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MADISON, GEORGIA

October 11, 1935

Fair Play (4th)

7 up 86
10/25/35

	SE	10/14	SE	.

Miss Dorothy A. Elvidge
4901 Ellis Avenue
Chicago, Illinois

Dear Miss Elvidge:

We paid Mr. Ralph Gaskins \$47.50,
Miss Ruth Lockman \$40.00, and Allie B. Cheney \$12.50.
We will pay Allie Cheney \$25.00 per month. She taught
only two weeks during the month.

I wish to assure you our co-operation
in this work.

Yours truly,

J. E. Owen

OCT 15 1935

FISK
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NRS
SIMON STUDY

Fair Play (Gen)

2

October 11, 1935

Dear Miss Lockman and Mr. Gaskins: Enclosed you will find
cards allowing you a
10 per cent discount on purchases made at Sears, Roebuck
and Company. You are privileged to obtain this discount
at both the retail store and the mail-order house. These
cards allow for cash purchases only.

When I applied for
these cards, I assured the Company that these cards would
be used for purchases for the school and personal items.
Please be sure that you do not abuse this courtesy.

Very truly yours,

JAMES F. SIMON

JFS:rm

OCT 15 1935

Miss Ruth Lockman
Mr. Ralph Gaskins
Fair Play School
Rutledge, Georgia

FISK
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NRS
SIMON STUDY

7 up 56
10/10/35

Fair Play school
(Gen)

P

September 18, 1935

Dear Mr. Owen: We should appreciate receiving from you, at the first of each month, a statement showing the amount of salary paid during the preceding month to Mr. Ralph E. Gaskins, Miss Ruth Lockman, and Miss Allie B. Cheney.

Mr. Gaskins and Miss Lockman are teaching at Fair Play, Georgia, and Miss Cheney is teaching in the Negro school at Chestnut Hill.

Thank you very much.

Very truly yours,

DOROTHY A. EIVIDGE

DE:LJ

Mr. J. E. Owen
Superintendent of Schools
Madison, Georgia

SEP 19 1935

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NRS
SIMON STUDY

Rutledge Ia

Nov. 27-1935-

Julius Rosanwald Fund, Fair Play School
#901 Ellis Ave.
Chicago Ill.

Dr. Embree Pres.

Dear Dr Embree:

This letter is an effort to reach the
Rosanwald Fund, thru you from The
Fair Play Woman's Club, its school and
community.

First we want to thank you, and let you
know how very deep our appreciation is,
for what you have done and are doing for
our school and community thru your exposure
and teachers, helping us to see, and a-
waking within us perhaps things we would
have never been or awoke to the realization of.
we don't only see the change it is bringing
to our school children, but feel it within our
selves also. I am sure we will never be
satisfied again to just send our children
to school, but shall always go after the

Best for them, just as we know we are getting now.

We very much desire a teacherage for our teachers. Our Patrons will be more than glad to furnish enough logs, for the framework and the outside of the building and do all the work, we are asking your help for this. If you can and will help us, just what can we expect from you? And what would be your requirements from us?

We have had a Government Project pending since May 25th last, to remodel our school building which is in had need of Paint, Covering, a well, etc. Our Patrons subscribed \$400.00 to this we feel like this is all the money we can raise from the community at this time we are all farmers of course you read about how much money farmers are now making this is greatly overrated at least in this part of the country, while it is true we are doing some better, we all have hideous back debts to take care of that have piled upon us in the past six years. Our woman's Club is putting forth every

effort to help the Rosanwald Fund make
 Our School and Community to be one that
Will be read about in the future, one that
 our County and State will be glad to own.

We all greatly enjoyed the visit from
 Mr. & Mrs. Jim Simon and Mrs M. Reiser, who
 visited us last week, and are looking forward
 to a visit from you and other members
 of the board at any time you can
 visit us.

Very truly yours,

Mrs. G. G. Adair, Pres.
 Fair Play women's Club.
 Rutledge Ga
 R. F. D. 2.

NRS
SIMON STUDY

Fair Play School
(Yen)

P
December 10, 1935

My dear Mr. Owen: I have received only one
report from you of the salary
paid Mr. Gaskins, Miss Lockman and Miss Cheney, which
was, I believe, for the month of September. May I
have a report for the months of October and November
and one at the close of each month from now on?

I should appreciate a reply by
the fifteenth of this month.

Very truly yours,

DAE:MVG

Mr. J. E. Owen
Board of Education
Morgan County Public Schools
Madison, Georgia

DOROTHY A. ELVIDGE

DEC 11 1935

FISK
UNIVERSITY

NRS
SIMON STUDY

Fair Play School

December 13, 1935

Dear Mrs. Adair: I have read with much interest your letter of November 27. I have postponed a reply until I could discuss the matter with my associates in the office.

First, let me tell you how much we have all enjoyed our association with you and your neighbors in the Fair Play community. I believe that under the brilliant direction of Miss Lockman and Mr. Gaskins you now have one of the finest schools to be found in any rural community in the South.

As to the teacherage we are, of course, very much interested. The fact that the community is willing to do as much as it can, both in money and in labor and materials, impresses us very favorably. Mr. Simon is keeping in touch with your plans and efforts. Without making any specific commitment, I feel sure that we can help in this matter so that between us all we can bring into being a teacherage which will add so much to the school and community. With continued interest in the fine work your community is doing,

Very truly yours,

ERE:GS

EDWIN R. EMBREE

Mrs. G. G. Adair
Fair Play Woman's Club
R. F. D. 2
Rutledge, Georgia

DEC 17 1935.

FISK
UNIVERSITY

H. C. McWHORTER, PRESIDENT
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C. W. IVIE, APALACHEE, GA.

7 am Play (over)
MADISON, GEORGIA

December 13, 1935

Miss Dorothy A. Elvidge
Comptroller Rosanwald Fund
4901 Ellis Avenue
Chicago, Ill.

Dear Miss Elvidge:

Please forgive me for overlooking the reports to you. I do not think this will happen again.

October salaries were paid November 5.

R. E. Gaskins received \$47.50, Ruth Lockman \$40.00, and Allie B. Cheney \$25.00.

November salaries were paid December 3.

R. E. Gaskins received \$47.50, Ruth Lockman \$40.00, Allie B. Cheney \$25.00.

December salaries will be paid December 21.

R. E. Gaskins will receive \$47.50, Ruth Lockman \$40.00, and Allie B. Cheney \$25.00.

Yours very truly,

J. E. Owen

FISK
UNIVERSITY

DEC 17 1935

P

DE	12/16	DE	0

*7 am P.D. 12/28/35
Make a copy from showing no bal. paid.*

Lesson 2 - Activities

NRS

SIMON STUDY

Fair Play School
(Gen)

ITINERARY SERIES

Fairplay One-Teacher-Experimental School

Division of Negro Education
State Department of Education
Atlanta, Georgia

- 1935 -

Oct 3 1 1935

FISK
UNIVERSITY

SUBJECT: Report of Visit to Fairplay

Date: September 11, 1935

Arrived at Madison, Georgia at 10:30 o'clock.

Conference with Superintendent Owen. He made us a diagram of the trip from Rutledge to Fairplay, including Fairplay white and colored schools and the Adair residences. Advised us to see Miss Lockman.

We stopped by school. Children were outside with Miss Lockman. Miss Lockman advised that we go by to see Mrs. Modelle Adair concerning the living quarters of Miss Cheney. She told us of Aunt Becky.

Met Mr. Goskins.

Both Miss Lockman and Mr. Goskins offered to help Miss Cheney in any way possible.

We found the Adair place. Met Mr. and Mrs. Adair. Fine people.

Mrs. Adair went with us to five (5) places in search of a desirable place for Miss Cheney.

1st. - Aunt Becky. Two (2) miles from school - Not home.

2nd. - Luvenia Ponder. Mother had two sons. They had a private room. Mother had two (2) beds in her room. Suggested arrangement with teacher sharing one(1) of the beds in her bed room. Wouldn't work.

3rd. - Family named Bertha. Could get separate bed room, but they might move Christmas. This place farther from school than the second home (Ponders).

4th. - Another very close to school. Plenty of room. Man living alone. Mrs. Adair said that he perhaps could be moved if teacher would live alone. I spoke up and said I felt that would not do.

5th. - The Elders (young married couple) had three rooms. No fire place in extra room. Had to pass through desirable room (room with fire place) to get to kitchen. That was undesirable.

Returned to white school. Just being dismissed. The five (5) of us talked over each case carefully, and decided that the nearest place to be found with a private room was with the young married couple; although the teacher was obliged to consider the room which offered privacy, but had no fire place. She decided to prepare her own meals.

I asked Mr. Goskins his idea of room rent with fuel(wood). He and the others thought \$2.00 a month fair and just. Since the teacher would have to furnish her heater under this arrangement, she will get a reasonable one upon which she may cook. She will furnish the coal. This was, too, a joint decision.

Mrs. Adair talked to the landlord about cutting of hole for heater pipe. Permission given.

We returned to the place under consideration. Talked plan over with husband and wife. They asked us to set price. Price settled upon agreeably - that of \$2.00.

Helped to take in Miss Cheney's baggage.

Miss Cheney enjoyed hot soup with me from thermos in car.

Conference after lunch, brought out her need of material:

1. Conduct of Nursery School
2. One-Teacher School Program
3. Adult Education
4. Showed her important items in Suggested Program for Teacher Training for Rural Schools

Showed Miss Cheney and explained briefly some high points of program making in one-teacher schools.

Talked of surveys - showing several different outlines. Did not dwell on this as I was not sure whether supervisor would be entirely guided by Mr. Goskins.

Needs

1. Testing at opening of school.
2. Would like to be with her when she classifies pupils on basis of tests and starts out teaching on this basis.

SUBJECT: MONTICELLO and FAIRPLAY ONE-TEACHER-EXPERIMENTAL SCHOOL

Date: October 15, 1935

In preparing for these and further trips, certain purchases were made for demonstration purposes, as I go along. Therefore, paint brushes, a hammer, saw, chisel, a coping saw and blades were purchased at low cost. These things were stored in the car as a part of the permanent travelling outfit.

The Atlanta Constitution office gave me a roll of unprinted news and the price per pound was very reasonable - five (5) cents per pound. This paper and a jar of clay paint was added to the travelling materials.

A box as work bench, sample of a keg chair under construction, a side of large card board box, to be used as an easel for clay painting; and an additional ten-cent (10¢) social studies and elementary science readers for book exhibition were also included.

Arrive too late for county teachers' meeting. Remain over night.

October 16, 1935

Two hour conference with supervisor and teachers next (Tuesday) morning.

During conference the fact that the rural teacher is a social worker was impressed on the teachers; Vitalized and Progressive Outlook and Teaching should Lift the Standards of Living in the Community in which the School is Located, was re-emphasized.

The mimeographed material was explained, the daily program with emphasis on teaching reading was stressed. Emphasis on the technique for teaching children to read in the primary grades with an eye to certain discriminations so as to apply appropriate techniques for certain reading content; the need of children's practice of well-

planned seat work; the necessity of individualizing the teaching more and more; how the Dalton Plan grew out of a rural situation; and how the individualization of instruction in cities is taking on the set up and complexion of the rural school situation. This is emphasized in the fact that altho one in a city school is supposed to have only one grade; the children's abilities vary to the extent that some are found to be far above, and far below the standard set for this grade in the various content fields.

The Ten Cent (10¢) social science and elementary science unit readers were on exhibition, and examined by the supervisor and teachers. The teachers' attention was called to their value in practical units.

The Ten Cent (10¢) practice books in the various subject matter fields, were also on exhibition.

BOOKS AT FIFTEEN CENTS EACH, OR TEN CENTS IN BULK
American Education Press, Inc.
40 South Third St., Columbus, Ohio

Unit Study Readers
Graded Series

First Grade Reading Level

How We Travel (No. 101)
Policemen (No. 102)
Firemen (No. 103)
Keeping Our City Clean (No. 104)
The Dairy (No. 105)
Farm Animals (No. 106)
Pets (No. 107)
The Circus (No. 108)
Our Houses (No. 109)
How Animals Travel (No. 151)
The Story of Seeds (No. 152)
The Zoo (No. 153)
Animal Families (No. 154)
Birds and Their Babies (No. 155)

Second Grade Reading Level

Your Shoes (No. 201)
The Story of Milk (No. 203)
Plants that Give Us Food (No. 204)
Clothes (No. 205)
Man's Animal Helpers (No. 206)
The Post Office (No. 207)
Animals and Their Babies (No. 208)
Eskimos (No. 209)
Cowboys (No. 210)
Where Animals Live 9 (No. 251)
Men and Animals, Long Ago (No. 252)
Life in the Sea (No. 253)
Sun, Moon, and Stars (No. 254)
Simple Machines (No. 255)

Third Grade Reading Level

Trains (No. 301)
The Story of Flying (No. 302)
Boats (No. 303)
The Story of Bricks and Glass (No. 304)
The Story of Heat (No. 305)
The Story of Paper (No. 306)
Pets at School (No. 307)
The Story of Coal (No. 308)
Navajo Indians (No. 310)
The Story of Frogs (No. 351)
Protection in Nature (No. 352)
The Seasons (No. 353)
How Birds Live (No. 354)
What Animals Eat (No. 355)

Fourth Grade Reading Level

The Vikings (No. 401)
The Greeks (No. 402)
Life in Hot, Dry Lands (No. 403)
Silk (No. 404)
The Romans (No. 405)
Beginnings of Trade (No. 405)
Time (No. 407)
Light (No. 408)
Communication (No. 409)
Egyptians (No. 410)
Electricity and Magnets (No. 451)
Indoor Gardens (No. 452)
Beets and Ants (No. 453)
Soil - Its Source and Uses (No. 454)
Water - Its Sources and Uses (No. 455)

Fifth Grade Reading Level

The Story of Knighthood (No. 501)
Early Explorers (No. 502)
Colonial Life (No. 503)
Winning the West (No. 504)
Transportation (No. 505)
Cotton (No. 506)
Corn (No. 507)
Rubber (No. 508)
Growth of Cities (No. 509)
The Story of Irrigation (No. 510)

Sixth Grade Reading Level

How the World Trades (No. 601)
Inventions - How They Help Us (No. 602)
Japan Today (No. 603)
Lumber (No. 604)
Cereals (No. 605)
Money (No. 606)
Homes (No. 607)
Fisheries (No. 608)
The Newspaper (No. 609)
Modern Explorers (No. 610)

Showned work bench made from wooden box; and child's chair made from mail keg. The latter being useful in informal reading corners we are creating as we go.

SUBJECT: - Fairplay One-Teacher-Experimental School

Date: October 16, 1935

The trip to Fairplay was very gratifying. The atmosphere of the school was that of freedom, and at-homeness. The environment of the church was transformed into a place of abode, a happy and profitable living together of children and teacher.

There were thumb tacked to the wooden walls reading and number racks of wrapping paper; sentence and phrase strips on home life; charts of wrapping paper on Home Duties, What Mother Does, What Father Does, Etc. The furniture, the doors, windows, etc., were signified by printed labels.

There was a bulletin board. On it was the clever and economical device of housekeeper's notice. This device is such that the foundation is permanent, with slits, whereby the names are inserted as the responsibilities shift from pupil to pupil.

There was a Library Corner set up. During my visit a board was found and laid on top of two church benches. Thus presto! A library shelf. The colorful ten cent (10¢) social science readers on the dairy, farm animals, homes, etc., brightened the shelf as they, with their colorful covers peered and beckoned the children. The Weekly Readers were hung over the church benches in the library corner. A vase of flowers made things more inviting.

It is gratifying to see that games are a very important part of the program. When I arrived at recess, the children and teacher were playing outside. Before the dismissal, they engaged in an indoor game.



Enriching Childrens' Life and Experience

During recess, the children and teacher were invited to the car, where we had some very pleasant music before going in.

Due to the two (2) brushes which I carry, two (2) children were given paper, clay paint and turned loose to paint what was in their minds on the platform. A large board was discovered later in the day, which can be used as an easel.

Conference with Teacher Brought out The Following Information

Since Miss Cheney and I had, during my previous visit, talked of need of keeping accurate record of events; and she had been supplied outlines; and been given explanations; the request for diary, and pupils' cumulative record so far developed; and any information on how the people live, etc. as the beginning of a community survey, brought forth evidence of a good start.

The school garden was also started.

The children were working in the Home Unit.

They are poor readers, and Miss Cheney is extremely conscious of this problem. With little reading material she is making a way largely by home-made materials. The enrollment was twenty-nine; the average daily attendance twenty-two. The grades represented were 1st through 4th, but the fourth grade children could not read. One of the youngest children proved to be the best reader.

Trip to Town

Went to community store and obtained card board boxes, and a cheese box top. Very grateful for we planned individual seats for the smaller children to face the bench seat as a desk for reading and seat work.

NRS
SIMON STUDY

STATE DEPARTMENT OF EDUCATION
Division of Negro Education
Atlanta, Georgia.

FAIRPLAY NEGRO SCHOOL AND COMMUNITY

1935-1936

(Gen)

SEP 3 1936

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FAIRPLAY NEGRO EXPERIMENTAL SCHOOL

1935 - 1936

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The New Stanford Reading Achievement Tests were administered in November and March of the same school term.

The test results and the teacher's observation of Fair play Negro pupils led to the organization of the school into four main groups. The pupils of these groups were re-grouped so as to receive follow-up instruction suited to their individual needs.

GROUP B

1. Fourth Grade

Earnestine Preston-----Weak in Paragraph Meaning

Tommie Preston-----Weak in Paragraph Meaning
and Word Meaning

2. Third Grade

Magnolia Parks-----Weak in Paragraph Meaning

Willie Claud Webster-----Weak in Paragraph Meaning

GROUP C

Second Grade

Irma Preston-----Weak in Paragraph Meaning

Magnolia Turner-----Weak in Paragraph Meaning

Lillie Maud Baccus-----Weak in Paragraph Meaning

Eunice Preston-----Weak in Paragraph Meaning

Irma Preston No Score

Katie Safor No Score

Mamie Lou Watts No Score

George Cash No Score

In cooperation with the State Reading Improvement Program, begun last fall, 1935 in the thirty-six Jeanes Counties, the experimental school teacher, Miss Cheney, utilized the guidance material sent her from the office, and the suggestions made during the visits of the assistant state supervisor.

STATE DEPARTMENT OF EDUCATION

DIVISION OF NEGRO EDUCATION

A ONE-TEACHER NEGRO SCHOOL EXPERIMENT

IN MORGAN COUNTY

1935 - 1936

THE SITUATION:

Fairplay, the Negro Experimental School, was taught last year by Miss Cheney, a graduate of Clark University, Atlanta, Georgia. Her selection was based on the fact that she was born and reared in a typical southern rural community in Georgia, until she went to college. She has studied methods and materials of progressive teaching, and the principles of curriculum construction at Atlanta University during the 1935 Summer School. It was, therefore, her first year to teach in this community, which, by the way, is named "Fairplay". Miss Cheney, the new teacher of Fairplay, was to be given some guidance in her work during the year.

The other schools were selected as control groups. These schools were Plain View and Almond Grove. The teacher of Plain View was selected because she had studied at Clark University two years. It was also her first year at the Plain View School. She was not to receive any guidance with her pupils.

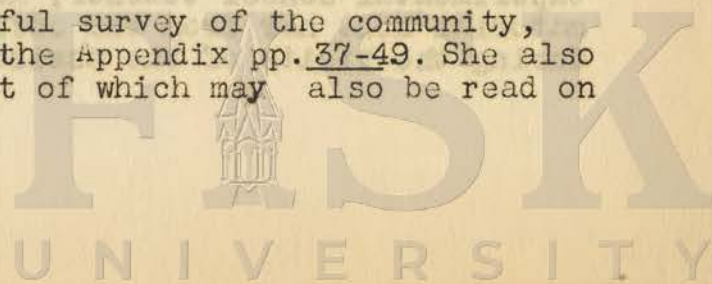
The third teacher at Almond Grove had completed the high school and holds the county license. She, like the teacher at Plain View, was to receive no guidance whatever during the year.

THE PROBLEM:

The problem was to compare the pupil-progress, if any, within these three (3) schools under the previously stated circumstances; and on the basis of the test results of each pupil in the Initial Reading Achievement Test administered on November 7, to Fairplay and Plain View pupils, and Almond Grove pupils December 2, 1935; and in the Final Reading Achievement Test - given to the three schools five months later - (due to short school terms), March 1936

PROCEDURE:

Miss Cheney made a very careful survey of the community, parts of which, will be found in the Appendix pp. 37-49. She also kept a Class Inventory, an excerpt of which may also be read on p. 41.



The greatest contribution made this, the first year, by the teacher and pupils of this school, has been the construction of worthwhile curriculum materials adapted to the needs of the children of the county. Four booklets were compiled on Rural Home and Farm Arithmetic, Our Fruit and Vegetables, Our Farm Animals, and Things We Grow On Our Farms, See pp. _____. Excellent seat work was devised with direct relationship to the Rural Home and Farm Unit reading materials in the fields of agriculture, health, social studies and science. Examples of such material may be found in the Appendix, pp. _____.

CONCLUSION:

The pupils exposed to more progressive techniques of teaching, and enriched curriculum adapted to the needs of the pupils and the community at large, show greater gains in reading achievement than the pupils in the other two (control groups).

THE TEACHER'S OBSERVATION:

"The children showed some improvement over the period of the four months between tests, but there is one striking evidence revealed. That is, the need for more speed in reading. I think, I know that to be a fact from my own observation. The use of devices to make them speed up their reading seem to make them nervous, and their reading inaccurate. With this need in mind, if they are carried forward with greater use of the suggestions for speed and comprehension, beginning with next term, one should be able to develop some fairly good readers.

"The program which we have followed for the term has proved to be one of the finest for the meeting of the needs of these rural children.

"Most of my pupils did not get full advantage of the time between tests, because of the severe weather, which caused most of them to lose at least a month of the school term. These are merely some of my personal considerations which I mention."

Allie B. Cheney
One-Teacher Experimental School
Fairplay, Georgia



The greatest contribution made this, the first year, by the
teacher and pupils of this school, has been the construction of
worthwhile curriculum materials adapted to the needs of the chil-
dren of the country. Four booklets were compiled on Rural Home and
Farm Arithmetic, Our Fruit and Vegetables, Our Farm Animals, and
Things to Grow on Our Farm, 200 pp. Excellent best work was

State Department of Education, Division of Negro Education

1935-1936

CONCLUSION:

The pupils exposed to more progressive techniques of teaching
and enriched curriculum adapted to the needs of the pupils and the
community at large, show greater gains in reading achievement than
the pupils in the other two (control groups).

THE TEACHER'S OBSERVATION:

"The children showed some improvement over the period of the
four months between tests, but there is one striking evidence re-
vealed. That Subject Matter Adapted to Rural Life
know that to be a fact from my own observation. The use of de-
vices to make them speed up their reading seem to make them bet-
ter, and their reading improved. With this need in mind, it
they are carried forward to the suggestions for
good and comprehension, beginning with next term, one should be
able to develop some fairly good readers."

Teacher and Pupils

of

Fairplay Negro School

"Most of my pupils between tests, because of the severe weather, which caused most of
them to lose at least a month of the school term. There are
merely some of my personal observations which I mention."

Allie B. Gheney
One-Teacher Experimental School
Fairplay, Georgia

Picture of
the
Mule

The Mule

The farmer has a mule. The mule helps him plow and carries him to town. He plows the corn, plows the cotton, and plows the garden. The farmer's little boy sits on his back and goes to the store for the farm.

I. Our Farm Animals Booklet

by Pupils

and

Teacher

of

Fairplay School

Fairplay, Georgia

1935-1936

The farmer has a cow. The cow gives the farmer's family sweet milk and butter to drink and eat. The cow gives us beef too. The farmer sells the hide to make shoes for us to wear.

Picture of
the
Hog

: : : : : : : : : : : :
: : : : : : : : : : : :
: Picture of : : : : : :
: the : : : : : :
: Mule : : : : : :
: : : : : : : : : : : :
: : : : : : : : : : : :

The Mule

The farmer has a mule. The mule helps him plow and carries him to town. He plows the corn, plows the cotton, and plows the garden. The farmer's little boy gets on his back and goes to the store for the farmer.

: : : : : : : : : : : :
: : : : : : : : : : : :
: Picture of : : : : : :
: the : : : : : :
: Cow : : : : : :
: : : : : : : : : : : :
: : : : : : : : : : : :

The Cow

The farmer has a cow. The cow gives the farmer's family sweet milk and butter to drink and eat. The cow gives us beef too. The farmer sells the hide to make shoes for us to wear.

: : : : : : : : : : : :
: : : : : : : : : : : :
: Picture of : : : : : :
: the : : : : : :
: Hog : : : : : :
: : : : : : : : : : : :
: : : : : : : : : : : :

The Hog

The hog gives the farmer meat and lard and sausage. Little pigs have mothers.

Picture of

the

Dog

Tip

This is my dog. His name is Tip. Tip is a funny dog. He brought me a rabbit. If something comes to our house at night Tip barks.

Picture of

the

Cat

The Cat

The cat helps the farmer. He catches the rat that eats the farmer's chickens and other things too. Sometimes the cat catches birds and rabbits for the farmer's dinner. The farmer feeds his cat milk and bread.

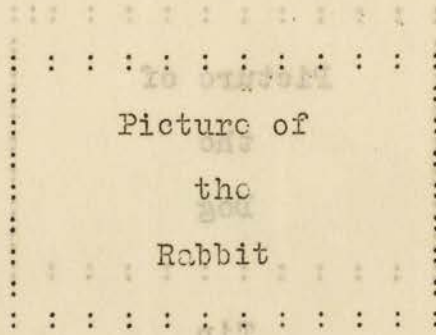
Picture of

the

Squirrel

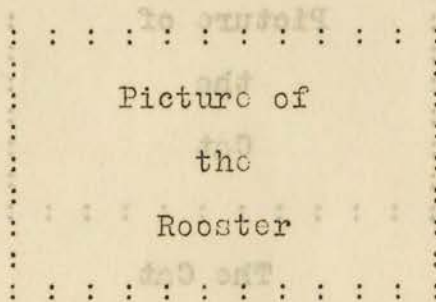
The Squirrel

The squirrel saves nuts for the winter. He digs a hole in the ground and puts nuts in it. When the cold days come and food is hard to find, he goes to the hole and gets a nut to eat.



The Rabbit

The rabbit is good to eat. He is a good pet too. I have one at home. He is a very fine animal. I feed him every day before going to school. I like him and he likes me.



The Rooster

The rooster lives on the farm. They eat grain and insects too. He will not let the farmer sleep too late. He crows early in the morning when it is time to get up.

: : : : : : : : : : : :
: Picture of :
: the :
: Hen :
: : : : : : : : : : : :

The Hen

I have a hen. She gives me eggs for breakfast. She is a good hen. She picks the insects that harm the farmer's crop. Don't you think she is a good hen? I feed her and give her fresh water every day.

: : : : : : : : : : : :
: Picture of :
: the :
: Mouse :
: : : : : : : : : : : :

The Mouse

Cats catch mice to eat. They live where corn is kept. They get in your house. You can hear them playing at night. Sometimes they get into the food and sometimes the cat catches them.

: : : : : : : : : : : :
: Picture of :
: the :
: 'Possum :
: : : : : : : : : : : :

The 'Possum

You can do what you may with a 'possum. When he sees someone, he gets ashamed. When a dog gets at him, he will try to get away. My father caught a 'possum and we ate him.

Picture of
the
Hen

The Hen

I have a hen. She gives me eggs for breakfast. She is a
good hen. She picks the insects that harm the farmer's crop.
Don't you think she is a good hen? I like her and give her fresh
water every day.

2. Rural Home and Farm Arithmetic

By Pupils and Teacher of Fairplay School

Fairplay, Georgia

1935-1936

The Mouse

Cats catch mice to eat. They live where corn is kept.
They get in your house. You can hear them playing at night.
Sometimes they get into the food and sometimes the cat catches
them.

Picture of
the
'Possum

The 'Possum

You can find 'possums in the woods. When he sees
someone, he gets scared. When a dog gets at him, he will try to
get away. Father caught a 'possum and we ate him.

(1). The farmer has 10 acres in cotton, 16 acres in corn, and 12 acres in oat. How many acres has he in cultivation?

(2). A farmer has 749 acres of land and sells 375 acres. How many acres has he left?

(3). If you sell tomatoes for \$3.65 and beans for \$4.50, what will you get for the sale?

(4). How much are 2 quarts of strawberries worth at 10¢ a pint?

(5). What will 3 gallons of milk be worth at 10¢ a quart?

(6). What is the value of a 500 pound bale of cotton at $12\frac{1}{2}$ cents a pound?

(7). What is the cost of 325 acres of land at \$9.00 an acre?

(8). If a farm of 775 acres is divided equally among 5 persons, how many acres will each get?

(9). At 75 cents a cord, how much will a hired man earn in a day if he cuts $2\frac{1}{2}$ cords?

(10). What will 50 eggs cost at 35 cents a dozen?

(11). At 60 cents a hundred, what will you get for picking 350 pounds of cotton?

(12). How many yards are there in 345 feet?

(13). If a bushel of corn weighs 60 pounds, what is the weight of a peck?

(14). My mother has two guests for dinner and there are already three in the family. How many spoons should you put on the table if each person needs two spoons?

(15). Mother has three beds. Each week she washes one sheet for each bed. How many sheets does she wash each week?

(16). If 2415 tulip bulbs were planted in 23 equal rows, how many bulbs were put in each row?

(17). If corn is sixty cents a bushel, what is the cost of twenty-five bushels of corn?

(18). If cotton sells at twelve cents a pound, how much money should your father get if he sells a bale of cotton weighing four hundred and fifteen pounds?

- (1) The farmer has 10 acres in cotton, 10 acres in corn, and 10 acres in oats. How many acres has he in all?
(2) A farmer has 750 acres of land and sells 375 acres. How many acres has he left?
(3) If you sell tomatoes for \$3.65 and beans for \$4.50, what will you get for the sale?
(4) How much are 3 quarts of strawberries worth at 10¢ a pint?
(5) What will 3 gallons of milk be worth at 10¢ a quart?

3. Things We Grow On Our Farms

A Booklet

by

Pupils and Teacher

of

Fairplay School

Fairplay, Georgia

1935-1936

- (6) What is the cost of 300 acres of land at \$2.00 an acre?
(7) If a farm of 750 acres is divided equally among 5 persons, how many acres does each person have?
(8) At 75 cents a bushel, how much will a bushel of corn be worth?
(9) What will 50 bushels of corn be worth?
(10) At 60 cents a bushel, what will you get for picking 350 bushels of cotton?
(11) How many yards are there in 345 feet?
(12) If a bushel of corn weighs 50 pounds, what is the weight of a peck?
(13) My mother has two guests for dinner and there are already three in the family. How many guests should you put on the table if each person needs two spoons?
(14) Mother has three beds. Each week she washes one sheet for each bed. How many sheets does she wash each week?
(15) If 1000 bushels of corn were planted in 25 equal rows, how many bushels were put in each row?
(16) It costs 10 cents a bushel, what is the cost of 20 bushels of corn?
(17) Cotton sells at twelve cents a pound, how much money should you get if you sell a bale of cotton weighing 100 pounds and fifteen pounds?

Picture of

the

Cotton seed

The Cotton seed

People have to work hard in the spring to get the cotton seeds in the ground. They first plow the ground well. Then they plant the cotton seeds. And before long the little plants peep out of the ground. Then men, women and children chop the cotton well with hoes, and the men plow the ground. Before long blooms come. When the bloom gets three days old, it falls to the ground. Now the men, women and children get a little rest until the cotton is ready to pick.

Picture of

the

Cotton Bloom

The Cotton Bloom

When the cotton blooms, the blooms look like flowers. The first day blooms are white; on the second day they are pink. On the third day they fall off on the ground, and there is a little green ball in its place.

Picture of

the

Cotton Ball

The Cotton Boll

Cotton bolls are three, four or five sided. The bolls are green. Day by day they grow larger. When they are ready to open they turn brown. When the bolls open they are full with fluffy white cotton.

: : : : : : : : : : :	: : : : : : : : : : :
: Picture of	: Picture of
: the	: the
: Open boll	: Cotton in the basket
: : : : : : : : : : :	: : : : : : : : : : :

Cotton Picking

After the bolls are open, men, women and children go to the fields and pick the cotton. Sometimes it is so hot that they go to a tree and sit down and rest. After they are rested they go back to picking cotton. The men have on sun hats and the women too. Women pick 302 pounds a day. Some men can pick 400 pounds a day. When the sacks are full they carry them to the baskets. Later on the wagon is ready to carry it to the gins. Here the seeds are taken out of the lint and the lint is made into large bales.

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: Cloth	: Cloth
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Cotton at the Factory

After the bolls of cotton go to the factory to be ginned. When it goes to the factory it is woven into thread. Then the thread is made into cotton cloth. Many years ago people used to weave their thread with spinning wheels. But today they found machines could go faster.

: : : : :
 Then it grows and grows until it is ripe. Then the men and
 children pull the cotton and carry it to
 the barn. When the corn is ripe, they pull the corn and haul it
 to the city with mules and wagons. They feed some of the mules,
 pigs and chickens. They carry some to the mill and grind it into
 meal. The farmer's wife makes Johnny cakes, and some
 of the corn is sent to the factory to be made into corn
 flakes.

Cotton Clothes

Children wear clothes made of cotton, cotton dresses and
 underwear. Little school girls wear cotton clothes. Some of
 them wear cotton underclothes, stockings, caps and coats too.
 They all like them because they are cool and can be washed and
 kept clean.

Other Uses of Cotton in the Home

Cotton is used in many ways in the home. Mother makes her
 quilts of cotton. This is the way she makes them. She pats the
 cotton until it is soft and flat. Then she puts it in the quilt
 and sews it with a needle. We have cotton mattresses, cotton
 pillows, and cotton sheets. We have cotton towels.

Father has a cotton coat and cap. Baby has a cotton coat,
 a cotton cap and a soft white cotton bib. Cotton clothes are
 very soft and warm to the baby.

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 : Picture of :
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 : Corn :
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Corn

First the corn is planted. Men and boys plant corn. When
 the corn comes up, sometimes crows eat some of it. Then the men
 and children go to the field. Some dig holes, some drop the corn
 and cover it. Then they plow. Then they put soda on the corn.

Picture of
some
Oats

Picture of
some
Wheat

1913-14

ut. When spring comes the
until it gets ripe. When
er cuts the wheat and
he mill to be made into
ake for the family to eat.
o cereal.

Sugar Cane

We like to raise sugar cane on the farm. We plant the cane in the spring. The cane is planted in rows. It grows higher than a man's head. When it is very ripe, it is very sweet. I like to eat it. We pull the cane and head it on wagons. The cane is very hard. The cane is very round. Two big rollers crush the cane and the juice comes out. This juice is put over the fire in a big pan and cooked until it is syrup.

Potatoes

We raise many potatoes on the farm. Sometimes we plant the potatoes in a bed and the slips come up. Some farmers buy the slips. The potato is a kind of vegetable. They make good pies and custards. Potatoes are very sweet when baked. They grow best in gray land or sandy loam.

Peas

People plant peas in the spring. They plant the peas in rows. The peas grow very fast. Peas grow in bunches. When they are ripe, the farmer's child can pull them up and have them in the can to eat. When they are ripe, we like to eat them and put them into soup. In winter we like to eat them and use them to make butter.

We grow peas on the farm. The farmer plants the peas in the spring. When the vines get large enough sometimes he cuts them for hay to give the cows and mules in the winter, when there is not much food in the pasture. Sometimes he lets the peas get ripe and picks them from the vine. Some peas are thrashed and sold, and some are kept to eat and to plant again.

Picture of

Sugar Cane

Sugar Cane

We like to raise sugar cane on the farm. We plant the cane in the spring. The cane is plowed and soon it grows higher than a man's head. When it gets ripe, it is very sweet. I like to chew it. We pull the fodder, cut the cane and load it on wagons to carry it to the mill. The mules go round and round. Two big rollers crush the cane and the juice pours out. This juice is put over the fire in a big pan and cooked until it is syrup.

Picture of

Peanuts

Peanuts

People plant peanuts in spring. First they plow the ground and then they plant the peanuts. The peanuts come up. The farmer plows the ground and they grow very fast. Peanut vines grow in bunches, and the peanuts grow under the ground. When they are ripe, the farmer's children pull them up and leave them in the sun to dry. When they get dry they pick them off, wash them and put them into sacks. In winter we like to sit by the fire and eat parched peanuts. Some peanuts are carried to the factory and used to make peanut butter.

Picture of

Watermelon

The Watermelon

We plant watermelons in the spring. When they come up the farmer works them, and they grow and grow. Sometimes the vines cover the ground. Soon little baby watermelons grow on the vines. They grow and grow until they get large and ripe. Then the farmer gathers them. He takes some to town to sell and he leaves some at home for the family to eat.

Our Fruits and Vegetables

A Booklet

by

Pupils and Teacher

of

Fairplay School

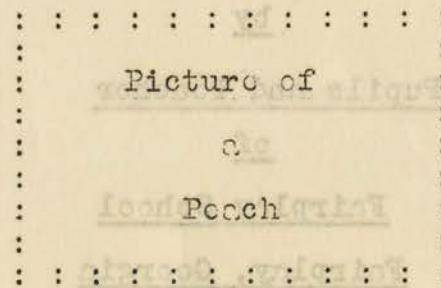
Fairplay, Georgia

1935-1936



The Pear

The pear is a good fruit. It grows on a tree. Some pears are yellow and some are red and green. My mother cans pears, preserves, and makes some into pickle. Some pears get ripe in summer and some get ripe in the fall.



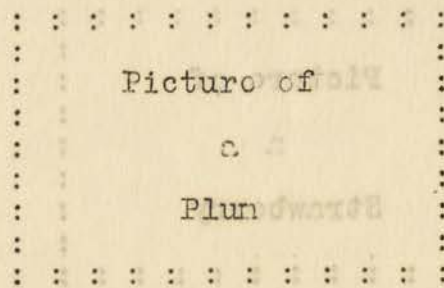
The Peach

There are many kinds of peaches, some red, some yellow and some white. I like clear seed peaches. You can can peaches to eat in winter. The farmer's wife pickles some, preserves some, and dries some of the peaches. The peach is a good fruit for people to eat.



The Apple

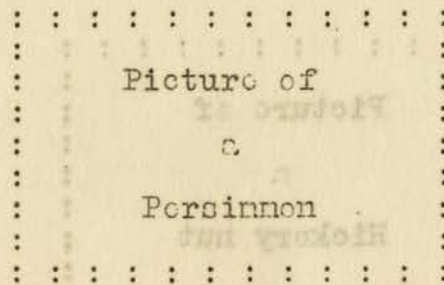
We like apples to eat. They are very good. They are very healthy for little children. We can apples for winter. We dry apples to eat in winter too. Some apples are very sour. They are called crab apples. They make good jelly.



Picture of
a
Plum

The Plum

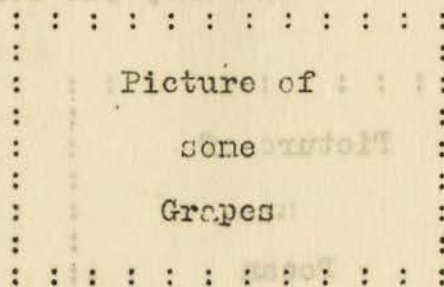
The plum is one of our fruits. Some plums are red and some are yellow. Plums grow on trees. Sometimes the trees look bushy and some are tall. They have thorns on them. People make jelly, plum pies, plum pudding, and pickle out of plums.



Picture of
a
Persimmon

The Persimmon

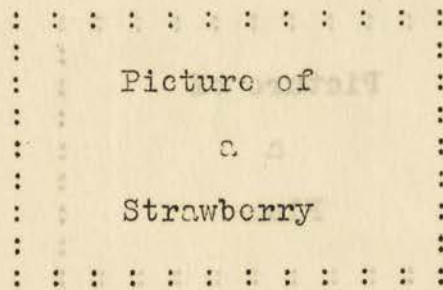
You can make persimmon bread at home. Persimmons are good to eat when they are real ripe. Possums like to eat persimmons too.



Picture of
some
Grapes

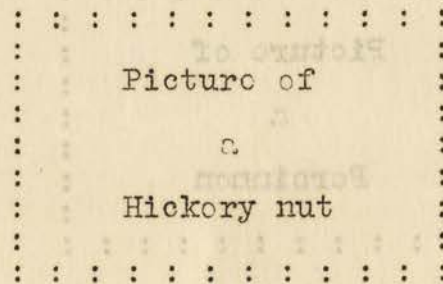
Grapes

Grapes grow at our home. I like grapes. Some grapes are purple and some are clear. They are good and healthy for children to eat. Farmers raise many grapes. Mother makes jelly from some, and father carries some to town to sell.



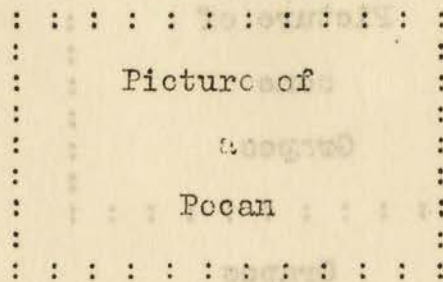
The Strawberry

The strawberry is a good fruit. Strawberries grow on vines. Some strawberries get ripe in the spring and some get ripe in summer. You can preserve strawberries for winter. Mother makes good strawberry pies. Some strawberries are sold. They make very good drinks.



The Hickory Nut

Hickory nuts grow on hickory trees. Little children like to crack them to eat goody. Squirrels like hickory nuts too. They crack some of them to eat and they put some away for the cold winter.



The Pecan

Pecans grow on trees. They are good to eat. Mother puts pecans in cakes sometimes. Pecans are used in candy too. The crows like pecans. They come to the tree and pick them with their bills.

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The Black Walnut

The black walnut grows on trees. Mother makes walnut cakes. They grow all summer. In the fall they get ripe and fall on the ground. Then the farmer's children pick them up and take them home to save and eat.

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The Cherry

I like cherries to eat. They grow on trees. Sometimes the farmer takes cherries to the city to sell. Cherries make good drinks. My mother makes cherry pies too. They are good.

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The Beet

We have some beets in our garden. They are good to eat. They are good to eat with other vegetables. Beets make very good pickle. People eat the root and throw the tops away.

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: Picture of :
: a :
: Tomato :
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The Tomato

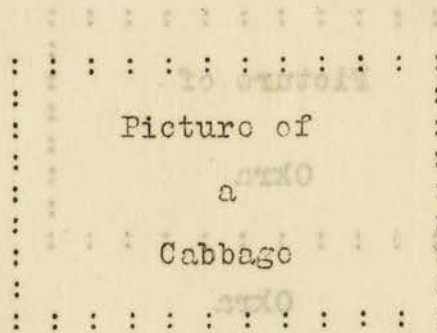
Tomatoes grow on vines. First they are green, then they turn red. They are good fried. They make good pickle and good soup.

: : : : : : : : : : : :
: Picture of :
: a :
: Pepper :
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The Pepper

People raise pepper. They plant the little seed, it comes up and the farmer plows the plant. The plant is a little bush. The pepper is first green and then it turns red. Pepper makes good pickle.

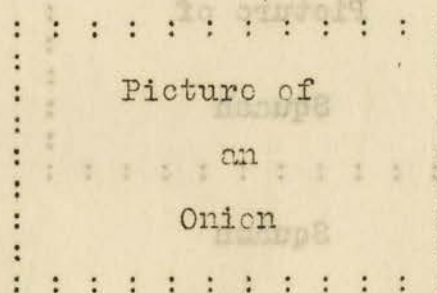
: : : : : : : : : : : :
: Picture of :
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: Turnip :
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The Turnip

I like turnips. They are healthy. They make you strong. I like fresh green turnips.



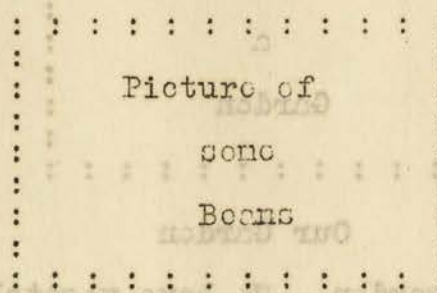
The Cabbage

The cabbage is a fine vegetable. Cabbages are good to eat. Some farmers carry them to the city and sell them. Fresh green cabbages are best.



The Onion

Onions grow in the garden. They are good to eat. Mother makes chicken dressing and puts onions in it. Onions are used in cooking many things.



The Bean

We have a garden. We have beans in it. I like beans. My mother likes them too. They grow in bunches. Mother says beans to eat in winter.

Picture of

Okra.

Okre.

Sometimes we plant okra in the field and sometimes we plant it in the garden. Okra is good in soup. It can be canned for winter too. It is good with other vegetables.

Picture of

Squash

Squash

The squash grows on vines. Some are yellow and some are white. Mother plants them in the garden. Mother cans squashes for the winter. They are good cooked fresh off the vines too.

Picture of

Garden

Our Garden

We have a school garden. We have vegetables in our garden. We grow lots of green vegetables. Green vegetables make us healthy.

SAMPLES OF CHILDREN'S WORK AT
FAIRPLAY NEGRO EXPERIMENTAL SCHOOL

Language, Writing and Spelling
Based on Social Studies, Agriculture and Science

HOW I HELP AT HOME

I get up early every morning. I make up my bed, sweep the floor and wash the dishes. I milk the cow and strain the milk. I put the cow into the pasture too. I move rocks out of the yards and sweep them. I bring in wood, wash clothes, every week and iron the clothes too. I help kill hogs, stew lard and grind up sausage. I get up eggs and feed the chickens.

In summer, I help plant corn and pull fodder and corn. I help plant potatoes and help dig and hill them. I help plant cotton, chop it and pick it too. I can pick 250 pounds a day.

I am a girl 15 years old.

-Earnestine Preston-

OUR LITTLE PIG

We have a little pig. He is black. The little pig went to the potato patch and found lots of potatoes. The little pig likes corn. He went to our garden. The little pig went to our garden and ate our salad. He likes milk too. He likes to eat watermelons and chickens. He ran away last night. He went down the road.

-Irma Preston-

OUR LIBRARY

We have a library. Some of our books are: Travel, Our House, and Clothes. I like to read our books, because they are easy to read. Our books are on the shelves. They have funny tales in them.

-Irma Preston-

THE COUNTRY

I like the country better than I do the city.

We have five pigs. We have a dog and five kittens. We have two mules.

I have five sisters and four brothers. We have a baby too.

-Lillie M. Baccus-

Fairplay School
Rutledge, Georgia.
January 19, 1936.

Plainview School,
Madison, Georgia.

Dear Boys:

Our community is named Fairplay. Our school is named Fairplay too. We have a library. I like to read in the books best of all. I am a boy 13 years old. I was born in Morgan County, July 17, 1922. We play lots of games at school. You must come to see us sometime.

Friendly,
Willie Claude Webster

Name: Cleo Ingram

Date: April 22, 1936.

1. In what county is your school?

My school is in Morgan county

2. In what state do you live?

I live in Georgia.

3. What is the capital of Georgia?

Atlanta is the capital

4. In what county is Atlanta?

Atlanta is in Fulton county.

5. What is the name of your post office?

My post office is Fairplay.

6. Who is the governor of Georgia?

Mr. Eugene Talmadge



OUR COMMUNITY CLIMATE

Our community is named Fairplay. We have cold weather in the winter time. In the spring, we have cool weather. In the summer we have hot weather. In the fall, we have cool weather. In the spring, we have much rain. We have dry weather in the summer. The earth surface is part hilly and part level, but it is mostly red hills. The level land is gray and red. Our climate is best suited for farming.

-Earnestine Preston-

Name: Lillie Maude Baccus Age: 11

School: Fairplay

Write as many words as you can in these two lists:

1. Things people can make.

2. Things people cannot make.

Quilts
Tables
Pillows
Bedticks
Box
Dresses
Pillow slips
House Shoes
Coats
Hats
House
Burn

Cotton
Corn
Tomatoes
Potatoes
Pigs
Apples
Pears
Trees
Hogs
Rye
Mules
Cats
Walnuts
Wheat
Oats
Wagon

Name: Tommie H. McCoy

School: Fairplay

We sell syrup by the gallon.
We sell butter by the pound.
We sell corn by the bushel.
We buy cloth by the yard.
We buy land by the acre.
We sell meal by the peck.
We sell milk by the pint.
We sell oil by the quart.

Name: Inez Ingram Age: 10 School: Fairplay

Name some machines that help the farmer.

airplane	car	trucks
train	mower	cotton chopper
reaper	tractor	thresher
thresher		

Name: Cleo Ingram School: Fairplay

Subject: Agriculture, Health and Science

Question: Make a list of some animals that get into the house and tell how they can be kept out.

flies	ants	mice
roaches	mosquitoes	bees
gnats	fleas	

When flies come in the house kill them, and put screens at the doors and windows. Some people put shoo-fly woods in the house, but spray them and put screens in first. Gnats will come in anyway. Keep clean and they won't worry you so. Ants come in any little hole, they are so little. Insect powder will drive them out. Fleas get on dogs and cats. Get some insect powder to kill them. Roaches come in houses too. Kill them when you see them. I like bees. They make honey to eat but they sting sometimes. They can't come through screens. Keep your toilet and milk stable clean so flies will not get in it. When it rains, fill the water holes around the house because they raise mosquitoes.

MILK

Milk is healthy for boys and girls. Butter is made from cream. You can make butter two ways. Put some cream into a jar and put the lid on it tight. When it turns shake it. It will turn to buttermilk. Put some cream into a churn. Turn it dash! dash! dash! up and down. Soon the cream is turned to butter. I like milk to drink. Milk is the food for boys and girls to drink. Drink at least one glass of milk every day. Cows are much help to people. We have a cow and she gives lots of milk.

-Marie L. W. -

Name: Inez Ingram

Age: 10

Grade: 3

Clean water gives us good health.
 We must drink four glasses every day.
 You may drink more than four if you wish.
 Vegetables should be fresh and green.
 If you want to be strong eat vegetables.
 Green vegetables always make us strong.

Name: Inez Ingram

Age: 10

Grade: 3

We must play fair when we play games. Yes
 Good Americans always keep their word. Yes
 Good health is more valuable than gold. Yes
 Everyone in a community has his own work to do. Yes
 A good citizen does his work faithfully and willingly. Yes

Name: Eva Walker

School: Fairplay

Date: April 6, 1936

We should drink milk each day. Yes
 We should not use our own toothbrush. No
 We should brush our teeth morning and nights. Yes
 We should eat green leaf vegetables daily. Yes
 We should not eat fruit each day. No
 The dentist is our friend. Yes
 We should put only food, drink and toothbrush in the mouth. Yes
 We should put our pencils in our mouths. No
 We must keep our toothbrush clean. Yes
 We should not eat sweets between meals. Yes

Name: Ernestine Preston

School: Fairplay

Answer the questions. Be sure that your capitalization, punctuation, and spelling are correct.

1. Why do children love their mother?
2. Why do we like a clean home?
3. Which is more healthy the city or country?
4. Which is the most important meal?

Name: Irma Preston Age: 13 School: Fairplay

Baths are good for us. Yes
 You need two baths a week. Yes
 Baths keep us clean and well. Yes
 Clean people are not strong. NO

Name: _____ Birth: _____ School: _____

Write these sentences again, putting each word in the right place.

1. remembered should rules be All health.
2. happy always and well are children healthy.
3. To drink fresh glasses of water must every day four.
4. Cheeks rosy will be their girls if water drink.
5. Candy meals between sweets not eaten or must be.

Pupil's work

1. All health rules should be remembered.
2. Healthy children are always happy and well.
3. To must drink four glasses of fresh water every day.
4. If girls drink water their cheeks will be rosy.
5. Candy or sweets must not be eaten between meals.

Name: Lillie Maude Age: 11 School: Fairplay

Put a line under the right words.

1. Children should not drink (no any) coffee.
2. Some boys think dirty hands do not make (no any) difference.
3. To should not drink from (no any) other person's cup.
4. Has not he taken (no any) bath today.

Name: Irma Preston Age: 13 School: Fairplay

Make a list of things we should eat for:

BREAKFAST

milk
 biscuit
 eggs
 cornflakes
 butter
 orange
 apples
 melons
 rice

DINNER

ice tea
 beef
 cake
 cabbage
 potatoes
 cornbread
 collards
 beets
 onions
 tomatoes
 chicken
 lemonade
 pie

SUPPER

biscuit
 jam
 jelly
 ham
 milk
 sandwiches
 salad



BUTTER

Butter is made from cream. People can make butter with a machine. This is the way to make our butter. We dash up and down in the churn. The butter soon comes. We take off the lid, take the butter and pat it until all the milk is out of it. Then we make a pretty little flower on the cake of butter. Put a little butter in a biscuit and it will be good. It is healthy for children because it makes them strong. I like butter.

Name: Lillie Maude Baccus

School: Fairplay

AGRICULTURE AND SPELLING

List some roots we eat:

turnips
potatoes
onions
beets
carrots
reddish
peanuts

Name: Memie Low Watts

School: Fairplay

AGRICULTURE AND SPELLING

Grain
Corn
Wheat
Pears
Rye
Oats

Nuts
Walnuts
Hickory nuts
Peanuts
Pecans

Berries
Strawberries
Blackberries
Huckleberries
Raspberries

Name: Earnestine Preston

Age: 13

Grade: 4

- | | | |
|---|----------|---|
| 1. Put 1 on the one who likes to sleep all winter. | poncy | 3 |
| 2. Put 2 on the one who likes nuts. | bear | 1 |
| 3. Put 3 on the one who likes to eat grass. | squirrel | 2 |
| 4. Put 4 on the one who gives us wool. | elephant | 5 |
| 5. Put 5 on the one that lives in the circus. | rabbit. | 6 |
| 6. Put 6 on the one who has long ears and a short tail. | sheep | 4 |

BUTTER

Name: _____ School: _____

Why Should Garden Soil Be Fine?

Fine soil can hold water much longer than the coarser soil can. Water will not drain through the fine soil. It will drain through clay soil. We want fine soil because water stays in fine soil. Fine soil makes our plants grow. Plants eat just as people do. Their food has to be dissolved in water just as we dissolve sugar in water. Some plants food are called phosphorus and potassium. They dissolve very slowly in pure water.

Name: Inez Ingram School: _____

How Is Soil Made?

Soil is made of broken rocks. When it rains it washes over mountains. It washes little pieces of rock to the foot of the mountains and hills. This is how soil is made.

Name: Irma Preston Date: April 22, 1936

Loam Soil

Loam soil is made out of sand and clay. There are two kinds of loam. Sandy loam has more sand than clay. Clay loam has more clay than sand. Loam soil is the best soil for farming.

Name: Irma Preston School: Fairplay

How Can We Make Good Soil Of Our Poor Garden Soil

Garden soil should be fine. Poor garden soil can be made good by scattering barnyard manure, henhouse manure, and commercial fertilizer over the top soil and turning it under.

Name: _____

School: _____

How Do Plants Make Food?

Green plants make their own food. The green color in the leaf is the plant machinery. Plants grow. The plant has streets. Water comes up through the streets from the roots. The leaves takes in air and make food, and send it through little streets to all parts of the plants. Sunshine makes the machinery go.

THE LIBRARY

Name: Irma Preston

Date: April 21, 1936

How To Brush Your Teeth

We should brush our teeth twice a day. Brush the tooth with your mouth slightly open. Brush upward three times. Brush backward three times. Brush inside three times. Brush outside three times. Brush your tongue, brush your teeth. Rinse your mouth to be sure it is clean. Go to the mirror. Do not hurry to brush your teeth. Let it take you at least three minutes to brush your teeth.

POEMS

My Pets

I have a little dog.
He is black and white;
I feed him myself
Every morning and night.

I have a little pig.
He is black and white.
My father feeds him,
Every morning and night.

- Mattie M. Poston -

My Cat

I have a little yellow cat.
When he's not asleep
He likes to catch rats.

He likes to play
When he gets tired
He runs away.

- William B. Candy -



My Mother

My Mother tells me how to do,
Every day and every night;
To go to school, and do not fight.
To go to school, and be polite.

- Mattie M. Boston -

The Library

Last February, we didn't have a library.
This February, we have a library.

- William B. Candy -

POEMS

My Poet

I have a little poet,
He is black and white;
I feed him myself
Every morning and night.

I have a little pig.

He is black and white.

My father feeds him.

Every morning and night.

My Cat

I have a little yellow cat,
He is black and white;
He likes to catch mice.

He likes to play

When he gets tired.

He runs away.



APPENDIX

The Teacher finds a place to live

Mrs. W. and I motored here Wednesday, September 11, On arriving at Fairplay, we went to the school for whites and met the two teachers, Miss L. and Mr. G. From there we went to Mr. A. We were cordially received at both places.

Mrs. A. left off her house duties and joined us to help locate a boarding place. First, we were directed to "Aunt Rebecca's" home, an old widow of about seventy-five (75) years, who lived alone. She was away also. Near this home we met one of the colored trustees, who told us that it would be about three weeks before there could be any school, because of the work then on hand.

Next, we went to the Ponders, there lived a widow and two grown sons. She lived near the schoolhouse, but had only two bedrooms. Her sons occupied one room, and in her room there were two beds, one of which she said I might occupy. From there we went to Mrs. Lemon's house, which was also near the schoolhouse, but this family was expecting to move about Christmas time.

Next, we went to a home nearer the schoolhouse, but no one lived here besides a widower. We went to another white land owner near by and talked things over with he and his wife. Then we went to the Elder's home. They were a recently married young couple, where I might occupy a room without heat and several other necessities, providing I make all such provisions for myself. Our decision was in favor of this place. A few minutes later two young men came by who readily consented to get my trunk from the station; after which I purchased some groceries, had supper and retired early.

The next day, I inspected the schoolhouse, (the community church), then began visiting other homes. These visits to different homes continued daily until the following Monday, when I opened school. As a result, I was successful in beginning my work with a rapidly increasing number of younger children.

The Teacher Studies Fairplay Negro Community.

Fairplay, a community center in Morgan County, is located about eleven miles from Monroe, Georgia, and eleven and one-half miles from Madison, Georgia, in Morgan County. The community is not easily accessible because of bad roads on all routes.

It consists of a store and a gin. The chief occupation of the people is farming. The chief produce is cotton and corn.

The climate is generally mild during both winter and summer.

The population is predominately white. All land owners are white.

The houses for tenants are built around that of land owners. By daylight during the work season, these hard working people, men, women and children are out to the fields.

After the crops are gathered, labor for the tenant continues in some form. The women are called to "the house" to do the house work. In most cases, they are given little or nothing for this work. The tenant men cut cord wood or do some other form of labor for the year round. This struggle for existence continues the year round for both the tenant men and women, and in most cases, the larger children as well.

Such personal possessions as hogs, cows, and so forth among Negroes, are usually mortgaged for food to carry their families through the winter until farm work begins. These conditions differ slightly according to the landlord. In other instances, some tenants clear as much as nine, twenty and thirty dollars in the fall.

Not any of the tenant's houses are screened, and seldom built for privacy. These homes are poorly furnished. In all cases where there are toilets, they are of the surface variety.

There is one church in the community, a baptist church, which holds meeting once a week. The pastor is a young man about nineteen or twenty years of age. This year, the collections have been from sixteen to eighty-five cents per month for the pastor. There is also a lodge in the community. These organizations are of the poorest type, and are poorly conducted. There are no wholesome forms of social activities in the community. Drinking and gambling are the prevalent sources of recreation.

The schoolhouse, an old dilapidated church is located about one mile north of the store, and about one hundred yards from the line of Walton and Morgan Counties.

The roof of the building is decayed, and in some places there is no roof at all, especially around the stove flue. During rainy weather, we often return to school and find the floor around the stove a quarter of an inch deep in water. Four of the windows are without any sashes at all. The other eight are in need of several panes. There are wooden shutters at the windows to be used during very disagreeable weather, which make poor light in the classroom. The furnishing of this building consists of two old swinging lamps, one of which is out of use, three wall lamps, four old chairs, a small table, and several rough benches. The entire equipment for school consists of a blackboard about six feet long. It is made of a number of plans. The yard is of red clay, and badly washed. No provision whatever is made for maintaining the school, save a small teacher's salary.

The school has no functioning trustee board. I learned from the last elected trustees that the last trustee meeting was held more than two years ago. These trustees were men who could neither read nor write. The school has been using water for more than two years from neighbors' wells. There is a perfectly good well in the church yard which can be cleaned out for

There is no toilet whatever on the premises. What re-

mained of the women's toilet has recently been blown down by the wind. Although the church houses the school, the patrons are indifferent to any improvement of church property even for use of the school.

easily be aroused in school and community improvements. These patrons express the desire for the children to "learn to read and write", while there are others who are secretly indifferent to any purposed plan of change for improvement. Taking the colored community as a whole, without learning, experience, or money, it gives but little serious thought to school nor does it seem to have any vision at all for its youth. They seem to have the conviction that the only dependable source of existence is their muscles.

of the twenty homes represented in school.

Study of Homes Of Fairplay Negroes

No. of Rooms	Number in Family	Furnishing	Years Living Here	Cows	Poultry	Garden	Hogs	Reer.	Family Conve	For Trave
2	2 adults									
2	2 Chil.	Very poor	2	0	No	No	0	Victrola	Nor	
4	2 adults									
4	5 Chil.	"	8	0	No	No		"	Non	
3	2 Adults									
3	3 Chil.	"	5	0	No	No	1	"	Ord	
3	2 Adults	Poor	About 10	2	Yes	Yes	2	None	Non	
3	2 Adults									
3	2 Chil.	"	15	1	Yes	Yes	3	Victrola	"	
4	3 Adults	"	5	2	Yes	Yes	4	Organ	Wago	
4	7 Chil.								Mulc	
4	4 Adults									
4	5 Chil.	"	8	2	Yes	Yes	2	Organ	None	
3	2 Adults									
3	1 Child	Fair	1	0	No	No	0	None	None	
3	2 Adults	Poor	1	0	Yes	Yes	0	None	None	
5	2 Adults									
5	5 Chil.	"	2	2	Yes	Yes	4	Victrola	Bug	
4	2 Adults									
4	4 Chil.	Fair	15	0	No	No	0	None	None	
4	2 Adults									
4	8 Chil.	Poor	1	1	Yes	No	1	Victrola	Nor	
3	2 Adults									
3	2 Chil.	"	1	0	Yes	No	1	None	None	
4	3 Adults									
4	5 Chil.	"	1	1	Yes	No	1	None	None	
3	2 Adults									
3	1 Child	"	5	0	Yes	Yes	0	None	None	
4	2 Adults									
4	5 Chil.	"	5	0	Yes	Yes	4	None	None	
4	2 Adults									
4	6 Chil.	"	6	1	Yes	Yes	3	None	None	
3	2 Adults									
3	2 Chil.	"	5	0	Yes	No	0	None	None	
2	2 Adults									
2	2 Chil.	"	5	0	Yes	No	0	None	None	
2	2 Adults									
2	2 Chil.	"	1	0	No	Yes	0	None	None	
4	2 Adults									
4	1 Child	"	3	0	Yes	Yes	1	None	None	

The children coming from these homes are very submissive. They are by no means hostile to improvements, but they are possessed with a kind of inherited indifference, which I feel can be changed if they can be sufficiently awakened and inspired. This, of course, means continuous effort over no short period of time.

SUPERSTITIONS COMMON TO NEGROES IN FAIRPLAY

1. If you stir in the cook pot with a knife there will be a family quarrel.
2. If you walk through a place where a mule has wallowed you will grow hump-back.
3. If you cut butter with a fork the cow will go dry.
4. It is bad luck to move a garden.
5. It is bad luck to point at a grave.
6. If you let fire dry sweet milk on your hands the cow will go dry.

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Cumulative Inventory of Negro Pupils of Fairplay

(A Study of One Pupil)

Pupil's Name	Attitudes	Habits	Skills	Needs	Needs Met
Ulysses Preston	1. Irresponsible	Careless in Academic Work	Industrial work		Shows improvement in Reading
	2. Temporal	Applies himself in handwork		To improve in reading	
				To apply himself more to studies	
				To Develop a sense of responsibility	

Graphs of Initial and Final

Reading Tests Administered to Negro



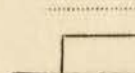
children of Fairplay, Plain View and

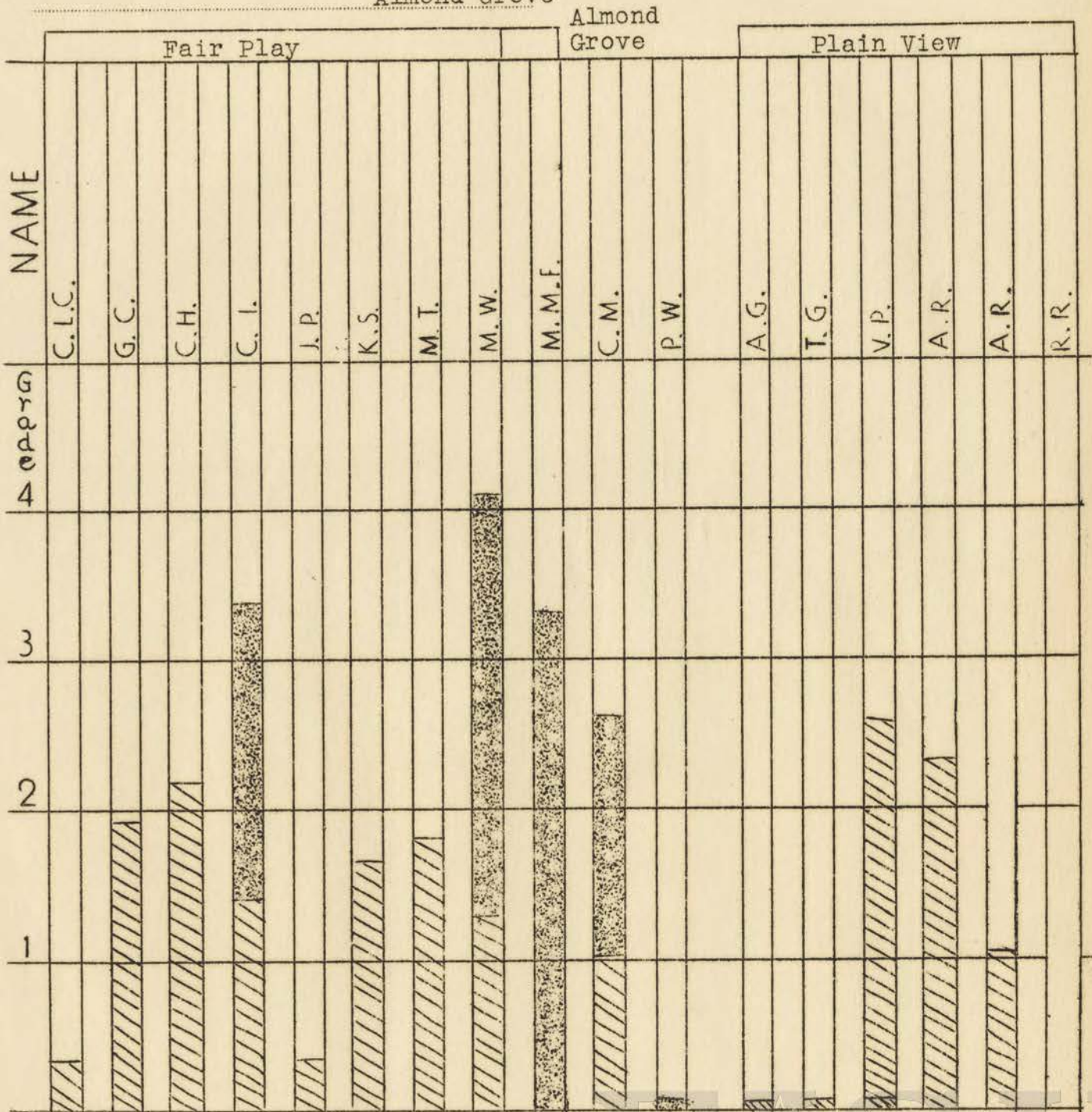
Almond Grove One-Teacher Schools of Morgan

County.

SECOND GRADE

LEGEND

-  Nov. 7, 1936 - Fair Play and Plain View.
 Dec. 2, 1935 - Almond Grove.
 March 31, 1936 - Fair Play, Plain View and Almond Grove



Note: Pupils designated by black bars were absent during initial test.

H. A. Whiting,
Examiner.

LEGEND

THIRD GRADE

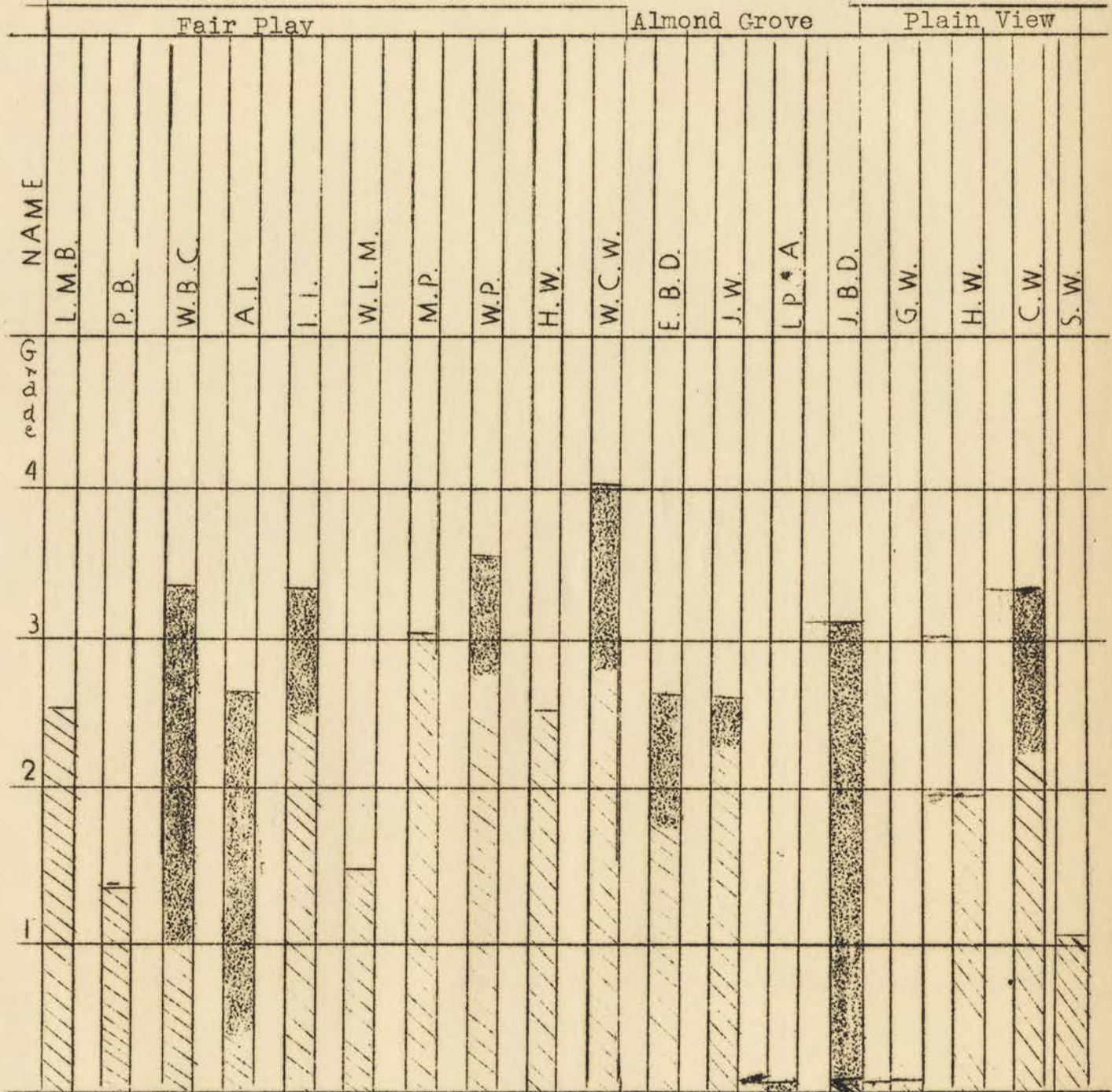


Nov. 7, 1935 - Fair Play and Plain View.



Dec. 2, 1935 - Almond Grove.

March 31, 1936 - Fair Play, Plain View and Almond Grove



Note: Pupils designated by black bars were absent during initial test.

H. A. Whiting,
Examiner.

FOURTH GRADE

LEGEND

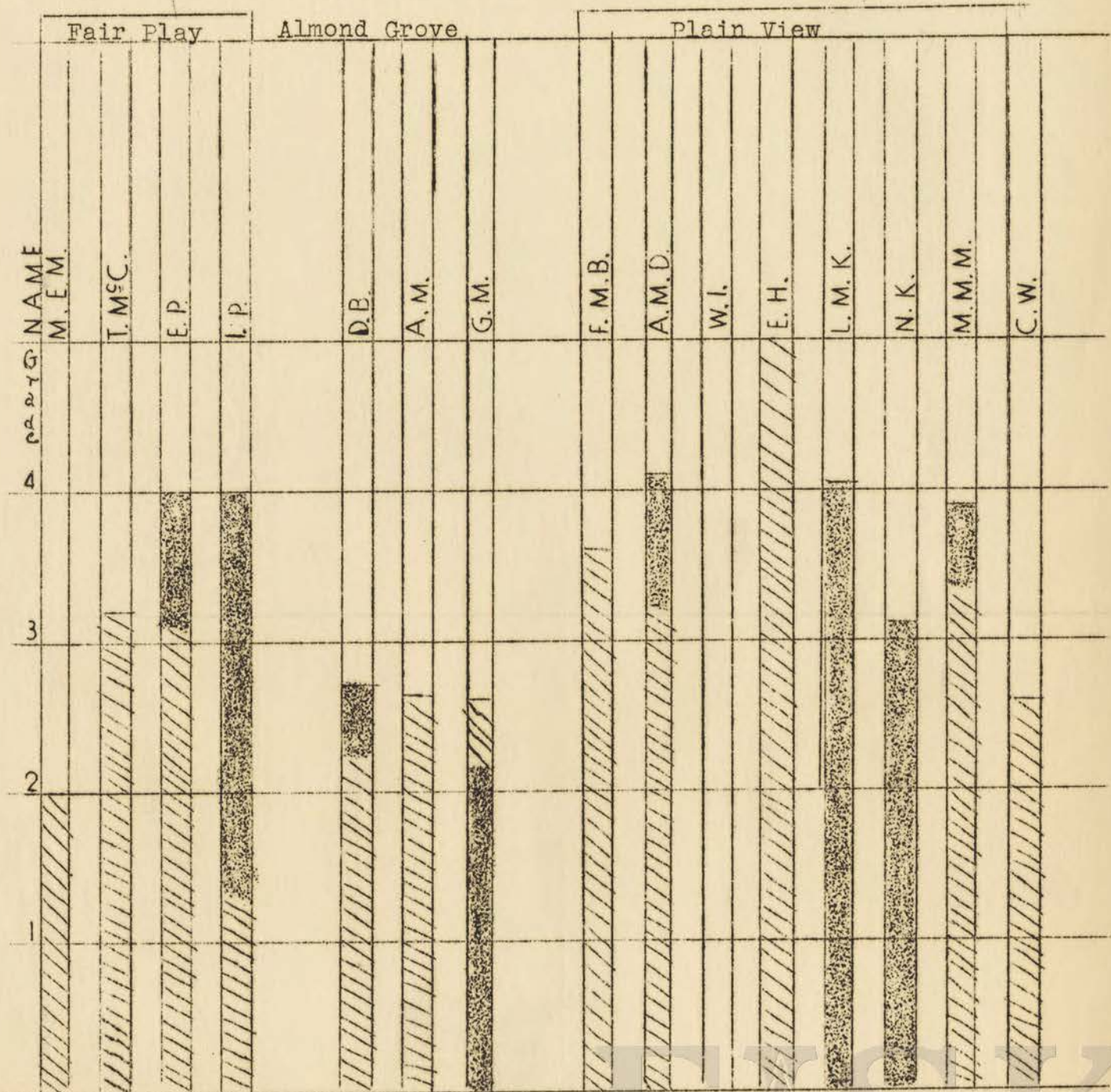


Nov. 7, 1936 - Fair Play and Plain View.

Dec. 2, 1935 - Almond Grove.



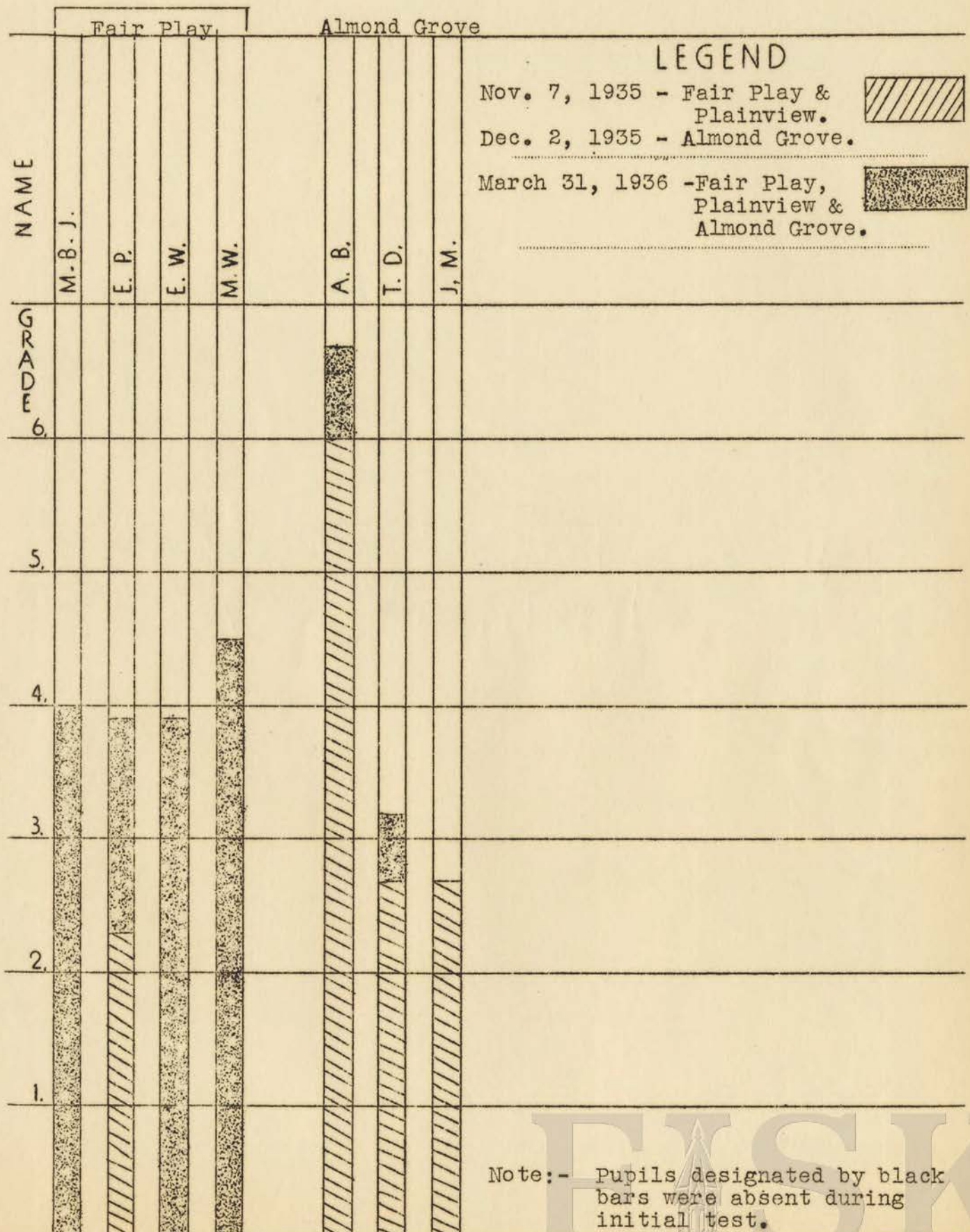
March 31, 1936 - Fair Play, Plain View and Almond Grove.



Note: Pupils designated by black bars were absent during initial test.

H. A. Whiting,
Examiner.

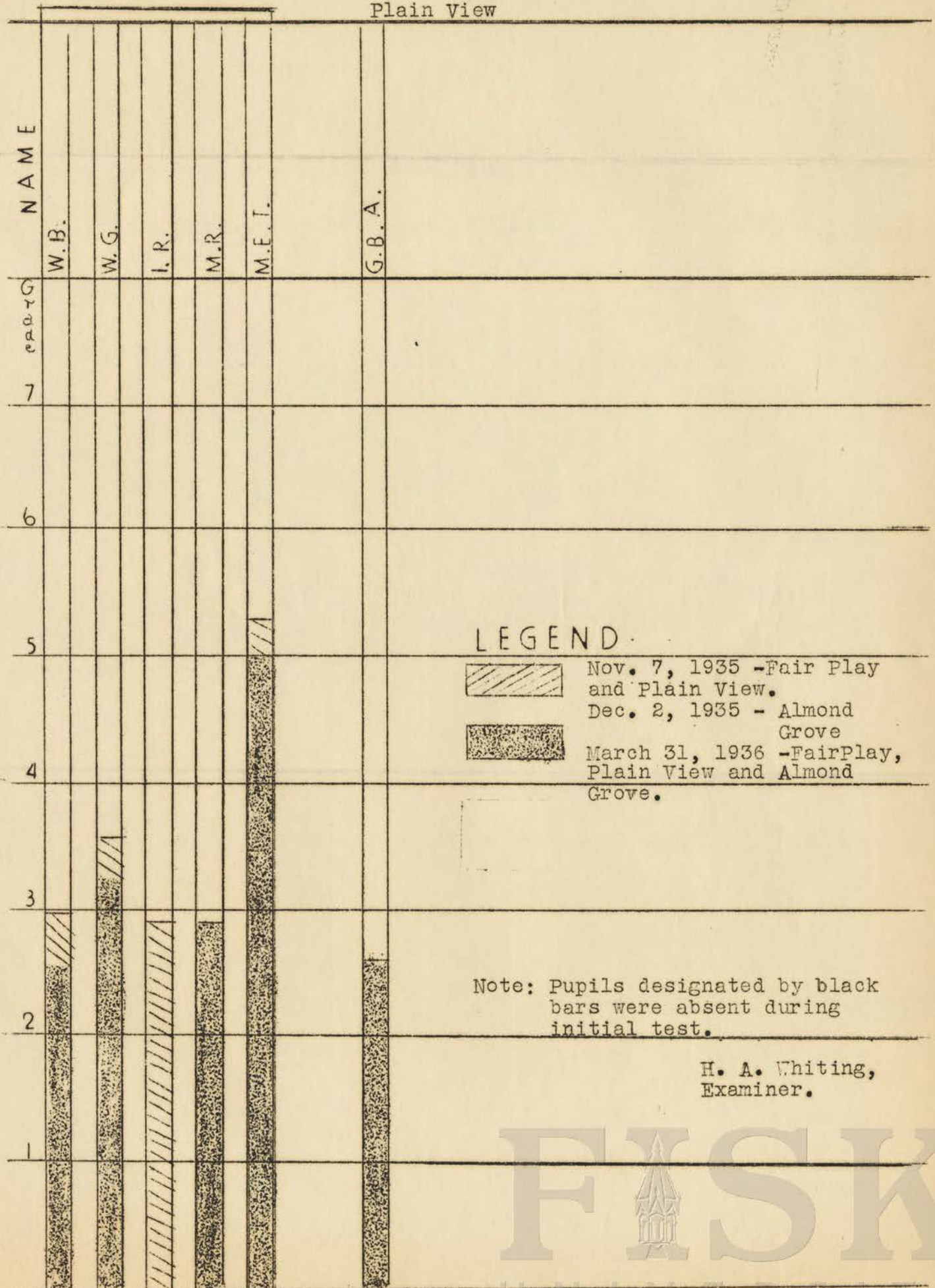
FIFTH GRADE



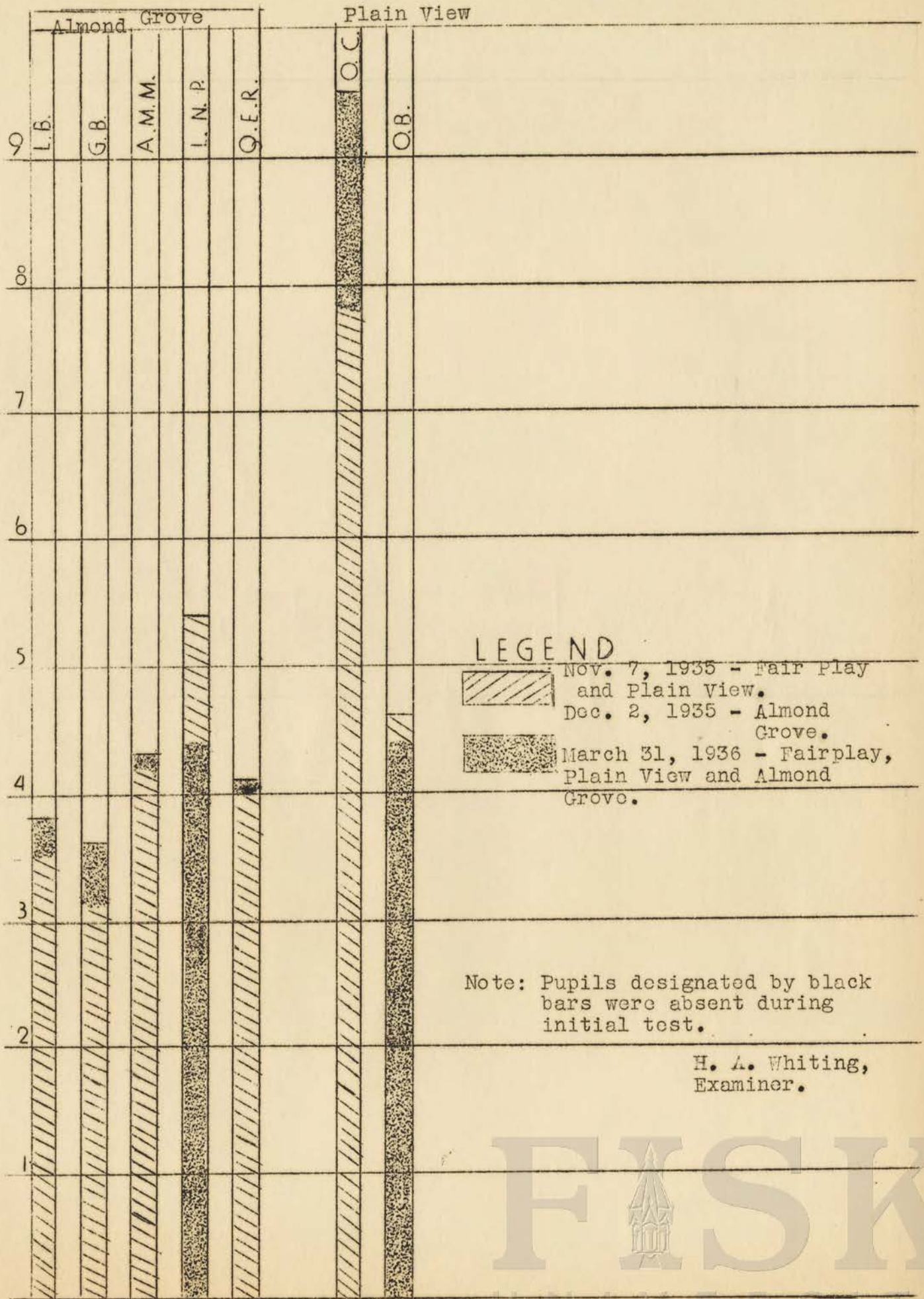
SIXTH GRADE

Almond Grove

Plain View



SEVENTH GRADE



Pupils Part In Creating A Livable Environment

From time to time, our visitors found it very inconvenient to pass to and from the building, especially, during rainy weather, because of the red mud at the door. This also presented a problem for the little housekeepers. Consequently, it was suggested that we soil the yard. On Saturday, a few larger boys got a wagon and hauled enough sand to cover a reasonable portion of the yard in front of the building.

The next week we received some material from a friend, out of which the girls made curtains for the windows. These curtains were sewed and laundried by the girls in the classroom.

During the same week, we purchased four planks 1" X 12" with money we secured from our Halloween entertainment. The larger boys began work on two tables. The pupils brought nails, hammers, and a saw, and in this way, we secured tools for constructing the tables. These tables were completed, painted, and are now being used by the pupils.

H. C. McWHORTER, PRESIDENT
W. L. NEWTON, VICE-PRESIDENT

BOARD OF EDUCATION
MORGAN COUNTY PUBLIC SCHOOLS
J. E. OWEN, SUPERINTENDENT

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C. W. HIE, APALACHEE, GA.

MADISON, GEORGIA

May 27, 1936

SIMON STUDY

P

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Dear Mrs. Elvidge:

The total amount paid the Fair Play teachers for the school year 1935-36 is as following: Mr. Ralph E. Gaskins \$380.00, Miss Ruth Lockman \$320.00, Miss Allie Cheney \$200.00.

A duplicate check has been issued to Miss Cheney for January salary. Her full salary for the year has been paid.

Very truly yours,

J. E. Owen

JEO:o

JUN 2 1936

FISK
UNIVERSITY

For Mrs. Simon

NRS
SIMON STUDY

PLACE: Fairplay, Georgia

DATE: October 29th, 1936.

Administration of Stanford Reading Achievement Tests to pupils of Fairplay, Almond Grove and Plainview schools.

Conference with Miss Cheney on year's plans for Fairplay school summarized by the following outline:

1. Commended the results of study of materials on individual instruction left her last month with such indications as:
 - a) Class and individual Book Report chart posted.
 - b) Individual progress charts posted in other fields.
2. Suggestion in connection with the Health Unit she desires to develop.
 - a) Plans made for pupil's individual private daily health inspection.
 - b) Plans were made for sanitary drinking water convenience in the room.
 - c) Plans made for regular daily hand-washing convenience.
 - d). Improved school lunch procedure.
 - *e) Teacher to enlist cooperation of a good family for demonstration unit in health in and about the home. (We faced the draw-backs and conditions as they are during our discussion. However, with caution and tact, Miss Cheney promised to try to help one family by asking to use their home for her and children to use. When a little head way is made at this one home, my feeling is that the next year one or more may be added to the list. What is being done is to be done quietly, and without creating any friction or misunderstanding with the white landlords.
 - f) It was suggested that Miss Cheney attend the county teachers meetings.
 - g) It was agreed between her and the county supervisor that her school be used for observation of the county teachers.
 - h) It was further suggested that Miss Cheney spend an occasional weekend in Madison, and other places for recreation; Miss Wilder, the county supervisor received the suggestions with great satisfaction; and

NOV 9 1936

offered to help Miss Cheney run off some of her individual work sheets on the weekend she would spend with her at Madison.

- 1) Finally, it was suggested that Miss Cheney visit some of the county schools with Miss Wilder, so as to get an adequate picture of other schools, so as to help her become more tolerant with her situation.

Gave her more scrap lumber from Atlanta.

Two cabinets with locks have been made from material brought to her last month.

NRS
SIMON STUDY

*Fair Play School
(Gen)*

November 5, 1936

Dear Mr. Owen: Kindly let me know on what date
the county began salary payments
to Mr. Ralph Gaskins and Miss Ruth Lockman at the
Fair Play School, and to Miss Allie B. Cheney at
the Negro School at Chestnut Hill. In addition, I
should like to know the monthly salary rate for these
three teachers for 1936-37.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Mr. J. E. Owen
Superintendent of Schools,
Madison, Georgia

NOV 6 1936

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BOARD OF EDUCATION
MORGAN COUNTY PUBLIC SCHOOLS
 J. E. OWEN, SUPERINTENDENT

MADISON, GEORGIA

NRS
SIMON STUDY

November 17, 1936

Fair Play School (Lem)

DE	11/20	DE	0

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

Dear Miss Elvidge:

Re: Your Letter of November 5, 1936.

Salary payments to Mr. Ralph Gaskins, Miss Ruth Lockman, and Miss Allie B. Cheney, of the Fair Play School Community, began on September 8, 1936.

Monthly salaries are as follows;

Mr. Ralph Gaskins \$47.50
 Miss Ruth Lockman \$40.00
 Miss Allie B. Cheney.. \$25.00

These salaries will ^{continue} for eight months.

Yours very truly,

J. E. Owen
 J. E. Owen, C. S. S.

NOV 23 1936

FISK

UNIVERSITY

NRS
SIMON STUDY

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ms	ms	o

FairPlay School
(Gen)

STATE DEPARTMENT OF EDUCATION
DIVISION OF NEGRO EDUCATION
ATLANTA, GEORGIA.

-- 1936 --

SUPPLEMENT TO
FAIRPLAY CURRICULUM STUDY
BEING AN APPRAISAL
AND
SUGGESTIONS MADE
BY

Benjamin F. Bullock
Professor of Rural Education,
Spelman
and
Morehouse Colleges

SEP 8 1936

Atlanta University
Atlanta, Georgia
August 11, 1936

(COPY)

Dear Mrs. Whiting:

With a view of encouraging and with the hope of making some helpful suggestions for improving the most excellent beginning which Miss Cheney has made in adapting subject matter to rural life, I am glad to make a rather detailed review of page eleven of the Fairplay report, the page which deals with farm arithmetic as per your request. To my mind, this is the best beginning in this most desirable direction that has yet been brought to my attention.

You will permit me to preface what I have to say with the statement which I always make to my classes, viz: That I do not hold my opinion about these matters as law, nor do I wish anyone else to do so. My views, however, are based upon much study and long experience in the field of Rural Education. I would appreciate, therefore, having them studied with an open mind and given whatever consideration they may merit.....

Now that you may better see my point of view, permit me to lay down one or two basic assumptions:

1. That the common branches can be so taught in our rural schools that the pupils will not merely know more about these subjects but will also know more about rural life and how to meet the needs of rural people.

2. That for correct learning to take place in any field there must be some elements of truth and newness presented in that field.

Now to page eleven of the report: As I understand, here the teacher has aimed to teach arithmetic in such a manner as to also teach the children how to meet certain community needs, or to acquaint the children with certain community or home conditions concerning which it would be well for them to know. Let us review each of the problems and see what the pupils may learn from them other than pure arithmetic. In other words, let us see what elements of truth and newness concerning community needs are present in each problem.

Problem No. 1. --There seems to be nothing of value here but addition. Corn, cotton and oats. Nothing new. But state the problem something like this --In a system of rotation a farmer plants 12 acres in cotton, 8 acres in corn, 16 acres in legumes and 4 acres in pasture, etc. Here, in addition to the arithmetic, the ideas of crop rotation, the great soil builders, (the legumes), and of making definite provision for livestock are introduced to the child. These ideas should be followed up thru other subjects and in other grades.

Problem No. 2. --This problem, in the first place, meets no need because no Negro farmer in that community has 749 acres of land. In the second place, it would tend to develop the attitude of selling rather than of buying land.

Problem No. 3 --Nothing here about tomatoes and beans that the children did not already know. How many tomatoes and beans? What is the unit of measure? How much land and labor did it require to produce that value, etc.?

Problem No. 4 --No new ideas about strawberries. Better if the problem gave some idea of how many quarts of berries might be produced on a given area of land, and the value received if berries sold for a given price per quart.

Problem No. 5 --Nothing new about producing or selling milk. No ideas for the children to work on. Why not state the problem something like this. (a) If a cow gives $3\frac{1}{2}$ gallons of milk per day what will she earn if milk sells at 10¢ per quart? (b) If this cow eats 1 lb. of grain for every 3 lbs. of milk she gives, and milk weighs 8 lbs. per gallon, how much grain will she eat per day? (c) If grain (dairy ration) cost \$2.00 per hundred what does this cow earn per day over the cost of the grain she eats?

Problem No. 6 --This problem is of value if the parents have cotton to sell.

Problem No. 7 --This problem introduces the right idea about buying land but I should think that it carries the wrong idea about the price of land. It must be very poor land to sell for \$9.00 per acre. Would it not be better to talk in terms of 10 to 100 acres at the average price per acre? Such terms might stimulate action.

Problem No. 8 --This problem, like No. 2 is not solving any need because no Negro farmer has 775 acres of land in that community to divide among any number of persons.

Problem No. 9 --This problem may meet a local need if men cut cord wood in that community. It also gives some idea of how much wood a man might cut per day.

Problem No.10 --Nothing learned about eggs. Like No. 5 this problem could be so stated as to give some idea as to the possible value of hens --the number of eggs she might be expected to lay, the amount and cost of feed, the gain over feed cost, etc.

Problem No.11 --Like No. 9 this problem meets a local need in the fall during the cotton picking season.

Problem No.12 --I do not know what the teacher had in mind, but so far as the problem itself is concerned it is only a problem in division with no local application.

Problem No.13 --This is the unlucky problem. There are no circumstances under which a bushel of corn weighs 60 lbs. A bushel of shelled corn weighs 56 lbs., a bushel of corn on the cob(shucked) weighs 70 lbs., and a bushel of corn in the shuck weighs 72 lbs.

Problems No. 14 and 15 --I have no comment to make on either of these.

Problem No.16 --In the first place, I question whether any family in the community ever did or ever will put out 2415 tulip bulbs. In the second place, nothing new is introduced for the pupils to learn. How long are the rows? How close together are the bulbs put in the rows? What season are they put out? Something should be introduced so the pupils will know just a little more about putting out tulip bulbs than they did before.

Problem No.17 --This problem like problem No. 2 suggests the wrong attitude for the country. City pupils might talk in terms of buying corn, while country pupils should think in terms of selling corn. Then state the problem so the pupils will get some ideas about the profit in corn production --the number of bushels that might be produced per acre; the gross income per acre at the standard price per bushel; the cost of production per acre, etc.

Problem No.18 --Like No. 6 this problem meets a need where the parents have cotton to sell.

I have made this rather detailed analysis of this page because I wanted to make my position perfectly clear, and also because I believe that you will appreciate having this point of view presented.

I spent about three hours with Miss Cheney in making the same type of constructive criticism of all of the report which deals with "Subject Matter Adapted to Rural Life". For instance, on page 13, the little sketch dealing with cotton from seed time to picking time contains nothing new. On the other hand, there is an opportunity during the same period to introduce, in the same simple way that the old story is told, new ideas --how a bee must visit every flower soon after it opens or it will not produce a boll, thus introducing the great principle of pollination and relationship between plants and animals. Or the fact that during this same period the boll weevil makes its attack, and that every "square" which the weevil attacks will fall off and thus be lost --the idea of the life history and habits and control of this noted enemy to the farmer would thus be introduced and should be followed up as the work and the children progress.

The objections that are usually raised to this type of program which I have thus presented is that rural teachers do not know enough about these rural things and conditions to carry out such a program. My answer to such objections is that the facts about rural things and conditions are no secrets; and that the rural teachers should spend more time learning such facts.....

I shall greatly appreciate your reaction to this review which basicly expresses my philosophy regarding Rural Education.

Very sincerely yours,

B. F. Bullock
B. F. Bullock

NRS
SIMON STUDY

CC Miss Lockman

Fair Play School
(Gen)

March 26, 1937

Dear Mr. Owen: From what Miss Lockman has written me,
I know that she has talked with you about
her plans in connection with the Fair Play school and her
plans for future work. She has also probably told you that
she may leave not later than May 1. I have written her to
make her arrangements to go when necessary in order to se-
cure the job.

This immediately brings into consideration
the question of Miss Lockman's successor for the brief time
of the balance of the school term. I do not think we should
pay Miss Lockman's successor the salary we are paying her.
It is very likely that you will have to pick up a local per-
son to complete the term. If you do this would it not be
best simply to pay her the salary the county would normally
pay?

I expect to be in Atlanta next week, and
if you should by any chance be there during the week I would
like very much to talk with you. You might write or call me
if you find you are going to be in Atlanta, or let me know
if you think it advisable for me to go to Madison. My home
address is 39 Alden Avenue, N. W., my telephone number Hem-
lock 1460.

Very truly yours,

JCD:MLU

J. C. DIXON

MAR 31 1937

Mr. J. P. Owen
Madison
Georgia

FISK
UNIVERSITY

NRS
SIMON STUDY

*Fair Play School
(Yen)*

April 7, 1937

P

Dear Mr. Owen: Last fall you wrote me that
 Mr. Ralph Gaskins, Miss Ruth
Lockman and Miss Allie B. Cheney began work on
September 8th and would receive salary for eight
months from the county. Has there been any change
in these arrangements since that date? Am I right
in assuming that Mr. Gaskins will receive a total
salary of \$380 (eight months at \$47.50) from the
county during the 1936-37 academic term, Miss
Lockman, \$320, and Miss Cheney, a total of \$200?

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Mr. J. E. Owen
Superintendent of Schools,
Madison, Georgia

FISK
UNIVERSITY

