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The third meeting of the Council on Rural Education was held in Nashville, Tennessee, April 27 and 28, at Fisk University. Two new members of the Council group were present at this meeting: Dr. Michael M. Davis, Director for Medical Services of the Julius Rosenwald Fund; and Dr. George F. Zook, President, American Council on Education. Also present as guests were Mr. Ed McCuistion, Director of Certification and Teacher-Training, Arkansas State Department of Education; Dr. Hollis Caswell of George Peabody College for Teachers; Mr. S. L. Smith of the Nashville office of the Julius Rosenwald Fund; and Mr. John Gammon, Principal of the Fitzhugh School in Arkansas.

The business of the Council was arranged in three main divisions:

I. Reports on rural schools. (This included reports from explorers and a special report by Mr. Leo M. Favrot, of the General Education Board, on his work in summer schools for the training of rural teachers.)

II. Reports on Curriculum Studies in the South.

III. Proposals for next year's work.

Since Mr. Favrot's work in demonstration summer schools for Negroes is really the base of the present rural school exploration, he was asked to report these activities in some detail. This he did, at once so modestly and so brilliantly that we wish it were possible to quote his

entire speech. In essence the program has been as follows:

Realizing that one of the greatest lacks in rural education for Negroes is the proper training of teachers, in 1932 the General Education Board agreed to cooperate with southern state departments by contributing to the salaries of special teachers in certain summer schools engaged in the training of teachers of one- and two-teacher rural schools. In addition to formal courses in rural education, the work of these teachers consisted chiefly in demonstrations in the teaching of children of the ages usually attending small rural schools, and, in at least a few instances, in situations approximating the conditions of the average little country school.

From the experience gained in the years 1932 and 1933, it was found advisable to prepare basic outlines of courses in rural education for the guidance of instructors. Two committees were set up, one at Hampton Institute under the chairmanship of Mr. N. C. Newbold of North Carolina and one at Tuskegee Institute under the chairmanship of Mr. J. C. Dixon of Georgia. Each committee was composed of well qualified teachers of education in Negro institutions and of supervisors of Negro schools.

Each committee selected and arranged material for four courses:

I. The Organization and Management of the Small Rural School.

II. Technique in the Teaching of Reading, Language, and Arithmetic in the Small Rural School.

III. The Organization and Suggestions for Teaching Health and Physical Education, Nature Study, and the Social Sciences in the Small Rural School.

IV. The School's Activities in the Rural Community.

These two outlines were then sent to special teachers and other instructors in rural education for their suggestions after actually trying them. A special committee was then appointed to consolidate the two plans. This was done and the final suggested program for the training of rural teachers was issued in bulletin form.*

At the close of his speech, Mr. Favrot read the introduction to this final bulletin:

> "A teacher needs to know not only the children committed to her care, but she should have knowledge of the homes from which they come, the family life and cultural opportunities in these homes, the ways the people make a living, the kind of living they make and the standards of living they maintain, the types of churches they attend and the activities in which they engage, the recreational opportunities the community provides, the health conditions prevailing, and the agencies that operate in the community for the betterment of the people. But a mere knowledge of the institutions, organizations and agencies, a census of occupations and statistics on health, will not suffice. It is essential to know the people, the parents of the children, the ministers that serve the churches, the leaders in various activities, the key persons and families - their interests and the kinds of influence they exert, the human forces that strive to build up community life and those that tend to tear it down. She should know the ideals toward which they are striving, their aspirations for their children, for better homes,

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* This bulletin may be obtained through Mr. Leo Favrot, 807 Grace-American Building, Richmond, Virginia.

better food, clothing and shelter for their families, for those things that enrich life and make it more worth living."

Following Mr. Favrot, reports were presented from explorers. Only those who had been engaged in some special activity were called upon, in order to give the Council definite concepts of individual aspects of the rural problem. Thus Mrs. Riddle reported specifically on her findings in the field of health; Mr. Jones gave the sociological picture of Menefee community, Arkansas, in which he has been working since January; Mrs. Cannon, Mrs. Duncan, and Miss Lockman reported on their schools and communities from the point of view of the teacher. Mrs. Cannon and Mrs. Duncan have been teaching at the Red Oak School in Georgia since October, but Miss Lockman, who went as a general explorer to the Fair Play community, also in Georgia, has been teaching only since February.

In addition to the reports given by regular Fund explorers, we invited to this conference a young Negro Smith-Hughes worker who has been teaching for the last three years as principal of a four-teacher school in the Fitzhugh community in northern Arkansas. This teacher, Mr. Gammon, has had astonishingly good results in the general development of the community, and particularly in the phase of increased output of marketable produce. His report therefore consisted largely in outlining the objectives of a five-year plan which he set himself when he arrived in Fitzhugh: the improvement of living conditions, including painting of houses, sanitary toilets, general cleanliness; instruction in crop rotation, and advice in choice of crops; introduction of spring and fall vegetable gardens for home use; organization of cooperative marketing for chickens, eggs, hogs, etc. He had set himself the task of accomplishing each of these objectives in varying percentages of homes - achievements in which he has been successful

beyond his schedule.

The second session of the conference was devoted to detailed discussions of the curriculum studies which are being made in several southern states under the direction of Peabody College, Nashville. Dr. Hollis Caswell of Peabody presented the historical background of these studies and the general plan on which they are being worked out in the different states. Mr. Ed McCuistion of the Arkansas State Department of Education commented specifically on the curriculum work in Arkansas, and Dr. Nolen M. Irby, State Agent for Negro Schools in Arkansas, gave his personal views on education which have had an important bearing upon the aims as outlined in the Arkansas study.

The third division of the conference was devoted to plans for next year. After considerable discussion, the following proposals were approved:

1. Maintain two white and two colored general explorers who will continue to supply realistic pictures of the southern rural scene. Next year we shall use persons experienced in social research who will point up and systematize certain phases of the general observations made by the very diverse group of this year. Of the explorers one white and one colored will work in the same community, thus giving us the two racial aspects of a single situation.

2. Conduct experiments of various sorts in school work:

   a) The results that may come simply by good teachers in one white and one colored school in average settings.

   b) The results of active cooperation between the teachers at both the white and the colored school of a given community.

   c) The social leadership that may be taken by a school in the stimulating environment of one of the newly developed farm ownership communities.

   d) The preparation of teaching materials. This will be done by distributing for use in average schools the pamphlets, projects, etc., developed by the teachers who will be working under our employ in the schools listed under a, b, and c, above. In addition efforts will be made to develop good school materials in health, farming, and manual training.

3. Survey the facilities and habits in reading in southern schools and rural communities and explore the methods of teaching reading, the subject which is fundamental to all formal school work.

4. Add a staff member whose functions will be: a) to canvass the various interesting projects and movements in education and community organization throughout the South; b) to study rural education in one northern or western state with a view to giving additional light and perspective to our efforts in the South.

5. If opportunity offers, help one county to try the experiment of close cooperation between the various public services: schools, health, farm demonstration, home demonstration, library service, etc., for both white and colored. It is hoped that such an experiment will be supported by one of the other foundations that are represented on the Rural School Council. As the exploration continues it is probable that a number of specific projects will be financed by others. The chief contributions of the Council may prove to be in presenting vividly the problems and opportunities of rural life and in stimulating efforts and coordinating thought and planning.

EXCERPTS FROM EXPLORERS' DIARIES

These notes are given simply to build up the picture
of the human elements in the rural communities
in which we are working

Narvie Purifoy, Poynter Community, Pine Bluff, Arkansas:

The couple with whom we stay are very young, both in their early twenties. The wife is the teacher's younger sister, who came to Poynter at the age of sixteen to go to school and to help keep house. She fell in love with and married a schoolmate, Johnnie Adams, five years ago. They have no children and are still keeping house for "Miss Ruth." They live in one of the best cabins on the plantation, next door to the foreman, for whom Mr. Adams works as day laborer. They do not "make a crop," but do raise a garden and own chickens, hogs, and a cow. Mrs. Adams is very smart and thrifty and works unceasingly and unselfishly. Mr. Adams, however, does very little except as Mr. Shell (the plantation owner) commands him. He lacks the pride in his surroundings evinced by his wife and takes no interest in community activities. Neither one of them completed grammar school nor seems to take any interest in things educational unless it is something "Ruth" asks them to help with. They will make improvements in their surroundings to please us or the teacher, but do not seem to absorb any of these improvements as beneficial to themselves: e.g., they screened the house because she urged them to do so, then they leave all the doors wide open all day while she is out; they buy knives and forks for us to eat with, but they continue to eat with their hands their same unhealthy diet. Mr. Adams boasts about the second-hand car he once saved up for and bought, but he has no ambition to own a home or to better his economic condition.

Mrs. Cannon and Mrs. Duncan, Red Oak School, Georgia:

In the afternoon one of the FERA workers who had not been riding to the highway with us came to my classroom door. He peeped in, looking very much out of place, and gave an awkward beckoning with his whole hand. The children giggled slightly, then quite audibly as I went out to see what he wanted.

"I come ter tell yer, don' take them fellers in yer car no mo. One of 'em's got the eetch and got it bad. The FERA knows it and they sending a nurse over ter his house terday ter see 'bout him. An' I'm a tellin' yer, he's got it bad too. Jest like I'm a tellin' ye now, don' let him ride widja. Don' do it now."

I mused, "I wonder what I shall tell them."

He answered, "Jest tell 'em dey can' go. You jes' ain't a gonna carry 'em no more and that's all 'tis to it."

By school closing time I found that I had to go to Atlanta by way of Jonesboro instead of Stockbridge.

Julia and Horace Bond, Franklinton, Louisiana:

One of the most interesting features of the Star Creek Community, and one which explains many of its economic and social ramifications, is the fact that most of the people are descended from approximately four parent stocks. In addition to the white ancestors, it appears that the community, and that nearby communities, grew out of the practice of miscegenation and the process of bringing black men and women into the families by outside marriages with mulatto women, giving rise to the belief that the male mulattoes have migrated to the city, or elsewhere, while the mulatto women, favored by their white fathers, have married black tenants who have been helped to escape from the status of tenantry by the superior financial

status of their wives.

The most important families in the Star Creek Community are the Magees and the Bickhams. There is also a large family in an adjoining community, Bethel, of Wilson's. Across the creek, in the Black Jack Community, the Magees and Bickhams repeat themselves. The predominance of these family names rise, at first, to the supposition on the part of the explorers that here was a hangover from the assumption, during slavery and immediately afterward, of the family names of the whitemasters of these Negroes, for the Magees and Bickhams among white persons are as numerous. However, closer investigation reveals the fact that the name similarity is in large part a direct result of miscegenation.

These family groups are extremely large, including, with cousins, nephews, nieces, and grandchildren, from two to three hundred persons belonging to each of the major family groups mentioned above. There has been a great deal of intermarriage, and to all intents and purposes the Wilsons are hardly to be differentiated from the Magees, or the Magees from the Bickhams.

This evening I went with my wife to visit Mr. Bickham. Willie Pearl, Mrs. Lu, and Miz Gabe went along. The talk was mostly about old time dancing. Mr. Bickham was quite fond of the idea and told us about old time fiddlers. The new dances, he said, didn't amount to nothing. But when the old folks use ter dance, they just dansted until they was set all over with sweat. There was old Doc, who could really fiddle a tune. Old Doc, he would come to a frolic, and all the boys and girls they would just about waship old Doc. They'd almost as soon a-spread palm leaves down befo him, alike he was the crowned king. They'd ajus line up befor him, all

awaitin to dance, and old Doc, he would ajus take his fiddle and start apattin his foot and play

ta-ta-taroo-lee----

And they would all ajust about start to break down, but old Doc would stop, and he'd start up agin

ta-tat-taroo-lee----

and then one of the niggers (excuse me, perfesser, I jes will say that word) woula say, I knows w'ats the matter wid old Doc, he ain't had no whiskey - and sure nough, somebody woulda give old Doc the bottle, and he'd up it and drink until it would be mos nigh empty, and then old Doc, he'd start agin -

ta-ta-taroo-lee, -ta-ta-taroo,
le-a-di-lee-dee, ta-roo,taroo

and by this time old Doc, he'da been gone. He'da never stop playin the wile the bottle was up to his mouth.

John Wilson, Fair Play Community, Georgia:

I heard the teaching of the first grade reading lesson for the day. The lesson was copied from the book on the board. The pupils were grouped about the board, and each one was required, one after the other, to read it aloud from the board. Portions of it were then read by one then another as they were called upon. School has been in session for a month. None of them were given an opportunity to "figure out" a word, but as soon as he or she hesitated, the teacher immediately told the word. Nothing was spelled out, no letters of the alphabet were mentioned, no syllables or word construction was hinted in the process. No phonics, phonetics, or whatnot. A mere mechanical process of calling off words by the pupil with the aid of the teacher. Words recurred so frequently and sentences were so short and of such similar construction, and the lesson was conducted in

such a way, that most of the "reading" was done by remembering rather than by recognition and understanding. The process went on for some twenty minutes.

Mr. and Mrs. Morgenroth, Fitzhugh Community, Arkansas:

Regardless of their attainments scholastically, children are placed in their own social group. There are no overgrown children in the lower grades. The problems of individual differences, particularly as related to speed and accuracy of learning, are not recognized. Classroom teaching is primarily directed to the fast group - the others get what they can, in passing.

A word of explanation is needed relative to the special students. Mr. Gammon has been making a real effort to get the older boys and girls of the community back in school (these we refer to as special students). He doesn't care whether or not they can do anything scholastically - he just wants them to be there with the other young folks and says that in the process they will learn plenty and be a lot better off than as though they were sitting around home or the store doing nothing. There are several young married women who have come back to school and many of the older boys and girls as well. The attendance is not as regular as with the slightly younger group because these older ones stay home to work when needed.

Mrs. Estelle Massey-Riddle, Mineral Springs Community, Louisiana:

When talking to two farmers about their crops, I asked, "What did the farmers in this section think of the Bankhead Bill?"

"They wuz in favor. I don't know ez I heard more'n three folks speak agin it 'mongst all the folks I know. One wuz a white man and one wuz one of the niggers on his place, and one a colored man what allus wants

to do as he pleases." He smiled and spit.

"Do you think the colored tenant you mentioned really did not want the Bankhead Bill or was there a chance of him being swayed by his boss?"

Both eagerly spoke at once: "Yassum, he wuz doin' whut his boss wanted him to do. I tells you the Guvment has sho made it better for the share croppers. Mr. ____ wouldn't let 'em get him in the middle. When the white owners wanted him to give them the checks fer they share croppers, ter keep hisself clear he just sunt dem checks right on back to Washington and had them to send ever man his own check. Then nobody couldn't take and use your check lessen you signed up for them to be your 'observator.'"

"Do you think many of the Negro share croppers signed up?"

"Some wuz fool enough to let em, but most uv em didn't. Cose some uv de white mens tried to bully de niggers into giving them they checks. His uncle (pointing to the other man) works fer a man an he's mad now cause he (share cropper) wouldn't sign up fer him ter cash his check. But all us tole him not ter do it cause de Guvment is behind him and t'ain't nothin this man can do. They's a lot we could tell a lot uv our folks to hep em, but (shaking his head) you has ter be so careful; they'll go right back and tell the white folks and that puts you in bad."

Narvie Purifoy, Egypt Locality, Mangham, Louisiana:

The boys of the sixth and seventh grades have formed by and among themselves a quartet, which they call "The Egypt Rosenwald Sons of Harmony." They have good voices and do well to have had no training. They sing the "shaped-note" type of songs in a jerky, syncopated manner that is not altogether unpleasant. They furnish most of the music at the concerts and meetings, and have allied themselves with the regular Baptist Singing

Convention, in which they learn most of their songs. The girls, on the contrary, seem to be a bit backward in the matter of singing. They have no organized group and do not even lead songs in the assembly.

Mrs. Cannon and Mrs. Duncan, Red Oak School, Georgia:

The FERA workers have their lunch in the school room, making their coffee on the heater in an old lard can. One day we overheard some of them talking:

Mr. Eddie: "Anything would be good ter us now, 'cause we hongry. Yer know when yer hongry, good is jes' good anyhow."

Foreman: "I wonder ef rich folks enjoy eatin'."

Mr. Eddie: "Naw, yer know they don' like you and me. They jes' eats because its there any time ter eat, but they don' really enjoy it."

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RURAL SCHOOLS IN NEW MEXICO

This report is based on a two-weeks inspection by four members of the Council on Rural Education: W. W. Alexander, Edwin R. Embree, James F. Simon, and Margaret S. Simon. The visit was preceded and followed by extended talks and correspondence with persons immediately concerned with the fresh educational movements of this interesting state of the American Southwest.

The educational problem in New Mexico is astonishingly complicated. The state is large and thinly populated, having an area of 122,634 square miles with an average of 3.5 persons per square mile, as contrasted with averages of 550 for Rhode Island and 134 for Illinois. It is chiefly rural, and the difficulties of getting good schools for country children are always great. The wealth of the state is slight, so that education over a wide area must be furnished at an expenditure per pupil much lower than is generally possible in richer states. In 1930 the average annual income per child 5 to 17 years of age in New Mexico was $1,076 as compared with $2,171 for America as a whole. A considerable area is devoted to the Indian wards of the government, and the federally supported and controlled schools for Indians have been a confusing factor in the educational thinking of the state. The large expenditures for Indian education are in distressing contrast to the small funds available for the children in the public schools. Finally, the state is composed of citizens of two very distinct civilizations speaking different languages. The older and greater mass of the population is made up of the descendants of the

old Spanish settlers, often referred to as "Mexicans" or "Natives." The other group, chiefly of Anglo-Saxon ancestry, colloquially known as "Anglos," has more recently poured in from other parts of the United States, largely from Texas and Oklahoma. The Anglos form the main part of the business and industrial leaders and workers and tend to concentrate in the cities; the Spanish-speaking group is the great bulk of the rural population.

The Bilingual Problem

New Mexico must not only attempt to provide an education which is adapted to rural needs, but she must take into account children who speak a different language and who have a different background and culture from the English-speaking children. She must attempt to use - for both her own enrichment and for the sake of the people of the Spanish-speaking group - the natural resources and potentialities of that group. The Spanish-speaking peoples have a heritage which is really more interesting and vivid than the background of the Anglos. The English-speaking citizens of New Mexico are very proud of the fact that their state was settled before the Pilgrim fathers set foot on American soil, and there is some little resentment that the school history books tend to slight the Spanish conquerors and glorify the Pilgrims. And yet, oddly enough, it is only recently that the Anglos have seemed to realize that this interesting and colorful background belongs not to them but to the Spanish-speaking peoples of their state who are, it must be admitted, subject to some discrimination.

This discrimination, in most instances, is not overt. There is, for example, no segregation in the schools. As it works out, however, the Spanish-speaking people are concentrated in the poorer sections and the Anglos in the

better areas, so that the schools in effect have either "Mexicans" or Anglos - but not often great numbers of both. There is a bit of the patronizing attitude on the part of the Nordics, which they so generally show to people of any other descent. Spanish-speaking people are excluded from certain social clubs and are very rarely found in positions of high responsibility in the business world.

The remnants of the old Spanish culture in New Mexico are worth reviving and saving. It is perfectly evident that New Mexico will be a more interesting state if, instead of stamping out these distinctive features, instead of degrading the descendants of the conquerors who brought this culture to America, an attempt is made to re-introduce the outward signs of past glories and to give the Spanish-speaking peoples their rightful place in the total life of the state. It also stands to reason that if these people continue to sink in the social scale, poverty and crime will be bred among them and instead of being an asset, they will become a distinct liability.

As far as the school is concerned, until recent years no account was taken of the fact that Spanish-speaking children, thrust into a regulation school where English is the medium of instruction, are laboring under an almost impossible handicap. A large percentage of the Spanish-speaking children dropped out or were compelled to repeat the lower grades - because they could not learn, at the same time, subject-matter and a completely new language. The immediate assumption was that these children had a lower intelligence. No thought was given as to what would happen to an English-speaking child if he were thrust into a school where Spanish was the medium of instruction.

Fortunately, however, more and more people in important and strategic positions, including members of the State Department of Education

and the State University, are becoming alive to the problems and responsibilities presented by two rich cultures and by children of two language groups.

The San Jose Training School

As a first step in attempting to solve the cultural and lingual problems, a demonstration school has been set up on the outskirts of Albuquerque. This school is conducted under the auspices of the University of New Mexico with special support from the General Education Board.

Most of the children come from poor homes, with ill-educated parents, and are in general fairly typical of the kind of children who attend rural schools. They are almost entirely Spanish-speaking. The teachers have been carefully chosen, both for their technical skill and for their general intelligence and sympathetic understanding of the whole problem. The school serves children from kindergarten through the eighth grade.

Children in the pre-primer are given six months of intensive training in the speaking of English. The evidence is that with this instruction, these very young children have enough facility to carry on with English as the medium of instruction. But in reality, the special training in English does not by any means stop here. The major emphasis in the school is on reading right straight on through the eight grades. The children are encouraged to read, are given an adequate number of well chosen and well adapted books, and are carried through the entire elementary course with the intent of having them emerge with the ability to read and comprehend.

Of course, as is always the case when children can really read

all the subject-matter instruction is made much easier. The children in San Jose, when given a history or geography lesson, can recite intelligently because painstaking attention has been given them in reading. We were particularly impressed - perhaps astounded is a better word - by several children in the third grade. The whole class had kept notebooks, in very simple outline form, of the books they were reading that year. On each book they had made several comments, including listing the part they had liked the best and telling in some detail just why this had appealed. One little girl had read 145 books from the beginning of school to the middle of February when we visited them! Of course all these books were short and consisted in most cases more of pictures than of text. This pupil had not only gone through the mechanical process of reading, but she had actually understood. It was worth the entire trip to hear her say that Millions of Cats was "too funny," with a sophisticated curl of her upper lip that said as plainly as words, "You and I know that this is a very silly book unless one understands it!" And this child was Spanish-speaking and had known no words of English four years before. The notebooks of the great majority of the children gave clear evidence that they had read an astonishing amount and had understood what they had read. It was to us an evidence that inspired teaching had been going on.

Besides giving the children an excellent education, San Jose has an important part in the in-service training of rural teachers. Every quarter a corps of teachers from rural schools - "cadets" - comes for a twelve-week period of observation and practice teaching. The fact that in San Jose there is at least one teacher for every grade throws the picture out of focus for the rural teacher in a one-room or two-room school, who

cannot possibly give the time and attention to each child that are given to the children in San Jose. The administrators are fully aware of that fact, and yet there is really no way of setting up one-teacher or two-teacher schools for demonstrations and still reach the volume of teachers that is being reached now.

Although the setting is admittedly not typical and therefore fails in some measure at the outset, the visiting teachers seem to absorb a great deal from San Jose. Some of the cadets of course finish their twelve weeks and go back to their schools not much improved, but the examples that we saw in rural schools of teaching by San Jose cadets lead us to believe that the benefit greatly outweighs the inevitable waste.

This function of preparing teachers is next year to be transferred to the Normal University at Las Vegas, in which the principal of the San Jose school has been appointed director of teacher-training. It is felt that however serviceable San Jose has been as an experiment or demonstration, the proper place for all phases of the education of teachers is the normal school.*

In a little building near the San Jose school, courses and actual practice in weaving are being given. The wool is prepared for weaving, is dyed, and is woven into all manner of things - blankets, rugs, saddle blankets, cloth for dresses, scarfs - everything that can be thought of for which wool can be used. This very active work has a twofold purpose: one to revive in the Spanish-speaking peoples a proficiency in their rapidly vanishing art of weaving and to instill in them and the "Anglos" a respect

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* This illustrates a trait which we found characteristic of the educational forces in New Mexico, namely, a desire to work out programs on the basis of the needs of the state as a whole with an absence of institutional or personal jealousy and with an astonishing amount of cooperation.

for this art; the other to provide a means of bringing an income to these homes which so badly need it.

Rural Schools

The influence of San Jose is very apparent when one gets to the rural areas and watches the teaching in the little one- and two-room schools. Of course, the best teachers are chosen to go to San Jose. But even this cannot account for all the difference between the teachers who have had the benefit of the twelve-weeks training and those who have not. It is not by any means entirely a question of the teaching methods. There seems to be a difference of approach and understanding of the whole problem. For example, we saw a young man - not a San Jose product - instructing a class of beginners in word formation and recognition. He was very patient and considerate and we were quite impressed. Then he thought he had better entertain us for a bit. He asked the children to sing. They did and lustily - but the first song was, "Show Me the Way to Go Home," and the second, "My Mother and Father Were Irish"! It was very amusing and somewhat touching, for the children sang with such obvious pride of accomplishment these songs with English words and with no bearing whatever on their own background. We asked if we might have a Spanish song. The teacher was considerably embarrassed and not at all pleased. He finally said they could sing "La Cucaracha." They did, but in English.

This young man played in an orchestra at a big hotel in Santa Fe. He had completely renounced his musical heritage in favor of the jazz tunes which he played at night. As far as we could find out, he either could not or would not teach the children their own songs, which from every standpoint are preferable to the songs he did teach.

This same kind of thing we found to be true pretty generally in schools when the teachers had not had the San Jose training or otherwise come in touch with the newer educational movements in the state. There was either bad teaching or a complete missing of the mark both as to what rural children should be taught and as to consideration and appreciation of the background of Spanish-speaking children.

It must be confessed that New Mexico has not yet solved the problem of bilingual teaching. At San Jose, the upper grade children are taught Spanish as a subject, but this does not fully fill the need. In all the schools, English is the medium of instruction. One wonders about the real value of teaching these children facility in English speaking and reading and writing, to the exclusion of these same facilities in Spanish. A good many of these schools are so far off the beaten path that the children only rarely come in contact with English-speaking people. In all probability the only members of the community who can speak English are the school children. They speak their broken English only in the school room, reverting to Spanish on the playground and of course at home. State law requires the teaching in English, but one questions whether it would not be better to amend the law and give instruction in Spanish, with English taught as a subject in just enough quantity to give the children fair facility in reading and writing and speaking. A number of people in New Mexico are asking themselves this very question and searching for an answer.

Special Adaptations to Rural Life

In the question of special adaptations of education for rural people, interesting efforts are being made. Still in the experimental stage, only a few centers have been chosen as demonstrations. In these

an attempt is being made to mold the community into an all-inclusive unit. Since, as is the case in most rural areas, the economic problem is acute, much emphasis is being put on reviving home crafts in order that somewhat steady income may be had by the members of the community. In Chupadero, which is one of the farthest along of these community enterprises, we saw a tannery in full swing. Each operation was carefully explained to us and each smell was proudly pointed out - together with the reason therefor. In part of the building used for some of the tanning operations several looms were set up and the young people of the community were being instructed in the art of weaving in which their ancestors were so skilled. All the articles were marketable. The State Department of Vocational Education had not only made it possible for the community to produce goods but had seen to it that a market was available.

At the school it was perfectly apparent that the community had been pressed into service. The school building had only one room, but half of it (there being an attendance of only about fifteen or twenty children) had been made into a little living room. A true Spanish fire-place - one of the loveliest we saw in New Mexico - had been built in one corner. The fire-place continued into a kind of partitioning wall, and a low bench effect had been carried out in the adobe, so that the children might sit by the fire to read or study. The children had decorated the room with flowers cut out of tin cans or snipped from bright colored bits of paper. To this semi-separate room the children were allowed to go when their particular class was not reciting. The young teacher, a very attractive and intelligent girl who had been trained at San Jose - was obviously the moving spirit in the community. She and the young man, who was instructing in tanning and weaving,

were working toward making these school centers vital to the whole community. Recently the school had started breeding rabbits. By means of a chart kept on the board, the teacher instructed the children in the dangers of inbreeding, and with the aid of the rabbits she was teaching a good deal of arithmetic and other subject-matter. And then, the rabbits were sold to a large hotel some twenty miles away for the very handsome sum of 40 cents a pound. Altogether, a very useful undertaking.

At Taos we saw another actively operating home industries group. Temporarily it is housed in an erstwhile pool room and dance hall, but a fine new building is being erected for the purpose. The present building was originally made into a workshop a year ago - before repeal. A party was held to raise money for the building, with the bootleggers contributing the liquor and the leading ladies of Taos serving. This year more equipment was bought by money raised at a cocktail party. The hearty inhabitants of New Mexico are evidently realistic in all their approaches to school problems.

The workshop devotes itself to woodworking and weaving. We saw handsome replicas of old Spanish furniture in the making. Great care is taken to make sure that these replicas are accurate and that the workers understand the value and the beauty of the old things which they are copying.

The new Community Center, which is to take the place of the pool hall, is being erected now with FERA labor. It is a beautiful building - simple, with only a few large and well proportioned rooms. Careful supervision is being given by the county superintendent and the rural school supervisor in order to make sure that every detail of this Spanish-style building is correct. This new workshop will be not only a lively center of the home industries but also an education in Spanish art and architecture.

One is impressed over and over again with the fact that everything depends on the teacher. The young woman at Chupadero was conducting a splendid school and was making great progress in improving her community. Yet, later on in our visit, we went to a school - much larger and better built - where the young man teacher pleaded for vocational help for his people, saying that they must be taught to raise better crops, to keep their houses neat and in repair. Yet his school room floor was filthy, the front of the school was falling in for lack of a little adobe, the school grounds were bleak and unattractive. It was clear that his need was not for a vocational instructor but for that added something which makes a person do the obvious and easily possible things before they try bigger and harder things. This man was sincerely interested in helping his community. He had worked hard in trying to give his children facility in the tool subjects. But even here he had missed the real mark: he was not trying to teach the children what they needed to know. He asked for tests such as were used in grading city children, because he hoped that he had brought his pupils along far enough so that they would equal, in the tool subjects, the accomplishments of the city children.

The most widely undertaken program in rural rehabilitation is the home industries project of the vocational department. Unfortunately the enthusiasm of the people has been gained by emphasizing the market value of their products. Since many of these are limited in usefulness and are somewhat dependent upon the whim of a fad-worshipping public, it would seem that there will soon be no demand for their output. In any case, a sustained interest in leisure-time occupations could better be established by shifting this interest to a desire for more comfortable and artistic home surroundings.

The State Vocational Department has in operation a number of community work shops, most of which are located on a line running north and south through the middle portion of the state. If in the South, where good soil and irrigation are found, a demand could be created for products manufactured in the northern workshops where poor soil and dry farming prevail, there could be developed an exchange of agricultural produce from these more fertile areas for furniture, harnesses, shoes, and cloth manufactured in the northern part of the state, and so encourage a self-sustaining economy for the territory as a whole.

Any attempt to fit education to the needs of rural children should include more than a modicum of agricultural training. In general there is no organized recognition of the fundamental farm needs of the people. What little work in agriculture is carried on may be attributed to extension workers and occasional visits of the County Agricultural Agent. As is well known, this is entirely inadequate;when farming assumes the place and interest in the schools, which home industries already have, New Mexico will be on the way toward a well balanced scheme and public education. Strangely enough, the agricultural college - theoretically the fountainhead of agricultural wisdom for a state - has for a major interest the improvement of sugar beet seed for use by large corporations in Colorado, Montana, and Idaho. To the irrigated farm of large acreage this seed brings a substantial return, but what of the many thousand dry farms, with but the minimum holdings, whose sun-baked fields barely produce an existence for their owners? A carefully planned course in food and forage crops and live stock raising would certainly help to raise the low standard of living which prevails.

It would not be correct to report that rural education is generally well conducted in New Mexico. Small budgets and their reflection in poor equipment and ill-prepared teachers are only too conspicuous in this as in other rural areas. But there is a ferment of interest both in the distinctly rural aspects of education and in the peculiar racial and lingual background. The President of the University, the University in toto, the officials in the State Department of Education, the teachers, the butcher, the baker, and the candlestick maker are at least alert to the problems. They have all joined forces and in part at least have forgotten the New Mexican passion for politics, in order to give sincere attention to the education of their children. Far outweighing whatever mistakes or lacks there may be, is the honest interest of highly divergent groups in this perplexing and exceedingly difficult task.

Persons who were chiefly responsible for our school visits and for our general information about conditions and tendencies were the following:

R. H. Rogers, State Superintendent of Education

James Fulton Zimmerman, President, University of New Mexico

Lloyd S. Tireman, Professor of Elementary Education, University of New Mexico

George Sanchez, Director, Division of Information and Statistics, State Department of Education

Mrs. Jennie Gonzales, Supervisor of Rural Schools

Mrs. Mela Sedillo-Brewster, Instructor of Arts and Crafts, San Jose Training School, Albuquerque

Harlan Sininger, Principal, San Jose Training School, Albuquerque. Next year to be head of Department of Teacher-Training at Las Vegas Normal University

Bryce H. Sewell, Supervisor of Trades and Industrial Education

Manuel Lujan, County Superintendent of Santa Fe County

Miss Ruth Miller, Rural Supervisor, Taos County

Floyd Santistevan, County Superintendent, Taos County

Miss Virginia Mainz, teacher, Chupadero School