

Henry County

Hugh J.
Mrs. Turner, C. S. S.

May 25th

Write ① Mrs. Turner &
② L. M. Lester
about Red Oak set-up.

Present:

Mrs. Turner
Cousins
Lester
Dixon

Red Oak

RURAL SCHOOL
PROGRAM

Told Mrs. Turner Mrs. Duncan would ^{not} be at Red Oak next year.
Lester & Mrs. Whiting to set up Red Oak as a demonstration center.
Red Oak to be organized & operated by Lester, Mrs. Whiting, & Mrs. Turner.
Mrs. Turner planning to hire a supernumerary teacher to
supply for individual teachers who are to be relieved
(each one for one week) to stay at Red Oak.

James teacher (Miss Simmons) to tie up with Red Oak.
Mrs. Turner ^{not} planning Mrs. Marilyn Eliffen Brown, 1st grade teacher
at McDonough, for this itinerant teacher?
Mrs. Turner planning, in conference with Lester & Mrs. Whiting, to
locate itinerant teacher.

- & retention of Miss Reddick.
1. Mrs. Turner agrees to ^① our continued cooperation.
 2. Inclusion of Lester.
 3. Tie-up of Red Oak with Spelman.
 4. Inclusion of Miss Simmons in cooperation on Red Oak.
 5. One teacher (7 cy) to spend ^{each} a week at Red Oak.
 6. Lester & Mrs. Whiting to help locate itinerant teacher.
 7. Mrs. Turner to pay 2 tcks. at Red Oak for 7 mos. on
state schedule. J. R. F. to take care of additional
amount necessary.
 8. If state program doesn't go thru Mrs. Turner will
continue to pay \$40 + \$35 per mo. for 7 mos.
- ce

Red Oak

From J R F (36-37)
Transportation (?)

\$ 1700

Riddick

$$\begin{array}{r} \text{JRF} \quad 50 \times 7 = 350 \\ 35 \times 7 = 245 \\ \hline 85 \times 7 = 595 \\ 85 \times 2 = 170 \\ \hline 85 \times 9 \quad 765 \end{array}$$

From JRF.

New Plan -

$$\begin{array}{r} \text{State} \quad 57.50 \times 7 = 402.50 \\ \text{JRF} \quad 27.50 \times 7 = 192.50 \\ 85 \times 7 = 595.00 \\ \hline \text{JRF} \quad 85 \times 2 = 170 \\ 85 \times 7 = 595 \end{array}$$

JRF

$$\begin{array}{r} \text{Riddick} \quad 192.50 \\ 170.00 \\ \hline 362.50 \quad 362.50 \end{array}$$

Johnson

$$\begin{array}{r} \text{State} - 50 \times 7 = 350 \\ \text{JRF} \quad 35 \times 7 = 245 \\ 85 \times 7 = 595 \\ \hline \text{JRF} \quad 85 \times 2 = 170 \\ 85 \times 7 = 595 \end{array}$$

$$\begin{array}{r} \text{Johnson} \quad 245 \\ 170 \\ \hline 415 \\ \$777.50 \end{array}$$

(Based on a conference with L. M. L.)



M. D. COLLINS
STATE SUPERINTENDENT
OF SCHOOLS

State
Department of Education

Atlanta, Georgia

RURAL SCHOOL
PROGRAM

7 up 56.
9/28/37

Red Oak School

JCD	22	August 19, 1937
ERE		W 0
DE		56 0
MISS		US

Mr. J. C. Dixon
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Dixon:

We have arranged for the school at Red Oak to be operated for nine months and to open on the same date as the white schools. This date has not yet been determined because of the State Board's delay in the plans for free school books.

We have agreed upon a salary of \$85 each for the two teachers. Just what part of this we shall have to request from the Julius Rosenwald Fund can not be determined until the county budgets have been made and approved. The figures which you used in talking over the matter recently are approximately correct but we shall write you later and be specific. Mrs. Turner will not assume responsibility for any part of the last two months.

I hope you are feeling well now and that your work will move along as you want it to.

Sincerely yours,

L. M. Lester

L. M. Lester, Associate Director
Division of Negro Education

lml:mc

Copy: Mrs. Hugh Turner, McDonough, Georgia

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RURAL SCHOOL
PROGRAM

Red Oak School

P

August 24, 1937

Dear Mr. Lester: The arrangements for the Red Oak school, as indicated by your letter of August 19, are satisfactory, and you may depend upon us to cooperate with you under the conditions we discussed the last time we talked about it in Atlanta, i.e., we will put enough into the salary of the two teachers to enable you (with what they get from the state) to pay them \$85 per month for seven months. We will also pay the full salary of these two teachers for the two additional months if, after you get into it, you feel it advisable to operate the school for a longer term. Will you please write me as soon as you decide exactly the amount of money you will need from us in order that we may set up our budget? As I have estimated the amount, it can hardly exceed \$700 if, as I assume, both of your teachers have professional college certificates.

Any questions which may come up can be discussed when I get back to Atlanta about the 8th or 9th of September.

Very truly yours,

J. C. DIXON

JCD:MLU

Mr. L. M. Lester
State Department of Education
Atlanta, Georgia

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DIVISION OF NEGRO EDUCATION
State Department of Education
Atlanta, Georgia
September, 1937

RURAL SCHOOL
PROGRAM

TENTATIVE PLAN FOR LIFE-RELATED ENTERPRISE AT
RED OAK TWO-TEACHER RURAL SCHOOL

Persistent Problems Emphasized:

1. Health
2. Earning An Adequate Living
3. Utilizing And Controlling the Natural Environment for Individual and Social Needs.

Setting:

Red Oak is a small Georgia rural community consisting of approximately twenty-five families. Nearly all of these families are farm families. Every family in the community has access to a plot of land which may be used as a garden.

Foreword:

The great number of our people who are continuously moving from the farm to the cities in pursuit of a richer and more satisfying life, conditions certain vital problems for which our educational program must make provisions, some of which are:

- a. Abandoned farms.
- b. The lower class of tenantry left on the farm.
- c. The accumulation in the cities of a larger population than can be absorbed in industry.

Aims:

This life-related enterprise is based on the 'persistent problems of living: Health, Earning An Adequate Living and Utilizing and Controlling the Natural Environment for Individual and Social Needs. The Aims are:

1. To provide a series of activities involving those experiences which will develop in the learner the intelligence and skill necessary to meet the changing economic demands so that the returns from their labor will enable them to maintain a satisfactory standard of living.

2. To institute a program of activities for the development of a worthy use of spare time.

Objectives:

Major Objective:

1. The enrichment of rural life in Georgia.

Minor Objectives:

1. To develop an appreciation for farming as an industry basic to our welfare.
2. To develop in youth the intelligence and skill necessary to meet the changing economic conditions so that their earning capacities will (from farming) maintain a satisfactory standard of living.
3. To develop the responsibility of and security in the farm as a home.
4. To develop an appreciation of the importance of the soil and how to conserve it.
5. To create an interest in raising foods in our gardens which go to make up a wholesome diet.
6. To train children to keep a record of their expenditures and receipts.
7. To learn to keep our soil fit
 - a. To prevent erosion
 - b. To rotate crops.
8. To learn to keep something growing in our gardens the entire year.

Possible Approaches:

1. Class discussions about farm life with children.
2. Reading stories about farm life to children.
3. Ordering and reading material on soil conservation.

4. Some questions to be raised in class discussion:

- a. How many of us have gardens at home?
- b. What vegetables do you have in your garden?
- c. What vegetables do you plan to plant this fall?
- d. How do you prepare your soil before you plant your garden?
- e. Do you plant your turnips and other vegetables in the same plot every year? Why or why not?
- f. Do you ever plan meals from your garden?
- g. How would you like to have a garden at school?

Activities:

Large divisions for school term:

1. Planting fall gardens and beautifying campus - (including study of soil conservation).
2. Spring garden (including study of soil conservation).
3. Demonstrations of planning and serving balanced meals at school and in homes.

Expected Outcomes:

From these experiences we hope our pupils will gain information and find enjoyment in, and appreciation of their environment and its uses to the extent that the learnings will carry over in life out of school.

E. J. Roddick
L. Johnson.

RURAL SCHOOL
PROGRAM

Red Oak School
Stockbridge, Georgia.
September 13, 1937.

Mr J. C. Dixon
4901 Ellis Avenue
Chicago, Illinois.

JCD		JCD 8
Mrs		Mo 2
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Dear Mr Dixon,

We had registration Friday and began classes today with an enrollment of forty-seven pupils. This year we have a nine-month term. Mrs Turner gave us all of the state adopted text books.

My co-worker is a Miss Johnson of Birmingham, Alabama. I expect her today.

Very truly yours,
Juanita Reddick

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M. D. COLLINS
STATE SUPERINTENDENT
OF SCHOOLS

State
Department of Education
Atlanta, Georgia

RURAL SCHOOL
PROGRAM

56-
Red Oak School

September 21, 1937

Miss Margaril Utley
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Miss Utley:

Mrs. Millsap asked me to write and give you the name of the teacher
who has been employed at the Red Oak School. She is Miss Larnie
Johnson.

Sincerely,

Miriam Chapman

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Red Oak School
Stockbridge, Georgia.
September 21, 1937.

Mrs Margaret Simon
4901 Ellis Avenue
Chicago, Illinois

	MWS	24	MS	10/1

Dear Mrs Simon,

One of my instructors at Iowa University said that he knew nothing about the books written about little Negro children. I promised to send him a complete list. Rest there are some that we do not have, please send me your list.

We are doing nicely. Miss Johnson can and is 'doing things'. We expect some of you soon.

Very truly yours,

Juanita Reddick

RURAL SCHOOL
PROGRAM

October 1, 1937

Dear Miss Reddick: I am enclosing our library lists, which do not, as you know, include all the books about little Negro children, but which we think have the best of them. Inez Hogan has done the Nicodemus books, which I think are pretty good, except for the fact that they use so much dialect.

I hope the Iowa study was worth while and that you had in addition to a valuable summer an enjoyable one. We are hoping to get down to Red Oak reasonably soon, but I don't know at the moment just when.

Best of luck to you as you begin the new year.

Very truly yours,

MARGARET S. SIMON

MSS:McK

Miss Juanita Reddick
Red Oak School
Stockbridge, Georgia

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M. D. COLLINS
STATE SUPERINTENDENT
OF SCHOOLS

State
Department of Education
Atlanta, Georgia

RURAL SCHOOL
PROGRAM

Red Oak School

JCD	6	Red Oak
EDC		EDC
MS		MS
75		75
October 2, 1937		

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

Dear Mr. Dixon:

Confirming a letter written you sometime ago with reference to plans at Red Oak we are re-stating the financial arrangements with Miss Juanita Reddick and Miss Larnie Johnson, teachers at this school.

Miss Reddick holds a professional four-year elementary certificate and will draw \$57.50 per month for seven months from the state. Miss Johnson holds a life professional two-year elementary certificate and will draw \$50.00 per month for seven months from the state. With your consent we have promised these teachers salaries of \$85 per month for nine months, the state schedule to be supplemented to this extent by your fund.

On the fifteenth of each month from October 15 through April 15 Miss Reddick would receive from the state \$57.50 and from the Rosenwald Fund \$27.50. On the same dates Miss Johnson would receive from the state \$50.00 and from the Rosenwald Fund \$35.00. The last two months would be paid entirely by the Rosenwald Fund, Miss Reddick and Miss Johnson receiving \$85.00 each on May 15 and June 15.

I think it better that payments be made direct from your office if it is convenient. Their address is Red Oak School, Stockbridge, Georgia, Route 1. I shall notify you if any changes should be made in these details.

We appreciate your cooperation in this project and shall try to get some good results.

Cordially yours,

L. M. Lester
L. M. Lester, Associate Director
Division of Negro Education

lml:mc

copy JCD 10/16/37

A total, as I figure it,
\$4775.50 from us
about 10% of more than
last estimated
in his letter
Aug. 24, but
certainly within
the spirit of
the letter
JCD

10/15

Red Oak School

Stockbridge, Georgia.

October 5, 1937.

Mr J. C. Dixon
4901 Ellis Avenue
Chicago, Illinois

JCO	7	JCO	7
J 75	-	JH.	

Dear Mr Dixon,

The roof on the Teacherage, here, leaks very badly. There are leaks in every room except the kitchen. Do you advise that I speak to Mrs Turner about it or will you see her about it? I understand that the roof has never given good service. Mr and Mrs Simon, I think, can tell you more about it.

I was never told about the terms of my position. Please let me know the amount of my salary and at what periods it is to be paid.

Very truly yours,
E. J. Reddick

10/15/37
UNIVERSITY

RURAL SCHOOL
PROGRAM

Red Oak School

JCD

October 7, 1937

Dear Miss Johnson: While I am sure you have a record of the salary arrangements for the coming school year at Red Oak, I would like to send this note confirming our understanding of them.

Your salary for the nine months school year of 1937-38 will be \$85 per month. This will be paid to you jointly by the State Department of Education of Georgia and the Julius Rosenwald Fund, and on the 15th of each month from October to April, inclusive, you will receive checks from the State Department in the amount of \$50.00, and from the Rosenwald Fund for \$35.00. For the months ending May 15 and June 15 your checks from us will be for the full \$85 per month.

I hope that you will thoroughly enjoy the coming year at Red Oak.

Very truly yours,

C. DIXON

JCD:MLJ

Miss Larnie Johnson
Red Oak School, Route 1
Stockbridge, Georgia

Sent to JCD for his signature

State of Georgia

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RURAL SCHOOL
PROGRAM

Red Oak School

P

October 7, 1937

Dear Miss Reddick: Your salary for the nine months school year of 1937-38 will be \$85 per month. This will be paid to you jointly by the State Department of Education and the Julius Rosenwald Fund, and on the 15th of each month from October to April, inclusive, you will receive checks from the State Department in the amount of \$57.50 and from the Julius Rosenwald Fund for \$27.50. For the months ending May 15 and June 15 your checks from us will be for the full \$85 per month.

Mr. Simon is writing Mrs. Turner about the roof, and I hope that some repairs will soon be made.

All good wishes for the year.
I hope to see you in the not too distant future.

Very truly yours,

JCD:MLU

J. C. DIXON

Miss Juanita Reddick
Red Oak School, Route 1
Stockbridge, Georgia

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RURAL SCHOOL
PROGRAM

October 11, 1937

Dear Mrs. Turner: A few days ago I received a letter from Miss Reddick of Red Oak School reminding me that the roof of the teacherage was leaking in several of the rooms. We have had so much trouble with the roof since the teacherage was built that I believe it would be advisable to have the roof recovered. I suppose Miss Reddick wrote to me about this because we built the teacherage. However, we feel that all repairs to the teacherage should come from the rental fund especially set up for this very purpose. You will remember I mentioned this particular fund to you on my last visit to your office. It is made up of a rental of \$5 a month, paid during the occupancy of the teacherage. My understanding was that these rentals, which could be used only for the upkeep of the teacherage, were to be placed in a separate account to be handled by the county superintendent of schools of Henry County.

I trust you will be able to find someone to look into this matter before the winter rains set in.

Very truly yours,

JAMES F. SIMON

JFS:RW

Mrs. Hugh J. Turner
County Superintendent of Schools
McDonough, Georgia

D

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Red Oak School
Stockbridge, Georgia.
 October 12, 1937

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

Via
 Special delivery

NEWS	14	711	(see last page)
73			18

Dear Mrs Simon,

I have written to Mr Dixon twice, but as yet I have had no reply from him. His secretary wrote me that she sent my first letter to him at Chapel Hill. Only yesterday I learned that he is traveling with a two-month seminar. The group came here Thursday accompanied by Mrs Whiting, Mr Hester and Mr Cousins. They all seemed very well pleased with our school.

On Saturday we received checks from Henry County. As yet we have not received anything from the Fund, nor do we know how much

Her tentative plan seems
 so very promising. Do you
 want to write her?

our salaries are to be. Are we under the direct supervision of the state?

I also spoke to Mr Dixon about the condition of the roof of the Leachorage, which is badly in need of repair. There are several leaks in every room except the kitchen.

On yesterday we discovered an epidemic in our community which seems to be smallpox or chickenpox.

I wrote to Mrs Turner, the Superintendent, at once and today I expect some reply. We sent those pupils home who have cases in their family and we are waiting now to get some official word before we take other steps.

I am enclosing a copy of our plans for the term. Our Parent-Teachers Association is doing splendidly. At our last meeting we voted to take the pine curb out of the well and to replace it with an oak curb.

When this is done we are assured of a servicable well. The men cleaned the well out the second week of school. Since that time we have used the water even tho it has the taste of pine.

Thank you for the library list.
We expect some of you soon.

Very truly,

Marita Reddick

10/7/37 Letter (MLW) to JCD for signature stating
May amount + schedule

10/11/37 Letters (JFS) to Mrs Turner +
Miss Reddick about roof.

10/14/37 Checks sent first payment.

DIVISION OF NEGRO EDUCATION
State Department of Education
Atlanta, Georgia
September, 1937

^T
TENTATIVE PLAN FOR LIFE-RELATED ENTERPRISE AT
RED OAK TWO-TEACHER RURAL SCHOOL

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2. Reading stories about farm life to children.
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4. Some questions to be raised in class discussion:

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E. J. Roddick
L. Johnson.



RURAL SCHOOL
PROGRAM

Red Oak School

AN EXPERIMENT IN
ENRICHMENT OF RURAL LIVING
THROUGH EDUCATION

by

Catherine Watkins Duncan

FISK
UNIVERSITY

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FOREWORD

Working at Red Oak has been interesting and inspiring to the teachers and to the community folk. This has led to the belief that a description of Red Oak and an account of some of the experiences there may prove interesting to others. This may also inspire others to try similar or even very different ventures--ventures which may help blaze the path leading to the light in this field of improvement of living in rural communities. It is with the hope that such may be the case that this is written--"An Experiment in Enrichment of Rural Living Through Education."



I. A VISION

Mr. and Mrs. Simon of the Rosenwald Fund, visited many schools and communities, rural and urban. They visited many in the South. They became convinced that something needed to be done for rural schools and communities in the South and especially those for Negroes.

They saw that whatever is needed did not seem to have been supplied by the impetus furnished by the Rosenwald ^{Fund} years before in its school-building program. This was shown by the fact that in many of the places where counties and communities had accepted and built improved buildings on the Rosenwald Plan, this had not made the counties realize the value of improved buildings, at least not to the extent of investing more of their funds in other improved school buildings. Nor had the counties or communities responded to the challenge to keep the buildings in repair and furnish correspondingly improved facilities and instruction. The "Rosenwald School Houses" were often in poor repair, had meagre equipment and had some very inefficient teaching going on in them. In other communities in these same counties many schools were being held in dilapidated churches, lodge halls or very, very poorly constructed dismal school shelters.

In the buildings and shelters were children in many cases, poorly clothed and clearly showing signs of malnutrition, sometimes dirty and unkempt, being led through some of the drierst and most unrelated-to-living-book matter imaginable by conscientious but poorly prepared, usually, colorless, unawakened girls and women called teachers.

As Mr. and Mrs. Simon left the schools and looked about the communities. They observed the homes of the children. These were run-down, usually unpainted, leaky, dismal affairs with the merest

makeshifts of shelters for toilets, barns, cribs, and plow and tool sheds scattered about in the yards.

There is certainly a need for something in these communities. "What is it?", they asked themselves. They thought and thought. "At least," they reasoned, "There must be some way to find out something to help the situation."

The Simons decided to live in a community and become as much a part of it as they could and just see what they could see and do. They did this. They selected a typical rural community and lived in it. Through living in it and with it they began to know the community people--white and colored. They learned much about the school, the teacher, the children and the parents--their traditions, customs, work, pleasures and sorrows. They began to see how the Negro Rural school even more than some other schools is a resultant of many economic and sociological factors. They saw how the economic status of blacks and whites definitely influenced the type of school, how the Negro church helped mold school policies and how the general standard of the people served to hold the school where it is. Inside the school, after noting physical discomforts of the classroom they were most concerned about the lack of comprehension and other things in the pupils' reading. The Simons wondered how pupils would learn other content subjects if they could not read, how they would establish contact with the world's store of written matter, certainly one of the ways of becoming educated. Another alarming feature was the poor health practices of the pupils and adults. Public and household sanitation were poorly practiced and personal cleanliness of pupils left much to be desired, in spite of lessons "learned" in physiology and hygiene classes.

Children and teachers alike were asleep to the great possibilities life about them offered to help them learn and also how the things they learned could help them interpret and enjoy life.

And yet as the Simons began to know the boys and girls and as the boys and girls began to know them, hope came as they saw how quickly the children and the parents responded to something vital and fresh in their midst. Quite unobtrusively the children were stimulated and their responses were immediate and bright. It was interesting to see them when the realization burst upon them that what they were studying in school was related to their toilsome lives and that it could also help them in the solution of the little problems they met daily.

As the Simons lived and worked on with the community they began to realize that something could be done for rural communities. They could be awakened, the schools could pulse with life, and living in typical Negro rural settlements could be improved. They caught the vision of an enriched rural life. But how practical or practicable it was or just how it could be obtained was the problem.



II. A PLAN FOR MAKING SOMETHING OF THE VISION

Mr. and Mrs. Simon, after living in their chosen community for some time, left and observed rural school and community life at other places in the United States and abroad. They also conferred with educators, sociologists, people interested in public health, members of state departments of education and with leaders in other fields. These people all agreed with the Simons that something needed to be done about the rural situation.

In the fall of 1934 several people were invited to a conference at the Rosenwald Fund headquarters in Chicago. The personnel of this body was divided into two groups. One group called counselors was composed of some of the leading educators from outstanding universities in the country; of widely experienced members of boards or funds; of members of state departments of education; and of other key people. The other group called explorers had in it young graduates fresh from college with their inexperienced but vigorous and wholesome zest for tackling life problems; and also others who had had some years of experience in certain fields of education but had kept and developed the innate vim so that it was more mature and a little more wary perhaps but still a zest for living and tackling the problems of adjustment.

And so this group met in conference at Chicago. Rural education and community life were discussed. The various opinions expressed were stimulating to the thinking of those present and all were strongly impressed with the facts, that the South is still definitely a rural agricultural section; second, that the large number of people making up the base of this rural structure are the Negro and poor white tenant farmers and day laborers; third, that

education for rural people can and should be more effective in helping them get the most out of life. Of course the last point was the one conference members were most interested in. It is also the one the explorers kept constantly in mind as they went to various places in Southern states to do just as the name implied--to explore.

The general plan adopted by the conference was that the explorers would be sort of participating observers who would record their observations and also make verbal reports at later conferences so that the counselors, who would also visit the southern situations when possible, might discuss the findings and reports with the explorers and among themselves. These counselors gradually, with the help of all, would evolve some suggestions and maybe some machinery for helping rural schools to serve their people better.

Red Oak Rural School community was chosen as one of the places to be explored and experimented with. This is a write-up of a brief survey of Red Oak Community and some of the experiences in working with the people in school, church, and general community life which Mrs. Cannon and I had as we--two of the explorers--worked in this community, chosen as one of the fields for observation and experimentation.



III. THE SET-UP

The Red Oak School was a typical two-teacher rural school in a fairly typical rural community, of Henry County, Georgia. It is twenty miles from the city of Atlanta, three miles from the village of Stockbridge, and seven miles from Jonesboro. Through the State Supervisor of Negro Education, the consent of the county superintendent, and of the county board of education was obtained to use Red Oak as a Rosenwald experimental school.

The school would still serve the community and county hence the county still paid the teachers' salaries it would have paid ordinarily. The teachers made the usual monthly and annual school reports. The school's opening and closing hour were the same as those generally used throughout the county.

What we taught, how we taught, text books used and other curriculum matters were left to us by the county so that we might experiment along these lines. This left us free to do whatever we saw was needed for the school, homes, church and thus for the community.

After we looked for a boarding place in the community for two of us and found it impossible to locate a suitable one, the Fund was instrumental in getting the county to have a teachers' cottage built with labor paid by the F. E. R. A. The cottage was ready for occupancy by the second year of the experiment. The teachers paid rent to the county every month. This money was to be used as a fund which is to keep up necessary repairs.



IV. THE COMMUNITY - A BRIEF SURVEY

INDUSTRIES

Farming. While there is some diversified farming in Red Oak community, yet it is predominantly a cotton community, that is, cotton is still the main money crop. However, corn, wheat, and soy beans are sometimes raised and exchanged for commodities or sold for cash. Red Oak is twenty miles from Atlanta--near enough for peddling to be remunerative. Milk, butter, eggs, chickens, rabbits, squirrels, opossums, vegetables, charcoal, kindling, and "cord" wood are carried into Atlanta and sold from house to house. Most of the time one or two men take all the produce to town and peddle for the whole community. Merchants in the nearby stores of Stockbridge will accept most of these things also in exchange for groceries.

Dairying. One of the landowners of the community at one time had a large dairy and many of the people worked in and around this dairy so that they know something about how a dairy is run and some of them made quite a good living at the work.

Orchard planting. This same landowner at one time had an experienced nurseryman to come and plant, scientifically, a good orchard. Several people of the community worked with this expert so that they know how to do grafting, budding, and transplanting.

Flower Raising. The interests of this landowner are now centered in raising flowers to sell in Atlanta. A few of the community people work at the trade and learn how to plant, transplant, prune, tend and gather flowers for market.

Quarrying. Some three or four miles away is a quarry which furnishes work for many of the men of Red Oak. The pay is fair but the work is quite hard and sometimes dangerous and unhealthy.

"Public" Works. Many of the men at some time or other have gone to Atlanta or other nearby places and done what they call "public" work which usually means working on highways.

Miscellaneous. The young men of the community may also leave for nearby places and do a variety of kinds of jobs such as those with railroads, sawmills, filling stations, and construction jobs.

The people who work at distant places usually give a little financial help to their people at Red Oak. Many commute whenever possible and most of them come back home to live at the first opportunity.

The industries have not only furnished means of livelihood but they have also influenced the thinking and mode of living of the people.

SOCIAL ECONOMY

Just as in other communities certain degrees of independence are denoted by the way families conduct their household economies, so it is in our group. In the Red Oak community we have day laborers, share-croppers, renters and landowners.

Day Laborers. The day laborer is not bound to a landlord but he is less secure than all classes and usually has to adopt a very poor standard of living. Most day laborers get work seasonally and there is no assurance of fuel and food through the periods of unemployment.

Share-Croppers. The share-croppers are more secure and also more bound. Two groups are share-croppers in Red Oak. One is called a share-cropper on halves and the other is called a third-and fourth-share-cropper. Those who share crop on halves agree to give half of their crops to the landlord; the landlord furnishes the tenant ^{his} stock, implements, seeds, fertilizer, and a house to live in. During the "lean" times the landlord may furnish the tenant food and clothing. He takes the estimated cost of these supplies out of the tenant's share of the crops

at harvest time. This tends to keep the share-cropper on halves continually indebted to his landlord.

The third-and-fourth-sharecropper is not as much a sharecropper as a renter who pays with produce he raises. The third-and-fourth sharecropper furnishes his own mules, fertilizer, seeds and implements; the landlord furnishes him a house and the land. At the harvest of the crop the landlord gets one third of the corn and one fourth of the cotton.

Renter. The renter (called "standing" renter) usually pays his rent in cash. He pays by the year.

Landowner. The landowners are like landowners elsewhere. They are the most independent group. They are also the most responsible. They have shouldered the responsibilities of making their farms pay. They survive or perish, as landowners, on their merit, thrift, hard work and good luck.

Red Oak Community Analysis. In one of our social studies classes, the upper grades made a survey of our community. Of the seventeen families surveyed, two belong to the day laborer group; six to the share-cropper (2 share on halves and 4 are third and fourth share-croppers); five belong to the renter group; and four are landowners.

The average size of Red Oak families is about eight. The number of rooms of the dwelling houses ranges from two to seven with the largest number of families living in four and five houses. With one or two exceptions, the families have at least one cow. Many raise wheat and all raise corn and cotton with the exception of the day laborers. The wheat raised is sometimes ground at a mill in the community and used by the family but it is more often sold for cash because the housewives do not like to cook with the home-made flour as much as they do "self rising flour." Most of the corn is used for feeding of stock and for making

meal for the family. "Home-made" meal is, contrary to "home-made" flour, rather highly prized.

From the survey we also noticed that according to the numbers in the families not one family raises enough hogs to supply itself with meat throughout the year. The meat raised lasts only a short time. The meat is gone just about the time the small supply of home-made sorghum syrup gives out. Sweet potatoes and peanuts (if it has been a favorable year for these crops) may last a little longer. But just about the last of February and the first of March is the "lean season," referred to above. Thrifty families may have dried peas and butter beans (lima beans) or some canned vegetables and fruits to fall back on. Ordinarily, however, this is the time largest bills are made at the stores. There is little or no work to be had because it is too late for work on last year's crops and too early for work on this year's, so things are usually bought on credit from then on until the gardens begin to yield. Of course these times are not as lean with ^{all} families as with some. As will be remembered in the discussion about the industries of our community, many of the young men work ^{and} in Atlanta/at the nearby quarry at fairly steady work and give some support to their families.

OTHER SOCIAL FACTORS

Race Relations. Only one white landowner lived in the community when we started our experiment (one has moved in quite recently). One of the absentee landowners was quite unfavorable, to say the least, in his attitude toward Negroes. The other absentee landowners seemed bearable. The one landowner who had lived in the community for some time is kindly disposed. She gave the land for the school and church. She is a very positive and wholesome influence among the Negroes of the community.

Negroes and the land. An observation interesting to me was that though others may own the land, the Negroes have lived here and near here so long that they actually love the land and feel that they own it. Some have lived here on one or more "places" in Red Oak for three or four generations. The house or farm does not matter so much. They move from one farm to another but they love Red Oak. It really is theirs in a sense. They know the characteristics of plots of ground on practically any place in the community. Even the children can tell what bottom or what hillside produces different crops best. They know the woods, the pastures, the lanes and the roads. It is as if the land belonged to them "by right of toil and by right of love." It is interesting to note that they stay with the land. To paraphrase from a well known poem, "Landlords may go and landlords may come but with the land they stay on here forever."

The pull of the city. It is also noticeable in this connection that the city does not always pull the boys and girls away from Red Oak. Of course there are some who go to the cities and stay but many do not. I have seen several young men who had good jobs in Atlanta come back as soon as good paying work opened up at Red Oak. Some who work in town commute daily rather than live in Atlanta. To many of them, some of the customs of city life are bewildering and baffling.

Family Skeletons. There seems to be hardly a family but has among its skeletons an illegitimate child or a "shot-gun" wedding as the forced marriages are sometimes called. When such a condition of affairs becomes known in a family the first effect noticed seems to be a definite depression that comes over the family as a few sickly feverish efforts are made to belie or change facts. Soon, however, the family bolsters up but the poor girl is not seen at usual public affairs for a period of time. After the illegitimate baby is born

the family bolsters up still more at church and other public gatherings and will even talk about the baby. One never knows how these people with hurt pride feel unless they tell you of their own accord about their heartaches and tears. The unmarried mother is usually quite uncommunicative even with her own family. The whole family, especially the unmarried mother, is ashamed and embarrassed but ^{they} bear it with an air which seems to say, "Well it's happened. What's to be done about it but to live on?" They accept things and adjust themselves and soon the ripple passes over. After so long the girl goes out again. The baby is loved by the family and community. Its place is never disputed in the community. The mother usually marries sometime after and carries the "outside" child right along with her unless her family has grown too attached to it to give it up.

"Courting Laws." All of this is prevalent in the community despite the very definite laws in each family regulating when girls may "court" and when boys are grown. In most families boys are considered grown from 18 to 21. It is very definitely understood that until a boy is grown or married, he is supposed to obey his parents or he may be whipped. Girls are allowed to receive company at ages ranging from fourteen to sixteen.

Drinking. As in most other communities the mother and sister are the pleaders for the men-folk to let liquor alone. The reason they plead for this seems to be because of the trouble it may bring the boys and men by causing car wrecks and fights. They seem to have no special abhorrence to drunkenness as such. As long as the men stay at home and do not "raise a rough house" with them the women tolerate the drunkenness and sometimes relate, with humor, some of the silly things "Paw" does when on a spree. However, no mother who

has expressed herself to me seems to find any fun in having her son get drunk. Mothers bitterly oppose boys even tasting liquor.

Frolics. But though the parents admonish, still the young people go riding in cars; they get drunk; and they go to "frolics." A frolic is a dance usually given at some one's house. Music is usually furnished by a man who makes an ordinary ten-cent harp fairly talk. The rhythm of the music is accentuated by the patting of feet and clapping of hands of onlookers. From talk of pupils I judge that variations of whatever dance city dwellers are raving over at the time are interspersed with noisy buck dancing and the like. The pillars of the church and trustees and the highly respected membership of the community do not attend frolics as a rule but the more or less "wild" young people, and the sinners and near-sinners among the middle-aged people frequent such entertainments. Quite often disputes, fights and even killings occur. These affairs are quite different from church suppers, concerts and entertainments. The person at whose house the party is given usually makes the money for his personal use. (Instead of a house-rent party familiar in urban centers we have grocery parties!)

Bootlegging Underworld. Any child in the community could tell you where liquor may be procured in the community. There were two or three bootleg stills about in the woods of Red Oak at almost any time. Several raids have been made on them by revenue officers. The fathers of some of the families have served sentences for working at these stills. One father was scalded to death at one of these stills. The "people" operating the still paid the hospital and funeral bills but none of the people at Red Oak ever seemed to know just who really paid. It is said that well-to-do people in Atlanta who never even know where the

still is, finance its operation. Much of the current lore of the community consists of tales told about the dramatic escapades of Red Oak's "underworld" workers at the still.

Modern Questioning Attitude. Just as in urban and village centers the modern questioning attitude has crept through to the masses so in rural centers it seems to be evident also. It may not be evident to the same degree or about the same things as in the cities but the questioning attitude is surely arriving. In the presence of preachers and teachers, these people are deferential and courteous but the old way of taking any and everything said by these leaders as "gospel" is fast giving way to the new questioning attitude. The preacher who puts audiences all a-tremble with dramatic noises and nothing else must expect many of the young and old now to realize and let him know, sooner or later that they realize that he is ballyhooing. In similar manner some analyze Biblical sayings formerly taken literally. They now conclude that these are parable sayings.

Superstition's Hold. This seeping through of modern questioning attitude is also loosening the hold that superstitions held over the people. Actions may be influenced by recalling the old superstitions sometimes but I have heard many of them say they do not think there is much connection between the black cat, for instance, and the accident happening ten miles away. The people are still a little hesitant about saying right out, that they do not believe old superstitions and beliefs but they are at least beginning to question them and to even try them out experimentally.

HEALTH

A general statement about the health of this community's people should indicate that while there are no outstanding widespread defects



yet health in this community is quite^a/negative something. To explain, there may be no great suffering from one or more diseases from too poor nutrition, or from too infested a water supply, but there certainly is no abounding positive condition brought about by splendid nutrition, really pure water supply, good housing conditions, etc. There is much need of improvement in health conditions in Red Oak.

Diseases. There does not seem to be any one disease especially prevalent either among the children or adults except common colds. From the physical examinations given the children by a doctor, we found that many of them have enlarged tonsils, a few infected ones and most of them have a condition of the eyes, nose, and throat brought about by the constant recurrence of head colds. No other abnormal condition was noticed generally among the school children. One eight-year old girl was found to need attention given to her thyroid gland secretion. The doctors prescription for the condition was filled and a definite improvement noted. Several of the women suffer from what they call "female trouble" which leads to the belief that social diseases are present even though there are no outstanding cases of invalidism which show definite signs of being victims of these diseases. Medical treatment for any ailment is an expensive item for Red Oak people and quite often it is very inefficient. If it has been raining or snowing and the doctor thinks the roads will be too bad, people cannot get a doctor to make the trip. Even when a doctor does make the trip it costs the people so much that a doctor's visit is a rare thing. However, some do have doctor's visits made to them. The older infirm members of the community sit about and ail from week to week and finally take to bed and gradually waste away. Many of them seem to suffer from high blood pressure, diabetes, and conditions

brought about by over acidity of the blood. According to diagnosis of physicians deaths have occurred in the community from dropsy, heart trouble, child birth, influenza, pneumonia, chronic appendicitis, tuberculosis, cancer and accidents.

Foods. Very few children or adults were observed to show symptoms of diseases of malnutrition. From visits to the homes and from observations of the school lunches we could see that many children had unbalanced and even scanty diets through much of the school term period. In trying to decide how children managed to stay so robust and strong in spite of this limitation it occurred to me that the superabundance of fresh fruits and vegetables in their summer and fall diets must have supplied them with "extra vitamins" which tided them over the dry food period of the winter months. Most of them also have milk, butter, eggs, and fresh meat now and then. Through our surveys in class and our compilation "Earning a Living at Red Oak" we found that some of the main foods purchased, besides the staples, are: salmon, cabbage, cheese and fresh fish. We took votes, in school, on the foods the community folk liked best. In the regular school, with children, cheese and fried fish won. In the night school, with the adults, white cabbage and fried fish won. It was interesting to note that fried chicken was liked but was nothing for them to get excited about but beef, which is scarce in rural communities, was a close runner-up of fried fish for the adults and the children. From conversations and surveys we found that the diet was much too loaded with carbohydrates (bread, syrup, cake, pies) and protein (meat), and too scarce in mineral matter and vitamins.

Drinking Water. The drinking water used is from surface wells and springs. As this is a rocky region, both on the surface and also underground, the wells for many families had to be dug where rocks could be

avoided. However many of the wells have been dynamited through layers of rock. In surveying the homes, few instances were found where according to the situation of the wells, there was much danger of pollution of the water. The barnyard and outhouses are not customarily built near each other in this community. Taking an average for the whole community, the water supplies are not convenient for the families as could be desired. Yet they are not as far from the houses as they are in some communities. Most of the families make efforts to keep their clothes, houses, dishes and themselves clean but water is not used as freely as it ought to be. Quite naturally, those whose duty it is to bring water to the houses see to it that a bucket of water goes as far and as long as possible.

Out houses. Most of the toilets were unsanitary and poorly constructed. One family rebuilt its toilet and modeled it after the school toilet after we built sanitary toilets on the school grounds. The houses of the barnyard on the farms are dilapidated and because of the poor state of repair seem to be quite inadequate to shelter anything from inclement weather.

Houses. The houses are generally run down. They are unpainted leaking structures with here and there a glass window pane but more often with paste boards, rags or boards in the sashes and quite often no window sashes at all--just the hinged wooden shutters swinging heavily to and from the window opening. Here and there are windows that have been screened but there is not one house for our people that has been completely screened. Very few of the houses have ever had any paint on them. They are that dark, drab, indescribable, weather-beaten color. They are in poor state of repair generally and few, if any, are comfortable in the winter time. The fire places give out a little heat

which is quickly spread out to nothing in the cold drafty rooms. Very few rooms are ceiled in most of the homes. Practically every home has a "best room" which holds the household's cherished fineries, such as vases; paper flowers, crocheted spreads and table covers; rockers; rugs; dolls or the poorly done statuettes won at carnivals or circuses. The older girls usually occupy the best room. The boys' room is usually off from the kitchen. The parents' room quite often has more than one bed and some of the children sleep in the room with the father and mother. Some homes have dining rooms but from observation on days hot lunches were served at school we noticed that very few have adequate dishes, utensils or cutlery for cooking and table use.

CHURCH AND SCHOOL

The church building was a large structure badly in need of repairs. It was leaky and damp and the two small stoves did not adequately heat it because the ceiling was too high. A pastor before our time had had the church to raise the ceiling so that his voice could resound through the church. He told the members that a low ceiling was bad on his throat. The membership of the church had dwindled much. Even all the names on the list then were not active. Many church feuds and unrespected pastors had weakened the church's hold in the community.

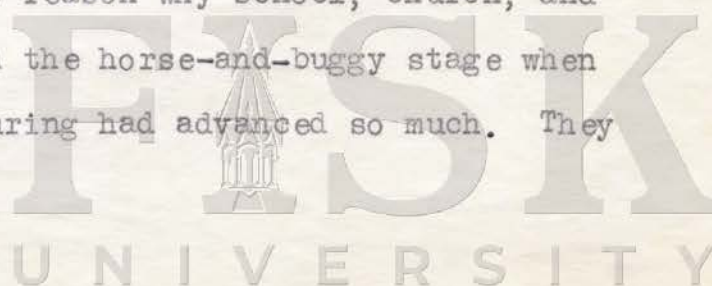
The school house was the typical two-teacher Rosenwald school building. There were the two classrooms with their adjoining cloak-rooms and the one room used for industries and what not. When we arrived the building was poorly ceiled with beaver boarding. It was very uncomfortable and drafty. The windows were in a fair state of repair. The outhouses were run-down, unsanitary affairs. There was no well on the premises. There were no trees and shrubbery on the

grounds and no definite walk or driveway to the school house. It was the typical run-down rural school house found in many communities of the South.

V - AT WORK

Getting Started

Since there were two of us working in this community, the first thing for us to do was to get together and discuss what each thought our objectives should be and how we might go about attaining these aims. We realized that new ones would present themselves to us and that we might discard others and alter some but we knew we needed to have some goal toward which we might work. We decided that there would be other more specific aims but felt that the main objective would be the enrichment of rural life through our work with the school and our participation in church and other community activities. Our experiment, then, would be to discover some of the ways this could be done through the curriculum content and community activity. We met the people in church and at several of the homes. We talked to key men and women and we asked that a trustee meeting be called. The people had heard that there would be something different in their school set-up; so they were quite curious. Hence, at the meeting called by the trustees there was quite a crowd. We, explaining that we would be their teachers for the next term, asked their cooperation in proving to themselves as well as to us and others that rural life could be made interesting and worthwhile. We explained further that we might not do everything just the way they had been used to having it done. We brought forth much assenting when we told them that there was no reason why school, church, and community activities should stay in the horse-and-buggy stage when travel, communication and manufacturing had advanced so much. They

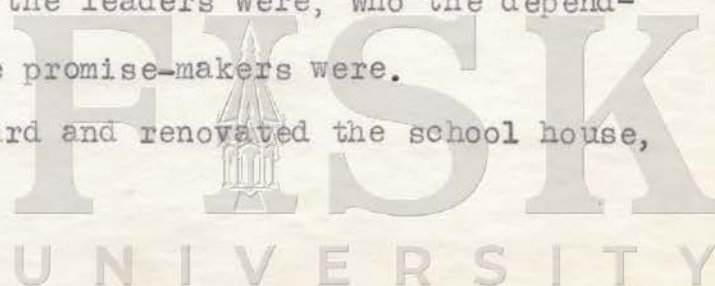


could easily understand that great changes had been made in those above mentioned fields. We asked them if they did not think life of the rural school, church, home and community should not advance and if it would not require different methods from those used years ago.

Thus we began building a foundation in their minds so they would have some means of understanding changes we might make. We also told them of some of the plans we had in mind, such as ceiling the school house, helping them get the church in better state of repair and encouraging community activities. The trustees and patrons were asked to decide on the time best suited for school opening days. They were urged to even make sacrifices to send their children to school and to keep them there. After the opening day was decided upon, a general clean-up day was appointed before the opening day. The men were asked to bring tools for cutting grass, clearing the walk-way, and making a few repairs. The women were asked to come and help with the work and also to bring dinner for the men. It was ever kept before them that cooperation would be necessary if anything was to be accomplished.

Our next step was to find out as much about the community as possible before school began. We therefore, attended Sunday school and church, visited homes, talked with key men and women, talked to the children. At the clean-up day meet we worked along with the people who came, talking as we worked and also listening to them talk. We gradually discovered who the leaders were, who the dependable members were, and who the mere promise-makers were.

In time, we cleared off the yard and renovated the school house,



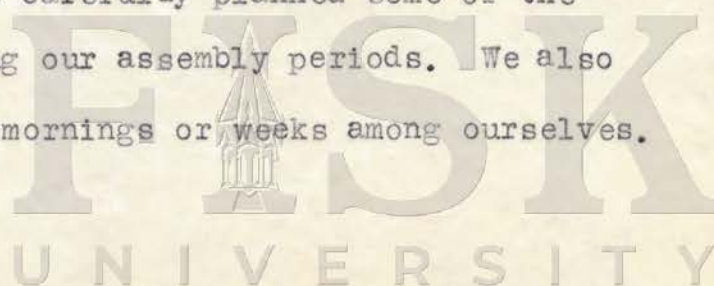
tacking up some of the torn beaver boarding, putting in window-panes, washing the windows and thus prepared for our opening day.

IN THE CLASSROOM

Changing from old to new. Mrs. Cannon and I decided that pupils and parents alike would be much more cooperative if we made changes gradually and after the people had developed faith in us. Hence, we did not make drastic changes at once. For instance, we did not abruptly stop them when they rushed into line for a class or when at the end of a lesson they so meticulously started off with first pupil, "One I one"; second pupil, "two I two" and so on until each member of the class had given a succeeding Roman numeral. After a week or so, pupils were told that they might remain seated if they desired, for reading or that they might stand.

Once or twice they may have been told that they did not have to say the Roman numerals. Soon they ceased to call them off after class work. Other customs were thus gradually changed also. We began letting the children use the textbooks somewhat as they were accustomed to do. Gradually but surely and very definitely we used the books less and less as textbooks and used them more as research material.

Using Assembly period. We recognized the need of acquainting all the pupils with certain ideas and of building a certain pride in them so that they might refrain from some practices and also form other new ones. Mrs. Cannon and I decided that our assembly periods would be valuable for this. We therefore carefully planned some of the things we hoped to get across during our assembly periods. We also divided the responsibility for the mornings or weeks among ourselves.



Thus, we had a definite plan and purpose for these periods. We talked ^{and} sometimes the pupils participated; and there were some periods set aside for appreciations. Practically all rural children are accustomed to giving Bible verses at morning exercises. We encouraged this but urged pupils to learn new ones. We banned certain over-worked verses such as, "Jesus wept;" "God is love;" and "Thou shalt not steal." We paid special attention to the manner of saying the verses. Pupils were urged to take their time and speak the words distinctly. Some of the matters we, the teachers, discussed with the children at these exercises were: health practices, such as eating properly, dressing properly, keeping clean and neat; personality and character development, discussing such topics as voice, posture, kind of walk (stop shuffling along) general physical and mental health, honesty, reliability and initiative; what obscene writing and talking indicated about people; care and use of outhouses; the use of recess periods; how to act in public places such as meetings, Sunday school and church (tipping in and out, sitting so that everyone does not have to stumble all over one to get to a seat, not chewing gum vociferously in public nor talking too loudly when others are talking). In connection with the last matter we arranged dramatizations showing the right way to do. We also complimented pupils who we observed moved about in the school or church more quietly than before. We also discussed news events at our assembly exercises. We used all the avenues we thought of to tie up the news events with knowledge the pupils already had so that they would acquire the habit of reading and understanding, somewhat, the daily newspapers (a newspaper came to us daily and we shared it with the pupils). I recall two happenings the pupils followed with interest and two which seemed

to interest them in learning more about countries and continents they had not known existed. These two events were the Italian acquisition of Ethiopia and the abdication of the throne by King Edward of England. We managed to work the interest up to such a pitch that some of the pupils actually looked for the next developments eagerly as most people follow the comic strip series. After we obtained our battery radio set, the whole school listened to one or two very important speeches. They also kept up with gubernatorial election developments. Quite often events occurred in the community which could work for good or bad influence according to the interpretation the people made. Assembly periods were used to try to point out interpretations which might turn these events into helping factors. I think the periods all of us enjoyed most were those devoted to developing appreciations. At these exercises we used the victrola, the piano, and group singing to demonstrate types of music and some characteristic of each type. We also conducted exercises aiming at having the pupils use various parts of the body to express ideas. We noticed how inexperienced they could be sometimes. We asked them to smile if an idea made them happy or to frown if it made them angry. We played music and asked them to do with their hands, feet or body what the music made them want to do. The teachers did not get to observe the most free and natural of these results because those were forthcoming only when our backs were turned to the pupils. Those we did see were quite interesting, however. Often the teachers read poetry and the pupils read their favorite poems or prose selection. In connection with one Negro History week celebration, a contest for original poems and stories was conducted. These were read at assembly exercises as well as in the class periods. Pupils also read papers

or made reports on materials read at some of the morning sessions.

Health. We as teachers and supervisors had seen many pupils studying physiology and hygienene and other health books, yet, we observed they were still practicing quite unhealthy habits. Our aim in our health-work was to get them to practicing health habits so that the unhealthy way was annoying to them. We decided that the best way to do this was to give them opportunities to live healthfully in school then do follow-up work to encourage the practice in the homes and church. One of the first steps in this part of our program was to dig a well on the place so that water would be so near that we would not mind using it freely. After several trustee-and-patrons meetings we finally got the well. We had a clean-up-corner for the young children and a tidying-nook for the larger pupils, who were encouraged to wash their hands whenever they needed washing. Many of the pupils came to school early in the mornings and used the clean-up corner to great advantage before school opened, often helping each other. After the teachers had directed their attention to points they should notice about themselves, they helped each other to check up on the good and bad points. The larger girls would fix each other's hair, hide the safety pins which showed or sew up torn places. The younger ones would help each other part the hair, fix the tie, or straighten out overall straps. The large boys helped each other also with their ties, coat collars, and shirt fronts.

Another phase of health-work we practiced was effort at trying to influence the diet of the community through the children. This was limited because there was no money with which to buy food and contributions of supplies from the people were necessarily meagre. However, we did serve hot cocoa and hot soup once or twice. The

pupils in the upper grade room made one or two salads and some cottage cheese when their study lead to consideration of such foods. We planted a school garden and some pupils were given vegetables to carry home.

The teachers made visits to all the homes and one day the school made a visit to the homes to see how well the pupils had put into practice the health lessons they had learned at school. We went to the homes to which we were invited. The walk was quite tiring to the teacher but visiting meant so much to the families that she felt well repaid. Too, we went on the trip looking for sanitary privies, clean houses and good, well-arranged water supply. The pupils in each home were to tell just the part they played in preparing the home for this inspection. The parents corroborated the pupils claim and were quite proud to have their homes visited especially as they were complimented for cooperating well in helping the program for community betterment. In this connection the school newspaper was of value. The families were just as happy over seeing their names in the Red Oak News as people generally are about favorable publicity. This caused others to try the same things and invite us later. Even Red Oak could be given the fever of "Keeping up with the Joneses."

In connection with these practical things we also taught some theory, recognizing that there are certain facts which must be known about health if one is to practice healthful living intelligently, yet we tried to make practice the keynote of our health work.



Reading. As is generally recognized in any school program reading is the basic subject. It did not take us long to find out that at Red Oak there was great need for attention to reading and especially remedial reading. As is generally true of southern schools, the pupils were retarded in all fields because they were poor readers. We felt that if we could improve their reading we could improve achievement in other subject matter fields. At first we did not know the actual mental abilities of the pupils. Later, however, Mr. Whiting from Atlanta University came out and directed a class in tests and measurements in administering intelligence and achievement tests. We found we had an average group of Negro boys and girls in intelligence, though their achievement scores were quite low. Since we had a group with average intelligence, we believed the retardation must have been due to some cause other than ability. The pupils were slow, blundering readers who understood little they read, mispronounced many words and did not even know many of the words they should have known. Their difficulties were analyzed as due to meagre and limited life experiences, use of too hard reading matter, general scarcity of reading matter, and lack of motive or abiding interest in reading to gain information. It seemed that it had never dawned on any of them that reading could be useful to them in solving their present needs. They were interested in it only as they advanced so many pages in a book. They had been led to believe that "how far they went in a book" was a worthy measurement of reading skill. After noting these difficulties, ^{which} ^{to} ^{be} needed overcome in our reading program, we decided that there were several things we ~~must~~ ^{must} do. First, we planned to enrich the experience of the pupils; next to make available an abundance of simple and

easy reading matter, and third to use whatever means we could to create interest in reading and to build a permanent desire in the pupils to read and to alter living according to ideas gained from reading.

Our program to enrich pupil experience included such things as excursions to saw mill, to syrup mill, to farm home, to games in other communities, to town to visit schools by committees from the class groups. One teacher of summer school gave the children a very enriching excursion to the city park. We also gave concerts, plays, parties for Valentine, Thanksgiving, Christmas, Easter, etc. We told the children many stories or read them poems. Visitors were invited. We told the children much about them and asked the visitors to tell even more about where they lived and what the boys and girls of their homes did. We acquainted the pupils with magazines, newspapers, and pictures. We discussed all of these and helped them understand them. Pupils were encouraged to visit at the cottage and listen to the radio. All of these experiences gave us more material to which we could tie up or relate their reading matter. For instance, many children had never been to a party before we gave one at school. When a lesson came up in the reader about a party, we had something in their experience to relate the lesson to. They could understand the ideas in the lesson. They would also have more interest in the material.

To begin our abundant supply of easy reading material, we first procured catalogues from school supply houses and lists of free and low cost materials, selecting and ordering some of the simple reading material from these. Then we visited Five and Ten-cent Stores and book stores constantly and bought as many of the simple story books

and information books as we could, attempting to get those with attractive pictures. We also procured a Rosenwald Library. We put these books about in our class rooms and never discouraged a pupil's reading in them--especially the retarded readers. It was quite amusing to see the great big fifteen and sixteen year old pupils rushing for the simple books such as Little Red Hen and Peter Rabbit and leaving the "heavier" reading matter for the younger ones. They enjoyed reading those stories because they could read them, and it gave them pleasure to accomplish something rather than to have to put the books down because the words and ideas were not understandable to them. They were encouraged to tell what they had read. They were also encouraged to read orally more than they would have been otherwise because their rate of silent reading did not exceed their oral rate and also because they needed practice in enunciation and pronunciation. Quite often the main reading of these retarded pupils was the reading for the appreciation of the whole class from some story the pupils had prepared to read. They were complimented if they showed progress and were told how they could improve even more.

In the lower grades the pupils were introduced to reading through experience charts, sentence racks, word and phrase cards. They were then given the book. Even after they were introduced to the book, their experiences were worked into reading lessons and these were used now and then to create interest and enlarge their vocabulary. To illustrate: One day a boy brought in a rabbit he had caught in his rabbit box in the back of the school yard. The children talked about the experience and the next day the teacher had prepared a reading lesson from that happening common to all of them.

We were fortunate enough to have a primer-type typewriter. With this, with Ditto carbon, and a hectograph much seatwork pertinent to the experience lessons and to the lessons from the books was made. The pupils were given much exercise in working with seatwork. This helped their comprehension considerably and also served to check it for the teacher. The word and phrase drills helped to increase the speed of reading. With these methods and aids to teaching the primary grades began to read fairly well.

In the intermediate grade reading, all the pupils had to be treated as remedial cases at first. Soon, however, some few pulled out of the group and began to do representative work. To bring them up to this and to lift the others a little the main point was the one mentioned above--supplying easy reading material until pupils were ready to handle material of their grade level. We used much more word drill with pupils of the upper grades than would have been necessary if they had been up to grade level. They were taught to use the dictionary to find out how to pronounce words, how to spell them, and what their meanings were. The pupils who were ready for it were taught how to outline. In the upper grades, the social studies material was the basic matter. There was also supplied material for pleasure reading. There was the period of the day when pupils read to the whole class selections they had studied and prepared. However, the more serious reading period was that when the social studies material was used.

Other subject matter fields. Most of our studies centered around our social studies. They were introduced through the presentation of social facts about our own community, our other subjects growing

out of what we learned in this connection. As we spread this learning from our community to other communities and other states our lessons in other fields also broadened out. To illustrate: When we were finding out facts about our own community in social studies, we were also solving problems in arithmetic that we knew to be community problems. In our social studies class we made a survey of our community. In our arithmetic class we worked out a little study "Making a Living at Red Oak." In language we talked and wrote about such things as "Hog-Killing Time at Red Oak" or "The Story of Red Oak Pine Tree." During the language period we were also writing material for our school newspaper--material about happenings in our community. The spelling and writing would often be about things of our immediate environment. We gave much attention to oral language, as well as written. Not only were pupils given opportunity to express themselves formally by discussing topics they selected but they were also given opportunity to carry on free conversation with the guidance of the teacher. An excellent time for this was during the art or free activity period. The pupils talked to each other and to the teacher. They talked about things interesting to them. They freely told jokes on each other. The teacher had opportunity to guide the manner of conversation as well as to discuss their ideas and ideals with them.

Most of the spelling was written. Quite often spelling, writing and language lessons were conducted during the same periods. We were especially interested that the pupils learn to express themselves well in the type of letters they find it necessary to write from time to time. Practice was given in making out money order applications,

in filling out blanks for mail orders, writing letters inviting people to visit, and also letters thanking people for kindnesses to them. It was observed that writing seemed a slow painful process for the pupils at first. It appeared that they needed opportunity to develop the habit of free, easy and coordinated muscular activity so that writing could be done more quickly and smoothly. For this reason writing movements were given them as well as actual writing situations. The reason for these drills was explained to them and it was gratifying to notice improvement in the writing of a few.

ACTIVITIES

Aside from the subjects generally found in the rural school curriculum, we also gave opportunity for expression in free hand drawing, painting, clay modeling, construction work, home economics, and supervised play. Though the writer does not draw or paint well, she purchased a guide book in art and tried according to its suggestions, to guide the pupils in these activities. Her aim in these fields was not the development of artists but the furnishings of an opportunity for self-expression and inspiring the desire to create. The same aims were here in the clay-and soap-modeling.

Gourds were also used in our activities, which gourds are quite plentiful in the community. Since many people use them as dippers, the idea occurred to me that they might make useful flower containers for our classroom. The pupils were asked to bring gourds of various sizes. We experimented with them first in the way we cut them off. We thus had receptacles suitable for various uses: some could be used for hanging vases, others as bowls, and some were only the typical dust-catching ornaments. The pupils were urged to cut them so that

they could be used for something. We next experimented with carving and painting them. All of us enjoyed this. Some of the results were unpleasant to say the least but others were beautiful. At least we had tried our wings of self-expression. We had seen color combinations and designs we had created. If we used wisdom in combining we saw that the result was attractive. We learned something about colors from the experience. Using of thought and wisdom in combining colors gave the pupils new ideas.

Another activity in which there was much interest was the school newspaper. The material consisted of important news of the day which the Red Oak people could understand such as presidential and gubernatorial election returns; Red Oak school news such as accounts of activities carried on, visitors to the school, new equipment or supplies obtained, and short compositions by pupils on suggested or selected subjects; notes on boys and girls clubs; church and Sunday school news; community news such as accounts of visitors to the various families, statement of illnesses of people or accounts of deaths and funerals; and a poem or passage of scripture selected by a pupil or a letter from one or both of the teachers to the community at large. On Wednesdays at the language period one of the boys or girls would go to the board and write the headings of the various divisions of our paper. The pupils would name subjects to go under each heading. Two or three pupils would be assigned to write on each topic. They were to write short concise articles and they were to write them according to what they had learned about writing in the language spelling and writing classes. The teacher would check for mistakes and on Thursday the pupils would rewrite them or make necessary corrections. Thursday

night the teacher would edit the paper and type the news with hectograph carbon. Friday afternoon during the activity period the editor and his staff would help run the paper off on the duplicator. From fifteen to twenty-five copies were made each issue. These were sold at five cents per copy. The towns-people who paid less for their great big dailies teased us and said that we had a sort of "racket" going. However, I think the people understood and also I think we gave them something they wanted. We explained to them that they and we knew three sheets of news written in large type was not intrinsically worth five cents per copy but as a means of raising money to help finance projects of the school we thought the paper deserved support. The people said they wanted the newspaper and would pay for it. Most of the people could read a little but they did not have much to read at home. This little paper was like a new book each week to them, written in large print. Most of all it glorified happenings in their own lives! We had an editorial staff which was elected twice a year. The treasurer actually kept the money, which was reported to the whole class each week by the circulation manager and the treasurer wrote a receipt in the secretary's account book each week for the amount received. With the money from the Red Oak news we bought two large pictures of Negro leaders for the school, made donations to the funds for ceiling the schoolhouse and fencing in the school yard. Whenever money was donated the class voted it out. At these meetings the pupils learned something about reliability, trustworthiness, integrity, and decent ways of conducting business transactions. They also had practice in evaluating worthwhile and non-worthy ways of spending money.

Some home economics work was done even before the teachers'

home was completed. The pupils who were taught to sew, made curtains for the school house. Others made cocoa and soup. We were especially anxious to have the pupils learn something about the necessary articles for simple table use. We had observed the forks and knives were scarce in the homes. Spoons were a little more plentiful but there were not nearly so many as there should have been. We had demonstrations showing how to set a table and how to use the various articles. After the teacher's home was completed, we did even more of that. We had groups of them over there and conducted cooking lessons. We paid special attention to their washing their hands when necessary to washing, scalding and drying dishes (so that they were not rough when supposed to be clean). We had them sit and eat what was cooked with the correct article--knife, fork or spoon. We taught them how to make up a bed how to clean a room how to care for stoves and fireplaces and how to iron clothes.

The boys were guided in making articles for repairing and beautifying the home, such as repairing steps, screening windows, making flower boxes and putting in window panes. The boys were also carried right along with the girls to the house, ^{and taught} the part they should play in making a home a pleasant place in which to live. From this discussion came the request that they be allowed a day for cooking. The girls cleaned the school-room that day and the boys donned aprons and cooked, being very proud of their results, ^{and} encouraged by the teacher and the girls.



NIGHT SCHOOL

Quite often parents are as much a problem in trying to help pupils as the pupil themselves are. We realize this and thought that classes for adults would not only be enlightening to them but could be conducted in such a way that they would better understand some of some of the newer departures in teaching. The desirability of having night school for adults was discussed at P. T. A. and several members expressed eagerness to attend. I was like many other teachers would probably be. I felt that I would be too tired at night to teach. However when the community folk began to come to night school from homes miles away and when they came on cold rainy nights - eager to learn - I forgot that I was supposed to be tired. In fact I was not tired any more. The work was interesting and all of us enjoyed it.

We planned our opening exercise with the same care that we did those for the regular school. We planned topics for a week and specifically for each of the three nights of the week. (Night school was conducted Monday, Tuesday, and Wednesday nights). Some of the weekly themes were: federal agencies which might aid the farmer; government-election officers etc; farm accounts; money crops for our section, other than cotton; what a home should be; attributes of the good citizen; avoiding communicable diseases; proper diet; demonstration of how to care for sick - how to bathe patients and make bed with patient in it; demonstration of how to prepare food for the home patient; demonstrating how to use tableware. All of us enjoyed the demonstrations. Mrs. Cannon acted as the patient while I showed how to make the bed and how to bathe a patient. We removed our woollen clothing to show them that if possible clothes that can not be washed

should not be worn in the sick room. The night we demonstrated the cooking of food for the sick was enjoyed because we introduced some new foods most of the older people did not know about and did not know they would like. We tried to use materials they have or can get easily. We showed them how to prepare fruit attractively, how to make toast, how to poach eggs, how to make baked custard, how to prepare salads and gelatine desserts. It seemed that all enjoyed sampling the foods prepared. The men were as enthusiastic about these lessons as were the women. We held such class meetings, as those described above in the teachers cottage. It was hoped that familiarity with and use of the articles in the home would influence the ideals and desires for home improvement. Now and then we would be gratified to notice touches in the homes which proved that the demonstrations in the cottage had made worthwhile impressions.

The schedule for the other work consisted of a short reading period in which the members reported on new articles or other material suitable for them which they had read or would read at the class period. Next, one of the teachers conducted a spelling class, after which the other teacher taught arithmetic. For these lessons, the people's interest and need furnished the guide as to what was to be taught. In spelling the class members helped compile the list they studied. The words were those the people use every day such as soap, onion, superintendent, kitchen, etc. Some phonetic training was given in connection with the spelling. According to typical rural customs the people were quite interested in spelling. They used to call out words across the fields to each other. It is strange to me, but onion was the "Waterloo" of practically the whole class. When any member mastered onion, superintendent, and bureau, he or she as well as the whole class thought that person was really spelling. After this came the arithmetic class

period. The members were drilled on the fundamental operation and later they were shown how to use the operation to solve problems common to Red Oak people. They were taught the value of giving and getting receipts and how to write them; the writing of applications for money orders and filling in mail order blanks; importance of banking money, how to deposit and how to write checks; how to keep household accounts and their value; meaning of interest on money borrowed or loaned. At the end of one of our school terms, each member was presented with a little book and was asked to keep his or her household accounts for the summer months. At the beginning of the next term several brought their books in. They were enthusiastic about the value the experiment had been to them. Those far enough advanced to do so had balanced their books by the month and they could tell from time to time how they stood as regards income and out go.

Not only did the adult class members enjoy the work and learn much subject matter and much to help them in their every day living but they night school accomplished another important service. When the parents saw how interesting it was to study things pertaining to their lives rather than mere textbook information they were much more understanding and appreciative of what we were trying to do with the children in the regular school. This is one of the problems many teachers meet when they try the newer type of teaching, was solved by exposing the parents to learning processes conducted on the new plan. We had very little questioning from parents about why we did not follow text books page by page. We were acquainting our adult community group with the curriculum reconstruction idea by actually using it on them and making it so interesting that they saw the value of the new way.



IN THE COMMUNITY ACTIVITIES

Home Life. After we started living in the community we became "Red Oakites". We were their teachers but we were also their neighbors. We visited our people and discussed their home problems with them and in turn invited them to the teacherage and if we had any tasty tid-bits we shared with them just as they did with us when we visited them. Concerning problems we met in adjusting our home in the community and in the town of Stockbridge, we asked advice of Red Oak members we considered capable of giving it. We visited the sick and paid our respects at the "wakes" held for the dead of the community. If our nearest neighbors needed a cup of sugar or the like they felt free to borrow. To the credit of Red Oak it was interesting to note that this custom was not abused. The members of the community were generally just as proud of their "credit" as borrowers as we were.

Another important phase of our community activity was the particular one of living in the lovely little teachers' home which we named the Red Oak Teacherage. The importance of this phase lay in the following facts: the house was small but a very neat, compact example of what a comfortable rural home could be; the manner of conducting the household business could serve as an inspiration to awaken them to improve household management in Red Oak homes.

The teacherage had three rooms and an enclosed back porch. The combination living - dining - and bed - room extended across the front of the house. There was a beautiful fire place. The room was furnished with a studio couch, two rockers, one lovely, big easy chair, a "center" table, book shelves on either side and a combination window seat and catch - all chest under the eastern window, and at the western end of the room there was a dinnette set which when not in use for eating purposes lent itself well to the living room effect. The bedroom was behind the eastern end

of the living room and was furnished with a bed, chest of drawers with mirror, a small stove, a chair and a night table. There was a roomy closet for the bedroom. The kitchen was behind the other (the western) side of the living room. This was furnished with a grand cooking range, an enamel-top kitchen table with the stool, garbage pail, and a set of canisters to match. There were shelves for the dainty but servicable set of dishes and the pantry held a complete set of cooking utensils - mostly good grade aluminum and iron ware. The enclosed back porch was used as a room for the boys who stayed with us for protection and help. I had the pleasure of helping select the furnishings for the little cottage. It was a most thrilling experience. The whole was furnished from a well known mail order house which has a branch in the city of Atlanta. This fact and the simplicity and appropriateness of the furnishing made it something Red Oak Community members could aspire to model after whether they ever attained it all or not.

As to the household management there were a few practices which the teachers hoped would influence Red Oak households. First we demonstrated what definite budgeting of money responsibility and duties could mean in making a household run smoothly. Mrs. Cannon and I decided on the plan to have one teacher look after internal household affairs and the other one to attend to matters pertaining to the upkeep of the outside. When Mrs. Cannon left the work, after the second year and Miss Reddick came to Red Oak we decided on another plan. The teachers alternated the attending to all the affairs pertaining to the management of the household each month. Both plans have their advantages and disadvantages. It seems though, that the advantages of the latter plan outweigh the disadvantages in that this plan gives both teachers valuable experience and helps each to appreciate better what the other one does.

The second practice deemed valuable was the making out of weekly menus.

This may not seem so important to one who has never lived several miles out in the country where roads to town may be impassable before the week is half gone. The practice of making out the menus for the week gave us the opportunity to purchase fresh meats and fresh vegetables to the best advantage for a week's feeding. This type of looking ahead also gave the opportunity to save by planning ahead for the use of left-overs. For instance if we had liver for dinner on Monday we might save the expense of buying something for Tuesday lunch if we definitely planned to use the left over liver to make ground liver sandwiches or combination salad. Planning ahead also helped us to purchase our ice supply to the best advantage. We kept the menus tacked up in the kitchen and urged any of our neighbors to look at them and discuss them with us. We wanted to know what they thought of the menus and how suitable they were for Red Oak uses. We never knew definitely that the exact idea was used in any of the homes but we had reason to believe that our method influenced three or four homes, especially through the young people of the community who helped us from time to time in the home.

Entertainments - Since entertainments furnished one of the chief recreations of our people we made definite plans to make our influence felt in this phase of community life. One of the first ones we attended was held in the church and took the form of a debate with selling after the speech-making. The subject of the debate was Wife versus Mother. After much inquiry we found that the real question was this: "If your wife and mother are both drowning which one would you save first?" At first, one probably thinks of the humor to be found on such an occasion but on second thought one sees deeper and realizes that this is at least something to build on. Many teachers would be glad to have a community to work in which could stir up enough interest in the people to get them out to a debate and selling entertainment. The selling was conducted

from unattracted parcels placed carelessly about on unprepared tables or benches in the church. The teachers did not criticize or spurn this humble entertainment but entered heartily in the activities of the affair and helped the patrons make plans for another debate. Of course the teachers welcomed the opportunity to make suggestions as a chance to begin the program of improvement in the community entertainment. The teachers cooperated with community leaders in putting over their affairs but our best opportunity to exert influence came when we gave school entertainments. At these we demonstrated the following things: importance of planning and assigning committees to definite tasks; the enjoyment derived from beautifying and decorating the rooms and the tables or stands used; the dignity added by serving refreshments neatly and decently; the importance of planning a program of games. We bought with entertainment funds, certain necessities for our program in this field such as several lamps with reflectors, colorful oil cloth for our serving table, and paper napkins. Before each entertainment the teachers decided on phases for which each would be responsible. One might take charge of the selling while the other saw to it that the group was entertained and that some trustees or key patrons were on hand to preserve order. ^{Several} ~~Two or three~~ games we found popular with our folk were: Rachel and Jacob, wink'em in and Wink'em out, Going to Jerusalem, Spinning the Plate, Black Magic, Picking Peanuts and Jack-in-the Bush. As to refreshments we found fried fish, weiners, fried chicken, oranges, ice cream, apples, peanuts, pies and cakes to be favorite ones but we tried a spaghetti supper one night and had success in spite of the fact that most of our visitors were skeptical and anxious to see how that "ferghetti" was going to look and taste. At most of our entertainments the parents volunteered to donate something such as chicken, cake, pie or a quarter's worth of fish or fruit and on such articles the profit was clear. Usually things like ice cream and large amounts of fruit were bought by the teacher before the

entertainment and the cost taken out of the proceeds. This requires the use of good judgement if one was not to "go in the hole" because if it ~~required~~ the evening of an entertainment there was sure to be a slim crowd or none at all then there would be a great loss.

At our entertainments we acquainted our people with appropriate types of decorations, games, and refreshments for parties for different occasions. I can recall vividly how much the pupils and patrons enjoyed the first Hallowe'en party with its attendant apple bobbing and the Christmas and Easter affairs with their appropriate activities.

The teachers were quite gratified at results of this phase of the program for community improvement. While there was much room for improvement still small and few items are significant in rural work so we felt happy when we saw things as the church people taking great pains to make their entertainments like those at the school house or when we heard the young men from outlying sections who had frequented our school parties telling strangers that they would have to take their hats off at Red Oak parties or that "they" don't allow certain ways of acting in this community.

Club Work - The Boys Club was organized to interest and keep the older boys in school and ^{for} the younger ones of those out of school and also to afford them an opportunity to help the school and community. The club had its own officers, a teacher - sponsor, and a patron-sponsor. At first they met at the school house every Friday night. The second year the custom was started of holding a social meeting once a month at one of the club member's home. The other business meetings were held at the schoolhouse. The first task for which the Boys' Club assumed the responsibility was the fencing in of the school yard. They raised the money from club dues and entertainments. They gave the posts from the community forests. The men of the P. T. A. helped them supply enough labor to do the work.

The club also sponsored the program for the church and Sunday School and ^{one} and on/occasion the club acted as a unit in a church rally and raised the largest amount of money of any group. This club and the Girls club also considered plans for getting 4-H-Club work established at Red Oak.

The Girls' Club was organized by Miss Reddick. Their activities were centered around self - improvement along literary and industrial lines and also around a program of helping the school, church and Sunday School. The club furnished numbers on various community programs and it sponsored entertainments. It had a treasury made up from club dues. Its big objective was to equip the extra room in school house as a library room and general utilities room on some occasions.

THE P. T. A. Right along with the adult class the P. T. A. meetings were interspersed. The association had its officers and regular meeting nights. Some of the accomplishments of the P. T. A. were: the ceiling of the school house; digging and redigging the well; landscaping the yard by planting grass and shrubbery, hauling and spreading quarry dust to make walks in the school yard; preparing the plot and helping plant the school garden; experimenting with the raising of wheat on the back part of the school lot; helping Boys' Club fence in the school yard. The funds with which to do these things were raised by assessments and from the money made at the school entertainments spoken of in former paragraphs.

Another phase of the P. T. A. activity was that of parent education. At each meeting some speaker or one of the teachers talked to the assembly about some topic helpful to the people as parents and cooperators in the school program. The writer recalls one phase of our school set up of which the people were in much doubt as to the wisdom of its use. The parents felt that the one way to discipline the Red Oak children was by whipping. They often inferred that children wouldn't listen to kind talk. They said their boys and girls just had to be whipped or they'd do the same thing over.

The teachers asked if their children did not do things over and over for which they had been whipped. The parents had to admit that this was true. Red Oak was asked to give discipline a chance which tried to let boys and girls think their way out of situations even if they did make some mistakes. The people were thanked for cooperating to try to prove that rural boys could prosper if they were not cowed or beaten into submission but allowed to think. To some of the patrons the idea of being pioneers brought a sense of pride but they still were not thoroughly convinced they tried to talk the theory on their faith in their teachers. Thus at the P. T. A. we were doing parent and patron educating as well as raising necessary funds for school activities.

IN THE CHURCH

From the very beginning the teachers recognized the importance of taking part in church activities. This is one of the reasons the matter of living in the community was given such serious thought. The teachers' plans were that one or the other would make it a point to be at the church meetings. Meetings were held once a month. Quite often both teachers attended. Both teachers accepted assignments with class leaders in the church and paid church dues regularly. Business meetings for the church were attended and the pastor was cooperated with in any way possible. The teachers led movements to paint the church altar and to appoint clean-up days for the church yard and cemetery. Both teachers worked with church members in these activities. For special exercises for church occasions the teachers helped arrange the program and also drilled the participants. When district meetings or presiding elder meets were held at the church and basket were asked for by the members, the teachers prepared their share and added a touch of green stuff in the form of a salad which

it was hoped would not only serve as food but would be another tiny wedge to get proper feeding ideas over to our people.

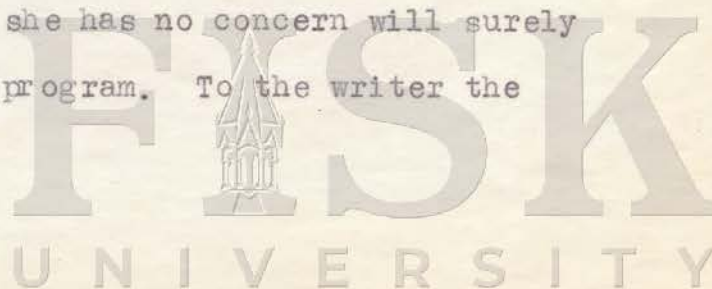
In similar manner there was participation in Sunday School. The teachers did not accept Sunday School classes because it was felt that there was plenty to do to inspire those in the classes by leading discussions and livening the situations by thought-provoking questions. It was felt that it was a find thing for pupils and parents alike to see people who were leaders in other fields alike to be good followers who would cooperate and contribute something to other leaders. The teachers made it a point for one or the other to attend Sunday School at least three Sundays out of the month. Usually the teacher reviewed the lesson or aided in some other way. The teachers were on hand for the Sunday School Reunions and assisted the community people to entertain the visitors. Both teachers were definitely parts of the Sunday School and church life of Red Oak and both these organizations cooperated heartily with the school in all its efforts.



VI-CONCLUSIONS

As the reader peruses these pages and surely as the writer recalls the work at Red Oak there are a few policies which seem to be noticeable in every phase of the work. The first and the most important one seems to be to have and to keep definite aim in mind for whatever is done. A second one closely akin to the first and almost as important as the matter of making plans for accomplishing objectives. The third one hinges on this one and is that of co-operation existing between all concerned in carrying out necessary plans. A fourth conclusion somewhat different from either of these mentioned will be pointed out for the benefit of teachers who may read this: while a teacher should live within her means, yet any teacher is going to find it necessary to spend a little of her own money at times, to get many of the things needed for a desired program. It is suggested and urged that a teacher should plan for this and spend wisely.

Conclusions in regards to curriculum contents center around the thought that all that is taught should be as related to the pupils' lives as possible. Every learning experience should be used to help interpret the pupils' lives to them so that the basis can be laid for making learning influence mode of living. I feel that that is the keynote of enriching living through education--teaching so that learning influences mode of thinking and living of the people. To do this effectively in a community, all the social and educational agencies must be carried along in the process. The teacher who thinks of the school as separate from the community and of the church and Sunday School as fields with which she has no concern will surely miss the work in a truly enriching program. To the writer the



the experiment at Red Oak proves that much can be done through education to influence the thinking of rural people. It is believed that that is the first step toward education influencing mode of living. If thought is affected, action will be affected sooner or later. No great radical changes are claimed for Red Oak people but the enriched program in reading in the school and the active, thoughtful participation in community life have very surely left their mark and prove that thoughtful, well planned leadership in which the people have faith can guide rural folk to enrich their lives through their own achievements and efforts.

RURAL SCHOOL
PROGRAM

THE BOARD OF EDUCATION

HENRY COUNTY

SUPERINTENDENT OF HENRY COUNTY SCHOOLS

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McDONOUGH, GEORGIA

October 14, 1937

	JFS	18	JFS	0

Mr. James F. Simon
4901 Ellis Avenue
Chicago, Ill

Dear Mr. Simon:

Immediately upon receipt of your letter of October 11, 1937 I went to Red Oak School to investigate the needs. I found the leaks and will have the necessary work done as soon as possible.

The amount on hand that has been collected for rent on the cottage is sixty-five dollars (\$65.00). When the work is completed the total expenditures will be reported to you.

With all good wishes, I am

Yours truly,

Henrietta L. Turner

Mrs. Henrietta L. Turner
Supt. Henry County Schools.

HLT:lr

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

7 up 82
4/20/37

Red Oak School

October 14, 1937

Dear Miss Reddick: Enclosed you will find your first salary check, the computations of the amount appearing in detail on the voucher attached. Additional payments will be made as follows:

	<u>Total</u>	<u>State</u>	<u>Fund</u>
October 14 (Enclosed)	\$ 42.50	\$ 28.75	\$ 13.75
October 31	85.00	57.50	27.50
November 30	85.00	57.50	27.50
December 31	85.00	57.50	27.50
January 31	85.00	57.50	27.50
February 28	85.00	57.50	27.50
March 31	85.00	57.50	27.50
April 30	85.00	28.75	56.25
May 31	85.00	- -	85.00
June 15	42.50	- -	42.50
	<u>\$765.00</u>	<u>\$402.50</u>	<u>\$362.50</u>

I am sorry there has been a delay in getting this first check to you. Mr. Dixon has been in Atlanta and I needed his authorization. Future payments will be sent in time to reach you on the last day of the month.

Very truly yours,

DE:AM

DOROTHY A. ELVIDGE

Miss Juanita Reddick
Red Oak School
Stockbridge, Georgia

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Red Oak
School

7 up to 46
4/20/37
(note difference
- and 17
OK)

P

October 14, 1937

Dear Miss Johnson: Enclosed you will find your first salary check, the computations of the amount appearing in detail on the voucher attached. Additional payments will be made as follows:

	<u>Total</u>	<u>State</u>	<u>Fund</u>
October 14 (Enclosed)	\$ 42.50	\$ 25.00	\$ 17.50
October 31	85.00	50.00	35.00
November 30	85.00	50.00	35.00
December 31	85.00	50.00	35.00
January 31	85.00	50.00	35.00
February 28	85.00	50.00	35.00
March 31	85.00	50.00	35.00
April 30	85.00	25.00	60.00
May 31	85.00	- -	85.00
June 15	42.50	- -	42.50
	<u>\$765.00</u>	<u>\$350.00</u>	<u>\$415.00</u>

I am sorry there has been a delay in getting this first check to you. Mr. Dixon has been in Atlanta and I needed his authorization. Future payments will be sent in time to reach you on the last day of the month.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Miss Larnie Johnson
Red Oak School
Stockbridge, Georgia

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL
PROGRAM

To

Miss Larnie Johnson

Red Oak School

Stockbridge, Georgia

Payment Voucher No. 8987

Date October 14, 1937

Salary - September 16 to 30, 1937 inclusive - - - - - \$42.50

Less: Amount paid by the state - - - - - 25.00

\$17.50

Ch.#8987

Accounts

Appropriation No.

Debit

Credit

Southern School Program - Field Experiments

36-13

\$17.50


Prepared by

Checked by

Posted by

AM

Comptroller



 FISK

 UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL
PROGRAM

To Miss Juanita Reddick
Red Oak School
 Stockbridge, Georgia

Payment Voucher No. 3988

Date October 14, 1937

Salary for the period September 16 - 30, 1937 inclusive - - - - \$42.50

Less: Amount paid by the state - - - - - 28.75

\$13.75

Ck. #3988

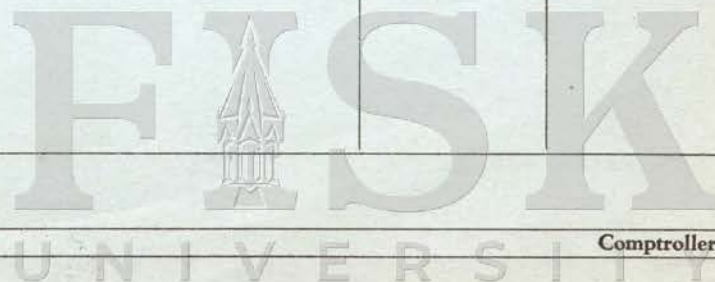
Accounts	Appropriation No.	Debit	Credit
Southern School Program - Field Experiments	36-13	\$13.75	

Prepared by

Checked by

Posted by

Comptroller


 FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

Red Oak School

October 18, 1937

Dear Miss Reddick: I received a letter from Mrs. Turner this morning. She tells me that she has been out to the teacherage and that she is having the repairs made immediately. Will you be good enough to drop me a line if they are not made promptly?

Your letter to Mrs. Simon contained some information of what you had done to the well. As I remember it there was a scum on top of the water. This was more probably due to drainage from the sink than to the pine curbing. Therefore, it is of utmost importance that you do not use the sink until some arrangement can be made for having the pipe extended and a new drainage pit dug some place out behind the garage.

I believe the thing to do is to have one of the older boys in the community expose the present pipe so that you can see where the end of it is. Then, measure the distance, roughly, from the end of the pipe to a location behind the garage. When you have done this, write Mrs. Turner to ask her if you can buy that length of two-inch pipe and to tell her for what purpose you intend to use it and why it is necessary to do so. The cost may be taken from the money Mrs. Turner has from rent.

✓ When you get the pipe have a couple of boys dig a trench, being sure that when the pipe is laid it slopes downward toward the end near the pit. Then have the boys dig a pit at the end of the pipe, three or four feet deep; fill it with coarse rock to within about ten inches of the surface. On top of these coarse rocks have the boys throw in a lot of smaller rocks to keep the dirt from filling in the spaces between the coarse rocks. Then cover it all over with dirt even with the surface of the ground. I am enclosing a sketch to give you an idea of what I mean.

FISK
UNIVERSITY

Miss Reddick - page two

October 18, 1937

Will you be good enough to let me know what you are doing for transportation? You will remember that last spring we agreed to allow you the use of a car for the coming year. It so happens that the car we intend you to have is here in Chicago. However, we do have a car in an Atlanta garage which we can let you use until I drive the one we have here to Georgia. If you need the car I will send you a letter permitting you to take it from the garage. You may expect to see us some time about the middle of November.

Very truly yours,

JAMES F. SIMON

JFS:RW

Miss Juanita Reddick
Red Oak School
Rutledge, Georgia

FISK
UNIVERSITY

Red Oak School
Stockbridge, Georgia.
 October 24, 1937.

Mr. James F. Simon
 Julius Rosenwald Fund
 4901 Ellis Avenue
 Chicago, Illinois.

	JFS	26	—	11-2

See
 auto

Dear Mr Simon,

On Thursday two carpenters, one a member of the Henry County Board of Education, came out to look at the roof. They think that the entire roof needs recovering and they have promised to begin work, 'in two or three days.'

As for the well, it has no scum now. Since the men cleaned the well some four or five weeks ago we have used the water. The water, however, still has a 'pinely' taste. From all evidence we did not draw off enough water daily last term. The well is fed from a heavy stream.

now we draw some water every day and just pour it out. This keeps the water clear. However, if you think we still need to extend the pipe from the sink down to the place you suggested, I will get the work done as quickly as possible. The men promise to replace the pine curb in the well one day this week.

We are very much in need of transportation of our own. The people here are still quite busy yet in the fields. Thus far we have hired buggies, wagons, old cars, and one time we had to walk. I do not recall having discussed anything about a car with you last spring. We should appreciate very much the use of the car in Atlanta as soon as we may get it.

We would certainly be glad to have you visit us very soon as no one from the Fund has been here this term.

Very truly yours,
E. J. Reddick

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL
PROGRAM

To

Miss Juanita Reddick

Red Oak School

Stockbridge, Georgia

Payment Voucher No. 5695

Date October 29, 1937

Salary for the month of October, 1937 - - - - - \$85.00

Less: Salary paid by the state - - - - - 57.50

\$27.50

Ck. #13446

Accounts

Appropriation No.

Debit

Credit

Southern School Program - Field Experiments

36-13

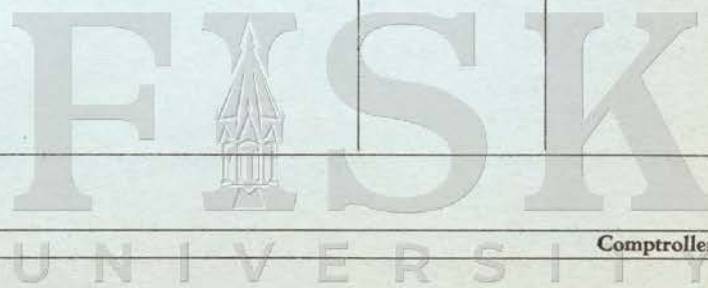
\$27.50

Prepared by

AM

Checked by

Posted by


 FISK
UNIVERSITY

Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

SCHOOL
PROGRAM

To

Miss Larnie Johnson

Red Oak School

Stockbridge, Georgia

Payment Voucher No. 5692

Date October 29, 1937

Salary for the month of October, 1937 - - - - - \$85.00

Less: Salary paid by the state - - - - - 50.00

\$35.00

Ch.#18445

Accounts

Appropriation No.

Debit

Credit

Southern School Program - Field Experiments

36-15

\$35.00

Prepared by

2M

Checked by

Posted by



FISK

Comptroller

UNIVERSITY

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT	RURAL SCHOOL PROGRAM RED OAK SCHOOL	FILE NO.
DATE 11/2/37	REMARKS	
	Corres. with Miss Reddick re: automobile accomodations from the fund and re: the water question at Red Oak.	

SEE	RURAL SCHOOL PROGRAM AUTOS	FILE NO.

DATE	SIGNED
-------------	---------------

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

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

FI SK
UNIVERSITY
FORM NO. 099CR

The BOARD of EDUCATION

HENRY COUNTY, GEORGIA

RURAL SCHOOL
PROGRAM

Red Oak School

OFFICE OF
SUPERINTENDENT OF SCHOOLS

McDonough, Ga.

November 6, 1937.

Mr. James F. Simon,
4901 Ellis Avenue,
Chicago, Ill.

Dear Mr. Simon:

The work on the Rosenwald cottage at Red Oak has been completed. It was thought best to recover the building as you suggested. The original roof was left intact but necessary strips were placed thereon to hold the roll roofing that was selected. The teachers are delighted with the repairs and I hope there will be no further cause for complaint.

An itemized statement showing the expenditure is enclosed.

Yours truly,

Henrietta L. Turner

Mrs. Henrietta L. Turner
Superintendent Henry County Schools.

	JFS	9	—	10

FISK
UNIVERSITY

Red Oak Cottage Fund

DISBURSEMENTS

10 rolls 90# Slate Roofing	\$22.50
500 1 ft 1 x 4 # 2D4S	3.34
6½ # No. 10 Com. nails	.33
1 # Roofing nails	.07
1 5# Bucket Roofing cement	.45
Labor on House	6.50

Total	<u>\$33.19</u>
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BALANCE

\$65.00

\$33.19

Balance Forward

\$31.81

RURAL SCHOOL
PROGRAM

7

November 10, 1937

Dear Mrs. Turner: Thank you so much for the promptness with which you had the Red Oak *School* teacherage taken care of. We sincerely appreciate your interest in this project and hope that it will prove to be useful to you in your efforts to improve education in Henry County. It seems to me that the actual cost of recovering the roof of the teacherage was reasonable indeed. I appreciate your kindness in sending me the itemized bill.

Very truly yours,

JAMES F. SIMON

JFS:RW

Mrs. Henrietta L. Turner
Superintendent
Henry County Schools
McDonough, Georgia

FISK
UNIVERSITY

Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To

Miss Juanita Reddick

Red Oak School

Stockbridge, Georgia

Payment Voucher No. 5887

Date November 30, 1937

Salary for the month of November, 1937 - - - - - \$85.00

Less: Salary paid by state - - - - - 57.50

\$27.50

Ck.#18648

Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$27.50	

Prepared by AM	Checked by	Posted by	Comptroller
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FISK UNIVERSITY

Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To

Miss Larnie Johnson
Red Oak School
Stockbridge, Georgia

Payment Voucher No. 5865

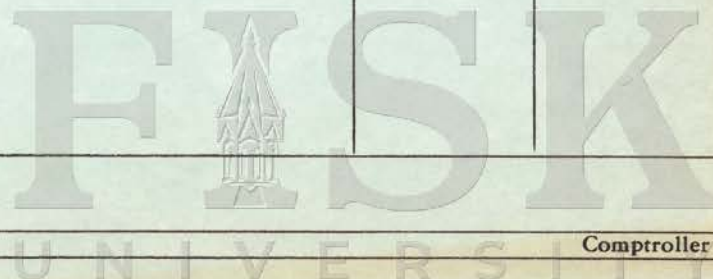
Date November 30, 1937

Salary for the month of November, 1937 - - - - -	\$85.00
Less: Salary paid by the state - - - - -	<u>50.00</u>
	<u>\$35.00</u>

Ck./18641

Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$35.00	

Prepared by AM	Checked by	Posted by	Comptroller
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RURAL SCHOOL PROGRAM

	JCD	13		13

Red Oak School
Stockbridge, Ga.
December 9, 1937

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

Dear Mr. Dixon:

For some time we have expected someone from the Fund to come to Red Oak. There are many things that we should like very much to talk with you about.

Our main interest now is working out individual, accumulative records for our pupils. Before going any further we should like your advise and approval. We have worked out a tentative form which Mrs. Whiting and Mr. Lester have seen. They are very much in favor of the plan. Mr. Lester even mentioned adopting similar records for the entire state. He also gave us a file which may be used for storing these records should we use them. We now need someone to print the forms for us and to furnish folders in which each child's record may be kept.

Do you have records in your office which show how this experimental school began and what has been done? We should like a copy of the same.

We are to work until noon Christmas Eve day and, if possible, we should like to have the forms for our records printed and ready for use by then.

Very truly yours,

E. J. Reddick

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Red Oak School

December 13, 1937

Dear Miss Reddick: About four or five years ago I prepared for the State of Georgia an elementary pupil's cumulative record blank. This, I understand, has been used pretty generally throughout the state. If you have not seen a copy of it you might get one from Mr. Lester. It may contain some items which you would want to include on the form you are now preparing for use in your own school.

So far as I know the rural school journals which discuss the development of the Red Oak project have never been digested, and in their present form would be almost unusable for general consumption. We are sending you one or two pamphlets which will give a little idea of the early development of these experimental projects. The first time I have an opportunity to talk with you about it I can give you quite a bit more than is given in printed form.

We had expected to see you this past week, but all of our plans developed in such a way that it was impossible for any of us to get to Red Oak.

Regards and best wishes for a happy Christmas to you and Miss Johnson.

Sincerely yours,

J. C. DIXON PATY

JCD:MLJ

Miss Juanita Reddick
Red Oak School
Stockbridge, Georgia

Ed. for all the Peoples
Lural Ed.

FISK
UNIVERSITY

Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**

4901 Ellis Avenue
CHICAGO

To

Miss Juanita Reddick
Red Oak School
Stockbridge, Georgia

Payment Voucher No. 6012

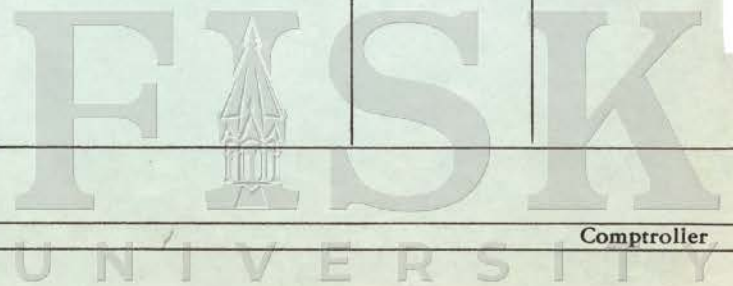
Date December 20, 1937

Salary normal school

Salary for the month of December, 1937 - - - - -	\$85.00
Less: Salary paid by state - - - - -	<u>57.50</u>
	<u>\$27.50</u>

Ck.#18795

Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$27.50	
Prepared by AM	Checked by	Posted by	Comptroller



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Miss Larnie Johnson

Red Oak School

Stockbridge, Georgia

Payment Voucher No. 6010

Date December 20, 1937

Salary for the month of December, 1937 - - - - - \$85.00

Less: Salary paid by the state - - - - - 50.00

\$35.00

Ck. #18795

Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$55.00	
Prepared by AM	Checked by	Posted by	Comptroller

FISK
UNIVERSITY



RURAL SCHOOL PROGRAM

VOL. I

PUBLISHED AT NASHVILLE, TENN., DECEMBER 25, 1937

No. 1

HOW WE STARTED THE RED OAK NEWS

BY FANNIE DABNEY

(Note: There is a school with only two teachers, in Henry County, Georgia, named Red Oak. This school has become widely known because of what the boys and girls at Red Oak are doing, and learning to do. One of the things the children at Red Oak have done is to start a newspaper. Fannie Dabney, who is thirteen years old and in the 7th grade at Red Oak, is an Associate Editor of *The Red Oak News*. That means that Fannie is the next to the chief of the newspaper. Fannie likes to read. Red Oak has many books, some of which came from the Julius Rosenwald Fund. Fannie has read every one of these books, and many more, too. She also likes to write stories and poems for her school newspaper. In this article Fannie tells us how the pupils at Red Oak started their newspaper. Don't you think you would like to try to start one at your school?)

We wanted a treasury for the school. We thought if we had a paper we could take the money that came out of it and buy things that were needed for the school without bothering our Parent Teachers Association for everything. We named the paper the *Red Oak News* because it was news from Red Oak. At first we made copies and gave every child a paper to give around to people that they knew, to see if they would pay 5 cents per copy for it. The people liked the paper and since then the circulation manager has sold from \$1.00 to \$1.50 worth a week. This money is put in the treasury and used for things that are needed for the school.

HAVE YOU A ROSENWALD LIBRARY?

It is very hard to have a good school unless there are many books for the children to read. Schools where there are many books are schools where children learn a great deal more than if they had just their school books to read. The children also find that there is no fun like reading books about other children of many lands.

This is why the Julius Rosenwald Fund has helped schools to buy a ROSENWALD LIBRARY SET, which is made up of many good and beautiful books especially for children. Your school should have one. Ask your teacher, or your supervisor, how you can get a Rosenwald Library for your school.

HOW WE PLANT TOBACCO

BY EMMA LEE WHITE

(Note: Emma Lee White, who wrote this account for *The Little Red School House*, lives in Lowndes County, Georgia, near the city of Valdosta. She is in the fifth grade. Tobacco is the big crop in Lowndes County, and that is one reason Emma Lee is writing about it. Can you find Valdosta on the map? If you can, you will know where

Emma Lee lives. What crop is the biggest in your county?)

First we burned the bed off. When it is burned we hoe it off and fix logs on the bed. Then we plow the bed and sow the seed in it. We but the tobacco cloth and put it over the bed to keep the cold from killing it.

When the seeds are in the bed we spray nitrate of soda over them so they will grow fast. While they are growing we plow the ground so that we can plant the plants. Then we plant

the tobacco in the fields. When the tobacco has grown enough we worm it. When it has grown tall we sucker it.

When it gets ripe we get a mule and a sled and pick the ripe tobacco from the bottom of the stalk. When the sled gets full we put it in the barn and it is then strung on a stick with a ball of twine. When we get through stringing it we put it in the barn about a day or two and cook it. When it is cooked we let it stay in the barn for a day or two, then take it out soon in the morning.

We take the tobacco to Valdosta and put it in a warehouse. Most of the other farmers bring their tobacco to the same place. Then buyers for the big tobacco companies buy the tobacco.

UNIVERSITY

THE LITTLE RED SCHOOL HOUSE

WHAT'S GOING ON IN THE SCHOOLS
(A Supplementary Page for Teachers)

-----SCHOOL FOR ALL NATIONS IN HOLLAND - Next year a "School for all Nations" will begin in Holland, in the town of Utrecht. The school will enroll children from all ages up to 18. The children of different nationalities - Dutch, German, English, French, etc. - will live in National houses - a Dutch House, a German House, a French House - during their first years. They will be taught in their native language until they are 9 years old. At the same time they will be studying another language. The children at ages 8 and 9 will study "Esperanto," the universal language.

The government of the school will be in the hands of students. There will be weekly meetings at which teachers and students have equal votes and decide what is to be done during the next week. All decisions will be unanimous. There will be no janitors; the children and teachers will keep them clean and tidy. It is also planned to have a children's museum, which will be used for demonstration and study.

-----STUDY BABIES AS WELL AS BOOKS - The New York Times carries the announcement that Scientific Housekeeping, Inc., is starting a "Baby Circle" to teach young mothers how to take care of their infants. The report also states that a feature will be the use of real live babies as the basic study material.

Well - at the Booker T. Washington High School, which is located near Chattanooga, in Hamilton County, Principal L. D. Upshaw started this at his school two years ago. Classes in Domestic Science at Washington have a real home with which to work, and when they study infants, they borrow them from the community.

-----MODEL HOMES AT THE PENN SCHOOL - The Penn School, founded on an island off the South Carolina coast some fifty years ago by devoted missionaries, is widely known for the work it has done. Not the least interesting feature is the "Model Island Home" which has been built by students and is used in teaching home-making. The house is equipped with home-made furniture of the kind that is practical on the Island; and this furniture is made by students. The house has running water and other fixtures, installed by students. In addition, there are miniature model homes made by the students at Penn.

-----MAKING BRICKS WITHOUT STRAW, OR HOW TO GET NEW SCHOOL HOUSES WITHOUT MONEY - At Whitesville, Tennessee, no money was available for building schoolhouses for Negro children: The Principal of the County Training School, who is also Supervisor for the county, obtained permission from the county board to take over several abandoned white schools in good condition which had been left after consolidation of the white schools. The Supervisor then took his class in carpentry at the Training School, dismantled the buildings, and re-built several schools for Negro children in the county.

-----MAKING BRICKS WITH STRAW, OR HOW TO GET GOOD SCHOOL BUILDINGS WITH COUNTY MONEY - Superintendent Tharpe, of Henry County, Georgia,

has been in office only for three years. In that time he has begun the policy of furnishing a comfortable building for every Negro school district in the county. The buildings, while not elaborate, are well-built and represent modern construction. When interviewed as to his policy, Superintendent Tharpe said that he believed that school buildings should come out of tax money, and not from private donations or current expense money for the Negro schools; and that through a definite plan he hoped to have each Negro school in Henry County well-housed within four years, without an immoderate expense upon the county.

-----A RURAL SCHOOL BUILDING PARADISE - Hamilton County, Tennessee, includes the city of Chattanooga. With only 700 Negro educables in the county, outside of the city, ample funds have been provided for building and equipping Negro rural schools. Transportation is furnished high school children, and some on the graded school level from sparsely settled mountain communities. Some children are carried as far as 74 miles daily.

The Lookout Mountain School for Negro children is located in the separate Lookout Mountain District. It is a one-teacher school, built out of pink native stone, with a large classroom that can be divided by folding doors, two inside lavatories, a library room, cloak rooms, and with furnace heat. Like all of the other Negro rural schools in Hamilton County, janitorial service is provided, with, of course, ample fuel.

-----THE GEORGIA SUPERVISORY PLAN - Mrs. Helen A. Whiting has long been widely and favorably known for her work along all lines of providing superior educational opportunities for Negro school children. As State Jeanes Supervisor in Georgia, she has put into effect a remarkable supervisory system that could be surpassed with difficulty.

Mrs. Whiting has divided the State into districts. At the beginning of the year she makes it a point to meet all of her Supervisors in group State and district meetings. Then she takes especial care to spend some time with each of her new supervisors in the field. The same organization is carried into the counties. The supervisors divide the counties into convenient districts, and meet with each group of teachers within the district at least once a month. There is also a county-wide meeting of all teachers held each month. In this way an excellent training-in-service program is being put into effect, and the projects of the State Department work easily and effectively into operation from the top to the smallest rural school.

-----NEW PUBLICATIONS YOU CAN'T AFFORD TO NEGLECT - The National Educational Outlook Among Negroes, a new magazine published monthly, except July and August. The magazine sells for 15¢ a copy, or yearly subscription at \$1.00. Write to the Editorial Office, 1210 Lamont St., N.W., Washington, D. C. for further information.

The Negro History Bulletin is published nine times a year by the Association for the Study of Negro Life and History, at 1538 Ninth St., N.W., Washington, D.C. The subscription fee is \$1.00 a year or 12¢ a copy, but if taken in clubs of five or more for class use, the schools will obtain it for 54¢ a year. According to announcement, "The subject matter (will include) sketches of distinguished Negroes born during the month, brief accounts of the Negroes' white friends whose birthdays fall within the month, the discussion of important events which took place during the month, original productions of children, reports of activities in the schools, history news, etc."

DIVISION OF NEGRO EDUCATION
State Department of Education
Atlanta, Georgia
1938

yes
ms ml
JFS - JH
202

SOIL,
OUR BEST FRIEND

For
Second and Third Grades

RED OAK SCHOOL
1937-1938

L.M. Johnson
Instructor

FISK
UNIVERSITY

Soil, Our Best Friend

These stories were chosen and re-written from material published by the "Land Grant Colleges and Universities of the Tennessee Valley States."

It is the teacher's aim to give to the children in the primary grades a background of appreciation for the improvement and conservation of the soil.

CONTENTS

Poor Soil Makes Poor Homes

Making Running Water Walk

Mother Nature Helps

Pastures Save the Soil

Samples of Children's Work

List of References --

"How and Where We Live", Allen

"Geography For Beginners", Book one,
Edyth S. Shepherd

POOR SOIL MAKES POOR HOMES

We make our living from the soil. If the soil is poor we can not raise food to eat. We can raise no food for our farm animals. Then there will be no crops sold to get money for buying shoes and clothing to wear to school.

We keep our soil rich by changing our crops each year.

Can you do this?

Mr. McKnight keeps his soil rich. He raised ten bales of cotton this year. If he sells one bale of cotton for \$40.00, how much would he get for five bales of cotton?

\$40.00	The cost of one bale of cotton
<u>5</u>	The number of bales sold.
	Amount he would receive.

SEAT-WORK

Read the story silently. Draw pictures of two homes.

Write one of these sentences under each of the pictures:

1. This farmer keeps his soil rich.
2. This farmer does not keep his soil rich.
3. Draw a tree beside the home in which you would like to live.

MAKING RUNNING WATER WALK

When we first moved to our farm we could not see the ground at all on rainy days. Our corn field looked just like a little river. It did not stay like this very long. The water always ran away. We liked to play in the ditches left after the water was gone.

One day we went to the field with Father. He told us that he was going to make a cover for our field. What did he mean? We thought he was going to make a great big quilt like the red and blue one mama was making. Then why had he put the plow in the wagon?

Father told us that he was going to plant clover to keep our farm from washing away.

The little clover seed babies sent their roots down into the top - soil. Soon the field was covered with a beautiful green blanket.

Now when the rain drops come, they do not run away, taking all of the food with them. They stop and play with the baby clover leaves dancing over the top - soil.

I wonder what games they play?

SEATWORK

Read the story silently to find answers to these questions.

1. With whom did we go to the field?
2. In what did we ride?

3. What did we take with us?
4. What did we think Father was going to do?
5. What did he really do?
6. What made the running water walk?
7. How does this help the farmer?

MOTHER NATURE HELPS

If you would see how Mother Nature helps us take care of the soil, come with us into the forrest. Here a thick carpet of leaves is spread over the soil. Then the carpet of leaves is covered by thick vines and bushes. Over these covers, Mother Nature opens her umbrella of leaves and twigs, on the tall trees.

So you see the rain falls first upon the leafy umbrellas. Then it rolls off and falls down on the twigs and vines. The raindrops then sprinkle themselves over the carpet of leaves. That is why the water does not beat itself down into the soil. It sinks slowly into the soil, where most of it stays until it runs away to make clear springs and creeks and rivers.

Many farmers plant trees on their open land. They know that Mother Nature's Woodland helps make the ground rich and keeps the top soil from washing away.

SEATWORK

Have you ever walked through the woods all alone?

Read the story silently. Write a list of Mother Nature's helpers in this story. Draw pictures of some other helpers you have seen in the woods.

.

PASTURES SAVE THE SOIL

Have you ever been to a pasture? What did you see there? Did you know that pastures help save the soil?

In some pastures the grass grows all by itself. The farmer does not have to plant any grass seeds. But in some places the farmer has to help keep the grass in the pastures growing.

He does this by moving the animals from one part of the pasture to another. Sometimes he feeds plant food to the grass. Did you know that grasses and plants must eat food to make them grow just as girls and boys must do?

SEATWORK

Read the story silently. Write three questions about what you have read. Read your questions to the class. Ask your classmates to answer your questions.