family studies							
I-A-16.	Making field family studies							
I-A-17.	Practicing infant care							
I-A-18.	Practicing care of younger children							

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Student's Name _____

EXPERIMENT FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE I - HEALTH

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
I-B-1.	Cooperation shown with health program; blood test							
I-B-2.	Cooperation shown, health program; T-B- exam							
I-B-3.	Cooperation shown, health program; gen'l phys exam							
I-B-4.	Seeks help from health officers, for any illness							
I-B-5.	Regular participation in physical exercise							
	a. Volley Ball							
	b. Soft Ball							
	c. Basketball							
	d. Football							
	e. Tennis							
	f. Golf							
	g. Track							
	h. Archery							
	i. Bowling							
	j. Hiking							
	k.							
	l.							
	m.							
I-B-6.								
I-B-7.								
I-B-8.								
I-B-9.								
I-B-10.								
	Quarterly Total of Points Awarded, I-B-.....							
	Cumulative Total of Points Awarded, I-B-.....							

FISK UNIVERSITY

Student's Name _____ Page Twelve

I-C

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE I - HEALTH

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
I-C-1.	I make a practice of being neat and clean							
	a. I take a soapy bath or shower daily							
	b. I keep my hands, face, and neck clean							
	c. I give daily attention to my hair							
	d. I keep my finger nails manicured and clean							
	e. I keep my clothing neat and clean							
	f.							
	g.							
	h.							
	i.							
	j.							
I-C-2.	I make a practice of cleanliness in my living quarters							
	a. I keep my room generally in an orderly manner							
	b. I keep articles in place							
	c. I keep the bed made up							
	d. I keep the furniture dusted							
	e. I keep the floor clean							
	f. I help keep the bathroom clean							
	g. I keep a neat and orderly closet							
	h. I keep my wastebasket emptied							
	i.							
	j.							
	k.							
I-C-3.	I keep my room well ventilated							
	a. Comfortably warm, not overheated (68-70 degrees)							
	b. Circulation, without draft							
	c.							
	d.							
I-C-4.	I keep my bed linen clean, and in good repair							
I-C-5.								
I-C-6.								
	Quarterly Total of Points Awarded, I-C.....							
	Quarterly Total of Points Awarded, I-C.....							

FISK UNIVERSITY

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE I - HEALTH

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
I-D-1.	As evidence of discarding Health Superstitions,							
	a. I do not take strong laxatives							
	b. I do not take patent medicines							
	c. When sick, I consult medical authorities							
	d. I do not wear amulets or lucky stones, etc.							
	e.							
	f.							
	g.							
	h.							
I-D-2.	I live a cooperative life in dormitories							
	a. I do not have violent fusses with my roommates							
	b. I do not have violent fusses with schoolmates							
	c. I get along well with roommates							
	d. I get along well with schoolmates							
	e. I get along well with my teachers							
	f.							
	g.							
	h.							
I-D-3.								
I-D-4.								
I-D-5.								
I-D-6.								
	Quarterly Total of Points Awarded, I-D-(C).....							
	Cumulative Total of Points Awarded, I-D-(C).....							

FISK UNIVERSITY

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE I - HEALTH

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
I-E-1.	I eat balanced meals daily							
	a. Daily pint of milk, or milk in other forms							
	b. One or more servings--leafy, green, yellow vgt							
	c. One or more svgs., potatoes (white & sweet)							
	d. One svg., citrus fruits, or similar foods							
	e. Eggs, three or four times weekly							
	f. Daily serving, lean meat, poultry, or fish							
	g. Two svgs., bread and cereals daily							
	h. One tblsp., or more, of butter daily							
	i. I drink 6 to 8 glasses of water, daily							
	j.							
	k.							
	l.							
	m.							
I-E-2.	I eat breakfast every morning							
I-E-3.	I get eight hours sleep in each 24							
I-E-4.	I report promptly at the Infirmary whenever ill							
I-E-5.	I avoid contact with people having colds							
I-E-6.	I cover all of my own coughs and sneezes							
I-E-7.	I avoid throwing trash on floors, campus							
I-E-8.	I habitually pick up all trash							
I-E-9.	I avoid conduct that might lead to accidents							
I-E-10.	I avoid conduct that might infect me with disease							
I-E-11.								
I-E-12.								
I-E-13.								
I-E-14.								

Quarterly Total of Points Awarded, I-E-.....

Cumulative Total of Points Awarded, I-E.....

FISK UNIVERSITY

udent's Name_____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE I - HEALTH

by mber	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
F-1.	I am an active member of the Health Club							
F-2.	I am an active member of the Women's Ath Club							
F-3.	I am an active member of the Men's Ath Club							
F-4.	I represent the College in inter-coll athletics							
	a. Basketball							
	b. Track							
	c. Football							
	d.							
	e.							
	f.							
F-5.								
F-6.								
F-7.								
F-8.								
F-9.								
F-10.								

Quarterly Total of Points Awarded, I-F.....

Cumulative Total of Points Awarded, I-F-.....

FISK UNIVERSITY

(For Advisor)

SUMMARY SHEET

Student's Name_____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE I - HEALTH

"Required" and "Elective" Points Granted to Student

Required	First Quarter (194_)	Second Quarter (194_)	Third Quarter (194_)	Fourth Quarter (194_)	Fifth Quarter (194_)	Sixth Quarter (194_)
I-B						
I-C						
I-D						
I-E						
Quarterly Total, Required Points.....						
Quarterly Total, Units (100 pts. equal 1 unit)						
Cumulative Total, Required Points.....						
Cumulative Total, Units(100 pts. equal 1 unit)						
Elective						
I-F						
Quarterly Total, ~~Required~~ Points.....						
Quarterly Total, Units(100 pts. equal 1 unit)						
~~Quarterly Total,~~ Cumula tive Total, Elective Points.....						
Cumulative Total, Units(100 ~~pts~~ equal 1 unit						

FISK UNIVERSITY

Student's Name _____

II-A

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE II - EARNING A LIVING

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
II-A-1.	Reading material describing occupations							
II-A-2.	Reading material describing qualifications necessary for success in various occupations							
	a. Teaching							
	b. Home Economics							
	c. Nursing							
	d. Social Service and Religious Work							
	e. Cosmetology							
	f. Household employment							
	g. Office work							
	h. Secretarial work							
	i. Medical and dental assistantships							
	j. Business and Insurance							
	k. Personnel work							
	l. Writing, Journalism, Publishing							
	m. Factory work							
	n. Recreation work							
	o. Government service							
	p. Science and Medical Professions							
	q. Law							
	r. Homemaking							
	s.							
	t.							
	u.							
	v.							
II-A-3.	I have developed competence in the academic fields necessary as preparation for entering occupation							
II-A-4.								
II-A-5.								
II-A-6.								

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE II - EARNING A LIVING

(Note: As our Activities at present do not include any activities which might be listed Under II-B under "Earning a Living", and, indeed, as we do not as yet have special officers, aside from the advisors, whose duty it is to supervise especially this class of activities, a page of blanks is included here to suggest that these two problems need to be solved as our lists and system are further refined).

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
II-B-1.								
II-B-2.								
II-B-3.								
II-B-4.								
II-B-5.								
II-B-6.								
II-B-7.								
II-B-8.								
II-B-9.								
II-B-10.								
II-B-11.								
II-B-12.								
II-B-13.								
II-B-14.								
II-B-15.								
II-B-16.								
II-B-17.								
II-B-18.								
II-B-19.								
II-B-20.								
II-B-21.								
II-B-22.								
II-B-23.								
II-B-24.								
II-B-25.								
	Quarterly Total of Points Awarded, II-B.....							
	Cumulative Total of Points Awarded, II-B.....							

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE II - EARNING A LIVING

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
II-C-1.	Student's sociability promises job success							
	a. Is a "man or woman of action"							
	b. Is a good mixer							
	c. Likes to see a job through to the end							
	d. adapts herself to surroundings with ease							
II-C-2.	Student's physical vitality promises job success							
	a. Takes part in vigorous activity							
	b. Never absent for physical reasons							
	c. Puts forth continued effort on tasks							
	d. Has a vigorous appearance							
II-C-3.	Student's self-sufficiency promises job success							
	a. Chooses her own activities without guidance							
	b. Takes responsibility successfully							
	c. Is well informed, socially and mentally							
	d. Independent, rather than a "clinging vine"							
II-C-4.	Student's Promptness promises job success							
	a. Has the will to be prompt							
	b. Gets to social affairs on time							
	c. Arrives at dormitory when due							
	d. Makes a judicious use of time							
II-C-5.	Student's industry promises job success							
	a. Goes to work without being told							
	b. Works regularly							
	c. Habitually completes work							
	d.							
II-C-6.								
II-C-7.								
II-C-8								
	Quarterly Total of Points Awarded, II-C.....							
	Cumulative total of Points Awarded, II-C-.....							

FISK UNIVERSITY

Student's Name: _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE II - EARNING A LIVING

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
II-D-1.	Student's definite purpose promises job success							
	a. She is in school for a definite purpose							
	b. She has a definite vocational goal							
	c. She aims at high achievement							
	d. She has plans for the future							
II-D-2.	Student's Initiative promises job success							
	a. She knows what she wants to do							
	b. She creates opportunities							
	c. She initiates undertakings							
II-D-3.								
II-D-4.								
II-D-5.								
II-D-6.								
II-D-7.								
II-D-8.								
II-D-9.								
II-D-10.								
II-D-11.								
II-D-12.								
	Quarterly Total of Points Awarded, II-D.....							
	Cumulative Total of Points Awarded, II-D.....							

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE II - EARNING A LIVING

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
II-F-1.	I word my way through school by keeping a job during the regular term; and I do this job so well that my supervisor is satisfied with my work and feels that it promises well for my future success in earning a living	50-100						
II-F-2.	During the Summer or vacation periods I seek and find regular employment; and I do this job so well that my employer is satisfied with my work and feels that it promises well for my future success in earning a living	50-100						

Note: It is suggested that evidence to answer these questions be obtained by the advisor in the form of a signed statement (a) for II-F-1, from the campus supervisor of the student worker; and (b) for II-F-2, from the employer of the student. If the student is employed at home, or at volunteer, but unpaid labor, statements from members of the family or the supervisor of the volunteer work may serve. In such cases, statements should include specific details of the kind and amount of work done.

Quarterly Total of Points Awarded, II-F.....							
Cumulative Total of Points Awarded, II-F.....							

FISK UNIVERSITY

SUMMARY SHEET

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE - II - EARNING A LIVING

"Required" and "Elective" Points Granted to Student

Required	First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
II-B						
II-C						
II-D						
II-E						
Quarterly Total, Required Points.....						
Quarterly Total, Units (100 pts. equal 1 unit)...						
Cumulative Total, Required Points.....						
Cumulative Total, Units (100 pts. equal 1 unit)..						

Elective II-F						
Quarterly Total, Points.....						
Quarterly Total, Units (100 points equal 1 unit).						
Cumulative Total, Elective Points.....						
Cumulative Total, Units (100 points equal 1 unit)						

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE III - CITIZENSHIP

Key Number	A Condensed Statement of the Activity	Range of Credit Points	First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Qtr. (194)
III-A-1.	I have read widely regarding the meaning of political citizenship							
III-A-2.	From my reading, I know the rights of a citizen							
III-A-3.	From my reading, I know the duties of a citizen							
III-A-4.	From my reading, I know how to vote in Georgia							
III-A-5.	I know the function of courts of law, of diverse degree							
III-A-6.	I am familiar with the U. S. Constitution							
III-A-7.	I have a fair acquaintance with state govt. processes							
III-A-8.	I am acquainted with machinery of county govt.							
III-A-9.	I am acquainted with machinery of municipal govt.							
III-A-10.	I am familiar with political parties, aims and form							
III-A-11.	I am familiar with the welfare agencies of govt.							
III-A-12.	I am familiar with the principle of applying scientific social theory to civic problems							
III-A-13.	I have a working acquaintance with the agencies set up by government to ensure the public welfare							
III-A-14.	I am familiar with the changes which have taken place in our form of government in recent years							
III-A-15.	I have applied scientific social theory to obtain an understanding -							
	a. Of communities touched during field work							
	b. Of communities touched during summer vacations							
	c. In working with local, home, and church groups							
III-A-16.								
III-A-17.								
III-A-18.								
III-A-19.								
III-A-20.								

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE III - CITIZENSHIP

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for The Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
III-C-1.	I am a good citizen of the dormitory community:							
	a. I do not make boisterous noises in halls							
	b. I do not make myself a pest by borrowing things							
	c. I keep, not only my own room, but others, orderly							
	d. I move around halls, down steps, with grace and dignity							
	e. I help make my dormitory a model for cleanliness							
	f. I am not clannish, or given to the practice of associating only with a few friends or sorors							
	g. I give no special favors to anyone because of their club, fraternity, or social affiliation							
	h. I ask for no special favors, or expect any, for the same reason							
	i. I am not stuck-up or snobbish because I think my folks are better than other folks							
	j. In dormitory and college elections I side with the person I think is the best candidate							
	k. I habitually obey all dormitory regulations							
	l. I discourage malicious gossip about campus personalities, and about others as well							
	m. I volunteer to take part in every worthy activity for the good of the dormitory, the school, and for my own self-improvement							
	n. I practise good manners as a matter of course							
	o.							
	p.							
	q.							
	r.							
	s.							
	t.							
	Total - Quarterly Points Awarded, III-C							
	Cumulative Points, III-C							

FISK UNIVERSITY

Student's Name

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE III - CITIZENSHIP

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
III-D-E-1. Nominating representatives, student, college, organizations							
III-D-E-2. Participating in campus elections							
III-D-E-3. Service as member, student committees							
III-D-E-4. Service as member, gen'l college comm.							
a.							
b.							
c.							
III-D-E-5. Representing the College creditably							
a. As a member of inter-coll. athletic team -							
b. As a member of inter-coll. debate team -							
c. As a student delegate at the _____							
d. As a student delegate at the _____							
e. As an outstanding example of a college bred person during summer vacations							
III-D-E-6. As a good citizen of the college community, I am an active member in these organizations:							
a.							
b.							
c.							
d.							
e.							
f.							
g.							
h.							
III-D-E-7. By participation in campus activities, I show a growing poise and confidence, and an understanding of the techniques of democratic living and democratic organizations							
Total - Quarterly Points Awarded, III-D & E.....							
Total - Cumulative Points Awarded, III-D & E.....							

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE III - CITIZENSHIP

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
III-F-1. In addition to the minimum number of organizations it is expected I should belong to as an active member, I serve in these -							
a.							
b.							
c.							
d.							
e.							
f.							
III-F-2. I hold the following office in these organizations as listed below:							
a.							
b.							
c.							
d.							
e.							
f.							
III-F-3. While at college at Fort Valley, I have been a steady attendant at religious services in the community:							
a. Sunday School							
b. Church							
c. Other (specify)							
III-F-4. I have done volunteer work of value to the community in Fort Valley (specify)							
III-F-5.							
III-F-6.							
Total - Quarterly Total of Points Awarded, III-F.....							
Total - Cumulative Total of Points Awarded, III-F.....							

FISK UNIVERSITY

SUMMARY SHEET

Student's Name _____

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - III - CITIZENSHIP

"Required" and "Elective" Points Granted to Student

Required	First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
III-C						
III-D & E						
Quarterly Total, Required Points.....						
Quarterly Total, Units (100 pts. equal 1 U.)						
Cumulative Total, Required Points.....						
Cumulative Total, Units (100 pts. equal 1 U.)						
Elective III-F						
Quarterly Total, Points (Elective).....						
Quarterly Total, Units (100 points equal 1 Unit)						
Cumulative Total, Elective Points.....						
Cumulative Total, Units (100 points equal 1 Unit)						

FISK UNIVERSITY

Student's Name

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE IV - UTILIZING AND CONTROLLING THE NATURAL ENVIRONMENT FOR INDIVIDUAL AND SOCIAL NEEDS

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
IV-A-1.	I am learning to control erosion -							
	a. On the college farm and college property							
	b. On public school properties seen in field trips							
	c. On school grounds of practise schools							
IV-A-2.	I apply scientific principles in maintaining -							
	a. Personal cleanliness							
	b. Tidiness on the campus							
	c. Tidiness off the campus							
IV-A-3.	I relate scientific principles of society to -							
	a. The condition of the Negro people around the school							
	b. The condition of Negroes in my home town							
	c. The condition of Negroes in other areas of the State							
	d. The condition of Negroes in America and the World							
IV-A-4.	I generally relate survey courses to the social and economic conditions traceable to nat'l environm't							
IV-A-5.	I explore, in crafts classes and elsewhere, -							
	a. Use of native clays as a natural resource							
	b. Use of fabrics as a natural resource							
	c. Use of reeds and grasses as a natural resource							
	d.							
	e.							
IV-A-6.								
IV-A-7.								
IV-A-8.								
IV-A-9.								
IV-A-10.								

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Student's Name _____ page twenty-nine

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE IV - UTILIZING AND CONTROLLING THE NATURAL ENVIRONMENT FOR INDIVIDUAL AND SOCIAL NEEDS — IV-C

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity					
			First Quarter (194-)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
IV-C-1.								
IV-C-2.								
IV-C-3.								
IV-C-4.								
IV-C-5.								
IV-C-6.								
IV-C-7.								
IV-C-8.								
IV-C-9.								
IV-C-10.								
IV-C-11.								
IV-C-12.								
IV-C-13.								
IV-C-14.								
IV-C-15.								
IV-C-16.								
IV-C-17.								
IV-C-18.								
IV-C-19.								
IV-C-20.								
	Quarterly Total of Points Awarded, IV-C.....							
	Cumulative Total of Points Awarded, IV-C.....							

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE IV - UTILIZING AND CONTROLLING THE NATURAL ENVIRONMENT FOR INDIVIDUAL AND SOCIAL NEEDS

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity					
		First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
IV-D & E - 1. Aiding students and teachers in -							
a. Cooperative production							
b. Cooperative distribution							
c. Cooperative consumption							
IV-D&E-2. Aiding students and teachers in -							
a. The college farm and vegetable garden							
b. In cooperative poultry projects							
c. Cooperative swine projects							
d.							
e.							
f.							
g.							
IV-D&E-3. During vacation periods, I have made certain improvements in my own house, or I have helped make them, which reflect my understanding of the practical nature of this objective:							
a.(Specify)							
b.							
c.							
d.							
e.							
IV-D&E-4. I have similarly assisted in community improvements:							
a. (Specify)							
b.							
c.							
d.							
e.							
Quarterly Total of Points Awarded, IV-D&E.....							
Cumulative Total of Points Awarded, IV-D&E.....							

FISK UNIVERSITY

Student's Name

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - IV
UTILIZING AND CONTROLLING THE NATURAL ENVIRONMENT FOR INDIVIDUAL AND SOCIAL NEEDS

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
IV-F-1. I have helped in community efforts to help the citizenry achieve this objective							
a. By aiding in baby clinics							
b. By aiding in community health surveys							
c. By aiding in community food surveys							
d. By aiding in the community toy-making project							
e. (specify)							
f.							
g.							
h.							
i.							
IV-F-2. I participate actively in campus organizations giving special emphasis to this objective:							
a.							
b.							
IV-F-3. I have made a special contribution to the intelligence of the college community regarding the significance of this objective:							
a. By developing exhibits and poster material							
b. By appearing on special assembly programs							
c.							
d.							
e.							
IV-F-4.							
IV-F-5.							
IV-F-6.							
IV-F-7.							
IV-F-8.							
IV-F-9.							
IV-F-10.							
Quarterly Total of Points Awarded, IV-F.....							
Cumulative Total of Points Awarded, IV-F.....							

FISK UNIVERSITY

SUMMARY SHEET

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE IV - UTILIZING AND CONTROLLING THE NATURAL ENVIRONMENT FOR INDIVIDUAL AND SOCIAL NEEDS

"Required" and "Elective" Points Granted to Student

Required	First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
IV-B (When Included)						
IV-C (When included)						
IV-D&E						
Quarterly Total, Required Points.....						
Quarterly Total, Units (100 points equal 1 unit).....						
Cumulative Total, Required Points.....						
Cumulative Total, Units (100 points equal 1 unit)...						
Elective						
IV-F						
Quarterly Total, Points (Elective).....						
Quarterly Total, Units (100 points equal 1 unit)....						
Cumulative Total, Points.....						
Cumulative total, Units (100 points equal 1 unit)...						

FISK UNIVERSITY

Student's Name _____

V-A

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE V - COMMUNICATION

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity					
		First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
V-A-1. I study English Composition							
V-A-2. I use correct usage in all							
a. Written exercises							
b. In all letters							
c. Recitations							
d. Readings for course study							
e. course exercises using number concepts							
f.							
g.							
h.							
i.							
j.							
V-A-3. Through social science survey courses, I relate the theory of the effect of modern communication on human life to day-by-day living:							
a.							
b.							
c.							
d.							
e.							
V-A-4. Through social science survey and other courses, I learn about the effect of modern transportation on human lives, and on my life:							
a.							
b.							
c.							
d.							
e.							
V-A-5.							
V-A-6.							
V-A-7.							
V-A-8.							

FISK UNIVERSITY

Student's Name: _____

SUPPLEMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE V-B-1 (RECEIVING AND TRANSMITTING IDEAS, AND TRANSPORTING PERSONS AND COMMODITIES (COMMUNICATION)

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity					
		First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
V-B-1. Growth in ability to speak correctly and communicate ideas effectively, using spoken word:							
a.							
b.							
c.							
d.							
e.							
f.							
g.							
V-B-2. Growth in ability to write correctly and to communicate ideas effectively, using written word:							
a.							
b.							
c.							
d.							
e.							
f.							
g.							
V-B-3. Growth in ability to [illegible] correctly and gain ideas from the written or printed word:							
a.							
b.							
c.							
d.							
e.							
f.							
g.							
Quarterly Total of Points Awarded, V-B.....							
Cumulative Total of Points Awarded, V-B.....							

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE V - RECEIVING AND TRANSMITTING IDEAS, AND TRANSPORTING PEOPLES AND COMMODITIES (COMMUNICATION)

V-C (House Mothers, Counsellors)

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
V-C-1. The student is growing in her ability to carry on good conversation:							
a. She is extending the range of her voice							
b. The student does not talk too rapidly							
c. She modulates her voice well							
d. Articulation is not slovenly							
e. Student not too given to use of "slang"							
f. Student avoids profane or indecent words							
g. Student is not "loud-mouthed" in conversation							
h. Student not over-shy; for example, does not hesitate to look conversant in eyes							
i. Student is correcting bad conversational mannerisms -							
(1)							
(2)							
(3)							
j. Student is selecting increasingly better subjects for conversational efforts							
V-C-2.							
V-C-3.							
V-C-4.							
V-C-5.							
V-C-6.							
V-C-7.							
V-C-8.							
V-C-9.							
V-C-10.							
V-C-11.							
V-C-12.							
V-C-13.							
V-C-14.							
V-C-15.							
Quarterly Total of Points Awarded, V-C.....							
Cumulative Total of Points Awarded, V-C.....							

BYU UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE V - RECEIVING AND TRANSMITTING IDEAS, AND TRANSPORTING PEOPLES AND COMMODITIES (COMMUNICATION)

V-D&E (Advisers in cooperation with Students)

Key Number	A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
V-D&E-1.	I practice in group and organized clubs and societies to develop fluency in the use of the spoken word - and poise in expressing ideas: a. (Specify)							
	b.							
	c.							
	d.							
	e.							
V-D&E-2.	I use correctsocial usage as a passenger on trains and buses, acting always with good manners, poise, and as a Fort Valley student should							
V-D&E-3.	As an automobile driver, I exhibit good manners							
V-D&E-4.	I exhibit good manners as a pedestrian							
V-D&E-5.	I exhibit good manners as assembly auditor							
V-D&E-6.								
V-D&E-7.								
V-D&E-8.								
V-D&E-9.								
V-D&E-10.								
V-D&E-11.								
V-D&E-12.								
V-D&E-13.								
V-D&E-14.								
V-D&E-15.								
V-D&E-16.								
V-D&E-17.								
V-D&E-18.								
V-D&E-19.								
V-D&E-20.								
	Quarterly Total of Points Awarded, V-D&E.....							
	Cumulative Total of Points Awarded, V-D&E.....							

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVE V - RECEIVING AND TRANSMITTING IDEAS, AND TRANSPORTING PEOPLES AND COMMODITIES (COMMUNICATION)

V-F (Advisors to check "elective" activities)

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
V-F-1. I am a member of the debating team							
V-F-2. I am a member of the debating society							
V-F-3. I am an active member of the English Club							
V-F-4. I am an officer in the English Club							
V-F-5. I am an active member of the Players Guild							
V-F-6. I am an officer in the Players Guild							
V-F-7. I have had a part in the following productions:							
a.							
b.							
c.							
d.							
e.							
V-F-8. I have appeared on the following assembly programs:							
a.							
b.							
c.							
d.							
e.							
V-F-9. I have had a speaking part on the following radio programs:							
a.							
b.							
c.							
d.							
e.							
V-F-10. I have had a spoken part on other programs:							
a.(Specify)							
b.							
c.							
d.							
V-F-11.							
Quarterly Total of Points Awarded, V-F.....							
Cumulative Total of Points Awarded, V-F.....							

FISK UNIVERSITY

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Objective _____

SUMMARY SHEET
FOR OBJECTIVE ____

Student's Name _____

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - OBJECTIVE NO. ___

"Required" and "Elective" Points Granted to Student

Required	First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
____ - B						
____ - C						
____ - D (or D & E, where combined)						
____ - E						
Quarterly Total, Required Points.....						
Quarterly Total, Units (100 pts. equal 1 unit)..						
Cumulative Total, Required Points.....						
Cumulative Total, Units (100 pts. equal 1 unit).....						
Elective (___ F)						
Quarterly Total, Elective Points.....						
Quarterly Total, Units (100 points equal 1 unit)...						
Cumulative Total, Elective Points.....						
Cumulative Total, Units (100 points equal 1 unit)..						

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM FOR TABULATING SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - VI, EXPRESSING ASTHETIC IMPULSES ("SPIRITUAL" TRANSFERRED AND CLASSIFIED TO OBJECTIVE VIII, "LIVING THE GOOD LIFE")

VI-A (Evaluated and reported by classroom teachers as part of course grades)

Key Number A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for Activity					
		First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
VI-A-1. I am mastering the art of numbers							
VI-A-2. Through required reading in all courses, I am developing an appreciation for the beautiful in -							
a. Literature - the art of beautiful word use							
b. Music							
c. The Plastic Arts							
d. The Arts of Oral Expression							
e. The Arts of Physical Expression							
f.							
g.							
H.							
VI-A-3. While doing field work, I make it a point to -							
a. Appreciate the grand beauty of the people's music							
b. Discover and help preserve the new folk creations							
c.							
d.							
VI-A-4.							
VI-A-5.							
VI-A-6.							
VI-A-7.							
VI-A-8.							
VI-A-9.							
VI-A-10.							
VI-A-11.							
VI-A-12.							
VI-A-13.							
VI-A-14.							
VI-A-15.							
VI-A-16.							
VI-A-17.							
VI-A-18.							

HSK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - VI - EXPRESSING AESTHETIC IMPULSES

(Evaluated and reported by house mothers, counsellors)

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity					
		First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
VI-C-1. Student shows growing good taste in clothes:							
a. She dresses in accordance with good fashion, in order not to be conspicuous; yet inexpensively							
b. Avoids ridiculous extremes, like "zoot-suits"							
c. Wears clothes appropriate for different purposes							
d. Is consistent in wearing clothes							
e. Selects pleasing color combinations							
f. Studies line and shape harmony (i.e., does not wear plaids and polka dots together, etc.)							
g. Uses texture harmony (velvet and cotton combinations avoided)							
VI-C-2. Room arrangements show growing good taste in							
a. Color combinations							
b. Shape and harmony arrangements							
c. Selection of room accessories (poems, pictures,, etc.)							
d. Simplicity in decoration							
e. Elimination, rearrangement, concealment							
VI-C-3. Student shows growing good taste in bearing and manners							
a. Is not loud and noisy in speech							
b. Never uses rough, uncouth expressions							
c. Walks with a straight, upright posture							
d. Practises genteel manners in dealing with all							
VI-C-4. Student avoids vulgar habits, such as obtrusive gum chewing							
VI-C-5. Student avoids bad manners of disturbing peace of others, by such acts as loud radios, etc.							
VI-C-6. Student does not apply rouge or powder like primitive war-paint							
VI-C-7.							
VI-C-8.							
Quarterly Total of Points Awarded, VI-C.....							
Cumulative Total of Points Awarded, VI-C.....							

FISK UNIVERSITY

Student's Name

page forty-one - VI-D&E

EXPERIMENTAL FORM FOR SHEET FOR TABULATION OF ACHIEVEMENT OF OBJECTIVES - VI
EXPRESSING AESTHETIC IMPULSES

(Checked by Advisor in cooperation with student)

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
VI-D&E-1. I listen quietly to Chapel and Vesper Preludes							
VI-D&E-2. I listen to radio programs of seridus music whenever p possible - and this quarter number among those heard -							
a.							
b.							
c.							
d.							
e.							
VI-D&E-3. I do not annyoy or disturb otherswho enjoy serious music that I cannot yet understand							
VI-D&E-4. I make an effort to appreciate the programs of artist-musicians given on the campus							
VI-D&E-5. I always participate in the chapel and vesper singing of hymns and spirituals							
VI-D&E-6. I am making a serious effort to broaden my interest in music other than popular dance tunes, by -							
a.							
b.							
c.							
d.							
VI-D&E-7. I am trying to develop my own capacity for creating some kind of music, by							
a.							
b.							
VI-D&E-8. I am developing my appreciation of art by careful study of the exhibits presented from time to time							
VI-D&E-9. If not enrolled in art courses, I am reading books to make me intelligent about the arts							
VI-D&E-10. I am developing my appreciation of dramatic arts							
a. By using some discrimination in the movies I attend							
b. By developing better reaction habits; such as, not laughing at the inappropriate place, etc.							
Quarterly Total of Points Awarded, VI-D&E.....							
Cumulative Total of Points Awarded, VI-D&E.....							

FISK UNIVERSITY

Student's Name _____

("Elective" Activities, checked by Advisor and Student

EXPERIMENTAL FORM OF TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - VI-F
(EXPRESSING AESTHETIC IMPULSES)

Key Number A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity					
		First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixt Quart- (194
VI-F-1. I express my aesthetic impulses as a member of the -							
a. Choir							
b. Players Guild							
c.							
d.							
e.							
VI-F-2. I try to develop personal artistry and so create new beauty in one of the handicrafts -							
a. Weaving							
b. Basketry and Pine Needle Work							
c. Woodworking							
d.							
e.							
VI-F-3. I am developing creative abilities in other artistic forms by -							
a.							
b.							
c.							
VI-F-4.							
VI-F-5.							
VI-F-6.							
VI-F-7.							
VI-F-8.							
VI-F-9.							
VI-F-10.							
VI-F-11.							
VI-F-12.							
VI-F-13.							
VI-F-14.							
VI-F-15.							
Quarterly Total of Points Awarded, VI-F.....							
Cumulative Total of Points Awarded, VIX-F.....							

FISK UNIVERSITY

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Objective _____

SUMMARY SHEET
FOR OBJECTIVE ____

Student's Name _____

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - OBJECTIVE NO. __

"Required" and "Elective" Points Granted to Student

Required	First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
___ - B						
___ - C						
___ - D (or D & E, where combined)						
___ - E						
Quarterly Total, Required Points.....						
Quarterly Total, Units (100 pts. equal 1 unit)..						
Cumulative Total, Required Points.....						
Cumulative Total, Units (100 pts. equal 1 unit).....						
Elective (___ F)						
Quarterly Total, Elective Points.....						
Quarterly Total, Units (100 points equal 1 unit)...						
Cumulative Total, Elective Points.....						
Cumulative Total, Units (100 points equal 1 unit)..						

FISK UNIVERSITY

Student's Name _____

(For evaluation by classroom teachers as part of course grades

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - VII, UTILIZING EDUCATION AS A MEANS OF ACQUITING AND TRANSMITTING THE SOCIAL HERITAGE AND AS AN AGENCY FOR CONSERVING AND IMPROVING HUMAN AND MATERIAL RESOURCES (EDUCATION)

Key Number A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity					
		First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
VII-A-1. I participate in classes in professional education to prepare for life-related teaching							
VII-A-2. I use nearby elementary schools neighboring the College to advance my own knowledge of children							
VII-A-3. I use the nursery school to advance my knowledge of children							
a. As a part of health classes							
b. As a part of classes in home economics							
VII-A-4. I have carried on the following volunteer activities as a part of class work to raise the standard of life for children in Fort Valley:							
a.							
b.							
c.							
d.							
e.							
VII-A-5. My reading, both in classes in education, and in other courses, has been directed by teachers toward understanding the problems of children - and how to meet these problems as teachers:							
a. The health problems of children							
b. The personality problems of children							
c. The economic problems of children							
d.							
e.							
VII-A-6. All courses help me understand this objective							
VII-A-7. All courses help me understand myself better, as the product of a complicated social heritage							
VII-A-8. All courses help me understand the limitations imposed on humanity by the social heritage, but improvable by an improved social heritage							

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES (C) - VII-
UTILIZING EDUCATION AS A MEANS OF ACQUIRING AND TRANSMITTING THE SOCIAL HERITAGE
AND AS AN AGENCY FOR CONSERVING AND IMPROVING HUMAN AND MATERIAL RESOURCES
(EDUCATION)

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
VII-C-1. In addition to the other desirable qualities checked for this person under other objectives, she possesses the particular active qualities helpful in a teaching career, and, indeed, in all careers: a. Tact							
b. Self-Confidence							
c. Cheerfulness							
d. Personal appearance							
e. Vigor							
f. Industry							
g. Enthusiasm							
h. Initiative							
i. Courtesy							
j. Dependability							
k. Character							
l. Ability to Cooperate							
VII-C-2.							
VII-C-3.							
VII-C-4.							
VII-C-5.							
VII-C-6.							
VII-C-7.							
VII-C-8.							
VII-C-9.							
VII-C-10.							
Quarterly Total of Points Awarded, VII-C.....							
Cumulative Total of Points Awarded, VII-C.....							

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - VII - UTILIZING EDUCATION AS A MEANS OF ACQUIRING AND TRANSMITTING THE SOCIAL HERITAGE AND AS AN AGENCY FOR CONSERVING AND IMPROVING HUMAN AND MATERIAL RESOURCES (EDUCATION)

(Advisors in Cooperation with students)

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
VII-D&E-1. I am educating myself by wide reading over and above class requirements - books: a. This quarter I have read (i)							
(ii).							
(iii).							
(iv).							
666 (v).							
VII-D&E-2. Similarly, with periodical literature; this quarter I have read these and other articles: a.							
b.							
c.							
d.							
e.							
VII-D&E-3. I am educating myself by being a good listener at all lyceum and assembly programs - a. Listening quietly and attentively							
b. Listening reflectively, for new ideas							
c. Listening critically, for errors in form or thought							
d. Listening cooperatively, for agreement or conflict							
e. Listening for information in style and manner							
VII-D&E-4. I am educating myself through conversations with people of varied circumstances, which I seek for refreshing new contacts and newly opened vistas: this quarter I have been educated by talks with - a. A very old person							
b. A young child							
c. A very poor person							
d. A person in comfortable circumstances							
e. A person of another racial group							
Quarterly Total of Points Awarded, VII-D&E.....							
Cumulative Total of Points Awarded, VII-D&E.....							

EASK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - VII - UTILIZING EDUCATION AS A MEANS OF ACQUIRING AND TRANSMITTING THE SOCIAL HERITAGE AND AS AN AGENCY FOR CONSERVING AND IMPROVING HUMAN AND MATERIAL RESOURCES (EDUCATION)

(Advisors to check "elective" Activities

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity					
		First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
VII-F-1. I have volunteered and taken an active part in all campaigns and activities designed to add to the enlightenment of the college community:							
a.							
b.							
c.							
VII-F-2. I am an active member of the ElEdics							
VII-F-3. I am an officer in the ElEdics							
VII-F-4. I have taken an active part in educational activities sponsored for the Community in promoting							
a. Baby clinics							
b. Folk Festival							
c. Ham Show							
d. War Community Fund							
e. Tuberculosis Seals							
f.							
g.							
h.							
i.							
VII-F-5. During vacation periods I have helped the organized forces of cultural transmission in my community by -							
a.							
b.							
c.							
d.							
e.							
VII-F-6.							
VII-F-7.							
Quarterly Total of Points Awarded, VII-F.....							
Cumulative Total of Points Awarded, VII-F.....							

FISK UNIVERSITY

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Objective _____

SUMMARY SHEET
FOR OBJECTIVE ____

Student's Name _____

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - OBJECTIVE NO. ____

"Required" and "Elective" Points Granted to Student

Required	First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
____ - B						
____ - C						
____ - D (or D & E, where combined)						
____ - E						
Quarterly Total, Required Points.....						
Quarterly Total, Units (100 pts. equal 1 unit)..						
Cumulative Total, Required Points.....						
Cumulative Total, Units (100 pts. equal 1 unit).....						
Elective (____ F)						
Quarterly Total, Elective Points.....						
Quarterly Total, Units (100 points equal 1 unit)...						
Cumulative Total, Elective Points.....						
Cumulative Total, Units (100 points equal 1 unit)..						

FISK UNIVERSITY

Student's Name

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES
- VIII - LIVING THE GOOD LIFE

(evaluated and reported by classroom teachers as part of course grades)

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity					
		First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
VIII-A-1. Loyalty: The student shows loyalty -							
a. To parents by doing her best, since they are paying their hard-earned money for her education							
b. To her race, since she enjoys a favored chance							
c. To the reputation of the college, of which she is now, and will be, a representative							
d. To her obligation to make the world a better place in which to live; hence, she prepares							
e. To her schoolmates							
f. To herself and the divine spark God has lit within her soul							
g.							
h.							
VIII-A-2. Thoroughness: The student shows thoroughness in her work:							
a. She explores every detail of assignments							
b. Assigned papers are carefully written							
c. Assigned papers are neatly done							
d. She never gives slip-shod excuses for ignorance							
e. She works to the limit of her capacity							
f.							
g.							
VIII-A-3. Integrity: The student shows Integrity in her work:							
a. She tells the truth in class; is not a liar							
b. She does not cheat in quizzes, or copy papers							
c. She is not a bluffer; she does not try to "jive" her way out of questions where in fact she does not know the answers							
d.							
e.							
f.							
g.							

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES (House Mothers, Counsellors)
- VIII - LIVING THE GOOD LIFE

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter 194)	Sixth Quarter (194)
VIII-C-1. Loyalty: Student senses, and acts on, loyalty to obligations							
a. Parents, as shown by attitude, other indications							
b. Church, as shown by attendance on local churches							
c. Government, as shown by behaviour in residence							
d. Society, as shown by wide and specific attitudes and participation in humanitarian causes							
e. Self, as shown by conscientious effort to grow in developing constantly higher personal standards							
VIII-C-2. Thoroughness: Student makes every effort to do every particle of every job that faces her -							
a. As shown in care of room							
b. As shown in study habits							
c. As shown in her personal habits of dress							
d. As shown in her personal care of body							
e. As shown in attitude toward college exercises							
f.							
g.							
VIII-C-3. Integrity: Student is a person of growing integrity -							
a. When she promises to do something, you can depend on her to do it							
b. She is an honest person; she does not "put on"							
c. She does not relay idle, malicious gossip							
d. She is not a cheat							
e. She tries to live by a high, standard code							
f. She does not steal							
g.							
h.							
i.							
j.							
Quarterly Total of Points Awarded, VIII-C.....							
Cumulative Total of Points Awarded, VIII-C.....							

BSK UNIVERSITY

Student's Name

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - VIII - LIVING THE GOOD LIFE

Key Number	(Note: Traits on this page derived from Charters and Waples, pp. 223-243) A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
VIII-D&E-1.	Loyalty: I do not talk about teachers or other students away from the school							
a.	I do not find fault publicly with teachers							
b.	I keep confidential school matters, confidential							
c.	I keep in touch with personal friends							
d.	I adhere to school regulations							
e.	I am loyal to duties of my school job							
f.	I "talk up" the college to outsiders							
g.	I speak of college and its future encouragingly							
h.								
i.								
VIII-D&E-2.	Thoroughness: I practise these traits:							
a.	Executing all duties efficiently							
b.	Avoiding snap judgments until well informed							
c.	I follow up all study assignments							
d.	Making constant repetitions of study material until mastery is achieved							
e.	Spending time necessary to get assignments ready							
f.								
g.								
VIII-D&E-3.	Integrity: Practising these traits -							
a.	Not trying to "get by" with anything							
b.	Always telling the truth							
c.	Using honest methods to win games							
d.	Answering truthfully "scope chart" questions							
e.	Pay bills promptly							
f.	Never borrowing money or articles casually							
g.	Never getting mad at unpaid creditors							
h.	Not presenting alibis instead of completed work							
i.	Feels angry at self, not creditor, until debts are paid							
j.								
k.								
	Quarterly Total of Points Awarded, VIII-D&E.....							
	Cumulative Total of Points Awarded, VIII-D&E...							

FISK UNIVERSITY

Student's Name _____

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - VIII, - LIVING THE GOOD LIFE

(Advisors to check "elective" items in cooperation with student)

Key Number — A Condensed Statement of the Activity	Range of Credit Points	Credit Points Awarded for the Activity: First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
VIII-F-1. Loyalty: I remain loyal to organized religious activities while studying at Fort Valley: a. By attending a local church regularly							
b. By attending a local sunday school regularly							
c. By maintaining membership in the Y.M.C.A. or Y.W.C.A.							
d. By maintaining, during summers, home church ties							
e. By regular and personal religious devotionals							
VIII-F-2. I make my religious principles practical in my daily living by living up to a living code of guidance in my relations with my fellow-men: a. Loyalty: i. My highest loyalty is to the service of mankind							
ii. My loyalty to makind sensitizes me to injustice							
iii. I will stick to my parents, my blood kin, my [illegible] my friends, in fortune or misfortune							
iv. Likewise, I will never betray the poor and and unfortunate of my race, or of any race							
VIII-F-2: b. I do not practise deception of others; in short, I do not "put up a false front"							
c. Thoroughness: I put away from me the conventional vices, and customs frowned on by the standards of the community in which I live: i. Smoking, where thought wrong or in bad taste							
ii. Drinking							
iii. Swearing, using filthy language							
iv. Gambling							
v. Irregular sex practices							
VIII-F-3. Integrity: In all of my behaviour, whether dealing with others or with myself, I am not - a. A Liar							
b. A Cheat							
c. A thief							
Quarterly Total of Points Awarded, VIII-F							
Cumulative Total of Points Awarded, VIII-F							

FISK UNIVERSITY

Page _____
Objective _____

SUMMARY SHEET
FOR OBJECTIVE ____

Student's Name _____

EXPERIMENTAL FORM FOR TABULATION SHEET FOR MEASURING ACHIEVEMENT OF OBJECTIVES - OBJECTIVE NO. ___

"Required" and "Elective" Points Granted to Student

Required	First Quarter (194)	Second Quarter (194)	Third Quarter (194)	Fourth Quarter (194)	Fifth Quarter (194)	Sixth Quarter (194)
____ - B						
____ - C						
____ - D (or D & E, where combined)						
____ - E						
Quarterly Total, Required Points.....						
Quarterly Total, Units (100 pts. equal 1 unit)..						
Cumulative Total, Required Points.....						
Cumulative Total, Units (100 pts. equal 1 unit).....						
Elective (___ F)						
Quarterly Total, Elective Points.....						
Quarterly Total, Units (100 points equal 1 unit)...						
Cumulative Total, Elective Points.....						
Cumulative Total, Units (100 points equal 1 unit)..						

FISK UNIVERSITY

January 8, 1945

Dear Doctor Bond: The package addressed to "The Office Force of the Julius Rosenwald Fund" arrived yesterday and was immediately set upon. You may be sure that the pecans were very welcome (and very delicious) and filled a real abdominal vacancy in the course of a day's work. We even shared them with those whom we do not consider "office force" -- the officers.

We the undersigned thank you and the Fort Valley State College for this thought of us and send to all of you our very best wishes for a successful New Year.

Sincerely yours,

SUMIKO OURA & all office staff

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

FISK UNIVERSITY

January 8, 1945

Dear Doctor Bond: There is much to write you concerning official matters, but I want to take time out to say thank you to you and to Fort Valley for sending me two very charming candlesticks. They are made with great skill and considerable imagination. I shall burn the candles at the alter of progressive rural education, lighting a taper every day for your combined efforts in Peach County.

Sincerely,

FGW:FN

FRED G. WALE

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

FISK UNIVERSITY

January 9, 1945

Dear Doctor Bond: Doctor Will has asked me to pass on to you for whatever action you deem appropriate the enclosed copy of a letter from Captain Fearing and his reply.

see Reg. 1/9/45

Sincerely yours,

SUMIKO OURA

SO Secretary to Doctor Alexander
Encs.

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

(Hen)

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

January 15, 1945

Mr Fred Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago
Illinois

Dear Mr Wale:

Our Ham Show and Folk Festival are scheduled this year from March 9-11. Please try to be with us this year.

With best wishes, I am

Sincerely yours,

H M Bond,
President.

HMB:mbw

FISK UNIVERSITY

January 15, 1945

Dear Doctor Bond: Your letter to Doctor Alexander of December 23, proposing to him that the Fund help bring Thomas N. Roberts to Fort Valley, came over my desk recently. It is considerably delayed. For that, I apologize.

Just before Doctor Will left the office last week, he, Mr. Embree, and I had a conference concerning your request; and I regret to have to tell you that we feel we cannot help you with it. We have great respect for Mr. Roberts. We think him one of the superior men in his field but we believe our efforts at Fort Valley should continue to be in the direction of rural education rather than agriculture. It really isn't any more complicated than that. But knowing you as well as I do, I am sure that you have already found a solution to your problem and I know I am not being too forward to congratulate you. I really think Tom Roberts is a swell gent, and his illness was one of the biggest shocks I have had for a long time.

I hope to be down your part of the world during the first ten days in February. I hope we may have a few hours together. I have a lot to tell you and Mrs. Bond about Haiti.

Sincerely,

FGW:EN

FRED G. WALE

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

(Yes)

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

January 15, 1945

	WWA	18	WWA	0
P.C.	So		So	0
	FW		FW	0

Dr Will W Alexander
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15
Illinois

Dear Dr Alexander:

Recently I addressed a letter to you regarding the possibility of a supplement on a three-year basis, and in the amount of $600.00, to be paid to Mr Thomas Roberts if he decided to join our faculty. As yet, I have not heard from you. Please let me hear from you.

FW has replied

With best wishes, I am

Sincerely yours,

H M Bond,
President.

HMB:mbw

FISK UNIVERSITY

The Fort Valley State College
Fort Valley, Georgia

OFFICE OF THE PRESIDENT

January 15, 1945

(Building)

Miss Dorothy Elvidge
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago
Illinois

Dear Miss Elvidge:

Sometime ago, a grant of $500 was made to my institution to aid in planning for a building plan based on functional designs. Mr Moses McKissack, IV, our architectural consultant, has made some progress in carrying out this work, and we would like to be in a position to keep our agreement with him in the near future.

I would, therefore, appreciate it if this sum could be made available to us at your convenience.

With best wishes, I am

Sincerely yours,

H M Bond,
President.

HMB:mbw

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

(Gen)

OFFICE OF THE PRESIDENT

January 17, 1945

Mr. Fred Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, 15, Illinois.

Dear Mr. Wale:

I am writing to you immediately on receiving your letter about your visit here in February, as I certainly want to see you, yet have one or two engagements in that period. I am leaving Atlanta on the evening of January 31st for Philadelphia, where I am to be on February 1st and 2nd. On my way back down, I will stop at Winston Salem on February 4th, and I hope to get back here at Fort Valley on February 5th at noon. However, I have yet another engagement in Durham, North Carolina, on February 11th, and probably would be leaving here on the afternoon of February 10th to make that. On top of this, I am scheduled to be in New York on February 17.

You will think me stupid, as I am, to be travelling this much these days. However, one thing has led to another, and I have positively sworn off after the New York date, which I made in an unguarded moment last summer when I thought that would be my only chance to "get up north". I took the other dates because they gave a chance to peddle my Veterans project up and down the country.

If you could be here either the 5th, 6th, 7th, 8th, or 9th of February, please let me know. I had not made up my mind as to whether I would come back here from Durham before going on to New York on the 17th - that is, between the 10th and 16th - but if that period is most convenient for you, please let me know at once and I will try to arrange my interim schedule accordingly. I have been trying to travel on reservations on these trips - chairs if not berths - and that is one reason I would like to be informed as to your plans.

The Regents are meeting today at Tifton; several officials passed by here yesterday on their way. I am waiting anxiously to see if their great promises will be fulfilled. I think this is a very good time, also, for you to see the Chancellor, if you plan to do so.

I am,

Sincerely,

H. M. Bond

H. M. Bond

FISK UNIVERSITY

January 18, 1945

Dear Doctor Bond: I was grieved to read in the Weekly Calendar of Events of the death of Mrs. Moore. That is a great loss to Fort Valley. As I look back now on the times I have seen Mrs. Moore walking on the campus, I wish I had taken more time to talk with her and get to know her better. What I knew of her was enough for me to realize that she was an unusually lovely person.

Sincerely,

FGW:EN

FRED G. WALE

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

FISK UNIVERSITY

9/10/45

January 19, 1945

Dear Doctor Bond: In accordance with your instructions, I am enclosing our check for $500 paying in full the allocation made some time ago for architectural planning at Fort Valley State College. I assume that this entire amount will be paid to Mr. McKissack, and that the receipt of this check and the payment to Mr. McKissack will appear in your year-end statements.

(Building)

Yours very truly,

DOROTHY A. ELVIDGE

DAE:ejj

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

FISK UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

To Fort Valley State College
c/o Horace Mann Bond
Fort Valley, Georgia

(Building)

Payment Voucher No. 44-

Date January 19, 1945

Payment in full of allocation for the development of an architectural plan for rural type housing - - - - - - - - - $500.00

Ck. #32338

Accounts	Appropriation No.	Debit	Credit
Fort Valley State College	41-1	$500.00	

Prepared by	Checked by	Posted by	
ejj			Comptroller

FISK UNIVERSITY

Charge to the account of $

CLASS OF SERVICE DESIRED			
DOMESTIC		CABLE	
TELEGRAM		ORDINARY	
DAY LETTER		URGENT RATE	
SERIAL		DEFERRED	
NIGHT LETTER		NIGHT LETTER	

Patrons should check class of service desired; otherwise the message will be transmitted as a telegram or ordinary cablegram.

WESTERN UNION

1206

A. N. WILLIAMS, PRESIDENT
NEWCOMB CARLTON, CHAIRMAN OF THE BOARD
J. C. WILLEVER, FIRST VICE-PRESIDENT

CHECK
ACCOUNTING INFORMATION
TIME FILED

Send the following message, subject to the terms on back hereof, which are hereby agreed to

WANT A REPLY?
"Answer by WESTERN UNION" or similar phrases may be included without charge.

DAY LETTER

January 19, 1945

Dr. Horace M. Bond, President
Fort Valley State College
Fort Valley, Georgia

Received your letter. Am planning to be Fort Valley between 5th and 9th. Cannot tell day or days now, but you will have that information when you return from Winston-Salem.

Fred Wale

Rosenwald Fund
EN

FISK UNIVERSITY

January 29, 1945

Dear Doctor Bond: You may remember that sometime last year you sent Mr. Wale several lovely photographs that you had taken on the Fort Valley campus to have some of them enlarged. Mr. Wale left a request with me to ask you if it would be possible for us to borrow the negatives of these two pictures which I am enclosing. Mr. Giles would like to hang them in his office at the Bureau for Intercultural Education in New York.

If it is not too much trouble, would you please return the two prints along with the negatives? Thank you very much.

Sincerely,

EN
Enclosure

ELEANOR NAKAGAWA
Secretary to Mr. Wale

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

FISK UNIVERSITY

COPY

FSW, Jr 10

January 29, 1945

Fort Valley State College (Ga.)

Dr. Charles S. Johnson
Department of Social Science
Fisk University
Nashville, Tennessee.

Dear Dr. Johnson:

I have heard you tell so many good stories that I thought I would tell you a true one that happened today, to show you that life at Fort Valley is not without its compensations.

We had a distinguished Chinese visitor, a Dr. Hsieh. I took him out in the country to see some upstanding farmers. One was the house of Mr. Flowers, one of our best farmers who I imagine would be a prototype of a thrifty Chinese peasant. (Mr. Flowers this year has sold 42 bales of cotton, $6000 worth of peanuts, - killed and cured 24 hogs; etc., etc., etc.)

I introduced him to Mrs. Flowers- Mrs. Flowers a sturdy, self-possessed, farm woman who incidentally insisted on me taking back home an armload of collard greents, three dozen turnips, and some chitlings with about 10 pounds of fresh killed pork.

Says I, "Mrs. Flowers, this is Dr. Hsieh"

Says Mrs. Flowers, "I'm sure I'm pleased, and I hope for better acquaintance."

Noting Mrs. Flowers regarding our visitor with unconcealed curiosity, I went on - "Dr. Hsieh is visiting us - from China"

"Sho nuff", says Mrs. Flowers. "He do resemble that nation, now don't he?"

With best wishes, I am,

Sincerely,

H. M. Bond

FISK UNIVERSITY

Fort Valley State College (Ga.)

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION
OF THE CITY OF NEW YORK
HARLEM BRANCH
179 WEST 137TH STREET
NEW YORK 30, NEW YORK
AUDUBON 3-1000

CECELIA CABANISS SAUNDERS, EXECUTIVE SECRETARY

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ANNA E. KINCH, *Program—Juniors*
MARY I. MOORE, *Program—Adults*

January 31, 1945

FGW 2

Mr. Fred G. Wale
Director for Rural Education
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, 15, Illinois

Dear Mr. Wale:

Dr. Horace Mann Bond, president of Fort Valley State College, Fort Valley, Georgia, has shared with me the letter which you wrote him concern-in my mother, the late Sophia Moore. The physical loss of my mother has been more bearable because of personal expressions such as yours. I am grateful to you.

My heritage increases my responsibility. I feel that your pleasant memory of my mother will be sustained in the knowledge that I will endeavor to give to all whom I meet the true feeling of "Brotherhood" which she fostered for over thirty-seven years.

Sincerely,

Mary I. Moore

Mary I. Moore

Senior Activities Director

ert

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

February 2, 1945

Miss Eleanor Nakagawa
Secretary to Mr Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago
Illinois

Dear Miss Nakagawa:

I am returning to you the two pictures of the girls in the peach blossoms and regret very much that I am unable to find the negatives.

With best wishes, I am

Sincerely yours,

H. M. Bond

H M Bond,
President.

HMB:mbw

Encl:

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

(Gen)

OFFICE OF THE PRESIDENT

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February 2, 1945

Miss Eleanor Nakagawa
Secretary to Mr Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago
Illinois

Dear Miss Nakagawa:

About three years ago, I sent either to Mr Wale or to Mr Embree a collection of sketches and estimates of a proposed building plan at the Fort Valley State College.

This letter is to ask you to look through the files to see if you can locate these sketches and to ask you to send them to me.

With best wishes, I am

Sincerely yours,

H M Bond,
President.

HMB:mbw

FISK UNIVERSITY

February 8, 1945

Dear Doctor Bond: We are sending you a copy of a book called The Coolibah Tree, which speaks for itself. We have on hand 100 copies of this small book, and if you could use any, we will be glad to ship you the amount you would like to have.

Sincerely,

FGW:EN

FRED G. WALE

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

FISK UNIVERSITY

February 7, 1945

Dear Doctor Bond: In response to your letter of February 2, I have gone through our files together with our file clerk and also with Miss Waxman, who used to be Mr. Embree's secretary, hoping to locate the sketches and estimates of a proposed building plan at the Fort Valley State College. I am sorry to report that I have not been successful. Perhaps Mr. Wale may know something about them. I shall ask him when he returns. If you have any further information or suggestion, I shall be glad to look again.

I just received your letter saying that you could not find the negatives Mr. Wale wanted to borrow. Thank you for your trouble.

Sincerely,

EN

ELEANOR NAKAGAWA

Secretary to Mr. Wale

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

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

(Gew)

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~~CW~~			2/19	

February 12, 1945

Mr Fred G Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15
Illinois

Dear Mr Wale:

Since your visit, some other prints have come to me, and I enclose these for your inspection. I like particularly the picture of little George Bond which I took when he was two or three years old in New Orleans during mardigras time. I will be glad to send you this negative if you can use it.

Done GW

I would greatly appreciate it if you could supply me twenty-five copies of the "Goolibah Tree".

With best wishes, I am

Sincerely yours,

H M Bond

H M Bond,
President.

HMB:mbw

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

(Geo)

February 13, 1945

Miss Eleanor Nakagawa
Secretary to Mr Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15
Illinois

Dear Miss Nakagawa:

A few days ago you wrote asking Dr Bond to send you the negatives to some pictures that were taken last year on the campus in the peach blossoms. At that time we were unable to locate these negatives. I am enclosing one of the negatives which we have located, and we are continuing our search for the other negative.

With best wishes, I am

Sincerely yours,

Mavis B Walker,
Secretary to Dr Bond.

/mbw

Encl: Negative

FISK UNIVERSITY

February 14, 1945

Dear Mrs. Duncan: I enjoyed my visit with you at Fort Valley very much. I was a little surprised to discover that the copy of Lunch which you found in the back seat of my car was the first one you had seen. In fact, I checked on it when I got back and found that we sent 100 copies to Doctor Bond last August and that there is a letter dated August 14 acknowledging receipt of them. Perhaps I should send things like this to you from now on instead of to the administrators.

Sincerely,

FGW*EN

FRED G. WALE

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

FISK UNIVERSITY

February 19, 1945

Dear Doctor Bond: Thank you very much for the photographs. The one of George is a grand picture. At the moment I think I have enough to fill the need.

I am glad you found The Goolibah Tree interesting. We are shipping 25 copies to you today.

I enjoyed my visit with you. I see progress in the county schools, I think. I shall be writing you more of that later, however.

Sincerely,

FGW:EN

FRED G. WALE

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

FISK UNIVERSITY

February 23, 1945

Dear Doctor Bond: I have recently received an inquiry from Mrs. Eleanor Hogan of the Cooperative School for Teachers, 69 Bank Street, New York City, asking whether the Fund could help with some fellowships to their teacher education program. I have answered that I would be glad to call your attention to the work they are doing and suggest that you give it full consideration when your faculty committee looks for places to send people to study for a year. It is one of the few spots where a full year of contact with children can be had. Perhaps as you know, the Graduate Teachers College in Winnetka, Shady Hill School, and the workshop at New York University are three others. I would urge you to study well the material Mrs. Hogan is sending. I think they do a good job.

Sincerely,

FGW:EN

FRED G. WALE

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

(Hon)

Cooperative School for Teachers

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

(Gen

	73W	28	73W	5

February 26, 1945

Mr Fred G Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15
Illinois

Dear Mr Wale:

When you were here and met Mademoiselle Samson, our Haitian visitor, you seemed to think that our institution would not provide her with the best opportunities available in America. I think this may be quite true, but, on the other hand, I think Max sent her here because we gave her all expenses, and no other money was available.

As you may have noticed, she has an attitude toward her native culture which is remarkably objective. To a great extent, I think this may be due to the fact that she is that unique creature, a protestant in an almost entirely Catholic culture.

At any rate, I too would like to greatly enlarge her study and observation in this country. Would it be possible to provide for her a special grant of approximately $400.00 which she could use as a travel account for a month or six weeks of travel during the summer?

With best wishes, I am

Sincerely yours,

H M Bond,
President.

HMB:mbw

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

FSW 28 FSW 5

February 26, 1945

Mr Fred G Wale
The Julius Rosenwald Fund
Chicago, Illinois

Dear Mr Wale:

I have at last discovered the negative to the picture of the girl on the cover of our teachers association which you liked. I enclose it herewith, inspite your delicate statement that I was deluging you with my crude efforts.

With best wishes, I am

Sincerely yours,
H M Bond
H M Bond,
President.
Encl:

FISK UNIVERSITY

March 1, 1945

Fort Valley (Ham)

Dear Friends:

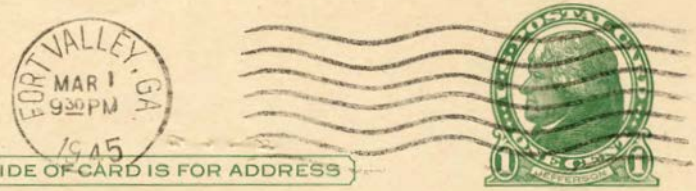
You may wish to listen in on the Columbia Broadcasting System's "Country Jounal" broadcast, scheduled for Saturday morning, 8:30, CWT.

The broadcast will include as a feature reference to our Ham and Egg Show, during which I will interview County Agent O'Neal, Father of the event.

I will try to convey to you the bouquet, the exquisite aroma, of the 1000 hams we shall have displayed in our auditorium; I regret that I can do no more than provide for you this transcendental effusion. But, after all, even that should be filling enough.

H. M. Bond

FISK UNIVERSITY



Office Force
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, 15, Illinois

FISK
UNIVERSITY

Fort Valley State College (Ga.)

March 5, 1945

Dear Doctor Bond: I did enjoy meeting Miss Samson when I was with you, and evidently we are together in the view we hold of her worth. To be frank with you, she, rather than anyone else that we met in Haiti or out, is the one to work with Max on the job that he is trying to do. I gave this opinion to Mr. Gregersen of the Coordinator's office when he was in Chicago last week. I am writing to him again.

It is not a serious point, but I did not mean to indicate to either you or her that Fort Valley would not be able to furnish her with excellent opportunities in the sort of thing she should prepare herself to do in Haiti. I was partly teasing you and Mrs. Duncan and partly egging her on to see what her response would be. In spite of criticism which you know I have and which I am confident you share with me, I am compelled to say that Fort Valley is as important a place for her to get some learnings as any center in the country. I would go further and say that if I were working on location with you, Mrs. Duncan and Mrs. Edward, I would enroll her time and energy in helping to build better programs in Peach County schools during this coming year, partly for the schools' sake and partly because it is exactly what needs to be done in her native land. Occasionally the emphasis might be different, some of the specific details, but generally the direction would be the same.

I am not saying this to get out of responding favorably to your request for aid. If we were going to help any Haitian, I would want to help her. But I am not sure that this is the wisest thing to do. It would be much better to have Gregersen and Dartigue be responsible for her growth than for me. They are the ones who are going to use what they invest in her, and the more they invest in her, the more they will use her. My encouragement then to you would be to hang on to her, believing that she can help you and that you can help Max through her. I am writing to Gregersen

FISK UNIVERSITY

urging him to invest all he can in her growth, and I suggest you write him too. If it turns out that for some reason they cannot find the funds, write me again. But I think you will succeed with Gregersen.

Sincerely,

FGW:EN

FRED G. WALE

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

FISK UNIVERSITY

March 5, 1945

Dear Doctor Bond: Thank you very much for the negative of the girl picking cotton. I have sent it on to the photographer along with the others. Last week I mailed back to you the prints of the "peachy gals", having kept out the one that seemed best to us. You will be interested that my photographer commented highly on some of the expert workmanship that went into the snapping of the little shutter. Seems easy, but I guess by now you know it is a more complicated thing than spying through a lens and saying, "Look pretty now and watch the birdie."

You will be glad to know that the three time photographs you gave me are in the process of being enlarged. He assured me that they would come out pretty well and that he would work on them as soon as he could although he has a large number of war jobs to fill. He asked whether they would be mounted, and I, thinking of that large print coming down to you, decided that to mount them was the greatest insurance of their safety. They will be 40" x 60" when finished, and then they will be mounted. The estimated total cost of each will be between $15 and $20. If this is out of line with what you had contemplated, will you be good enough to indicate so immediately?

Sincerely,

FGW:EN

FRED G. WALE

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

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

March 8, 1945

	ERE	12	SRE	15
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✓	CSG		CSG	0

Dr. Edwin R. Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, 15, Illinois.

Dear Dr. Embree:

This letter is to suggest to you a project for collecting rare and valuable volumes - both including Negro books and others - which I think would make an excellent project for such a school as Fisk University.

In my travels for years I have from time to time noticed that Negro schools - private, elementary and high school public schools Libraries are likely to be the repository of rare and valuable books of all description. This is because they were founded usually on casual gifts.

Now it happens that the people in these schools have no idea at all of the value of the documents they possess.

Even with the recently developing library science, and "trained" librarians in the schools, what is likely to happen is that the new "trained" workers come in and at once throw everything out that bears an imprint before 1920.

My idea is that it would be a valuable thing to have someone in a school like Fisk - someone who knows something about books, and rare books at that - take an extended tour. The old missionary established high schools, now public, would make a great gold mine, I think, of such materials; and for a nominal amount volumes could be picked up of great value.

I write you because last week in a school in Macon I discovered that just a few years ago a woman named Jennie Baskerville, formerly a noted coach at the Metropolitan Opera Company, had given her library to a Negro public school there. Included in this library is a scrapbook including autographs, telegrams, autographed photographs, from most of the great singers of the past generation - Caruso, Nordica, Calve, and others. There is also a volume of caricatures by Caruso - in itself of no value, but enhanced by the fact that it is an autographed presentation copy, with several original Caruso caricatures, all autographed, and also including other interesting documents. I noticed also a book, Garrett's "Public Men in Alabama", which is a very rare Southern item. I had no opportunity to go through the whole collection, but I will say that the principal gave me the Caruso items without a qualm.

I have seen collections like this all over; in Beaufort, South Carolina, in Athens, Alabama, in Marion, Alabama, for example. I think visits to schools like the Mary Potter School in North Carolina; the Camden Academy in South Carolina; the Penn School; and other such places would yield a veritable treasure of rare Negro and Americana.

FISK UNIVERSITY

I regret to bother you about a project which may be piddling, and in such detail; but I do so because I think these schools are probably the last place that collectors have not looked, and it pains me to think of the noble volumes I saw in Macon last week gathering dust, probably soon to be thrown out and burned by an ignorant principal or a newly "trained" librarian.

I am sending copies to Dr. Charles S. Johnson and Mr. Arna Bontemps in the hope that they may be interested in this project.

Sincerely,

H M Bond

H. M. Bond

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

March 13, 1945

Mr Fred G Wale
4901 Ellis Avenue
Chicago 15, Illinois

Dear Mr Wale:

Your suggestion about writing Mr Gregersen regarding Miss Samson is gratefully appreciated. I am following your suggestion today.

With best wishes, I am

Sincerely yours,

H M Bond
H M Bond,
President.

HMB:mbw

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

(Yes)

FBN is AWO

March 13, 1945

Mr Fred G Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15
Illinois

Dear Mr Wale:

I am happy to learn that the photographs from Life Magazine are being enlarged and mounted. The price seems quite reasonable, and we will look forward with pleasure to seeing them.

I hope you will please take the further trouble to ask the photographer what kind of a surface or lacquer we could apply to the mounted photographs to protect them from dust and dirt in lieu of a glass case. I remember once that varnish was recommended, but this did not prove to be a good medium.

With best wishes, I am

Sincerely yours,

H M Bond

H M Bond,
President.

HMB:mbw

FISK UNIVERSITY

March 15, 1945

Dear Bond: That was an interesting suggestion about rare treasures in Negro school and college libraries. It so happens that Johnson, Bontemps and I are to be together about two weeks hence. I will see that this is one of the things that we talk about. Certainly Fisk seems like a proper place, both to make the collection and to preserve the treasures.

Very truly yours,

ERE:MM

EDWIN R. EMBREE

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

FISK UNIVERSITY

~~Bond, Cook~~
~~Dept of Educ~~

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

March 19, 1945

Mr Fred Wale
Julius Rosenwald Fund
Chicago, Illinois

Dear Mr Wale:

We are sending you fifty copies of Let's Cook Lunch by express immediately.

With best wishes, I am

Sincerely yours,

H M Bond,
President.
HMB:mbw

FISK UNIVERSITY

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Fort Valley State College (Duncan)

Fort Valley, Ga.
March 23, 1945 (8)

Dear Mr. Hale,

I am all a'dither trying to get ready to leave for my quarters study at Ohio State. I plan to leave on the early morning train (tonight) tomorrow morning. Not a piece of clothing is packed at this minute. However I am taking time to send you a few letters (all in the rough) which our senior young women wrote me while they were practicing in the field. They wrote these in response to my questions: ① Now that you are face to face with rural problems as a leader, what do you consider to be the things which our people need for basic and fundamental change which will develop real self reliance and self respect in them as citizens of our nation and the world? ② Do you think the school can supply all that you feel is needed? ③ Is there some way Fort Valley could have better prepared you to be ready to help in fundamentally changing the rural situation?

I thought these letters have some interesting reactions expressed in them. There are mistakes in them. I do not apologize for

FISK UNIVERSITY

them. (Jane leaving a request that during this quarter they be helped to improve in self expression.) I was so interested in them and think of you as being interested in attitudes that I decided to send you these to read. Juanita Mullins is the girl you saw at Pawersville. Isn't her letter interesting? I sort of like it that she says right out that she doesn't propose to make such large sacrifices! Of course as one trying to help the rural situation I recognize that as a problem I hardly know how to handle immediately but for the individual teachers who are also seeking self-realization, I couldn't expect them to accept just anything. I doubt that I'd want one who wouldn't kick about some things.

When you have read these letters please send them to me at the following address:

C. J. Duncan
284 So. Wayne Ave.
Columbus, 4 Ohio
c/o Mrs. H. N. Smith

Wish me luck in carrying out my plans to pass my exams for this incoming quarter! Hope you get by Columbus while I am there.

I really hate to leave my senior elementary education major students. I'd like to help with the finishing touches for them. I've already put in a punch for making them see deeper into the real rural problem. Well I'm quite rushed so I'll stop here. Hope you enjoy the letters. Sincerely, Catherine J. Duncan

March 23, 1945

Dear Doctor Bond: I don't know whether you will remember it or not, but when we were together last we talked of the possibility of buying some pianos second hand which might be shipped from Chicago to Macon by freight for use in the College and schools of Peach County. This is what I have been able to learn.

First of all, the market is tough. There aren't many pianos, and prices are higher than they used to be. If you want a crackerjack rebuilt Steinway grand, it will cost you $1175 on the floor here in Chicago. If you wish to purchase some pianos for the rural schools, it will cost you $75 apiece. That is the best figure I can get.

Shipment could not be made until later in the summer but definitely before school opens in the fall. Some time is needed to pack up those that might be sent. There is only one way to send them down, and that is in a freight car. Whether you put one piano in or eighteen, the cost is the same, because the company will charge you for 14,000 pounds. Each piano weighs about 700 pounds, so a minimum of eighteen pianos is desirable. If you have less than that you will be paying for extra freight. Should you buy as many as eighteen, they will cost approximately $8 a piano for freight from Chicago to Macon.

I may be in Georgia next week - that is, the last week in March - and will give you a buzz. If you have this information when I call you, we can talk it over then. Perhaps you are not ready to invest this much money in something like this; but if you are, I will select the pianos and see that they are shipped off. I will chat with you about it.

Sincerely,

FGW:EN

FRED G. WALE

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

FISK UNIVERSITY

From Fort Valley

C O P Y - FOR INFORMATION

March 29, 1945

740 Z 820

Miss Inez Wallace
State Department of Vocational Education
State Office Building
Atlanta, Georgia.

Dear Miss Wallace:

You will be interested to know that our Practical Arts Festival will have a world of high-class talent for instructors this year. Unfortunately, we could not get any one to do the job in house decoration we did last year; but otherwise I think we will have the best faculty for this sort of thing ever assembled.

Miss Lucy Morgan, Miss B. Morgan, and Mrs. Freas from Penland are coming to do instruction inweaving, block printing, and work with native materials. A Mr. Percy Matter, from Rock Island, Illinois, who makes beautiful costume jewelry from sea shells and pine-needles, is coming for the fun of it, also to get some pine-needles and sea-shells for his own work (He is going on to Florida from here). Mrs. Gertrude Duncan Ross, formerly professor of ceramics at the University of Minnesota (retired), now teaching pottery at the Women's Penitentiary in West Virginia, is also coming, and will build a kiln on the grounds while here.

We have been obliged to restrict enrollment to 49 persons this year on account of ODT regulations. We have invited people from about 25 high schools, telling them first come, first served.

I hope you can visit. The dates have been set for April 16-18 for the invited group, but the visitors will be here all the week with our students.

Sincerely,

FISK UNIVERSITY

Fort Valley State College

WHAT THE SAN FRANCISCO CONFERENCE MEANS TO THE NEGRO
AN ADDRESS DELIVERED BY HORACE MANN BOND
RADIO STATION WMAZ, APRIL 18, 1945

(New)

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

The Peace Conference has more meaning for the Negro people because of the death, six days ago, of Franklin Delano Roosevelt. He was a great man. He had already become a symbol of hope for the man lowest down, and so he appeared to Negroes. He stood in the minds of the Negro people as the righteous ruler described in the thirty-first chapter of the Proverbs of Solomon:

> Open thy mouth for the dumb in the cause of all such as are appointed to destruction.
>
> Open thy mouth, judge righteously, and plead the cause of the poor and needy.

The Negro people are poor and needy, however much they may seem otherwise in these unaccustomed times of easy money and booming wages. Many, indeed, are appointed to the destruction of disease, of ignorance, and of crime, by a chance as fixed as they very stars in their courses. Most are dumb of voice where great affairs of State and policy are determined; and they sorely need men and women of righteous conviction who will open their mouths, judge righteously and plead the cause of the poor and needy.

The Peace Conference, we hope, will be a forum where such voices will be heard. I am to talk about what the peace conference means to the Negro. I want to tell you first what I think the peace conference means to the Negro; and then tell you what Negroes other than myself think the peace conference means to them.

In order to form my own opinion, I undertook a review of other peace conferences of the past to see what they had meant to the Negro.

I was interested to learn that a clause about Negroes in a peace treaty signed in 1713--two hundred and thirty-two years ago--affected the life of every man, woman and child, white or black, in the State of Georgia. The treaty was that of Utrecht; and by the terms of an agreement, called the Asiento, Great Britain was given a monopoly in the business of supplying Negro slaves from Africa to Spain's colonies in the new world. Slave trading was big business in those days. It was this great financial power, built up in England, that nullified Oglethorpe's intention to keep the colony of Georgia, which he founded in 1732, free from Negro slavery. Had not the Asiento been signed in 1713, Oglethorpe's original intention might have been kept; Georgia would have had no Negro slaves; and, fortunately or not, there would have been no reason tonight for your speaker to be telling you what the San Francisco Conference of 1945 means to Negroes.

Again, in Vienna in 1814-1815, the treaty ending the long Napoleonic wars included a clause about Negroes that has affected all of us. The English humanitarian, William Wilberforce, managed to get inserted a clause committing all nations to the ending of the slave trade. The powerful forces thus placed behind emancipation continued to gain momentum until Great Britain emancipated slaves in its colonies in 1832; one reason why the Confederacy could not gain assistance in England was because of the long history of a public opinion in Europe arrayed against slavery.

FISK UNIVERSITY

Finally, after the last war, notice the effect of handling colonies through the mandate system. Germany was stripped of its colonies; they were given to the Allies, excepting the United States. The fact that a few million African Negroes had been transferred from German to British or French control made little difference to Americans; but it provided Hitler with an argument for more "living room".

In the coming San Francisco Conference, learned men and great diplomats will again consider great manifestoes regarding basic human rights; they will dispose of the control of large areas of the world in which live millions of black people. If agreements are made, like that of the Asiento, Time and the Right will take their long revenge down through the ages. If great manifestus of human freedom and liberty are set forth, as that of the Congress of Vienna outlawing the salve trade, those declarations too, and however slowly, will affect all of us in this and later generations. If colonies are disposed of on the principle of selfish imperialism, as in 1919 at Versailles, everyone in the world will sooner or later pay the penalty for human selfishness.

I have spoken so far of what the San Francisco Conference may mean to the Negro in terms of international action. It will interest you to hear what the Conference means to the Negro--not in the abstract, but in the real, living flesh. I have busied myself talking to Negroes whom I have recently met on trains, in the town of Fort Valley, and in our nearby countryside. In a very real sense, they are the people Solomon was talking about in Proverbs; they are the dumb, who will have no voice at San Francisco; they are the poor and the needy.

In this, they are not too much different from the vast majority of human beings in the world. They are people who never heard of the Treaty of Utrecht, or of the Congress of Vienna, or--if the truth be told, in some cases--of the Conference that is to be held in San Francisco next week. And yet these people have a terrible importance; if their interests are not righteously judged, the World will pay for it someday.

The first Negro I asked about the meaning of the San Francisco Conference was a motherly, middle aged woman I met on a train to Mississippi. She had a son in the Army; but when I asked her what the Peace Conference meant to her, she said impatiently, "Peace Conference? I never heard tell of 'ary peace conference. I doan' know why they started fightin' and I doan' know why they keep on. All I want is for 'em to stop this awful fightin' so my boy can come home and a body can have some peace of mind."

Next I talked to six soldier boys on that same train. They were going home on three-day passes. Two were of the type all of us have seen; former zoot-suiters from a small city in Mississippiwho had grown up around the pool-rooms and jook-joints without ever a decent education or even a decent job. To them the peace conference meant the possibility of an early return to the old precarious existence of catch-as-catch-can jobs, with the old pool-rooms and jook-joints thrown in for extra measure.

But another soldier was a quiet chap who told me that he had sent most of his pay home to his mother, who had saved it for him; and he had ambitions to set himself up in a small business after the war. I asked him what the peace conference meant to him; he answered, a chance to fix the world up so people could learn how to live together in unity, and a man like himself could get ahead in the world and start a family. And the boy next to him was going back to Mississippi after the war to start a shoe-repair business; the white man he had worked for before the war had encouraged him and would help him. And another baby-faced youngster was going

UNIVERSITY

back to finish high school, and then maybe go to college; and the last was going back to the Delta to help his father run their small but rich farm.

To these boys, the peace conference meant very little, except the end of the war. They were not as concerned over the fate of nations as they were over the fate of their own country and its way of life in which they hoped to fit.

When I got back to Fort Valley, I took a little time out to ask some of my friends there what the peace conference meant to them.

I found old Mrs Mary McAfee tending to some biddies on the little farm she works about a mile out from the college on Scuffletown Road. She told me she hoped the Nations at San Francisco would find a way so that all men would live in unity; but she didn't have too much hope of that. "The Bible", she said, "must be fulfilled. There will be wars, and rumours of War; and the time is not yet come, that the Bible says is coming."

Then I went farther out to where Mr Howell, a retired merchant, and a very upright, intelligent man, had just come from the field for lunch. Mr Howell feels strongly that there ought to be a Negro representative at the peace table; as he puts it, if they were going to set up a world democracy, "The Negro ought to have a seat on this democracy train." But like Mrs McAfee, he was skeptical. "I don't think much," he said, of this disarmament and force business. The wicked heart of man has to be touched. I think we ought to go into an educational program; all over the world--to educate people against the savagery of war."

Those were his exact words; and also these, as he looked at me with eyes full of despair for the wickedness of Man: "Oh, professor, if we had spent just one-tenth on education as we have spent on this war, we would have got somewhere."

Then I talked to James Jordan; he is the messenger for our post-office in Fort Valley; he is the utterly trustworthy man who meets all of the trains at all hours of the day and night to deliver and pick up the mail. To him the peace conference meant a chance for people to unite and live together in unity; swapping goods, he said, and opening the seas for merchandise so we can have prosperity.

I ended up my interview by going by going by to see Hal Hunt, proprietor and manager of the People's Funeral Home, and our leading Negro business man in Fort Valley. The son of the great Negro educator who built our college, he has had unusual opportunities to see the world and to understand great affairs of State.

What did the Peace Conference mean to him? It meant to him a chance to build a world where the little man would get a break. I was curious to know why he said that.

"Well", he said, "my Pa made a visit to Denmark once, and he brought back a slogan; 'Happy is the land where no man has too much, and few men have too little.' If they can fix up a world where the little man gets a break, then those of us who are middle class or lower middle class can make it; but we can't unless the little man has something for himself. And that's the kind of world I hope they'll have in mind in San Francisco; a world for the little man."

Well, that is what the peace conference means to these Negroes; there is not much more besides their simple words. The soldiers want to vote; they have been told they were fighting for democracy, and voting is one of the things they understand that people in democracies do.

FISK UNIVERSITY

In a sense, what the Peace Conference means to all of these people is a promise of better things to come; but what they want seems much simpler than the magnificent vistas to be surveyed at San Francisco. They want desperately to be permitted to live their simple lives, with their simple wants, in unity and peace at home, as well as abroad. And they have an inner foreboding - as people who belong to racial minorities in the world now must feel - that no helpless minority can be sure, peace treaties or no peace treaties, that even a simple life is any longer possible.

To them, I would wish to say that the great man who set in motion the San Francisco peace Conference was but one of many friends of the white majority who are the friends of the dumb, the poor, the needy. There will be voices raised at San Francisco in behalf of the silent people of the world; and it will be the voice to be heard in Georgia, in Macon, in Fort Valley; among white people, and among black people - the voice of the man who told us, some years back, "the only thing we have to fear, is fear."

Open thy mouth for the dumb in the cause of all such as are appointed to destruction:

Open thy mouth, judge righteously, and plead the cause of the poor and needy.

FISK UNIVERSITY

Fort Valley State College

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WHAT THE SAN FRANCISCO CONFERENCE MEANS TO THE NEGRO
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RADIO STATION WMAZ, APRIL 18, 1945

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FISK UNIVERSITY

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In this, they are not too much different from the vast majority of human beings in the world. They are people who never heard of the Treaty of Utrecht, or of the Congress of Vienna, or--if the truth be told, in some cases--of the Conference that is to be held in San Francisco next week. And yet these people have a terrible importance; if their interests are not righteously judged, the World will pay for it someday.

The first Negro I asked about the meaning of the San Francisco Conference was a motherly, middle aged woman I met on a train to Mississippi. She had a son in the Army; but when I asked her what the Peace Conference meant to her, she said impatiently, "Peace Conference? I never heard tell of 'ary peace conference. I doan' know why they started fightin' and I doan' know why they keep on. All I want is for 'em to stop this awful fightin' so my boy can come home and a body can have some peace of mind."

Next I talked to six soldier boys on that same train. They were going home on three-day passes. Two were of the type all of us have seen; former zoot-suiters from a small city in Mississippiwho had grown up around the pool-rooms and jook-joints without ever a decent education or even a decent job. To them the peace conference meant the possibility of an early return to the old precarious existence of catch-as-catch-can jobs, with the old pool-rooms and jook-joints thrown in for extra measure.

But another soldier was a quiet chap who told me that he had sent most of his pay home to his mother, who had saved it for him; and he had ambitions to set himself up in a small business after the war. I asked him what the peace conference meant to him; he answered, a chance to fix the world up so people could learn how to live together in unity, and a man like himself could get ahead in the world and start a family. And the boy next to him was going back to Mississippi after the war to start a shoe-repair business; the white man he had worked for before the war had encouraged him and would help him. And another baby-faced youngster was going

UNIVERSITY

back to finish high school, and then maybe go to college; and the last was going back to the Delta to help his father run their small but rich farm.

To these boys, the peace conference meant very little, except the end of the war. They were not as concerned over the fate of nations as they were over the fate of their own country and its way of life in which they hoped to fit.

When I got back to Fort Valley, I took a little time out to ask some of my friends there what the peace conference meant to them.

I found old Mrs Mary McAfee tending to some biddies on the little farm she works about a mile out from the college on Scuffletown Road. She told me she hoped the Nations at San Francisco would find a way so that all men would live in unity; but she didn't have too much hope of that. "The Bible", she said, "must be fulfilled. There will be wars, and rumours of War; and the time is not yet come, that the Bible says is coming."

Then I went farther out to where Mr Howell, a retired merchant, and a very upright, intelligent man, had just come from the field for lunch. Mr Howell feels strongly that there ought to be a Negro representative at the peace table; as he puts it, if they were going to set up a world democracy, "The Negro ought to have a seat on this democracy train." But like Mrs McAfee, he was skeptical. "I don't think much," he said, of this disarmament and force business. The wicked heart of man has to be touched. I think we ought to go into an educational program; all over the world--to educate people against the savagery of war."

Those were his exact words; and also these, as he looked at me with eyes full of despair for the wickedness of Man: "Oh, professor, if we had spent just one-tenth on education as we have spent on this war, we would have got somewhere."

Then I talked to James Jordan; he is the messenger for our post-office in Fort Valley; he is the utterly trustworthy man who meets all of the trains at all hours of the day and night to deliver and pick up the mail. To him the peace conference meant a chance for people to unite and live together in unity; swapping goods, he said, and opening the seas for merchandise so we can have prosperity.

I ended up my interview by going by going by to see Hal Hunt, proprietor and manager of the People's Funeral Home, and our leading Negro business man in Fort Valley. The son of the great Negro educator who built our college, he has had unusual opportunities to see the world and to understand great affairs of State.

What did the Peace Conference mean to him? It meant to him a chance to build a world where the little man would get a break. I was curious to know why he said that.

"Well", he said, "my Pa made a visit to Denmark once, and he brought back a slogan; 'Happy is the land where no man has too much, and few men have too little.' If they can fix up a world where the little man gets a break, then those of us who are middle class or lower middle class can make it; but we can't unless the little man has something for himself. And that's the kind of world I hope they'll have in mind in San Francisco; a world for the little man."

Well, that is what the peace conference means to these Negroes; there is not much more besides their simple words. The soldiers want to vote; they have been told they were fighting for democracy, and voting is one of the things they understand that people in democracies do.

FISK UNIVERSITY

In a sense, what the Peace Conference means to all of these peaple is a promise of better things to come; but what they want seems much simpler than the magnificent vistas to be surveyed at San Francisco. They want desperately to be permitted to live their simple lives, with their simple wants, in unity and peace at home, as well as abroad. And they have an inner foreboding - as people who belong to racial minorities in the world now must feel - that no helpless minority can be sure, peace treaties or no peace treaties, that even a simple life is any longer possible.

To them, I would wish to say that the great man who set in motion the San Francisco peace Conference was but one of many friends of the white majority who are the friends of the dumb, the poor, the needy. There will be voices raised at San Francisco in behalf of the silent people of the world; and it will be the voice to be heard in Georgia, in Macon, in Fort Valley, among white people, and among black people - the voice of the man who told us, some years back, "the only thing we have to fear, is fear."

Open thy mouth for the dumb in the cause of all such as are appointed
to destruction:

Open thy mouth, judge righteously, and plead the cause of the poor and needy.

FISK UNIVERSITY

Fort Valley State College

April 18, 1945

Dear Mrs. Duncan: I did very much appreciate your writing such a long, newsy letter right in the midst of packing for Columbus. The material you enclosed telling of the impressions the young people had when they worked in the rural schools is important to read. I wish now that during the past five years I had made a collection of this sort of thing. I hope you do not mind that I made a copy of them. I wanted to read them over at greater leisure and think about it.

I hope that things go well with you this quarter. Does it mean that after you leave you will be a full-fledged Ph.D.? I am not making any more promises about coming by. I had hoped to be there before this and I am sure that Raths will scream with rage if he hears me say that once more. However, I do wish you the best of luck and hope that all goes well in this final effort to get your "credicks" out of the way.

Sincerely,

FGW:EN
Enclosures

FRED G. WALE

Mrs. C. J. (Duncan)
c/o Mrs. H. N. Smith
284 South Wayne Avenue
Columbus 4, Ohio

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COPY

AMERICAN COUNCIL ON RACE RELATIONS

April 19, 1945

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Mr. Ernesto Galarza
Pan American Union
Washington 6, D. C.

Dear Mr. Galarza:

In accordance with our recent conversation in Washington, I have attempted to outline a brief statement on our program for organizing Mexican-American communities.

As you know, I am very eager to get something in the hands of Mr. Baldwin and Mr. Golden in order that we can try to get some money from the C.I.O. The enclosed is a document that I propose sending on to them with a covering letter asking for financial assistance.

I would appreciate it if you could review this immediately and let me have your reactions in order that we can move ahead.

Also, I am looking forward to a statement from you about time, place, agenda, and costs of the proposed conference.

Best regards,

A. A. Liveright
Executive Director

Enclosure - program for organization and development of Mexican-American leadership in the United States - April 19, 1945

cc Dr. R. Redfield
Dr. Will Alexander
L. I. Hewes, Jr.

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COPY

AMERICAN COUNCIL ON RACE RELATIONS

April 19, 1945

Mr. Carlos E. Castaneda
Regional Director
President's Committee on
Fair Employment Practice
321-323 New Moore Building
106 Broadway
San Antonio, Texas

Dear Mr. Castaneda:

Enclosed is a brief statement which I am planning to submit to various groups who might be interested in assisting in financing the program for organization of Mexican-American communities.

I would greatly appreciate your reviewing this material and letting me have your comments and suggestions as soon as possible.

Very truly yours,

A. A. Liveright
Executive Director

Enclosure - program for organization and development of Mexican-American leadership in the United States - April 19, 1945

cc: Dr. R. Redfield
Dr. Will Alexander
L. I. Hewes, Jr.

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DRAFT NO. 2 April 19, 1945

PROGRAM FOR ORGANIZATION AND DEVELOPMENT OF MEXICAN-AMERICAN LEADERSHIP IN THE UNITED STATES

Concerned as it is with all manifestations of intergroup relations and any minority problems which may arise, the American Council is especially interested at this time in the problems which are developing in Mexican-American communities throughout the country, and with the need for promoting a dynamic program and effective leadership within this group.

The program outlined below is set forth with the understanding that any program for Mexican-Americans in this country must be developed by present leaders within this group rather than being thrust upon them or presented to them in a paternalistic manner. It is also set forth with the understanding that to be effective, such a program must involve the rank and file and must grow as much as possible out of work and employment relationships. The program, therefore, is one in which the Council will, in the initial stages, serve in a consultant and service capacity. The Council will not attempt to present or dictate a program, but will merely stand ready to facilitate the meeting of present leaders and to provide service to them in the development of such programs as they may determine upon.

I. PROBLEM

There are _____ Mexican-Americans and Spanish-Americans in the United States. Of this number, _____ are American citizens.

Despite the over-all number and the concentration of Mexican- and Spanish-Americans in certain specific areas, this group has less political awareness than almost any group in the country, and, resultantly, has secured less benefits.

In addition to lack of political organization, this group suffers from the fact that for a number of years potential leaders have lost contact with the Mexican- and Spanish-American communities when they have received a good education or have achieved economic security, rather than continuing to participate in the development of this group.

By and large, the educational level of Mexican- and Spanish-Americans in this country is definitely inferior to that of any group which has been in the country for an equal length of time. Lack of economic security, combined with a complete lack of community drive for education is, in part, responsible for this situation.

Although Mexican- and Spanish-Americans are participating in labor organizations to an increasing extent, they are not as yet as completely organized as other similar groups in the country, nor are they as uniformly aware of the importance of organization.

This group likewise is less informed about, and has made less effective use of, protective and assistance devices provided by the government. For example, despite the fact that a large proportion of the Mexican-American community is discriminated against in employment, until recently only a very few cases of discrimination have been taken up with the FEPC.

As a result of the above problems, there is an immediate need for effective action for the organization of this group if they are to play the part which they should in American democracy.

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II. SUGGESTED PROGRAM

In brief, the Council proposes to cooperate with the Pan American Union, with labor unions, and with a selected number of Mexican-American leaders, in calling a congress of some 45 Mexican-American leaders from all fields -- labor, church, professional, government -- and from all parts of the country during the summer of 1945.

At this congress, the group in attendance will draw up a specific program or bill of rights for Mexican-Americans in the United States. In all probability this bill will concern itself with the following areas of action:

A. Education
B. Community organization
C. Full use of G.I. Bill of Rights
D. Municipal, state, and national political action
E. Labor participation
F. Public relations program

Providing a definite program can be developed at this session, and a satisfactory agreement and unanimity arrived at with respect to this program, the American Council will add a Mexican-American field representative to its staff who will be given specific responsibility for following up on the recommendations and program developed at the conference.

The field representative will spend a large proportion of his time in the various Mexican-American communities, lending technical advice and assistance to the local leaders, and assisting them to develop the necessary organization in their own communities to carry out the program which is agreed upon. He will also work closely with local labor union officials on any problems relating to the organization of Mexican-Americans.

In addition to field assistance to Mexican-American committees, the Council will assume responsibility for assisting in the development of a nationwide public relations program aimed at familiarizing the citizens of the United States with the contributions, achievements, and problems of Mexican-Americans in the country.

The Council will also assist in circulating the program developed at the congress to national organizations which can assist in establishing and financing a nationwide educational and scholarship program for Mexican-Americans.

Although the Council will assume responsibility for following up on the conference, rendering technical assistance, and furthering contacts with other national organizations in the initial stages of development, the over-all program should become a separate and indigenous organization financed by the Mexican-Americans themselves after a two-year period.

III. BUDGET

To finance the program outlined above, the following budget will be required:

Expenses for congress of Mexican-American leaders to be held in Denver the summer of 1945	$ 3,000
Special field secretary for one year	5,600
Travel for field secretary	3,000
Publications and public relations	5,000
TOTAL	$16,600

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IV. SOURCE OF FUNDS

Although general overhead expenses will come out of the regular American Council budget, the budget outlined above must be financed by special contributions.

No funds will be secured from the Mexican Government or from individuals interested primarily in the international rather than in the American aspects of the program.

* * * * * *

hmw

FISK UNIVERSITY

May 1, 1945

Dear Doctor Bond: I am mailing you under separate cover a copy of OUT UNDER THE SKY. In addition, a package of 50 copies is being sent also.

Sincerely,

FGW*EN

FRED G. WALE

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

FISK UNIVERSITY

Fort Valley
State College

CWC

May 2, 1945

Dear Miss Duncan: I am sending you under separate cover a copy of OUT UNDER THE SKY. We have sent to Fort Valley State College a package of fifty of these, which you may find when you return there to work.

Sincerely,

FGW:EN

FRED G. WALE

Miss Catherine Duncan
c/o H. N. Smith
284 South ~~Grand~~ Avenue
Columbus 4, Ohio

Wayne

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

(Gen)

	FGW	10	FGW	14

May 8, 1945

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

Dear Mr Wale:

You may be interested in the enclosed list of Committee members for various phases in teacher education. This is from a program submitted by Dr Elder.

With best wishes, I am

Sincerely yours,

H M Bond

H M Bond,
President.

HMB:mbw

Encl: List

FISK UNIVERSITY

THE GEORGIA COMMITTEE ON COOPERATION IN TEACHER EDUCATION

MEETING: MAY 11-12, 1945

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Miss Frankie N. Golden, Department of Education, Savannah
Mr. R. L. Cousins, State Department of Education, Atlanta

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THE FORT VALLEY STATE COLLEGE

SIXTH ANNUAL HUBBARD DAY

(Dedicated to the Memory and Good Works of William Merida Hubbard, Founder and President, the State Teachers and Agricultural College at Forsyth, 1902-1939, Director of Public Relations, the Fort Valley State College, 1939-1941).

COMMEMORATIVE EXERCISES

College Auditorium—Wednesday, May 9, 1945—10:30 A. M.

Speaker: Mr. R. L. Cousins, Director, Division of Negro Education.
Georgia State Department of Education.

H. M. Bond, President,
The Fort Valley State College
Fort Valley, Georgia

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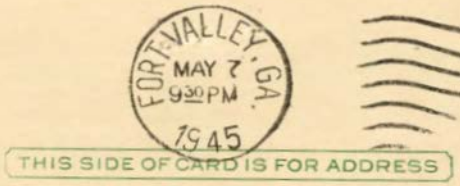

Miss Dorothy Elvidge
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago
Illinois

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The Fort Valley State College
Fort Valley, Georgia

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Dr Charles S Johnson
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago
Illinois

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May 14, 1945

Dear Doctor Bond: Thank you for your note and for calling my attention to the fact that no one on the committee for the training of county supervisors has a connection at Fort Valley. It is something I will keep in mind and a fact I will use discreetly in making some inquiries the next time I am talking about the Council program in Atlanta.

Sincerely,

FGW:EN

FRED G. WALE

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

(Ften)

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The Fort Valley State College

Fort Valley, Georgia

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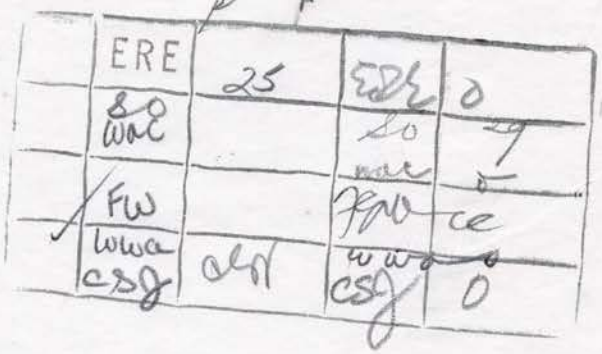
OFFICE OF THE PRESIDENT

May 23, 1945

see attached Herald



Mr Edwin R Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15
Illinois

Dear Mr Embree:

Under separate cover, I am sending you a copy of the new issue of the Georgia teacher's Herald, which as you note is devoted to Veterans' benefits.

Pending further development of our Veterans' project, this is one means of dispensing information to the public--with no outside aid--that may commend itself to your interest.

I am,

Sincerely yours,

H M Bond

H M Bond,
President.

HMB:mbw

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The HERALD

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THE HERALD

Vol. XI MAI , 1945 No.4

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Send news notes and editorial communications to Dr. Horace Mann Bond, Editor, The Herald, Fort Valley State College, Fort Valley, Ga. Address matters regarding advertising and circulation to C. L. Harper, Ex. Sec., The Herald, 250 Auburn Ave., Atlanta, Ga.

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Entered as second-class matter, at the Post Office at Atlanta, Georgia, under the Act of March 3, 1879. Published Quarterly, by the Georgia Teachers and Educational Association, from the office of the President, 250 Auburn Ave., N. E., Atlanta, Georgia. Subscription price, 50c.

FISK UNIVERSITY

DIGEST OF LAWS PROVIDING BENEFITS FOR VETERANS AND THEIR DEPENDENTS

HON. EARL R. LEWIS
of Ohio

In the House of Representatives

Mr. Lewis: Mr. Speaker, there is no subject of more widespread interest throughout the Nation than the benefits of veterans and their dependents under existing law. There is scarcely a family in this Nation that does not have some member in the armed forces of the United States and, for the purpose of enabling the dependents of veterans and returning veterans when they return from the wars to obtain quickly information as to their rights and benefits provided by existing law, I wish to herewith submit the following brief digest of existing statutes passed in their behalf.

G. I. BILL

The act of June 22, 1944, known as the Servicemen's Readjustment Act of 1944, provides:

TITLE I. HOSPITALIZATION, CLAIMS, AND PROCEDURES

First. Adequate organization of the Veterans' Administration to administer all veterans' benefits except employment.

Second. Adequate hospital facilities for the care and treatment of veterans for non-service-connected disabilities or diseases as well as for disabilities or diseases incurred in service.

Third. The right to have explained to him, before discharge or release from active service, all rights and benefits to which the veteran may be entitled, and an opportunity, if he so desires, to file a claim therefor.

Fourth. The right to adequate prosthetic appliances—artificial limbs, eyes, and teeth—and necessary training to effect the greatest possible benefits in the use of such appliances.

Fifth. Adequate safeguards—as against forced statements against the interests of the veteran.

Sixth. Adequate contact facilities in Army and Navy discharge centers, including those furnished by the services of the American Red Cross, by national veterans organizations and by the Veterans' Administration.

Seventh. Prompt transfer of the essential records of service departments to the Veterans' Administration and prompt adjudication of claims for benefits.

Eighth. The right of review in cases of irregular discharge or release from active service—

(a) By the Administrator of Veterans' Affairs, to determine whether the person, at time of committing the offense, was insane, in event of which determination benefits to which the person would otherwise be entitled shall not be forfeited;

(b) Except in case of separation by sentence of general court martial, any enlisted man or officer may have a review by an authorized board to determine the correctness of such discharge or dismissal;

(c) Any officer retired or released to inactive status without pay may, likewise, have a review by an authorized board to determine retirement rights.

Under both (b) and (c) above, the claim for review must be filed within 15 years after discharge or dismissal or within 15 years after the effective date of the act, whichever is later.

TITLE II. EDUCATION OF VETERANS

First. One year, or the equivalent thereof, in continuous or part-time study, of education or training—

(a) At any school or institution of the veteran's choice.

(b) In any subject or subjects desired for which he is fitted.

Second. Not to exceed 3 additional years of education and training, depending upon—

(a) Length of service.

(b) Satisfactory progress in studies or training.

(c) The condition that the person was not over 25 years of age at the time of entrance into service, or, if over such age, that his education or training was impeded, delayed, interrupted, or interfered with by reason of entrance into service.

Third. Payment of all tuition and other fees, cost of books, supplies, equipment, and other necessary expenses, not to exceed a maximum of $500 per school year.

Fourth. Subsistence allowance while pursuing education or training in the amount of $50 per month if the veteran is without dependents, or $75 per month if he has a dependent or dependents.

Fifth. Part-time attendance in a course of education or training at a reduced subsistence allowance or without allowance but the payment of tuition and other expenses.

Sixth. The right to have released to him books and equipment furnished if he satisfactorily completes his course of education or training.

Seventh. The right to vocational education for service-incurred disabilities is extended to those who served during the period from September 16, 1940, to December 6, 1941.

TITLE III. LOANS FOR THE PURCHASE OR CONSTRUCTION OF HOMES, FARMS, AND BUSINESS PROPERTY

First. Loans for the purposes stated or for the alteration or improvement of buildings or equipment may be guaranteed not to exceed 50 per cent of the loan. The total amount guaranteed as to any one person not exceeding the aggregate of $2,000.

(a) Loans may be made by an individual or by private or public —State or Federal—lending agencies or institutions;

(b) The proceeds of the proposed loan must be used for one or more of the purposes specified and the circumstances must meet the specifications prescribed;

(c) Interest rate must not exceed 4 per cent per annum;

(d) The loan must be practicable and suitable to the veteran's circumstances;

(e) The loan must be repaid within 20 years;

(f) The Government must have the right of subrogation to the extent of any guarantee paid;

(g) The liability under the guarantee must decrease or increase with the decrease or increase of the amount of unpaid obligation;

(h) The agreement must permit the Government to protect itself in case of default through the right to bid on foreclosure proceedings or to refinance.

Second. In the event a principal loan is made or guaranteed or insured by a Federal agency, a loan for all or part of the balance or the purchase price or cost may be guaranteed—

(a) If it does not exceed $2,000;

(b) If it does not exceed 20 per cent of the cost or purchase price;

(c) If the interest rate does not exceed by more than 1 per cent the interest rate on the principal loan;

(d) If the conditions otherwise meet those prescribed under 1 above.

Third. Any veteran eligible under title III shall also be eligible for the benefits of the Bankhead-Jones Farm Tenant Act, as amended, to the same extent as if he were a farm tenant. Eligibility must be determined—

(a) By Administrator of Veterans' Affairs;

(b) By the Secretary of Agriculture.

TITLE IV. EMPLOYMENT OF VETERANS

First. The right to registration for employment with or for placement in employment by the Veterans' Employment Service through—

(a) The United States Employment Service,

(b) Any State employment agency cooperating with the United States Employment Service.

It should be noted also that this right applies to any veteran of any war, discharged or released from active service under conditions other than dishonorable discharge; and it should also be noted that, while the Administrator of Veterans' Affairs is made responsible for veterans' employment, that is not a function of the Veterans' Administration but is retained in the United States Employment Service.

TITLE IV. READJUSTMENT ALLOWANCES FOR FORMER MEMBERS OF THE ARMED FORCES WHO ARE UNEMPLOYED

First. Unemployment allowances of $20 per week while unemployed, subject to the following conditions:

1. The week of unemployment must have begun—

(a) After the first Sunday of the third calendar month after the effective date of the act;

(b) Not later than 2 years after discharge or release from active service, or the termination of the war, whichever be the later date.

2. That the veteran shall not receive subsistence allowance for education or training under title II of the act or increased pension for vocational training under Public Law No. 16, Seventy-eighth Congress.

3. To be eligible, the person must—

(a) Reside in the United States;

(b) Be completely unemployed—or if partially unemployed, at wages less than $23 per week;

(c) Be registered with and reporting to a public employment office;

(d) Be able to work and available for suitable work.

4. Any person will be disqualified from receiving an allowance if—

(a) He leaves suitable work voluntarily, without good cause or is suspended or discharged for misconduct;

(b) He, without good cause, fails to apply for suitable work or to accept suitable work offered;

(c) He fails, without good cause, to attend an available free training course;

(d) He is participating in a strike or labor dispute causing a work stoppage;

(e) Added penalties aply to successive disqualifying offenses.

5. Within the 52 weeks limit the total eligibility is determined by allowing 8 weeks of allowancpes for each of the first 3 months of service and 4 weeks of allowances for each month or major fraction thereof of service thereafter.

6. The allowance of $20 er week will be reduced by any Federal or State unemployment or disability compensation other than pension, compensation or retired pay paid by the Veterans' Administration, received by the veteran for the same period of time.

Second. Any person self-employed for profit in an independent establishment, trade, business, profession, or other vocation is eligible for readjustment allowances—

(a) If net earnings are less than $100 for the previous calendar month.

(b) The amount of allowance to be the difference between the net earnings and $100 per month.

(c) The conditions as to eligibility otherwise as provided in title V, except the qualifications and disqualifications.

Third. Severe penalties are provided for fraud and misrepresentation in connection with claims for readjustment allowances.

Fourth. Readjustment allowance claims are to be serviced by State agencies or, as to railway employees, by the Railroad Retire-

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ment Board.

Fifth. Right of appeal from any such agency to the Administrator of Veterans' Affairs is preserved.

TITLE VI. GENERAL ADMINISTRATIVE AND PENAL PROVISIONS

First. By definition "veterans" include those who reside within the continental United States, the several States, territories and possessions, and the District of Columbia.

Second. A discharge or release from active service under conditions other than dishonorable is made a prerequisite to entitlement to benefits under Public Law No. 2, as amended, as well as this act. This will apply to—

(a) Pensions.
(b) Compensation.
(c) Hospitalization
(d) Domiciliary care.
(e) Vocational training;
(f) Benefits provided by this act.

Declaration is made that benefits received under this act shall be deducted from any benefit afforded by subsequent legislation, if any, in the nature of adjusted pay or compensation for service.

VETERANS' BENEFITS UNDER OTHER LAWS—ALLOTMENTS AND ALLOWANCES ADMINISTERED BY THE WAR AND NAVY DEPARTMENTS

The following amounts are paid for the support of soldiers' dependents:

A wife only, $50.
Wife and one child, $80.
Wife and two children, $100.
For each additional child, an additional $20.
One child but no wife, $42.
For each additional child, an additional $20.
If the parents are dependent upon the soldier:
One parent will receive $50.
Two parents, $68.
One parent and one dependent brother or sister, $68.
Two parents and one dependent brother or sister, $79.
One brother or sister but no parent, $42.
For each additional dependent brother or sister, an additional $11.

DOMICILIARY CARE

The United States Soldiers' Home, under jurisdiction of the War Department, or Naval Home, under jurisdiction of the Navy Department. This is in addition to that provided by the Veterans' Administration.

EMPLOYMENT

Return to his job after discharge under jurisdiction of Selective Service; placing in other jobs, War Manpower Commission; veterans' preference, administered by United States Civil Service Commission and various departments and agencies; job training, rehabilitation (nonservice disaiblity), administered by the Federal Security Agency.

INSURANCE

Old-age and survivors insurance administered by the Social Security Board, Federal Security Agency.

UNEMPLOYMENT BENEFITS

Social Security Board, Federal Security Agency.

RETIREMENT PAY

Army, Navy, Marine Corps, and Coast Guard administered for officers and enlisted personnel of the regularly established and reserve components of the Army, Navy, Marine Corps, and Coast Guard.

TAXES

Bureau of Internal Revenue: All veteran benefits under laws administered by the Veterans' Administration are exempt from all taxation.

MUSTERING-OUT PAY

Act of February 3, 1944, Public Law No. 225, Seventy-eighth Congress: Mustering-out pay of $300 for persons who have performed active service for sixty days or more, have served outside the continental limits of the United States or Alaska; $200 for persons who have performed active service for sixty days or more and have served no part thereof outside the continental limits of the United States or Alaska; $100 for persons who have performed active service for less than sixty days.

PENSIONS FOR SPANISH-AMERICAN WAR, BOXER REBELLION, AND PHILIPPINE INSURRECTION VETERANS

Act of March 1, 1944, Public Law No. 242, Seventy-eighth Congress: Pensions were increased for these veterans, based upon total disability or age 65, from $60 to $75 per month. Previous law was liberalized with respect to the limiting of marriage and governing eligibility of widows of deceased veterans for service pension purposes by changing the limiting date of marriage from September 1, 1922, to January 1, 1938; and provided for increased pension to widows of this group by granting $40 per month to a widow when the age of 65 years is attained, or $50 per month if the widow or former widow was the wife of a veteran during the period of his service in the war.

VETERANS OF INDIAN WARS

Act of March 3, 1944, Public Law No. 245, Seventy-eighth Congress: Increased the rate for total disability or age 65 to $60 per month; and authorized the rate of $100 per month where the veteran is in need of regular aid and attendance of another person. The act also liberalized the marriage date previously limited to March 3, 1917, by including additional widows married after that date if 60 years of age and if married to the veteran 10 or more years prior to his death, with the requirement of continuous cohabitation with the veteran from date of marriage to date of death; and increased the service pension from $30 to $40 per month upon the attainment by the widow of age 70 years and $50 per month if the widow was the wife of the veteran during the period of his service in the Indian wars.

NATIONAL GUARD AND SELECTIVE SERVICE MEN'S PENSION BENEFITS UNDER CERTAIN CONDITIONS

Act of May 11, 1944, Public Law 300, Seventy-eighth Congress: Provided for volunteers, National Guard men, and selectees pension benefits based upon disability resulting from injury or disease incurred in the line of duty while reporting under orders of the local draft board and prior to acceptance or rejection from service. This act provides benefits similar to those which were provided for World War No. 1 cases.

SEEING-EYE DOGS, ETC., FOR BLIND VETERANS

Act of May 24, 1944, authorized the Administrator of Veterans' Affairs to provide seeing-eye dogs trained for the aid of blind veterans who are entitled to disability compensation under laws administered by the Veterans' Administration and to provide such veterans with mechaniral and electronic equipment for aiding them to overcome their handicap of blindness.

INCREASED PENSION RATES

Act of May 27, 1944, Public Law No. 312, Seventy-eighth Congress: Increased by 15 per cent the service-connected disability rates of compensation or pension payable to the veterans of World War No. 1 and World War No. 2 and veterans entitled to wartime rates based on service on or after September 16, 1940, for service-connected disabilities; increased the rates for widows and children under Public Law No. 484, Seventy-third Congress, as amended, which provides compensation to the widow and children where any World War No. 1 veteran dies of non-service-connected cause but at the time of death had a service-connected disability and included widows and children of World War No. 2 veterans for benefits under the said Public Law No. 484, as amended.

PENSION BASED UPON NON-SERVICE-CONNECTED DISABILITY

Act of May 27, 1944, Public Law No. 313, Seventy-eighth Congress: Increased the pension payable for non-service-connected disability of permanent and total degree applicable to veterans of World War No. 1 and the Spanish-American War, including the Boxer Rebellion and the Philippine Insurrection, from $40 to $50 per month, and increased the rate to $60 per month where such veterans shall have been rated permanently and totally disabled and in receipt of pension for a continuous period of 10 years, or reached the age of 65 and are permanently and totally disabled. The act also made the benefits above described available to World War No. 2 veterans.

RETIRED PAY

Act of May 27, 1944, Public Law No. 314, Seventy-eighth Congress: Provides for the payment of pension or compensation to certain persons receiving retired pay by permitting a waiver of so much of the retired pay and allowances as is equal in amount to the pension or compensation to which the retired person is otherwise entitled. Inasmuch as pensions and compensation are exempt from income tax and retired pay other than that for disability incurred in line of duty, is not so exempt. The effect of this act is to permit exemption of so much of the retired pay as is waived in order to receive pension or compensation.

COMPENSATION AND PENSION FOR DISABILITY OR DEATH

Service-connected disability: Under the Veterans Regulations promulgated by the act of March 20, 1933, as amended, honorably discharged veterans of World War No. 1 and World War No. 2 are entitled to compensation or pension for disabilities incurred in or aggravated by such service in line of duty. The rates range from $10 per month for 10 per cent disability to $100 per month for total disability. Special rates are payable for specific losses, such as hand, foot, or eye, and so forth, the highest rate being $250 per month. While the World War No. 2 veterans were entitled to these raates following the act of December 19, 1941, they were placed on complete parallel under the Veterans Regulations promulgated under the act of July 13, 1943, Public Law 144, Seventy-eighth Congress, with reference to the requirements governing proof of service connection or disability. The later act also liberalized the regulation concerning the presumption of soundness upon entry into service. Under Public Law 312, Seventy-eighth Congress, approved May 27, 1944, the monthly rates of compensation or pension payable to veterans of World War No. 1 and World War No. 2 include veterans entitled to wartime rates based upon service on or after September 16, 1940, for service-incurred disability, not including special awards and allowances fixed by law, were increased by 15 per cent.

In lieu of such pension or compensation, Reserve officers called to active duty and officers appointed in the Army of the United States meeting the requirements of the Army regulations pertaining to the retirement of officers of the Regular Establishment, are retired by the War Department, certified to the Veterans' Administration, and their retired pay, equal to 75 per cent of their base pay, is paid by the Veterans' Administration out of the pension appropriation.

NON-SERVICE-CONNECTED DISABILITY

Public Law No. 313, Seventy-eighth Congress, approved May 27, 1944: The rate of pension for permanent and total non-service-connected disability applicable to veterans of the Spanish-American

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War, including the Boxer Rebellion, the Philippine Insurrection, and World War No. 1, was increased to $60 per month where such veterans have been rated permanent and total, in receipt of pension for a continuous period of 10 years or reached the age of 65 and are permanently and totally disabled. This act also provides that the above pension for non-service-connected disability shall apply to both veterans of World War No. 1 and World War No. 2.

SERVICE-CONNECTED DEATH

The rates of compensation or pension for widows, children, and dependent parents of World War No. 1 and World War No. 2 veterans, based upon death in service or service-connected death are as follows:

Widow, no child, $50.

Widow, one child—with $13 for each additional child—$65.

No widow, but one child, $25.

No widow, but two children—with $10 for each additional child, the total not to exceed $100—$38.

Dependent father and mother, each $25; or one only, $45.

The above rates are contained in Public Law 144, Seventy-eighth Congress, July 13, 1943, and constitutes a material liberalization of the prior rates.

NON-SERVICE-CONNECTED DEATH

The widow, children, or child of any deceased veteran of World War No. 1 or World War No. 2 are entitled to the following rates of compensation if the veteran at the time of death from a non-service-connected cause had a disability incurred in or aggravated by such war service:

Widow, but no child, $35.

Widow, with one child—with $5 for each additional child—$45.

No widow, but one child, $18.

No widow, but two children—equally divided—$27.

No widow, but three children—equally divided—$36, with $4 for each additional child—the total amount to be equally divided.

Payments are limited to an aggregate in any one case.

The same law, Public Law 312, Seventy-eighth Congress, May 27, 1944, also included widows and children of World War No. 2 veterans—previously the provision had applied only to World War No. 1 veterans.

CLAIMS AND EFFECTIVE DATE OF AWARDS

Except in cases of members of the military or naval service transferred to a veterans' facility, and except in cases of enlisted men discharged for disability whose claims with essential service and medical records are forwarded to area offices for adjudication, the applicant shall file claim on proper form which will be supplied upon inquiry addressed to any Veterans' Administration facility or regional office or to the local representative of the local Red Cross or veterans' service organization.

HOSPITALIZATION OF DISCHARGED PERSONNEL

Under interagency agreement, when a person who is to be discharged from military or naval service is in need of further hospital care, prior arrangements are made by the commanding officer to afford him opportunity to file all necessary claims, supply necessary clinical and service data, and send the veteran to the Veterans' Administration facility designed to receive him—C. AR 615-360, change No. 4, April 16, 1943. If the disabled person is insane or incompetent, the manager of the Veterans' Administration facility will fill all necessary claims for him.

DEATH IN THE SERVICE

Upon death in the service, the service department notifies the Veterans' Administration and claims forms are sent immediately to all known dependents.

GROUPS POTENTIALLY ELIGIBLE FOR PENSIONS

All members of the Army, Navy, Marine Corps, Coast Guard, and the Women's Army Corps, the Women's Reserve of the Navy, Marine Corps, and Coast Guard, members of the Public Health Service or of the Coast and Geodetic Survey, when ordered to active service with the Army or Navy or as to United States Public Health Service while service outside the continental limits of the United States or in Alaska, and as to Coast and Geodetic Survey when assigned during present war to duty on business of War or Navy Departments in areas outside continental United States or in Alaska or coastal areas of the United States as determined by the War and Navy Departments to be of immediate military hazard, are potentially eligible for pensions.

THE WOMEN'S ARMY AUXILIARY CORPS

The Women's Army Auxiliary Corps was not in the active service and while the several Women's Reserve Corps of the Navy, Marine Corps and Coast Guard originally were in the active service, they were by statute precluded from pension eligibility; in lieu thereof, being subject to laws pertaining to employees compensation. Legislation was subsequently enacted making the Women's Army Corps, the Women's Reserve of the Navy, Marine Corps, and Coast Guard components eligible potentially for pension benefits (Public Law 110, 78th Cong., approved July 1, 1943; Public Law 183, 78th Cong., approved November 8, 1943; and Public Law 214, approved December 23, 1943).

MEDICAL AND HOSPITAL CARE, PROSTHETIC APPLIANCES AND DOMICILIARY CARE

Eligibility is extended to any veteran of World War No. 1 or World War No. 2 honorably discharged, having a service-connected disability requiring such care, treatment, or appliance, or one who was discharged for disability and not dishonorably; also one not not dishonorably discharged who is unable to defray his expenses, has tuberculosis or a neuropsychiatric ailment or disability which requires hospital care.

Dependent upon availability of facilities, eligibility includes any veteran of World War No. 1 and World War No. 2 not dishonorably discharged, suffering from disability, disease, or defect, and who is in need of such care and is unable to defray the expenses therefor—regardless of whether the disability, disease, or defect was due to service.

The service groups included are all components of the Army, Navy, Marine Corps, the respective Women's Reserve thereof, and United States Public Health Service and Coast and Geodetic Survey under the conditions stated for pension purposes.

The Veterans' Administration maintains at present 94 facilities and has contract facilities with a total of 92,019 beds, distributed as follows—as of March 23, 1944:

Tuberculosis	6,212
Neuropsychiatric	39,417
General medical and surgical	25,658
Domiciliary	16,117
Contract—other governmental	4,227
State and private	388
Total	92,019

LOCATION OF DIAGNOSTIC CENTERS

Diagnostic centers with expert specialists available are maintained at Hines, Chicago, Ill.; San Francisco, Calif.; and Mt. Alto, Washington, D. C. Cancer clinics: Bronx, N. Y.; Hines, Chicago, Ill.; Mt. Alto, Washington, D. C.; Atlanta, Ga.; Portland, Oreg.; and Los Angeles, Calif.

The present building program will raise this total to more than 100,000 beds. The Veterans' Administration anticipates an eventual need of 300,000 beds to enable veterans of World War No. 2 and of prior wars to receive hospital and domiciliary care to the same extent as is now provided. However, this estimated maximum should not be needed until a considerable period of time after the war, or require eventual additional construction of more than 100,000 beds since there will be, under present plans, 100,000 beds in Veterans' Administration facilities and it is anticipated that it should be possible to obtain the same number from the Army and Navy shortly after the termination of the war.

CLAIMS

Any person who is to be discharged from active service and who is in need of and entitled to hospitalization by the Veterans' Administration shall transfer directly to the Veterans' Administration facility designated to receive him. Claim for all benefits and necessary clinical and service data accompany him or are filed by the manager if the veteran is insane or incompetent.

All others should file claim for treatment or hospitalization directly with the nearest Veterans' Administration facility or regional office. (One or more are in each State in the Union except Delaware.)

While domiciliary care cannot be said to be a part of the rehabilitation process, it is a valuable benefits for those who have reached a permanent state of disability and have no other means of support.

VOCATIONAL REHABILITATION

Public Law 16, Seventy-eighth Congress, approved March 24, 1943: This law provides: First, that any person who served in the active military or naval service at any time after December 6, 1941, and prior to the termination of the present war; second, and who was honorably discharged; third, and who has a disability incurred in or aggravated by such service for which pension is payable under laws administered by the Veterans' Administration or would be but for the receipt of retirement pay; four, who is in need of vocational rehabilitation to overcome the handicap of such disability shall be entitled to such vocational rehabilitation as may be prescribed by the Administrator of Veterans' Affairs to fit him for employment consistent with the degree of disablement. There are 53 such facilities which, generally speaking, are bounded by State boundary lines. The course of training prescribed by the Administrator of Veterans' Affairs to fit the veteran for employment may not exceed 4 years and may not extend beyond 6 years after the termination of the present war.

PURPOSE OF REHABILITATION

The purpose of rehabilitation is to restore employalibility lost by reason of a handicap due to service-incurred disability. In performing the functions imposed upon the Administration by Public Law 16, it will be the purpose of the Veterans' Administration to utilize educational institutions and establishments of recognized standing in the training of these disabled veterans into employment and to train each person as near his home as may be possible. Employment of veterans has been accomplished to a considerable extent through the United States Employment Service. It will be the purpose to correlate all Federal and State facilities to the end that those vocationally trained will be graduated into employment opportunities.

While the disabled veteran is in training his pension, unless it equals or exceeds such amount, will be increased to $80 per month if single; $90 per month if married; with $5 additional for each child and $10 for each dependent parent. All expenses of training, including necessary transportation, are paid. Medical care is given as required.

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CLAIMS

Those persons discharged from the service directly to the Veterans' Administration facilities for hospitalization will have their claims filed and processed and the question of need for and entitlement to vocational rehabilitation may be given consideration as soon as the individuals' physical and mental condition make training feasible. Any other person honorably discharged from the service may make claims for vocational rehabilitation in the claim for pension which may be filed at the nearest Veterans' Administration facility or regional office.

INSURANCE

National service life insurance was provided under the act of October 8, 1940, Public Law 801, Seventy-sixth Congress, and liberalizing amendments thereto were enacted during the Seventy-seventh and Seventy-eighth Congresses. A number of other liberalizing proposals are pending in the present Congress and the Veterans' Administration has submitted certain proposed changes found to be justified by studies conducted.

Application may be made for not less than $1,000 nor more than $10,000 without physical examination prior to the expiration of 120 days from entrance into active service. Thereafter, any such person in the active military or naval service may apply if the application be accompanied by acceptable evidence of good health.

APPLICATIONS

Application forms are supplied the service departments, and may be obtained from the commanding officer or designated insurance officer. The applicant may elect to pay premiums in cash or by allotment of pay. Policies are not issued during the war, but insurance certificate is mailed to the address designated by applicant.

The insurance is against death only but includes waiver of premiums during total disability existing for more than 6 months, and commencing prior to the insured's sixtieth birthday. The policy is a 5-year level premium term policy with rate based upon the American experience table of mortality and 3 per cent interest—the Government assuming the extra hazard of the military and naval service and the administrative expense. The insurance is payable only to a widow—widower; child—including a stepchild or illegitimate child, if designated as beneficiary by the insured; parent—including person in loco parentis; brother, and sister of the insured, and is payable only in monthly installments. The insured may change the beneficiary designation at any time.

After the policy has been in effect for at least 1 year, while in force it may be converted to an ordinary life, 20-payment life, or 30-payment life policy upon application to the Veterans' Administration, without medical examination.

In cases where the person in service died or became totally disabled or was captured or isolated by the enemy prior to April 20, 1942, and had less than $5,000 insurance in effect, the law provides that gratuitous insurance to an aggregate of $5,000 shall be deemed in effect. Claims for such gratuitous insurance should be filed as soon as possible, because of limitations. In most of these death cases only a widow, child, or dependent parent can claim such insurance.

The insurance is payable in the event of the death of the insured while the policy is in force to a beneficiary or beneficiaries, which may be designated by the insured, only within the relationship of widow or widower, child, parent, brother, or sister. The proceeds of the policy are payable as an annuity in 240 equal monthly installments of $5.51 for each $1,000 of insurance to any beneficiary who is under 30 years of age at the time of the death of the insured; otherwise, in continuous monthly installments throughout the lifetime of the beneficiary, with a guarantee of the payment of 120 monthly installments to the surviving relatives of the insured who are within the permitted class of beneficiaries. The amount of the monthly installment under the latter mode of payment is dependent upon the age of the beneficiary at date of death of insured. For example, if the beneficiary is then 40 years old, the monthly installment is $4.50 for each $1,000 of insurance; if 50, $5.39; if 60, $6.81; if 70, $8.51.

The beneficiary would receive under a policy of $5,000 or $10,000, for example: monthly payments, beginning at the stated ages, in the following amounts: $27.55, $55.10; $22.50, $45; $26.95, $53.90; $34.05, $68.10; and $42.55, $85.10.

CLAIMS

All claims for insurance benefits should be addressed to the Veterans' Administration, Washingtn, D. C., but necessary forms may be secured from the nearest Veterans' Administration Facility.

UNITED STATES GOVERNMENT LIFE CONVERTED INSURANCE

Life converted insurance can be applied for only by those who served in World War No. 1.

No one may have more than 10,000 National Service Life Insurance and Government Converted Insurance combined. Insurance premiums are guaranteed by the Government under Soldiers and Sailors Civil Relief Act of 1940, as amended. Any person in the active service having a commercial life policy or policies meeting the requirements of said law, article IV, may, upon application to the Veterans' Administration on forms supplied the Army and Navy, secure guarantee of premiums, on amount of insurance not in excess of $10,000, while he is in the service during the present war. The insurance premiums so guaranteed by the Government constitute a lien against the policy and must be paid by the company out of any settlement thereof. In the event of the insured's discharge from service, he has a period of 2 years within which to pay the premiums with interest so guaranteed, or otherwise such indebtedness constitutes a loan on the policy with interest, and if the amount of such indebtedness exceeds the cash surrender value, the policy is automatically canceled and the Government pays the insurer the difference between such cash surrender value and the indebtedness. Forms for making application for such insurance protection are supplied to the War and Navy Departments, and may be secured in person or from his commanding officer or other designated official by any person entitled thereto.

VETERANS' PREFERENCE

Public Law, No. 359 (78th Congress), approved June 27, 1944, known as the Veterans' Preference Act of 1944, provides that certain preferences be given to veterans for employment in governmental agencies, either temporary or permanent, and in

(a) the classified Civil Service,
(b) the unclassified Civil Service,
(c) any temporary or emergency establishment, and
(d) the Civil Service of the District of Columbia.

The veterans who are to be thus preferred are designated as

(1) Those ex-servicemen who have served on active duty in any branch of the armed forces of the United States and have been honorably discharged and who have established the present existence of a service-connected disability, or who are receiving compensation, disability retirement benefits or pension by reason of public laws administered by the Veterans' Administration, the War Department or the Navy Department, and

(2) the wives of such service-connected disabled ex-servicemen as have themselves been unable to qualify for any Civil Service appointment;

(3) the unmarried widows of deceased ex-servicemen who served on active duty in any branch of the armed services of the United States during any war or in any campaign or expedition for which a campaign badge has been authorized and who were honorably discharged, and

(4) those ex-service men and women who have served on active duty in any branch of the armed forces of the United States during any war or in any campaign or expedition for which a campaign badge has been authorized and have been honorably discharged.

In all Civil Service examinations for entrance into the service 10 points shall be added to the earned ratings of veterans suffering a service-connected disability and their wives and the unmarried widows, and 5 points shall be added to the earned ratings of all other ex-service men and women, provided that examinations for the positions of guards, elevator operators, messengers, and custodians competition shall be restricted to persons entitled to preference under this act as long as such are available and during the present war, and for a period of 5 years thereafter. Also providing for the waiver of certain qualifications and restrictions on Civil Service appointments, and providing for certain other preferences for veterans.

Public Law No. 359—Seventy-eighth Congress—approved June 27, 1944, known as the Veterans' Preference Act of 1944, provides that certain preferences be given to veterans for employment in governmental agencies, either temporary or permanent, and in—

(a) the classified civil service;
(b) the unclassified civil service;
(c) any temporary or emergency establishment; and
(d) the civil service of the District of Columbia.

The veterans who are to be thus preferred are designated as—

(1) those ex-servicemen who have served on active duty in any branch of the armed forces of the United States and have been honorably discharged and who have established the present existence of a service-connected disability, or who are receiving compensation, disability retirement benefits, or pension by reason of public laws administered by the Veterans' Administration, the War Department, or the Navy Department;

(2) the wives of such service-connected disabled ex-servicemen as have themselves been unable to qualify for any civil-service appointment;

(3) the unmarried widows of deceased ex-servicemen who served on active duty in any branch of the armed services of the United States during any war or in any campaign or expedition for which a campaign badge has been authorized and who were honorably discharged; and

(4) those ex-service men and women who have served on active duty in any branch of the armed forces of the United States during any war or in any campaign or expedition for which a campaign badge has been authorized and have been honorably discharged.

In all civil-service examinations for entrance into the service 10 points shall be added to the earned ratings of veterans suffering a service-connected disability and their wives and the unmarried widows, and 5 points shall be added to the earned ratings of all other ex-service men and women; provided that examinations for the positions of guards, elevator operators, messengers, and custodians competition shall be restricted to persons entitled to preference under this act as long as such are available and during the present war and for a period of 5 years thereafter. Also providing for the waiver of certain qualifications and restrictions on civil-service appointments and providing for certain other preferences for veterans.

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LIST OF LAWS WHICH PROVIDE BENEFITS OR ASSISTANCE FOR VETERANS OR THEIR FAMILIES

Public Law No. 10, March 17, 1943: Amends Veterans Regulation No. 10, as amended, to grant hospitalization, domiciliary care, and burial benefits in certain World War No. 2 cases.

Public Law No. 13, March 23, 1943: Amends section 301, World War Veterans' Act, 1924, as amended, to authorize renewal of expiring 5-year level premium-term policies of those in active military or naval service and certain others outside the continental limits of the United States, and for other purposes.

Public Law No. 16, March 24, 1943: Amends title I of Public Law No. 2, Seventy-third Congress, March 20, 1933, and the veterans regulations to provide for rehabilitation of disabled veterans, and for other purposes.

Public Law No. 17, March 24, 1943: To amend and clarify certain provisions of law relating to functions of the War Shipping Administration and for other purposes.

Public Law No. 23, April 8, 1943: Relates to the selective-service deferment on occupational grounds of persons employed by the Federal Government.

Public Law No. 36, April 12, 1943: Amends section 602 (d) (1) of the National Service Life Insurance Act of 1940, as amended by section 10 of Public Law No. 360, Seventy-seventh Congress, December 20, 1941.

Public Law No. 38, April 16, 1943: Provides for the appointment of female physicians and surgeons in the Medical Corps of the Army and Navy.

Public Law No. 49: May 7, 1943: Provides for the payment of overtime compensation to Government employees, and for other purposes.

Public Law No. 73, June 15, 1943: Abolishes certain naval trust funds and deposits thereto, and to simplify naval accounting procedure, and for other purposes.

Public Law No. 74, June 15, 1943: Provides for the training of nurses for the armed forces, governmental and civilian hospitals, health agencies, and war industries through grants to institutions providing such training, and for other purposes.

Public Law No. 87, June 23, 1943: Provides reemployment rights for persons who leave their positions to serve in the merchant marine, and for other purposes.

Public Law No. 89, June 25, 1943: Relates to the use and operation by the United States of certain plants, mines and facilities in the prosecution of the war, and preventing strikes, lock-outs, and stoppages of production, and for other purposes.

Public Law No. 90, June 26, 1943: Making appropriations for the Executive Office and sundry independent executive bureaus, boards, commissions, and offices for the fiscal year ending June 30, 1944, and for other purposes.

Public Law No. 99, June 29, 1943: Amends an act entitled "An act to provide for the use of the American National Red Cross in aid of the land and naval forces in time of actual or threatened war."

Public Law No. 101, June 29, 1943: Equalizes certain disability benefits for Army officers.

Public Law No. 113, July 6, 1943: Amends the act entitled "An act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return in civil employment," approved June 2, 1920, as amended, and for other purposes.

Public Law No. 115, July 7, 1943: Provides for the disposal of certain records of the United States Government.

Public Law No. 126, July 9, 1943: Amends the Selective Training and Service Act of 1940 by providing for the postponement of the induction of high school students who have completed more than half of their academic year.

Public Law No. 144, July 13, 1943: Provides more adequate and uniform administrative provisions in veterans' laws pertaining to compensation, pension, and retirement pay payable by the Veterans' Administration, and for other purposes.

Public Law No. 165, October 21, 1943: Amends section 11, Naval Aviation Cadet Act, 1942, uniform allowance for ensigns and second lieutenants.

Public Law No. 169, October 25, 1943: Amends section 12, Naval Aviation Cadet Act, 1942—designation of beneficiary.

Public Law No. 170, October 25, 1943: Transportation in Government-owned motor vehicles—employees of Veterans' Administration at field stations—absence of adequate transportation.

Public Law No. 171, October 25, 1943: Amends Naval Reserve Act, 1938—allowance for uniforms.

Public Law No. 174, October 26, 1943: Amendment to Allotment and Allowance Act of 1942.

Public Law No. 183, November 8, 1943: Amends act providing for Women's Reserve of Navy and Marine Corps so as to grant same benefits as are granted male members and amends act providing female physicians so as to restrict members of Naval Reserve to shore duty in continental United States.

Public Law No. 194, November 11, 1943: Public Health Service Act of 1943. Grants same benefits as granted to members of armed forces under certain conditions.

Public Law No. 187, November 22, 1943: Provides for the issuance of a flag to the nearest relatives of certain persons who die in service in the land or naval forces of the United States.

Public Law No. 197, December 5, 1943: Amends the Selective Training and Service Act of 1940, as amended—induction of fathers.

Public Law No. 213, December 23, 1943: Limits private suits for penalties and damages arising out of frauds against the United States.

Public Law No. 202, December 17, 1943: Increases amount of Federal aid to State or Territorial homes for support of disabled soldiers and sailors of the United States.

Public Law No. 214, December 23, 1943: Coast Guard Auxiliary and Reserve Act, 1941—SPARS—amendments to.

Public Law No. 221, January 20, 1944: Amends Nationality Act of 1940.

Public Law No. 225, February 3, 1944: Mustering-out Payment Act of 1944.

Public Law No. 242, March 1, 1944: Amends Spanish War laws to increase pension for veterans and widows at age 65. Extends marriage date to January 1, 1938.

Public Law No. 245, March 3, 1944: Increases pensions to Indian War veterans and their dependents.

Public Law No. 248, March 4, 1944: Amends Public, No. 74, Seventy-eighth Congress, so as to provide for full participation of institutions of the United States in training-of-nurses program.

Public Law No. 268, March 29, 1944: Amends section 4, Public, No. 612, Seventy-sixth Congress, reappointment of officers.

Public Law No. 269, March 29, 1944: Amends provision of act authorizing 6 months' death gratuity.

Public Law No. 275, March 31, 1944: Amends act of March 3, 1895, re surety bonds.

Public Law No. 279, April 1, 1944: Deficiency apropriation, 1944.

Public Law No. 289, April 1, 1944: Authorizes pensions for certain physically or mentally helpless children.

Public Law No. 285, April 4, 1944: Clarifies the application of section 1 (b) of Public, 17, Seventy-eighth Congress, to certain services performed by seamen as employees of the United States through the War Shipping Administration.

Public Law No. 300, May 11, 1944: Amends part II of Veterans Regulation No. (a).

Public Law No. 308, May 23, 1944: Regulates furnishing of artificial limbs to retired officers and enlisted men and to certain civilian employees of the military and naval forces of the Regular Establishment.

Public Law No. 309, May 24, 1944: Authorizes the Administrator of Veterans' Affairs to furnish seeing-eye dogs for blind veterans.

Public Law No. 312, May 27, 1944: Increases rates of compensation and pensions to veterans for service-connected disability, and to widows and children under Public, 484, Seventy-third Congress.

Public Law No. 313, May 27, 1944: Increases the rates of pension for World War veterans from $40 to $50 per month; to $60 per month in certain specified cases.

Public Law No. 314, May 27, 1944: Provides for payment of pensions and compensation to certain persons who are receiving retired pay.

Public Law No. 359, approved June 27, 1944 (78th Congress), provides for certain veteran preferences and waivers in employment in governmental agencies.

HUTCHINS IS ASSAILED ON SOLDIER EDUCATION

From The New York Times

ATLANTIC CITY, N. J., January 8.

American colleges must make their programs conform to the needs of returning veterans, Edward D. Whittlesey, faculty member of Denver University, said here today in an attack on charges by Dr. Robert M. Hutchins, president of Chicago University, that Government education for veterans is a threat to the college system.

Mr. Whittlesey spoke at the Methodist Education Conference, one of a number of group meetings here attended by nearly 500 educators for the opening of the Association of American Colleges convention.

"Rather than a threat," Mr. Whittlesey said, "we must face the problem of the returning veteran as the greatest opportunity for higher education in our lifetime. If not, we leave the veterans, our leaders for the next twenty to forty years, without the educational background to meet the international problems we must leave to them."

The Denver educator questioned charges made by Dr. Hutchins in a national magazine article that returning veterans were likely to become "educational hoboes."

"We have 122 veterans in our own university," Mr. Whittlesey said. "Their work is above average in every way and they fit normally and naturally into the full college program."

As to the contention that college programs were not suited to many returning veterans, he said that "we must make our educational programs conform to the needs of these men who have sacrificed so much."

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PRE-SERVICE EDUCATION OF ARMY ENLISTED MEN

By ERNEST V. HOLLIS

From April 2, 1945, issue of *Higher Education*

Army Service Forces polls of men at home and abroad, made in the summer of 1944, indicate that on the average 80 per cent of the troops intend to return to their home States on demobilization. This fact seems to warrant the planning of education programs in terms of the number of men at given educational levels from each State.

The accompanying table distributed data supplied by the Adjutant General's Office so as to show for two age groups the number of men eligible to return to two major levels of schooling. Of the group having three years of high school or less education, approximately two million were in grades 1-8 and two million had completed 1-3 years of high school. In the seventeen states which have legally separate schools for the two races Negroes and whites are distributed separately. It is generally estimated that before the war ends, between 14 and 15 million men and women will have served in the armed forces. Therefore, the figures in the table should be doubled to get a rough estimate of the probable total number of veterans eligible for further education at either of the two levels of education. A more detailed analysis has been made which breaks age into five categories and education into six levels.

Of course, nothing like the number of men technically eligible to resume schooling at a given level will do so. After calculation for a number of contingencies, Army Service Forces estimate that 8 per cent of all enlisted men intend to return to school and college on a full-time basis, and that an additional 18 per cent intend to return to study part time. The Army poll shows that of the white enlisted men definitely planning to return to full-time school: (1) more than 90 per cent are less than 25 years old; (2) 93 per cent are unmarried; and (3) more than 90 per cent have the formal requirements for college entrance. These characteristics apply to two-thirds of the men who say they intend to go to school part time. However, approximately one-third of the men eligible for collegiate instruction indicated that they intend to pursue non-collegiate vocational education and training. Another cue for using the table is the fact that 2 per cent of the men in grades 1-8 and 5 per cent of those in 1-3 years of high school plan to return to school full time. The corresponding figures for part time are 13 and 18 per cent:

Distribution by Education and Age of Army Enlisted Men

States 1	3 years of highschool or less		4 years of high school or more		Total
	25 years and under 2	26 years and over 3	25 years and under 4	26 years and over 5	6
SOUTH ATLANTIC					
Delaware					
White	5,144	3,858	2,437	1,692	13,131
Negro	918	719	617	—	2,254
Maryland					
White	28,088	23,487	20,067	14,195	85,837
Negro	9,749	9,310	1,497	2,006	22,562
District of Columbia					
White	4,670	7,852	8,413	9,041	29,976
Negro	6,151	7,332	2,181	1,987	17,651
Virginia					
White	36,120	34,973	19,802	12,785	103,680
Negro	16,397	13,512	2,804	1,509	34,222
West Virginia					
White	35,331	27,616	20,052	14,526	97,525
Negro	2,798	1,706	1,132	370	6,006
North Carolina					
Whtie	49,094	37,332	24,080	17,261	127,767
Negro	20,287	15,628	2,535	1,485	39,935
South Carolina					
White	20,565	16,302	10,694	7,039	54,600
Negro	14,944	9,895	1,946	1,061	27,846
Georgia					
White	33,885	34,134	21,456	14,943	104,418
Negro	22,532	15,122	2,219	1,229	41,102
Florida					
White	15,838	21,051	15,079	13,986	65,954
Negro	12,680	12,452	1,911	886	27,929
EAST SOUTH CENTRAL					
Kentucky					
White	53,637	39,605	21,793	16,922	131,957
Negro	4,747	6,959	1,228	828	13,757
Tennessee					
White	50,222	39,664	21,259	19,349	130,494
Negro	10,682	8,826	1,610	1,007	22,125
Alabama					
White	36,797	28,977	17,186	13,686	96,646
Negro	21,726	14,546	2,379	1,242	39,893
Mississippi					
White	20,779	18,275	13,858	10,077	62,989
Negro	27,951	20,099	1,792	1,742	51,584
WEST SOUTH CENTRAL					
Arkansas					
White	26,687	26,356	14,588	10,080	77,711
Negro	10,401	7,426	775	836	19,438
Louisiana					
White	27,587	25,254	16,895	12,509	82,244
Negro	21,299	17,980	3,343	1,977	44,599
Oklahoma					
White	32,830	27,982	22,998	17,289	101,099
Negro	3,629	2,380	1,532	623	8,164
Texas					
White	96,634	100,564	59,442	44,992	301,622
Negro	23,745	19,105	4,982	4,094	51,926

THE SOLDIER'S RETURN

From *What The Colleges Are Doing*

With the return to college of discharged soldiers in ever increasing numbers, college administrators are now being faced with many difficult problems. To be sure, there is an awareness of the difficulties in nearly every institution, and steps have already been taken in many places to make the adjustment as easy as possible. Most of the larger universities have several hundred veterans actively at work in classes already and new ones are arriving almost daily. In most institutions special advisers and counsellors for veterans have been appointed, and they are giving practically their whole time to problems of counselling, adjustment, and instruction. While a beginning has been made, we can be certain that the problem will become increasingly difficult in the next few years. In noting the impact of this training upon educational institutions, the HARVARD ALUMNI BULLETIN says: "For perhaps the next few years their responsibility will be proportionately to compensate for the greatest educational deficit of college and professionally trained men in our nation's history. They must consider the veteran—in a hurry to complete his studies—and adjust the national importance of the task of furthering his education to the similarly important task of offering a strong and well-rounded program for a regular flow of students entering college from the schools under whatever conditions are dictated by military necessity."

It is these two somewhat different aims that will make the task unusually difficult. Already youngsters just out of high school are the needs of the returning soldier. How is the younger college stuwondering if they may be the ones to suffer in this emphasis on dent to fare under such competition, and what oportunities are to come to him on graduation, since he will essentially be in competition with older and more experienced men? These students just out of high school will probably be much more interested in extracurricular activities. They will perhaps be more inclined to pursue the liberal type of college education. Even in athletics they may find it more difficult to compete. Will college education tend to become more businesslike, more practical, and more professional? Many young students suspect, too, that some sort of military training or discipline will be demanded of them.

Perhaps the returning soldier will not be so much interested in he may above all desire the opportunities for intellectual growth terminal and professional courses as we think. There is a chance which the college affords. There may be a desire for something far removed from the training in war techniques which was demanded of men in the service, for an education that fits one to live as well as to fight. Many of these returning soldiers have spent years in jungles, in out-of-the-way and lonely spots, far removed from the things we associate with civilized living. There will be new appeals to them in literature, in art, in music, in philosophy, in the sciences that contribute to peacetime living. Their greater seriousness in the pursuit of learning may even have a wholesome effect on young minds not so aware of its significance.

In providing for these varied needs, the colleges and universities will have more responsibilities in the next few years than they have ever known before. The physical task of handling the largest number of students in their history will be great; the obligation of preparing these students older and younger alike, for the new tasks ahead will be even greater. For the direction of our thinking for the next generation will largely be determined by the kind of training our educational institutions now provide. The problems of world peace, of international cooperation, of leadership in national affairs, are all looking to college-trained leaders for solution.

EDUCATORS FACE MAJOR ISSUE, CREDITING SERVICE EXPERIENCE

By CHARLES HURD

From The New York Times

WASHINGTON, January 6.—While many thousands of veterans are resuming their schooling, educators have not yet developed a universal formula for tying together the maturity gained by youths in military service and the role to be assigned to experience in granting school credits.

Devising this formula is recognized as having more present importance than job placements. For the time being, jobs are easily obtainable by able-bodied veterans. The educational program will be secondary to jobs when mass demobilization occurs, but, in the meantime, hundreds of thousands of youths will have re-entered school or planned to do so.

If there is, after the way, the slump in business and job opportunities which marked prior demobilization ,a further strain will be put on the educational program. A clear outline of the possibilities open to veterans is, therefore, of considerable importance.

Experts in education here and in other cities commend the larger universities for intelligent planning. However, they report that the smaller schools and particularly State public school systems have evolved no procedures other than standard practices. One exception is Nebraska.

Byron L. Brown, NEW YORK TIMES correspondent in Lincoln, Nebraska, reports that 150 representatives of educational institutions, industry and labor met recently and adopted a plan to develop a State-wide formula for evaluating in terms of high school and college credit the basic and special educational experiences gained by men in the armed forces.

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VETERANS EMPLOYMENT

Text of an address by Brig. Gen. Frank T. Hines, Administrator of Veterans' Affairs and Administrator of Retraining and Re-employment, on "Veterans' Employment," before the National Urban League Forum, New York Times Hall, New York City, at 8:30 P. M., EWT, Tuesday, March 13, 1945.

I am pleased to take part in this forum because I have always been a firm believer in the adage that "The Lord helps those who help themselves." That has been the policy of the National Urban League and I congratulate you for taking definite, affirmative and positive steps to solve the problems with which you have charged yourself. I have studied many of your reports. I am acquainted with your purposes and your work. I have observed that you offer no remedy until you have made a thorough study of the problem. This is always an honest approach, and I hope that the work of your organization will continue to be as productive of the good results you seek as your splendid efforts deserve.

For almost a quarter of a century as the Administrator of Veterans' Affairs, it has been my privilege as well as my official responsibility to carry out the laws of the nation as they provide various rights, benefits and privileges for former members of the military and naval forces of the United States and for their dependents and survivors. No distinction has ever been made by that Administration between veterans because of race, color or creed. This is, of course, as it should be. It is one of the things for which America is now fighting. Indeed, any distinction between veterans, or between any citizens, veterans or non-veterans, in face of the glorious record of achievement recorded by fighting men of all creeds and colors, would be not only a betrayal of our trust, but a desecration of the graves of those who died that tolerance and freedom of opportunity might be forever established as a fundamental precept in the life of our nation. One cannot know contemporary history, one cannot read the story of our troops in the present war, one cannot visualize the look of dismay, surprise and defeat on the faces of the Nazi "supermen" in Italy when, having chosen our colored regiments as "easy pickings," they suddenly found themselves engulfed in a maelstrom of death and destruction, without a feeling that to deny equal opportunity to all is to deny truth itself. It is, therefore, only from an abundance of caution, and not from a question of right or justice, that we study the future employment problem of the Negro.

In order to understand the problem of tomorrow, it is necessary to think back on the situation as it was yesterday, and as it is today. It is estimated that after the war there will be a Negro veteran load of at least a million men and women to be served in our re-employment problem. The records of the Selective Service System indicate that the percentage of Negroes deferred as occupying essential jobs in industry jumped in three years from .7 of 1 per cent to 4.4 per cent. Those deferred as occupying essential jobs, important to our national health, safety and interest, jumped in three years from 1.5 per cent to 5.2 per cent.

One of the significant changes that has taken place in the character of Negro employment is in its shift from the farm to industry. About 13 per cent of Negro labor left the farm, and about the same percentage entered industry. This increased volume of employment in industry is significant, but even more significant than the volume is the fact that this increase represents, to a large extent, labor which in three years has been upgraded so that now it is a part of the skilled and trained service in the various mechanical, commercial and industrial fields of endeavor.

Negro employment in Government has increased from 60,000 to 273,000 from 1940 to 1944. More than 4,000 Negro women, many of them officers, are now in the Army and the Navy.

The upgrading of the Negro in all fields of employment was due first, to the opportunities presented because of war's necessities, and secondly, because of the ability of these men and women to seize upon and atke advantage of the opportunities presented. Those who would bar further progress in this direction and those who would attempt to wipe out the gains already made, would outrage not only our sense of justice and our appreciation of a task well done, but would deny to postwar America a live, potent force, capable of a very substantial contribution to successful conversion from a war to a peacetime economy. Speaking now as a veteran, as well as in my official capacity, and bespeaking, I am sure, the feeling of all veterans, it is my hope that American industry, which appears so well satisfied with the performance of Negro labor in war time, will continue its employment policy in time of peace.

One of the important factors to be considered in connection with the postwar employment of the Negro veteran is that of the experience and training acquired by him in the armed forces. In the Army and the Navy, in the Marine Corps and the Coast Guard, the Negro has displayed great courage, valor and heroism as a fighting man on land, on sea, and in the air.

In addition to his skill as a fighting man, the Negro has acquired many skills that have their counterpart in civil life. At the Separation Centers, before these men are returned to civil life, they are advised of the civilian occupations which are the equivalent of the activities in which they were engaged in various military capacities. It is normal, therefore, that these men should seek employment where they can utilize these skills. This is a right which should not be denied them.

In many cases those men who left the farm to enter upon military service may not wish to return to farm life. They may seek employment in industry and may attempt to establish themselves in industrial centers which, under normal conditions, cannot absorb them either in employment or in proper housing. Without denying any veteran an equal opportunity of employment, it is well that you, as well as the Government, study this problem with a view of preventing, for the sake of the veteran as well as the community, adding to over-congestion in already overcrowded centers of population. It is hoped that there will be jobs for everybody and that every veteran may find work and suitable living conditions wherever it is his desire to settle. However, in this connection it is well to recognize that of the million Negroes who have been inducted into the armed forces, 750,000 came from the South and that about 70 per cent of these came from the farms of the South. It is, of course, unlikely that all will wish to return to the South or to the farm. It is recommended, therefore, that studies be made as to the best place and method of utilizing and the placement of the new skills which they have acquired.

Mrs. Rosenberg has discussed with you, in her usual capable manner, the over-all role of Government in providing employment for all of our citizens. I have been asked to discuss with you the question of the retraining and re-employment of veterans.

While I have but one head, and sometimes in these busy days I experience a little difficulty in keeping that head on my shoulders, I have, nevertheless, many hats—one hat as the administrator of Veterans' Affairs, another as the administrator of the Retraining and Re-employment Administration, another as the chairman of the Veterans Placement Service Board, and innumerable hats to carry out my various responsibilities as doctor, lawyer, banker, teacher, employment manager, and agricultural consultant under the Servicemen's Readjustment Act of 1944, commonly known as the "G. I. Bill of Rights." But e ach hat represents the expressed desire on the part of Congress, representing the voice of America, to give help, assistance and preference to the veteran. I am glad to say, that which I am sure you already know, that in all legislation affecting veterans, no distinction is ever made either in the letter or spirit of the law, between veterans of race, color or creed. It is my hope that American business and industry will endeavor to prevent any discrimination in meeting their employment problems, not because of any compulsion by law, or by reason of any mandate issued by the President's Committee on Fair Employment Practice, but in appreciation of the service rendered by the Negro in time of war.

The Selective Service System, in carrying out its rsponsibility to render aid to veterans seeking reinstatement in their former position, has appointed many Negro re-employment committeemen. General Hershey, as director of the Selective Service System, has designated Negro officers with the specific responsibility of cooperating with other officers in solving the over-all employment problem. Dis the induction of men into the armed forces, will not be tolerated crimination which did not exist in the Selective Service System in by General Hershey in meeting the problem of their re-employment when their term of military service has ended. The Honorable Paul V. McNutt, chairman of the War Manpower Commission, employs many Negroes in the United States Employment Service offices throughout the country. All veterans applying to the public Employment Offices for job placement assistance will be given the maximum of service without regard to race, creed or color. More Negroes will be added to the personnel of these and other Government agencies as the work load increases.

I have heretofore spoken of the large number of Negroes who left the farm to enter the armed service—of the new skills which they had acquired—and of their understandable reluctance to return as farm laborers. Military service broadens the intellect as well as the shoulders. Veterans return with new ambitions and envision new horizons. They are filled with a desire to make greater contributions to the nation. They d[illegible]re also to provide for their dependents, some of the more abundant life of which many have heard so much and have tasted so little. One of the most primitive instincts of man is the urge to own land. This oportunity is now available to the Negro farmer. The tenant farmer of yesterday may now become, with Government aid, a landowner as well as a land tiller; a landlord today, if you please, in place of the tenant of yesterday. This is a laudable ambition and one which is made possible by the "G. I. Bill," and you have the assurance of the nation that the Negro will be given the same opportunity to fulfill this ambition as is given to every other veteran.

To the city dweller also, to the veteran who wishes to own his home, to a mechanic who wants to own a garage or a machine shop, to the erstwhile salesman or to the erstwhile clerk who would now be a merchant in his own right and in his own store, the Government offers the same opportunities through the provisions of that law.

To the veteran who seeks employment with a Government agency, to the widow of a deceased soldier or sailor, and to the wife of those who are disabled, is given a preference in all federal employment. In fact, many jobs are, by law, set aside exclusively for veterans' employment.

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For those who, in order to engage in business, desire to purchase surplus war property, the Government is planning to give preference in purchase and loans and special consideration in methods of payment for property purchased and repayment of loans made. The nation's cup of gratitude is indeed overflowing.

Honesty and candor prevent a denial of the fact that the Negro has not always had a full opportunity to receive education commensurate with his ability to absorb and utilize advanced learning in scientific, commercial and professional pursuits. Your doctors, lawyers, scientists, artists and musicians, your representatives in every field of endeavor have demonstrated an unusual capacity to serve the nation. Who can think of the miracle of Dr. George Washington Carver without contemplating the wealth of light and learning that lies dormant because of the lack of opportunity? Here again the "G. I. Bill" opens doors and books heretofore closed. High schools, colleges, laboratories, science, professions, the arts, learning for learning's sake alone, all lie within the grasp of the veteran, and if the future is to be judged by the past, it paints a picture of hopes to be realized and of long-denied ambition for many about to be fulfilled.

So far as the Government is concerned, so far as my official responsibilities are concerned in the administration of the laws which have been made for the benefit of all veterans, so far as employment for all veterans is concerned, there will be established and carried out "Four Freedoms." These feredoms are based upon programs which have already been adopted by many of your leaders in their consideration of the problem of Negro employment:

1. Freedom From Discrimination in the Administration of the Law.
2. Freedom From Inequality in Education.
3. Freedom From Obstacles and Prejudices Which Prevent Equal Work Opportunities and Equal Pay.

I do not pretend that these freedoms are always easy to attain. Indeed, the present conflict proves that those rights to which we are often most entitled are the most difficult to attain. But in the administration of my responsibilities it shall be my continued official and personal policy to secure for all veterans, irrespective of race, color or creed, the full measure of right to which they are entitled by reason of the laws which Congress has written and by reason of the glorious pages of our history which the veteran himself has written.

ONE SOLDIER OUT OF EIGHT PLANS TO OPERATE FARM OR BUSINESS AFTTR WAR

One enlisted man out of every eight plans, on being discharged from the Army, to operate a business or farm of his own, according to a survey among troops in the United States and overseas theaters conducted by the Information and Education Division, Army Service Forces.

Seven per cent of the men now in the Army have definite plans for operating a business, five per cent plan to operate farms. For the most part they are interested primarily in relatively small enterprises, with half of those having definite plans saying they will invest $4,000 or less.

Among those who have definite plans for business or farming, 42 per cent had previously been independent operators, an additional 45 per cent had worked as employes in the same line of work they plan to enter. Only 13 per cent had no previous experience.

In addition to the 12 per cent of soldiers who have definite plans, businesses or farms of their own, another six per cent are definitely interested in such prospects but are not as certain. Still another 25 per cent have vague plans or hopes for enterprises of their own, but also are considering other possibilities after discharge, including working for some emplover in business or industry, working for the Government, working on a farm, or going to school.

Retailing and service enterprises account for six out of ten of the types of business enterprises of those who have definite plans for businesses of their own. The complete list by groups includes: manufacturing and wholesaling, 9%; construction or contracting, 6%; retailing, food, 10%; retailing, automotive, including repair services, 13%; retailing, all other, including eating places, 22%; service establishments, 13%; transportation, communication, utilities, 7%; all other types, 6%; undecided, or no definite answer, 14%.

Approximately a fifth of the men who have definite plans for businesses or farms say they will have all the capital they need. An additional third say they will have at least half enough.

At the time the men were questioned several months ago, many soldiers were still not familiar with the details of the GI Bill of Rights and its provisions for Government guarantee of 50 per cent of amounts up to $4,000 borrowed for farms and businesses. As soldiers become more familiar with the details of the bill and its application, it is quite possible there will be changes in the plans of some of the men, the report concluded.

EDUCATION OF OUR VETERANS IN THE POSTWAR WORLD

From *What The Colleges are Doing**
The Veterans' Education

Many veterans of this war will return to school. They will want to work toward the same objectives as other students—toward aims they were required to set aside for two or three or four wartime years. They will not want separate courses, departments, or schools set up especially for them. They will still be dreaming the great American dream and they will be impatient to resume progress toward its realization in their own lives. These men and women with honorable discharges from the service will be returning to college campuses in increasing numbers as the months pass. For them, the colleges must continue the significant courses they have built up through many years, and, in addition, must arrange new work. The colleges must find ways of combining liberal and vocational subjects in the curriculum.

The veterans, as they return, will need the best individual counseling that colleges can give them. Most of them will be able to adjust themselves to college life fairly well and within a reasonable length of time, but even the best of them may need special help. They may be "rusty" in their recollection of subject matter from earlier school work and they may have difficulty in resuming effective habits of study. They will have become accustomed to filling the daytime hours with activities ordered by others and they may have difficulty in regaining capacity for self-management. Their difficulties can be solved in time . . .

Curriculum requirements should be made flexible, to permit the development of programs suited to the needs of individuals. There should be much individualized instruction. Unless courses and curricula are adapted where necessary, the testing and counseling programs will be futile. The veterans may be critical of subjects required and the methods used in instruction; they will have an experience of realistic and sometimes grim values against which to appraise college work. Many of them will want vocational, technical, and professional training and some of them will want to attend classes, part-time, while employed. These veterans will be the dominant group in our civilization for the next generation and they must have the broadest viewpoints it is possible for colleges to offer and for them to develop.—Dean Stanton C. Crawford, Pittsburgh.

Mature Students

We shall have to adjust our sights considerably in order to give these veterans the type of education they want and need. It must still be a liberal education, but these men will no longer be college sophomores. They are men who have packed into a few years more meaningful experience, than is possible in a dozen normal lifetimes. They will in many instances have a very deep maturity. In many other instances they will be restless and ill at ease in the relatively sedentary life of study. This means that these men will in any case require a great deal of individual attention, both from the personnel officers of the college and from their teachers. They must be treated as mature and responsible persons in the class-room and out. The implication, therefore, is not only for an increased personnel service but for small classes, tutorial guidance, and all the other methods of liberal education which have proved by our experience with Honors Work to serve the mature students best.—President Victor L. Butterfield, Wesleyan University, in his Annual Report to the Trustees.

Flexibility

In the spring of 1944 we began the first registrations of discharged veterans. These were under way even before the passage of national legislation providing for payments to veterans for tuition and allowance for a year of education at any level, with added time for length of service. The educational phases of the bill were carefully worked out, the administration is flexible, and is in the hands of competent and cooperative people in the Veterans Bureau. This fall we look for several hundred registrations of this type, and the number will steadily increase. Our experience to date is that these men want to be taught in classes along with civilian students. Each is, of course, an individual case, and, in particular, the problem of adjustment of credits is one that calls for both patience and common sense. We are as elastic as we can be in justice to our standards, and we have opened our doors to the men with a minimum of delay.—From Report of Chancellor Chase, New York University.

Pattern of the Future

History in peace or war refuses obstinately to be blueprinted in advance, and the pattern of the future is by no means as clear as optimists would have us believe. It is too early to say what its needs will be or what it will require of us as educators. If we follow it intelligently we have the means to influence it profoundly. It is not our resources but our methods we must consider and the adequacy of these to satisfy minds with aspirations different, but not incomprehensibly different, from ours. The justification of a university is its ability to give that satisfaction, and to this end we must be prepared to sacrifice much that is traditional—but not tradition itself . . .

If we are to build a society capable of a greater freedom, we must assure its guidance by free minds, and mind cannot be free so long as it is constricted by narrow modes of thought. The modes need not be bad or obsolete; ideas inherently the best may exercise a destructive tyranny if they are allowed to become exclusive. It is against a tyranny of exclusive ideas that we are now fighting.—(From Report of President Gates, University of Pennsylvania.)

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*Published by Ginn & Co., January, 1945.

UNIVERSITY

FSA HOLDS LINE AGAINST LAND INFLATION

With careful search, some good farms can still be bought at fair prices despite higher land values, says the Farm Security Administration, in reporting that 3,369 farm purchases made during the last fiscal year, under the Bankhead-Jones Farm Tenant Act, were based on its policy of holding the line against land inflation.

But with farm land values in many areas approaching boom levels, tenant purchase loan applicants, who must find for themselves the farms they wish to purchase, experienced more difficulty last year in locating farms that measured up to FSA standards and could be bought at prices FSA would approve.

Although average land values increased 15 per cent during the last fiscal year, farm purchases financed by FSA averaged no more per acre than the farms bought in previous years. They were financed on the basis of their productivity, and quality was not sacrificed. The average purchase price per farm last year was $4,252, compared with $4,354 the year before when 5,144 farms were bought. During the first five years of operation of the tenant purchase program, which began in 1937, farms of similar quality were purchased at an average price of $4,033.

"The farmland purchased with FSA loans must be of sufficient size and high enough quality to enable the buyer to make an adequate living and pay for the farm over a period of 40 years," says FSA Administrator Frank Hancock. "FSA is holding rigidly to a policy of refusing to finance any farmer in the purchase of a farm at a price he may not be able to repay out of farm income that can reasonably be expected over a period of years. One of the aims of the tenant purchase program is to enable tenant farmers and sharecroppers to buy farms and find security on the land. There is no security in the purchase of land at inflated prices."

Each farm purchase financed by FSA undergoes a careful appraisal to determine its earning capacity. Experience is showing that in only about one-third of the counties have effects of inflation been so drastic that farmers cannot occasionally make sound purchases under this program. In approximately another one-third of the counties, where conditions have been more favorable, the bulk of the loans have been made.

Few tenant purchase loans have been made in some 800 counties since 1941, because of a legislative restriction limiting the size of a loan in any county to the average value of all the farms 30 acres or over in that county.

"The amount that can be loaned a farmer in these counties," Hancock reports, "is not enough to buy a farm on which he can make a living and retire his debt. In 298 counties, or one-tenth of all counties, this 'average value' restriction limits loans to $2,000. Recently, a report from our field staffs indicated that about twice as many loans could be made, on a sound basis, if this provision of the law were removed."

The variable-payment plan, under which tenant purchase borrowers repay more in years of favorable income, and less in years when their income is low, is resulting in rapid retirement of the loans. The 24,822 borrowers using this plan have repaid 65 per cent more than would have been due on a fixed, 40-year payment schedule.

As of June 30, 1944, FSA had 73,538 applications for tenant purchase loans on file, and had financed the purchase of 36,426 farms since the start of the program. Five hundred and thirty-six of the borrowers had paid for their farms from income in seven years or less, and another 221 had repaid with money received from the sale of their farms, most of these having turned the land over to the Government for military purposes.

THE POST-WAR COMPETITION SITUATION FOR COTTON

In a report just released by its Interbureau Committee on Post-war Programs the U. S. Department of Agriculture outlines the post-war competitive situation for cotton in domestic markets. It is pointed out that the partial or complete displacement of natural fibers by synthetic fibers for certain uses may result from the war-time expansion of production facilities for synthetics.

"On the other hand," the report continues, "new expanded markets for the natural fibers may be provided in connection with new products and processes that are now in process of development."

In its appraisal of the prospective competition to be met by cotton in markets in post-war years the interbureau committee bases its analysis upon these three factors: (1) Trends in the consumption of principal fibers preceding and during the war; (2) recent developments in connection with some of the principal specific uses for cotton; and (3) probable post-war developments.

To indicate the importance of cotton in supplying the United States' need for textile fibers data are given which show that during the pre-war period from 1935-39, cotton consumption averaged 3,409,000,000 pounds.

"With the coming of the war, consumption increased to record levels," the report says. "The peak was reached in 1941 at 5,470,000,000 pounds (11.2 million bales). During the war years of increased fiber consumption, cotton has held its place and has comprised about 73 per cent of all fibers used."

The report contains signficant data on the demand for cotton as influenced by competition from such synthetic fibers as paper, jute, and other wrapping materials, and most important of all, rayon. It says: "Consumption of rayon has continued its long-time upward trend with the total of 656,000,000 pounds for 1943, the highest on record. The increase in the consumption of rayon in the United States during the last 10 years has been more than fourfold. World consumption has shown more than a sevenfold increase in the same period."

At least partially responsible for the increased use of rayon is the fact that the price has been reduced so greatly in recent years. Prices of rayon staple fiber declined from 60 cents per pound in 1928 to 25 cents per pound at present (net weight). This makes it directly competitive in price with cotton, since there is less waste in using rayon and no premium for staple lengths.

Important among the prospective uses for which there will likely be an increasing demand for cotton after the war the report discusses possibilities for insulation, plastics, special clothing fabrics, and cotton as a raw material for synthetic fibers.

With respect to cotton insulation the committee says: "For a long time, cotton has been known to possess insulating qualities, but its high inflammability has limited its use for this purpose. Recently, methods of flame-proofing have been adapted to cotton insulation, which has been made water repellant. The insulating industry has now found cotton insulation to be suitable not only for use in homes and other types of buildings, but also for refrigerator cars, trucks, and other uses where insulation against heat, cold, or sound is required."

"Plastics," the committee points out, "is one of the most promising of the new industries that have had an accelerated expansion because of the war. At present, cotton fabrics are being used extensively as filler or reinforcement in the manufacture of those plastics which require relatively high tensile strength, light weight, toughness, flexibility, and moldability. This is particularly true with respect to the laminated plastics."

In order to maintain the market for cotton in uses threatened by competition from other materials, these recommendations are made:

1. In the development of programs designed to maintain incomes of cotton producers, due consideration should be given to the practical effects of such programs upon market prices for cotton as affecting the competitive position of the commodity.
2. Intensify efforts to improve the physical and chemical properties of cotton on a single variety area basis; also establish an adequate system for safeguarding the identity of individual bales of cotton by variety thereby making possible the procurement by manufacturers of cotton of specific varieties most suitable for specific uses and the reduction in marketing costs that would follow elimination of duplication of sampling and classification services.
4. Intensify efforts to reduce costs of producing, ginning, processing, marketing, and handling cotton and cotton goods as a means of improving its competitive position from the standpoint of price without affecting adversely the net incomes of cotton growers.
5. Take appropriate steps to encourage the initial adaptation of cotton to new and promising fields of uses.
6. Keep the public informed, by appropriate means, of the advantages and adaptability of cotton.

EDUCATION PROMINENT IN SOLDIERS' POSTWAR PLANS, SURVEY SHOWS

Five hundred thousand of approximately 6,750,000 enlisted men now in the Army have definite plans at present to return to full-time school or college, according to a report by the Information and Education Division, Army Service Forces, which is based on a cross-section survey of troops in the United States and overseas theaters.

An additional 300,000 are seriously considering resuming their education on a full-time basis, but are undecided or have conflicting jobs plans. Still another 1,200,000 men say they plan to attend part-time school or college, but the report indicates that the plans of these men are not as reliable a basis for an accurate estimate of future attendance as the figure for full-time school.

These estimataes are based on white enlisted men only. A slightly smaller percentage of Negro enlisted men have plans for full-time school, while among officers of junior grade the percentage is somewhat higher, the survey showed. The study does not include other armed services.

The report states that "factors such as the length of the war and favorable economic conditions may tend to decrease" the number continuing their education, while "increasing knowledge of the educational provisions of the GI Bill of Rights and less favorable economic conditions would tend to raise it."

An indication that soldier plans are based on realistic considerations is the fact that among those with definite plans for returning to full-time school young men, single men, and those who are qualified for college attendance predominate. Over 90 per cent of the men definitely planning to return to full-time school are less than 25 years old, and a slightly higher percentage are unmarried. Slightly more than half of the men planning to return to full-time school have had some college training.

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Of those who plan to attend full time, two thirds say they plan to go to college, the remainder are primarily interested in trade and business schools. Over half the men who want part-time education are formally qualified for college courses, but three-fourths of them are planning trade or business courses.

Plans of men for part-time school attendance are not as reliable as a basis for estimating actual attendance as are those for full-time attendance, the report states. "Many of the men indicating a present intention to attend part-time school after demobilization may be assumed to be expressing merely a vague wish for self-improvement rather than stating a carefully considered decision."

Based on previous educational experience, the largest group of men who have definite or tentative plans for continuing their education on a full-time basis are the men who had some college but did not finish. Thirty-three per cent of this group have definite or tentative plans for full-time school; 13 per cent of the high school graduates; four per cent of those who had some high school but did not finish, and only one per cent of those who had not gone beyond grammar school. Among those with college degrees 12 per cent plan to return for further study.

Additional reports on the plans of Negro soldiers and officers are in preparation, and continuing checks will be made to determine the effects of increased detailed knowledge of the GI Bill on soldier plans as well as the length of time men plan to spend in school.

Dependents of veterans of the last war entitled to widows' and orphans' pensions under the act passed by Congress on December 14, 1944, should neither come nor write to Washington in filing their claims, the Veterans Administration cautioned today.

Brig. Gen. Frank T. Hines, Administrator of Veterans' Affairs, has sent instructions to all field offices of the Administration that these cases are being decentralized and applications for pensions should be filed in the field office nearest the home of the applicant.

This act extends pension privileges to the widows and children of all veterans who served as much as 90 days in the last war and were discharged under conditions other than dishonorable. Prior to its passage the widows and children of all veterans who suffered service-connected disabilities were entitled to pensions whether death resulted from the disability or some other cause.

Dependents of veterans who suffered no disabilities are now included in the list of pensionables.

It is estimated at the Veterans Administration that this new act will add the dependents of 81,500 veterans to the pension rolls during the first year of its operation and that the cost during this year will be $37,500,000. Eventually the dependents of about 162,000 veterans are expected to become eligible for pensions.

To be entitled to a pension, a widow must have been married to the veteran prior to the passage of the act. If married after that date, she must have lived with him continuously for ten years prior to his death, and they must have lived together from marriage until the death of the veteran.

The act provides for payment to dependents as follows:
Widow, $35 a month.
Widow and one child, $45 a month.
Each additional child, $5 a month.
One orphan, $18 a month.
Two orphans, $27 a month.
Three orphans, $36 a month with $4 for each additional orphan.
The maximum payment permitted to any one family is $74 a month.

No pension may be paid to a childless widow or a child who has an annual income of $1,000 or more, or to a widow with child who has an annual income of $2,500. However, a pension may be paid to a child if the widow has an income of $2,500 or more, and the child is without income.

Payments to veterans for part-time studies and to institutions for part-time students under the educational features of the "G. I. Bill of Rights" were established in instructions issued by Brig. Gen. Frank T. Hines, Administrator of Veterans' Affairs.

All veterans who have not been receiving checks because they are taking part-time courses will go on the payroll immediately, unless they are gainfully employed in full-time jobs not related to the course of training. In this case no payments will be made.

General Hines' letter provides for payments to both veterans and institutions in proportion to the time the veteran devotes to the educational or training program. But the time the veteran may follow a part-time course will be increased so that he may receive the equivalent of the maximum full-time course permitted by law.

That is, if a veteran is going to school half-time, he will be paid at half the full-time rate, but he may continue the course twice as long, as he is using up his allotment at only half the rate he would under a full-time course. Of course, he may not continue his course beyond the maximum permitted by law.

The schedule provides for payments in schools using semester hours as follows:

12 hours	full time
9 to 12 hours	¾ time
6 to 9 hours	½ time
3 to 6 hours	¼ time

In schools using clock hours the schedule follows:

25 hours per week	full time
18 to 25 hours per week	¾ time
12 to 18 hours per week	½ time
6 to 12 hours per week	¼ time

For on-the-job training the schedule is based on the number of hours a student is required to devote to training. As these are not uniform they will be based on schedules submitted by the institution in which the training is undertaken. But both time on the job and time spent in doing related school work will be used in estimating the payments to be made.

However, the basic schedule provides:

36 hours or over per week	full time
27 to 36 hours per week	¾ time
18 to 27 hours per week	½ time
9 to 18 hours per week	¼ time

For those doing graduate work the policy of the institution will prevail and a statement from a responsible official will determine what proportion of time is being consumed by the veteran's courses.

General Hines' letter also provides that where unusual circumstances exist that are not covered by his instructions they shall be referred to the Central Office of the Veterans Administration, together with a complete statement of the facts, so they may be considered there.

HE HAS NOT LIVED IN VAIN

MARION GAINES WALKER

Marion Gaines Walker, better known as Mark, was born December 23, 1909, in Athens, Georgia. He is the son of Mr. and Mrs. Levi Walker. He attended the Athens Public Schools and graduated from the Athens High and Industrial School. After graduation, he realized that his preparation was still incomplete, and he continued his search for knowledge in the State Summer School for Negro Teachers founded by the late Prof. W. Harris. He began his teaching career in Oglethorpe County, and taught in the schools of Clarke County for quite a few years. At the time of his death he was one of the teachers in the East Athens Elementary School from which he received his early training under the instruction of Mrs. Mary Hill. The craving for higher learning is very vividly shown in his attempt to study this summer even in his feeble condition. When he was stricken, he was an enrolled resident student of the Georgia State College where he was aspiring for his B.S. Degree in Education.

At an early age, Mr. Walker realized that the heart must be prepared as well as the head, and he was converted and connected himself to the Friendship Baptist Church under the leadership of the late Rev. Jeff Henry. Here he served faithfully in the Sunday School, Choir and church at large until his death. Those who knew him found him congenial, cooperative and faithful at all times.

FISK UNIVERSITY

A STUDY OF SCHOOL-BUILDING CONDITIONS IN GEORGIA

(Issued by the Educational Panel, Agricultural and Industrial Development Board, Athens)

Introduction

This report is a brief summary of a comprehensive study of school buildings conducted by the Educational Panel of the Agricultural and Industrial Development Board. It was undertaken to meet a felt need on the part of school people throughout the State that something should be done to improve school buildings, to increase safety, to provide for more economical construction, to make possible better planning, and to get ready for the postwar building program.

The Georgia School Administrators at their annual planning conference in 1944 considered the school-building situation of the State one of the four most pressing educational problems facing the school. They passed resolutions urging that a study be made to evaluate the present conditions and to make recommendations for improvement. Similar action was taken by a state-wide committee of school administrators, and by the Georgia School Leaders' Conference at the University of Georgia in 1944.

The study was organized by the staff of the Education Panel and a representative from each of the congressional districts in the State. Below is a list of the State Committee:

Name and Position	Address and Cong. District
Mr. O. B. Strong, Co. School Supt.	Savannah, 1st
Mr. J. O. Allen, City School Supt.	Albany, 2nd
Mr. Fred Ayers, City School Supt.	Fitzgerald, 3rd
Mr. Gordon Holstun, Co. School Supt.	Thomaston, 4th
Miss Ira Jarrell, City School Supt.	Atlanta, 5th
Mrs. W. E. Knox, Co. School Supt.	Gray, 6th
Mr. W. P. Sprayberry, Co. School Supt.	Marietta, 7th
Mr. E. M. Thompson, Co. School Supt.	Douglas, 8th
Mr. C. J. Cheves, City School Supt.	Gainesville, 9th
Mr. W. A. Moss, Co. School Supt.	Hartwell, 10th
Mr. J. M. Prance, State Dept. of Educ.	Atlanta, State at Large
Mr. J. L. Morrison, State Dept. of Educ.	Atlanta, State at Large
Mr. S. P. Clemons, Spec. in School Bldg.	Athens, Education Panel

Organization of the Study

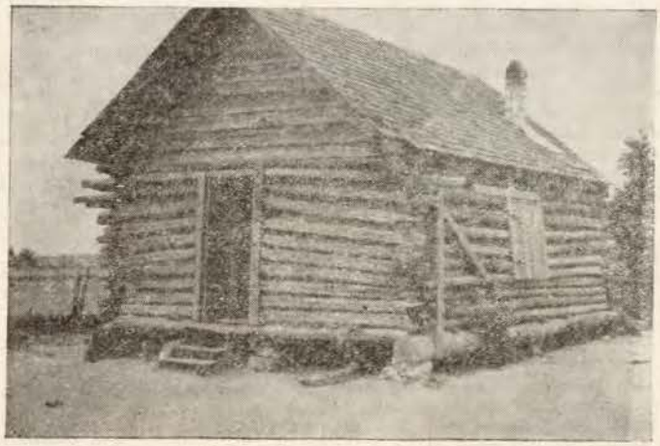
With the aid of the State Department of Education, information describing the general characteristics of approximately 97 per cent of the white and Negro public school plants of the State was gathered. The small percentage (3 per cent) of buildings not included in the study constitutes a random sampling and would not, if included, materially affect the total picture. These data were com-school-plant situation in the State. In order to make a more analytipiled and interpreted to provide a general description of the public cal examination of the school-building situation than would be possible on a state-wide basis, the school plants in 14 counties representative of the different sections of the State were selected for intensive study.

Five hundred school buildings were closely examined and carefully and accurately checked and appraised in terms of generally accepted standards consisting of 690 separate items. The data from the sampling were found to be similar in all essential charatceristics to the buildings in the State as a whole.

Findings of the Study

1. It was found that the white schools of the State meet 44 per cent of accepted standards for school buildings and that the Negro schools meet only 15 per cent of the accepted standards.
2. According to accepted standards for school buildings 40 per cent of the white and 95 per cent of the Negro buildings are unfit for school use at the present time. About 20 per cent of the white schools and 80 per cent of the Negro schools are incapable of being made fit for school use even with extensive remodeling.
3. More htan one-half of the school buildings need repairs on each of the following: Foundations, steps, walls, roofs, floors, windows, blackboards, and furniture.
4. More than 50 per cent of the school buildings of the State fail to provide appropriate rooms and other building facilities to carry on a good school program.
4. There are 22 conditions of school buildings considered by experts as the greatest cause for accidents and as capable of endangering the lives of pupils. In Georgia it was found that the average white school had 12 of these conditions and that the average Negro school, 17 of the 22 conditions. Some of these conditions are:
   a. Entrance doors not opening outward.
   b. More than three minutes required to empty building.
   c. Corridors provided with inadequate natural light.
   d. Corridors not fireproof in buildings of two or more stories.
   e. At least two stairways not provided in buildings of two or more stories.
   f. Stairways not fireproof.
   g. Storage closets under stairways.
   h. Stair treads not of non-slip material.
   i. Basements not fireproof.

   For example, one building was found containing an auditorium on the second floor, with seating capacity of approximately 500 and with only one stairway four feet wide. A fire occurring with this auditorium filled would probably result in the death of 300 to 400 persons.
6. Fourteen conditions are considered by experts as the most common causes of school fires. The average white school was found to contain 10 of the 14 conditions and the average Negro school was found to contain 11 of the 14. Some of these conditions are as follows:
   a. Stove pipes not adequately supported and bradded.
   b. No metal floor mat under stove.
   c. Storage rooms contained waste paper or other combustible rubbish.
   d. Electric wiring not inspected and approved by licensed electrician.
   e. Fire extinguishers not provided.
7. Present heating equipment is incapable of heating adequately the building in 2 out of every 5 white schools and in one out of 2 Negro schools. Repairs are needed on 2 out of 3 heating plants (inclusive of stoves) in white schools and in 3 out of 4 Negro schools.
8. One-sixth of the white schools and two-thirds of the Negro schools are using drinking water which has not been tested for purity. The common dipper or cup is used in one-third of the white schools and in two-thirds of the Negro schools.
9. One-sixteenth of the white schools and one-eighth of the Negrc schools have no toilet facilities. One-third of the Negro schools still use surface toilets.
10. More than one-half of the outside toilets are in a bad state of repair. Three-fourths of the schools provide no means of washing hands.
11. More than 2,500 white classrooms and more than 3,000 Negro classrooms are overcrowded.
12. Three out of 5 white classrooms and 7 out of 8 Negro classrooms receive less than the required amount of natural light.
13. To meet present requirements the State needs a minimum of more than 1,000 lunch rooms, 1,200 libraries, and more than 6,000 classrooms.
14. Although the study reveals a need for additional instructional space it was discovered that many buildings contained more space than was being used. One school was found with four classrooms with only one being used. One school costing $30,000 was completely abandoned after being used five years.
15. The schools showed their greatest deficiency in lack of special space providing for agriculture, home economics, science, art, manual arts, and music. It is expected that the expansion of curricula during the postwar period will greatly increase the need for special classrooms. To meet this need alone will require the construction of spaces equivalent to a minimum of 4,000 classrooms.
16. One-third of the schools are not centrally located with reference to population and thus cause greatly increased transportation costs. For example, the non-central location of one school causes a community to spend $1,900 annually more than would be required if the school were located in the center of population.
17. The value of a school plant was found to be ten times as great per pupil enrolled in one district as the value per pupil enrolled of the school plant in a neighboring district.
18. Ability to finance construction of school buildings varies greatly among the districts. For example, one school district with taxable property assessed at $128 per pupil enrolled, is in the same county where another district has an assessed valuation of $3,930 per pupil enrolled. Under present constitutional limitations the first school district could issue a maximum of $9 per pupil in bonds for constructing school buildings, while the second district with the same tax levy could provide in bonds $275 per pupil enrolled.
19. The average value of school property in the State is $101 per pupil enrolled. The average for the nation is $371 per pupil



School at Hicksville, Georgia.

enrolled.

These are only a few of the most important findings revealed in the state-wide study of school buildings. The complete study shows many other significant facts regarding the school building. This study will be made available to those who may be interested.

Conclusions

Prior to 1937 public education in Georgia was financed largely with local funds. Since the passage of the seven months' school law in 1937, the State has assumed a major portion of the cost of operating the schools. Unfortunately, because of lack of sufficient funds, the State did not in 1937 and has not subsequently assumed any significant part of the cost of and responsibility for the school plant. The present study indicates that school plants are generally in unsatisfactory condition.

The data indicate that many school children are attending public school buildings which are both dangerous and unhygienic. These conditions have come about because of inadequate planning, unsound financing, and lack of funds.

State educational authorities have not been granted specific legal authority to remedy the situation regarding school plants. At present the only legal requirements regarding school buildings are: (1) There must be at least two stairways or fire escapes in buildings of two or more stories; (2) exit doors must open outward; and (3) stove pipes shall not run through the side of the building, through a window or through the roof without being safely encased in a brick flue. Until authority is granted, any efforts of State educational authorities to bring about improvement in school buildings necessarily will be limited.

All of the Southern States except Georgia have provided legislative machinery for assuring that school buildings shall be planned and constructed with due consideration for the safety and the health of the pupils, and for the usefulness of the building in the educational program of the community.

There is clearly a need for the State to recognize that it has a very definite responsibility in the school-building phase of the educational program. Considerations of economy, safety, and efficiency dictate that all plans and specifications, as well as the completed buildings, should conform to minimum standards of safety and adaptability to educational uses. The construction of school buildings failing to meet minimum standards should be prohibited.

Recommended Legislation

The Georgia Education Association, a state-wide committee of school administrators, the State Department of Education, and the Education Panel of the Georgia Agricultural and Industrial Development Board have endorsed proposed legislation which provides:

1. Rules and regulations to govern the planning and construction of school buildings.
2. Approval of plans and specifications, and the completed building.
3. The making of comprehensive studies of local school-building needs.
4. Furnishing local communities technical assistance in the planning
5. Advising with local communities and assisting in issuing bonds. of school buildings.
6. Allocating money on an equalization basis for assisting counties in building schoolhouses.

A REBUKE FOR THE EDITOR

Pickens County Training School
Tate, Georgia
March 28, 1945

Dr. Horace M. Bond
The Herald
Atlanta, Georgia.

My dear Dr. Bond:

Kindly permit me space in the Official Journal of The Georgia Teachers and Educational Association to deplore the introduction of such expressions as "Big Shots" and "More Big Shots" as were applied in your March edition of The Herald to certain visitors and Georgia principals.

That an educational journal as the Herald should use such expressions is much to be regretted. The teachers and friends of education are supporting this publication not to encourage more slangs in our homes and schools but to help us get rid of these slangs.

All the principals of our schools should resent being called "shots" by any person, and when The Herald would seek to classify some as "Big Shots," it is very obvious that the rest must have been "Little Shots." Is it not therefore very prudent that The Herald explain its authority for these appellations and classifications?

The type English that should be used in such a journal as The Official Journal of the Georgia Teachers and Educational Association should be of the very best. There is positively no reason for those responsible for its publication to resort to the language of the streets to find expressions by which to convey their thoughts.

Very truly yours,

GEO.E.ARCHIBALD.

(Editorial Note: In the *Dictionary of Slang and Unconventional English,* by Eric Partridge (New York, The Macmillan Company, 1938), "big shot" is defined as "a gang-leader; a notorious gangster; U. S. anglicized as a colloquialism in the twentieth Century." This is probably the reason the phrase does not occure in the 4-volume *Dictionary of American English,* which limits material included to the period ending in 1900. In the latter volume, however (pp. 201-f.), there are many examples of the use of slang and colloquial expressions in American English where the word "big" has a special meaning. "This adjective is generally used by the people of the Southern States, in cases where a New Englander would use *great* or *large.*" In the book by Maurice H. Weesen, *A Dictionary of American Slang,* "big shot" occurs variously as a slang expression and as a colloquialism. As slang, the phrase is used by hoboes and tramps to indicate "a prominent person; a powerful person; a leader, especially a gang leader." When used by boxers and prize-fighters, the word is slang meaning "the present champion." In general slang usage, according to Weesen, the phrase means "an important person."

The distinction between "slang" and "colloquial" language is interesting. The Shorter Oxford English Dictionary defines the former as "the special vocabulary used by any set of persons of a low or disreputable character; language of a low and vulgar type." "Colloquial" is defined as "belonging to common speech or ordinary conversation." And Maurice Weesen, in the book quoted above, says that "Linguists now do not stress the low, vulgar and disreputable nature of slang so much as its colloquial nature. . . . Certainly these metaphorical and neologistic newcomers help to keep the language vital and this constant experimentation with novelty helps to keep it subtle."

In the sense in which the labels "big shots" and "more big shots" were used to describe certain photographs appearing in the March, 1945, edition of The Herald, the Editor must disclaim any desire to make invidious comparisons between the persons pictured. At their worst, the titles might be regarded as too flippant for use in connection with the "high and mighty" (colloquialism), sacrosanct position of an "Educator." The best interpretation would be in terms of the effect intended by the Editor; to subject certain well-known personalities to "a gentle joshing" implied by use of a term colloquial in the American language and particularly in Southern speech.

Southern speech is closer to old English speech than to contemporary usage in the North. The slang expression "big shot," by now graduated in Northern usage to the higher level of an accepted colloquialism, in contemporary Southern speech takes on the colloquial meaning formerly associated with the phrases "big dog," "big pot," "big bug."

The Shorter Oxford English Dictionary gives seven meanings for "big." "(a) Of things: strong; stiff; forceful; violent; vehement: (b) Of great strength or power. (c) of great size, bulk, or extent; large. (d) Far advanced in pregnancy. (e) Loud. (f) Important (colloquial or jocular for *great).* (g) Pompous."

As an example of the colloquial, jocular use of the appellation "big," Shakespeare places this line in the mouth of one of his characters in "The Taming of the Shrew" (II, ii, 230):

"Nay, looke not *big,* nor stampe, nor stare!" This is good advice for educators today, and it was in this jocular sense that the Herald used the labels.

The statement above may answer Mr. Archibald's request for an explanation of "its authority for these appellations and classifications." However, the Editor cannot properly do more than apologize for his use of slang (or colloquial) expressions in The Herald. Mr. Archibald has properly risen in defense of the purity of our language, and he is exactly right in doing so.

Meanwhile, may we not ask other readers of The Herald to follow Mr. Archibald's example, and to write "Letters to the Editor" more frequently?

ACTION OF COMMITTEE ON APPROVAL OF NEGRO SCHOOLS OF THE SOUTHERN ASSOCIATION ON FEBRUARY 17, 1944

Effective with the 1944-45 school term there may be set up A and B groupings for Negro Southern Association high schools. Schools given A ratings must be all clear and measure up to the standards of the Association. The rating of B may be given to schools with specified deficiencies but those schools will be given three years to meet the standards.

Relaxations For Schools With B Rating

Article 4

(b) All beginning teachers shall have had a minimum of 9 semester hours in Education. All principals must show a minimum of 12 semester hours in graduate work in Administration and Supervision.

(c) The maximum teaching load of any teacher shall not exceed 900 pupil-periods per week and not more than 25% of all teachers may exceed 750 pupil-periods weekly.

(i) The pupil-teacher ratio in enrollment must not exceed 33 to 1, and no class other than special subjects may show more than 45 pupils in active enrollment.

(k) The minimum annual salary of any teacher must be $750 and the average annual salary of all teachers, including the principal, must be $850.

Article 10

II. The Librarian in any school with an enrollment of more than 200 students must show a minimum of 12 semester hours in Library Science.

ACTION OF COMMITTEE ON APPROVAL OF NEGRO SCHOOLS OF THE SOUTHERN ASSOCIATION, MARCH 13, 1945

In those states where the State Committees recognize A and B classifications for the approval of Southern Association Negro High Schools the Committee on Approval of Negro Schools will continue to receive annual applications for schools meeting both classifications for the school years 1945-46 and 1946-47. After that time only those schools meeting fully the Association standards will be approved.

UNIVERSITY

STANDARDS OF THE COMMISSION ON SECONDARY SCHOOLS OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

(Effective December 4, 1942)

STANDARDS FOR SECONDARY SCHOOLS

(Statements in parentheses are interpretations of explanations of the standards, in accordance with the existing regulations of the Commission on Secondary Schools.)

ARTICLE 1

The Commission on Secondary Schools shall consist of seventy-eight members, eleven of whom, as state high school supervisors, shall be members of the Commission *ex-officio*. Sixty-seven members of the Commission shall be subject to election, not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected by a majority vote of the Association for terms of three years, as follows:

(a) Two persons connected with member institutions of higher education from each state within the territory of this Association, one of whom shall be a professor of Secondary Education.

(b) Three persons connected with member secondary schools from each state within the territory of this Association, one of whom shall be from a private secondary school.

(c) Twelve persons elected at large from member institutions, not fewer than seven of whom shall be connected with secondary schools.

The terms of one-third of the members of the Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms.

ARTICLE 2

The Commission on Secondary Schools shall have the following duties:

(a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by secondary schools which are members or which desire to become members.

(b) It shall prepare all needed blanks and certificates.

(c) It shall make such inspection of schools as it deems necessary.

(d) It shall submit to the Executive Committee for transmittal to the Association for approval and publication lists of secondary schools within the territory of the Association which conforms to the standards prescribed.

(e) It shall submit to the Executive Committee lists of member schools and schools applying for membership which do not conform to the standards as prescribed.

(f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

ARTICLE 3

The meetings of the Commission on Secondary Schools shall be open unless the business is of such nature as would likely prove detrimental to the institution under consideration. In such cases, by vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

ARTICLE

The Commission shall describe and definite unit courses of study in the various secondary school programs. The minimum standard for accrediting shall be:

(a) No four-year school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. No three-year school shall be accredited whihc does not require the completion of a three-year high school course of study beyond the work of the junior high school, embracing twelve units as defined by this Association. (These three years in an eleven-grade system shall be the ninth, tenth, and eleventh, and in a twelve-grade system the tenth, eleventh, and twelfth.) Five-year or six-year schools embracing grades 7, 8, 9, 10, 11, and 12 shall conform to the same standards as four-year senior high schools, and the decision of the State Committee shall be final as to whether a school is a *bona fide* four-year high school or in reality a five- or six-year junior-senior high school combination.

A unit is defined as a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. This shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work, two hours of shop or laboratory work being equivalent to one hour of prepared classroom work. Four unit courses, or the equivalent in fractional unit courses as defined by this Association, shall be considered a normal amount of work carried for credit toward graduation by the average or medium student. More than twenty periods per week should be discouraged. No student who does not rank in the upper 25 per cent shall take more than four academic subjects with the exception of seniors who need a fifth subject for graduation. A different practice in the school must be explained to the State Committee.

An academic year shall be not less than 175 days during which the school is actually in session, exclusive of holidays.

(b) The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern list is that not less than 75 per cent of the total number of teachers, including the superintendent, the principal, and the librarian, shall hold bachelors' degrees from colleges approved by the Association. Beginning teachers are required to have degrees from colleges approved by the Association and should not teach outside the fields of their college specialization. All beginning teachers shall have had a minimum of twelve (12) semester hours in education. (In interpreting this standard, exceptions may be made in the case of teachers of specialized, non-academic subjects added to the high school curriculum because of national defense needs.)

Any person entering a position of administrative or supervisory control of instruction in a secondary school accredited by this Association shall hold a Master's or other graduate degree from a college or university belonging to the Southern Association, or to some other regional association shall have had not less than six semester hours of graduate work in education, a minimum of two years of exeprience in teaching or administration, and shall show evidence of culture and of scholarship in one or more academic fields.

(This regulation does not apply to a person transferring from one member school to a similar position in another member school provided not over two years elapse from the time of leaving the first position to entering the work in the second position. Teachers should have had professional training or at least one year's experience in teaching. Professional training includes courses in psychology, methods and principles of teaching, history of education, observation and directed teaching, tests and measurements, etc. A "beginning teacher" is defined as one who has not completed 24 months of teaching in an organized school. Such a person continues in the "beginning teacher" status until the 12 hours of education required above have been completed. A "semester hour" is the quantity of work normally accomplished in a class which meets one hour per week for a semester. It comprises not less than 15 hours of recitation or lecture work.)

(c) The maximum teaching load of any teacher of academic subjects is 750 pupil-periods per week with not more than six daily recitations. The Commission will require detailed explanation of variations from this rule. In interpreting this standard a double period in laboratory, shop, or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

(No combination of such work should amount to more than thirty-five periods a week for any teacher. The minimum length of a recitation period shall be forty minutes in the clear.)

(d) The laboratory facilities shall be adequate for the needs of instruction in the courses taught.

(e) The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

(f) A member school whose records for the immediately preceding five years show significant weaknesses and low achievement as evidenced by many "warnings," poor achievement of its pupils in college, low achievement quotients of its pupils on standard tests, low standing as indicated by evaluation using the criteria of the Co-operative Study of Secondary School Standards, large yearly teacher turnover, nepotism, the employment of too many local teachers, or disregard by the community of a good professional attitude, may be warned or dropped from the Association.

(g) The Commission will decline to consider any school whose teaching force consists of fewer than four teachers giving their full time to high school instruction. When local conditions warrant the introduction of vocational subjects, such as agriculture, manual training, household arts and commercial subjects, the Commission will hold that a sufficient number of teachers must be employed and proper equipment added to provide adequately for such instruction.

(Sixteen daily recitations in high school subjects taught by not fewer than four teachers is considered a minimum in enforcing this standard.)

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. Full data relative to changes must be presented annually.

SOUTHERN ASSOCIATION STATUS FOR GEORGIA NEGRO HIGH SCHOOLS DURING 1944-45

A Classification

Emery Street High School, Dalton
Moultrie High School for Negro Youth, Moultrie

B Classification

Ballard High School, Macon
Boggs Academy, Keysville
Booker T. Washington High School, Atlanta
Gillespie-Selden Institute, Cordele
Risley High School, Brunswick
Spencer High School, Columbus

Dropped

Athens High and Industrial School, Athens
Center High School, Waycross
Douglas High School, Thomasville

Discontinued 1943-44 Term

Hazard Training School, Albany
Paine College High School, Augusta

Applied For First Time But Not Approved

Howard Warner High School, Newnan

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(These reports, with membership dues, must be filed with the state chairman by October 15. New schools must submit evidence of application for membership, such as a resolution by the local board.)

(i) All schools whose records show an excessive number of pupils per teacher, as based on the number enrolled October 1, even though they may technically meet all other requirements, will be rejected. The size of classes shall not be such as to impair efficiency of instruction. The maxumum number of students in any academic class shall be 40 with a pupil teacher ratio of not more than 30 as the pupil teacher ratio for the school.

(j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the principal, and by the records made by the students in colleges, the character of a school's work shall be, from time to time, determined.

(k) The Commission recommends $1,000 as the minimum salary for teachers.

(The Commission recognizes $900 as a minimum salary for a year. Allowance in this minimum for room, board, and other items, if given as part payment of salaries, shall not exceed $300. A school in which a full-time teacher receives less than this amount may be warned or dropped.)

(l) Accurate and complete records of attendance and scholarship must be kept in such form as may be conveniently used and safely preserved.

(m) If the Lower Division of a Junior College covers three or four years of high school work, it shall be accedited by the Commission on Secondary Schools as if it were a separate high school, and under the Shandards for Secondary Schools. If the Lower Division covers one or two years only, and is therefore incomplete as a high school of standard type, the institution as a whole must be accredited by the Commission on Istitutions of Higher Education, applying to the Lower Division the Standards for Secondary Schools as follows: Article 4, except (g) first sentence requiring four full-time teachers, and excepting also (h) and (j) regarding separate reports and inspections. Article 10 regarding the Library applies in full.

(n) Schools accredited by this Association and desiring to participate in inter-school athletics shall be members of, or shall be eligible for membership in, the state athletic association or league or some such organization.

(Any school applying for accreditment and not fully meeting this standard should file with its annual report through the State Committee a full explanation. The interpretation and explanation of Article IV, Section (n) as adopted in the Richmond meeting of the Association December, 1936, are in full force and effect.)

ARTICLE 5

Each State Committee shall prepare a list of accredited schools of its state according to the prescribed regulations and furnish the same to the Commission at its appointed annual meeting.

ARTICLE 6

From the lists thus submitted the Commission shall, at its annual meeting, select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1 of each year. A school shall be removed from the accredited list for failure to maintain these standards.

ARTICLE 7

Colleges belonging to the Association shall report to the professor of secondary education or high school inspector by February 15th of each year any case of lack of preparation of, or other information relating to, students coming from schools in his state on blanks prepared by the Commission. These reports, after having been reviewed by the representatives of the Commission, shall be forwarded by the above officer in tabulated form to the schools interested and also laid before the Commission.

Seventh District Teachers Meet At Fort Valley State College—Mrs. Bessie Capell, of Macon, speaking.

ARTICLE 8

All secondary schools that are members of the Association shall pay annual dues of ten dollars.

ARTICLE 9

Schools on the Southern list must be in the highest class of schools as officially listed by the proper authorities of the state.

ARTICLE 10

Standards for school libraries:

I. BOOKS

(1) Enrollment of 100 or less students — 500 wwell-selected books exclusive of goverhment documents and textbooks to meet the needs for reference, supplementary reading, and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students — 500 to 1,000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students — 1,000 to 2,500 well-selected books, newspaper, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1,000 students — 2,500 to 5,000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

(5) Enrollment of 1,000 or more students — 5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

II. LIBRARIAN

(1) Enrollment of 100 or less students — Teacher-librarian with at least 6 semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained byy the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students — Half-time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half time with college graduation, including 12 semester hours in Library Science.

(3) Enrollment of 200 to 500 students — Full-time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1,000 students — Same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1,000 or more students — Full-time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable — a good contact with children already established. For every 1,000, or major fraction thereof, enrollment, there shall be an additional full-time trained librarian.

III. APPROPRIATION

(1) Enrollment of 500 or less students — Annual appropriation of at least $1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students — Annual appropriation of at least $.75 per student per year for books, periodicals, etc., exclusive of salaries.

IV. COURSE IN USE OF LIBRARY

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

V. ORGANIZATION

(1) Enrollment of 100 or less students — At least an adequate shelf-list made and an adequate loan-system installed.

(2) Enrollment of more than 100 students — Card catalogues, shelf-lists, accession record, and adequate loan-system.

VI. EQUIPMENT

(1) Enrollment of 100 or less students to 200 — Seperate classroom or end of study hall fittel up with shelving, tables, and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students — Separate room equipped with tables, chairs, shelves, loan desks, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1,000 students — Same as above with separate library work room and essential office equipment.

(4) Enrollment of 1,000 or more students — Same as above with additional equipment to meet needs. If possible, separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as to supervise study. At least two full-time trained librarians for 4.)

VII. THESE REGULATIONS ARE EFFECTIVE NOW

(1) Schools that do not comply with library standards subject themselves to being dropped.

AUC UNIVERSITY

(2) The Commission will not impose undue burdens on Librarians who were employed prior to December, 1929, and who are giving satisfactory service. The Commission does reserve the right, however, to require of such Librarian reasonable additional training in Library Science.

LOCAL UNIT—THE CENTER OF INTEREST

With the official ban on conventions in effect, the local units of teacher associations have a major role in the in-service education of teachers. This, of course, places greater emphasis on the need for strong local units as never before. It is generally conceded that the state or national unit of any organization is no stronger than the county or city units, but now that meetings of state or national units are banned—maybe for the duration, the local unity has a greater responsibility.

In developing strong local teacher organizations, careful consideration should be given to (1) leadership, (2) purposes, and (3) functions of the organization.

In planning any type of democratic organization, much care should be exercised when selecting leadership. We must have leadership who is interested in the welfare of all the people within the district, county, or school organization. For instance, should the president or chairman of the group be the county supervisor, then that supervisor should be interested in the welfare of the city child as well as that of the county child and all that affects his life and should show absolutely no bias when it comes to planning activities for all the children. She should be aware of the needs of all the people in the area served by the organization. She should be firm, physically well, natural, progressive and up-to-date, devoted, prepared, just, and courteous.

The next factor in importance to the organization is its purposes. The organization should have as its purposes the following:

1. To provide for the active participation of all teachers.
2. To create a unity of purpose.
3. To provide for continuous improvement of instructional policies and practices.
4. To serve as an effective means of cooperative professional improvement to the end that there may be complete understanding and growth on the part of all professional agents.

Some of the functions of such organizations are:

1. To facilitate professional growth by
   (a) formulation of policies
   (b) helping teachers to recognize and maintain high ethical standards
   (c) keeping informed on matters of educational legislation on social and civic problems
2. To promote teacher welfare by continuous study of salary schedule policies, retirement legislation, tenure, insurance and other activities which directly or indirectly relate to the security and happiness of the teacher.
3. To cooperate with parent-teacher organizations by providing programs of social interpretation.
4. To plan public assemblies and exhibits in order to help better interpret the public school's program.
5. To seek means whereby the community itself may function as a source of curriculum experience.
6. To provide for participation of all teachers in order to:
   (a) develop individual talents
   (b) to encourage creative abilities
   (c) to stimulate experimental attitudes
   (d) to develop tolerance, cooperation, and effectiveness

It is not to be supposed that the foregoing statements of purpose and function are all that is needed to make a fine democratic organization, but they are merely to serve as a supplement for making the local unit what it should be.

(Notes taken from a talk on the Importance of the Local Unit made by Frankie N. Golden to the Annual Meeting of the Eleventh Region of the GTEA.)

GEORGIA LEADS IN THE NUMBER OF JEANES SUPERVISING TEACHERS

A recent release from Mr. Arthur D. Wright, President, Southern Education Foundation, 726 Jackson Place, N. W., Washington 6, D. C., reveals that Georgia now leads the other states in the number of Jeanes supervising teachers employed and in the number of counties served by these workers. Below is an official tabulation according to the states:

State	*No. of Teachers*	*No. of Counties*
Alabama	49	48
Arkansas	8	9
Florida	25	25
Georgia	69	71
Kentucky	5	5
Louisiana	32	35
Mississippi	58	64
Missouri	2	3
North Carolina	35	35
Oklahoma	14	14
South Carolina	38	38
Tennessee	29	35
Texas	22	25
Virginia	65	65
Virgin Islands	1	1

THE FACULTY, TRUSTEES AND PATRONS

of

NEW UNION SCHOOL

Cordially Invite You to Attend

THE DEDICATION SERVICES

Thursday P. M., March 29th, at 2:30 o'Clock

Dr. Robert L. Cousin
State Director, Division of Negro Education
Atlanta, Georgia—Speaker

Rev. J. Napoleon Greene, Principal

OFFICIAL PROGRAMME

Opening Hymn ..... Lead On O King Eternal
Scripture Lesson ..... Rev. N. H. Hankins
Invocation ..... Rev. Thomas Glaster
Selection ..... Guide Me Oh Thou Great Jehovah
Remarks ..... Principal
Remarks ..... Rev. Jordan Abrams, Sr.
Chorus—
History of School ..... Mrs. Rosa M. Watkins
Remarks ..... Mr. John O. Clark, Contractor
Selection ..... Onward Christian Soldiers
Remarks ..... Mr. W. H. Rehberg, Supt. Thomas County Schools
Selection ..... Chorus
Remarks ..... Mrs. Gladys C. Davis, Jeanes Supervisor Thomas Co.
Dedication Address ..... Mr. Robert L. Cousin
Director Division Negro Ed., Atlanta, Ga.
Selection—My Task ..... Mrs. R. M. Watkins
Remarks—
Negro National Anthem—

M.
People: Doth not wisdom cry, and understanding put forth her voice?
M.
People: She crieth at the gates, at the entry of the City, at the coming in at the doors.
M.
People: O ye simple, understanding wisdom; and ye fools, be ye of an understanding heart.
M.
People: For my mouth shall speak truth; and wickedness is an abomination to My lips.
M.
People: For wisdom is better than rubies; and all the things that may be desired are not to be compared with it.
M.
People: Behold, the fear of the Lord, this is wisdom; and to depart from evil is understanding.

Presentation by Trustees.

M.
People: The Lord God hath given me the tongue of the learned, that I should know how to speak a word in season to him that is weary.
M.
People: Take fast hold of instructions; let her not go: Keep her, for she is thy life.
M.
People: Happy is the man that findeth wisdom, and the man that getteth understanding.
M.
People: Who, then, is that faithful and wise steward, whom his Lord shall make ruler over his household?
Blessed is that servant whom his Lord, when he cometh, shall find so doing.
All: We dedicate ourselves anew to that service of our fellowmen, wherein can best be performed our true service of God; in obedience to the spirit of the Master when He said: Thou shall love the Lord thy God with all thy heart, and thy neighbor as thyself.

FACULTY MEMBERS

Elementary Department:
Mrs. A. L. Grooms
Mrs. S. Richardson
Mrs. P. J. Greene
Miss T. Wilford

High School Department:
Mrs. R. M. Watkins
Miss R. J. Wells
Mr. S. Baker
J. Napoleon Greene, Prin.

TRUSTEES

Mr. L. Adams — Mr. J. Abrams, Jr. — Mr. H. Clark
Mr. W. H. Rehberg, Supt.
Mrs. Gladys C. Davis, Jeanes Supervisor

FISK UNIVERSITY

THE HERALD

(Published Quarterly by the Georgia Teachers and Educational Association of Atlanta, Ga.)

Vol. XI MAY, 1945 No. 4

STAFF

Horace Mann Bond ..... Editor
William H. Reeves ..... Business Manager
Marcellus R. Austell ..... Advertising Manager

EDITORIAL

Our Editorial is brief and to the point. KEEP THIS COPY OF THE HERALD FOR READY REFERENCE! HELP THE NEGRO VETERAN ADJUST PROPERLY TO THE POST-WAR WORLD!

The ignorance among both veterans and the public as to the rights which Congress has already given to Veterans is distressing.

For Negroes, veterans legislation is in many ways the most important legislation for the race now in being.

It is not too far-fetched to say that the greatest economic advantages Negroes have enjoyed in the past have come from legislation first enacted to aid veterans.

Following the Civil War, most of the home and farm ownership which developed so rapidly after Emancipation, came as a result of Homestead Acts designed to aid Veterans of that War.

The economic benefits of insurance, and bonus provisions, from the last War, helped innumerable Negro families to buy urban and rural property; to set themselves up in business; and to educate their children.

The GI Bill of Rights—providing opportunities for education on all levels—for aid in home ownership—for aid in business—is a God-sent opportunity for Negroes to prepare themselves for the difficult new world of tomorrow.

Don't let our veterans sleep on their rights! Help them take advantage of these matchless opportunities! If they want to prepare themselves for a place in the machine world of tomorrow, and there is a school in Georgia where they can learn about machines, urge them to go to that school.

If there is no place in Georgia where they can get the technical or other education they need, show them that through the GI Bill of Rights they can get this education anywhere in the United States, or indeed, in the world.

THE HISTORY OF NEW UNION SCHOOL

Boston District, Thomas County

In 1910 a one-teacher school stood on the side of the road about 400 yards from this building. Men at that time saw a need for a school near the center of the community. Therefore it was constructed. As time passed this one-room building was lengthened, so as to make it possible to meet the need of a growing student body.

There came a yearning in the hearts of the parents for a high school training for their girls and boys. Then the problem of boarding away from home, with all its disadvantages, presented itself, and some who wanted to give the child fireside guidance while receiving this high school training went to work to make their dream come true.

Such persons as Jordan Abrams, Sr., Hansell Clarke, Hampton Gloster, Wade Cain, Allie Abrams, Virginia Gloster, and many others, and with the encouraging and sympathetic help of the county officials who have answered every call to help further the advancement of the project that is trying to meet the needs of the communities.

In 1938, consolidation, or a union of schools was brought about.

In 1937 our first building was constructed of four rooms; and In 1939, with the aid of federal funds and N. Y. A. workers, a second building was erected, the Vocational department. We are trying to instill into our boys that there is just as much honor in being a good farmer as there is in being a lawyer, teacher, or doctor. In our effort to glorify labor, we endeavor to do this. The girls are guided in better home making stressing production, preparation and conservation of food, as upon this depends a family, race and nation for a healthful existence.

In 1942, through government funds and our most efficient County Board of Education, the teacher's home was built, doing away with the worry of boarding teachers.

With transportation, better teaching facilities, and a growing student body, the community people in 1943-44 redreamed, being inspired by the past, of a separate Junior High School Department. $2,600 was raised by the community people.

Now as we look upon this school, let us hope or who knows that some day from this place may come a Booker T. Washington or a George Washington Carver, a Mary Bethune or Marian Anderson. Not forgetting God as our guide, sustainer, and giver of all things beautiful, may these girls and boys be inspired to go forward living beautiful lives and giving useful service wherever they go.

May we remember as one has said:

"God will not seek thy race,
Neither will he ask thy birth,
Alone will he demand of thee
What hast thou done on earth?"

MRS. ROSA M. WATKINS, Reporter
REV. J. NAPOLEON GREENE, Prin.

The Chatham County Inter-School Council.

FISK UNIVERSITY

OVER THE STATE—
—AND IN THE FIELD

STATE PRINCIPALS LIAISON COMMITTEE MEETS

The liaison committee of the Georgia State Principals Council met at the Georgia State College, Savannah, Saturday, January 26. L. S. Molette, President of the Council, presided over the session. Framework for the drafting of a constitution was worked out and submitted to the Committee on Constitution. A special program for a principals' session at the meeting of the GTEA scheduled for Albany in April was also planned. The need for developing a plan to organize the Negro High Schools of the State into an association for the purpose of governing literary and athletic contests between high schools was discussed. A special committee was appointed to study the plan of organization now in operation in the White High Schools of the state and several other states. This committee is to report at the business sessions of principals at Albany.

President B. F. Hubert and Dean W. K. Payne received the guest. Each expressed the pleasure of the college in planning for the meeting and assured the committee of the college's interest in long-term planning for the development of secondary education in Georgia.

JEANES SUPERVISORS DISTRICT NO. 8 ELECTS 1945 OFFICERS

The Jeanes Supervisors of Region No. 8 met at the Candler County Training School, Metter, Georgia, and held election of officers for 1945. We were welcomed by Mr. Ellis Whitaker, principal of the school, and Mrs. M. L. Josey was hostess for the session.

Officers elected were: Mrs. Louise H. Trawick, President; Mrs. Willa C. Owens, Vice-President; Miss Velma Waters, Secretary; Miss Bessie F. Britton, Assistant Secretary; Miss Mary Lee Hall, Treasurer; Mrs. Annie E. Daniels, Program Committee; Mrs. Ethel R. Brown, Social Committee; and Mrs. Xenia R. Stephens, Reporter.

THE CHATHAM COUNTY INTER-SCHOOL COUNCIL

On Saturday morning, November the eleventh, the principals, teachers, and supervisors, and a group of pupils gathered at Florance Street School to organize the Chatham County Inter-School Council, which promises to be one of the greatest activities the local schools have ever undertaken.

The council is composed of the presidents, secretaries, and patrol captains of each school in Savannah and Chatham along with each school's council advisor, which group will serve as adult advisors and honorary members.

The purpose of the organization is to serve as a medium for promoting inter-school activities more successfully; giving practice in group participation, and learning informally the working of our system of government.

The following officers (kneeling in the accompanying picture) were elected: President, Doris Rickenbacker, Cuyler School; Vice-President, James Odum, Jr., Cuyler School; Secretary, Felix Bagby, East Broad St. School; Assistant Secretary, Evelyn Grant, Cuyler School; Treasurer, Roberta Glover, Florance St. School; Reporter, Ruth Oliver, Woodville School; Parliamentarian, Louis James, Woodville School; Pianist, Bettye Chapman, Paulsen School; Chaplain, Orell E. Webb, West Broad St. School.

The Advisory Committee is composed of the following: Professor R. W. Gadsden, Mrs. J. B. Horne, Mrs. Mable Alford, Mrs. Sophronia Tomkins, Mrs. Lydia G. Brown, and Miss Frankie N. Golden, Chairman.

The adult advisors in each school are as follows: Antioch School, Mrs. Mattie G. Leake; Burroughs, Mrs. Esther Bryant; Cuyler, Mrs. Lydia G. Brown; East Broad, Mrs. M. B. Goins; Florance, Mrs. Nancy H. Walker; Harris, Mrs. Pearl Smith; Maple, Mrs. Broughton and Mrs. Anita M. Stripling; Monteith, Mrs. Mildren B. Johnson; Paulsen, Miss Metella W. Maree; Powell Laboratory, Mrs. Sylvia E. Bowen; Springfield Terrace, Miss Rita Dunmore; West Broad, Mrs. Eunice V. Clay; West Savannah, Mrs. Melissa Lewis, Mrs. A. M. Council, Mrs. Gladys Sanders; Woodville, Miss Jessie Moody.

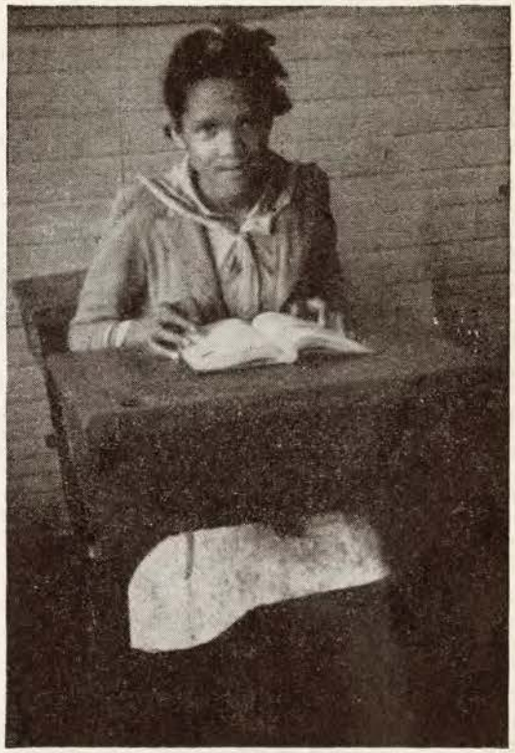
The council meets the third Saturday morning of each month from school to school in alphabetical order. These meetings are devoted to programs consisting of a business session at which time all schools make reports of activities carried on during the month by their councils, and a discussion on such topics or problems centering around improvement of school life and living outside of school. At the last meeting, March 17th, at Cuyler, Mr. W. W. McCune, Assistant Superintendent of Schools in Savannah, talked to the group on the Constitution of the United States and how it applies to the lives of us today.

After each meeting a delicious repast is served by the school council visited.

Our activities include beautifying school buildings and ground, keeping school lavatories clean, planting school gardens, giving practice in parliamentary usages, etc. The group raised $42.63 as an additional contribution to the Tuberculosis Association. Presently we are in the midst of preparations for our county-wide spelling contest and amateur show which will be held at the West Broad Street USO Friday night, April 27th. The group is also preparing a radio broadcast on health activities as carried on in the schools here during National Negro Health Week.

RUTH OLIVER, Woodville, Reporter
FRANKIE N. GOLDEN, Advisor.

Don't Forget—*This* Is Our Job



Our Little Girls Are Growing Up. This is Doris Lamar. She first appeared in The Herald in the October, 1941, issue. She was then in the first grade of the Oak Grove (Peach County) School. Doris is now in the fourth grade.—She is STILL OUR JOB!

CLAY COUNTY SCHOOLS

Mr. O. E. Yokley, chemistry instructor at the Fort Valley State College, Fort Valley, Georgia, addressed the Clay County Colored Teachers at their county-wide rally, Sunday, March 11, at the Brown Chapel A. M. E. Church. The speaker was introduced by Mrs. J. A. Kennedy. Mr. B. C. Mandenoille, principal, Speight High School, Fort Gaines, Ga., also spoke. Readings were given by Misses Frances Bradley, Morell Dixon, Odell Long, and Mrs. Willie S. Morgan. Special music was rendered by the Speight High School Chorus, Misses Maggie Catching, Emma Mae Robinson and Mrs. Dean.

Mrs. L. E. Sullivan was Mistress of Ceremonies.

We are happy to say that the boys and girls are readily practicing in the homes the principles learned at school.

With the cooperation from the P.-T. A., trustees, teachers, friends, and help from Superintendent A. E. Bush, we have been able to paint the interior of the school building. At the present, we are raising funds to cover our building.

It is our hope that everything that is accomplished, will be the means of developing active citizenship in our community, state and country.

MISS ISADORA POWELL, Principal
MRS. ADELINE H. RAINBOW, Supervisor

HSK UNIVERSITY

Mrs. Fannie S. McHenry, a student at Atlanta University, is now in Clay County doing her field work in school supervision. Mrs. McHenry was guest of honor at a tea, given by the Clay County Teachers Association, Sunday, March 11, at the home of Miss Hattie Lee.

The Clay County Schools and Churches sponsored the Red Cross Drive among the colored people in the county. They raised approximately forty per cent more than their quota.

During the year the County Schools have been interested in procuring and consuming the protective foods. Their experiences include growing home and school gardens, operating a school lunch program, canning fruits and vegetables, and raising pigs.

FRANCES BRADLEY, Reporter

COWETA COUNTY SCHOOL NEWS

Our schools are off to a good start for the school term 1944-1945 under the leadership of the Jeanes Supervisor, Mrs. Sarah F. Brown.

The needs of the teachers are met through group meetings. These meetings are held monthly at the Savannah Street High School. At this time, two or more consultants are invited to discuss individual and general problems and to devise methods of solving these problems. The problems that are discussed at these meetings are as follows:

1. Improving teaching technique.
2. To bring about a closer relationship between parents and teachers.
3. To improve classroom organization and management.
4. Improve sanitary conditions.
5. To bring about a closer relationship between the schools and communities.

Our schools boast of a very active and progressive P.-T. A. They worked faithfully to raise money for the Red Cross, improve school buildings and grounds.

The total amount raised for the Red Cross from the County Schools was $364.43.

Majority of the schools are making plans for school gardens in order to aid the hot lunch program that is carried on in the various schools.

DEKALB COUNTY NEWS

The schools of DeKalb County are all busy making plans for National Negro Health Week. In ten communities we have community Health Councils whose function is to promote better living conditions in the school community.

The Health Council of Avondale sponsored a program March 18, in the interest of the school and community. It was attended by patrons and ministers as well as the students and faculty. The main address was given by our supervisor, Miss N. M. Jordan, who used the theme, "A Healthy Family in a Healthy Home." The elementary and high school choruses rendered the music under the direction of Mrs. H. Brewster and Mrs. G. Jones.

The Tucker School P.-T. A. sponsored a supper for the purpose of beautifying the school. Curtains are being made by the members of the P.-T. A. and Homemakers Club under the guidance of our Home Demonstration Agent, Miss L. Alexander.

Chamblee School and Lynwood Park has organized a Boy Scout Troop with Mr. L. Robinson as Scoutmaster. On Saturday, March 24, the troop enjoyed a hike to Stone Mountain.

The Lynwood Park School, under the able guidance of its principal, Reverend E. L. Newberry, has a very hard-working P.-T. A. On Sunday, March 18, the P.-T. A. had a program commemorating Founder's Day. It was largely attended and much helpful knowledge was gained. The P.-T. A. contributed $25.00 for the Red Cross Drive.

This year many improvements have been made in our county for community as well as educational needs. Due to increased enrollment we have added teachers to our county above last year's quota. Through the tireless efforts of our supervisor and the full cooperation of all the teachers we have been able to secure school supplies for the children and teachers of the county through our new Superintendent, Mr. H. Nelson. We are, indeed, grateful to Miss N. Jordan for her effort and to Mr. H. Nelson for his generosity and consideration. This school term for the first time, we've been given a spring holiday, March 30, which we are all highly appreciative. Through our county board of education, students attending high school are given money for transportation monthly. We have two hot lunch programs in operation.

We have given to the following institutions this school term in our all-out effort to improve conditions at home and abroad:

The Community War Fund	$145.00
Junior Red Cross	21.00
The Tuberculosis Drive	57.50
State Teacher's Tues (100%)	40.00
Regional Dues (100%)	4.10
Infantile Paralysis	94.90
Gifts, floral, etc.	70.00
School Improvement	2,500.00
P.-T. A. Dues (100%)	24.00
	$2,946.50

We are now collecting and contributing to the American Red Cross. Our goal is $400.00. Individual teachers donated to the Y. W. C. A. campaign and are soliciting members for the N. A. A. C. P.

The Homemakers and Farmer's Conference was held February 22, at Lithonia High School. Some of the speakers who brought messages of enlightenment were, Miss Camilla Weems, Mr. Alexander Hurst, Mr. P. H. Stone, Mr. J. O. Williams, Mrs. Carswell and Mr. McGee (both white) and Miss N. M. Jordon. An exhibit was prepared by each Club. Stone Mountain Club won the banner which was first prize.

4-H Club Mobilization, Sunday, was celebrated March 11 at the Stone Mountain Methodist Church. 4-H Clubbers from all over the county attended. Mr. William Hutton, principal of Avondale, spoke on "The Art of Living." Miss Julia Johnson, principal of Stone Mountain School, spoke from the subject, "Cooperation with Others."

Miss N. M. Jordon, supervisor of schools, spoke on the subject, "Building Worth-while Character Traits." Mrs. F. Maddox, instructor, rendered a solo. Music was furnished by the members of the 4-H Club.

For our group meetings in February we discussed "The Teaching of Science" in both the elementary and high school. For our next meeting, we will discuss and demonstrate the "Teaching of Correlated Art and Music in the Elementary Grades." Mrs. Gideons, Jones, and Miss M. Wells will have charge of the demonstration. Plans are being formulated for our May Day Community Programs which will serve as a culminating activity for our year's work. We shall include every phase of our community in order to make it life-related and meaningful to all who participate.

This school term has meant much in the lives of each boy and girl. They have been given unstintingly instructions that will fit them t olive not only with themselves but others.

Cooperative fellowship and leadership in our curriculum has proven to us that as a team we can accomplish a worth-while goal in our daily task.

We are sponsoring a formal dance, April 20, at the Service Men's Center, an evening of entertainment for our friends, as well as ourselves.

We have selected our president of DeKalb County Teachers' Association. Mr. William Hutton, Mr. Lucius Robinson, principal of Chamblee, and Miss Julia Johnson, principal of Stone Mountain school, to represent us at the meeting in Albany, April 13. Their expenses will be paid by the Association.

During the month of April, photographs of all the children enrolled will be made as well as the clubs and teachers.

MRS. ISOLINE CROWNER, Reporter
MISS N. M. JORDON, Supervisor

THE ART OF LIVING TOGETHER

Lebonnah School, Dooly County, Georgia

The teachers at the Lebonnah School have realized that the more vital the relation between the school and the home, the greater the success of the school.

They have made a survey of the community and discovered the needs of the people and planned their program to fit those needs.

The home and school is a partnership job that involves the art of living, playing, and working together in a group. The parents have organized a "Better Home" club for adults with two departments: one for men and one for women. In these clubs socialization plays a role as well as raising money to build a consolidated school.

There have also been organized two clubs for the children. The "Dramatic Club," for upper grades, and "Playmate Club," for the lower grades. In these clubs the children learn the work of officers, to raise money, to socialize thus fostering better human relationships.

The life-related enterprise for the school is centered around the home with scrap books of all types in the making of better homes.

A play store is operated by the children to aid in handling commodities. Due to the fact that some are teaching in a church, artificial commodities and money are being used. Notebooks are kept on all work for future references.

The following improvements have been noted:

1. Improved diets.
2. More cows have been purchased for home use.
3. A variety of vegetables are being planted.
4. More chickens are being raised and used for food.
5. Medical attention is not being neglected.
6. Improved toilets ,and a better relationship between the school and community.

ROSA B. HARMON,
ETHEL M. MITCHEL, Teachers

PINEHURST ELEMENTARY SCHOOL, DOOLY COUNTY

Pinehurst, Georgia

The pupils, parents, and teachers of Pinehurst Elementary School have been working harmoniously during this school term to improve living and self-development for individual happiness and the social good of their community.

In order to reach their goal, the pupils have painted all desks, tables and chairs, made and repaired playground equipment, beautified school ground and planted a victory garden.

The pupils have accepted the fact that organization, cooperation and good management are the keys to success and have organized the "Ever Ready" club. The members of this club have initiated plays, programs and entertainments to obtain funds for the school. The boys and girls of each grade are learning to make durable household objects.

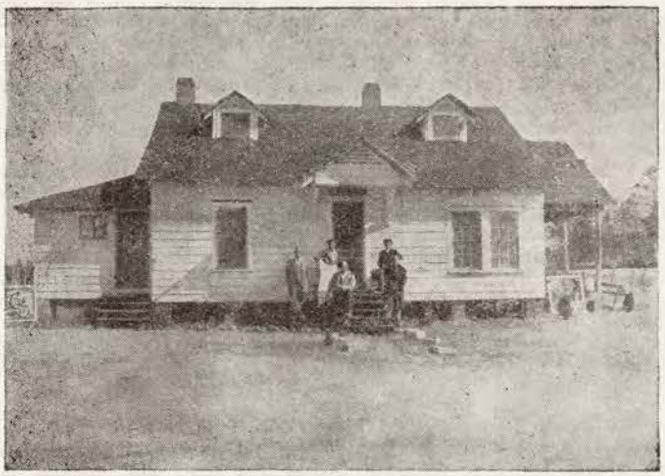
FISK UNIVERSITY

We are happy to say that the boys and girls are readily practicing in the homes the principles learned at school.

With the cooperation from the P.-T. A., trustees, teachers, friends, and help from Superintendent A. E. Bush, we have been able to paint the interior of the school building. At the present, we are raising funds to cover our building.

It is our hope that everything that is accomplished, will be the means of developing active citizenship in our community, state and country.

MISS ISADORA POWELL, Principal
MRS. ADELINE H. RAINBOW, Supervisor



FLAT ROCK TEACHERAGE

Left to right: Principal N. B. Belcher, seated on porch; Mrs. Bertha J. Robinson and Miss Lula Jones, seated on steps; Mr. W. L. Robinson, standing; Miss Clara Bacon.

FLAT ROCK JUNIOR HIGH SCHOOL

Hartwell, Ga.

Under the leadership of Principal N. B. Belcher and his coworkers, Professor W. L. Robinson, Vocational Agricultural teacher; Miss Clara Bacon, Home Economics teacher; Mrs. Bertha J. Robinson, intermediate teacher, and Miss Lule Jones, primary teacher, the Flat Rock Junior High School has shown amazing progress.

The faculty feels that in order to have a well-rounded program, the home, the Church, and school must work together for the greatest good to be accomplished in the community.

Principal N. B. Belcher, his corps of teachers, and patrons are striving to have a bus installed at the school next term.

Flat Rock Farmers Organized Co-op

Farmers in the Flat Rock Community are learning that better days come through better ways. They have organized a Farmers' Machinery Service Association under the supervision of W. L. Robinson, teacher of agriculture, and are improving their standard of living through cooperative efforts.

Recently the farmers have become conscious of the soil conservation problem facing the community. A community tractor, combine, tiller, harrow, and seed drill were purchased by the association to terrace the land, plant and plow under cover crops, breaking land in the fall and winter, pasture improvement through mowing and ditching. Twenty farmers came together and shared to purchase the tractor and other equipment at the cost of $3,000.00.

This community is showing they are learning the value of teamwork through canning more than 8,466 cans of fruit and vegetables the past summer.

On the second Tuesday night of each month, the year 'round, every old jalopy in the community heads toward the school filled with farmers and their wives, to attend their community meeting. These farmers preside at their meetings, discuss and make their plans and only look to the teacher of agriculture for guidance and information.

The Flat Rock Community is just another rural community that seems to be moving forward with a good local leadership and a cooperative faculty who have learned that it is the duty of the school to serve all the people in the community, both youth and adult.

LILLY ELEMENTARY SCHOOL, DOOLY COUNTY

For the past six weeks the progress of Lilly School has grown by leaps and bounds.

School and Ground Improvement:

The school building has been repaired. Two rooms have been ceiled and a large room partitioned; window planes have been replaced, shrubberies and flowers have been placed on the campus and in the rooms.

Financial Growth

Repair and supplies	$83.35
Infantile Paralysis	3.00
Tuberculosis Seals	3.00
Total	$89.35

Physical Faculties of Classroom and School:

Special attention has been called to cleanliness and neatness of both the school and the pupils. Our motto, "We will be healthy because we are practicing good health habits."

1. Floors oiled.
2. Sanitary provisions for washing hands and drinking water.
3. Victory garden is our Life Related Enterprise.

Community Life of Our School:

We realize that the home, Church and school must work together for the greatest good to be accomplished in any community; therefore, the faculty and students spend much time in service whenever and wherever possible. Programs have been rendered by both students and faculty. Out-of-town talents also have been presented.

Members of the faculty are represented from the following institutions:

Fort Valley:
Mrs. Aramanda Thompson Foster—1st grade.

Albany State College:
Mrs. Elizabeth Evans Cobb—2nd and 3rd grades.

Bethune-Cookman College:
Miss Susie B. Spivey—4th and 5th grades.

Clark College:
Mrs. Hazel Henderson Thomas.

MRS. ADELINE H. RAINBOW, Supervisor.

A STORY

By MRS. JENCY H. REEVES
Jeanes Supervisor, Hancock County Schools

A few months ago an article appeared in the columns of the Herald under the title, "A Story Within the Story," in which an attempt was made to describe some of the activities and achievements of the Log Cabin Community School, and the far-reaching influence of this project on other communities.

An attempt is made in this article to relate "The Story"—a brief mention of some of the activities and achievements of Hancock County school communities, in whole.

Under the caption, *"SCHOOLS AT WAR," "Physical and Mental Fitness"* is our theme for 1944-45. Following in the trend of this slogan we schools in Hancock County are attempting to develop *active interests, habits, and powers* that will make for efficiency in all situations of life.

At present, thirteen Hot Lunch Rooms are being operated, feeding around 1,500 children daily. Children must grow strong and healthy, if they are to develop into citizens efficient in service.

Six canneries operating during the gardening season of 1944 processed over 50,000 quarts of food, produced through school gardens and community gardens.

The club boys of Hancock county led all other counties in Georgia in the production of beef cattle—carried back to Hancock county from the Fat Stock Show, $3,300 in cash paid them for their calves in Augusta in April, 1944.

Of 18 farms purchased in Hancock county in 1944, 12 were bought by colored farmers.

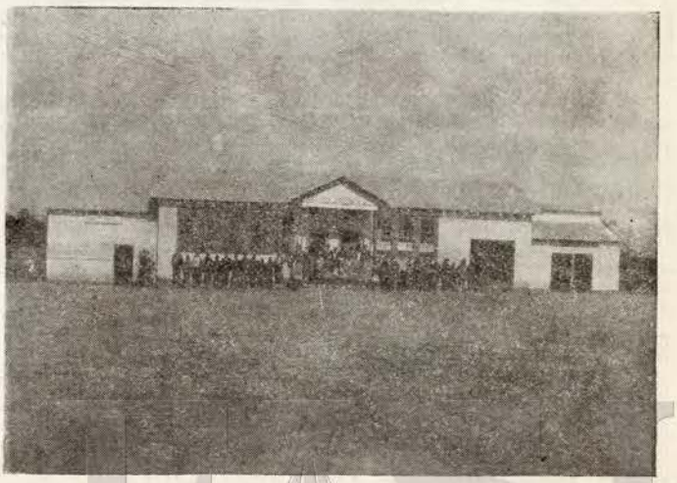
Motivated by the fine demonstration poultry farm being operated at the Log Cabin Center, many poultry farms are now operated throughout Hancock County School-communities. Hundreds of dozens were marketed weekly, during winter months at 65c and 75c per dozen.

Hancock county school-communities are keeping pace with the slogan in their financial drives. The various campaigns have yielded funds as follows:

Sixth War Loan Campaign (stamps and bonds)	$11,000.00
USO Campaign (1945	623.50
Red Cross (1944) (present campaign in progress)	615.25
Tuberculosis	60.00
Infantile Paralysis	78.00

In the Classroom: The teacher-pupil activity in school is determined by the teacher's philosophy of education.

Hancock county teachers continue the effort to *Grow in Service.*



Flat Rock Academic Building, Hartwell, Ga.

FISK UNIVERSITY

Through the Log Cabin Summer School, and through the help of a Jeanes Supervisor, they are encouraged to bring their problems and work out satisfactory approaches to same. Problems of poor school-housing, classroom facilities, the daily schedule of classes, motivation of children and adults, better food and feed supply for the community. How to guide the learner from a period of complete dependence to independence.

Hancock county boasts of two accredited senior high schools, and one junior high school. Four schools enjoy a term of nine months. All others now operate eight months. However, an effort is being made to establish a uniform county-wide term of nine months.

MARION COUNTY SCHOOL NEWS

Buena Vista, Georgia

The Home Economics Department, under the supervision of Miss Amelia Hixon, is staging a fashion review April 12th. Each student will participate.

Agricultural teacher H. A. Bell, through the assistance of the State Department and local authorities, is equipping the Marion county vocational shop with some of the finest quality power tools manufactured. However, tools and priorities are difficult to obtain, Mr. Bell seems to be equal to the task. Since July 1, 1944, the department has purchased more than $1,286.60 in equipment.

Again this year the N. F. A. boys are doing their part in the war effort. Matthew Shipp, Improved Farmer, leads the chapter and school in the War Bond and Stamp drive, with the purchase of a $50.00 bond. This chapter of 23 members has purchased cooperately 1,550 broiler and laying chicks; and $70.80 has been spent in classroom equipment. The chapter is also constructing brooders for the community.

The Marion County teachers are grateful to the patrons for making the Red Cross campaign a success. At this writing the contributions amount to $301.53.

The Jeanes teacher, Miss Nettie B. DeVelle, has ably assisted the teachers in launching many worth-while activities. Some of prime importance:

7 rural school lunchrooms with patrons preparing the meals.

$435.00 in libraries and teaching aids.

75% of the schools participated in "tree planting day."

Extension classes—majority of active and prospective teachers enrolled.

Plans are also afoot for a county-wide oratorical contest. 1st and 2nd prizes are to be awarded. All schools pledge 100% co-operation.

March 30th Dr. Mason will lecture to the Marion County organization and Dr. Horace Mann Bond will be guest speaker April 27th.

"ECHOES FROM THE BUENA VISTA HIGH SCHOOL CLUB"

In September the Buena Vista High School was opened with six new teachers and two holdovers from 1943-1944, under the Principalship of Mr. E. E. Owens, who came here after several successful years of work in Ashburn, Georgia. Each teacher pledged to organize her pupils into clubs and to cooperate in all school activities throughout the year. This was done. Much success has been realized therefrom.

The High School Department was organized into one club with Mrs. J. B. Jordan Owens as advisor. Our motto: "We do our share and set the pace for others," has been lived-up to in every respect throughout the year as can be gleamed from the following survey:

Those interested organized a Choral Club which rendered two very interesting Christmas programs to groups of 500 or more soldiers and Wacs on each occasion at the Reception Center, Fort Benning, Georgia. In this connection, the members made Christmas greetings and carried them along with some 200 gifts of nuts and other delicacies to the soldiers for Christmas. This club has contributed in the financial campaign for the construction of a new Y. W. C. A. building in Atlanta, Georgia.

Our High School Club enabled its advisor, Mrs. Owens, to report the largest amount of any teacher in Marion County in the United War Fund drive. This contribution enabled Principal Owens to oversubscribe his quota as chairman of the Negro division in the county.

On Thanksgiving Day each group was asked to select a worthy family and contribute a basket of cheer. We selected two families and gave very nice baskets.

In the annual Polio Drive, we contributed over half of the total amount raised by the school.

We were the first group to answer the Principal's request for a report of sixteen dollars with which to build sanitary toilets and to purchase library books. We are now enjoying and using the toilets and the library books are being received frequently.

We are raising funds to paint the building; and, at the same time we hope to paint our home-room. Each morning a "paint jar" is passed around to the rooms. Into this jar our club has deposited the largest amount. We and our advisor, realizing this fact, decided to stimulate new interest into the drive by staging a "Paint Festival." Each teacher and her students were asked to participate. The following did their share: First graders—Mrs. A. M. Majors; Second and Third graders—Miss E. Moorman; Fourth and Fifth graders—Rev. G. W. Green; Sixth and Seventh graders—Mrs. Ola Powell; Athletic Association, Choral Club, and the High School Club (combined)—Mrs. E. E. Owens. The School auditorium was filled to its capacity. Although a final check-up has not been made, over $30.00 is now on hand.

This term under the efficient leadership of Principal and Mrs. E. E. Owens, we have experienced more outside contact than in previous years. Our school has taken on new life.

Our basketball teams have met the following: Spencer High, Columbus; Phenix City High, Phenix City, Ala.; Reynolds High, Butler High, Staley High, Americus. In the Southwest Georgia Conference tournament the boys' team won second place, while the girls' team won third place.

In order to raise the cultural standard of our department as well as an appreciation for the progress of our race, several of our club members are agents for the Atlanta Daily World.

Some of the P.-T. A. members who have worked with our club are: Mmes. Selema Thomas, S. Smith, Ardella Butts and Ozella Crawley, who have aided in everything we have undertaken. To show our appreciation we have worked with them in community activities.

Probably our greatest achievement this year is the interest created in school pride and activities through the spirit of friendly rivalry. This same spirit has led to the purchase of several hundred dollars' worth of war savings stamps and bonds.

A Boy Scout Troop has been organized on our campus under the direction of Rev. J. T. Amey and Mr. Brown of Columbus. Twenty boys have registered to date. Principal Owens is acting Scoutmaster until one can be trained.

To date our club has raised $240.52.

Submitted by the following members of the Junior and Senior English class: Christine Fudge, Essie Williams, Ethelyn Mansfield, Rosalie McMurrian, Lillian Sampson, and, Beatrice Mansfield—Juniors; Christine Minter, Dorothy Odoms, Essie Mansfield, Erma Mansfield, Juanita Minter, Wilber Parks, Hattie Minter, and Georgia Napper—Seniors.

NEWS FROM MITCHELL COUNTY

There are in Mitchell County forty-one schools. Thirty-seven of which run for a seven-month period and four nine months. All schools have been working on some phase of the County-wide Enterprise, "Improving the Economic Stability of the Negro in Mitchell County." Into the various phases, a program of Science has been initiated along with the school program that was formulated at the beginning of the term in an attempt to satisfy the needs revealed.

Activities:

1. Throughout the term monthly institutes have been held at which time demonstrations were given and visiting supervising teachers were called in to give attention to the emergency groups as to orientation, execution and evaluation of the program.

2. At the library, monthly, professional literature, free and low-cost materials have been distributed to aid in professional growth as they relate to everyday teachings.

Accomplishments:

1. All schools received new textbooks at the beginning of the term and Encyclopedias were given three.

2. Teachers reported 100% in the G. T. E. A. membership drive and over half contributed to the Sinking Fund.

3. During the first three weeks in March approximately 1,900 school children, parents and children under six years of age were immunized against typhoid, diphtheria fever and small pox. Health material relative to the same were distributed.

4. $3,570.39 has been spent on school improvement. At Rockdale High School, Camilla, Ga., of which Prof. S. C. Burton is Principal, $1,175.90 was recently raised in a rally which lasted five weeks for the purpose of installing a Home Economics Department and Vocational Dept. The State Department of Education has been contacted for State and Federal Aid.

5. In the Red Cross Drive along with the Home Demonstration Agent, Miss Mary L. Clarke, Farm County Agent Mr. J. C. Sanders, schools and public contributions, $1,055.01 was raised.

6. During the sale of Tuberculosis Seals, $265.00 worth was sold.

7. Each month a County-wide newspaper entitled, "The Teacher's Gazette," is published by the Teachers' Association. From 900 to 1,000 copies are distributed throughout the county. It is a self-supporting enterprise and the gross receipts will go toward assisting two teachers in attendance of Summer School at Albany State College and a contribution to the Jeanes Fund.

8. The County-wide Trustee Organization which has been active for a period of seven years, held its Anniversary Sunday, March 18, at Camilla. Miss Gilmore, former supervisor, was present, and Dr. Aaron Brown, President Albany State College, delivered the main address.

9. Three-fourths of all schools report active P.-T. A. Organizations. These in most instances have co-operated well with their respective teachers.

10. Hot lunch programs are running in five schools and four schools have completed requirements for the next term.

11. Final plans have been made for Community Day April 6, and County-wide 7th promoiton April 22.

Cooperative Agencies:

We feel fortunate in having a County Health Unit which made the Immunization Program which was mentioned above a success. Feel fortunate in having both a Home Demonstration Agent, Miss M. L. Clarke, and Farm County Agent, Mr. J. C. Sanders. All these agencies work cooperatively together for the good of the county. Functioning in the schools are 25 4-H Clubs and 15 Ladies' Home Demonstration Clubs. In these clubs are 1,000 girls and 479 boys.

A Farmers Conference was held in February at which time farmers all over the county met and received information relative to the 1945 farm program from State Specialist.

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In the recent Fat Cattle Showing in Albany, Georgia, two 4-H Club girls won second and fourth prizes in the medium division. This was a first experience for the girls in the showing. By the 4-H Club boys there were nine calves exhibited, bringing a total of $1,287.00; $97.00 was won in prizes, a $50.00 War Bond and one-half-ton of potatoes mill. The boys netted $692.00 for feed and labor. The calves were fed 137 days and gained an average of 1 1-2 pounds per day. The Grand Champion Steer of the Negro Division was exhibited by Clayton Marcus, sold for 35 cents per pound, bringing $293.00. The boys won first prizes in the three divisions of heavy, medium and light weight cattle. The boys displayed their knowledge of livestock by judging eight head of cattle which were divided into two groups, heavy and light. Out of ten prizes, Mitchell County Boys won seven.

We feel that to date our year has been a successful one and want to express gratitude to all who have made our progress possible.

MISS MINNIE L. BANKS, Jeanes Supervising Teacher.

PEACH COUNTY NEWS

By LILLIAN D. EDWARDS

Poultry raising was brought into focus in connection with the "Education for Production" program in Peach County, Fort Valley, Georgia. A survey revealed the need for increased meat production in the entire county.

Every home, as far as possible, should raise poultry, if for no other reason than to supply food for the family. If every home could provide the food and feed required for "living at home" and have some extra for the market, the cash or surplus would increase their business so that it could at all times be profitable.

Poultry not only supply us with food, but it is a large source of income, because a ready market can always be found for the best grade of eggs and fowls. Many people have accumulated enough cash through poultry production to purchase a home, automobile, and many other necessary things. It was read in a report that one boy paid his way through high school and another paid his way through college by raising chickens. If we do not go into the production of poultry as a business enterprise we would like to produce enough for our families.

Introduction

How many different kinds of meat do we raise in Peach County?

The list of the meats are placed on the blackboard as pupils give them. Meats gotten from the forest are mentioned and listed.

1. What kind of chickens do you have at home?
2. Have you seen a poultry farm?
3. What kind of chickens were on the farm?
4. Do you say this is true or false, "Peach County needs to produce more poultry"?
5. What can we do about this?
6. Would you like to raise some chicks at school?

General Objectives:

1. To acquaint pupils with types of poultry.
2. To develop an interest in raising poultry.
3. To develop an interest in supplying family food needs.
4. To develop interest in housing poultry.
5. To develop the technique of selecting best type of birds.
6. To develop interest in culling the flock.
7. To acquaint pupil with best method of feeding and managing the birds.
8. To understand the control of insect and diseases.

Specific Objectives:

1. To interest the pupil in the use of poultry as a food.
2. To develop interest in caring for poultry.
3. To provide experiences out of which desirable attitudes, habits, and skills will develop and grow.
4. To develop a knowledge of fundamentals on the grade level with each group.
5. To develop the ability in making a plan and following it successfully.
6. To develop a greater appreciation for things immediately within the children's environment.
7. To encourage initiative in developing an activity.
8. To develop interest in research reading.
9. To lead to an appreciation and understanding of industry.
10. To develop an appreciation and understanding of man's progressiveness.

Approach:

The pupils were divided into groups: D—grade one; C—grade two and three; B—grade four and five; A—grade six and seven. The upper grades were reading about brooders for chicks; C—group was reading about the kerosene brooder and D—group was telling about the chicks they had at home. D—group story made the reading chart for further reading.

1. Organization of material
   - a. Breeds of poultry
     - (1) Barred Rock
     - (2) Rhode Island Red, others
   - b. Feed for chickens
     - (1) Baby chicks
     - (2) Growing chicks
     - (3) Laying hens
     - (4) Male bird
   - c. House for the chickens
     - (1) Baby chicks
     - (2) Growing birds
     - (3) Laying birds
   - d. Diseases of chickens
     - (1) Paralysis
     - (2) Bronchitis
     - (3) Diarrhea
     - (4) Roup
   - e. Management of chicken
     - (1) Regular meals
     - (2) Fresh clean water
     - (3) Clean and dry house
     - (4) Handle by one person
2. Activities
   - a. Visit
     - (1) A model poultry farm
     - (2) A family home with poultry (best in community)
     - (3) A brooder house (kerosene)
     - (4) An incubator
   - b. Discussions
     - (1) Of the place visited
     - (2) On findings in research reading and literature
     - (3) On writing letters for bulletins
     - (4) Of visiting poultry farm
   - c. Construction of house for chicks (brooder)
     - (1) A kerosene brooder constructed
     - (2) A visit to see a brick brooder constructed
     - (2) A visit to see a brick brooder constructed
   - d. Debate:
     Does poultry raising really help man?
     - (1) For food
     - (2) For income
     - (3) With "Food for Production"
   - e. Exhibit reports on:
     - (1) Visits
     - (2) Eggs and chickens on "Community Day" at "Ham Show"
3. Subject Matter Integration
   - a. Social Science
     1. History
        - a. Where breeds developed
        - b. Types of breeds in America
     2. Health
        - a. Common diseases among poultry
        - b. Parasites common among poultry
   - b. Science
     1. Measuring the feed for chicks and feeding a balance ration
     2. Reading stories about breeds modern versus old equipment
     3. Learning the pullets from male chicks (sexes)
     4. Preventing diseases from flock, keeping birds healthy
   - c. Sociology
     1. Learning number in family needs for poultry
     2. Checking on the economic level of family
   - d. Economic geography
     1. Cost of productoin in this county
        - a. Cost of feed (commercial)
        - b. Cost of labor if it is hired
     2. Compare expenditure in this county to other localities
   - e. Geography
     1. Condition of natural environment
        - a. Climatic condition
        - b. Seasonal changes
        - c. Soil fertility (producing feed)
        - d. Source of water, rainfall
   - f. Civics
     1. Contemporary problems
     2. Civic pride
4. Language Arts
   - a. Reading
     1. Reading for information (research)
     2. Oral reading to an audience situation
   - b. Language
     1. Written and oral reports, writing letters for materials
     2. Debating on subjects pertaining to poultry
   - c. Spelling
     1. Spelling new words
     2. Using new words in written work
5. Arithmetic
   - a. Computation
     1. Summarizing survey figures
     2. Blue print for house plan made
     3. Drawing of graphs, showing progress by graphs
     4. Estimating cost of materials used
     5. Financing plan for construction
     6. System of credit
   - b. Graphs
6. Manual Training
   - a. Construction
     1. Brooding house
     2. Chicken house
     3. Layer house
     4. Troughs for feeding and watering
7. Art
   - a. Drawing
     1. Brooder plan
     2. Chicks and hen
   - b. Arranging exhibit
     1. Egg show
     2. Newspaper clippings for bulletin board

Peach County Enterprise Pork Production

Lesson I. Motivating interest determining the possibilities.

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a. Pictures of different breeds
b. Appearance
1. Size
2. Ears and face
3. Back
4. Legs
5. Pasterns

Lesson II. Trip to Hog Farm (observe types)
a. Poland China spotted (lard types)
1. Duroc Jersey
2. Belted Hampshire
b. Bacon type
1. Essex
2. Tamworth

Lesson III. Providing pig pen and equipment for hog at school
a. Location
b. Material
c. Construction
d. Equipment
1. Feed trough
2. Water trough
3. Wallow pool
4. Shade
5. Grazing run

Lesson IV. Feeding the Pig
a. Grains
1. Corn
2. Bran
3. Shorts
4. Dish water
5. Scraps
b. Roughage
1. Grazing
(a) Permanent pasture
(b) Bermuda, etc.
(c) Temporary pasture
(1) rape
(2) oats
(3) rye
2. Corn
(1) Velvet beans
(2) Spanish peanut
(3) Cattail mint
(4) Tankage
(5) Water
(6) Salt
(7) Pig fed from weed and garden

Lesson V. Management of pigs (Boar and Sow for breeding)
a. Sanitation
1. Housing and sleeping quarters
(a) Fresh bedding often
(b) Fresh water (continuous) three times daily
(c) Keep down dust
(d) Plow twice each year (prevent spread of disease)
b. Sow's Cleanliness
(a) Washing the sow's udder and sides with soap and water
(b) Spray twice per week or more often

Lesson VI. Control of Diseases
a. Cholera
b. Flue
c. Mange

Lesson VII. Control of Insects
a. Lice
b. Worms

Lessen VIII. Marketing Hogs

Lesson IX. Killing and Butchering Hogs
a. Temperature
b. Equipment and tools
c. Suiatble location
d. Cleaning the hog
e. Chilling, cutting meat
f. Canning meat (steps)
g. Curing meat
h. Making sausage
j. Rendering meat lard
k. Storing meat

Lesson X. Breeding for another year

PIERCE COUNTY NEWS

The faculty of Pierce County met March 23 at Lee Street High School for the purpose of reorganizing the faculty club. The officers were elected as follows: President, Mr. A. Meeks; Vice-President, Mrs. A. Tarver; Secretary, Miss C. Eady; Treasurer, Mrs. E. Bennett; Reporter, Miss B. G. Luten.

An important feature of the business session was the discussion of the equalization of salary in Georgia for teachers, which was previously discussed in the meeting held at Beach High School in Savannah, Georgia.

Each teacher was asked to write Mr. C. L. Harper, expressing their opinion concerning the idea.

Mr. W. Henderson, Principal at Lee Street High School, and Mr. A. Meeks, Principal at Mershow School, were elected as delegates to attend the State meeting at Albany, Georgia.

MISS B. G. LUTEN, Reporter.

RANDOLPH COUNTY TRAINING SCHOOL ADDS STUDY OF G. I. BILL OF RIGHTS

The Randolph County Training School Vocational Guidance Department has added the study of the G. I. Bill of Rights as a phase of its program. The purpose of such an effort is to assist those prospective inductees who must discontinue school work and to give a knowledge to relatives and friends who may not understand the right and benefit granted to those honorably discharged from the armed forces.

This work is proving effective even in its earliest stages to returning veterans who were once students here and others who come for counsel and other assistance. This work is under the supervision of W. D. Long, vocational guidance counsellor, who made a study of the legislation along with the students in the vocational guidance department.

Our school is assisting the county-wide social welfare program, having led all agencies in the county in the sale of veteran poppies, T. B. stamps, polio dimes and Junior Red Cross. Mrs. J. A. Smith was chairman of the sale of poppies, Mrs. A. J. Long chairman of the T. B. stamps, Mrs. J. A. Smith, polio chairman, and Mrs. N. L. Jenkins actively engaged in the Red Cross and First Aid activities.

The Junior Class in speech arts under the instruction of Mrs. A. J. Long has just presented a comedy in three acts, "The Poor Married Man."

Under Principal W. D. Long and Mrs. N. L. Jenkins, the school voluntarily assumed the responsibility of raising one-fourth of the county's quota for the Red Cross. Mrs. Jenkins is in charge of the Junior Red Cross membership and activities and W. D. Long is in charge of the senior membership.

The shop boys are enlarging the science facilities by remodeling science tables and placing water in the science room with a disposal sink. The money for such was raised under the presidency of Mrs. Mary Hayes, former president of the P.-T. A.

The girls' basketball team, under Miss R. M. Lyles, is sustaining an undefeated record of three years. The boys' team, under Coach Long, is coming into its own after the training of new recruits. The athletic program of the school has been revived after a lull of several years.

The school has lost several young men to the armed forces, namely: Floyd Simmons, Ralph Bell, William Jacobs and Clareence Jackson. All were juniors and seniors.

The senior mimeographed year book has been planned for and "The Pioneer" will be ready by the close of school. Walter Cooper is editor-in-chief. The year book will be published through the school by using the school talent and school mimeographing facilities.

The school has just raised a total of $150 for the Red Cross $107 for the adult branch and $43 for Junior Red Cross members. The school's quota was set at $6.50 but the students contributed $36.50 more than the quota. The student council plans to purchase items for a First Aid rest room and home service equipment with this $36.50. Mrs. Jenkins, a registered First Aid instructor, will supervise First Aid courses, and Mrs. T. B. Garrett will teach home nursing as a part of the Junior Red Cross activities. Production activities are in the making for student members.

TATTNALL COUNTY

Through cooperative efforts of the county board of education, Jeanes supervisor, teacher, and the nine families of the Dunbar Community, a building improvement program was launched. As the result, we have a comfortable one-room school. The building has been ceiled and painted, a bookcase has been made, sanitary handwashing and drinking facilities installed, and a garden plot has been fenced and planted. As the culminating activity a dedicatory program was rendered February 25, 1945, by the teacher, Mrs. Lucille Releford, and her pupils.

The Hall town school has been ceiled and plans are now being made to paint the building.

The teachers of Collins Junior High with the aid of the student body and community patrons, have added seventy-five dollars ($75.00) worth of books to their library. Shades have been placed in all classrooms. Twelve steel movable desks have been purchased for the junior high school department.

Tattnall county's School-community Day program will be held in Collins, Georgia. At this time we hope to raise one thousand ($1,000.00) to go toward the building of a modern high school in the Collins Community.

One hundred and five dollars ($105.00) worth of books have been added to the library of the Glennville Junior High School. The physical needs of over 200 boys and girls are being met through a well-operated lunchroom, a very successful basketball season has closed. The boys and girls have been provided with many vital experiences and helpful contacts, through the athletic association, with Miss Frankie L. Roberson as coach.

The P.-T. A. of Reidsville purchased play equipment for the boys and girls. The shrubbery has been fertilized and pruned; it is beginning to take on new life as the result.

The Manassas P.-T. A. purchased fifteen dollars ($15.00) worth of books for the school. The lunchroom program is fine.

Three of our county P.-T. A. presidents attended the district P.-T. A. meeting in Millen. They were Mrs. M. V. Sharpe of Reidsville, Mrs. Janie Davis, Collins, and Mrs. Lottie Graham, Manassas.

Through the earnest, assiduous and ardent enthusiasm of the teachers of Tattnall County four hundred dollars ($400.00) has been raised for the Red Cross. MRS. L. H. TRAWICK, Reporter.

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Second Session — July 16

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An efficient program for returning veterans has been worked out by the following committee: Dr. Aaron Brown, President; Mr. E. J. Granberry, Registrar; Captain Hugh C. Dale, Education Officer, Turner Field; Lt. Aurelia I. Harris, Commanding Officer, WAC Detachment, Camp Seibert, Alabama; Lt. T. R. Broady, Education Officer, Reception Center, Fort Benning, Georgia; Lt. Clinton B. Mills, Fighter Pilot, Tuskegee Army Air Field, Alabama; Mr. W. H. Dennis, Principal, Moultrie, Georgia; Miss Ruth T. Kimbrough, Supervisor, Albany Negro Schools; Mrs. Martha I. Brown, Social Worker, Albany, Georgia; Miss Annie L. Sheffield, Instructor, Psychology, Albany State College; Mr. James E. Andrews, Veteran, Instructor, Albany State College; Mr. Lucius Gibson, former Officer in Army and now student at the Albany State College.

Several Veterans of World War II are now enrolled under Public Laws 346 and 16.

For further information address:

The Registrar
Albany State College
Albany, Georgia

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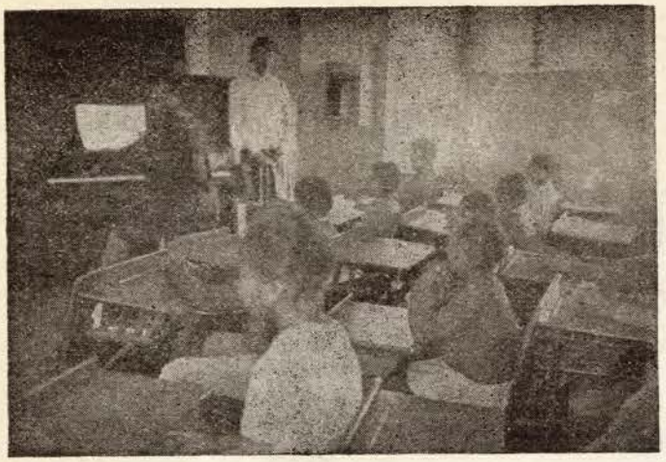

The teachers and pupils of the Mt. Dolloway School, Telfair County, during a devotional exercise; Mrs. Ruby Dowdy and Miss Pauline Southerland, teachers.

A Social Science discussion held by the fourth, fifth, sixth and seventh-grade pupils at the Mt. Dolloway School, Telfair County. Mrs. Ruby Dowdy, teacher.

An inside view of the Rock Hill School, Telfair County, with the teacher, Mrs. Essie Cook, and pupils from one section of the school.

Miss Rubye B. Dooley, a student in the School of Education at the Atlanta University, is specializing in supervision. She is doing her field work in Telfair County with Miss Martha L. Martin, co-operating supervisor.

The teachers of Toombs County held their first monthly Teachers' Institute for the year 1945, the first Friday in January. Our very energetic supervisor, Mrs. Willa C. Owens outlined her program for the spring term of school. A panel discussion on Life Related Teaching was demonstrated by the Supervisor, Mrs. Owens, Mrs. T. H. Maxwell, Mrs. Washington and Mrs. L. M. Baker, which gave instruction on the phase of "Life Related" teaching. Plans were made for the Teachers District and Educational Association.

The Vidalia District Teachers and Educational Association held its meeting January 26, at the Dickerson Training School. The officials of the district exchanged pleasant greetings and discussed plans which are hoped to meet the needs of a democratic people. The guest speaker for the occasion was Dr. Benj. F. Hubert, president of Georgia State College, Savannah, Ga. His subject was: "Curriculum Development in the High School in the Post-Ward Period." This address received very high commendation from Supt. W. P. Pickett, Vidalia city school (white) and Prof. J. D. Dickerson. The afternoon session was devoted to departmental meetings. Primary Reading was demonstrated by Mrs. W. C. Owens, of Toombs County, and Miss Mary L. Hall, supervisor of Montgomery county. Reading Readiness formed the basis as a background for success in teaching reading. Miss Velma W. Waters, supervisor of Bulloch county, acted as consultant for the group. Arithmetic was demonstrated by Miss Trawick, supervisor of Tatnall county. All teachers of Toombs county enrolled 100% for the Georgia Teachers and Educational Association. At the close of the meeting it was motioned and seconded that the Vidalia District would be discontinued and that for the duration, would belong to the Regional District.

The February Teachers' monthly Institute was, again, a busy day for Supervisor and teachers; plans were made for the county-wide spelling contest, a check-up on the Infantile Paralysis drive proved to be a success, as all schools and students participated in same. Plans were made for a spring festival, which will be held April 18, which promises to be an interesting affair, as seven counties are expected to be present.

In March at the Teachers' Institute, the most urging needs was that of the Senior War Fund Red Cross Drive. Guest speaker for the occasion was Rev. Maples, pastor of Baptist Church (white), Lyons, Ga.; Mrs. Willa C. Owens was appointed chairman of the colored populace of Toombs county. To date, $461 (four hundred sixty-one dollars) of this money has been raised, five hundred being her quota.

Among the many things which the supervisor is doing is organizing the community along with her other work of education. A very fine Dramatic Club has been organized for Lyons and is progressing nicely. On the evening of March 16, after spelling contest, the Lyons Dramatic Club staged, "The Diminishing Groom," to a large and appreciative audience. Several prizes were awarded for the best spellers from the various schools.

MRS. LAURA L. BAKER, Reporter.

VIDALIA DISTRICT TEACHERS AND EDUCATIONAL ASSOCIATION MEETS

The Vidalia Teachers and Educational Association met at the Dickerson Training School, Friday, January 26, in the spacious auditorium of the school. Counties represented are as follows: Toombs, Tattnall, Montgomery, and Wheeler. Each county was well repre-

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sented, but it is said that this meeting was the most successful ever held in the history of the association.

Welcoming Program

National Negro Anthem.....Assembly
Scripture
Invocation
National Anthem.....Assembly
Welcome Address.....Mrs. A. J. Swinton
Response.....Prof. A. W. Akers
Teacher Wheeler County Schools
Selection.....Dickerson Training School Chorus

District Program

Address.....Mr. W. P. Pickett, Supt., City Schools of Viladia
Address.....Mr. T. P. Spell, Supt., Toombs County Schools
Solo.....Mrs. T. R. Maxwell, Teacher, Lyons Jr. High School
Address—Curriculum Development in the High School in the Post-War Period, B. F. Hubert, Pres., Georgia State College.

The following high points of the speakers were stated:

1. Few pupils ever reach high school.
   a. There must be made some adjustment for this group and the many returning servicemen to fit them for the life they will lead.
2. To give those pupils who might drop out of high school the type of education that would enable them to make a decent living by:
   a. Emphasize physical education
      (1) proper lunch
   b. Teach job consciousness
   c. Curriculum must include common sense arithmetic, not so much algebra, geometry and higher mathematics.
   d. Functional English
   e. Geography
   f. Terminal Courses
   g. Human relationship

The speaker further stated, "Boys and girls must be taught to respect authority." "Teach them there is something good in everyone they meet." "Pupils will succeed from high school in proportion as you give them something to have and think about."

Selection.....Montgomery County Schools

Group meetings:

Reading Demonstration.....Mrs. W. C. Owens
Supervisor, Toombs County Schools

Arithmetic Demonstration on the Intermediate Level.....
Chairman, Mrs. Louise Trawick, Supv., Tattnall County Schools

Demonstration in Teaching Science.....Prof. J. C. Smith
Prin., Mt. Vernon High
Co. Chairman, Prof. W. J. Bryant, Science Instructor, Dickerson Training School

Demonstration on Home Making and P. T. A.....
Mrs. Ethel R. Brown, Supv. Wheeler County Schools

The Vidalia District Teachers Association voted to discontinue district meetings and become a member of the 8th Regional District.

The association voted to contribute all surplus money to the salary equalization fight. The sum of $15.10.

Officers:

James D. Dickerson.....Pres. Emeritus
L. S. Wingfield.....President
Miss R. C. Ferguson.....Secretary
Mrs. A. J. Swinton.....Treasurer
Mr. T. R. Maxwell.....Reporter

Trustee Group: Mr. T. R. Maxwell, Instructor of Vocational Agriculture, Dickerson Training School.

By: T. R. Maxwell, Vocational Agriculture Instructor,
Dickerson Training School.

SEVENTH REGION MEETS

The Seventh Region of the G. T. E. A. met at Fort Valley State College on March 16, 1945. Delegates adequately representing each of the ten counties in the Region were welcomed cordially by Dr. H. M. Bond, and with H. E. Johnson, Acting Director and President as presiding officer, engaged in lively discussions of the agenda for the session.

Matters pertaining to the State provision of a nine months' school term in every county; to the salary differential between white and Negro teachers in the State; to transportation of Negro children; and to the State provision for work on the graduate level for Negroes, were presented by Mr. R. L. Cousins, and discussed by the group.

The persistent struggle for equalization of salaries that was being carried on by the State organization was described by Mr. C. L. Harper as he urged the delegates, and through them, their constituency to support morally and financiall ythe fight for equalization.

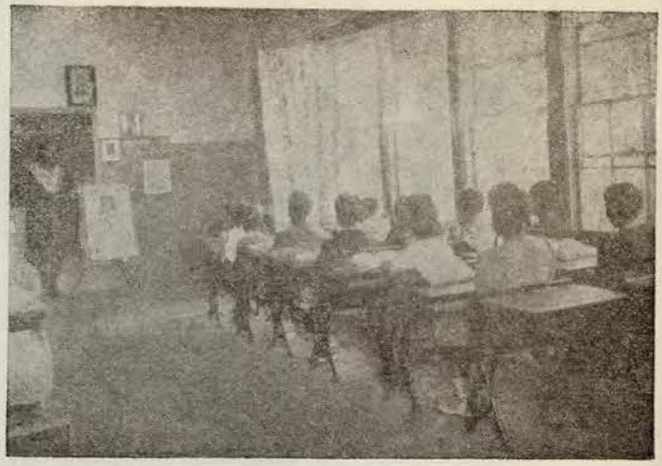
The delegates were proud to report that more than half of the ten counties comprising the region had 100% paid membership in state and local dues. From this region alone more than $350 in State dues were paid to Mr. Harper.

It was regretted that due to wartime restrictions the usual well-attended annual meeting had to be streamlined to a delegate assembly, but plans were made to inform every teacher in the Region through the delegates and through open letter of the business transacted at the meeting.

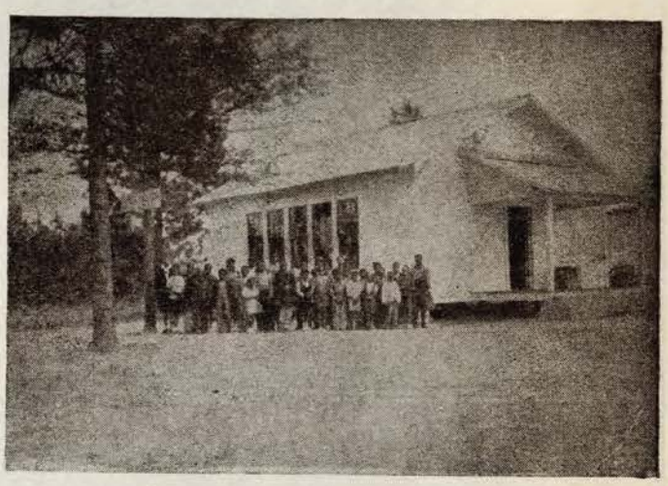
It will take more than wartime restrictions to weaken the strong, active, well-knit organization that is the Seventh Region.

Below is a list of the officers for the Region:

H. E. Johnson, Director and President.
H. E. Bryant, Vice-President.
M. C. Pye, Recording Secretary.
T. C. Calhoun, Treasurer.
Area Sponsors: M. A. Clarke, A. D. Redmond, R. J. Martin, J. H. Jackson.



An inside view of the Sock Hill School, Telfair County, and a group of girls with their teacher, Mrs. Essie Cook.



The Rock Hill School group, Telfair County, Mrs. Essie Cook, teacher.

NOTICE!

ERROR: THE material in the Fort Valley State College advertisement on the back inside cover, reading as follows:

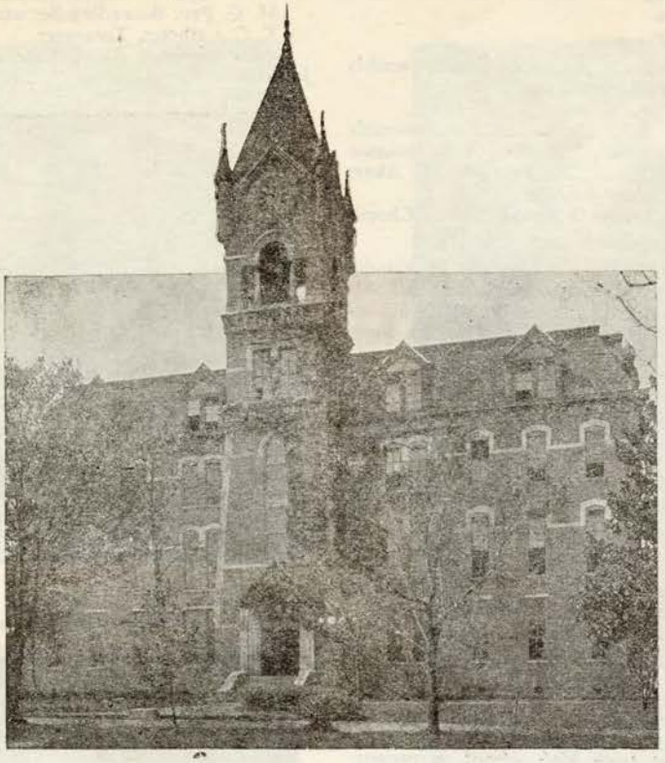
"Accelerated individual work in certain regular specific trade curricula, leading to diplomas.

Short pre-employment sequences in various branches of Agriculture, leading to certificates.

Accelerated individual work in certain sequences regularly required for degrees."

are a part of the Hampton Institute advertisement and appear here because of a mistake by the printer. These statements are not a part of the Fort Valley advertisement.

FISK UNIVERSITY



PAINE COLLEGE

AUGUSTA, GEORGIA

CO-EDUCATIONAL COLLEGE OF LIBERAL ARTS
EXCELLENT PHYSICAL PLANT
BEAUTIFUL SURROUNDINGS
WELL TRAINED FACULTY

The sixty-third session opens Monday, September 10

SUMMER SESSION OF SIX WEEKS — JUNE 2 THROUGH JULY 13

OFFERS A WELL BALANCED CURRICULUM WITH MAJOR WORK IN

English Language and Literature
The Natural Sciences
Philosophy and Religion
The Social Studies

Work in the summer session will emphasize science instruction for elementary schools. Also, the first two courses in a two-year plan in the training of teacher-librarians will be offered. For full information on the summer school write:

The Registrar
Paine College
Augusta, Georgia

FISK UNIVERSITY

They're giving their all...

back them up with YOUR dollars!

As THE battle lines approach the heart of the enemy's homeland, the fighting grows fiercer...and more costly in men, materiel and money. That's one reason why every red-blooded American must back this mighty 7th War Loan with every dollar he can lay hands on. Another reason is that this is really *two* drives in one. In the same period last year, you were asked to invest in *two* war loans, as against one this time.

No need to tell you that War Bonds are the safest and best investment in the world. So pour out your might, Americans, in the MIGHTY 7th War Loan. Let's show our valiant Fighting Men that we're backing them to the limit of our means ... 100%.

BUY NOW! BUY MORE! MORE! MORE!

FISK UNIVERSITY

GEORGIA STATE COLLEGE

OFFERS COURSES LEADING TO DEGREES IN THE FOLLOWING:

Special Short Courses are available on all levels to Ex-Service men.

Bachelor of Arts

Bachelor of Science

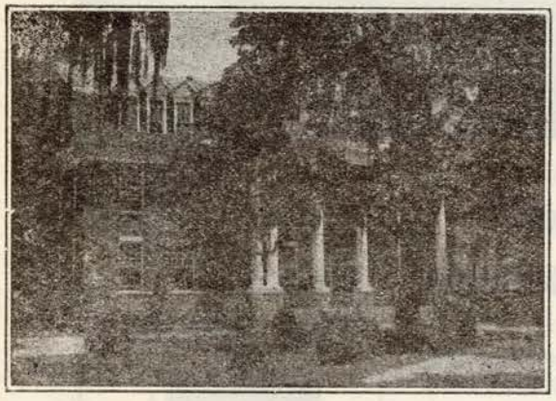
Bachelor of Science in Agriculture

Bachelor of Science in Business

Bachelor of Science in Education

Bachelor of Science in Home Economics

Bachelor of Science in Technical Arts & Mehanical Education



Hill Hall
Library

Consumers'
Cooperative

A College of eduated common sense with a dynamic constructive program for everyone.

Write for bulletin to:

GEORGIA STATE COLLEGE

Industrial College, Ga.

FISK UNIVERSITY

FORT VALLEY STATE COLLEGE

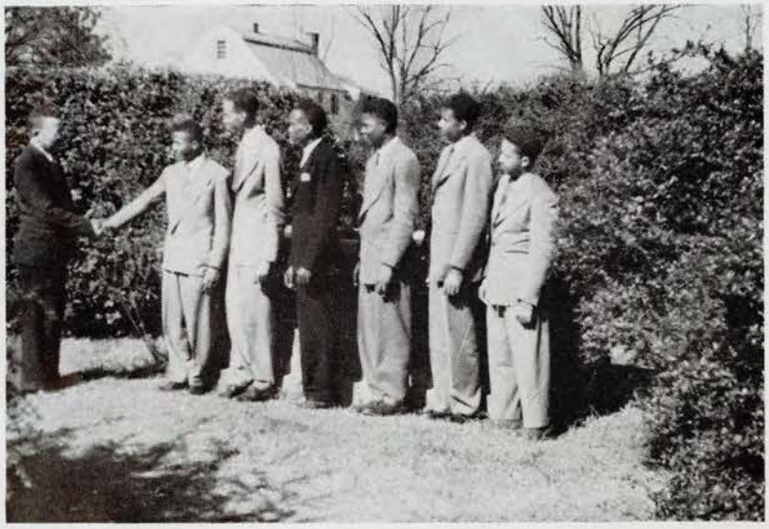
Fort Valley, Georgia

1. Four Year Course Leading to a Degree in Agriculture
2. Four Year Course Leading to a Degree in Home Economics
3. Four Year Course Leading to a Degree in Business Education
4. Four Year Course Leading to a Degree in Education
5. Four Year Course Leading to a Degree in Public School Music
6. Four Year Course Leading to Degrees in the Arts and Sciences
7. Year and Refresher Courses in Agriculture
8. Year Course in Business, Especially Planned for Veterans

Accelerated individual work in certain regular specific trade curricula, leading to diplomas.

Short pre-employment sequences in various branches of Agriculture, leading to certificates.

Accelerated individual work in certain sequences regularly required for degrees.



President Horace Mann Bond Welcoming Six Veterans Back to Study at Fort Valley

The Regular Session to Open in September, 1945, will provide new and varied opportunities as the College continues to grow in strength.

The Summer Session Offers Fort Valley's Usual High Standard in Opportunities for Teachers-in-Service. First Term, June 11-July 14; Second Term, July 16-August 18.

Accredited by the Southern Association of Colleges and Secondary Schools; Approved by the Regents of the University System and by the Department of Education of the State of Georgia.

For further information, write: The Registrar, The Fort Valley State College, Fort Valley, Georgia.

FISK UNIVERSITY

SECURITY

For Georgia's 7000 School Teachers

Sooner or later, all teachers are faced with the problem of making wise investments, which will bring security later in life.

Since professional workers are not covered by the Social Security Act, your best security lies in an ATLANTA LIFE policy.

Q. What kind of insurance should a teacher take out?

A. A Special Business and Professional Policy.

Q. What are the special features of this contract?

A. Premiums paid by the Company in event of total and permanent disability before age 60.

Q. How about the premium rates?

A. This policy is not "rated-up" on account of occupation, nationality or race, as are so many of the so-called special policies for which you have been canvassed. YOU receive the advantage of this in the low premium for which this policy is sold.

ATLANTA LIFE INSURANCE COMPANY

148 Auburn Avenue **Atlanta, Georgia**

E. M. Martin, Sec.

"A Branch Office In Every Georgia Community"

N. B. Herndon, Pres.-Treas.

FISK UNIVERSITY

The Faculty and Senior Class

of

The Fort Valley State College

request the honor of your presence

at

Baccalaureate and Commencement

Exercises

May twenty-seventh

Nineteen hundred and forty-five

Fort Valley, Georgia

FISK UNIVERSITY

FIFTH ANNUAL COMMENCEMENT

MAY 27, 1945

BACCALAUREATE AND COMMENCEMENT EXERCISES

COMMENCEMENT ADDRESS—

DR. FRANK SMITH HORNE,
RACIAL RELATIONS ADVISER TO THE COMMISSIONER
NATIONAL HOUSING AUTHORITY,
FEDERAL PUBLIC HOUSING AUTHORITY,
WASHINGTON, D. C.

BACCALAUREATE MESSAGE—

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

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

FISK UNIVERSITY

700

May 29, 1945

Dear Doctor Bond: Your letter of May 25 and the special issue of the Herald have come to Mr. Embree. The material is being circulated among the officers of the Fund at the moment and should prove of particular interest and value.

Very truly yours,

SUMIKO OURA

SO Secretary to Mr. Embree

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

FISK UNIVERSITY

CLASS OF SERVICE

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

WESTERN UNION

A. N. WILLIAMS
PRESIDENT

1201

SYMBOLS

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

QA32

(38)

The 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

Y LF278 56=ATLANTA GA 4 125P

1945 JUN 4 PM 1 58

DR EDWIN R EMBREE=
BILTMORE HOTEL BH ATLA=

BH ATLANTA GA

I WAS JUST INFORMED SATURDAY THAT I MAY GREAT BIG MAY BE OFFERED PRESIDENCY OF LINCOLN UNIVERSITY IN PENNSYLVANIA AT TRUSTEE MEETING TUESDAY PERIOS PRESENTLY I FIND MYSELF ENROUTE TO WASHINGTON AND FAILING SOFAR TO TELEPHONE YOU SEND THIS WIRE FOR YOUR INFORMATION UNTIL DEPARTURE WHICH IS YET UNCERTAIN MAY BE REACHED AT BUTLER STREET YMCA=
HORACE M BOND.

YMCA.

Fort Valley State College

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

FISK UNIVERSITY

Charge to the account of _____ $_____

CLASS OF SERVICE DESIRED			
DOMESTIC		CABLE	
TELEGRAM		ORDINARY	
DAY LETTER		URGENT RATE	
SERIAL		DEFERRED	
NIGHT LETTER		NIGHT LETTER	

Patrons should check class of service desired; otherwise the message will be transmitted as a telegram or ordinary cablegram.

WESTERN UNION

1206

A. N. WILLIAMS
PRESIDENT

CHECK
ACCOUNTING INFORMATION
TIME FILED

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to

FOR VICTORY
BUY
WAR BONDS
TODAY

DAY LETTER June 13, 1945

Dr. Horace Mann Bond
Fort Valley State College
Fort Valley, Georgia (Hem)

Expect to be in Atlanta Friday and Saturday next week. If you are there, would like to have conference. Otherwise I will come to Fort Valley.

Fred G. Wale

Rosenwald Fund
EN

FISK UNIVERSITY

CLASS OF SERVICE

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

DSUN 16 PM 9 44

WESTERN UNION

A. N. WILLIAMS
PRESIDENT

(40).

1201

SYMBOLS

DL = Day Letter
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

Fort Valley State College

YA84 QA41

1945 JUN 16 PM 9 20

Q LC644 DL PD=FTVALLEY GA 16 621P

FRED G WELLS=

Ellis

JULIUS ROSENWALL FIRM 4901 ~~LS~~ AVE CHGO=

BECAUSE OF LAST MINUTE RESIGNATION OF DIRECTOR I AM OBLIGED TO WORK IN COLUMBUS WORKSHOP THERE HENCE IMPOSSIBLE TO COME TO ATLANTA HOWEVER I CAN SEE YOU AT FTVALLEY JUNE 21ST 22ND 23RD=

H M BOND.

21 22 23.

ADS 4901 LS AVE

Rex 7100

da 10/16

da 10/45P

COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

June 19, 1945

Mr Fred G Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15
Illinois

Dear Mr Wale:

I am enclosing two booklets which were presented to the Georgia Legislators when they inspected this college on May 10. The purpose of their visit was to determine the needs of the institution.

With best wishes, I am

Sincerely yours,

Mavis B Walker,
Secretary.

mbw

Encl: 2

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

	ERE	21	EBR	8
	Fb		1940	

June 19, 1945

Mr Edwin R Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15
Illinois

Dear Mr Embree:

I am enclosing two booklets which were presented the Georgia Legislators when they inspected this college on May 10. The purpose of their visit was to determine the needs of the institution.

With best wishes, I am

Sincerely yours,

Mavis B Walker

Mavis B Walker,
Secretary.

mbw

Encl: 2

FISK UNIVERSITY

IN THIS BOOKLET -

FORT VALLEY'S BUILDING NEEDS

1 Purely Educational Needs to Meet Present Program

2 Purely Educational Needs for future Expansion

3 Housing for Faculty and Students, Present and Future.

FORT VALLEY'S CURRENT APPROPRIATION NEEDS

1 For Standardizing Present Program

2 For Instituting Advanced Graduate Program

FISK UNIVERSITY

FORT VALLEY'S BUILDING NEEDS

FORT VALLEY'S BUILDING NEEDS ARE OF 3 KINDS:

1 PURELY EDUCATIONAL NEEDS TO MEET PRESENT PROGRAM.

Because of its rapid growth without new building, in the last six years, we need many facilities for taking care of our present program.
These needs are purely educational.

2 PURELY EDUCATIONAL NEEDS FOR FUTURE EXPANSION.

The College has been authorized, by the Regents, to develop new and advanced offerings on the graduate level, to provide for Negroes, within the State of Georgia, such advantages. The fields in which such work has been authorized are: Education; Agriculture; and Home Economics. We have no facilities at all now for such work.
These needs are purely educational.

3 HOUSING FOR FACULTY AND STUDENTS, PRESENT AND FUTURE.

We have been obliged to take all dormitory space for girls. They are overcrowded and at least one of the dormitories is a fire-trap.

We have no space at all for boys. The end of the War and return of Veterans and Civilian boys finds us in this plight.

We have no housing for our present faculty nor for the faculty already authorized by the Regents.

(See the following pages for detailed list of needs)

FISK UNIVERSITY

DETAIL OF FORT VALLEY'S PRESENT AND FUTURE BUILDING NEEDS

Building	What it is needed for - and Cost 1. Now: Purely Educational	2. Future: Educational	3. Now: Housing
1. Library	$100,000		
2. Science-Agriculture-Home Economics, Class Rooms and Laboratories	$150,000		
3. Health & Phy Education, including Gymn	$150,000		
4. High School and Education Bldg.(State, City, and/ or County	$ 75,000		
5. Remodelling and modernizing present Ind. Arts & Crafts & High Schl. Bldg.	30,000		
6. Athletic Field	25,000		
7. Heating Plant	100,000		
8. Agricultural facilities - Dairy, Poultry Plant, Silo, Barn, etc.	40,000		
9. Graduate Education Bldg.....		$100,000	$150,000
10. Dormitory for Men.....			150,000
11. Dormitory for Women.....			50,000
12. Ten Faculty houses.....		15,000	
13. Farm Land.....			25,000
14. Paving, Sidewalks	15,000		
15. Infirmary (15 beds)			135,000
16. Student--Faculty Farm Housing Plan			
TOTAL	$685,000	$115,000	$510,000

FISK UNIVERSITY

CURRENT APPROPRIATION NEEDS - FUNDS FOR OLD AND NEW PERSONNEL

(There are four reasons why we need additional money for personnel. The FIRST REASON is to raise our salaries to the level required by accrediting agencies so that we will be fully accredited. The SECOND REASON is to permit us to compete for the best people, with the other Negro state colleges in the South, which are paying surprisingly high salaries as they develop rapidly. The THIRD REASON is to permit us to offer the new courses assigned to Fort Valley as our share of Georgia's program for offering a full variety of higher educational opportunities for Negroes.) The FOURTH REASON is to hire additional maintenance personnel

Subject Field	Reason for asking for additional funds (See Code above)	Amount Requested	
		Present Personnel	New Personnel
1. Agriculture	FIRST AND SECOND	$ 900	
2. Agriculture	THIRD		$12,600
3. Art	FIRST AND SECOND	450	
4. Business Education	FIRST AND SECOND	600	
5. Business Education	FIRST AND SECOND		2,400
6. Crafts and Ind Arts	FIRST AND SECOND	490	
7. Dean of Men (With end of war)	FIRST AND SECOND		2,700
8. Dean of Women	FIRST AND SECOND	300	
9. Education	FIRST AND SECOND	1,633	
10. Education	THIRD		12,300
11. English	FIRST AND SECOND	1,500	
12. Health and Physical Education	FIRST AND SECOND	300	
13. Health and Physical Education	THIRD		3,750
14. Home Economics	FIRST AND SECOND	1,350	
15. Home Economics	THIRD		9,300
16. Library	THIRD		6,600
17. Music	FIRST AND SECOND	1,200	
18. Music	THIRD		1,800
19. Foreign Languages	THIRD		1,950
20. Maintenance: 2 painters, 1 carpenter, 1 yard man			6,000
Total		$10,723	$61,200

FISK UNIVERSITY

FISK
UNIVERSITY

IN THIS BOOKLET -

WHAT IS THE FORT VALLEY STATE COLLEGE?

WHAT IS THE HISTORY OF THE FORT VALLEY STATE COLLEGE?

WHAT FACTS ABOUT THE GROWTH OF FORT VALLEY
JUSTIFY A REQUEST
FOR
ADDITIONAL FUNDS FOR BUILDINGS?

ENROLLMENT GROWTH

Regular College Enrollment
Summer School Enrollment
High School Enrollment
Probable Future Enrollment

FINANCIAL GROWTH

FISK UNIVERSITY

WHAT IS THE FORT VALLEY STATE COLLEGE?

The Fort Valley State College is a unit of the University System of Georgia, devoted to the education of the Negro Youth of the State, and to the service of all people in the State.

OBJECTIVE: The general aim of the College is expressed by its working motto:

"There are three million people in Georgia.
One million are Negroes. Their needs are great.
HELP ONE MILLION GEORGIANS HELP GEORGIA!"

COURSES OFFERED: The courses offered by the College are those authorized by the Regents of the University System of Georgia, and designed to provide, with the other two Negro institutions, a varied program of educational opportunity, for Negro Youth. As her part of this full program, Fort Valley now offers:

1 The two-year general education courses provided in all University System schools.

2 A four-year course leading to a degree in Education, preparatory to teaching, with emphasis on Rural Schools and Community Service.

3 A four-year course in Business Education, preparatory to teaching commercial work, and to employment in business.

4 A four-year course in Home Economics, leading to a degree in that field, and to employment as a teacher, a dietitian, nursery worker, and the like.

5 A four-year course in Public School Music, leading to a degree in the field.

6 (Beginning in September, 1945) a four-year course in Agriculture, with emphasis on practical farm experience.

7 A one-year course in Business, planned especially for Veterans.

8 A one-year course in Agriculture, planned especially for Veterans.

(Proposed)

9 Graduate work in Education, Home Economics, and Agriculture authorized by the Regents, but not yet instituted, pending provision of facilities.

FISK UNIVERSITY

THE HISTORY OF THE FORT VALLEY STATE COLLEGE

The Fort Valley State College has two roots.

One is in the small private school started in a Negro Church in 1895, by the leading white and Negro citizens of the town. They started with $700 and a mule. Among the incorporators were F. W. Gano, J. H. Hale, S. E. Bassett Henry Lowman, Issac Miller, and Lee O'Neal.

The real growth of the school dates from 1904, when a remarkable man, Henry Alexander Hunt, became principal. He remained as principal until his death in 1938. Every building on the campus, with the exception of Jeanes Hall (1901) was built under his personal supervision.

This truly great man - a native of Hancock county became nationally famous. He built the school physically, mentally spiritually. The greatest asset the Fort Valley State College has, he also built.

That asset was the respect of the community - white and black - for an institution that reflected Principal Hunt's three prize words - "Loyalty, - Integrity, - Thoroughness."

He did not build alone. His friends in the community were legion. All cannot be listed. Two deserve special mention One is the Honorable A. J. Evans, yet counted among the great and good friends of the College.
The other is the late Judge H. A. Matthews, long-time member of the Board, wise counsellor and good friend to Principal Hunt and to the school.

Fort Valley's other root is at Forsyth. There another remarkable man, William M. Hubbard, founded a school in a church in 1902. His friends included Thomas Talmadge, C. W. Center, Dr. Aquila Chamlee, Judge Ogden Persons, and others. This private school became the State A. & M. College in 1917. In 1939 the school was merged and moved to Fort Valley.

Fort Valley was transferred from private to State control on July 1, 1939. The record of its growth since then follows in the next few pages.

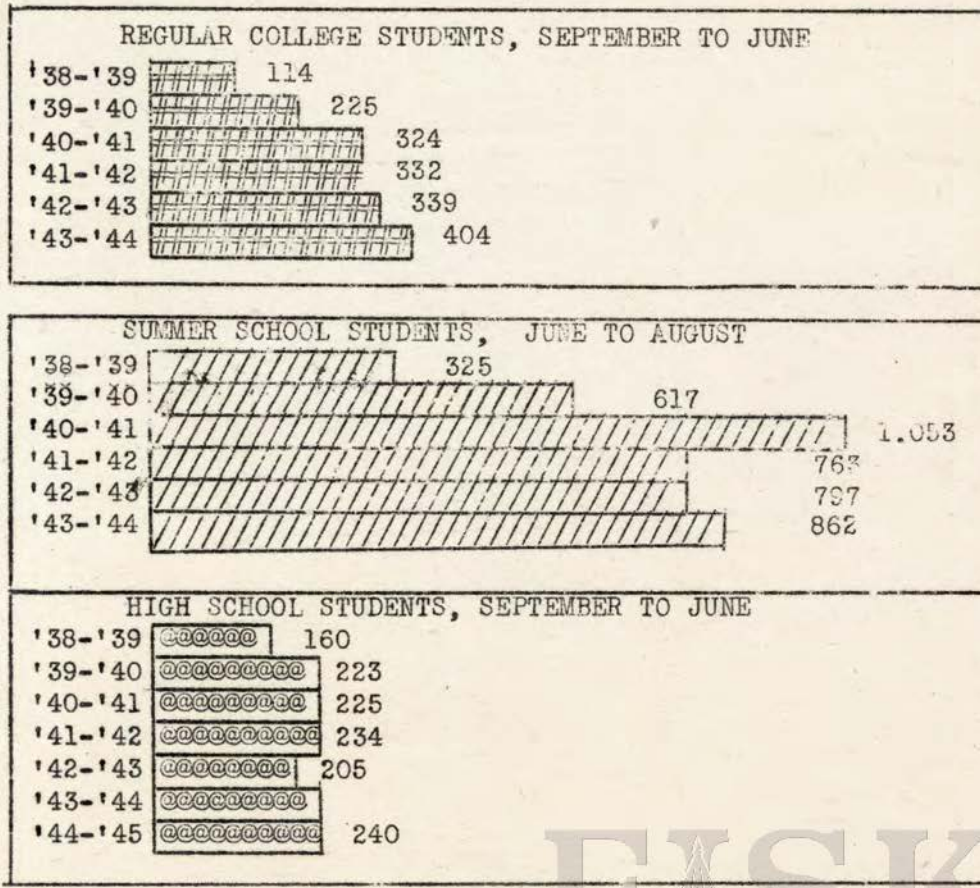
FISK UNIVERSITY

THE RECENT GROWTH OF THE FORT VALLEY STATE COLLEGE ENROLLMENT

(In 1938-1939, in its last year as a private college, 599 persons attended classes in what is now the Fort Valley State College Campus. 114 were regular college students; 160 were high school students; and 325 were summer school students.

In 1944-1945, with no additional classroom space, 1,506 students nearly three times as many as in 1938-1939 attended classes on the Fort Valley campus. A summary of this growth is shown on this page, with break-downs on later pages)

(Each Symbol - #, /, or @ - equals 25 students)



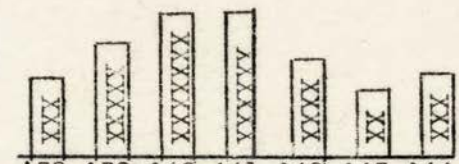
FISK UNIVERSITY

THE RECENT GROWTH OF THE FORT VALLEY STATE COLLEGE
(COLLEGE ENROLLMENT ONLY)

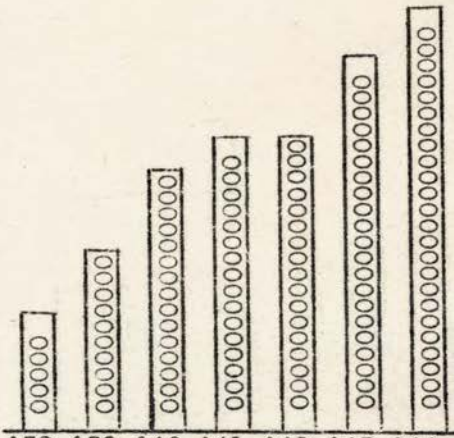
Summary

(X = 15 Men, O = 15 Women)

'38-'39	44	70
'39-'40	73	152
'40-'41	101	223
'41-'42	92	240
'42-'43	66	259
'43-'44	29	310
'44-'45	50	354

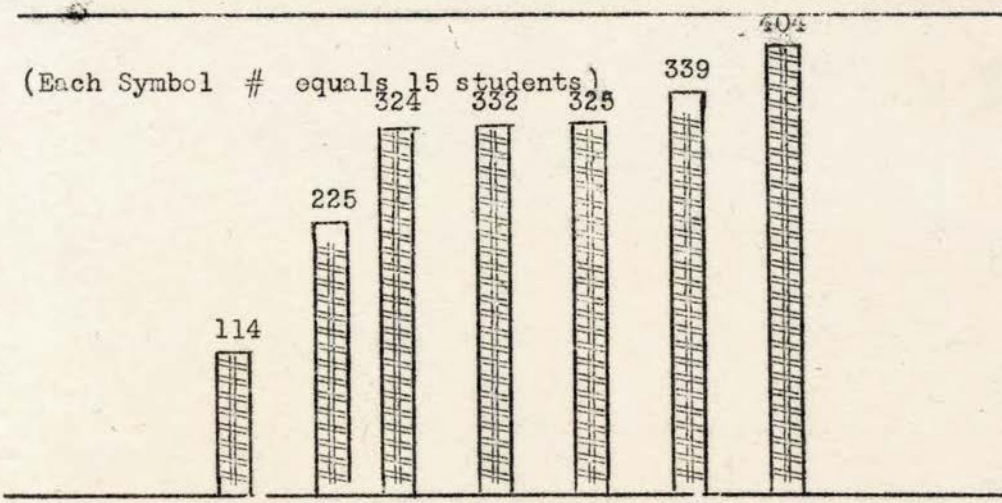


MEN



WOMEN

(Each Symbol # equals 15 students)



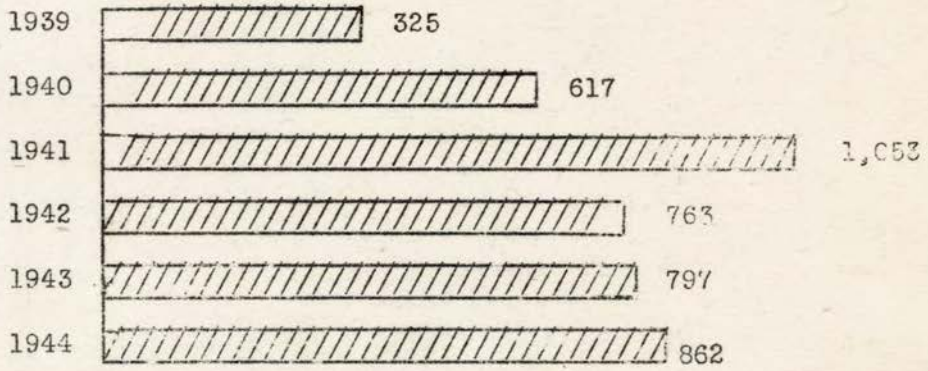
TOTAL

FISK UNIVERSITY

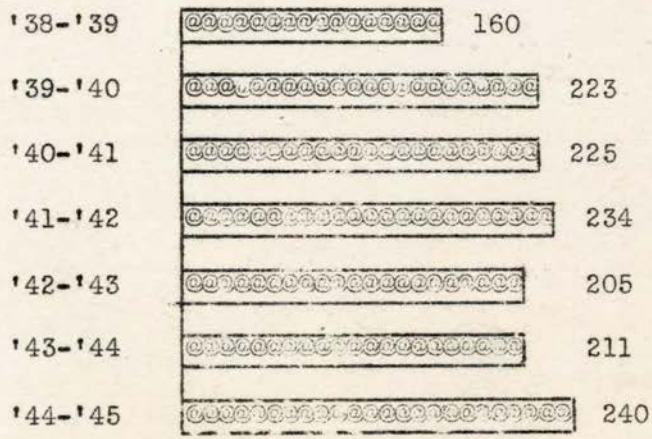
THE RECENT GROWTH OF THE FORT VALLEY STATE COLLEGE
(ENROLLMENT - CONTINUED)

SUMMER SCHOOL ENROLLMENT
(NOT INCLUDED IN REGULAR ENROLLMENT FIGURES)

(Each Symbol / equals 25 Students)



HIGH SCHOOL ENROLLMENT
(Not included in Regular Enrollment Figures, But Houséd in College Campus Buildings)
(Each Symbol @ equals 10 students)



FISK UNIVERSITY

THE RECENT GROWTH OF THE FORT VALLEY STATE COLLEGE
(PHYSICAL FACILITIES)

1938-1939 to 1944-1945-----Dormitory Space---------NONE

1938-1939 to 1944-1945-----Laboratories-----------NONE

1938-1939 to 1944-1945-----Library Space----------NONE

1938-1939 to 1944-1945-----Classroom Space---------NONE

1938-1939 to 1944-1945-----Physical Ed. Space------NONE

1938-1939 to 1944-1945-----Faculty Housing--2 cottages

1938-1939 to 1944-1945-----Farm acreage------270 acres

Summary

With 4 times as many regular college students as in 1938-1939 with one-half more high school students than in 1938-1939; with 3 times as many summer school students as in 1938-1939; with a faculty three times as large as in 1938-1939:-

1 We have no dormitory space at all for boys.

2 We have no space for returning veterans.

3 Our classrooms, laboratories, auditorium, and library, are long since past over-crowding.

4 We have no space for entertaining short courses, except with the greatest difficulty and overcrowding of guests.

5 At public occasions we must rudely ask town visitors not to come.

6 In the words of the great comedian, Bert Williams, "Don't ask me what I needs; I needs -

"Everything!"

FISK UNIVERSITY

DISTRIBUTION OF PRINCIPAL SOURCES OF INCOME FOR CURRENT EXPENSES AT THE FORT VALLEY STATE COLLEGE
1939-1945

Control and Year	Income from Regents (Current Exp)		Income from Philanthropy		Income from Student Fees	
	Amount	%	Amount	%	Amount	%
Private: Control: 1938-'39	------	---	*------	---	$ 6,990	----
State: Control:						
1939-'40	$21,291	32.1	$34,000	51.1	$11,214	16.8
1940-'41	$34,411	38.4	$34,000	37.8	$21,024	23.8
1941-'42	$34,000	36.8	$34,000	36.8	$24,174	26.4
1942-'43	$35,000	36.3	$33,000	34.2	$28,385	29.5
1934-'44	$45,000	43.6	$23,000	22.3	$35,000	34.1
1944-'45	$63,900	49.1	$23,000	17.9	$41,000	33.0

*Exact figures not obtainable

Note that our income from philanthropy is a decreasing amount from one fund - the Julius Rosenwald Fund. This is a limited yearly grant, which will decrease by $6,000 to $17,000 - in 1945-1946, and thereafter will be extinct.

Note also that in spite of the fact that this is a State Institution, income from student fees has climbed steadily.

Fort Valley has the highest percentage of income derived from student fees of any State College for Negroes in the entire South.

FISK UNIVERSITY

PROBABLE FUTURE ENROLLMENT OF THE FORT VALLEY STATE COLLEGE

(Based on Return of Men, Past Experience)

Year	Regular College Enrollment			Graduate Enrollment			Grand Total
	Men	Women	Total	Home Ec.	Agri-culture	Edu-cation	
1938-1939	44	70	114	----	-----	----	114
1939-1940	73	152	225	----	-----	----	225
1940-1941	101	223	324	----	-----	----	324
1941-1942	92	240	332	----	-----	----	332
1942-1943	66	259	325	----	-----	----	325
1943-1944	29	310	339	----	-----	----	339
1944-1945	50	354	404	----	-----	----	404
(ENROLLMENT FIGURES FOR FUTURE YEARS PROJECTED)							
1945-1946	150	375	525	----	-----	----	525
1946-1947	200	400	600	25	25	50	700
1947-1948	250	425	675	30	30	75	810
1948-1949	300	450	750	35	35	100	920
1949-1950	350	475	825	40	40	120	1,025

These estimates are thought to be conservative, if dormitory space is available.

Consider: In 1940 there were 274,000 Negroes living in the counties within 50 miles of Fort Valley.

Only 15% of the Negroes of this area, of high school age were in high school, as compared to 59% of white youth.

With the rapid development of high schools for Negroes in Middle Georgia (since Fort Valley has become a State College in 1939, 11 counties in our area have developed four-year high schools for Negroes, whereas there were only 4 seven years ago), our area alone has enough Negroes to provide the enrollment estimated above, without drawing on the rest of the State, as of course we will continue to do.

FISK UNIVERSITY

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ERE	7/2	ERE	6
FW		FW	2
		SO	7/2

Fort Valley State College
Fort Valley, Ga.
June 29, 1945

Mr. Edwin R. Embree, President
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Ill.

Dear Mr. Embree:

You no doubt by this time know that Pres. H. M. Bond of Fort Valley State College has been offered the opportunity to become head of another distinguished Negro college. At the moment none of us here know whether he will accept or decline. We hope he will decide to remain here, but if he chooses to leave, some one else must be selected to fill the position. I write you in connection with the latter eventuality. If some other person is to be selected to assume the position which now he holds, I wish to be considered. I have written Chancellor S. V. Sanford of the Regents of the University System of Georgia to that effect as per the accompanying letter.

I write you in this manner because I am aware of the interest which the Rosenwald Fund has evidenced in this institution in the grants made here. I feel therefore that the Rosenwald Fund would be concerned that a properly qualified person should continue the work here. I think statements made in my letter to the Chancellor adequately show that I have had a broad and comprehensive formal training, and educational experiences equally as broad. I am therefore able to grasp the type of situation which is developing here. It occurs to me that one with both academic and vocational training could comprehend the program in process of developing here better than one with only the academic background.

If it should develop that Dr. Bond leaves Fort Valley State College and a successor for him has to be found, I feel that the opinions of the Rosenwald Fund will have considerable weight in the decision. It is for this reason that I submit these statements to you. I shall appreciate any consideration which you may have occasion to make in connection with the above matter.

Very sincerely,
C. L. Spellman

CC Mr. Fred G. Wale

FISK UNIVERSITY

C
O
P
Y

Fort Valley State College
Fort Valley, Ga.
June 29, 1945

Chancellor S. V.Sanford
Regents of the University System of Georgia
State Capitol
Atlanta, Ga.

Dear Dr. Sanford:

It is a matter of common knowledge from newspapers in this area that Dr. H. M. Bond of Fort Valley State College has been offered what seems to be a desirable position as President of another distinguished Negro college. To date he has not made it generally known here whether he will accept or decline the offer. All of us here will regret much if he accepts the offer, however, in the event that he should accept it, you will be faced with the task of naming a successor for him to fill the position here. In this event, I would have you consider my qualifications to fill the potential vacancy. However, again, in the event that Dr. Bond remains here, this letter to you is to be considered null and void. I have no ambitions except as stated above.

I am at present a new member of the faculty. I have come here as Prof. of Rural Education and Acting Director of the newly created agricultural department. I am 39 years old, hold the doctorate (Ph. D. degree from Cornell University in Rural Education 1942) have had 14 years of educational experience in high school teaching, agricultural extension work, and in college teaching.

My education was received as follows: High School diploma from Elizabeth City, N. C. State Normal School; B. S. degree in general agriculture and agricultural education from A. & T. College, Greensboro, N. C.; M. S. degree in agricultural education from Oregon State College; Ph. D. degree from Cornell University in Rural Education.

My experience was received as follows: 3 years teacher of vocational agriculture in Wake County, N. C. training school; 3 years assistant professor of poultry husbandry at A. & T. College in Greensboro, N. C.; 5 years in the agricultural extension service in Wilson County, N. C.; 2 years Prof. of Agronomy at A. & T. College; 1 year teacher of rural education at Alabama A. & M. College; and now Prof. of Rural Education at Fort Valley State College.

As I visualize the apparent trend of developments here at Fort Valley State College, it seems that the college is moving to a strong vocational program in agricultureand home economics. I

FISK UNIVERSITY

feel that such a program could be best pressed by an individual who possesses vocational training. Dr. Bond is an exceptional person in his comprehension and administration of a program of the kind he has, in view of his apparent non-vocational background. He is probably the one man in a thousand who could do it successfully. For this reason, I feel that if it is decreed that you have to replace him here, you might find that a person with a vocational background could follow the trend better than one with a purely academic background. Should you make such a decision, please consider me and accord me the opportunity of an interview with you in connection with your final selection.

In the event of your interest in my possible utility in the capacity mentioned, I offer for your consideration the following references:

In the State Department of Education:
Dr. R. L. Cousins, Dir. of Negro Educ.
Mr. T. G. Walters, State Sup. Voc. Education

Here at Fort Valley State College:
Dr. H. M. Bond
Mr. Alva Tabor, Head Itinerant Teacher Trainer

Miscellaneous:

Pres. F. D. Bluford, A. & T. College, Greensboro, N. C.
Pres. H. L. Trigg, Teachers College, Elizabeth City, N. C.
Pres. J. F. Drake, Alabama A. & M. College, Normal, Ala.
Pres. W. S. Davis, Tenn. A. & I. College, Nashville
Pres. Aaron Brown, Albany State College, Albany, Ga.
Dr. R. M. Stewart, Prof. of Rural Education, Cornell University, Ithaca, N. Y.
Dean W. I. Meyers, School of Agriculture, Cornell University
Mr. R. E. Jones, State Farm Agent, A. & T. College, Greensboro, N. C.
Mr. William Cooper, Director of the Summer School, Hampton Institute, Hampton, Va.
Mr. N. C. Newbold, Director of Negro Education, State Dept. of Education, Raleigh, N. C.

I thank you for your kind and confidential consideration,
Very sincerely,

C. L. Spellman

FISK UNIVERSITY

C
O
P
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Fort Valley State College
Fort Valley, Ga.
June 29, 1945

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The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Ill.

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FISK UNIVERSITY

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Fort Valley, Ga.
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State Capitol
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FISK UNIVERSITY

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Dean W. I. Meyers, School of Agriculture, Cornell University
Mr. R. E. Jones, State Farm Agent, A. & T. College, Greensboro, N. C.
Mr. William Cooper, Director of the Summer School, Hampton Institute, Hampton, Va.
Mr. N. C. Newbold, Director of Negro Education, State Dept. of Education, Raleigh, N. C.

I thank you for your kind and confidential consideration,
Very sincerely,

C. L. Spellman

FISK UNIVERSITY

July 2, 1945

Dear Mr. Spellman: Your letter of June 29 has arrived while Mr. Embree is out of the city for a week. I shall be glad to call it to his attention when he returns.

Very truly yours,

SUMIKO OURA

SO Secretary to Mr. Embree

Mr. C. L. Spellman
Fort Valley State College
Fort Valley, Georgia

FISK UNIVERSITY

ANALYSIS OF FOURTH-YEAR GRADUATES
FORT VALLEY STATE COLLEGE

Class of	Total No. Graduates	Total No. of Men	Major Field		No. Taking Further Study	Previous Teaching Experience	Present Occupation
			Educ.	Eng., Soc. Sci. Home Economics			
1941	23	11	8	rest	8 (U. of C., Atlanta U., Fisk U.)	19	8 - teaching 1 - housewife 6 - army 3 - defense jobs 5 - not known
1942	38	9	16	rest	16 (Atlanta U., Fisk U., Ohio State U.)	26	15 - teaching 2 - studying 6 - army 7 - defense jobs and business 8 - not known
1943	40	12	10	rest	5 (Fisk U., Wayne U., U. of Michigan, Atlanta U.	26	25 - teaching 5 - army 4 - defense jobs and business 1 - studying 5 - not known
1944	49	5	13	rest	4 (Atlanta U., Gammon Theol.	0	25 - teaching 6 - defense jobs and business 1 - army 4 - studying 13 - not known

150

FISK UNIVERSITY

West Ga. College. 72 women 14 men

Four classes grad = 86 students

57 of the 86 are teaching
16 in the Carroll Co schools -
10 are in the Armed Forces
10 are in college

77

Fort Valley State College

Four Classes = 150 grad.

75 of these 150 are teaching
20 are in the Army.
20 are in defense jobs
10 are in college -

125

Jackson College

One class graduated = 29 students

23 out of the 29 are teaching
2 of these are Jeannes teachers
15 are teaching in the city schools of Jackson, Meridian and Chicago
6 are in rural schools of Mississippi.

FISK UNIVERSITY

FW

July 6, 1945

Dear Mr. Spellman: I am glad to have your letter of June 29. We shall keep your name in mind if and as the authorities in Georgia may consult us concerning a successor to Doctor Bond. A great many considerations will enter into the choice of the next president of that important institution. You may be sure that your name will not be overlooked.

Very truly yours,

EDWIN R. EMBREE

ERE:SO

Mr. C. L. Spellman
Fort Valley State College
Fort Valley, Georgia

FISK UNIVERSITY

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT FORT VALLEY STATE COLLEGE (DUNCAN, CATHERINE) **FILE NO.**

DATE	REMARKS
7/10/45	FGW to Rufus Clement re possible position for Miss Duncan at Atlanta University.

SEE ATLANTA 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.
FORM NO. 099CR

FISK UNIVERSITY

July 10, 1945

/See Georgia, University System

Dear Doctor Bond: I enjoyed our visit together although it was so short and taken up with so many things. I was unable to talk with Doctor Sanford when I returned to Atlanta but I have written him the substance of our thoughts together. I am confident that he will be glad to have a period of several months in which to make the decision as to you successor. If you should hear anything to the contrary, I wish you would let me know. I expect to be south again about July 25, and I have written Doctor Sanford that I hoped to talk further with him at that time. If you have any information that you would like me to go over with him, I would be glad to have it. In any event, I will try to reach you on the telephone when I get to Atlanta before I have any conference with him.

Sincerely,

FGW:FN

FRED G. WALE

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

FISK UNIVERSITY

July 12, 1945

Dear Bond: I have learned of your new and important post with mixed feelings. I hate like everything to have you leave Fort Valley where you were doing a grand job. But of course I am delighted that the opportunity at Lincoln has come to you. It is in every way appropriate that you should head this college. I imagine it will give you opportunities to carry out many of your ideas in a most satisfactory setting.

Along with my regrets that you are leaving Fort Valley, I send my heartiest congratulations on the new opportunity!

Very truly yours,

EDWIN R. EMBREE

ERE:SO

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

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

July 13, 1945

FBW 16 Fw d

Mr Fred G Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15
Illinois

Dear Mr Wale:

Thank you for your letter of July 10, which was received in Dr Bond's absence from the campus for a few days.

Dr Bond is expected to return to the campus on the 18th. Previous engagements will again take him from the office for the period beginning July 21, or 22nd, through the 27th, and again on the 29th.

I am, however, forwarding a copy of your letter to Dr Bond, and in all probability you will hear from him in a few days.

With best wishes, I am

Sincerely yours,

Mavis B Walker

Mavis B Walker,
Secretary.

mbw

cc: Dr H M Bond

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

ERE 3 August 1, 1945

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

Dear Mr. Embree:

Thank you for your note of July 12th about Lincoln. I accepted the job there with mixed emotions. I have had the feeling of having a mission here, and it is going to be difficult to develop the same sense in a more sophisticated and less needy environment.

While there were many factors involved, the children I think moved me most. However, almost the first thing I run into at Lincoln is that in the village there is a school partially segregated - to the fifth grade - so that there has been conducted on the campus a school for the children of Negro faculty members. There are numerous other complications which make it much more difficult by comparison than here. If the children do not turn out well, it will have been an ironic twist that led me to move.

There are great possibilities and after all there are as many racial problems there as here. Now that I have made the final step, both my wife and I have been moved at the expressions of affection for us here by the very simple people, white and Negro, which we had not dreamed of. Perhaps someone will grow to love us there too.

August 7, 1945

Dear Mrs. Duncan: I am sending you under separate cover the book, Plainville, U.S.A. When you have had a chance to read it, would you be good enough to mail it back to us. It is from the Fund Library.

Sincerely,

EN

ELEANOR NAKAGAWA

Secretary to Mr. Wale

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

FISK UNIVERSITY

1240

August 13, 1945

Dear Doctor Bond: We sent you today by express the three enlargements you asked me to have made last spring. I regret they were so long coming, but that is the fault of the times. I trust you still are of a mind to use them and that they come up to your expectations.

We enclose the bill which seems to us to be reasonable. It conforms with the estimate we sent you in the spring. Do I understand rightly that you will settle this directly with the company yourself?

Sincerely,

FGW:EN
Enclosure

FRED G. WALE

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

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

(General)

August 13, 1945

	FJW	17	Fw20	

Mr Fred G Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15
Illinois

Dear Mr Wale:

Should this letter reach your office in your absence, I am sure your effieient secretary can find out the desired information and return it to me at once.

The enclosed copy of a letter to Edwards' Lithographing Company raises the questions I should like to have you answer for me, also from the contacts you mentioned to me.

I hired the young woman whom you saw doing the sketches at Johnson's Fisk Institute, and she is now with us, working on these booklets.

I am trying to rush these things to press before I leave. As you may know, the Regents did not elect a successor in their August 8 meeting, and promised to do so on September 12.

With best wishes, I am

Sincerely yours,

H M Bond,
President.

HMB:mbw

Encl:

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

August 20, 1945

Mr Fred G Wale
Center Sandwich
New Hampshire

Dear Mr Wale:

I have received the bill for the photographs, but, as yet, they have not arrived. We expect to pay for them according to your memorandum, and this is highly satisfactory to us.

Regarding our administrative future here, I am not in a position to know what the Regents will do. The more I think of it, I should say that the job is not one that would attract a person accustomed to a large salary.

I must frankly tell you that I assign most of Fort Valley's prominence in the public eye to a vigorous publicity campaign. By comparison with a great many other institutions in the South, our budget is very small, and our facilities are mediocre. We have put most of the money here into teachers' salaries.

On the other hand, you will be interested to know that our income and budget here are larger than at Lincoln University, to which I go.

Whatever happens, I am sure that the choice of the Regents would be sound. Should a member of the faculty be chosen, he would at least have the advantage of knowing the real simplicity of the institution as compared to our more prosperous neighbors. If he carried on the same kind of publicity, I am sure that Fort Valley's reputation would remain high, and I am also sure that whoever comes would be able to get more money out of the Regents.

With best wishes, I am

Sincerely yours,

H M Bond,
President.

HMB:mbw

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

August 21, 1945

Dear Mr. Wale:

The inclosed clipping may interest you.

Lanier has some strong backing from several sources. I do not believe that any one else will get a break. I would hope that Lanier would be interested. Otherwise, it will probably be Troup. The Chancellor has written Lanier for an interview and Marion Smith is greatly interested in him.

Also, permit me to send you my latest poem. I hope you like its fine, albeit somewhat archaic, swing.

Sincerely,

H. M. Bond

H. M. Bond

P.S. Send clipping back if you can.

FISK UNIVERSITY

(This poetic effort was inspired by news that the Honorable Secretary of State, James F. Byrnes, of South Carolina, had sent a note to the Bulgarian Government, demanding, on behalf of the American People, that all Bulgars be permitted to exercise a free ballot, "without fear or intimidation".)

"FREE BALLOTS FOR THE BULGARS"

(An Ode to the Honorable Secretary of State, James Francis Byrnes, of South Carolina)

(No Rights of Publication Reserved in Any Language, Not Even the Bulgarian)

Dear Mr. Byrnes, we doff our hats, in humblest admiration;
Your latest note has thrown the Reds in utmost consternation.
The echo sounds throughout the World - "Free Ballots for the Bulgars!"
And none would raise a sour note - except, of course, the vulgar.

"Free Ballots for the Bulgars!" - "Without fear, intimidation!"
That clarion call resounds abroad, to every downtrod Nation.
Our noble country leads again, in all that's high and Holy;
We mean that every man shall vote - (Except the Negro, solely.)

When you have time, dear Mr. Byrnes, from your high tasks dramatic,
Please raise your voice in your own State, in accents as emphatic.
There's Barnwell, and there's Bluffton, and there's Ballentine and Bowman,
We love to see the Bulgars vote; now how about the Black man?

Back where you came from, Mr. Byrnes, in towns like Blaney, Bamberg,
In Bennettsville; in Boykin, Bath, Burgess, Bordeaux, Blacksburg;
There's hardly one Bulgarian, but a heap of Colored Folk.
Shall "Free Ballots for the Bulgars!", to the Negro be a joke?

- Horace Mann Bond

FISK UNIVERSITY

from The Atlanta Constitution, Monday, August 20, 1945

$1,025,000 ASKED BY SOLONS TO ENLARGE NEGRO SCHOOL

Declaring the state has not spend a dollar for new buildings or new facilities since Fort Valley State College became a state institution, a special legislative committee has recommended a $1,025,000 building program for this Negro institution.

In a report to be filed today, the committee said:

"With four times as many regular college students as in 1938 (when it was a private school), with one-half more high school students, with three times as many summer school students, with a faculty three times as large, it is very evident that this institution has outgrown its present physical plant and also its faculty."

The legislators recommended constructing the following: Library, science, health and physical education building, central heating plant, agriculture facilities (dairy plant, poultry plant, and silo), dormitory for men, dormitory for women, infirmary, graduate building, arts and crafts building, homes for employes and faculty, purchase of farm land, and repairs to the present building.

There are no dormitories for boys at present, all space being taken by the girls.

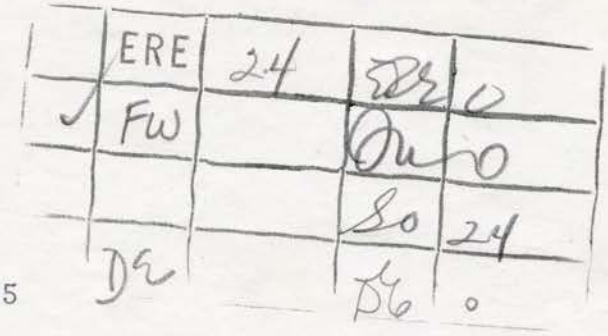
The solons said the institution has won a reputation throughout America as a high-class school for Negro youth. The regents have authorized the college to develop new and advanced offerings on the graduate level in education, home economics and agriculture. Facilities are lacking for such work, the legislators reported.

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT



August 22, 1945

Mr Edwin R Embree
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15
Illinois

Dear Mr Embree:

Enclosed herewith you will find a copy of my annual report, which includes also a summary of the last six years here.

I thought this might be of interest to you.

With best wishes, I am

Sincerely yours,

H M Bond

H M Bond,
President.

HMB:mbw

Encl:

FISK UNIVERSITY

REPORT OF THE PRESIDENT

THE

FORT VALLEY STATE COLLEGE

1944 - 1945

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FISK UNIVERSITY

THE FORT VALLEY STATE

COLLEGE

June 30, 1945

Dr Steadman V Sanford, Chancellor
Regents of the University System of Georgia
State Capitol
Atlanta, Georgia

Dear Sir:

This letter is to report the work of the Fort Valley State College during the year 1944-1945. To give an adequate picture of the year's operation, there has also been included where possible a review for the six years since 1939 when this institution became a State College.

FINANCES

The financial condition of the College has been notably strengthened during the last year. This has been due to (1) increased appropriations of the Regents, and (2) increased revenue from student fees.

The following Table I gives a picture of the distribution of the principal sources of income since 1939.

TABLE I

DISTRIBUTION OF PRINCIPAL SOURCES OF INCOME FOR CURRENT EXPENSES AT THE FORT VALLEY STATE COLLEGE, 1939-1945

Control and Year	Income from Regents (Current)	%	Income from Rosenwald Fund (Current)	%	Income from Student Fees (Current)	%	Total Current Income
Private:							
1938-1939	----------		-------	---	$6,990.00		
State:							
1939-1940	$21,291	32.1	$34,000	51.1	11,214	16.8	$ 66,505
1940-1941	34,411	38.4	34,000	37.8	21,024	23.8	89,435
1941-1942	34,000	36.8	34,000	36.8	24,174	26.4	92,174
1942-1943	35,000	36.3	33,000	34.2	28,385	29.5	96,385
1943-1944	45,000	43.6	23,000	22.5	35,000	34.1	103,000
1944-1945	67,098	49.6	23,000	16.1	44,976	34.3	135,074

This table presents what is believed to be a most interesting picture of the result of cooperation between a State and a Philanthropy. Note that income from student fees has increased 401.0%, from $11,214 to $44,976; that income from the State has increased 315.1%, from $21,291 to $67,098; and that income from the principal philanthropy has decreased from $34,000 to $23,000, or 32.4%, and to a point where from being 51.1% -- more than half--of all current income, in the past year this philanthropic income was only 16.1% of total current income from the three sources.

This table does not include income for current instruction from the State Department of Vocational Education, nor, of course, the contribution of students

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to their own education in room and board, which during 1944-1945 exceeded $60,000.

Our experience here justifies the belief that, with adequate dormitory facilities, income from student fees will continue to increase if held at their present high levels. In terms of faculty growth, student income will take care of the growth of the faculty on the instructorial level, once a system of principal professors at standard salaries has been provided.

ENROLLMENT

The enrollment of the regular session reached a new record, although we had thought our capacity had long before been reached. This was made possible by buying additional beds and overcrowding dormitories which had already gone beyond the maximum consistent with health and safety. The enrollment of males showed a substantial increase, contrary to our expectations. In part this was due to the enrollment in the College of 9 Veterans of World War II.

Enrollment figures for the last six years are given below:

TABLE II

ENROLLMENT IN REGULAR AND SUMMER SESSIONS OF THE FORT VALLEY STATE COLLEGE, 1938-1939 TO 1944-1945

Control and Year	Regular Session Men	Women	Total	Summer Session (Total)
Private:				
1938-1939	44	70	114	325
State:				
1939-1940	73	152	225	617
1940-1941	101	223	324	1,053
1941-1942	92	240	332	763
1942-1943	66	259	325	797
1943-1944	29	310	339	862
1944-1945	50	354	404	850

Veterans: To our surprise, the number of men increased appreciably. The number is yet small, but appreciable. Nine of the men enrolled were veterans. Fort Valley now enrolls a larger number of veterans than any other Negro college-in a four year college--in the State. This suggests that the College may expect probably the largest enrollment in the future of Veterans of any other Negro college in the State. The reason probably lies in the fortunate publicity through national newspapers carried on during these war years. One picture, published annually, shows a number of charming young women surrounded by peach blossoms. In talking to men in service it is interesting to note that practically every soldier or sailor, although he may have been in service in the far corners of the world, remembers Fort Valley because of the beautiful young women in the peach blossoms whose picture he has seen and treasured.

While this is probably not the best method by which to develop a strong program for the rehabilitation of Veterans, it has proved a strong basis for attracting these men to the institution. With an expected large enrollment of veterans and other men in the near future, the lamentable fact is that there is no space at all on the college campus for men of any description.

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When there is added to this picture that of proposals to introduce advanced courses in various fields leading to the Master's degree, - and the fact that classroom and laboratory space has long since been as crowded as living space - the requirements for physical expansion of the institution are seen to be immediate and tremendous. What we need now - not what we will need in the future - is the emphasis pointed to by our enrollment figures.

THE FACULTY

Since 1939-1940 the Faculty has grown in numbers and in preparation. The advancement of the faculty has been made possible by liberal grants for further study from the Julius Rosenwald Fund, the General Education Board, and by part-pay arrangements made by the College itself.

It may be of interest to note the advanced degrees, and progress toward advanced degrees, earned by members of the faculty since 1939, and by persons formerly members of the faculty.

Faculty Member	Study Toward an Advanced Degree	Degree	Present Location
W W E Blanchet	Summers, '40,'41,'42,'44, Winter, '42, University of Michigan	---------	Dean, Fort Valley
C V Troup	Year, 1940-41, and Winter Quarter, '44, Univ of Minnesota; Year, '44-'45, Ohio State University	----------	Registrar, Fort Valley
Inez Jenkins	Summers, '40, '41, Univ of Chicago; Spring, 1942, Univ of Chicago	----------	Dean of Women Dillard Univ, NO
Sallie Bailey	Summer, '40, Columbia Univ,	M S----	Fort Valley
C J Duncan	Summer, '40, Univ of Chicago; Spring '41, Chicago; Year, '42-'43, Ohio State; Spring, '45, Ohio State Univ	------	Asso Prof of Education Fort Valley
W H Pipes	Summer, '40; Year, '40-'41; Year, '42-'43, University of Michigan -----	PhD ----	President, Alcorn A & M College, Alcorn, Mississippi
R J Pitts	Year, '40-'41; Summer, '42; Spring, '45, University of Michigan	----------	Fort Valley
Aaron Brown	Year, '39-40; Year, '42-43, University of Chicago	PhD ---	President Albany State College
W M Boyd	Summer, '41; Year, '42-'43, Univ of Michigan	PhD-----	Prof, Fort Valley State College
E J Adkins	Fall, '41, Ohio State	----------	Army; on leave, Fort Valley
Lucille Baker	Summer, '40, Ohio State	----------	Director, Teacher-Trainer, Spelman
W S M Banks, Jr	Winter, '41, Iowa State Univ	----------	Capt of Infantry silver star, USA On leave, F V
Allee W James	Winter, '42, Univ of Minnesota	----------	Fort Valley
L A Jones	Summer and Fall, '42, Univ of Mexico	------	Sgt, USA; on leave, Fort Valley

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Faculty Training (cont'd)

Faculty Member	Study Toward an Advanced Degree	Degree	Present Location
C L Ellison	Year, '44-'45, Univ of Iowa --------	M S --	Fort Valley
E C Harrison	Year, '41-'42, Ohio State Univ ----------		Fort Valley
R M H odges	Summer, '43, Univ of Michigan ----------		Fort Valley
H E Johnson	Summer, '44, Columbia ----------		Fort Valley
M P Jordan	Summer, '45, Ohio State University --------		Fort Valley
T B O'Daniel	Summers, '41, '42, Univ of Pa ----------		Fort Valley
A W Stone	Summer, '44, Black Mountain College -------		Fort Valley
R L Wynn	Year, '43-'44, Michigan State College-	M S -	Fort Valley
O E Yokley	Summer, '44, Univ of Minnesota ----------		Fort Valley

It will be noted that in the above list C J Duncan, C V Troup, and W W E Blanchet, have completed all requirements for the doctorate excepting the thesis.

It may be summarized, accordingly, by noting that 3 Fort Valley persons have gained the PhD degree within the las t six years; 3 have completed all requirements for the doctorate except the thesis; and 3 have completed requirements for the Master's degree. We have "graduated" from our small faculty, 2 college presidents, one Dean of Women, and 1 Director of Teacher Training, all located at outstanding colleges.

The following tabulation will indicate the growth of the Fort Valley faculty, since 1939, in size and preparation:

Year	Holding the Ph D Degree	Without PhD, but with work above the Master's Degree			Master's Degree	Bachelor's Degree (Total)	
		2 years	1 year	Some Mos			
1939-1940	1	-	1	2	1	10	15
1944-1945	4	6	2	3	9	6	30

During the year 1944-1945, C L Ellison was awarded the M S Degree in Agriculture at the Iowa State College, as the result of a year of study. C V Troup completed all residence requirements and examinations leading to candidacy for the PhD degree at Ohio State University, as the result of a year of study there. C J Duncan completed all residence requirements and examinations leading to candidacy for the PhD degree at Ohio State as the result of the Spring Quarter spent there. R J Pitts began a year's leave of absence in March, 1945, for study at the University of Michigan toward his doctorate.

Added to the Faculty, and beginning work on June 1, 1945, was Dr C L Spellman, as Professor of Rural Education and Head of the Department of Agriculture. Not counted in the totals above, Dr Spellman adds to the scholarly weight of our faculty, with the PhD degree from Cornell and wide experience as a teacher and farm agent in several Southern States.

Faculty publications included:

Bond, Horace Mann, "A New Device for Evaluating the Work of College Students, School and Society, February 10, 1945, Vol 61, No 1572, page 94.

Troup, Cornelius Vanderbilt, "Why Not a Teacher Interneship?", Educational Leadership, February, 1945.

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Troup, Cornelius Vanderbilt, "A Program of Functional Education at Fessenden Academy," Journal of Negro Education, Fall, 1944.

Spellman, C L, "Elm City, A Negro Community in Action," Rural Sociology, Vol 10, No 2, June, 1945.

Yokley, Orange E, "Studies on Substituted Diphenylbutadienes. I. The addition of Bromine to 1-P-Bromo-phenyl-4-phenyl-1, 3-butadiene," Journal of the American Chemical Society, Vol 64, 1160 (1944).

Appearances of the Faculty before Organizations: As in the past, members of the faculty took an important role in State and National organizations. The President of the College served as the President of the Conference of Presidents of Negro Land Grant Colleges; as a member of the Executive Committee of the Southern Regional Council; as Research Secretary of the Southern Negro Conference for the Equalization of Education; as Editor of the Herald of the Georgia Teachers and Educational Association; and as Trustee of the American Teachers Association. Mr C V Troup, although on leave of absence, was the Regional Representative of the 7th Region on the Board of the GTEA. Mr W W E Blanchet appeared on the Program, and was a member of the Executive Committee, of the Association of Science Teachers in Negro Schools. Dr B T Griffith and Mr Blanchet served as representatives of the College in the State Teacher Education Council.

A total of 27 high school commencement addresses were made by members of the Faculty in April, May, and June, 1945. Fort Valley teachers spoke at Milledgeville, Riceboro, Augusta, Montezuma, Sparta, Reynolds, Millen, Barnesville, Dublin, and at other outstanding high schools.

The number of other public occasions at which faculty members appeared is too numerous to mention. All in all, every part of the State was touched, and many portions of the Nation, by the activity of the Faculty in connection with public causes.

Degrees Awarded and Offered

The number of graduates from the College has grown steadily. The May, 1945, class consisted of 48 persons. To date baccalaureate degrees have been awarded as follows:

June, 1941	22
Summer, 1941	2
June, 1942	30
Summer, 1942	9
March, 1943	9
May, 1943	27
Summer, 1943	23
May, 1944	50
Summer, 1944	29
May, 1945	48
Total	249

To date the College has awarded the degrees of Bachelor of Science in Education, and Bachelor of Science in Home Economics Education only. A wider variety of degrees is offered beginning with the 1945-1946 term, including the degree of B S in Agriculture and in Agricultural Education. An innovation is the development

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of a course leading to a degree in Education with a major in Crafts, and giving special emphasis to weaving, basketry, pottery, and other crafts where home skills and native materials may be used.

Short Courses, Institutes, and Other Meetings Designed to Better the State

Although still handicapped by the lack of adequate housing by which to entertain visiting groups, the College entertained a number of groups. Among these were:

December 4-8, Recreation Leadership Training Institute, conducted by the Reverend V A Edwards.
January 1-12, The Annual Minister's Institute and School for Town and Country Pastors, conducted by Reverend V A Edwards.
March 7-9, The Annual (30th) Ham and Egg Show, directed by Mr O S O'Neal.
March 8-11, The Annual Folk Festival, conducted by Mr J Walker Freeman.
April 6-8, Conference on Life and Work for College Students, sponsored jointly by the National and Provincial Church Department of Church Work among College students and the Fort Valley State College, The Reverend J Henry Brown, Fort Valley College Center, Director.
April 19-21, The Annual Practical Arts Institute and Festival, conducted by visiting participants, Miss Lucy Morgan, Mrs Helen Frease, Penland School of Handicraft; Mr Percy Matter, Crafts Jeweler; Mrs Gertrude Duncan Ross, Ceramics.
April 23-30, The Annual Short Course for Town and Country Missionary Women, conducted by the Reverend V A Edwards.
May 8-10, The Annual Food Short Course for Extension Farm and Home Agents, conducted by Mr P H Stone.

The Library

The Library has enjoyed a steady, sound, growth during the past six years of the institution as a state college. In addition to appropriations from the regular college budget, a special appropriation of $3,000 from the Carnegie Corporation was of great assistance in filling major gaps in the collection.

On July 1, 1939, when the College was turned over to State control from private hands, the accession list showed 5,064 volumes. As of July 1, 1945, the accession list shows 12,072 volumes. Appropriately 1,500 volumes are on hand, but not catalogued; and we have placed orders for approximately 450 additional volumes.

To meet the requirements of new offerings, it is probable that an annual expenditure of at least $10,000 a year for the next five years is desirable, for books alone. However, our space even for shelving books is practically exhausted; we have a "one-room" library, and there are no auxiliary rooms. The provision of an adequate library both for the undergraduate courses now offered, for others in prospect, not to mention graduate work, requires considerable additions both to our collection and to our staff.

Members of the Faculty on Leave in the Armed Services

We now have five former members of the Faculty in the Armed Services, and on leave of absence from the institution. Two other former members of the faculty, S/Sgt Joseph D Roulhac and Benjamin L Mathis, have been inducted, but for various reasons due to condition of termination do not enjoy status as with leaves of absence.

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One of our men gave us good reason to be proud of him when he was awarded the silver star for "Heroism in Action" on the Italian Front. This was Captain W S M Banks, Jr. The list otherwise includes: Warrant Officer James I Shelton; Instructor, Men's Crafts; S/Sgt E Joseph Adkins, Instructor, English; S/Sgt J Bertram Ellison, Instructor, Science; Sgt Lawrence A Jones, Instructor, Art.

Former Students in the Armed Forces: Necrology of Former Students

As it has been impossible to obtain satisfactory records of students from the parent institution - the Fort Valley H and I School - this report deals principally with former students and graduates of the Fort Valley State College.

Considering the fact that our male enrollment since 1939 never exceeded 102 young men, we regard the military record of the men from this institution as remarkable. With records incomplete, the following tabulation shows the rank achieved by 111 former students and graduates of the period from 1939 to 1945 for whom we have information:

In the Army:	
Captains	1
Lieutenants	6
Warrant Officers	1
Sergeants	36
Corporals	34
Privates	21
In the Marines	2
In the Navy	8
In the W A C	2
	111

While additional casualities in the form of wounded men have been reported, two fomer students are reported as the total killed. Both members of the famed 99th Pursuit Squadron, they were Lieutenants Richard Davis, of Fort Valley, and John Morgan, of Cartersville.

Gifts and Grants

The following payments on gifts and grants were made during the year:

$23,000, as payment on the grant of the Julius Rosenwald Fund to current expenses and for the support of a program of rural education.

1,000, as payment on a grant by the General Education Board to aid C L Ellison in advanced study at the Iowa State College.

5,000, from the Julius Rosenwald Fund, as a gift matched by the Regents toward repairs and repainting.

1,500, from the General Education Board, as a grant toward the second year's expenses of a program of "Education for Production".

500, from the Julius Rosenwald Fund, to pay for architect's services in developing a plan for buildings for a functional educational institution.

150, from the Association of Colleges and Secondary Schools for Negro Youth, to provide a workshop experience for Mrs Thelma T Murray of the Faculty.

100, from Radio Station WMAZ, in Macon, as a scholarship grant for a promising young music student.

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It may be interesting to note that during the last six years almost a quarter of a million dollars has been given to the Fort Valley State College, in aid of the efforts put forth by the State. With large sums from the Rosenwald Fund yet due during the next two years, and not counting considerable sums given for faculty scholarships and improvements, the principal donors have been:

The Julius Rosenwald Fund	$207,154.89
The General Education Board	19,593.90
The Carnegie Foundation	3,000.00
The Negro Children of Georgia (in donations of 1 cent each to the Henry A Hunt Memorial Loan Fund)	1,486.73
Knights Templars of Georgia (Scholarships)	600.00

There have been other gifts. Besides the gift of the Rosenwald Fund - and, even, comparable to it, is that represented by the gift mentioned above of $1,486.73 derived from 1-cent gifts of the Negro school children of Georgia.

These donations were requested without any campaign organization. In a sense, these pennies from Georgia Negro children were almost a spontaneous offering. They followed a mere announcement. From these penny gifts was formed the Henry A Hunt Memoral Loan Fund. Each year loans, generally restricted to $100.00 or less, are made to graduates of the Fort Valley State College, who wish to study in a graduate or professional school. The recipient has four years in which to repay this loan.

So far six loans have been made. Not one would be due as yet. However, five have been repaid in full. Two recipients repaid their loans out of their first paychecks. One recipient, First Lieutenant James Hawes, repaid his loan in cash from the island of Bougainville, where he was fighting the Japanese with the 24th Infantry.

These penny gifts represented the gratitude of the Negro children of Georgia for the memory of a great man. In its form, this sum of money promises to be a tangible memorial to thatgreat man, Henry A Hunt, in a more impressive form than brick or mortar.

This fund is handled by a Committee composed of the President of the Fort Valley State College, Mrs H A Hunt, Sr, and Mr A J Evans, all of Fort Valley. It is deposited to the credit of the Committee in the Bank of Fort Valley.

Faculty Necrology

During the year, - on January 8, 1945 - the College lost its greatest teacher in the person of Mrs Sophia Owens Moore. She was a humble woman. She came to Fort Valley in 1907. She served as cook, as home economics teacher, as matron, as poultry care-taker, and finally as Superintendent of Grouns. In rain, in sun, in cold, in heat, Mrs Moore worked harder than two men could in keeping the grounds beautiful and the buildings spotless. The students who worked for her learned more than students learned who only attended classes. It is impossible to replace her; at her death, something exact, fine, and distinguished in human aspiration and achievement passed from the Fort Valley State College.

Fort Valley's Distinct Contribution to Education - A Scheme To Measure and Credit Educational Experience Outside of Academic Classrooms

Fort Valley has achieved a national reputation as an institution which was experimental in form, and which sought to educate young people to become teachers

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through a functional approach. This meant that if these young people were to become teachers of country folk, they should teach country folk. If they were to learn to work in a rural community, they should work - even while in college - in a rural community.

It was a logical extension of this idea, to consider that Education is Life, and Life is Education; but no college measures or tries to measure Life. Colleges measure only what goes on in the classroom. They measure the success of students in achieving an "education" in terms of so many credit hours of Mathematics, or Sociology, or English, or Physical Education.

Each college knows by common sense that much knowledge of Mathematics - ordinary budgeting - is learned in the normal process of living outside of the classroom - in paying bills, in working on a job and getting paid for it; but no college gives any credit or value to this kind of educational experience. The student gets credit for Mathematics - for learning how to use numbers - only if he attends a class so many hours a week under an instructor.

Sociology? Every college knows that the student learns a great deal about the social complex from his out-of-class activities. Colleges promote student centers; they promote social life among students; they advertise the virtues of this social life far more vigorously than they advertise their courses in Sociology. But the student gets no "credit" to show that he is being educated to live in a social complex while in college, unless the student attends a class labelled "sociology" so many hours a week.

English? All of us know that college students learn inflection, good usage, and good diction more from out-of-class conversation than from the required courses. The boy from the backwoods mountain county learns how to talk - not in his required English, but in the marketplace of the college commons. The boy from the isolated coastal region whose accent is as thick as butter learns correct pronunciation, not in his required English classes; but in the give-and-take of campus life where his classmates and friends deride him for his strange speech, and force upon him a correction in terms of standard usage.

And so with all other subjects. The college has certain aims and objectives. But the only way the college has found to measure the success of the student in achieving these aims and objectives, is by the quite indirect method of measuring his achievement in subject-matter. If the college has the objective of attaining the scientific attitude in student minds, it can measure that objective only through courses in scientific subject matter. The student may accumulate credits in Mathematics, or Geology, or Biology; but whether he has attained the end-objective of the college is another matter. The College aims to produce good citizens; but the only measurement it has of its success is to measure the achievement of the student in political science 106, or American History 327, or the like.

The Fort Valley State College wrestled with this problem for six years. First the College developed a list of objectives. These were set forth in detail. The College aimed at producing a person who was healthy, who was a good citizen, who could earn a living, and the like.

These were our aims; but still our teachers and students were accustomed only to those methods, and measures of achievement, based on subject matter. It is extremely difficult to develop a feeling in the mind of the student that it is important for him to practice being a good citizen, when the college asks of him only that he pass a course in political science which may or may not have any relationship to the practice of good citizenship. And the teachers - after all, the only

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thing that matters in measuring the progress of a student toward graduation is the accumulation of credit hours in this, that, and the other subject. The objectives, therefore, look good on paper - but students and teachers are caught up in the net of formal academic credit and lose sight utterly of the broader objectives of the college.

What, then, is needed? Manifestly, first, the formal recognition that the informal activities of life in a college or in any other school, are educational in nature; and, second, a device to measure these out-of-school activities, and to elevate them to the dignity of classroom activities.

This the faculty of the Fort Valley State College has done; it has during the past year developed a machinery for evaluating creditable, out-of-class, educational activities. Set forth in great detail in the catalogue that will soon come from the press, this contribution is believed to be Fort Valley's most fundamental contribution to educational theory and practice during the past six years.

What Does Fort Valley Need to Make it the Outstanding Institution Of Its Kind in the Southland?

This question has been asked of the President of the Fort Valley State College by the Regents of the University System of Georgia. A partial answer was given in a report showing salaries now being paid in other Negro institutions in the South.

This report indicated that a tremendous surge forward has taken place all over the South. Southern states are now paying salaries to Negro college teachers, in an effort to develop respectable higher institutions, that compare favorably with those paid to white teachers.

The result has been that there is a tremendous competition between colleges for personnel that further inflates the salaries being paid.

I propose, therefore, to answer the question stated immediately above, in three sections: first, physical plant; second, course offerings; and third, the personnel and the cost of acquiring that personnel.

FIRST - PHYSICAL PLANT.

Let me warn in advance that the physical needs I present may terrify. Most institutions have a long history and grow slowly toward their function and physical structure.

Fort Valley is different. In 1939 it was a small high-school-junior college. Today it is a senior college and it is proposed that it immediately become a graduate school.

They physical growth, therefore, that might naturally have been spread over fifteen or twenty years, is quite immediate. If Fort Valley is to do what it is even now asked to do - much less more on the graduate level - it will be necessary to spend on it almost at once what in the natural order of things would have been distributed over a generation of slow growth.

Fort Valley may not get what it needs; but it needs everything listed here, not next year, not ten years from now, but right now. And, of course, it is only wisdom that if any of these needs are now met, they should be met with an eye toward

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the period ten, fifteen, twenty-five years from now, when every present need will have multiplied itself twice, three times, four times.

This, then, is what Fort Valley needs now, physically:

List of Building Needs

Item	Cost Range	Why it is Needed Now, and at Such Cost
Library	$100,000-$200,000	The present enrollment of 400 would justify a $100,000 building. Why put up a structure that will be out-grown in two years? If Fort Valley is to get Class A accreditation, it will have to get some kind of library. Since it certainly will double in size in five years, and add graduate work, why not build now for at least a five-year future?
Science-Agriculture-Home Ec Building	$150,00-$200,000	Right now we are planning a four-year course in Agriculture; even graduate work is proposed; actually, we haven't a decent laboratory in the entire college; after all, we are still using the old high-school junior-college plant. A building such as is estimated would serve three purposes fairly well for another five or ten years.
Health & Physical Ed and Gymnasium	$150,000	As a result of what this War has shown about physical fitness, health and physical education are good investments to future school interests. Fort Valley could have a $10,000 shack of a gym, or a $50,000 basketball enclosure. Why not go far enough to have a well equipped all around facility for a first-class institution?
High School and Ed Building City, County, and/or State	75,000	This may not be the responsibility of the Regents; but as long as this high school is on the college campus, the college will not and cannot be grade A. Someone ought to build Peach County and Fort Valley Negroes a high school building. Perhaps the Regents could help and use part of it as an Education Building.
Remodelling and modernizing present Industrial Arts & Crafts and Hi Sc Bldg	30,000	Once we get the high school off the campus, the building will have to be remodelled, new heating put in, etc. It could then be used for Crafts, for a student union, for Music, etc., etc.
Athletic Field	25,000	This is a modest estimate for grading, bleachers, etc.

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Item	Cost Range	Why it is Needed Now, and at Such Cost
Heating Plant	100,000	Needed some day, if not tomorrow; would in time save a great deal of money.
Agricultural Facilities; barn, dairy, poultry, silo, fencing, etc.	75,000	We have raised the ante here from that presented to Legislative Committee; the new agriculture man has already asked for $40,000 immediately.
Graduate Education Building	100,000	This for the future; ten years, let us say, or sooner if Fort Valley is to take over from Atlanta University.
Dormitory for Men	150,000	Not a single bed on the campus available for men, with a host of veterans and other young men about to fall down on us!
Dormitory for Women	150,000	We are turning students away; and one dormitory we now use is a wooden fire-trap heated by stoves that is a deadly nightmare.
Ten Faculty Houses (Self-liquidating through rents)	50,000	No place for present, much less new faculty, to live; hard to get anyone to come, without a house.
Additional Farm Land	15,000	To carry out plan for teaching agriculture through producing food needs for dining hall, even more land is needed; it is proposed to produce at least $35,000 worth annually.
Paving streets, sidewalks	15,000	State Highway Department may do this; but need is listed nonetheless.
Infirmary (15 beds additionally for community purposes)	15,000	Probably general state, federal aid, for local purposes additional.

This is the answer in terms of physical needs to the question.

<u>What Does Fort Valley Need to Make it the Outstanding Institution Of its Kind in the Southland?</u>

Many of the other schools already have these things. Fort Valley needs them, almost to come up to them, not to rise above them.

A Library - Fort Valley must have one, and soon.
An Agriculture-Home Economics-Science Building - Fort Valley must have one, and soon.
A Health and Physical Education Building; Fort Valley must have one, and soon.
A building somewhere, for the city high school; Fort Valley must get that high school off the campus, and soon.
A crafts building (remodelling the present high school) Fort Valley must have.

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Agricultural facilities, Fort Valley must have; barn, dairy, poultry plant, etc
A Dormitory for men, Fort Valley must have - now.
A Dormitory for women, Fort Valley must have - now.
An athletic field - Fort Valley needs sometime in the future.
A number of houses for the faculty - Fort Valley needs, now.
A graduate education building, Fort Valley will need.
Additional farm land, Fort Valley needs - in the future.
Paving streets and sidewalks - Fort Valley needs - sometime in the future.
An infirmary (15 beds additional for community) - needed for the future.

SECOND - COURSE OFFERINGS

On paper we already have a fair suggestion of course offerings. On paper, but difficult to realize without additional staff, are the following; Agriculture, Business, Sociology, Chemistry and Physics, and Health and Physical Education, and Language.

The cost of these additions is set forth in the supplementary budget. If the salary scale proposed at the December University System meeting is adopted, it will be only a question of adding faculty personnel from year to year to care for rising enrollments.

THIRD - PERSONNEL AND COST OF ACQUIRING PERSONNEL

In the supplementary budget submitted March 5, 1945, I set forth certain needs of the College. If this budget were followed, it would set Fort Valley far on the road to becoming the kind of college - an outstanding one - desired, comparable to any other, in the South, in salaries, in personnel, in course offerings.

Of course, as the enrollment grow, additional instructors would have to be added; but after the first investment in major professors, later growth could be gradual.

Let me, therefore, repeat the items mentioned there, with certain amendments. If the money requested were mady available at this time, it would be difficult to find the people - notably in Languages and in Health and Physical Education. I do have a prospect in Physical Education who could be employed at a lower salary than that mentioned in the supplemental budget.

This is a recapitulation, then, in terms of the funds requested in the supplemental budget of March 5.

1.	$10,593.34	needed to bring the salaries of old employees up to the salary scale recently proposed.
2.	14,250.00	this amount requested for employing new personnel at the level of the salary scale recently proposed.
3.	5,000.00	for replacement of dairy herd.
4.	6,000.00	for book purchase, as part of a long range program of building up the collection for advanced work.
5.	5,000.00	for repainting and repairing.
6.	5,000.00	for refurnishing of dormitories.
7.	4,500.00	for raising salaries of campus maintenance workers, and for additions to maintenance staff.
	$50,343.34	

Our new professor agriculture, wishing to start in next year on his four year degree granting program, has just drawn up a list of things needed. He lists an

FISK UNIVERSITY

additional $1,650.00 for agriculture salaries; $467.40 for office furniture; $592.88 for office equipment, including typewriters, etc.; $10,000 for construction of the first unit of a poultry plant, which would include a classroom and laboratory; $11,766 for operating the new farm, including heavy equipment and additional help; (for this there would be, although in the 1946-1947 budget, an off-setting entry of income): $6,000 to provide a central swine unit; and approximately $5,000 needed to add to the present dairy, to house new dairy equipment for which funds are available, and the like. All of this is over and above the supplemental budget.

These are items of capital investment; in an institution where agriculture had been taught for a long time, they would have been added from year to year; but if we are to make a sudden start, as we are expected to do, they are needed right now.

Conclusion

This report has covered much ground. It has combined a review of the past six years with a brief summary of what is needed to make Fort Valley the outstanding college of its kind in the Southland.

Let me say in conclusion that our problem is immediate.

We haven't even grown. We "jes' happened". Instead of growing for twenty or thirty years into a four-year agriculture program, we are asked to begin one at once. That means that all of the equipment we would have accumulated in twenty years, must now be provided almost at once if we are to do the job.

The same goes for almost every other aspect of Fort Valley. This plant is the same plant that, six years ago, housed 114 junior college students and 170 high school students. Now it is housing 404 college students and 240 high school students.

We have the same library - in phys ical space; the same laboratories; the same dormitories. And yet now we are supposed to offer almost a dozen varied courses of instruction. It is of course impossible to do it at all, much less to do it well.

I bespeak from the Regents their kind attention to the problem of the Fort Valley Sta te College.

I am,

Sincerely,

H M Bond,
P resident.

FISK UNIVERSITY

August 24, 1945

Dear Doctor Bond: Your letter of August 22 enclosing your annual report has come in Mr. Embree's absence from the office. I shall be glad to call it to his attention when he returns and I know that he will be most interested in it.

Very truly yours,

SUMIKO OURA

SO Secretary to Mr. Embree

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

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

September 9, 1945

Air mail

Mr. Fred Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, 15, Illinois.

Dear Mr. Wale:

Thanks for your comment on the poem. You may be interested to learn that I had it mimeographed only and sent it to a number of friends as you saw it as a sort of little private joke. Ralph McGill was on my list. He printed it in the Constitution's "Letters Column", adding - "Dear Editor....." Apparently this started it on its way to a somewhat wider public than I had anticipated. I hope it is not unworthy of the President of the Fort Valley State College, much less the President of the venerable Lincoln University.

The only address I have for Miss Stone is -

Georgia State College
Industrial College, Georgia.

As this is her father's permanent address, I am sure she will get any mail addressed to her there.

The Chancellor has called a meeting of the University System Council - which is composed of department heads from each of the institutions in the System, to form planning committees to work on curriculum and the like - for Monday, September 10th. I will be there the 10th and probably the 11th. The Regents meet on the 12th. Arnall, as you may have read, will probably take the Solicitor-Generalship of the United States. I anticipate a grand gesture in providing more funds for the University System as his final step, and probably it will be announced at this meeting.

With best wishes, I am,

Sincerely,
H. M. Bond

FISK UNIVERSITY

September 12, 1945

Dear Doctor Bond: We are sending you under separate cover the three photographs that you gave us to make the enlargements from, with the three negatives which the photographer had to make in order to reproduce the enlargement. I trust by now the enlargements have arrived and that they were satisfactory.

Sincerely,

FGW:EN FRED G. WALE

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

(Glen)

FISK UNIVERSITY

September 12, 1945

Dear Doctor Bond: I am returning the newspaper clipping which you sent to Mr. Wale to see in Center Sandwich. We made a copy for our file. Thank you.

Sincerely,

EN
Enclosure

EANOR NAKAGAWA
Secretary to Mr. Wale

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

FISK UNIVERSITY

FGW 17 Aug

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

September 15, 1945

Mr. Fred G. Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, 15, Illinois.

(Sept)

Dear Mr. Wale:

The photographic enlargements have come and they are very extraordinarily clear. We were very glad to get them. They are marvellous.

With best wishes, I am,

Sincerely,

H. M. Bond,
President.

FISK UNIVERSITY

FSW 17 AWO

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

September 15, 1945

(Gen)

Dear Mr. Wale:

You have doubtless been advised that the Chancellor died this (Saturday) morning.

When I was first informed of his stroke, I was told that a meeting of the Board would probably be held in a week or ten days, at which time our situation here would be disposed of. This leaves us right up to the beginning of school.

As uncertain as is the future, I am making no plans, predictions, or projects.

I am,

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

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

September 17, 1945

Mr. Fred Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, 15, Illinois.

Dear Mr. Wale:

Under separate cover I am sending you the Fort Valley catalogue. You will note that it includes a "Manual for Measuring Objectives". This I regard as the most interesting innovation attempted at the Fort Valley State College. Printed separately and placed in the hands of student advisors and students, it is designed to be a revolutionary departure from the presently accepted method of measuring educational progress only through academic grades.

I hope it may interest you.

I am,

Sincerely,

H. M. Bond,
President (Still)

FISK UNIVERSITY

Air Mail

The Fort Valley State College

Fort Valley, Georgia

(Gen)

OFFICE OF THE PRESIDENT

September 25, 1945

JW	27	JW	28
SRh		SRh	6

Mr. Fred G. Wale
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, 15, Illinois.

Dear Mr. Wale:

At a special called meeting September 24th the Regents elected Mr. C. V. Troup to succeed me as President of the Fort Valley State College.

At the same time they increased Fort Valley's appropriation for the year by $25,000. This money is for raising salaries, new personnel, and providing equipment in Agriculture and Home Economics.

My plans call for me to be here the balance of the week. I will be in Atlanta attending a meeting of the United Negro College Fund Oct. 1-2. It is our intention to leave here for Lincoln University, by car, on October 4th.

Mr. Troup takes over immediately. May I say from an observation of his first action as President that I think he is an admirable choice; that he will make this a much better institution than I have done; and that you will find it pleasurable and profitable to work with a man who is one college president whose integrity is undoubted.

Sincerely,

Horace M. Bond

FISK UNIVERSITY

September 23, 1945

Dear Doctor Bond: Thank you for your letter of September 25. I am writing Mr. Troup to tell him that I am delighted he is president of Fort Valley, that I stand ready to support him in his program and serve him in any way that I can and that our interest in Fort Valley does not end or diminish with your resignation.

I expect to be in Georgia later in October but, unfortunately, after the date indicated for your departure. That really grieves me. I had hoped we could have some further talk and planning together before you headed out for the new job. However, I see that you are going to be out here for the Land Grant College conference from the 23rd to the 25th and I hope I may have a chance to visit with you then.

Sincerely,

FGW:EN

FRED G. WALE

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

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

October 3, 1945

Mr. Fred Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Illinois

Dear Mr. Wale:

I wish to acknowledge receipt of your letter of September 28th. In reply, I genuinely appreciate your words of congratulation and also the assurance of your continued interest in our work here. I look forward anxiously to your coming and would appreciate your letting me know when we may expect you.

I received a copy of Mr. Siebert's letter of October 2nd in which he raised a question regarding the Rosenwald grant for 1945-46. This is a matter which needs to be clarified in the light of the facts which he set forth. I would, therefore, appreciate your sending me a copy of your reply.

Wishing for you continued good health and happiness, I am

Very sincerely yours,

C.V. Troup

C.V. Troup
President

CVTpmc

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

SOCIAL SCIENCE DEPARTMENT

October 3, 1945

	FW	S	FW	S

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

Dear Mr Wale:

We are observing "Rural School Charter Day" at our College Friday, October 12. We learned that you might be in our vicinity that week. Would you be our main speaker for the occasion to emphasize for our college family the importance of rural schools for America and some of the problems confronting them? If you find it impossible to do this please let us know as soon as possible.

Yours very truly,

William M. Boyd

William M Boyd
Chairman, Assembly Committee

WMB/b

FISK UNIVERSITY

October 5, 1945

Dear Mr. Boyd: I appreciate the opportunity you gave me to be with you and to speak on the program for Rural School Charter Day. Unfortunately, if I come to Fort Valley at all on my next trip south, it will have to be in the beginning of the week, either Monday or Tuesday. Plans for the latter part of the week are already jelled.

I hope I have a chance to visit with you a little when I come by.

Sincerely,

FGW:EN

FRED G. WALE

Mr. William M. Boyd
Social Science Department
Fort Valley State College
Fort Valley, Georgia

FISK UNIVERSITY

Charge to the account of _____ $_____

CLASS OF SERVICE DESIRED			
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NIGHT LETTER		NIGHT LETTER	

Patrons should check class of service desired; otherwise the message will be transmitted as a telegram or ordinary cablegram.

WESTERN UNION

A. N. WILLIAMS
PRESIDENT

1206

CHECK
ACCOUNTING INFORMATION
TIME FILED

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to

FOR VICTORY
BUY
WAR BONDS
TODAY

TELEGRAM

October 5, 1945

Mr. William M. Boyd
Social Science Department
Fort Valley State College
Fort Valley, Georgia

Regret cannot be Fort Valley October twelve. Letter follows.

Fred G. Wale

Rosenwald Fund
EN

FISK UNIVERSITY

October 31, 1945

Dear Mr. Troup: Last spring Doctor Bond instructed me to have some pictures enlarged for him by a photographer in Chicago. I did this, and the finished product was sent to him in August. He agreed with me that Fort Valley would stand the expense of this work, and at that time I sent him the bill, which was for $84.00. I am hoping you and Mr. Bywaters have a record of this transaction and that it will be possible to take care of this account directly with the photographer. Will you please send the check to the Illinois Photo-Gravure Company, 466 West Superior Street, Chicago, marked to the attention of Mr. John Denson.

Sincerely,

FGW:EN

FRED G. WALE

Mr. Cornelius V. Troup, President
Fort Valley State College
Fort Valley, Georgia

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

November 3, 1945

(Gen)

	JW	5	Hw	0

Mr. Fred G. Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Illinois

Dear Mr. Wale:

In reply to your letter of October 31, a check for $84.00 is being mailed today to the Illinois Photo-Gravure Company.

Yours very truly,

C. V. Troup

CVT

C. V. Troup

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

November 18, 1945

	FW	19	FW	20

Mr. Fred G. Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Illinois

Dear Mr. Wale:

I wish to acknowledge receipt of your recent letter. In reply, you will find inclosed a copy of Mr. Siebert's letter informing me of the action of the Regents relative to my salary. Please accept my sincere thanks for your part in securing for me this increment.

You will also find inclosed copies of two other letters bearing on the proposed program of graduate work. I am sending these to you in confidence because I need your help. It is clear that Mr. Siebert is determined to have us begin graduate work in education, home economics and agriculture in June, 1946.

It is my hope that you will use your influence with Mr. Marion Smith in delaying the beginning of graduate work here until (1) ample funds are provided to secure the needed personnel, equipment, and library facilities, and (2) until additional buildings are provided. I am definitely opposed to the inauguration of a make-shift, second-rate graduate program; such an event would off-set all of the splendid progress which this institution has achieved during the past several years.

Thanking you again for your interest and support, and with best wishes, I am

Cordially yours,

C. V. Troup

CVT

C. V. Troup

FISK UNIVERSITY

COPY

REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
100 State Capitol
Atlanta

November 16, 1945

President C. V. Troup
Fort Valley State College
Fort Valley, Georgia

My dear President Troup:

The Board of Regents at its meeting in Atlanta on November 14, 1945, authorized an allocation of $15,000 to the Fort Valley State College to assist in financing the cost of graduate work in agriculture, education, and home economics at that institution. It was understood that this sum was to be used in supplementing a grant from the General Education Board for this purpose.

At a later date a copy of this reolustion will be sent to you.

Yours very truly,

/S/ L. R. Siebert
Secretary

LRS:mg

FISK UNIVERSITY

COPY

GENERAL EDUCATION BOARD

November 13, 1945

Dear Mr. Siebert:

May I acknowledge your letter of November 9th concerning plans to further strengthen Fort Valley State College with a view to the inauguration of graduate instruction in education, home economics, and agriculture.

It is not at all clear nor indeed probable that the General Education Board will find it practicable to make a financial contribution toward the development of graduate work at Fort Valley State College at this time. This is due in part to our feeling that the College needs greatly to be strengthened at its undergraduate level until it is offering this basic instruction in a manner comparable to the best undergraduate offerings elsewhere. In numbers and qualifications the faculty impresses us as still insufficient to provide this fundamental preparation without venturing into the postgraduate field. Furthermore, it seems to us not to be in accord with the experience throughout the country to attempt to develop graduate work in home economics and agriculture in a state institution which is not the beneficiary of the federal funds in these fields coming from the Land Grant Act and the subsequent related legislation.

These are, of course, matters lying wholly within the competence of the Regents of the University System and it is not for us to indicate what policy the Regents should follow. Since, however, you speak of a contribution from the General Education Board toward the accomplishment of your purposes, it seems wise to point out some of the problems as our officers see them.

Yours sincerely,

/S/ A. R. Mann

Mr. L. R. Siebert, Secretary
Regents of the University System of Georgia
100 State Capitol
Atlanta 3, Georgia

FISK UNIVERSITY

COPY

REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
100 State Capitol
Atlanta

November 16, 1945

President C. V. Troup
Fort Valley State College
Fort Valley, Georgia

My dear President Troup:

The Board of Regents at its meeting in Atlanta on November 14, 1945, increased your salary from $4,000 a year to $4,500, retroactive to September 28, 1945.

At a later date I shall send you an excerpt from the minutes of the meeting giving the details of this matter.

Yours very truly,

/S/ L. R. Siebert
Secretary

LRS:mg

cc: Mr. L. R. Bywaters
Mr. W. Wilson Noyes

FISK UNIVERSITY

November 20, 1945

Dear Mr. Troup: I was glad to learn from you that the Regents took action with respect to your salary at their last meeting.

I was interested to receive the other letters you sent along which referred to your graduate program. By the tone of Doctor Mann's letter, I would doubt very much whether the General Education Board is going to be willing to act favorably on the Regents' request for assistance. If the $15,000 granted by the Regents last Wednesday is contingent upon matched funds from private sources, you will therefore not need to worry for a while. On the other hand, that does not set in motion any positive machinery for taking care of this matter. From Fort Valley's point of view, I think the move is to hold off action until a sound study has been made indicating what the Regents will be willing to put into such a program to make it worth while. With a postponement by them of an appointment of a new chancellor, this action has been delayed. A question in my mind also is whether the new chancellor will be the kind of person who will see that this is done.

I hope to be in New York in a couple of weeks. At that time I think I will sit down and talk with Doctor Mann about the matter and see whether we can come to some agreement that might start the Regents moving. That, however, is between you and me, and perhaps it would be wise not to speak of it.

I may be in Georgia toward the end of the month. If so, I would like to come and spend a day and talk with you a little about the program of extending teacher education at the college out into the county. I will call you when I reach Atlanta.

Sincerely,

FGW:EN

FRED G. WALE

Mr. C. V. Troup, President
Fort Valley State College
Fort Valley, Georgia

FISK UNIVERSITY

November 27, 1945

Dear Mr. Bywaters: Last January we mailed you a check for $500 paying in full an allocation of that amount for the development of an architectural plan for rural type housing at the college. Mr. Moses McKissick was, I believe, the architect working on the proposal.

Your statements for the year ended June 30, 1945, showed $200 expended for architect's fees. Was that a part-payment for the above, or a fee covering the contract for repairs done during the year? If it was the former, has any additional payment been made during the current year?

Very truly yours,

DOROTHY A. ELVIDGE

DAE:LCM

Mr. L. R. Bywaters, Treasurer
Fort Valley State College
Fort Valley, Georgia

(Building)

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

November 28, 1945

	JW	30	JW	12

Mr. Fred G. Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Illinois

Dear Mr. Wale:

I wish to acknowledge with thanks receipt of your letter of November 20. In reply, it is our hope that the Regents will choose a Chancellor as soon as possible and that he will be an educator who understands and appreciates fully all that is involved in a program of graduate work.

It might be of interest to you to know that our Trades Building was gutted by fire Sunday, November 25. This further aggravates our already over-crowded condition. Until additional buildings are constructed, it would be practically impossible to begin any graduate work worthy of the name. I should imagine that definite action on our proposed building program will be taken after the meeting of the State legislature in January.

I am indeed happy over the prospect of your visit with Dr. Mann and I feel that much good will accrue therefrom. Please be assured that no mention will be made of this plan.

I look forward anxiously to your visit to Georgia and shall expect your call from Atlanta.

With best wishes, I am

Very cordially yours,

C. V. Troup

CVT

C. V. Troup

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE BUSINESS MANAGER

November 29, 1945

(Building)

	Pt	IV/3	SE	10

Miss Dorothy A Elvidge
Comptroller
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Illinois

Dear Miss Elvidge:

I have just received your letter of November 27 in regard to the appropriation of $500.00 for the development of an architectural plan for rural type housing.

The $200.00 shown on our annual statement as an expenditure for architect's fees covers a part-payment of the appropriation and we now have a balance of $300.00 unexpended. This item is shown under "Special Account" in the Analysis of Cash Balance at June 30, 1945, found on page 15 of the Audit. We are enclosing a copy of the Auditor's report.

Very truly yours,

L. R. Bywaters.

L R Bywaters
Treasurer

LRB:J
Encl - Report of Examination

ack by SE 12/20/45

See Fort Valley State College (Finance)

FISK UNIVERSITY

COPY

Fort Valley State College

	FW	11	FW	14

December 9, 1945

Mr. L. R. Siebert, Secretary
Board of Regents
100 State Capitol
Atlanta, Georgia

Dear Mr. Siebert:

I have purposely delayed giving my reaction to the proposal you made over the telephone last week relative to the offering of graduate work in Education beginning with the summer of 1946.

I have just returned from the annual meeting of the Association of Colleges and Secondary Schools which held its annual meeting in Nashville, Tennessee. I delayed answering you because I wanted to find out whether or not any change would be made in our rating. Dr. Highsmith's report showed that the Fort Valley State College is still rated as a "B" class institution. In fact, every Negro college in Georgia enjoys the "A" rating except the three state colleges. I find no fault with the classification given us, for we do fall short of some of the Southern Association standards.

Personally, I would not like to see graduate work started here before we will have achieved the highest possible rating as an undergraduate institution. To do otherwise would mean the inauguration of a graduate program for which it would be necessary to offer apologies. Should we begin graduate work in Education this summer, the possibility is that we would be able to attract very few students who are qualified to do graduate work, for such people will, in all probability, attend schools which they know are fully prepared to offer first class graduate work. If it were possible to get some urgently-needed buildings immediately, I would certainly be more favorably disposed toward the idea of beginning graduate work next summer. In fact, new buildings would offer a solution to many of our problems, including that of accreditation.

There is no doubt but that we have a fine opportunity to develop at Fort Valley a strong state school for Negroes and I am aware of the fact that development is a rather slow process. I am afraid that the beginning of graduate work in the immediate future would hinder rather than help our chances for healthy growth.

FISK UNIVERSITY

Instead of offering graduate work in Education in 1946, I suggest that the Regents take the $15,000.00 recently appropriated and use it to pay the fees of Negro graduate students at Atlanta University. I make this proposal with the hope that by Summer, 1947, we would have some of the buildings needed such as a library, dormitories, health and physical education building, graduate education building, etc.

Another reason for making this proposal is that we would have a much longer time to study and plan for a graduate program. It would be well if we had a biracial committee appointed by the Regents to study the graduate program from a state-wide point of view and make appropriate recommendations.

To summarize what I have attempted to say, I think it inadvisable, in the face of present conditions, to consider the beginning of graduate work in Education this summer, but that we plan to initiate such work summer, 1947, by which time we would hope to have the buildings, equipment, personnel, rating and other factors essential to the operation of a first-rate graduate program.

Yours very truly,

C. V. Troup
President

CVT

FISK UNIVERSITY

COPY

REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

FOW 17 Alumno

December 11, 1945

President C. V. Troup
Fort Valley State College
Fort Valley, Georgia

My dear President Troup:

Your letter of December 9, 1945, was promptly received. This is the letter concerning the postponement of the graduate school at the Fort Valley State College until the summer of 1947.

I do not believe that this is wise. I hope you will see fit to study this further and begin graduate work in education in June, 1946.

Yours very truly,

L. R. Siebert,
Secretary

LRS:LW

FISK UNIVERSITY

December 13, 1945

Mr. L. R. Siebert, Secretary
Board of Regents
100 State Capitol
Atlanta, Georgia

Dear Mr. Siebert:

Since our telephone conversation of December 11, I have given very serious study and thought to the proposal to begin graduate work in Education in June, 1946. As I thought through the matter, the following questions arose:

(1) Are we ready for graduate work -- ready as far as personnel, equipment, library facilities, housing, etc., are concerned?

(2) Should we begin graduate work while we are still not approved as an "A" class undergraduate school, will the State Division of Certification give recognition to our work?

(3) Will well-established and recognized graduate schools such as Fisk, Atlanta, Howard, Columbia, or Chicago accept six hours of transfer credit toward a master's degree from students who have studied at a "B" rated institution?

To the first question, the only answer I can honestly give is 'no'. The $15,000.00 recently appropriated would enable us to employ three good people in Education, but immediately we would be faced with the problem of housing them. We would need approximately $15,000.00 to purchase the minimum number of books and periodicals for graduate work in Education.

I am not sure of the answer to question number two. Even if the State Division of Certification would recognize our work, I would hate to think of such recognition as a gift rather than something that is merited.

I cannot answer question number three, but the answer would be obtained through a careful study which should be made before we enter upon a program of graduate work.

Graduate schools for Negroes like Fisk, Hampton, Atlanta, Howard, and North Carolina College for Negroes, had developed strong undergraduate programs before beginning graduate work. Consequently, their work is recognized and respected. On the other hand, the Alabama State Teachers College at Montgomery

FISK UNIVERSITY

began offering graduate courses in Education while rated as a "B" class institution and, incidentally, they are still in the "B" group. Their graduate program is a mere farce. In Negro educational circles it is regarded as a weak makeshift designed to circumvent the Gaines Decision.

No person interested in the higher education of Negroes in Georgia would want a repetition of the Alabama situation in this state. That is my chief reason for suggesting the postponement of graduate work until we are in position to do the kind of job which will reflect credit upon the State of Georgia, upon the Regents of the University System, and upon this institution.

In reconsidering this matter, I have tried to be honest with myself and the people of Georgia whom I serve. While I have expressed my personal opinion, it does not mean that I am unwilling to carry out any program which the Regents might suggest for this institution. Should they decide that graduate work shall be offered beginning in June, 1946, please be assured that I will give of the best that is in me in carrying out their directives.

With best wishes, I am

Very cordially yours,

C. V. Troup
President

CVT

FISK UNIVERSITY

December 12, 1945

Dear Mr. Troup: When I was in Atlanta two weeks ago, I tried on two or three occasions to reach Fort Valley by phone, but each time, for some reason, the lines were not clear. As you know, I had hoped that I would find a chance to get down. When I got to Atlanta, I was held there longer than I had expected and in addition I had to make a quick trip to Talladega, and that took me off the schedule I had made out for myself.

I am particularly sorry because I had hopes that we could talk together and make some plans on this matter that seems to me to be of great importance, the continued relationship of the college - its students and faculty - to the rural schools of Peach County. I am hoping to be in Georgia again in January and I will do my best to spend some time with you.

I was distressed to hear of the fire in the Trades Building. As I recall it, this was one of your better structures. I hope that it was covered enough by insurance so that you will be able to rebuild adequately.

Sincerely,

FGW:EN

FRED G. WALE

Mr. C. V. Troup, President
The Fort Valley State College
Fort Valley, Georgia

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

December 14, 1945

FGW 17 Ans

Mr. Fred G. Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Illinois.

Dear Mr. Wale:

I wish to acknowledge receipt of your letter of December 12. In reply, I regret very much that your schedule did not permit you to visit Fort Valley while in Georgia.

It is my hope that you may find it convenient to come down in January. I would like to talk over some proposals regarding our rural education work for next term.

Wishing for you and family a Merry Christmas and a Happy New Year, I am

Cordially yours,

C. V. Troup

C. V. Troup
President

FISK UNIVERSITY

December 14, 1945

Dear Mr. Troup: Thank you for the copy of your letter to Mr. Siebert. I thought it was excellently done. Your position is four-square solid, and I am with you every bit. I hope you win out on it.

I received a note from Charles Thompson the other day saying that he had been invited to serve on a committee of three at Mr. Cousin's suggestion to study the three Negro colleges of Georgia. I am interested because the people who seem to be initiating it and wanting the study made are members of the Department of Education rather than the Board of Regents. How does it happen that they, rather than the Chancellor's office, are initiating the inspection? Also, will it have anything to do with plans for graduate study, or is it an attempt to get them up off the "B" and into the "A" bracket?

Sincerely,

FGW:EN

FRED G. WALE

Mr. Cornelius V. Troup, President
Fort Valley State College
Fort Valley, Georgia

FISK UNIVERSITY

fvs

WEEKLY CALENDAR OF EVENTS
THE FORT VALLEY STATE COLLEGE
FORT VALLEY, GEORGIA

January 25-February 1, 1946

-NOTES-

The Fort Valley State College has just completed the administration of its physical examinations for the second quarter. It is a policy of the institution to give a complete check-up and file a complete health case history for each entering student. The activity accompanying these examinations is always heavier at the beginning of the first quarter, yet the second quarter necessitated the handling of 52 enrollee's cases. Dr. G.N.Woodward and Mrs. Lena J.Moore, R.N., are the capable administrators of the efficient health service of the institution.

For the weekly broadcast on Tuesday evening, the College Choir sang a program of sacred songs, among which were an arrangement of the hymn,"Breathe On Me, Breath of God," a spiritual,"Walk Together Children," and John Prindle Scott's "The Voice in the Wilderness"- Miss Grace Hatchett sang an interesting arrangement of "Po' Lil' Jesus."

In contrast to the type of music sung by the Choir, members of the music faculty gave a brief recital of vocal and piano music which included works by Carl Bohm and Chopin.

Dr. G.N.Woodward, college physician, attended the Physicians' Institute, sponsored jointly by the Alabama State Health Department, the Jefferson County Board of Health and the Slossfield Health Center Administration. The institute was held at the Slossfield Health Center, Birmingham, Alabama, January 14-16, 1946.

-INCOMING EVENTS-

Sunday-January 27, Y.M.C.A., Room 11
4:00 p.m. Mr. Edwards

Vesper Hour, College Auditorium
4:30 p.m.
The Reverend C.M.Serson, S.S.J.B.
Bracebridge, Ontario Canada

Monday-January 28, Assembly, College Auditorium, 12:30 p.m.
Physical Education Department
Mr. Craig

Social Committee, 4:00 p.m. SDR

Athletic Club, Room 10, 8:00 p.m.
Mr. Craig

Freshman Class, College Auditorium
3:45 p.m.

Tuesday, January 29, Meeting of the Globe Trotters, Room 10, 7:30 p.m.
Dr. Boyd

Wednesday, January 30, Assembly, College Auditorium, 12:30 p.m.
Business Club-Miss Willie McNeil

Meeting of Library Committee
Library Office, 4:00 p.m.

Thursday-January 31, Meeting of Senior Class, Room 14, 7:30 p.m.
Dr.Boyd-Miss Jordan

Friday-February 1, Assembly, College Auditorium, 12:30 p.m.
Miss Erma Lucas

Meeting of Dormitory Counsellors
Office, Dean of Women 10:00 p.m.

Special Announcement:

Meeting of THE PEACHITE staff
Wednesday evening, 8 o'clock
Room 21

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF PRESIDENT

December 21, 1945

Mr. Fred G. Wale
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Illinois

Dear Mr. Wale:

Thank you for your letter of December 14. In reply, I have not received an answer to my last letter addressed to Mr. Siebert. I am still hoping for the best.

Mr. Cousins, as you know, is a member of the Accrediting Committee for Negro institutions in Georgia. His committee makes recommendations to the Association of Colleges and Secondary Schools for Negroes. It is this committee which is interested in sponsoring a thorough study of the three (3) State Colleges for Negroes in Georgia. As you perhaps know, every Negro College in Georgia enjoys the "A" rating with the exception of the state schools. I believe Mr. Cousins favors the idea of either bringing these institutions up to "A" requirements or dropping them from the accredited list until they do qualify.

It is my hope that Dr. Thompson may find it possible to accept Mr. Cousins' invitation.

With best wishes, I am

Very cordially yours,

C.V. Troup

C.V. Troup

FISK UNIVERSITY

W E E K L Y C A L E N D A R O F E V E N T S
THE FORT VALLEY STATE COLLEGE
FORT VALLEY, GEORGIA

April 12-19, 1946

-NOTES-

The enrollment for the Spring Quarter of the Academic year, 1945-1946, by classes shows the following:

Freshman Class	157
Sophomore Class	87
Junior Class	73
Senior Class	55
Special Students	11
Total ----------	383

In a thought provoking address to the Georgia Congress of Parents and Teachers in annual session at the Stuart Chapel A. M. E. Church, Macon, Georgia, Tuesday evening, April 9, President C. V. Troup spoke to the group on the subject, "Parents, Teachers and Children." President Troup pointed out the grave responsibility which rests upon the shoulders of the parents, the influence of the teacher on the life of the child, and in his final remarks, focused attention upon the child as the greatest common interest of mankind.

The weekly radio program including music of songs and spirituals by the College Choir, was broadcast from the Studio of WMAZ in Macon, Georgia.

President Troup, accompanied by Dr. Booker T. Griffith, Professor of Biology, Messrs. C. L. Ellison and Benjamin Anderson, of the Department of Agriculture, and other members of his faculty, attended the Georgia Teachers and Educational Association at Albany State College, Albany, Georgia, April 11, 12, and 13, 1946.

Interesting Assembly speakers for this week, included Dr. Huntley Dupree, of the World Student Service Fund, who presented a vivid picture of the suffering in Europe, and made a strong appeal to the students of the Fort Valley State College to lend a hand in assisting the unfortunate students in Europe; and the Reverend Willia Caffray, Evangelist, who related interesting experiences of her travels in 56 countries. She was accompanied by Miss Betty Bestrick, accomplished pianist and soloist. It has

-COMING EVENTS-

Sunday- April 14, Y.M.C.A., Room 11, 4:00 p.m. Mr. Edwards

Vesper Hour, College Auditorium
Six o'clock, p.m.
The Music Department presents a program of Lenten and Easter Music by the College Choir and Men's Glee Club

Monday- April 15, Assembly, College Auditorium, 12:30 p.m.
Iota Phi Lambda Sorority

Meeting of the "F" Club, Room 10, 7:30 p.m. Mr. Craig

Meeting of Science Club, 8:00 p.m.
Dr. Griffith

Tuesday- April 16, Meeting of the Curriculum Study and Research Committee, Room 12, 4:00 p.m.

Meeting of the Globe Trotters, Room 10, 7:30 p.m., Dr. Boyd

Baby Clinic, Infirmary, 3:00-5:00 p.m. Dr. Woodward, Miss Branche, Nurse Moore, Nurse Pyle, and Omega Wives Club

Meeting of Business Club, Room 28 7:30 p. m., Mrs. Williams

Wednesday- April 17, Assembly, College Auditorium, 12:30 p.m. Lomepas Club, Iota Phi Lambda Sorority

Meeting of English Club, Room 21, 7:00 p.m., Mrs. Murray

Meeting of Advisers, 4:00 p.m.
Room 12, Academic Building
Dean Lyons

Meeting of Peachite Staff, Room 21
8:00 p. m. Miss Douglas

Friday- April 19, Assembly, College Auditorium, 12:30 p.m., NFA
Mr. Gibson

FISK UNIVERSITY

been well said of the Reverend Caffray that "Everywhere she goes, streams of blessings flow."

Week-end guests to our campus included Mrs. Anne Cochran, Department of Education, Morris Brown College, and Exchange teacher of Clark College; Dr. Aaron Brown , and Mrs. Aaron Brown, who served as consultant for the Life and Work Conference for Negro Youth, and Mrs. Epps ,a member of the faculty of Albany State College; Mr. Joseph Adkins,Western Reserve University, Cleveland, Ohio; Miss Mavis B. Walker ,of the Florida A. and M. State College, and the delegates representing 20 or more colleges. at the Life and Work Conference for Negro Youth, who were guests of the Fort Valley State College.

Dr. William M. Boyd, Department of Political Science, conducted the USO-YMCA Forum, in Columbus, Georgia, on April 4, on the subject: "The Political Outlook of the Negro in Georgia." Dr. Boyd also represented the Omega Psi Phi Fraternity in its 7th District Meeting at Talladega College, on April 5 and 7, and he will represent the Fort Valley State College at the Southern Negro Conference for the Equalization of Educational Opportunities, which meets in New Orleans on April 13, 1946.

Mr. Earl H. Pierro, of the Department of Sociology, was elected to attend the Institute on Marriage and the Family, sponsored by the Department of Sociology of Morehouse College, on April 11, and 12.

Miss Elaine E. Douglas, for the Faculty, and Miss Erma Lucas, president of the Players' Guild, are representing our college at the annual meeting of the Southern Association of the Dramatic and Speech Arts, at Tennessee State College, Nashville, on April 10, 11, and 12.

Our College Physician, Dr. C. N. Woodward, and Nurse, Mrs. L. J. Moore, are attending the Annual Clinic at the John A.Andrews Memorial Hospital, Tuskegee Institute, Alabama, in session April 7 -12.

Mrs. Alice J. Green, of the Department of Home Economics, will attend the Annual Conference on Conservation of Marriage and the Family, at the University of North Carolina, Chapel Hill, North Carolina, April 12-14.

The College is honoring the veterans of World War II, enrolled in our school, at a banquet and evening of pleasure, in the Samuel Henry Bishop Memorial Dining Hall, on Saturday evening, April 13 .

FISK UNIVERSITY

THE FORT VALLEY STATE COLLEGE
FORT VALLEY, GEORGIA

OFFICE OF THE PRESIDENT

November 14, 1946

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Dear Friend:

Inclosed is a complimentary copy of "Henry's Secret," the second book in the Education for Production series published by the Fort Valley State College. It is our belief that the economic condition of the people of the South can be improved through a program of practical education. It is this thesis which underlies the Education for Production program fostered by this institution.

Any comments on the probable value of this series of books would be greatly appreciated. Additional copies may be secured through my office at $1.00 each.

With best wishes, I am

Very truly yours,

C. V. Troup

C. V. Troup
President

CVT:g

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

January 3, 1947

	710	1/6	710	1/7

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

My dear Mr. Wale:

For some time I have been greatly concerned over our program of rural education. Remembering our conversation on the occasion of your last visit to Fort Valley, I am submitting the following proposal for your consideration:

That over a period of three years, one of the Peach County rural schools be selected for development. For the first year I propose that the Fund would underwrite the cost of constructing a teacherage at Byron. Such a house would cost approximately $10,000. If good teachers consent to work in rural areas, they should be provided with decent living quarters. In order to do the kind of job which should be done, it would be necessary to employ two teachers who hold at least the masters degree. Such persons should receive an annual salary of $3,000 each. The state of Georgia now pays $1,800 to teachers holding the five year college certificate. This means that a total of $2400 or $1200 each would be needed to supplement the amount paid by the state. This would mean that $12,400 would be needed to get the work started at Byron. After the first year I believe arrangements could be made to have the college absorb the teachers' supplement. For the second year, another school, perhaps Powersville, might be chosen and a similar investment made there, and the third year still another school might be selected. This would represent a total grant of $37,200 over a three-year period.

Under such an arrangement it is my belief that we could do a far more effective job of training teachers for the rural schools of Georgia.

Please let me have your reaction to this proposal at your earliest convenience.

Wishing for you a very happy and prosperous New Year, I am

Very cordially yours,

C. V. Troup

C. V. Troup
President

CVT:g

FISK UNIVERSITY

January 7, 1947

Dear Mr. Troup: I was delighted to hear from you. I really feel badly that I have not visited Fort Valley in the last few months and that I have left my connections with you hanging a little bit. I am still very much concerned and interested in the program of getting good teachers into the rural schools of Peach and the neighboring counties and I still feel deeply involved in the success of this enterprise as it is sponsored and supported by you and Mrs. Duncan.

I expect to be in Georgia later in the month. I had hoped I would be able to write you that Doctor Raths would be with me. Unfortunately, just a week or so before I could get to him to commit him to this program, he had already signed up to go to New York University for the winter quarter. However, I shall look forward to driving down to Fort Valley to spend a good day with you and will let you know beforehand when it will be. With best New Year's wishes.

Sincerely,

FGW:en

FRED G. WALE

Mr. C. V. Troup, President
Fort Valley State College
Fort Valley, Georgia

FISK UNIVERSITY

January 9, 1947

Dear Mr. Troup: I am sorry that I have delayed so long in writing you to thank you for the box of nuts sent to me at Christmas. It is hard to find in the stores here pecans that compare with those that come directly from Georgia, and this box will last me for a long time.

Very truly yours,

DOROTHY A. ELVIDGE

DAE:LCM

Mr. C. V. Troup
Fort Valley State College
Fort Valley, Georgia

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE PRESIDENT

January 14, 1947

	FW	1/16		

Mr. Fred G. Wale
4901 Ellis Avenue
Chicago 15, Illinois

Dear Mr. Wale:

Thank you very much for your letter of January 7. In reply, it is my hope that you will find it convenient to visit Fort Valley some time this month, and I shall expect to hear from you relative to the definite time of your visit.

With best wishes, I am

Cordially yours,

C. V. Troup

C. V. Troup
President

CVT:g

FISK UNIVERSITY

TO Fred G. Wale

FROM Dorothy Elvidge

DATE January 20, 1947

SUBJECT: Fort Valley State College

(Building)

In December of 1943, we paid to Fort Valley $500 (charged against their appropriation) to be used to employ McKissick and McKissick, architects, to develop a plan for rural housing at the College. The audit report of Fort Valley for the year ended June 30, 1946 shows that only $200 of our $500 payment has been used for this purpose. Do you want to take this up with the college and find out what their plans are for the use of the balance?

FISK UNIVERSITY

The Fort Valley State College

Fort Valley, Georgia

OFFICE OF THE ADMINISTRATIVE DEAN

March 18, 1947

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Mr. Fred G. Wale,
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Illinois

Dear Mr. Wale:

We have been expecting the February visit that you spoke of when you were here last. However, we will forgive you because we know that you are a very busy person. Be sure to include us on your itinerary.

I am writing to inquire about the name and address of a Negro teacher in the public school system of Chicago who has attained some reputation in the crafts. I can recall reading an article about her in Ebony, The Crisis, Opportunity, or some other magazine dealing with Negro life. She is either actively engaged in teaching or has now retired from her work. Whatever her status, she is very creative in taking waste materials or scraps and making them over into articles for the home.

We are making preparations for our Practical Arts Festival and I am in the hope of locating her so that I can recommend her to President Troup as one who might serve on our faculty for the Festival for a period of three or four days.

Kindly send me the name and address of the person to whom I have referred ,if you know of her.

With best wishes, I am

Very truly yours,

W. W. E. Blanchet

W. W. E. Blanchet
Administrative Dean

WWEBw

FISK UNIVERSITY

Fort Valley State College

April 1, 1947

Dear Mr. Blanchet: It says here on Page 24 of the January 1946 issue of Ebony that trash craft is an ersatz product, and without meaning to be critical of your interest in Mrs. C. R. Foster of the Wendell Phillips High School, I would say that there is no ersatz substitute for good art. It doesn't seem to me that Mrs. Foster does any more with fish scales, peanut shells, cancelled stamps, buttons, whisk broom straws or crushed up egg shells than any child or adult could do with paints and a paint brush. I guess the reason I object to trash as a medium of art craft is that it is not essentially honest. Some things can be put to use and in their design made simple and attractive. They have a function, and the relationship of the material to the function makes them artistic. I have seen several examples of what I mean in your craft room, and Helen Wale's sewing basket is a tribute at this moment to what I am trying to say. Several years ago it was made by a student at Fort Valley and it is just as useful and just as good-looking today as it was when she first received it.

This project of Mrs. Foster's is a trick, and tricks are not usually deep or lasting. My guess is that you have at Fort Valley right on hand people with deeper feeling and understanding for the use of materials and a sense of design than you would have in Mrs. Foster.

Thus having said this to you and not pulled any punches, because I think we know one another well enough to speak frankly, I now feel as though I ought to at least come up with one alternative. This would be Mary Giles. She is the wife of Mike Giles, whom I think you met when he was teaching at West Georgia College. He is now the director of the Bureau for Intercultural Education in New York. Mrs. Giles' address is 115 Booth Avenue, Englewood, New Jersey. She is tremendously busy, but I

FISK UNIVERSITY

think a flash from you fellows asking her to come for a week and bring some examples of her pottery, book illustrations, and weaving might get a favorable response. If you think well of it, I will write her too, and if she cannot afford to come for the fee you are able to pay, perhaps I ought to raise the ante. She is as good as there is in the country, but I am sure you will agree with me that Fort Valley deserves the best.

I am terribly sorry about February and that little game we were going to get into. Tell Catherine and the others who are interested in having me clean them out not to give up hope. I shall be down before the weather gets too hot.

Best to you,

FGW:en

FRED G. WALE

Mr. W. W. E. Blanchet
Office of the Administrative Dean
Fort Valley State College
Fort Valley, Georgia

FISK UNIVERSITY

CLASS OF SERVICE

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

WESTERN UNION

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JOSEPH L. EGAN
PRESIDENT

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

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FRED G WALE=

4901 ELLIS AVE CHGO=

AM WIRING MARY GILES ABOUT COMING APRIL 23 THROUGH 25 A WORD FROM YOU MIGHT HELP=

=C V TROUP

Fort Valley State College

23 25.

FISK UNIVERSITY

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

The Fort Valley State College
OFFICE OF THE REGISTRAR
Fort Valley, Georgia
December 21, 1947

HARO

Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Sir:

At the request of Miss Kathleen Geathers who is now employed at the Lee County Training School, Leesburg, Georgia, I am forwarding to you an official trascript for her.

Miss Geathers graduated from this institution in June 1946. She majored in Sociology.

Yours very truly,

H. A. Bowen

H. A. Bowen
Registrar

HAB:jw
Encl: Transcript

FISK UNIVERSITY

April 12, 1948

Dear Mr. Bowen: The transcript of Miss Kathleen Geathers was submitted to us in connection with our fellowship program. As we have no further use for it, we are returning the transcript to you herewith.

With many thanks,

Sincerely yours,

HR*RC
encl.

For the Committee
on Fellowships

Mr. H. A. Bowen, Registrar
Fort Valley State College
Fort Valley, Georgia

FISK UNIVERSITY