

SOUTHERN RURAL SCHOOLS AND THEIR PROBLEMS

By

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Nashville, Tennessee

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UNIVERSITY

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Education in the United States Largely a Rural Enterprise

Education in the United States is largely a rural enterprise. In the rural areas of the United States - open country, villages, and towns with less than 2,500 population - 461,953 public school teachers are directing the learning of 13,024,021 public school pupils in 213,484 public rural schools.¹ Translating these figures into percentages, we find that of the nation's 869,316 public school teachers, 55.2 per cent are rural teachers; that of the nation's more than 26 million public school pupils, 49.3 per cent are rural pupils; and that of the total number of public schools in the nation, 88.4 per cent are rural schools.² Ninety per cent of the nation's elementary schools and 78 per cent of the nation's high schools are rural.³ Despite the urbanization and industrialization of America, rural education, elementary and secondary, is still a major responsibility of the American system of schools.

Education in the Southern States Preeminently a Rural Enterprise

While education in the United States is largely a rural enterprise, in the Southern Region education is preeminently a rural enterprise. In the rural areas of the Southern states,⁴ 182,518 public school teachers are

1. Cook, Katherine M., Review of Conditions and Developments in Education and Other Sparsely Settled Areas, Bulletin, 1937, No. 2 (Advance Pages) Office of Education, Washington, D. C., p. 4.

2. Ibid.

3. Kolb, J. H. and Brunner, Edmund deS., A Study of Rural Society, Houghton Mifflin Company, New York, 1935, p. 396.

4. Includes the following fifteen states of the Southeast and Southwest as classified by Odum: Alabama, Arizona, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

directing the learning of 6,220,093 public school pupils in 67,859 public rural schools.⁵ Translating these figures into percentages, we find that of the South's 248,234 public school teachers, 73.5 per cent are rural teachers; that of the South's more than eight and a half million public school pupils, 71.8 per cent are rural pupils; and that of the total number of public schools in the South, 91.6 per cent are rural schools.⁶ The magnitude and significance of the rural education enterprise in the South has never been fully appreciated. Something of the magnitude of rural education in the region may be realized by a consideration of the following statement. Approximately three out of every four teachers employed in the Southern states are teaching in rural areas; approximately three out of every four children enrolled in Southern schools are enrolled in rural schools; and nine out of every ten Southern schools are rural schools. Education in the South is predominantly rural. The regional problems of administration, supervision, and teacher training are, therefore, largely rural problems.

Rural Schools Are Small Schools

Before considering the needs and problems of rural schools, one characteristic of rural schools should be considered because of its bearing upon the needs and problems of these schools. Rural schools are small schools. In spite of the heralded success of the consolidation movement during the past quarter-century, the typical American rural school is still a small school.

According to the latest available figures,⁷ there are 213,484 public

5. Statistics of State School Systems, 1933-34, Bulletin, 1935, No. 2
(Advance Pages) Office of Education, Washington, D. C.

6. Ibid.

7. Cook, Katherine M., Op. cit., p. 4.

rural schools in the United States. Of these, 138,542 or 64.9 per cent are one-room schools; 24,411 or 11.4 per cent are two-room schools; and 50,431 or 23.7 per cent are schools with three or more rooms. In other words, 162,953 or 76.3 per cent of all the rural public schools are one- or two-room schools. Only 17,248 or 8.1 per cent of all the public rural schools in the United States are consolidated schools. The typical rural school is, therefore, a small school.

Enrollment figures⁸ further emphasize the predominance of small rural schools. The rural elementary school enrollment in 1934 was distributed according to size of school as follows: Enrolled in one-teacher schools, 29.6 per cent; in two-teacher schools, 13.2 per cent; in schools with three or more teachers, 57.2 per cent. Of all the elementary children enrolled in rural schools, 42.8 per cent are attending one- or two-teacher schools. In actual number there are 4,635,147 elementary school children enrolled in one- and two-teacher schools.

Turning to a consideration of size of rural schools in the Southern states, we find that in spite of the fact that over half the consolidated schools of the nation are in the Southern region, the typical Southern rural school is still small.

According to the latest available figures,⁹ there are 17,248 consolidated schools in the United States. These consolidated schools are distributed regionally as follows: Southeast, 6,682; Southwest, 2,238; Northeast, 2,941; Middle States, 3,226; Northwest, 1,349; and Far West, 752. The percentages of all buildings that are consolidated by regions are: Southeast, 12.2; Southwest, 11.9; Northeast, 6.8; Middle States, 4.4;

8. Cook, Katherine M., *Op. cit.*, p. 4.

9. Statistics of State School Systems, 1933-34, p. 70.

Northwest, 3.6; and Far West, 5.3. Texas, a Southwestern state, with 1,540 consolidated schools, leads the states of the nation in number of consolidated schools; and New Mexico, a Southwestern state, and North Carolina, a Southeastern state, lead in percentage of all schools within the respective states that are consolidated. Twenty-two and four tenths per cent of the schools in New Mexico are consolidated and 19.8 per cent of the schools in North Carolina are consolidated. The 8,980 consolidated schools in the fifteen states of the Southeast and Southwest represent over one-half the consolidated schools of the nation. Obviously, consolidation has been most widely effected in the two Southern regions of the nation.

In spite of rapid progress in consolidation of schools in the rural South, the typical rural school in the region is still small. In a recent study¹⁰ of local school units in Tennessee the following statement is made: "On the basis of present day educational thought, satisfactory curricula cannot be developed and offered in schools having less than six teachers." If one grants this assumption, admittedly a rather broad one, he finds that only 8.2 per cent of all the elementary schools of Tennessee can offer satisfactory curricula; Kentucky can develop and offer satisfactory curricula in only 3.2 per cent of its elementary schools. Arkansas in only 11.6; South Carolina in only 19.6; Alabama in 20.4; Georgia in 33.1; Louisiana in 39.1; and North Carolina in 39.8. In Arkansas,¹¹ 45.7 per cent of all the white children and 77.0 per cent of all the Negro children attending school are going to school where there are less than six teachers. In Tennessee,¹² 58.9 per cent of all children (Negro and

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

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

12. A Study of Local School Units in Tennessee, Ibid., p. 99.

white) are attending schools where there are less than six teachers. In Kentucky,¹³ seventy-two out of every one hundred elementary school children in the county school districts attend one- or two-teacher schools. Over one-half of the elementary children attend one-teacher schools.

An attempt has been made to locate by counties all the one-teacher schools in the United States. Comparatively the Southern states have fewer one-room schools. There is not a Southern state among the ten states of the nation having the greatest number of one-teacher schools. Regionally the percentage of all buildings that are one-room is as follows: Northwest, 76.16 per cent; Middle States, 68.35; Northeast, 51.65; Southeast, 50.20; Southwest, 32.03; and Far West, 27.68. Fifty-seven per cent of all school buildings in the United States are one-room.

Table I shows comparative numbers and percentages of one-teacher schools for whites and for Negroes in the Southeastern states in 1936-1937. There are 26,110 one-teacher schools in the region, 13,125 for white children and 12,985 for Negro children. Florida with 718 has the smallest number and Kentucky with 5,225 has the largest number.

So far, I have tried to show that education in the United States in spite of our national trend toward urbanization and industrialization is largely a rural enterprise; that education in the Southern states, a preeminently rural region, is preeminently a rural enterprise; that the bulk of the nation's schools are not only rural schools but small rural schools; and that, notwithstanding the fact that the South has led the nation in consolidation of schools, this region still conforms to the general pattern of small rural schools set by the nation. We turn to a consideration of rural educational opportunities.

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

TABLE I

COMPARATIVE NUMBERS AND PERCENTAGES OF
ONE-TEACHER SCHOOLS FOR WHITES AND FOR NEGROES
IN THE SOUTHEASTERN STATES, 1936 - 1937

State	Number One-Teacher Schools			Percent One-Teacher Schools		Percent Population, 1930*	
	Total	White	Negro	White	Negro	White	Negro
Southeast	26,110	13,125	12,985	50.3	49.7	69.4	30.6
Virginia	2,399	1,317	1,082	54.9	45.1	73.1	26.8
North Carolina	1,351	435	916	32.2	67.8	70.4	29.0
South Carolina	1,505	293	1,212	19.5	80.5	54.2	45.6
Georgia	2,972	534	2,438	18.0	82.0	63.2	36.8
Florida	718	236	482	32.9	67.1	70.5	29.4
Kentucky	5,225	4,880	345	93.4	6.6	91.3	8.6
Tennessee	2,799	2,108	691	75.3	24.7	81.7	18.3
Alabama	2,459	888	1,571	36.1	63.9	64.3	35.7
Mississippi	2,722	286	2,436	10.5	89.5	49.6	50.2
Arkansas	2,732	1,907	825	69.8	30.2	74.1	25.8
Louisiana	1,228	241	987	19.6	80.4	62.7	36.9

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

Rural Schools Offer Limited Educational Opportunities

Rural schools are offering rural children more limited educational opportunities than urban schools are offering urban children. In rural schools, attendance is poorer, progress of pupils is more retarded, length of term is shorter, teachers with less training are employed at lower salaries, tenure of teachers is shorter, percentage of teachers residing in communities where they teach is smaller, and curriculum offerings are more limited than in urban schools. Since recent studies of local school units in certain Southern states reveal that, at present, size of school conditions significantly the educational opportunities offered children in the various states of the region, educational opportunities are even more limited by the great number of small schools in the area.

Providing More Adequate Educational Opportunities

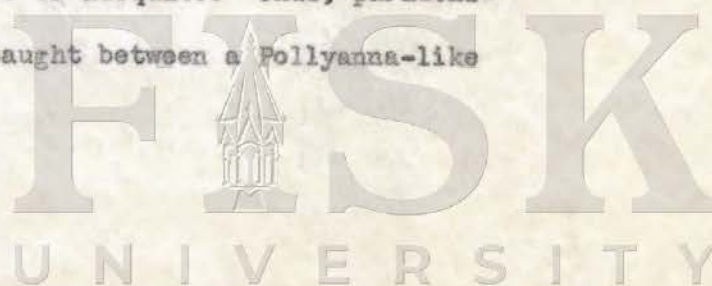
More adequate educational opportunities for rural children may be provided in two ways: First, through consolidation and the improvement of consolidated schools; and second, through improving small rural schools. Significant progress in improving educational opportunities in rural areas will not be made until two fundamental facts are recognized: First, that consolidation in and of itself does not insure an effective and adequate educational program; and second, that an effective and adequate educational program can be provided in the small rural school. The sooner we become conscious of these facts and their implications and recognize that the small rural school can and should still play an important role in American rural life and that the consolidated school can and should play a more important role than it is now playing, and begin an administrative, supervisory, and instructional program in these schools based on the needs of

rural people and a rural society, the sooner will these schools become forces for the improvement of rural life in America.

America's passion for bigness and the administrative panacea of consolidation have served to obscure somewhat the great unsolved problem in American education today--the problem of the small rural school. The small rural school has been looked upon too long as a square peg in a round hole--a misfit in the administrative and supervisory pattern in vogue. Administrators and supervisors accustomed to thinking in terms of graded schools have had neither the insight nor the inclination to attack seriously the problems of the rural teacher. Likewise, normal schools, ambitious for their graduates to get the most lucrative positions, have provided an educational program designed to fit their students for graded school positions in town, city, or consolidated schools.

Educational leaders, like Americans generally, have suffered and are suffering still from the delusion that bigness is goodness, that merely because a thing is big it possesses desirable qualities. The chain store is better than the small corner grocery; the consolidated school is better than the small rural school. Often they are, but they are not better merely because of size as we too often assume. Likewise, there is nothing, as we have too often thought, inherently bad in smallness.

Attributing the existing deficiencies found in small rural schools to their smallness, has resulted in the establishment of two prevalent fallacies in educational thinking: First, that the only real solution to the small rural school problem is consolidation; and second, that small rural schools cannot be made very effective or adequate. Thus, paradoxically enough, the small rural school is caught between a Pollyanna-like



optimism on the one hand and pessimistic defeatism on the other. Consolidation advocates, seeing in consolidation a cure-all for the evils attending small schools, have pictured in the not too-distant future an educational Utopia where all rural schools will be consolidated schools, where the little red schoolhouses with all their problems will be no more.

Heeding these pronouncements, administrators have tended to neglect, even ignore, small schools and their problems. These neglects by administrators are a natural result of optimistic thinking on the one hand--someday I will consolidate all my schools and small school problems will be no more--and defeatist thinking on the other hand--there's nothing I can do to improve small rural schools but consolidate them and until I can consolidate them I'll let them struggle with their problems as best they may. The blindness of such optimism is two-fold. First, it is doubtful that there will ever come a time when all rural schools will be consolidated schools, and if all were to be come consolidated schools that they would be large enough to fit into the graded system. Kolb and Brunner in their recent study¹⁴ of rural social trends not only predict the persistence of small rural schools, but believe their persistence inevitable. They say: "It is estimated that because of low population density and topography it will be impossible to dispense with between 75,000 and 100,000 of one-room and two-room schools as long as people live in the areas these schools will serve." Second, if it were possible to realize this Utopian dream of the consolidation advocates, it is to be seriously questioned whether or not universal consolidation of rural schools is desirable. The important points for us to consider are: that consolidation is not the only solution to the small school problem, and that small rural schools can be made effective.

14. Kolb, U. H., and Brunner, Edmund deS., *A Study of Rural Society*, Houghton Mifflin Company, New York, 1935, p. 410.

The best proof, of course, that an effective program can be provided in small rural schools is that such a program has been successfully demonstrated in the past. "In the early years of the twentieth century, Mrs. Marie Harvey of the North East Missouri State Teachers College, Kirksville, Missouri, successfully demonstrated what are now commonly accepted practices in modern education. Not only was she one of the pioneers in the movement later to be called "progressive," but her demonstration was in that most difficult of situations--the one-room rural school. Of later date was the demonstration of the Quaker Grove school. This four-year experimental school under the supervision of Professor Fannie W. Dunn, Columbia University, was taught by Miss Marcia Everett, now a helping teacher of New Jersey. The report of the demonstration entitled Four Years in a Country School indicates that modern education is possible and highly desirable in the small school. It is a record of teacher and children sharing the happy, cooperative experience of living and learning in the Quaker Grove school, an achievement which ranks high in the history of educational experiments in the United States.

"These are examples of isolated demonstration schools, but there is further testimony in the modern program of rural schools in certain progressive states, notably California, New Jersey, New York, and Vermont. In these states, under the intelligent leadership of progressive State Departments of Education, the introduction of modern education in small rural schools is reaching state-wide proportions."¹⁵

Small rural schools have never been given a chance to develop a real educational program. Not until our present practices regarding these schools are reversed will we know how effective small rural schools can be.

15. Wofford, Kate V., Modern Education in the Small Rural School, The Macmillan Company, New York, 1938, p. 6.

Gaumnitz¹⁶ suggests what such a reversal of practice might do. He says: "If current practices of education were changed so that the finest, the more experienced, and the best trained teachers were attracted to the more difficult positions in the small school and their work facilitated with adequate equipment, instead of the opposite, there can be no doubt that such teachers, with the advantages inherent in the rural settings of these schools and the close pupil-teacher-community relationship possible in them, could not only find adequate solutions for the problems due to smallness but could actually make these schools the most effective part of the entire system of education."

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

Edwin R. Embree¹⁷ says: "When the officers of the Rosenwald Fund began looking into what was going on inside the little schoolhouses they had helped build in the rural South, they were appalled. The teaching was routine, formal, and almost completely detached from the life of communities and the interests of the children. ... At first we thought this mumbo-jumbo of rote recitation might simply be the mark of the Negro

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

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

schools, but when we enlarged our explorations to include white schools in the same communities we found little to choose between the two."

A choice and often-repeated example of rote teaching is this one. "In a Negro school a teacher holding a health catechism read from the text, 'Why should we wash and comb our hair?' And the row of little Negroes droned back the answer, 'So it will not get stringy and fall down in our eyes.'"¹⁸

Such rote teaching, and there is much of it, in rural schools gives children little opportunity to think clearly or to act sensibly. Is it any wonder that rural children "leave school at an early age, not only without a continued interest in reading but without a satisfactory ability to read, not only without an appreciation for rural life but without any knowledge of its basic processes."¹⁹ School becomes to too many rural children a trial to be endured or a temporary escape from labor in the fields before reverting to type. Many rural schools are giving children stones in the form of rote teaching when the children are crying for bread in the form of life-related experiences. Such schools are serving as preludes to peonage when they should be serving as forces for enrichment of rural life.

Rural School Needs

The needs of rural schools, involving as they do, the welfare of half the children of the nation and three-fourths of the children of the South, challenge the best in educational leadership and educational statesmanship.

Two fundamental needs of rural schools are: First, better teaching and better learning; and second, better conditions of teaching and learning.

18. Embree, Edwin R., *Op. cit.*

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

The greatest need of rural schools is, of course, better teaching and learning. But better teaching and learning are predicated upon better teachers. And the securing of better teachers for rural areas is dependent upon improved conditions of teacher service, which in turn is dependent upon better financing of rural schools, which we are told can only be effected through the establishment of larger units of administration, and through federal and state aid. So it is. Round and round we go in a closed circle of difficulties. The great unsolved problem of rural schools is how to break this ring of difficulties and begin improving the situation. There have been advocates of breaking the ring of difficulties at almost all points. Some say it is all a matter of money; first, make equalization money available through state and/or federal aid and all the other problems will be solved in short order. Others have advocated breaking the ring through establishing larger administrative units, thereby effecting a more economical administrative and supervisory unit with more taxable wealth and consequently more financial support. There are those who claim consolidation of schools to be the means of breaking the circle of problems. In fact, every phase of the ring of difficulties has been picked out by someone as a point of initial attack.

Charles D. Lewis who was a farm boy in a poor agricultural region, who taught in one-teacher rural schools a number of years, and who has been a teacher of rural teachers and a student of rural problems since 1901, says that during this time the one idea which has been impressed upon him is that the key to the solution of the rural situation is held by the teachers of rural elementary and secondary schools.



He discusses the closed ring of difficulties in his book, The Rural Community and Its Schools.²⁰ He says, "Rural schools usually have poorer teachers and poorer teaching than do city schools. This condition is due largely to insufficient salaries, poor buildings, inadequate teaching equipment. Insufficient salaries and inadequate teaching equipment in turn are the result of a lack of interest and trained leadership on the part of rural citizens. The lack of community interest and leadership is finally, due to poor teachers and poor teaching."

"This ring is closed," he says, "and there seems to be but one point at which it can be opened: Teachers must be sent into rural schools whose teaching ability is far above the level of the salaries they receive in order that later on they, or others, may obtain the salaries and teaching conditions which they need and deserve."²¹

The intricacies of the rural education problem are such that any one means of breaking the ring of difficulties will probably prove inadequate. A concerted attack at all points may be a more strategic procedure. Certainly much more can be done to prepare teachers to do a better job of teaching in rural areas. Teacher-training institutions have stressed methods and procedures designed to fit graded, highly organized, city school programs, and have too often neglected the consideration of rural school problems. In this connection it is encouraging to find in a 1938-1939 catalog of a teacher-training institution the following statement:

"Students who understand the advantages and disadvantages of rural life, appreciate the sterling qualities of rural people, and thoroughly enjoy rural life themselves, may pursue a modification of the General Elementary Curriculum to prepare for rural teaching. Their intelligence must be above the

20. Lewis, Charles D., The Rural Community and Its Schools, American Book Co., New York, 1935, pp. xi-xii.

21. Ibid.

median of the class and they must possess such qualities of leadership as will enable them to co-operate in organizing the communities to provide recreation for young and old, to put into effect health programs, and to stimulate the social, and intellectual and religious life of the people. These students are assigned to rural schools for their practice teaching, which are in charge of teachers and a supervisor of practice who understand and are in sympathy with rural life."²²

I regret to say this school is not in the great rural Southeast or Southwest.

Rural Schools of the South and the Rehabilitation of a People

The deficiencies of the Southern rural scene are many. In the area of health, the South exceeds national averages in infant mortality, and in death rates from typhoid, influenza, tuberculosis, malaria, pellagra, and childbirth. The highest resident death rates in the United States for tuberculosis are found in a zone involving Kentucky, Tennessee, and northern Alabama. The region is invariably below the average of the nation in relative numbers of physicians and dentists, of hospitals and hospital beds, and in amounts spent for public welfare.

In the area of farming, the South, a region of great agricultural promise, is being reduced to a state of economic insufficiency by a crumbling cotton economy and a precarious tobacco economy which has produced an excessive farm tenancy. The region is deficient in farm income, in production of livestock, in mechanical farming, and in living techniques. With only 17 per cent of the nation's total area under cultivation, the South has 66 per cent of the total tenancy and half of the white tenancy.

In a region where more than 55 per cent of the farms are operated by tenants whose earnings are distressingly below the level of decent subsis-

22. Annual Bulletin New Jersey State Teachers College, Glassboro, New Jersey, 1937-38, 1938-39, p. 32.

tence, it is not to wonder that houses, clothing, diet, and home membership fall short of adequate standards. Drab homes which fall below minimum requirements of comfort, health, decency, and self respect; excessive child labor, shabby standards of living, inadequate and unbalanced diets; and a high homicide rate characterize the region.

In the face of such stark realities as these and in the face of a predominant rural economy, the South has patterned its rural schools after urban practices, neglecting rural life. Rural schools are dissipating their energies among a hierarchy of artificial subjects instead of grappling with the stark realities of significance to rural life--health, farming and farm crafts, home-making, rural recreation, cooperative economics. Lack of adult education programs, lack of activities designed to extend the usefulness of the school beyond classroom walls, lack of coordination and use of all social and welfare agencies in the community--all these lacks are keenly felt in rural communities. School terms unadjusted to planting and harvesting seasons, schools divorced from their communities by consolidation, use of textbooks and courses of study designed for graded urban schools, are some of the evidences of urban practices being imposed upon rural schools.

In the rural South is a land and a people in need of rehabilitation; in the South is an impotent rural school devoted to rote teaching and urban practices, ignoring rural life and rural needs.

Need for Educational Planning

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



George I. Sanchez²³ says: "It would be far better, otherwise, to dwell upon the rosier side of the picture, the South's achievements, of which many could be justly extolled. That, cold comfort though it be, might make the uglier features easier to endure. However, the community school, receiving inspiration from and fostering the excellences of the southern scene, must look squarely upon the province of its endeavors. It must come to grips with the stark realities of its field of action.

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

An appropriate and vital question to ask here is: Can the rural schools produce or help to effect social change? In answering this question in the affirmative, Kolb and Brunner say that "if the schools are to promote a better social order they will do so in large part through patient spade work in thousands of localities, just as the Agricultural Extension Service contributed to the improvement in the production capacity of American farmers by means of hundreds of thousands of meetings and demonstrations in thousands of farm communities, supplemented by the use of printed matter and auxiliary devices. In short, data exist to prove that on the community and even on the county level the school can achieve miracles in effecting social

23. Sanchez, George I., "The Community School in the Rural Scene," in The Community School (New York, D. Appleton-Century Company, 1938, p. 172-173.

change when vision, leadership, or social wisdom is provided."²⁴ They cite three cases which may be examined in their book, A Study of Rural Society.

Implications for Teacher-Training Institutions

If Southern rural schools are to cease teaching by rote, and cease following urban practices and ignoring the stark realities of rural life, and become community schools of social action, Southern teacher-training institutions must become focal points of creative effort in educational planning designed to effect the social, physical, cultural, and material rehabilitation of the people of the rural South. The need for such rehabilitation is great. The opportunity for the teachers of the Southland to contribute to the development of a high Southern rural civilization is great, "but to improve that opportunity will require great wisdom, great tenacity, and great labor."

Certain specific things teacher-training institutions of the South can do to improve rural life and rural education in the South are:

1. Assume responsibility for rural-school supervision and the development of very close cooperation between the teacher's college and state and county school officials.
2. Accept the fact that county agents, health officials, home demonstration workers, librarians, and similar agents are members of the force specifically charged with public education. (Give these agents a part in teacher education and set up means whereby the several educational functions may be more closely coordinated to the mutual benefit of the public agencies and to the enhancement of their services to the rural population.)
3. Mold the rural school into the framework of community education by training teachers to become assistants to the other agents of public service and thereby make the school the focus for the efforts of the community school.

24. Kolb, J. H. and Brunner, Edmund deS., A Study of Rural Society, Houghton Mifflin Company, New York, 1935, p. 430.

4. Keep faculty, through field contacts, cognizant of and in constant touch with, the realities of the job for which teachers are being prepared.

5. Adapt curriculum to actual needs of rural teachers as revealed by field investigations.

6. Provide practice teaching under conditions which reflect the problems confronting existing rural schools.

7. Provide apprentice teaching in "real job" situations.

8. Convert the teacher training institution from an academic institution to a school of social action--a change which implies that the rural school will gradually reflect a similar conversion.

The immediate key to the emergency in rural education rests in the teacher-education institutions. Theirs is the basic responsibility for promoting the reorganization of the content and method of community education.

RURAL SCHOOL PROGRAM
of
THE JULIUS ROSENWALD FUND

gen
Repts

Given at
PEA
meeting
in Detroit
Feb. 24,
1939

1. 1931 - Trustees began considering Fund's program of education in the South.
2. In 1931, the Board agreed "that emphasis in the southern school program should be shifted from buildings to teachers and other aspects of work inside the school."

Following proposed:

- a. Education of teachers.
- b. Development of curriculum materials on Negro life.
- c. Experiments in unified countywide organization.

3. November, 1933, Board meeting in New Orleans.
4. Simons in Foreman school.

Prior: Favrot and small rural school development.

5. Questions growing out of Foreman school experience.
6. Admission of ineffectual teaching in rural schools.
7. Need for information on this. Areas? Why?
8. Formation of Council on Rural Education (Schrieke and Sanchez studies).
9. Need for and development of "explorer" group. Results.

Types and efforts of explorers.

10. Reasons for working in white and Negro schools.
11. Course of gradual arrival at the teacher as the crux of rural school problems. Reasons for this: size of schools, etc.
12. Studies resulting from this period:
 - a. Compendium
 - b. Various county studies
 - c. "Good and Bad"
13. Formative period of: study, discussion, collection of data, interchange of ideas through the Council, research, visits to and study of reportedly outstanding teacher educating institutions.
14. Cooperation with GEB and Jeanes and Slater Boards in deliberations, decisions, and areas of activity.

15. Some problems of southern rural schools:

(Excerpt from Seminar in Regional Problems Affecting Education,
George Peabody College, Mr. Brewton)

- I. Education in the United States is Largely a Rural Enterprise.
 1. Despite the urbanization and industrialization of America, rural education, elementary and secondary, is still a major responsibility of the American system of schools.
 2. 88.4 per cent of the nation's schools are rural; 55.2 per cent of the nation's public school teachers are rural; and 49.3 per cent of the nation's public school pupils are rural.
- II. Education in the Southern States is Preeminently a Rural Enterprise.
 1. 91.6 per cent of the public schools of the South are rural; 73.5 per cent of the region's public school teachers are rural; and 71.8 per cent of the South's public school pupils are rural.
- III. Rural Schools are Small Schools.
 1. Of the nation's rural schools, 64.9 per cent are one-teacher schools; 11.4 per cent are two-teacher schools; and only 23.7 per cent are schools with three or more teachers.
 2. Enrollment figures further emphasize predominance of small rural schools.
 3. Although over half the consolidated schools of the nation are located in the southern states, rural schools in the region are predominantly small.
- IV. Rural Schools Offer Rural Children Limited Educational Opportunities.
 1. Rural schools are offering rural children more limited educational opportunities than urban schools are offering urban children.
 2. Since size of school at present determines very largely the educational opportunities offered children in the various states of the South, educational opportunities are even more limited by the great number of small rural schools in the area.
- V. Providing More Adequate Educational Opportunities in Rural Schools.
 1. Through consolidation
 - a. The South has made rapid progress in consolidation.
 - b. Consolidation in and of itself does not insure an adequate educational program.
 2. Through improving small rural schools
 - a. An adequate educational program can be provided in small rural schools.
- VI. Rural School Needs
 1. Better teaching and learning
 - a. Replacing rote teaching and learning with real teaching and learning.
 - b. Replacing schools that are serving as preludes to peonage with schools of social action.

2. Better conditions of teaching and learning
 - a. Better teachers
 - b. Better conditions of teacher service
 - c. Better professional leadership
 - d. Better physical facilities
 - e. Better financing

VII. Rural Schools of the South and the Rehabilitation of a People

1. The Southern rural scene
 - a. The statistical indices of wealth, education, cultural achievement, health, law and order, reduced to a per capita basis, combine in every instance to give the southern states the lowest rankings in the Union.
 - b. In no other large area of the country is there so great a need for the rehabilitation of a people, socially and physically, culturally and materially, as exists in the South today.
 2. Need for educational planning
 - a. Through creative effort in educational planning much can be accomplished to rehabilitate the rural South. Sanchez says: "The enumeration of southern deficiencies is futile, leading only to a fatalistic defeatism, unless the active interest of the forces of social change is challenged thereby. . . . The School, receiving inspiration from and fostering the excellences of the southern scene, must look squarely upon the province of its endeavors. It must come to grips with the stark realities of its field of action."
 3. Focal points of educational planning
 - a. Teacher training institutions in this preeminently rural region should be the focal points for any creative effort in educational planning designed to effect the social, physical, cultural, and material rehabilitation of the people of the rural South.
16. Natural sequence from rural teacher to the normal school training her.
 17. Elements in the programs of these normal schools.
 18. Component elements of rural life.
 19. Problems emanating from these elements.
 20. Training - by normal schools - of teachers to cope with these problems.

Formalism and conventionalism in normal school curricula.

Illustrations, based on:

- a. Presence of liberal arts curricula
- b. Inadequacy of practice teaching
- c. Lack of practice teaching in an actual situation
- d. Inefficiency of tool subject preparation
- e. Lack of education and experience in and for specific activities of rural life
- f. Lack of cooperation and coordination of departments

21. Selection of small number of normal schools for cooperation

Basis of this selection:

- a. Rural South
- b. White and Negro
- c. Graduates go largely into rural schools
- d. Both a four-year and a two-year institution

22. Difficulties involved in getting normal schools to accept responsibility for training teachers for rural school as their particular job:

- a. Rural teaching undesirable -- poorly paid, etc.
- b. Rural education fallen into disrepute
- c. Desire of normal schools to do whole job in teacher education
- d. Faculty and administration ignorant of problems of rural life

23. Twenty (20) achieved by bringing state school superintendents, presidents of normal schools, directors of teacher training in state departments of education, and professors of education into the rural school Council meetings.

Use of small financial grants

24. Ultimate selection of three normal schools
(A fourth now added; a fifth to be added)

25. Description and professional base of program of each:

Statesboro (4-year)

- a. Service area description
- b. Downs
- c. Donovan
- d. Franseth
- e. Landon
- f. Gaar
- g. Inadequacies
 - 1. Tool subjects
 - 2. Health
 - 3. Mechanic arts
 - 4. Agriculture
- h. Library
- i. Books
- j. Supervision (N and W)
 - 1. Franseth
 - 2. Houx
- k. Campus school
- l. Ogeechee
- m. Scholarships
 - 1. Supervisors
 - 2. Teachers

Carrollton (2-year)

- a. Service area description
- b. Tool subjects
- c. Rural Life Arts
- d. Supervision
 - 1. Brogdon
 - materials bureau
 - 2. Sanders
- e. Tallapoosa
 - 1. Uses
- f. Sand Hill
 - 1. Uses
- g. Practice teaching
 - 1. Campus
 - 2. Rural
- h. College faculty in rural schools
- i. Library
- j. Scholarships

Grambling (2-year)

- a. Library
- b. Curriculum laboratory
- c. Traveling Unit (Mexican)
- d. Teacher Training Centers
- e. Agriculture
- f. Simplicity
- g. Improvement of community
- h. Faculty exchanges

TO ERE
FROM FGW
DATE 12/29/44
SUBJECT: Summary of our discussion on program in rural education

On December 28 we had a preliminary discussion concerning our program in rural education, reviewing together what is and what might be. I should like to record now some of those thoughts not only for posterity but as an aid to keep me on the beam.

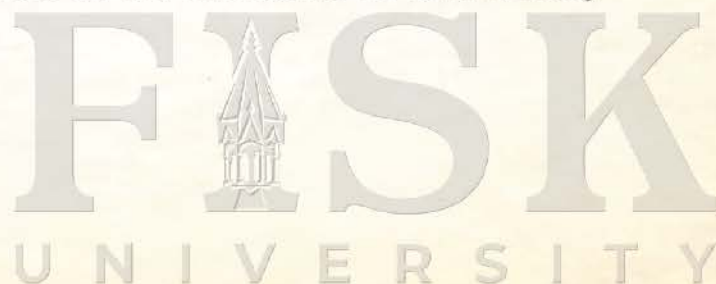
1. The segregated school system of the South.

I recognize that from a number of sources, particularly the unrealistic vocalists who consider themselves the radical burr under the liberal saddle, the Fund's program in rural education has been criticized for its support of the segregated school system in the South. Answers to these criticisms need not be gone into; we know what they are and we consider them adequate in the hardboiled world of 1945.

However, we admitted together that we did not wish to be caught napping, so to speak. If there is any crack in the segregated educational pattern of the South, or if we can develop a crack, we would jump at the chance to drive a sharp wedge in and hammer it home. We do not know at this date whether there is any such opportunity, but I shall continue and increase my efforts to find something in the public or private school system comparable to what they tell me the nursing program is in Georgia and was, all during the time of Talmadge's backfiring.

2. Analysis of present programs in Georgia and conjectures for the future.

There are ample indications that the Fund has contributed as much money as it needs to to Negro teacher education in Georgia in order to produce the desired results. Furthermore, the state has given serious intentions of considerably more money in the three Negro state colleges in the very near future. What we must do at Fort Valley is not to give Doctor Bond any more financial support than has already been committed but to move him and his staff off the college campus into Peach County. When this has been done, we shall begin to realize on the investment we have already made in that institution.



The future of West Georgia College is too unpredictable for me to say now what I think should be our recommendations in the light of this new evaluation. If the Board of Regents during the remainder of this school year were to appoint a committee to investigate the value of West Georgia's program to teacher education of the state and acted upon a recommendation to make this school a four-year teacher training college, I would strongly urge that we renew and increase our efforts at Carrollton. In fact, I would like to go further than this with your approval. I would like to indicate to Chancellor Sanford that if such action were taken, we would want to recommit ourselves to their program, and over a longer period of time and for a larger amount than now stands on the books. Should the Chancellor remain firm in his present thinking, however, and permit West Georgia to "experiment" with the third-year, or if he withdraws his support from that institution and lets it slip back to a junior college, I would say that we should contemplate no additional support of the Carrollton program.

Whether we go one way or the other in Carrollton, I think we must analyze the situation at Athens and prepare ourselves to make a recommendation independent of West Georgia College. In view of the appointment of Kenneth Williams as the new dean of the College of Education, I would like to study not only the training of the supervisors but also the work with teachers in the undergraduate program. There is reason to believe from positive statements and action that Williams has already taken that he intends to do at Athens with juniors and seniors something comparable to the community education program at West Georgia. He will have to absorb those he now has by surrounding them with important appointments to his staff. During the next few months I hope to be in a better position to advise you on just what opportunities there are at Athens for an important piece of work in teacher education.

As you know, I have been studying the Georgia Teacher Education Council for about two years. It seems to me that they are doing a fairly responsible job and that they have a great opportunity and some potential for a realistic expansion. Unlike many other education committees, they translate their round-table discussions and deliberations into programs of action. They have in John Cook, their executive secretary paid for out of state department funds, a man whom I consider unusually able. I conceive this committee to be an important functional arm in developing sound teacher education practices in the state. I shall investigate ways in which we can help them during the next few years.



Mississippi needs teacher education coordination as much as any state. I have tried to stimulate interest in this during the past twelve months but have had no response. I would say that only serious efforts in this direction could entice us to renew any support of an education program in this delta state. One point I forgot to mention: You may have read that recently they struck oil. If the political economists in the Capitol building are as shrewd as the boys in Venezuela, they will divert considerable of this new income into programs for public benefit. In such an event, Mississippi isn't going to need money as much as brains.

Yes, but can we
help furnish
brains? If so
I'd be willing to
put in some money
as a success
S R 2

5. Other possibilities.

We have had no connections that amounted to very much in other southern states: Louisiana, Florida, South Carolina, Tennessee. Of these four, I think we need not for various reasons consider the first two. However, it is possible that in South Carolina, which has recently moved forward with a state-wide teacher education program, and in Tennessee, because of our former interest at Peabody and particularly with John Brewton, we should not close the door of our thinking. My plan is to find out from the people in Columbia, South Carolina, just what is happening with their state-wide program; and in Tennessee, to visit at some length with John Brewton.

SUBJECT:

DATE

FROM

TO

FISK
UNIVERSITY

3. The program in Alabama.

For reasons that we have discussed, it seems wise to recommend at this time that we make no additional grant to Tuskegee for its program in teacher education. I do not think this will affect the work there one way or another. Doctor Patterson seems to have been more interested during the past twelve months in a grant from us for buildings than anything else, and I believe that he has available to him from the state and other sources all or more than we ever earmarked for rural education. Furthermore, I do not contemplate any change in what he knows to be our present levelling-off policy.

Alabama is currently going through the labor pains of a gubernatorial investigation of the public school system. I know the man who is chairman of this committee and I think it would be well for me to drop in on him some day in the near future to discuss how the investigation is going. I shall plan also to have a good long visit with Doctor Paty at Tuscaloosa, the object of these visits being to learn whether there is any plan for state coordination and, if so, whether a reasonable contribution from our direction might speed them along in their way. My talks, however, will indicate that I am interested only in a professional sense, my profession being education rather than philanthropy. I would guess that there will be only a slim chance of our getting into the Alabama picture. It is, however, an important state, and up to the moment I judge we have not made any effective impression on the state program as a whole.

4. Ole Man River.

When I think of the state that bears this river's name, I sometimes get those lowdown, good-for-nothin' blues. Of course, it isn't quite as bad as that for there are some good people at Jackson College, and Reddix has done a respectable job in one direction. I will continue to put my money on Miss Florence Alexander, and perhaps through her direction the work in community education may develop at New Hope, a rural school in Hines County. We have put all the financial support we need to in Jackson College. The door is still open for any visit I may find it possible to make. Should I see the opportunity to jab her or their Jackson College program, it will come through a grant from our personnel development program to some topnotch person.

I am told that there is a move on foot to bring Alcorn up out of the dismal backlands and reestablish it at Tougaloo, 20 miles out of Jackson city. My informant seemed to think I would be delighted to hear of this and jump at the opportunity to help bring it about through Rosenwald Fund participation. I see no signs of this in my present thinking.

no. But the move
of Alcorn to the
middle of the state
would be toward
colonization policy.
SBE

WWA
CSJ

ERE

January 2, 1945

Rural School Program

You will remember that at the last Board meeting there was a most stimulating and sympathetic discussion of the Fund's rural school program. The Minutes of the meeting report:

".....The chairman suggested that, even though the Fund's program in this field is drawing to a close, it might be well to consider giving additional aid where needed, either to West Georgia and Tuskegee to increase the effectiveness of the programs already under way or to the other institutions in a further attempt to get a realistic training program for their prospective rural teachers."

This statement of the chairman was heartily accepted by the Board and Mr. Wale and I have regarded it as a mandate to re-examine the program in rural education to see what might be done further to insure results from the investments we have made.

The attached memorandum is Mr. Wale's summary of our recent conversations. When you have read this statement, I suggest an extended office conference to bring together our thinking on this topic.

Attachment



RURAL SCHOOL
PROGRAM

Gen

TO J. C. Nixon, Margaret E. Simon, James P. Simon
FROM Edwin R. Embree
DATE April 7, 1938
SUBJECT: Suggestions of Charles Johnson re rural school program.

Charles Johnson made three suggestions about the rural school program which we have discussed in part and which are probably worth further talk:

- (1) The proposal to begin extension activities on features of the program as soon as they are ready for widespread application. One such item which is now probably ready to be spread is the rural practice school with which might be combined the supervision of schools within the given county. The suggestion here is to make a general offer to contribute a certain amount to any teacher's college or liberal arts college that puts itself in a position properly to administer and make use of a rural practice school. Such institutions as Talladega, Prairie View, Wiley, Fisk, Dillard, etc. were suggested, but it is understood that the offer might well be made to white colleges as well as colored, especially if the white institution undertook, in connection with supervision, responsibility for the schools of the county both white and colored.
- (2) The extension of the idea of training Negro county supervisors to a Negro institution. It was agreed that this was a project that might well await the development of our work at Fort Valley but that it should be kept in mind as an important feature of that work. The experience at Statesboro has proved the desirability of such training. There is acute need for some institution to prepare Negro county supervisors who may get posts both in Georgia and in other southern states as Jeanes teachers.
- (3) Further attention to the question of helping in the issuing and distribution of inexpensive books. This might be done by reprinting present books. The chief emphasis by CSJ is upon really cheap volumes, selling for not more than ten cents a copy.

503
JH

RURAL SCHOOL PROGRAM

ERE

FGW

February 22, 1944

Summary of Programs Aided by Grants from "Special Personnel"

TIME: July 1, 1942, to present - period of 18 months

I. Personnel development in the four colleges

1. Fort Valley State College

Five people have received grants during this period. All are members of the college faculty. Two of the five had a full year's grant to study at Ohio State University.

2. Tuskegee Institute

Six people have received grants. Three of them are college faculty members and three are county teachers, formerly Tuskegee students. One studied a year in Winnetka Graduate Teachers College; two, a year in Ohio State University (graduate work); three, at Shady Hill School.

3. Jackson College

Five people have received grants in Jackson College: four, for short time study and travel and one, a full year at the Winnetka Graduate Teachers College.

4. West Georgia College

Thirteen people have received grants for personnel development. Three are college faculty members; three are teachers in the laboratory schools; five are former third-year students who have received full grants, earning their A.B. at Ohio State University; two others are former Carroll County teachers receiving a grant equal to their teaching salary while they act as undergraduate assistants to the director of community education.

II. Helping with county programs

1. Supplements to the salaries of three supervisors in Greene County



ERE

FGW

February 22, 1944

(Continued)

2. Summer workshops for Negro teachers of three counties
3. Developing cooperatives in Carroll County through the Carroll County Cooperative Association, a joint endeavor of West Georgia College and the Southeastern Cooperative League.

III. Rural school materials

During the past eighteen months we have paid for the salary and travel of Mrs. Evans and purchased several thousand copies of the following:

LET'S PLANT GRASS
LET'S RAISE PIGS
THE DOCTOR IS COMING
A PRIMER ON FOOD
SO YOU'RE GOING TO TEACH
CHILDREN AND YOU
A COUNTY AND A COLLEGE.

We also employed Miss Doris Porter for three months to select and ship WPA art materials to the four college centers.

IV. Program of supervisor education

This current year we are helping Georgia re-establish its graduate year of supervisor education for white teachers at Athens and for Negro teachers at Atlanta University. The universities carry the tuition charges; we are paying for the board, room, travel and costs of materials (books, etc.) for the eight white supervisors and the six Negro supervisors.

V. Special personnel to supplement college faculties

1. Full year's salary

- a) H. H. Giles, last year at West Georgia College, b) Maggie Young Forte (current) at Tuskegee

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FGW

February 22, 1944

(Continued)

2. Supplement to salary

a) Dagnal Folger at West Georgia College, b) H. H. Giles at West Georgia College, c) Frances Presler (summer, 1942) at West Georgia College and Tuskegee

VI. Miscellaneous

1. Fellowship to William B. Twitty
2. Report from the Committee on Negro Education in Mississippi
3. Grants to three former FSA crafts teachers to study at Cranbrook, one of whom is now working with Dr. J. Max Bond
4. Grant of \$1000 to Mississippi State College

The above programs have been financed from funds which total \$38,967; of this amount \$3695 remain unallocated.

THE "RURAL" EDUCATION PROGRAM (1941-45)

I Teacher Education (The teacher in training)

1. Our present program in the four undergraduate colleges; teacher preparation for rural elementary schools.
2. One demonstration at the graduate level in the preparation of supervisors.

School principals and county superintendents. Preferably the University of Georgia, resuming effort September 1942.

II Demonstration and Practice (The teacher at work)

1. Two county demonstrations in education, health and industry.
2. State-wide demonstration in Louisiana of a progressive program of vocational guidance; a union of the state and federal economic planning bodies and the public schools.
3. Southeastern Cooperative Association; support to an extension of its rural community program.

III Broad Front Attack

1. *Committee & Bureau*
2. Rural council - *might lead to*
3. Association of the South: a regional fact-finding body, its purpose to supply an educational base for the preparation, passage and follow-up of federal aid.
4. State surveys of education (preferably by C. Washburne)
 - a. Louisiana (winter months of 1941-42)
 - b. Mississippi (" " " 1942-43)
 - c. Georgia (" " " 1943-44)
 - d. Alabama (" " " 1944-45)

have received more than a million dollars in the name of co-operatives since 1935, and today there is not a single cooperative function to be found there. The Department liquidated this experiment about a month ago. In contrast to this and many other bitter experiences in federal co-ops, there must be a place for the Tallapoosa and Sand Hill type of cooperative. They are holding close to techniques which produced economic gain for Antigonish.

I would not propose now a lump sum, an outright grant to the SCA, to be spent by them on their region-wide program. Rather, I would propose that we consider seriously the opportunity co-operatives have in the South, the considerable gain this organization has made in the last two years, and then lay before the present leadership the suggestions we have for their emphasis and concentration. Then we should counsel as to how much and for how long we would support that part of their program.



DURRETT & HARDIN
LAW OFFICES
LOUISIANA NATIONAL BANK BUILDING
BATON ROUGE, LOUISIANA

June 9, 1943

BERT E. DURRETT
CALVIN E. HARDIN, JR.

	ERE	16	ERE	16

Rosenwald Foundation
Chicago, Illinois

Gentlemen:

School
Re: Rosenwald No. 11, East Baton Rouge
Parish, Louisiana

By instrument dated February 28, 1923, The East Baton Rouge Parish School Board acquired a two-acre tract of land north of the City of Baton Rouge, which land is described on a plat or plan thereof as "map of Negro School Site on Knox property." On said Negro School Site is now maintained and operated a colored school known as Rosenwald No. 11. Recently, action was taken by the East Baton Rouge Parish School Board to convert said school into a school for white pupils only, and the negroes who contributed to the construction of the building have employed us to try to prevent any action by the East Baton Rouge Parish School Board that would change the status of the school.

We have been advised that, when the original building was constructed, you contributed approximately \$500 to either the construction or maintenance of the school and that the negroes residing in that vicinity contributed a like amount to the construction of said school building. Our clients have not in their possession any documentary evidence that would substantiate their understanding of the agreement looking towards the construction of the building, and we thought that probably you could furnish us with either a certified copy of the agreement or a photostat thereof, if, in fact, such an agreement was entered into between you, the individual contributors and the East Baton Rouge Parish School Board.

If we can obtain the aforementioned agreement, it seems that we would be able to prevent the East Baton Rouge Parish School Board from changing the said school from a colored school to a white school, and we ask that you please check into this at once and advise us thereafter.

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UNIVERSITY

The School Board plans to start work on the construction of a new school within the very near future so if action is to be taken it will have to be taken before that time.

Thanking you to give this your immediate attention and with best wishes, we are

Very truly yours,

Samuel S. Hard

1/t

Copy sent to S. L. Smith, Nashville, Tenn.

	ERE	6/15	ERE	0
	am	_____		0

Remarks: I can find no record of this school in our file. Shall I refer the writer to S. L. Smith?

Did you
check card
file in basement
yes =

*Rosenwald School No. 11
East Baton Rouge Parish, La*

June 16, 1943

Dear Smith: I am enclosing a copy of a letter
that came to us from attorneys in
Baton Rouge and a carbon copy of my reply. Can you
help these people retain their building?

It was a pleasure to get even a brief
sight of you when I was in Nashville. All of us con-
tinue to take the greatest pride in the magnificent
school program which went forward under your direction.

Very truly yours,

EDWIN R. EMBREE

ERE:SO
Encs. 2

Mr. S. L. Smith
1218 Seventeenth Avenue, South
Nashville, Tennessee

FISK
UNIVERSITY

*Rosenwald School No. 11
East Baton Rouge Parish, La.*

June 16, 1943

Gentlemen: I have read with much interest your letter of June 9. We do not find the specific school you mention on our records. Possibly when it was built, it did not appear as Rosenwald No. 11 but under some other name. At any rate, our records show that this Fund cooperated in the building of many Negro schools in East Baton Rouge Parish and that in each one of these there was a contribution by the Fund and a contribution by the Negro community. It would seem highly unfair for a school building directed by funds which came in part from Negroes and their friends, to be turned over from the purposes for which the money was given to the use of white pupils only.

Thinking that he may have more detailed records, I am sending your letter on to Mr. S. L. Smith at 1218 Seventeenth Avenue, South, Nashville, Tennessee. Mr. Smith was in direct charge of the school-building program for the Fund. If he is able to throw any further light on the situation, I am sure he will be glad to do so.

Very truly yours,

EDWIN R. EMBREE

ERE:SO

Durrett & Hardin
Louisiana National Bank Building
Baton Rouge, Louisiana

cc Mr. S. L. Smith

FISK
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE · TENNESSEE

June 23, 1943

ERE	24	505	0

Dear Mr. Embree:

The Rosenwald School No. 11 in East Baton Rouge Parish, Louisiana is a six-teacher brick building and I think it is known as Dixie No. 11. This is the school the Rosenwald Party visited when we met in New Orleans. I recall that you and the others in the group thought it was an unusually good one, and it had an exceptionally fine primary teacher.

The Rosenwald Fund aided a two-teacher Dixie School in East Baton Rouge Parish about 1923. I am not sure that it was discarded when the Dixie No. 11 was built. Because we had given aid on the Dixie School as a two-teacher type, I am not sure we gave any aid on Dixie No. 11 which was built a few years later. You might refer to the cards listing all schools to see whether Dixie No. 11 received any aid.

Since all Rosenwald Schools were required to be the property of the local boards, legally a board would have the authority to dispose of a school in any way it might think best; but morally the board would seem to be bound to provide another school equally as good for the Negroes if the population should shift so that it might become necessary to use the Rosenwald School for white pupils. I recall two cases where this was done--one in North Carolina and one in Oklahoma. In each case, however, the local board erected a better school for the Negroes than the one taken over for Whites.

Sincerely,

S. L. Smith

Director of Public Relations

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

FISK
UNIVERSITY

duplicate

File

ERE

FGW

November 25, 1941

Proposals for extending the (program) in rural education

A number of proposals for the extension of our program in rural education have been in my mind lately. Three of them have jelled enough to appear as preliminary statements. They are offered as suggestions which may be acted upon immediately or as items in an agenda for the first meeting of our round table of nine consultants.

First, I return with new conviction to the belief that the most important single act which will affect southern education is the passage of a federal equalization bill. This bill will build better buildings, increase salaries, raise the quality of teaching. For just as it is not possible to raise the standard of living of the workers without first raising their wages, so in part the quality of teaching in the common schools of the rural South is dependent upon an increase in teacher salaries.

In part, also, this quality is dependent upon better working conditions. At least once a month we get a letter from a county superintendent asking if we have any idea of the deplorable condition of the schools in his county. He is powerless to effect a change and often is surprised and hurt when he realizes our inability to help him. It seems harsh to have to say to him that his only chance is from federal resources, but that is the fact. Occasionally I return to the figures and each time I get a shock to learn that if the South spent every taxable penny on its schools, they would still need \$9,000,000 annually to bring the cost per southern child up to the national average; and the national average is less than half what it is in Bronxville, Glencoe, Winnetka, Berkeley.

I In addition to salaries and better schoolhouses, federal aid will affect the numbers and quality of books, other teaching material and, as important as anything, the teacher education institution. This is important if the region is going to adopt generally those gains being made at such places as West Georgia

College and Fort Valley. The officers of the Fund, therefore, should have major interest in the passage of a federal bill, and the South more than any other section of the country.

Any discussion of these matters I have had thus far with southern leaders, has been from this point of reasoning: Is there any way that the Rosenwald Fund might stimulate an existing organization, say the Governors' Counsel, to take action on this problem? This approach, however, borders on the political and that was never my intention. I now approach it from a different angle. This problem should be the concern of the men and women in the schools of education in the thirteen southeastern states; men such as Harold Benjamin at the University of Maryland, Carson Ryan at Chapel Hill, Mildred English at Georgia State College for Women, Grice at Charleston. For them to continue in their present direction, concerned only with the preparation of young men and women for teaching positions, is a program as one-sided as the work of the labor leader who spent all his time developing apprentices and ignored the fundamentals of wages, hours, and condition of employment. An association of the more alert minds in the profession should be the best machinery for driving home the arguments for federal aid to southern education.

If this proposal has merit, then from the outset it must be understood that the purpose of the association is a program of action not of debate. This program should be simple and direct. The association should have at least one paid staff member whose main job would be to keep the membership active and coordinated.

The main drive of the association would be to bombard the southeast area with the facts regarding present educational conditions. It would be a regional fact-finding body, if you like. Here are a few suggestions.

1. The South needs the stimulus that would come from a dramatic documentary film on rural education.
2. Radio stations with sustaining quarter hours are searching for good programs. The Department of the Interior has just completed a successful experiment in this field in the Central Valley Project of California. Schools, colleges, radio stations under direction from the Department sponsored competition all over the state, conducted broadcasts. In one year public opinion, which formerly had threatened to destroy this



- 500 mile long project serving a million and a quarter people, became informed, intelligent, aroused. Now the success of the Central Valley Project is assured.
- 3.
 3. The forcefulness of the sixty-page pamphlet of the President's Report on Southern Economic Conditions has long been recognized. This method of presenting the facts for the whole area could be employed with equal intensity in the local scene. West Georgia College should take this study and rewrite it to document northwest Georgia. This could be done over the entire region; without expense, students doing the research, writing, publishing.
 4. A bureau of unpaid lecturers, forum discussion leaders, should be developed. There should be a bureau for every teacher education institution. For example, faculty from West Georgia College would be on call at any time to speak before county groups, high school students, teachers, or laymen on this subject of federal aid.

- - - - -

The second proposal I have to make is also not new. We have been talking about it for some time and I throw it in for discussion now, more sure than ever that it should be carried out.

We should find two counties in the South and develop in them demonstrations of health, education, and agriculture. Carroll County seems a good suggestion, as soon as we know the outcome of the next election. The other county would be in Alabama, Mississippi, or a parish in Louisiana.

I suggest Carroll County at this time, rather than Greene County, because we are developing there some outstanding people in education, because of the progress in some rural communities, and because of the rapport between Mr. Ingram, his college, and lay groups. We may want to rethink this, however. Carroll County is very large, It has no outstanding accomplishments in health or agriculture, such as Greene County can boast.

1. The object of this program in health would be to rid the county of tuberculosis, venereal diseases, malaria, pellagra, hookworm, and to do it in such a demonstrational way that any county, with state and federal aid, could do the same. This program would not stop here, but through the joint auspices of the Rosenwald Fund, the U. S. Public Health Service, and the Farm Security Administration would set down blueprints to build solutions to the problem of rural dentistry, hospitalization, and medical care.

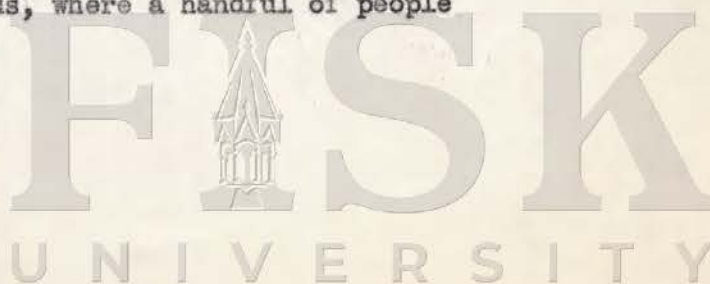
2. The object in education would be (a) to have a good school in every community, white and Negro; (b) to raise the quality of the men and women teaching in the schools. This latter would be done through institutes, summer programs, and throughout the year by consultation under the sponsorship of the college, county superintendent, and county supervisor.
3. The object in agriculture would be to work with the leaders of the rural rehabilitation division of the FSA, the Soil Conservation Service, and other federal agencies to bring about change in such matters as the one-crop system, land ownership, farm credit, rural housing, rural electrification, and all other matters which have to do with rural security and better living conditions.

- - - - -

The third proposal I have to make is that we should seriously consider further support of the Southeastern Cooperative Association. We do not need to apologize for giving the co-operative movement a lift. Cooperatives are no longer controversial. It is certainly a less radical move than developing trade union leaders. Both Republican and Democratic parties endorsed cooperatives several years ago.

The cooperative movement as one answer to the economic ills of the South is apparent. Equally apparent is the fact that we should support it where its course runs parallel to our interests in education. We would not be justified, perhaps, in helping a longshoremen's union in New Orleans start a consumer's co-op store. We probably ought not to help Montgomery residents establish a co-op gas station. I do think, however, we should give immediate attention to the rural cooperatives such as Yeomans has started at Tallapoosa, and this fall at Sand Hill. The cooperative at Tallapoosa has been going a year, was based on study groups, and had an active canning program this summer. On November 10, following several months of study the Sand Hill Cooperative Cannery Association was organized, bringing together, in addition to Sand Hill, the communities of Wayside, Shady Grove, Elizabeth Harris, Hewlett, Hickory Level, and Oak Mountain. This association is applying for a charter under the Georgia Marketing Act.

There are two kinds of cooperatives in the South, one sponsored by the federal government through the Department of Agriculture and for the most part dictated to from above by federal employees. The other, the Tallapoosa type. An example of the federal kind is Cumberland Homesteads, where a handful of people



have received more than a million dollars in the name of co-operatives since 1935, and today there is not a single cooperative function to be found there. The Department liquidated this experiment about a month ago. In contrast to this and many other bitter experiences in federal co-ops, there must be a place for the Tallapoosa and Sand Hill type of cooperative. They are holding close to techniques which produced economic gain for Antigonish.

I would not propose now a lump sum, an outright grant to the SCA, to be spent by them on their region-wide program. Rather, I would propose that we consider seriously the opportunity co-operatives have in the South, the considerable gain this organization has made in the last two years, and then lay before the present leadership the suggestions we have for their emphasis and concentration. Then we should counsel as to how much and for how long we would support that part of their program.

Julius Rosenwald Fund UNIVERSITY OF CHICAGO RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

From

Ruth Lockman

Credit Voucher No. 2280

Date July 23, 1957 *Gen*

Payment for three books mailed directly to Miss Lockman by

North Carolina Press and charged to the Fund - - - - - \$6.25

Accounts	Appropriation No.	Debit	Credit
Working Capital Control - Miscellaneous Accounts Receivable Ruth Lockman			\$6.25
Prepared By AM	Checked By	Posted By	Controller

FISK
UNIVERSITY

Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**

4901 Ellis Avenue
CHICAGO

To

Dr. W. Lloyd Warner
Department of Anthropology
University of Chicago

Payment Voucher No. 8963

Date August 10, 1937 *gms*

Reimbursement for travel expenses incurred in connection with

trips to Nashville, Tennessee ----- \$41.50

Ck. #8963

Accounts	Appropriation No.	Debit	Credit
Southern School Program - Consultant Services	56-14	\$41.50	
<div> <div>Prepared by</div> <div>Checked by</div> <div>Posted by</div> </div> <div> <div>AM</div> <div></div> <div></div> </div>			

FISK
UNIVERSITY
Comptroller

Remarks:

Mr. Embree:

Is it ok. to reimburse Dr. Warner
for the expenses submitted on
attached account?

Ans.

Yes and charge
to Rural School Exploration

The University of Chicago

Department of Anthropology

August 5, 1937

Comptroller
Rosenwald Fund
4901 Ellis Avenue
Chicago

Dear Sir:

I am enclosing an expense account for two trips to
Nashville.

Sincerely yours,

W. Lloyd Warner

WLW/b

W. Lloyd Warner



2nd last trip to Nashville :

Car expenses 15.00

Food, hotel etc 21.50

Trip beyond the last (to Nashville) :

5.00

41.50

For the Roosevelt Fund

W. H. Weaver.

Aug 3, '37.

DOROTHY A. ELVIDGE

FISK
UNIVERSITY

The University of Chicago

Department of Anthropology

August 5, 1937

To the Comptroller
Rosenwald Fund

Last trip to Nashville:

Car expense	\$15.00
Food, hotel, etc.	<u>21.50</u>

Trip before the last
(to Nashville)

5.00

TOTAL \$41.50

OK
J. P. ...
Edk

W. Lloyd Warner

FISK
UNIVERSITY
DOROTHY A. ELVIDGE

RURAL SCHOOL
PROGRAM

Cr. 80
7/23
2280

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

Edwin R. Embree
President
Margaret S. Simon
Secretary
D.A. Elvidge
Comptroller

J.C. Dixon
Director for Rural Education
M. O. Bousfield, M.D.
Director for Negro Health
Raymond Paty
Director for Fellowships

July 16, 1937

Dear Miss Lockman: We have sent the University
of North Carolina Press our
check for \$6.25 for the three books mailed to you.
Enclosed is a statement showing the charges. Will
you please mail us your check at your earliest con-
venience.

Very truly yours,

Alice A. Merrill

Secretary to
Miss Elvidge

Miss Ruth Lockman
Box 433
Sumter, South Carolina

Many thanks, Dorothy
P.L.

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

*Revised to be
mimeographed for
Trustees.*

TO ERE, ~~WMA, + CSJ. I return to ERE~~
FROM FGW
DATE 2/27/45
SUBJECT: ~~Rural~~ Education in Georgia

I. THE SETTING

in February
I went south on my last visit, Jan. 28 - Feb. 11, to explore current programs and future directions in education. Most of the two weeks was spent in Georgia. This is a report ~~in some detail~~ of how things look from this point as of this date.

As CSJ would say, "You can't develop an educational program in a vacuum." I begin therefore with certain socio-economic-politico (!) trends that I found or thought I found in Georgia. Some of these may be more so now than they were a month ago. Some less. Some might not have been at all, for I hardly consider myself a trained research worker in this field. *(See next page)*

- See attached
omit*
1. Governor Arnall has surprised his friends and his enemies. The guiding star by which he has steered his Georgia ship of state has been the National Administration. He has been aggressive on many unpopular issues (unpopular with the typical Georgian): prison reform, poll tax, Wallace, home rule for the local Georgia communities. He made public certain telegrams he sent to Senators George and Russell urging them not to take the loan agencies out of the Department of Commerce and demanding their votes in favor of Wallace as the new Secretary.
 2. Two interpretations of his actions are current in the state. Neither credit him with being a reformed or confirmed liberal. Both consider him politically ambitious. The right (Palmdge crowd and other conservatives and reactionaries) say he has sold out to northern pressure in return for a possible cabinet job - the post of Attorney General. The left (labor, liberal church and other civic leaders) say Georgia has moved forward under him with many long overdue reforms, but that he is still as much the representative of conservative, big business interests as ever.

A letter dated February 11, from a field reporter, has a few observations, which may be of interest to our readers, on affairs in Georgia. Concerning them, the reporter says:

"They are trends that I found or thought I found in Georgia. Some of these may be more so now than they were a month ago. Some less. Some might not have been at all, for I hardly consider myself a trained research worker in this field.

1. Governor Arnall has surprised his friends and his enemies. The guiding star by which he has steered his Georgia ship of state has been the national administration. He has been forthright on many unpopular issues (unpopular with the typical Georgian): prison reform, poll tax, Wallace, home rule for the local Georgia communities. He has sent telegrams to Senators George and Russell urging them to leave the loan agencies in the Department of Commerce and to vote for Wallace as the new Secretary.
2. Two critical interpretations of Governor Arnall's actions are current in the state. Neither credit him with being a reformed or confirmed liberal. Both consider him politically ambitious. The right (Talmadge crowd and other conservatives and reactionaries) says he has sold out to northern pressure in return for a possible cabinet job - the post of Attorney General, perhaps. The left says Georgia has moved forward under him with many long overdue reforms, but that he is still the representative of big business interests rather than of the common man. A third interpretation, however, with majority support that would re-elect him governor if he were running to-morrow, hails Ellis Arnall as "the champion of the New South".
3. Arnall will be governor through 1946 (unless he accepts a Washington appointment, in which case a "not-too-bad" Lieutenant Governor will take his place). He will not run again unless he is drafted by a liberal-reform group. This is most unlikely. The current guess is that he will run ^{in 1946} against Senator George in the 1946 primaries. ~~(or probably to be elected)~~
4. There is much speculation, rumor and if-talk in Georgia politics, but on one item all the dopesters agree: Eugene Talmadge will run for governor in the primaries of 1946. With the removal of the poll tax requirement and the probable failure of the progressives to educate the people, Talmadge's chances of election seem even better than ever. (He was astute enough to get on the anti-poll tax bandwagon during the last hours of the fight. Now his supporters affirm that he, rather than Arnall, deserves credit for extending the franchise).

5. The crowd around Arnall ~~are~~ reportedly placing their hopes on ex-Governor Ed Rivers as the only man to beat Talmadge. They admit he discredited himself during his last term, but they point out that when he first came into office, "he was the best governor Georgia ever had". They admit Talmadge as a dangerous opponent who can be elected if he is opposed by more than one candidate. They consider it important, therefore, to suppress the ambitions of other who may want to throw in their hats, among whom Roy Harris, Speaker of the House, is the most likely aspirant.
6. Organized labor (CIO-PAC) and other liberal forces in Georgia are not yet strong enough to run a candidate.
7. At the moment of writing, the fate of the so-called "closed shop" amendment to the Georgia constitution is very much in doubt. The committee on constitutional amendments has just voted 19-16 to make the "closed shop" illegal in Georgia, but there are strong forces in the legislature and throughout the state working in the interests of organized labor. The clearest presentation of their position regarding this most recent piece of anti-labor legislation was made in an editorial on January 31 in the Atlanta Journal. The close vote in the committee may forecast increased support for labor, ending in the defeat or withdrawal of this restrictive amendment.*
8. On the newspaper front, the Atlanta Journal continues its course of "responsible reporting", ~~being second place only to the~~ Macon News. Both exercise a steady influence in the state. The Atlanta Constitution, on the other hand, particularly on its editorial page, shows ~~increasing~~ conservatism. This comes during Ralph McGill's absence overseas.
9. Ex-Governor Talmadge's paper, The Statesman, is enjoying continued circulation and makes its appeal in the same old way, beating the drums of race prejudice. It is a rare issue that does not attack the Rosenwald Fund. Reference is frequently made to "a teacher by the name of Cocking". A current issue states that Marylin Kaemmerle of William and Mary College, was sent south "by some Rosenwald Fund". The same issue concludes that the Rosenwald Fund sent "Cousin" Ralph McGill, as Talmadge calls him, overseas to "fill up and come back with more Negro ideas than ever". In bold caps Talmadge's editorial demands that "THE ROSENWALD FUND SEND HIM TO AFRICA AND TELL HIM TO STAY THERE". Much publicity is given in The Statesman (front page story and back page paid advertisement) to a recent publication, Let's Keep the U.S. White, by John Irwin of Sandersville, Georgia, who says that Georgia must combat the propaganda of college professors, ministers, Negro editors union laborites, and Jews. Publicity is also being given through The Statesman to the growth of the latest "native fascist" party, The Commoner, with headquarters in Conyers, Georgia. Some may say that these are merely "signs of the times", evidences of growing pains, or the ravings of the idiotic fringe. Others, remembering the course of German history through the 1920's and America's inclination to discount the mad housepainter, watch the growth of these threats with increasing concern.

who wrote
the interracial
Editorial in the
Campus paper

10.

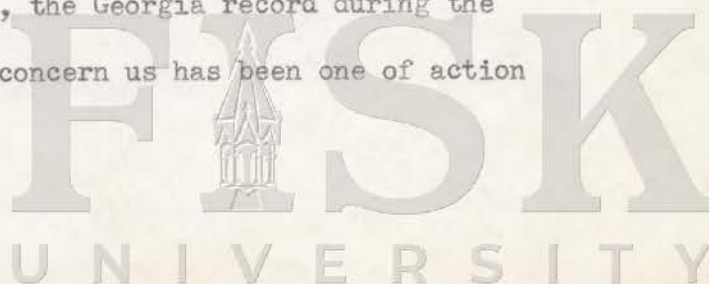
* Since the above was written the legislature has killed this amendment.

9.

back page paid advertisement) to a recent publication, Let's Keep the U. S. White, by John Irwin of Sandersville, Georgia, who says that Georgia must combat the propaganda of college professors, ministers, Negro editors, union laborites, and Jews. Publicity is ~~also~~ being given through The Statesman *and elsewhere* to the growth of the latest "native fascist" party, the Commoner, with headquarters in Conyers, Georgia. Some may say that these are merely "signs of the times", evidences of growing pains, or the ravings of the idiotic fringe. Others, remembering the course of German history through the 1920's and America's inclination to discount the mad housepainter, ~~watch the growth of these threats with increasing concern.~~

Educators in Georgia, when asked to consider the political trends of the next few years and what implications they may have for education, confess that the future is somewhat of a gamble. However, they know what their immediate course must be. The leadership (which includes such men as Kenneth Williams, dean of the School of Education at the University, a number of college presidents, and certain state department of education officials) is resolved to move forward with the same forthrightness as if the security of a progressive program were guaranteed for all time. They believe that any action short of this would label them as careerists, more concerned with their jobs than the educational welfare of the state. They believe the times call for concerted, cooperative action, not cautious standing on the sidelines waiting to see who will be driving what bandwagon.

Perhaps I overstate the case for the Georgia leadership. Some might say I was guilty of wishful thinking. Perhaps so. Certainly "cautious" rather than "aggressive", "philosophical" rather than "active", are the words to use in describing some of the men in places of trust. It is true nevertheless that in spite of this innate timidity in man to be everlastingly looking before he leaps, the Georgia record during the past few years in those matters that concern us has been one of action rather than words.



II. CURRENT PROGRAMS

Let us review for a moment our past relationship with the state of Georgia. During the life of the Fund these are the programs we have supported:

1. Schoolhouse building program
2. School books through our library service
3. Training of white county supervisors at Statesboro and Athens (pre-Talmadge)
4. Training of white and Negro county supervisors through the Georgia Teacher Education Council (current)
5. ^{teacher education} Support to programs ^{at} Fort Valley and West Georgia College ^(Negro) ^(white) including development of faculty and student personnel and the writing of materials for rural children and teachers.

Item 5

~~This last item~~ has been our major concern in Georgia during the past five years. Let us examine it a little more closely.

Fort Valley State College

Our first grant to Fort Valley was made in 1939-40. It was for \$50,000. The Georgia Board of Regents gave \$21,000 that year. This current year, 1944-45, our grant is \$23,000, while the State's is \$63,000.

There now remains \$25,000 in our original allocation. We expect that half of this will be used during 1945-46, and half during 1946-47.

There is every indication that the Board of Regents intends to continue its support of Fort Valley and probably to increase its budget next year. If the Federal Aid bill goes through, Doctor Bond will have ample funds to do all that he plans.

On this last trip I visited three rural schools of Peach County. There are signs that the new supervisor is ~~more~~ able than her predecessor. Also there is some reason to believe that the campus faculty is more

concerned with the rural program. Mr. Blanchet, the dean of the College, went with me for a second time to visit these schools and discussed the situation for ^{several} ~~two~~ hours after we had returned to the campus.

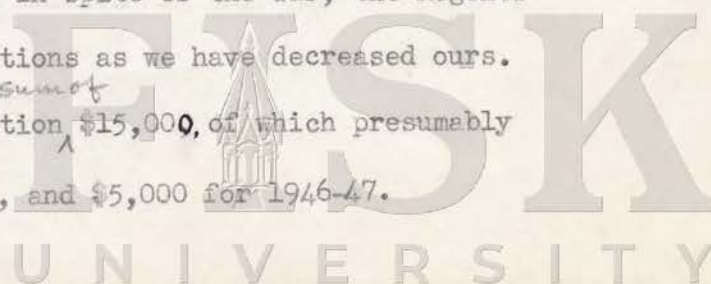
If it were simply a matter of understanding the dependence of a teachers college upon the surrounding countryside, Fort Valley would stand at the top. It has stated its case on paper about as clearly as anyone. To translate understanding on paper into action in a county is quite another matter and one that seems to give the Fort Valley faculty more trouble than anything else. Some might say the reason for this is that everyone is too busy doing everything else. I would guess that this were the result, rather than the reason. The reason is that up to this time, they have been convinced on the tongues but not in their hearts. When this comes, we'll see some action, but not until then.

My recommendation is that we think of no more funds for Fort Valley than those remaining in the original grant.

West Georgia College

Our first grant to West Georgia College was made in 1937-38 for \$14,000. The State that year gave \$34,000. In 1940-41 we made our largest grant, \$25,000. The State that year gave \$43,500.

Our current grant, 1944-45, to West Georgia is for \$15,000, while the State has contributed \$54,120. Thus we see that at both Fort Valley and West Georgia College, in spite of the war, the Regents have increased their annual appropriations as we have decreased ours. There now remains in our final allocation ^{the sum of} \$15,000, of which presumably \$10,000 will be earmarked for 1945-46, and \$5,000 for 1946-47.



(about the excellent work being done by)
 There is no question ~~in our minds but that~~ West Georgia College ~~and the~~ *(it has made)* has made a remarkable contribution to teacher education during the past five years. ~~There is no need~~ This is not the place to document this statement ~~here~~.

~~There are~~ Several publications and more to come that bear this out. ~~Two~~ *more will be off the press within the month. the value of the college,* Furthermore the state leadership fully recognizes ~~this fact~~, evidence

~~it~~ of which ~~has~~ seen from prolonged visits to Carroll County. It is unfortunate therefore that when Doctor Works made his report to the Regents in 1943, no recognition was given to the program of West Georgia College. The only reference to the College was as follows:

"Even though the number of students prepared for elementary teaching at the University, Georgia State College for Women, and Georgia Teachers College is increased, it seems apparent that, for the time being at least, these units will not be able to meet the total demand for elementary teachers. It is not recommended, however, that the junior college units of the System all continue to prepare teachers. This work should be carried on at West Georgia College and Georgia Southwestern College, but should be discontinued at North Georgia College, Middle Georgia College, and South Georgia College. For the time being, West Georgia College should continue its three-year program and Georgia Southwestern College its two-year program for the preparation of elementary teachers. When the State Board of Education puts the four-year requirement into effect the situation will have to be re-examined from the point of view of whether or not the existing four-year institutions can at that time meet the demand for elementary teachers."

It is true that the Regents cannot make West Georgia College a four-year teacher training institution today, but they can do two things now that will aid them in the decision when the proper time comes:

1. They can examine the whole problem of the supply and proper training of teachers in a postwar Georgia. It is estimated that of the 15000 teachers now employed in the state, more than half should be replaced at once with trained, qualified personnel.

2. They can examine the program at West Georgia College with *the understanding* ~~the belief in mind~~ that if it is sound it will be raised to the four-year level to help the state solve the serious shortage that a careful survey will undoubtedly uncover.

~~It is our thought that the "works survey" could have made one or both of these examinations. Failing this, it should at least have urged the Board of Regents itself to make the study.~~

I would recommend the following action with respect to West Georgia College: first, that we continue to support the rural education program during this period of ^{the state's} indecision, ^{helping} help them hold ~~on to~~ their third-year program ~~group~~ and thus lose no ground; second, that we urge the state leadership to make the two studies listed above. ~~(Some recommendation concerning this appears under the next section.)~~

III. FUTURE DIRECTIONS

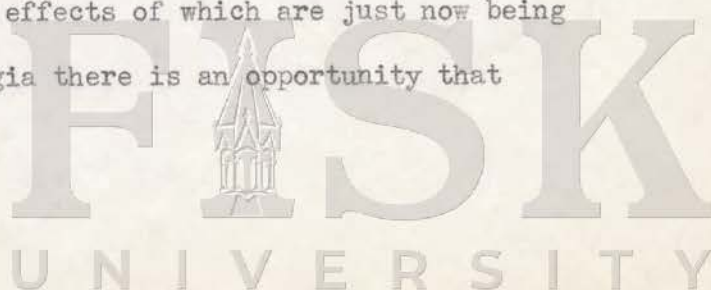
Recently I was discussing our work at West Georgia College with a Georgia educator whose judgment I consider sound. I remarked that we may have made a mistake going out to a remote part of Georgia to a small, unknown junior college that exerted little influence on the state. My conversant disagreed. He said, "In my judgment, you selected the only college in Georgia that could have done the intensive, qualified job you were after. West Georgia was the only college that had a faculty secure enough to accept and assimilate important, strong additions. It was the only faculty with a history of county participation upon which to build the college and county program we have seen develop there in the past five years. It was the only faculty free enough in spirit and intellect to risk the kind of experimentation you were looking for."

Of course, this was good to hear, particularly because it confirmed my own belief. But I pressed the point that experimentation

was one thing and the incorporation of successful experimental practice into the full growth of a state program was another. He countered that this was true enough and should be encouraged, but that this was the concern of the State. Experimentation, he said, would always have to be an important part of ^{education} ~~any endeavor that wasn't static~~ and ~~was the~~ ^{this was the} concern of an agency such as ours.

I have been thinking a good deal about this conversation since returning to Chicago. It has been a point of reference to which I have returned ^{continually} ~~as I have written these pages~~. If there is justification ^{in any future} ~~in the following~~ ^{concerning Georgia} recommendations, it is because they possess a large element of experimentation, because a number of the proposals have not been ~~tried~~ before, and because if carried out, they can act as blueprints for other states. ^(Bardley Rural said the other day - with his usual delight in sweeping statements - "The first thing the Julius Rosenwald Fund has done is its work in Georgia; not only in the schools, but in general liberalism.")

Sometimes the criticism is heard that the rural program of the JRF has placed ^{so many} ~~all~~ its educational eggs in one basket; namely, Georgia. Our answer to this criticism is that concentration and follow-up bring greater gains than diversification spread wide and thin. Perhaps a more accurate answer would be that our presence in Georgia is less by conscious design than by opportunity. For, in spite of well-known reverses, this state has surpassed its southern neighbors in analyzing its educational problems and establishing programs of solution. No state has better leadership either within the state department of education or within its colleges and universities. Therefore, if we continue or expand our efforts in Georgia, we will do so because we must follow through on a drive, the effects of which are just now being understood, and because within Georgia there is an opportunity that



does not exist elsewhere in the South. In other words, I would recommend we stay in Georgia because we are already there, and because Georgia wants us.

There are two teacher education agencies in Georgia with which I believe we can cooperate during the remaining period of the Fund's life. Both represent state-wide leadership, both hold the key to future teacher education programs, and both are on the threshold of expansion. One is the Georgia Teacher Education ^{Council}, the other the School of Education at the University.)

The Georgia Teacher Education Council

This Council was formed a few years ago through the interest and efforts of the Commission on Teacher Education of the American Council on Education. It has a state-wide representation made up of teachers, county superintendents, county supervisors, college, university, and state department personnel. Its counterpart for Negro education is the Georgia Committee on Cooperation in Teacher Education, centering around Dean Elder of Atlanta University. The two councils work on the same kind of program toward a common end, the betterment of the schools of Georgia and the personnel serving these schools. Three members of the Georgia Teacher Education Council are advisory members of the Georgia Committee on Cooperation in Teacher Education. Any support we might give to one of these groups we would give to the other.

The Georgia Teacher Education Council has a full-time executive secretary who appears as a member of the staff of the State Department

I have some recommendations I would like to discuss with you as to how we might work with these two agencies, following which I plan to make one more visit to Georgia before our next Board of Trustees meeting.

	MWS	8	ms	17
			ark mk	9
			RURAL SCHOOL PROGRAM	

Gen

634 St. Nicholas Avenue
Apartment 3-D
New York City
December 6, 1937

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

Dear Mrs. Simon,

It is true that I had to fall backward down the Atlanta University library stairs last winter, and I injured myself to the extent that I am at home for this first semester. I am neither teaching nor studying. I am feeling fine now, and am about daily tasks.

Despite all this, I am still a rural-minded soul and I find myself going back, in memory, every day to Red Oak and all its sister communities in the South. It is about this that I want to write.

Mrs. Whiting and I have just completed a little social studies reader for small rural schools, particularly Negro rural schools. The E. P. Dutton Company is publishing it in January or February. I have three or four other things that will be ready soon.

The Dutton Company wanted some information about Mrs. Whiting and myself. Along with information about where I am teaching, and my training, I mentioned that I was a member of the Rosenwald Council on Rural Education. Now in writing one of the first pages of the book, they want to add after my name, "Member of Rosenwald Council on Rural Education." Before I give them a definite answer, will you please write and tell me if you and Mr. Embree have any objection to this?

I have had letters from Mrs. Duncan. She is having a great time, and I am so glad. She wrote me the funniest letter about some of her wrestlings in "Tests and Measurements."

FISK
UNIVERSITY

I trust that all of you are well, and that the rural work is rapidly going forward. I made a big speech about Red Oak and rural education in the South in Yonkers two weeks ago. I needed Mrs. Duncan near to pull me down, for I found that I had talked one hour and fifteen minutes.

Please remember me to Mr. Simon.

Sincerely yours,

E. D. Cannon

RURAL SCHOOL PROGRAM

Gen

December 17, 1937

Dear Mrs. Cannon: We are all shocked and distressed to learn of your accident. What I want to know is how you managed to fall backwards. Leave it to you to do the unusual.

Of course you must say you are a member of the Rural School Council, because you are. This is kind of a back-handed permission, because although you are and will continue to be a member of the Council, we are not going to invite you to this meeting! All of which sounds contradictory, but I will explain. We are trying to pull into the Council meetings as many different people as we can at various times. This means of course that we have to leave off periodically some of the regular people. As you saw at the last meeting, we had too many people to make a really workable group. At this meeting we are keeping our group down to about thirty, and have invited many people who have never been to the meetings before. We hope by this method to cover eventually those people who in one way or another are or should be interested in our problems. I am sure you will understand what we are trying to do, and I say again you are still a member and will in due course be taken back into the fold.

We are all so terribly pleased to hear about the new book. I am asking Dutton to be sure to send me a copy as soon as it is off the press. What other things are you planning to do?

The very best greetings from all of us to you.

MSS:McK

Mrs. E. P. Cannon
634 St. Nicholas Avenue
New York City

Very truly yours,
MARGARET S. SIMON

FSK
UNIVERSITY

RURAL SCHOOL PROGRAM

	MWS	27	W.S.D.
			Gen

634 St. Nicholas Avenue
Apartment 3-D
New York City
December 20, 1937

Dear Mrs. Simon,

Many thanks for your kind letter of December 17th. Thanks, too, for the permission and for letting me continue to be a member of the Council. While I shall miss being present at the next meeting, I think it is a splendid thing to invite other interested persons in. When there, I always had a longing for numbers of other people, whom I knew were interested and who had much to contribute, to be present and to share in what was said and done. I am so glad that Mr. Banks is invited this time.

Like many a thoughtless creature, I fell backwards facing the past and backing into the future. I had to laugh at myself, for I was talking to a teacher and backing toward the stairs, when suddenly I reached them and back I went. I am feeling very well now, and I plan to return to Atlanta shortly after the holidays.

I have already asked Dutton to send you a copy of the book. It really isn't much, but just to get started is something. We plan to do the thing that I mentioned to you before, that is, to write a textbook for teaching in small rural schools. We are well on the way with this, and if all goes well, we hope to have it completed by May. Then, I want to do some recreational stories for rural children.

My husband joins me in wishing for all of you there, a Merry Christmas, a Happy New Year, and a Splendid Council Meeting!

Sincerely yours,

Elizabeth P. Cannon

2

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT RURAL SCHOOL PROGRAM (COUNCIL) **FILE NO.** _____

DATE <u>12-31-37</u>	REMARKS <u>Circular letter to Trustees from ERE re: information concerning the Council</u>

SEE CIRCULAR LETTERS (TRUSTEES) **FILE NO.** _____

DATE _____ **SIGNED** _____

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

FISK
UNIVERSITY

FORM NO. 099CR

225
TO

~~WWA~~
~~CSJ~~

FROM

ERE

DATE

January 2, 1945

SUBJECT:

Rural School Program

You will remember that at the last Board meeting there was a most stimulating and sympathetic discussion of the Fund's rural school program. The Minutes of the meeting report:

".....The chairman suggested that, even though the Fund's program in this field is drawing to a close, it might be well to consider giving additional aid where needed, either to West Georgia and Tuskegee to increase the effectiveness of the programs already under way or to the other institutions in a further attempt to get a realistic training program for their prospective rural teachers."

This statement of the chairman was heartily accepted by the Board and Mr. Wale and I have regarded it as a mandate to re-examine the program in rural education to see what might be done further to insure results from the investments we have made.

The attached memorandum is Mr. Wale's summary of our recent conversations. When you have read this statement, I suggest an extended office conference to bring together our thinking on this topic.

Attachment

E. R. E.

882
**RURAL SCHOOL
PROGRAM**
(*Gen.*)

TO DAE
FROM FGW
DATE 9/10/45
SUBJECT: Personnel Development

Here is some information on personnel development grants for this coming year:

Fort Valley State College

E. C. Harrison: I think you have the information on him.

Alma Stone: You have the amount, and we are getting the address.

Her address is Georgia State College, Industrial College, Ga.

Tuskegee Institute

Carrie O'Rourke Johnson: She will receive \$400 a quarter for three quarters and \$75 to cover the round trip from her home to New York University. I suggest you make the first check for \$475. Her address is 2519 - 11th Street, Tuscaloosa, Alabama.

Annie Mae Peterson: Ditto. Her address is Route 1, Box 84B, Darlington, South Carolina. These two should have checks sent this week.

Charles G. Gomillion: You have the amount for him. I am writing to ask if he wants payments made monthly, if the first should reach him before he leaves Tuskegee, and for his Ohio State address.

Jackson College

Mrs. Josephine Scott: You have sent her first payment. She is receiving \$400 for this fall quarter. I am answering Mr. Reddix' request for \$500 by saying that if she gets into trouble, for her to get in touch with me.

Mrs. Gloria B. Evans: You have the address, and the amount is \$500 a quarter for three quarters.

H. T. Sampson: We have approved \$500 for the winter and summer quarters of 1946. His address is Jackson College.

Lottie Williams: We have approved \$400 a quarter for three quarters. Her address is P. O. Box 322, Grenada, Mississippi.

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West Georgia College

Evelyn Smith: We have approved \$450 a quarter for three quarters for her to New York University. The first payment has been sent. You will get her New York address later.

J. Lamar Barfoot: I have studied his needs a little more carefully since we talked and I am approving to the West Georgia faculty committee a grant of \$1800 for three quarters. I think a check for \$600 for the first quarter should go to him this week and sent to Carrollton, Georgia - Route 2.

Coralice Fears: I have received a letter this morning from Dag saying that she will not go off to study this year, so let's remove her from the list.

Mrs. McGiboney: We approved a small grant to her to travel, but she will not need it for a little while. I am writing Dag for her name.

Miscellaneous

John Cook: A letter from him this morning clears up his case. He will study two quarters this year at the University of Georgia in Athens and has sent in a request for \$500 for the first quarter, which should be sent this week. His address is: J. H. Cook, Coordinator of Teacher Education, State Department of Education, State Office Building, Atlanta 3, Georgia.

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TO ~~ERE~~
FROM FGW
DATE November 25, 1941
SUBJECT: Proposals for extending the program in rural education

A number of proposals for the extension of our program in rural education have been in my mind lately. Three of them have jelled enough to appear as preliminary statements. They are offered as suggestions which may be acted upon immediately or as items in an agenda for the first meeting of our round table of nine consultants.

First, I return with new conviction to the belief that the most important single act which will affect southern education is the passage of a federal equalization bill. This bill will build better buildings, increase salaries, raise the quality of teaching. For just as it is not possible to raise the standard of living of the workers without first raising their wages, so in part the quality of teaching in the common schools of the rural South is dependent upon an increase in teacher salaries.

In part, also, this quality is dependent upon better working conditions. At least once a month we get a letter from a county superintendent asking if we have any idea of the deplorable condition of the schools in his county. He is powerless to effect a change and often is surprised and hurt when he realizes our inability to help him. It seems harsh to have to say to him that his only chance is from federal resources, but that is the fact. Occasionally I return to the figures and each time I get a shock to learn that if the South spent every taxable penny on its schools, they would still need \$9,000,000 annually to bring the cost per southern child up to the national average; and the national average is less than half what it is in Bronxville, Glencoe, Winnetka, Berkeley.

In addition to salaries and better schoolhouses, federal aid will affect the numbers and quality of books, other teaching material and, as important as anything, the teacher education institution. This is important if the region is going to adopt generally those gains being made at such places as West Georgia



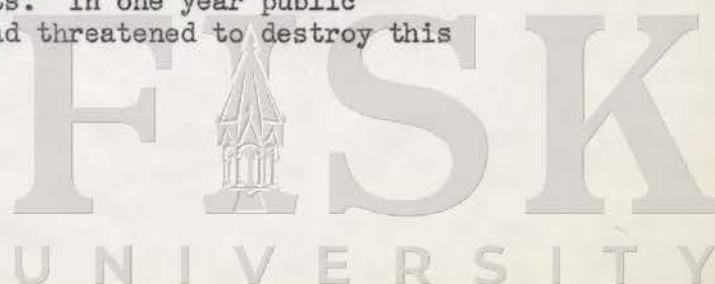
College and Fort Valley. The officers of the Fund, therefore, should have major interest in the passage of a federal bill, and the South more than any other section of the country.

Any discussion of these matters I have had thus far with southern leaders, has been from this point of reasoning: Is there any way that the Rosenwald Fund might stimulate an existing organization, say the Governors' Counsel, to take action on this problem? This approach, however, borders on the political and that was never my intention. I now approach it from a different angle. This problem should be the concern of the men and women in the schools of education in the thirteen southeastern states; men such as Harold Benjamin at the University of Maryland, Carson Ryan at Chapel Hill, Mildred English at Georgia State College for Women, Grice at Charleston. For them to continue in their present direction, concerned only with the preparation of young men and women for teaching positions, is a program as one-sided as the work of the labor leader who spent all his time developing apprentices and ignored the fundamentals of wages, hours, and condition of employment. An association of the more alert minds in the profession should be the best machinery for driving home the arguments for federal aid to southern education.

If this proposal has merit, then from the outset it must be understood that the purpose of the association is a program of action not of debate. This program should be simple and direct. The association should have at least one paid staff member whose main job would be to keep the membership active and coordinated.

The main drive of the association would be to bombard the southeast area with the facts regarding present educational conditions. It would be a regional fact-finding body, if you like. Here are a few suggestions.

1. The South needs the stimulus that would come from a dramatic documentary film on rural education.
2. Radio stations with sustaining quarter hours are searching for good programs. The Department of the Interior has just completed a successful experiment in this field in the Central Valley Project of California. Schools, colleges, radio stations under direction from the Department, sponsored competition all over the state, conducted broadcasts. In one year public opinion, which formerly had threatened to destroy this



500 mile long project serving a million and a quarter people, became informed, intelligent, aroused. Now the success of the Central Valley Project is assured.

3. The forcefulness of the sixty-page pamphlet of the President's Report on Southern Economic Conditions has long been recognized. This method of presenting the facts for the whole area could be employed with equal intensity in the local scene. West Georgia College should take this study and rewrite it to document northwest Georgia. This could be done over the entire region; without expense, students doing the research, writing, publishing.
4. A bureau of unpaid lecturers, forum discussion leaders, should be developed. There should be a bureau for every teacher education institution. For example, faculty from West Georgia College would be on call at any time to speak before county groups, high school students, teachers, or laymen on this subject of federal aid.

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The second proposal I have to make is also not new. We have been talking about it for some time and I throw it in for discussion now, more sure than ever that it should be carried out.

We should find two counties in the South and develop in them demonstrations of health, education, and agriculture. Carroll County seems a good suggestion, as soon as we know the outcome of the next election. The other county would be in Alabama, Mississippi, or a parish in Louisiana.

I suggest Carroll County at this time, rather than Greene County, because we are developing there some outstanding people in education, because of the progress in some rural communities, and because of the rapport between Mr. Ingram, his college, and lay groups. We may want to rethink this, however. Carroll County is very large. It has no outstanding accomplishments in health or agriculture, such as Greene County can boast.

1. The object of this program in health would be to rid the county of tuberculosis, venereal diseases, malaria, pellagra, hookworm, and to do it in such a demonstrational way that any county, with state and federal aid, could do the same. This program would not stop here, but through the joint auspices of the Rosenwald Fund, the U. S. Public Health Service, and the Farm Security Administration would set down blueprints to build solutions to the problem of rural dentistry, hospitalization, and medical care.

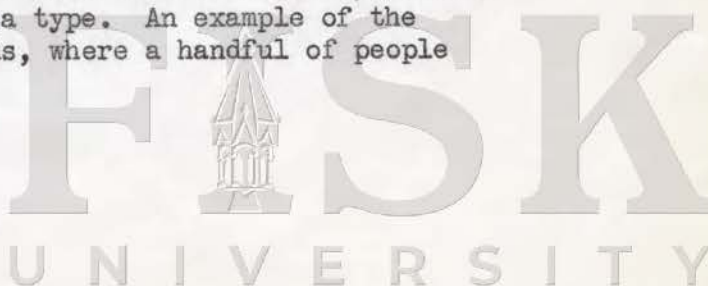
2. The object in education would be (a) to have a good school in every community, white and Negro; (b) to raise the quality of the men and women teaching in the schools. This latter would be done through institutes, summer programs, and throughout the year by consultation under the sponsorship of the college, county superintendent, and county supervisor.
3. The object in agriculture would be to work with the leaders of the rural rehabilitation division of the FSA, the Soil Conservation Service, and other federal agencies to bring about change in such matters as the one-crop system, land ownership, farm credit, rural housing, rural electrification, and all other matters which have to do with rural security and better living conditions.

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The third proposal I have to make is that we should seriously consider further support of the Southeastern Cooperative Association. We do not need to apologize for giving the co-operative movement a lift. Cooperatives are no longer controversial. It is certainly a less radical move than developing trade union leaders. Both Republican and Democratic parties endorsed cooperatives several years ago.

The cooperative movement as one answer to the economic ills of the South is apparent. Equally apparent is the fact that we should support it where its course runs parallel to our interests in education. We would not be justified, perhaps, in helping a longshoremen's union in New Orleans start a consumer's co-op store. We probably ought not to help Montgomery residents establish a co-op gas station. I do think, however, we should give immediate attention to the rural cooperatives such as Yeomans has started at Tallapoosa, and this fall at Sand Hill. The cooperative at Tallapoosa has been going a year, was based on study groups, and had an active canning program this summer. On November 10, following several months of study the Sand Hill Cooperative Cannery Association was organized, bringing together, in addition to Sand Hill, the communities of Wayside, Shady Grove, Elizabeth Harris, Hewlett, Hickory Level, and Oak Mountain. This association is applying for a charter under the Georgia Marketing Act.

There are two kinds of cooperatives in the South, one sponsored by the federal government through the Department of Agriculture and for the most part dictated to from above by federal employees. The other, the Tallapoosa type. An example of the federal kind is Cumberland Homesteads, where a handful of people



26. Cooperation through local authorities
27. Financing on a descending scale
28. Some problems relating to:
 - a. Institutional reputation from being known as a training center for rural teachers
 - b. Inadequate tie-up of school and rural life
 - c. Inadequate practice teaching
 - d. Traditionalism in curricula
curricula uniformity enforced by states
 - e. Desire to be four-year schools and to train all kinds of teachers
 - f. Inadequate pay for rural teachers
 - g. Rural life inadequacies - living, recreation, etc.
 - h. Results of observations of and visits to normal schools in several states
 - i. Inability to get college faculty into rural schools
(Grambling plan)
29. Some things which seem to have emerged and seem to be valuable
 - a. The Grambling traveling unit idea
 - b. Curriculum laboratory for rural materials. Plan at Grambling and Carrollton
 - c. Rural practice schools
 - d. Rural Life Arts course at Carrollton
Deprofessionalizing agriculture, H.E., etc.
 - e. Re-evaluation of state programs of rural education.

Georgia, State of
(Supervisory
Program)

ERE

FGW

4/30/45

RURAL SCHOOL
PROGRAM

I would like to summarize for you some of the activities of the Georgia Teacher Education Council and of the School of Education at Athens which I am planning to help them with, immediately or in the near future.

The Supervisory Training Program

You will recall that for the past two years we have helped the Council to train supervisors, white and Negro, for a year and that we have put into it approximately \$6,000 a year. These young women have enrolled for a full twelve months at Athens and at Atlanta University, spending considerable time in the field and having their full training period be one of continuous study without break.

Our grant to this program has been chiefly in the nature of an individual scholarship for living expenses to each student. During the past year the directors of this work have been concerned with having the entire cost taken over by the state and have evolved a plan which seems to me not only satisfactory from this point of view but also in line with what I think is good training. (It can be said to be an adaptation of Antioch's system of work and study.) We shall, however, have to help them one more year, but at a reduced cost per student in training.

Their plan in a word is this. On June 15, a given county superintendent hires a well-recommended young woman to be his county supervisor on a provisional certificate. She will be assigned to him and his county in this capacity for a period of 15 months, or five school quarters - from June 15, 1945, for example, through September 15, 1946. During three of these five quarters, she will be under the direction of the Council's program and cannot be paid by state funds as a provisional supervisor, but the other two of the five quarters she will be working as a provisional supervisor of the county to which she is assigned at a salary of \$150 a month. During these two periods when she will be receiving a salary, she will be closely supervised and counselled by staff members working in the field out of the university. The five quarters will be

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planned something like this:

Summer quarter of 1945	In training
Fall quarter of 1945-46	Working under supervision in assigned county (receives salary)
Winter quarter of 1945-46	In training
Spring quarter of 1945-46	Working under supervision in assigned county (receives salary)
Summer quarter of 1946	In training

Although the young woman at the end of the five quarters will receive a full supervisor's rating, and probably an M.A. from her university, and a salary of \$2400 a year, the truth is that those who are enrolling potential supervisors find that only the stoutest of hearts are ready to enter the program. Many are challenged by the offer but discover that what seems to be at first glance a generous salary, judged by the general wage scale for educators, turns out to be otherwise when they realize that it includes travel costs and the purchase of an automobile. In spite of this, however, John Cook, executive secretary for the Council, and Dean Elder, with Robert Cousins's assistance, have reasonable assurance of finding 20 white and 10 Negro women to take this training.

I have told them that I would help them this year by approving a grant of \$200 for each candidate, with the understanding that this will be our final contribution to this particular phase of supervisory program.***

The supervisory training program has been under the guidance of Miss Jane Franseth, who has spent full time both directing the program on campus and also visiting the young women when they were out in the field studying at such places as Carroll County. Because the numbers have not been over a dozen the last two years, this has not been more than Miss Franseth could do. If, however, the candidates in training next year are as many as 20, and if, as the Council contemplates, two of the five quarters of work will have to be supervised in 20 counties through the state, it means that Miss Franseth will need some assistance. They have tentatively chosen a young woman, a former county supervisor, to help her with this work, a person I think well qualified. I am planning to help them bring Miss Nell Winn to the program either by paying all or part of her salary, with the understanding that it is for one year alone. (Miss Franseth has been and will continue to be paid out of the University of Georgia budget.)



This means a total of approximately \$9,000 to this program of supervision this year. I consider it important and necessary in order to get the Council and the state program started on what seems to be a fairly permanent program of supervisory training. In making approval to the Council, I shall record to them orally and in writing that this is the last year we can help with this part of their work. I make this condition, not because of any doubt which I have concerning their program (in fact, I am more positive about it today than I was two years ago when we began to help), but because I believe that they can and will find ways to absorb this grant from more permanent sources.

Summer Workshops

The Council is running between 10 - 15 workshops this summer at county centers. Most of the expense of these workshops will be carried by the teachers who are enrolled. Each workshop will have 3 - 4 leaders paid out of these funds. The average amount that can be paid to them is about \$300. This will bring local Georgia people, but it will not attract people from outside the state. At the request of John Cook, I was able to find a number of unusually good people to help him as directors or specialists in art, music, and other fields and I have agreed to pay the supplement needed above the \$300 to bring the individuals to Georgia. In some cases this is \$100; in others \$200. I am not sure what the total is going to be, probably \$1000 to \$1500. I will get more definite information on it when I am south later in the month. I doubt whether it will be necessary to help with this another year but I believe we should give this much encouragement to the state in its attempt to broaden this in-service program by taking it off the campus into the county.

The Committee on Materials

For some time I have been eager to see the Council take seriously the job of investigating and providing better materials for all the schools of Georgia. I am not sure how far I am getting with them but I am certain that it is an important part of the work. Perhaps the most determining factor in the effectiveness of this committee will be the person engaged as executive secretary. This may be Mrs. Bernice Brown McCulloch of Milledgeville, and I have agreed to pay the salary of Mrs. McCulloch to work on a specific project for the Committee during the summer months. During that time it may be learned whether she has the proper qualifications for a full-time person. If it turns out that she should be engaged permanently as the executive secretary, I may recommend that we make a grant to the Council for this work. This, I will be better able to see as the summer months go by.



ERE

FGW

2/27/45

Rural Education

RURAL SCHOOL
PROGRAM

(Gen)

I. THE SETTING

I went south on my last visit, Jan. 28 - Feb. 11, to explore current programs and future directions in education. Most of the two weeks was spent in Georgia. This is a report in some detail of how things look from this point as of this date.

As CSJ would say, "You can't develop an educational program in a vacuum." I begin therefore with certain socio-economic-politico (!) trends that I found or thought I found in Georgia. Some of these may be more so now than they were a month ago. Some less. Some might not have been at all, for I hardly consider myself a trained research worker in this field.

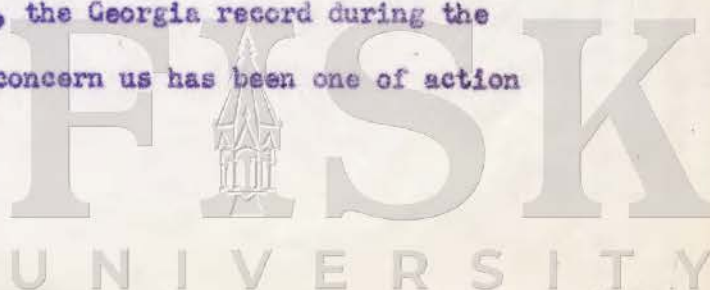
1. Governor Arnall has surprised his friends and his enemies. The guiding star by which he has steered his Georgia ship of state has been the National Administration. He has been aggressive on many unpopular issues (unpopular with the typical Georgian): prison reform, poll tax, Wallace, home rule for the local Georgia communities. He made public certain telegrams he sent to Senators George and Russell urging them not to take the loan agencies out of the Department of Commerce and demanding their votes in favor of Wallace as the new Secretary.
2. Two interpretations of his actions are current in the state. Neither credit him with being a reformed or confirmed liberal. Both consider him politically ambitious. The right (Talmadge crowd and other conservatives and reactionaries) say he has sold out to northern pressure in return for a possible cabinet job - the post of Attorney General. The left (labor, liberal church and other civic leaders) say Georgia has moved forward under him with many long overdue reforms, but that he is still as much the representative of conservative, big business interests as ever.

3. Arnall will be governor through 1946 (unless he accepts a Washington appointment, in which case a "not-too-bad" Lieutenant Governor will take his place). He will not run again unless he is drafted by a liberal-reform group. This is most unlikely. The current guess is that he will run against Senator George in the 1946 primaries (and probably be beaten).
4. There is much speculation, rumor, and if-talk in Georgia politics, but on one item all the dopesters agree: Eugene Talmadge will run for governor in the primaries of 1946. With the removal of the poll tax requirement, Talmadge's chances of election seem even better than ever. (He was astute enough to get on the anti-poll tax bandwagon during the last hours of the fight. Some quarters affirm that he, rather than Arnall, deserves credit for extending the franchise.)
5. The crowd around Arnall are reportedly placing their hopes on ex-Governor Ed Rivers as the only man to beat Talmadge. They admit he discredited himself during his last term but they point out that when he first came to office, "he was the best governor Georgia ever had". They admit Talmadge as a dangerous opponent who will be elected if he is opposed by more than one candidate. They are active, therefore, in suppressing the ambitions of others who may want to throw in their hats, among whom Representative Harris, Speaker of the House, is the most likely aspirant.
6. Organized labor (CIO-PAC) and other liberal forces in Georgia are not yet strong enough to run a candidate.
7. On the newspaper front, the Atlanta Journal continues its course of "responsible reporting". It exercises a steady influence. The Constitution, particularly on its editorial page, shows increasing conservatism (anti-union, pro-traditional South, anti-Wallace, pro-Jesse Jones). This comes during Ralph McGill's absence overseas.
8. Ex-Governor Talmadge's paper, The Statesman, is enjoying continued and extended circulation and makes its appeal in the same old way. Every issue attacks the Rosenwald Fund. Reference is frequently made to "a teacher by the name of Cocking". A current issue states that Marilyn Kaemmerle of William and Mary College was sent south "by some Rosenwald Fund". The same issue concludes that the JRF sent "Cousin" Ralph McGill, as Talmadge calls him, overseas to "fill up and come back with more Negro ideas than ever". In bold caps Talmadge's editorial demands that "THE ROSENWALD FUND SEND HIM TO AFRICA AND TELL HIM TO STAY THERE". Much publicity is given in The Statesman (front page story and

back page paid advertisement) to a recent publication, Let's Keep the U. S. White, by John Irwin of Sandersville, Georgia, who says that Georgia must combat the propaganda of college professors, ministers, Negro editors, union laborites, and Jews. Publicity is also being given through The Statesman to the growth of the latest "native fascist" party, the Commoner, with headquarters in Conyers, Georgia. Some may say that these are merely "signs of the times", evidences of growing pains, or the ravings of the idiotic fringe. Others, remembering the course of German history through the 1920's and America's inclination to discount the mad housepainter, watch the growth of these threats with increasing concern.

Educators in Georgia, when asked to consider the political trends of the next few years and what implications they may have for education, confess that the future is somewhat of a gamble. However, they know what their immediate course must be. The leadership (which includes such men as Kenneth Williams, dean of the School of Education at the University, a number of college presidents, and certain state department of education officials) is resolved to move forward with the same forthrightness as if the security of a progressive program were guaranteed for all time. They believe that any action short of this would label them as careerists, more concerned with their jobs than the educational welfare of the state. They believe the times call for concerted, cooperative action, not cautious standing on the sidelines waiting to see who will be driving what bandwagon.

Perhaps I overstate the case for the Georgia leadership. Some might say I was guilty of wishful thinking. Perhaps so. Certainly cautious rather than aggressive, philosophical rather than active, are the words to use in describing some of the men in places of trust. It is true nevertheless that in spite of this innate timidity in man to be everlastingly looking before he leaps, the Georgia record during the past few years in those matters that concern us has been one of action rather than words.



II. CURRENT PROGRAMS

Let us review for a moment our past relationship with the state of Georgia. During the life of the Fund these are the programs we have supported:

1. Schoolhouse building program
2. School books through our library service
3. Training of white county supervisors at Statesboro and Athens (pre-Talmadge)
4. Training of white and Negro county supervisors through the Georgia Teacher Education Council (current)
5. Support to programs of Fort Valley and West Georgia College, including development of faculty and student personnel and the writing of materials for rural children and teachers.

This last item has been our major concern in Georgia during the past five years. Let us examine it a little more closely.

Fort Valley State College

Our first grant to Fort Valley was made in 1939-40. It was for \$50,000. The Georgia Board of Regents gave \$21,000 that year. This current year, 1944-45, our grant is \$23,000, while the State's is \$63,000.

There now remains \$25,000 in our original allocation. We expect that half of this will be used during 1945-46, and half during 1946-47.

There is every indication that the Board of Regents intends to continue its support of Fort Valley and probably to increase its budget next year. If the Federal Aid bill goes through, Doctor Bond will have ample funds to do all that he plans.

On this last trip I visited three rural schools of Peach County. There are signs that the new supervisor is more able than her predecessor. Also there is some reason to believe that the campus faculty is more

concerned with the rural program. Mr. Blanchet, the dean of the College, went with me for a second time to visit these schools and discussed the situation for two hours after we had returned to the campus.

If it were simply a matter of understanding the dependence of a teachers college upon the surrounding countryside, Fort Valley would stand at the top. It has stated its case on paper about as clearly as anyone. To translate understanding on paper into action in a county is quite another matter and one that seems to give the Fort Valley faculty more trouble than anything else. Some might say the reason for this is that everyone is too busy doing everything else. I would guess that this were the result, rather than the reason. The reason is that up to this time, they have been convinced on the tongues but not in their hearts. When this comes, we'll see some action, but not until then.

My recommendation is that we think of no more funds for Fort Valley than those remaining in the original grant.

West Georgia College

Our first grant to West Georgia College was made in 1937-38 for \$14,000. The State that year gave \$34,000. In 1940-41 we made our largest grant, \$25,000. The State that year gave \$43,500.

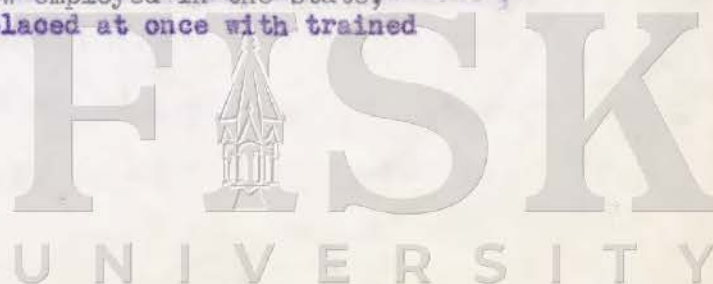
Our current grant, 1944-45, to West Georgia is for \$15,000, while the State has contributed \$54,120. Thus we see that at both Fort Valley and West Georgia College, in spite of the war, the Regents have increased their annual appropriations as we have decreased ours. There now remains in our final allocation \$15,000, of which presumably \$10,000 will be earmarked for 1945-46, and \$5,000 for 1946-47.

There is no question in our minds but that West Georgia College has made a remarkable contribution to teacher education during the past five years. This is not the place to document this statement. There are several publications and more to come that bear this out. Furthermore the state leadership fully recognizes this fact, evidence of which ^{it} has seen from prolonged visits to Carroll County. It is unfortunate therefore that when Doctor Works made his report to the Regents in 1943, no recognition was given to the program of West Georgia College. The only reference to the College was as follows:

"Even though the number of students prepared for elementary teaching at the University, Georgia State College for Women, and Georgia Teachers College is increased, it seems apparent that, for the time being at least, these units will not be able to meet the total demand for elementary teachers. It is not recommended, however, that the junior college units of the System all continue to prepare teachers. This work should be carried on at West Georgia College and Georgia Southwestern College, but should be discontinued at North Georgia College, Middle Georgia College, and South Georgia College. For the time being, West Georgia College should continue its three-year program and Georgia Southwestern College its two-year program for the preparation of elementary teachers. When the State Board of Education puts the four-year requirement into effect the situation will have to be re-examined from the point of view of whether or not the existing four-year institutions can at that time meet the demand for elementary teachers."

It is true that the Regents cannot make West Georgia College a four-year teacher training institution today, but they can do two things now that will aid them in the decision when the proper time comes:

1. They can examine the whole problem of the supply and proper training of teachers in a postwar Georgia. It is estimated that of the 1500 teachers now employed in the state, more than half should be replaced at once with trained qualified personnel.



2. They can examine the program at West Georgia College with the belief in mind that if it is sound it will be raised to the four-year level to help the state solve the serious shortage that a careful survey will undoubtedly uncover.

It is our thought that the "Works survey" could have made one or both of these examinations. Failing this, it should at least have urged the Board of Regents itself to make the study.

I would recommend the following action with respect to West Georgia College: first, that we continue to support the rural education program during this period of indecision. Help them hold on to their third-year program group and thus lose no ground; second, that we urge the state leadership to make the two studies listed above. (Some recommendation concerning this appears under the next section.)

III. FUTURE DIRECTIONS

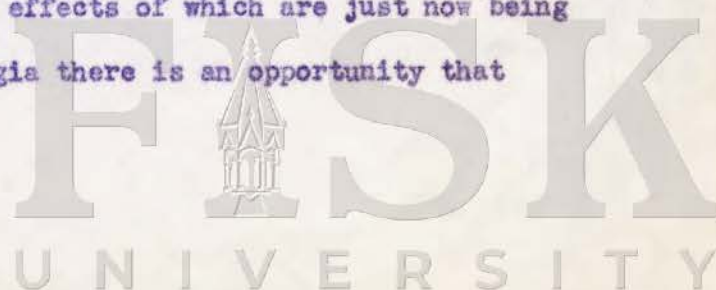
Recently I was discussing our work at West Georgia College with a Georgia educator whose judgment I consider sound. I remarked that we may have made a mistake going out to a remote part of Georgia to a small, unknown junior college that exerted little influence on the state. My conversant disagreed. He said, "In my judgment, you selected the only college in Georgia that could have done the intensive, qualified job you were after. West Georgia was the only college that had a faculty secure enough to accept and assimilate important strong additions. It was the only faculty with a history of county participation upon which to build the college and county program we have seen develop there in the past five years. It was the only faculty free enough in spirit and intellect to risk the kind of experimentation you were looking for."

Of course, this was good to hear, particularly because it confirmed my own belief. But I pressed the point that experimentation

was one thing and the incorporation of successful experimental practice into the full growth of a state program was another. He countered that this was true enough and should be encouraged, but that this was the concern of the State. Experimentation, he said, would always have to be an important part of any endeavor that wasn't static and was the concern of an agency such as ours.

I have been thinking a good deal about this conversation since returning to Chicago. It has been a point of reference to which I have returned as I have written these pages. If there is justification in the following recommendations, it is because they possess a large element of experimentation, because a number of the proposals have not been tried before, and because if carried out, they can act as blueprints for other states.

Sometimes the criticism is heard that the rural program of the JRF has placed all its educational eggs in one basket; namely, Georgia. Our answer to this criticism is that concentration and follow-up bring greater gains than diversification spread wide and thin. Perhaps a more accurate answer would be that our presence in Georgia is less by conscious design than by opportunity. For, in spite of well-known reverses, this state has surpassed its southern neighbors in analyzing its educational problems and establishing programs of solution. No state has better leadership either within the state department of education or within its colleges and universities. Therefore, if we continue or expand our efforts in Georgia, we will do so because we must follow through on a drive, the effects of which are just now being understood, and because within Georgia there is an opportunity that



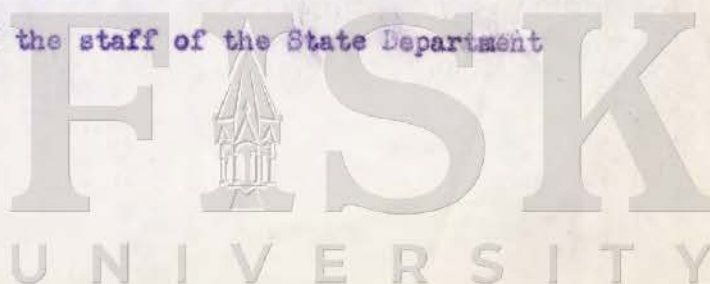
does not exist elsewhere in the South. In other words, I would recommend we stay in Georgia because we are already there, and because Georgia wants us.

There are two teacher education agencies in Georgia with which I believe we can cooperate during the remaining period of the Fund's life. Both represent state-wide leadership, both hold the key to future teacher education programs, and both are on the threshold of expansion. One is the Georgia Teacher Education, the other the School of Education at the University.

The Georgia Teacher Education Council

This Council was formed a few years ago through the interest and efforts of the Commission on Teacher Education of the American Council on Education. It has a state-wide representation made up of teachers, county superintendents, county supervisors, college, university, and state department personnel. Its counterpart for Negro education is the Georgia Committee on Cooperation in Teacher Education, centering around Dean Elder of Atlanta University. The two councils work on the same kind of program toward a common end, the betterment of the schools of Georgia and the personnel serving these schools. Three members of the Georgia Teacher Education Council are advisory members of the Georgia Committee on Cooperation in Teacher Education. Any support we might give to one of these groups we would give to the other.

The Georgia Teacher Education Council has a full-time executive secretary who appears as a member of the staff of the State Department



of Education. He spends his time executing the programs sponsored by the Council.

The Council has brought together the men and women of the state who exercise leadership in teacher education. The central body and the committees that function under it have made an important beginning, proving that the various parts of a program which otherwise might be suspicious or jealous can work together as a whole. The Council has made a good start. It has established an excellent graduate year for the education of county supervisors. It has set up ten summer workshops for the in-service training of teachers to be held within their own counties this summer. It has made a start on a study of the materials now in use in its schools. There is much left to be done, however, and it is toward this end that I believe we should work. The following list of projects indicate the direction in which the Council must go if it is to be effective during the next five to ten years. I would urge that the Council start on them as soon as possible, and that we support them up to the reasonable limit of their need.

1. The Education of the County Supervisor

The goal, of course, is a well-educated county supervisor for every county in the state. Interestingly enough, while we have been "spasmodically" supporting this program over a period of years in several different ways, producing only 30 white supervisors for 159 counties, Robert Cousins with no aid from the Fund (except \$2,000 last year) has gone far ahead with his program and now has 69 Negro supervisors in 71 counties. Three years ago the supervisory program at Athens ended. For two years no supervisors were trained. Last year it began again under the direction of the Council. Whereas under Doctor Cocking the Athens program concentrated on campus learning, under the Council the accent is on learning in the field. Though Athens is headquarters for



the present group, at least half the work is done out in the country. For example, while I was at West Georgia College, three supervisors in training arrived there from Athens to study for three months under Miss Grace Tietje, Carroll County supervisor, and under other faculty members. (An aside remark is that the Graduate Faculty Council of the University of Georgia which approves work toward an M.A. degree is recognizing the time these graduate students spend under the faculty of a junior college. Credit for this must be given to the Georgia Teacher Education Council whose goal is the interdependence of all institutions and a state-wide university faculty as contrasted with a segmented little group within one cloistered hall.)

Last year we gave \$6,000 to the Council to help with the training of seven white and six Negro supervisors. This year we have made a similar grant for eight white and ten Negro supervisors.

The Council is considering a plan for next year that will carry part of the cost of this training from State Department of Education funds. But some assistance may have to come to pay for faculty leadership. I am urging the Council to put this plan into effect in 20 counties each year for a 3-year period. At the end of this time the State will have almost a hundred trained supervisors. I recommend this as the first and most important item for us to support in the Council's program.

2. Principals and County Superintendents

After considerable discussion and debate, the Council is on the verge of establishing a year of training on the graduate level for school principals (elementary and high school) and and county superintendents. The importance of this cannot be overestimated. Next to the supervisor, this kind of leadership is greatly needed in the state. Without it, no matter how fine the building or how well trained the classroom teacher, education must hobble along. The content of this year will be along the same lines as that outlined for the supervisors training program.

3. Materials for Schools

For some time the Council has been eager to move into the field of exploring, evaluating, and finally developing and publishing suitable materials for school use. They have been urging us to help them with this for over a year, but for various reasons, I have held off. Now, I believe we should help the Council make a good start on this work.



4. Summer Workshops in County Centers

We cannot overestimate the importance of the summer workshop, an intense concentration of 12 hours a day, 6 days a week for 6 weeks. It is the best device for in-service education of a teacher yet discovered. Usually you can find two or three going on within a state held on the campus of the university or at state college. One year Doctor Cocking brought the Clinch County teachers to Athens and had them taught in classrooms, presumably on Clinch County problems. We helped with this but we urged him to reverse the process, taking Athens faculty out to the Clinch Counties. This did not happen during Doctor Cocking's time. But it is good to be able to report that this summer ten such workshops will be held in the state. Most of the expense will be carried by the County Superintendent's office, but some help from us will guarantee a superior job.

5. A State-wide Teacher Education Survey

The State does not know the extent and nature of its problem in teacher education in a postwar Georgia. This survey should be made during the coming year by a qualified committee of the Council headed by a paid executive equipped to do the job. The importance of this began to dawn on the Council at its last meeting held two weeks ago. Such a study would be a blueprint for teacher-education planning for the next ten years.

6. A Program of Propaganda

A well-planned program is needed (nationwide) to dignify and glamorize the role of the teacher. The word propaganda is used in the best sense: to enroll every means of communication (radio, movies, newspaper, magazine, pamphlet) to arouse the people in the interests of better schools. This can be done by sticking to the job of dramatizing the teacher. It is needed throughout the nation, but I believe Georgia can be persuaded to get started almost immediately.

Undoubtedly there are a number of other equally important matters that the Council should set in motion. These six will make a good start. I suggest that the Board of Trustees of the JRF make available to the officers a specific sum to be spent over a period of three years to help the Council develop these or similar projects of major concern to the state. The officers would then make grants to the Council from time to time during that period to carry forward specific items. I would not favor a general grant to the Council.



The School of Education of the University of Georgia

The second opportunity that may present itself to us during the coming months and over a period of the next three years is helping Kenneth Williams develop his program of teacher education on an undergraduate and graduate level. Of course, a number of the items listed above may have their home base at Athens, but what we should be concerned with at the University goes considerably deeper and becomes more intimate than the sort of thing we can help with on the Council. It should be done in order that the investments we now have in Georgia may be insured. There is no better place to make this insurance than at Athens. And at this point I am encouraged enough to say I think there is no better educational leader in the state than the new dean.

I would think our first task in this program is arousing the dean to the opportunity that is given to Athens to become the real center of progressive leadership in teacher education in the South. Yesterday, when a Southerner wanted further study, he turned to Peabody. Some of the best teachers are Peabody graduates, but that was in earlier days and in the time of Lucy Gage. Today they look to the north and have such questionable choices as Columbia, Ohio State, and the University of Chicago. They look to New York, Columbus, and Chicago for inspiration in solving local problems in a rural South. This is the time for Athens to build a forward-looking, top-ranking faculty in several fields of teacher education, to launch out on a program of sound community-school service that will put her so far ahead of the offering of our urban northern universities that she will really become the Athens of the South.



I repeat, the education of Kenneth Williams toward a realization of the exact nature of the opportunity that has been given to him, that is number one in this program.

Then the people he brings to the University and the programs he inspires and encourages them to develop - that is next.

Just how to recommend funds for this, I am not sure. Immediately, I do not think more is needed than an additional amount to The Development of Personnel, with an understanding in the Board that some of it will be used to bring the Dean and members of his present staff in touch with people throughout the country who can give the kind of help needed to direct Athens into full realization of itself. Our Board could be prepared at the coming meeting to consider a later grant of a somewhat larger amount that would be used at Athens over a period of three years with the approval of the Executive Committee.

RURAL SCHOOL PROGRAM

TO ~~ERE~~
FROM FGW
DATE 5/2/45
SUBJECT: Proposed plan of help with the School of Education
of the University of Georgia

My last memo to you contained proposals of work with the Council. This is a plan of how I think we can get the University of Georgia started on the right track immediately.

As you know, I am convinced that Kenneth Williams is a good man. I am also convinced that during the next year or two he will be in a position to add a number of people to his staff. The selection of these people will in large measure determine the future program at Athens. Dean Williams and I have had a number of conferences since Christmas discussing these matters, and we are together in our thinking.

There are several gaps and many areas of opportunity which need to be developed in the School of Education. I use as an example the nursery school program. I think I have said to you that there are 300 young women operating nursery schools in Georgia today who have never had an hour of nursery school training. Many city systems are operating kindergartens; many more have indicated a desire to establish nursery and kindergarten centers. A number of county superintendents have expressed their interest. However, nowhere in Georgia can a young woman get nursery school education. This is a problem the School of Education must face immediately. They can set it up without knowing very much about what they are doing, or they can plan a program during the next few months that will guarantee the best nursery school training in the South.

Dean Williams and I believe that three things can be done during the coming year which will insure some success during this period of planning. First, the education of the Dean and his staff, by visiting the best there is in the country. Second, to seek out top-ranking consultants and bring them to the University to meet with faculty committees. Third, to select one person (a Louis Rath, Mike Giles,

(Continued)

Superintendent Stoddard of New York, or Superintendent Warren of Massachusetts,) who would act as a "director consultant" to pull all the various parts of the program together.

This may sound ambitious, but Dean Williams and I believe it can be done with a grant from us for about \$3,600 (supplemented by some state funds) on the following budget:

1) Travel for Dean Williams and faculty	\$ 750
2) Professional consultants	
Equivalent of 25 days at \$40	1,000
Travel	500
3) Director consultant	
Equivalent of 20 days at \$50	1,000
Travel	<u>350</u>
	<u><u>\$3,600</u></u>

*What
has
happened?*

	FW		Two	
	SE		Five	

Remarks:

I take it that under recent trustee action, the officers (in this case you & I) have authority to make specific commitments - up to the \$50,000. I am ready to go along with you on this \$3,600. Will you draw up with T E appropriate forms to put this definitely on the books.

First draft

RURAL EDUCATION

Following several years of schoolhouse construction the Fund became interested in 1934 in the development of sound teacher education practices in four southern colleges and in helping to establish programs of leadership at the county and state level. From 1934 to 1946 we contributed the sum of \$1,400,000 to this program. This year we have begun a third interest in the southern scene; namely, educational opportunities at the adult level administered without racial or religious discrimination. A discussion of this program will follow in a later section.

a. Current Status of Four Teacher Education Centers

Jackson College, Jackson, Mississippi, the youngest member of the group, was the first to move out as an entirely supported state institution. This year it has the largest enrollment with the largest budget in its history. It has a state appropriation of \$308,000 for building expansion and a budget for the next biennial of \$135,000 a year. While there is still much unfinished business in Mississippi education, these figures must be compared with the \$10,000 so begrudgingly appropriated by the state legislature in 1940. In spite of serious obstacles, Jackson College holds to its original goal, the education of the rural elementary teacher.

This coming year is our final year of participation in teacher education at Fort Valley State College and Tuskegee Institute. We began our work at these two schools six years ago with the Bond brothers vying



with each other in friendly rivalry to bring about the most effective program in teacher education. Max Bond is now the head of the Haitian-American Educational Foundation in Port-au-Prince, and Horace Bond is the first Negro president of Lincoln University. The rural programs they left are moving forward because, under their direction, good staffs were developed. Their successors were found within the faculty group, and no ground has been lost in changing leadership.

An oral report will be made on the current situation in Georgia. Politically it looks rather dismal. At the moment the University System is without a chancellor, and the morale of the college presidents is not high. In such a setting we have had to postpone our attempts to have a fourth year of elementary teacher education added to the junior college program at West Georgia College. Unless this is done within the next twelve months, the coming year will be our final one at this institution.

b. The Development of Programs of Leadership at the County and State Level

Four years ago Georgia had 20 white and 60 Negro county supervisors. The training program for supervisors was at a standstill. Under our sponsorship, following the defeat of Governor Talmadge, the supervisory training program picked up once more. Since the fall of 1943, and counting the present group of trainees, 36 white and 26 Negro supervisors have received special preparation (and an M.A. degree). We have contributed \$17,600 to this program while the state and universities (University of Georgia and Atlanta University), through cash, scholarships and services,



have contributed a comparable amount. The program will continue until all the counties of Georgia have proper supervision, but we will probably not need to make any further grants.

Georgia has had two teacher education councils, one white and one Negro, for the past several years. For some time, but without success, we have urged the white leadership to merge these two bodies, at least in their executive committees of six members. Additional efforts were made to draw the teacher education leadership of other states into biracial state councils, but these too were unsuccessful. The uncompromising state law regarding the separate education of the races becomes either a threat or an excuse for those officials who are willing to discuss it. With disappointment and concern, therefore, we were forced to turn away from state-controlled education when we looked for educational programs within which southern people might participate on a non-segregated basis. After several months of conference and study, we have now concluded that this kind of educational opportunity has the greatest potential within the planning of organized religion and organized labor.

