

Liberals

JULIUS ROSENWALD FUND
4901 Ellis Avenue
Chicago, Illinois

SCHOLARSHIP

The Julius Rosenwald Fund is making a review of the Negro fellowships which it has granted during the past seven years. Since an appraisal of our activity thus far in this field will naturally have some effect on future policy, it is requested that all persons who have received fellowship grants from the Fund cooperate by filling in carefully the brief information asked for on the following blank and returning the information promptly to the Fund.

Name Percia V. Carter

Position at time grant was made Teacher of English

Specific purpose of the fellowship study For graduate work in English

Subject studied under the fellowship (or special work accomplished) _____

English. Residence requirements completed for degree of Master of Arts in English

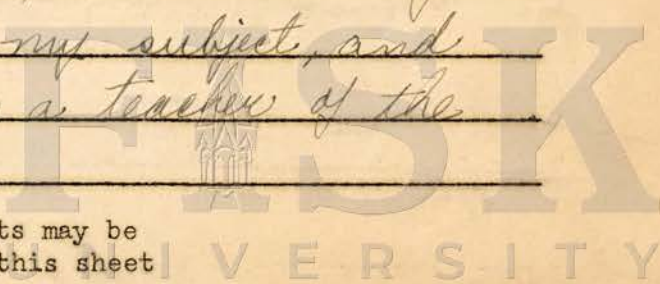
Institution at which fellowship study was carried on (or, if no specific institution was attended, state nature and place of the work carried out under the grant)

The University of Chicago

Present position or occupation Teacher of English - The Normal and Industrial School; Fort Valley, Georgia.

Your opinion of benefits received from the fellowship: The fellowship enabled me to meet the stringent requirements for greater preparation. The graduate study, which I was able to pursue, increased my fund of information about my subject, and thus improved my status as a teacher of the subject.

Other reports or comments may be written on the back of this sheet





attach a photograph measuring not more than 2"x4"

SCHOLARSHIP

APPLICATION FOR FELLOWSHIP

JULIUS ROSENWALD FUND, CHICAGO, ILLINOIS

900 South Homan Avenue

Date Jan. 23, 1932.

PERSONAL HISTORY

Name in full Percia Virginia Carter

Present address The Fort Valley High and Industrial School, Georgia.

Permanent address 6400 St. Lawrence Ave., Chicago, Ill.

Place of birth Concord, N.C. Date of birth July 7, 1906

Single, married, widowed, divorced Single

Name and address of wife or husband

Number of children Age and sex

Dependents None To what extent Relation

Father's name Rev. M.N. Carter Address Chicago Occupation Clergyman

HEALTH OF APPLICANT

Weight 105 lbs. Height 5 ft. Previous illnesses None
feet inches details and date

Illnesses during past twelve months None

Physical impairment—degree and how long existing None

Most recent complete physical examination—when and by whom October 1927

By physicians of University of Chicago Clinic.

Physician's recommendations None

Have these been acted upon?

General health of family Good



EDUCATION

Give a summary of your education in the following form:

	Name of Institution	Period of Study	Degrees, Diplomas, Certificates (give dates)
ACADEMIC:		4 year course in	
High School	Wendell Phillips, Chicago	3½ years.	Diploma--June 1925.
Normal			
College or University	1. Crane Junior College 2. University of Chicago	2 years 2 years	Diploma--June 1927. Bachelor of Philosophy, (August 1929)
Graduate	None		
PROFESSIONAL:			
Music			
Art			
Technical			

ACCOMPLISHMENTS

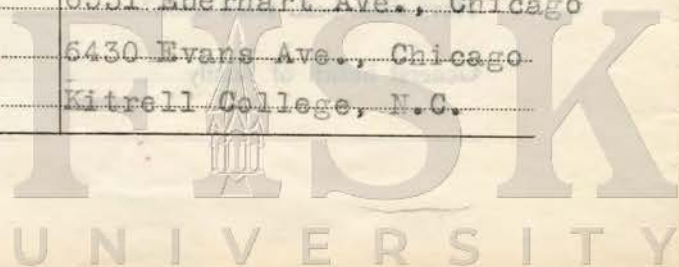
Positions held (professional, teaching, scientific, administrative, business):

Name of Institution or Organization	Title of Position	Years of Tenure (give dates)	Under Direction of
Fort Valley H. & L.	Instructor	1929-1932	Prin. H.A. Hunt

REFERENCES

Submit a list of references from whom further confidential information may be obtained:

Name of Reference	Where and in what way does this person know you?	Address
✓ Prin. H.A. Hunt	Fort Valley-Professionally	Fort Valley, Georgia.
Dr. F.S. Horne	Fort Valley-Professionally	3516 Raymond Ave., Los Angeles, Calif.
Atty. S.B. Pitts	Chicago-Personally	6531 Eberhart Ave., Chicago
Atty. H.J. Sanders	Chicago, Personally	6430 Evans Ave., Chicago
Prin. D.K. Cherry	Chicago-Personally	Kitrell College, N.C.



Give a list of the scholarships or fellowships you have previously held or now hold:

None

Present position? Fort Valley, Ga. From Sept 1929 To July 1932 Salary? \$950. per year

Do you seek further training for this or another position? This position What and where? Fort Valley, Ga.

Have you positive assurance of a position after completion of further study?

If so, what is the position?

By whom is assurance given?

What course of study do you wish to take? English Major

For what degree are you working? Master of Arts

What institution offers best opportunity for this study? The University of Chicago

When does the course begin and when does it end? Oct. 1932-Aug. 1933.

Have your credits been accepted without condition? Credits not submitted.

Courses you propose to take:

Major English

Minor Education

What financial assistance can you depend upon from present employer, school, family, or organization?

None

If you are a student and employed outside of school, how many hours per day do you work?

What are they?

Where employed? How much do you earn?

Will this continue? How long?

What is the total amount required for the proposed period of study? \$600.

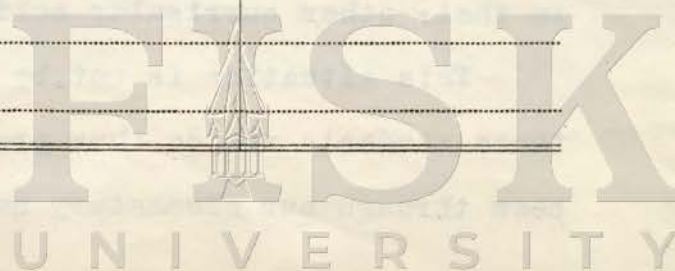
How much can you provide? \$100.

SUBJECTS STUDIED SINCE COMPLETION OF HIGH SCHOOL

Please group courses by subjects, such as English, Science, History, etc.

Name of Subject	Institution (school or college)	Number of Semesters	Year
English	Crane Junior College	5 sem. 8 courses	1925-1927
French	" " "	4 sem. 4 courses	" "
History	" " "	4 sem. 4 courses	" "
German	" " "	2 sem. 2 courses	" "
Spanish	" " "	1 sem. 1 course	" "
Psychology	" " "	1 sem. 1 course	" "
Journalism	" " "	2 sem. 2 courses	" "
Gymnasium	" " "	3 sem. 3 courses	" "
Public Speaking	" " "	1 sem. 1 course	" "
Econ. Geog.	" " "	1 sem. 1 course	" "
English	University of Chicago	7 quarters-8 majors	1927-1929
Education	" " "	5 " 6 majors	" "
French	" " "	1 quarter 1 major	" "
Philosophy	" " "	1 quarter 1 major	" "
Sociology	" " "	1 quarter 1 major	" "
Religion	" " "	4 quarters	" "
History of Art	" " "	1 quarter 2 majors	" "

(OVER)



In addition to filling out the application blank, we are asking that you write an essay of not more than five hundred words, stating the major problem in your field, as you see it, and your reason for believing that additional training will enable you to help solve that problem, or, at least to make a contribution as a result of a wider experience. (Please use pages 5 and 6 for this essay.)

During the last three years, I have found that the teaching of English presents many problems, and that my basic problem lies in the retardation in the subject of the majority of my students. Practically half of my students enter our high school department sufficiently equipped to continue their history, mathematics, and other subjects, but when they enter the English class I find them without a knowledge of even the fundamentals of English. Thus, it becomes necessary to lay aside my program for high school English and dwell upon those rudiments which most of the students have not previously been taught. Obviously it would be a foolish gesture to attempt to inculcate ideas of sentence structure and paragraphing in the minds of students who do not know the process of conjugating verbs and who cannot distinguish and classify words by their use in sentences. It is easy to see that such students will miss much of the more advanced work which they ought to be getting while they are learning what should have been taught them in the 6th, 7th, and 8th grades.

This lack of training in English fundamentals not only affects the student's English work, but is much more far reaching, for in formal discussions of teaching problems in faculty meetings, instructors of various subjects are constantly complaining that many of their students cannot read and adequately interpret lessons assigned them and that in written work the spelling, choice of words, and forming of sentences are far beneath the high school standard. One can easily see, then, that these children who are crippled in English are also seriously handicapped in their other curricular activities.

This situation is not, by any means, the fault of the school, for those students who do show proficiency in the subject are those who have been through our elementary and junior high school departments. It must *be*

noted, however, that the majority of our students come into our high school from other institutions and it is for them that the remaining students must be held back. However, it does no good to try to place the blame. The problem is to find a remedy for the situation. Of course, we cannot control the teaching process in all the schools from which our students come so we must therefore plan for them after they reach us. I feel that we should modify the present routine as it advances one group of students while it impedes the progress of others. I am anxious to find some means by which I may carry on the work of both groups of these students with no loss of time to either group.

The problem of retardation is just one of the problems of the English curriculum, and it is for the purpose of solving them that I wish to take graduate work in English. I am aware that the routine of graduate study affords opportunity for students of experience to come together and discuss problems which are common in their chosen field. Graduate study also affords opportunity for discussing and thrashing out those broader problems of English teaching: the teaching objectives, where to place the emphasis in English instruction, and, of course, the best methods of presenting the material selected for English instruction. Yet another advantage of graduate study which I wish to mention is the broader knowledge of the subject itself which may be gained. In one's undergraduate work, the course of study is divided among various courses while at the graduate level one may concentrate upon his chosen field. I feel that my work has been constructive during these three years, but I am convinced that it could be made more effective by a still broader knowledge of the field, with further study of methods of teaching the subject, and through contact with others who are teaching the subject and who are facing similar problems, to say nothing of fitting myself to meet the rapidly changing and rising standards of requirements of teachers.

JULIUS ROSENWALD FUND
900 South Homan Avenue
Chicago.

CONFIDENTIAL

YEAR 1932-1933

Name Percia Carter
Address University of Chicago
Present Address Fort Valley High and Industrial School, Fort Valley, Ga.
Occupation Teacher of English
Plan. Wishes to secure M. A. Degree

Comments Ph. B. University of Chicago

Applicant's References Principal H. A. Hunt of the Fort Valley High and Industrial School.

Other References _____

Action of Standing Committee April 2, 1932 - \$500



SCHOLARSHIP

April 20, 1932

My dear Miss Carter: I have the honor to inform you that at a meeting of the Committee on Fellowships of the Julius Rosenwald Fund, you were awarded a grant of \$500 to study English during the year 1932-1933.

It is our understanding that you plan to study at the University of Chicago.

Further correspondence concerning your work, the procedure in payments on the fellowship, and other details should be carried on with Mr. George R. Arthur of this office.

The Trustees and Officers of the Fund take much satisfaction in being able to cooperate with you in your plans for further study.

Very truly yours,

ERE:VH

ERWIN R. ENRIST

Miss Percia V. Carter
~~Fort Valley High and~~
Industrial School
Fort Valley, Georgia

FISK
UNIVERSITY

MAY 7 1932