

RURAL SCHOOL  
PROGRAM

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Schools  
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A REPORT OF THE PROGRESS OF THE STUDY  
OF THE SOUTHERN RURAL SCHOOLS  
OF THE SOUTH

Division of Surveys and Field Studies  
George Peabody College for Teachers  
Nashville, Tennessee

January 3, 1939

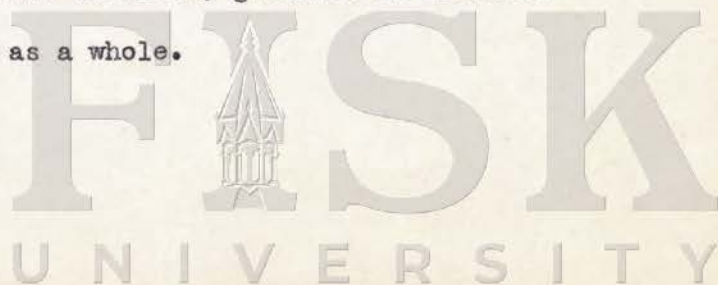
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INTRODUCTORY - A BRIEF REVIEW OF THE PROGRESS OF THE  
STUDY OF RURAL SCHOOLS OF THE SOUTH

The special study of rural elementary schools of the South, sponsored by the Julius Rosenwald Fund and conducted by the Division of Surveys and Field Studies of George Peabody College, was begun August 1, 1937, under the direction of Dr. Doak S. Campbell, Director of the Division, assisted by Dr. John E. Brewton and Dr. Horace Mann Bond. The following report summarizes progress and presents some tentative findings and observations as well as tentative conclusions as to implications of these findings.

Purpose of Study. The fundamental purpose of the study is to discover ways and means of improving rural schools and through them the quality of life in the rural South. Since the improvement of rural schools and through them the quality of life in the rural South is dependent upon getting better educated teachers into rural schools, major consideration is being given to those means of improving rural schools to which teacher-educating institutions can contribute.

Other means, however, have not been neglected. Subsidiary and contributing purposes are: to collect and compile comprehensive information basic to an understanding of rural life and rural school problems in the South; to develop evaluative materials whereby state, regional, and local agencies may raise the quality of rural schools; to develop suggestive procedures for the use of supervisors, teacher-educating institutions, administrators, and teachers for improving rural schools; and to provide, through the production of materials and through consultative services, guidance in selected centers as well as in the southern region as a whole.



Activities. All the activities engaged in and in progress at this time are contributing toward the achievement of the fundamental purpose or to one of the subsidiary purposes as outlined in the foregoing paragraph.

These activities include:

1. Compiling a functional bibliography of periodical literature on rural education, including all the articles published in forty-four educational periodicals during the eight-year period, 1930-1938.
2. Making a survey of one-teacher schools in the United States with particular emphasis upon the situation in the Southern states.
3. Making a survey of consolidated schools in the United States with particular emphasis upon the situation in the Southern states.
4. Making a survey of rural school supervision in the United States with particular consideration of status in the Southern states.
5. Developing a suggested type of direct service through rural schools.
6. Following up the testing program made by Bond and Foreman in 1930-1931.
7. Analyzing the literature in the field of rural education to discover what characterizes good rural elementary schools as described therein. The literature analyzed includes books and articles on rural education and the standards and score cards used by the state departments of education in evaluating rural elementary schools.
8. Securing and analyzing descriptions of characteristics of good rural elementary schools prepared by state and county supervisors.
9. Preparing from these analyses of literature, of state standards and score cards, and descriptive replies from state and county supervisors, a master list of desirable characteristics of rural elementary schools.
10. Visiting selected white and Negro schools in the states of Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina, and Tennessee to observe rural schools in action for the purpose of discovering characteristics of good and bad rural schools.

11. Analyzing the specific services of teacher-educating institutions with respect to rural life and rural school problems.

12. Making a study of the grade distribution of rural children by race in selected Southern states.

13. Developing evaluative criteria and an instrument in the form of a pattern map for use by supervisors, administrators, and others. The instrument is used: (a) in diagnosing needs of rural schools; (b) in rating for standardization purposes; and (c) in making surveys.

14. Developing a brief community survey form and a pupil group interview form for use with the pattern map.

15. Applying the evaluative instrument in a representative number of rural schools for three purposes: (1) to validate the instrument and establish comparative norms--average school, best school, poorest school; (2) to evaluate the effectiveness of the rural education programs of a selected group of teacher-educating institutions; and (3) to discover needs and problems of rural schools in order to derive therefrom implications for teacher-educating institutions and state departments of instruction.

16. Visiting one hundred white rural schools and one hundred Negro rural schools selected at random and applying the instrument therein.

17. Evaluating a selected group of teacher-educating institutions by applying the instrument in the rural schools of each of ten graduates of each institution, said graduates to have graduated between the years of 1934-1938.

18. Analyzing pattern maps to discover needs and problems of rural schools and to draw implications therefrom as to type of educational program teacher-educating institutions should offer prospective rural teachers.

19. Preparing a suggestive program for the education of rural elementary teachers on the basis of consideration of all aspects and implications of the study.

Materials Produced. In carrying forward the activities listed in the foregoing paragraph, the following materials have been produced:



1. A bibliography of periodical literature on rural education, functionally classified, and including all the articles on rural education appearing in forty-four educational periodicals during the eight-year period, 1930-1938.

2. Maps, tables, and summarizations showing basic information on size of schools in the United States with special reference to size of schools in the Southern states.

3. Maps, tables, and summarizations showing extent of rural school supervision in the United States with special reference to the situation in the Southern states. Also, two completed manuscripts: The Extent of Rural School Supervision in the Southeastern States; and The Extent of Supervision of Negro Schools in the Southeastern States.

4. A manuscript summarizing some rural life and rural school problems in the South: Rural Life and Rural Schools in the South.

5. A manuscript challenging the cause of the small rural school: The Challenge of the Little Red Schoolhouse.

6. A manuscript discussing rural schools problems: Southern Rural Schools and Their Problems.

7. The Little Red Schoolhouse: a paper developed as a suggested type of direct service to rural schools.

8. A manuscript summarizing the follow-up study made of the testing program made by Bond and Foreman in 1930-1931.

9. A classified list of questions derived from the analyses of literature and state department score cards and standards for elementary schools.

10. A manuscript in preparation showing a detailed analysis of the rural elementary school score cards of nine states.

11. A manuscript summarizing the characteristics of good rural schools as described by state and county supervisors.

12. Reports and field notes on all visits made to schools.

13. A manuscript in preparation on specific services of teacher-educating institutions with respect to rural life and rural school problems.



14. Maps, tables, and summarizations showing grade distribution of rural children by race in selected Southern states.

15. An evaluative instrument for rural schools based upon criteria derived through the various studies. Also, a brief community survey form and a pupil group interview form.

## II

### SOME SIGNIFICANT FACTORS AFFECTING COMMUNITY LIVING IN THE RURAL SOUTH

The Southern rural scene challenges Southern rural schools to make a more positive contribution to the direction and development of rural life. The great needs demand that rural schools place greater emphasis upon improvement of community life, that they become schools of social action. If Southern rural schools are to contribute significantly to the rehabilitation and development of an enriched rural living, they must come to grips with the stark realities of community living in the rural South.

It seems pertinent, therefore, that we review briefly some of the significant factors affecting community living in the rural South. Among these factors are: (1) health, (2) farming, (3) home-making, (4) reading facilities, (5) the church, and (6) education.

Health. With respect to health, the rural South presents a dismal picture. The region exceeds national averages in infant mortality, and in death rates from typhoid, influenza, tuberculosis, malaria, pellagra, and childbirth. Malaria, hookworm, and pellagra or hidden hunger, not found to any great extent in other parts of the country, contribute significantly to mortality in the Southern region. The area is invariably below the average of the nation in relative numbers of physicians and dentists, of hospitals and hospital beds, and in amounts spent for public welfare.



Bringing this dismal picture down to a smaller canvas, let us look at conditions in a county located in south Georgia. A recent survey of this county revealed that 63 per cent of the children in the schools had defective teeth; 60 per cent were infected with hookworm disease; and malaria fever was a constant drag on the vitality of many. In one school the percentage of hookworm infection was as high as 83 per cent and in no school was it less than 46 per cent.

In an Alabama county visited recently the major community health problems as recognized by the county health department are hookworm, malaria, malnutrition, and bad tonsils and teeth. In a test of 3,509 school children in the county it was found that 1,097, or 32 per cent, were positive for hookworm. It can easily be seen that lack of sanitary facilities in the homes of the children is responsible for this high incidence. Out of 2,969 rural homes in the county only 148, or 5 per cent, have sanitary facilities, and out of 766 town homes 298, or 39 per cent, have safe methods of waste disposal.

Eighty-one per cent of the people living within a mile radius of a stream in the southern part of this county showed a positive malaria history over the two-year period, 1934-1935. The county seat, a relatively well drained town, has a malaria history of 25 per cent for a two-year period. Such high malaria incidence is not due entirely to lowland territories in the county for a great part of the cause can be placed on poorly screened homes and on homes with no screens. In 1936 malaria fever killed more people in Alabama than did typhoid fever, typhus fever, measles, scarlet fever, whooping cough, and diphtheria combined. This malady probably



afflicts more Alabamians than any other disease known to medical science.

Thirty-three per cent, or one out of every three children examined in this county, were found to be significantly underweight. The three main causes of this high percentage of underweight children were attributed to be malnutrition, hookworm, and bad tonsils. Twenty-seven per cent of the children examined had tonsils so badly infected as to warrant operation.

Farming. In the South, the region of greatest agricultural promise, is found the crudest agrarian economy. The region is deficient in farm income; in production of livestock, eggs and dairy products; in mechanical farming; and in living techniques. With only 17 per cent of the nation's total area under cultivation, the South has 66 per cent of the total tenancy and half of the white tenancy. The per capita gross farm income in the Southeastern states in 1930 (excepting Florida) ranged from \$117 in Arkansas to \$172 in Virginia. The lowest state average outside of the South was \$325.

In order to bring this picture down to a specific case, conditions existing in a northwest Alabama county will be sketched briefly. This county is in the upper coastal plain region of Alabama. Its soil varies from very fertile branch bottoms to poor, rocky hillsides. With the coming of county agents and vocational agriculture men, there are evidences that soil in many places has been greatly improved through their efforts in promoting the planting of cover crops, diversification, etc., but when one sees the gullies pulling away the soil from some fields, it is evident that the task of rehabilitating the land has not yet been finished.



The area of the county is 384,149 acres exclusive of the acreage in incorporated towns. Its assessed valuation is a little less than \$5.00 per acre. This 384,149 acres is divided up into 3,210 farms owned by 1,348 persons. Farms average almost 120 acres each, and on the average each land owner owns over two farms.

In this county are 3,755 families of which number 2,969 live on farms. Of these 2,969 farm families, 1,659 are tenant families. In other words, 80 per cent of the people of the county live on farms and 55 per cent of this farm population belong to the tenant class.

Last year the county produced approximately 20,000 bales of cotton, and corn sufficient for home use, but it produced far too little hay, livestock, meat, and dairy products.

Home-Making. In an area where more than 55 per cent of the farms are operated by tenants whose earnings are distressingly below the level of decent subsistence, it is little wonder that houses, clothing, diet, and home membership fall short of adequate standards. Drab homes which fall below minimum requirements of comfort, health, and self-respect; excessive child labor; shabby standards of living; inadequate and unbalanced diet; and a high homicide rate characterize the region. According to the 1930 census the average value of farm buildings in the South ranged from \$377 in Mississippi to \$807 in Florida. Five states, Mississippi, Arkansas, Alabama, Louisiana, and Georgia, fall under an average of \$500 per dwelling. The national average is \$1,126.

Reading Facilities. Perhaps no deficiency in the Southeast is more marked than the lack of books and libraries and the consequent absence of reading habits. Of the 45,130,098 people in the United States who are

without public library service, one-half live in the Southeast and Southwest, although these regions contain but approximately one-third of the population of the nation. In this connection it is important to observe, however, that of the 45,130,098 people in the United States who are without public library service, 39,673,217, or approximately 88 per cent, live in the open country, or in towns of less than 2,500. This number constitutes 73.7 per cent of the total rural population. Only 5,456,881, or 12 per cent, live in urban areas, and this number is but 7.9 per cent of the total urban population. Here, then is not only the South's greatest library problem, but the nation's as well, the problem of providing effective public library service for the one-third of the total population who live on farms and in the small towns and villages of rural America.

The Church. The church as an agency for social and moral uplift in the community may be a significant factor in rural community life. As rural communities have been subject to disintegration in recent years so has the church seemed to show a similar tendency.

In order to present something of the situation regarding the church in rural communities some figures are given for a Southern county recently visited and studied. The total population of this county is 18,001. There are in this county 71 churches - a church to every 250 people if all were church members. Eight different religious denominations are represented as follows: Methodists, 24 churches; Missionary Baptists, 19; Free Will Baptists, 9; Church of Nazarene, 2; and Assembly of God, 1. The 71 churches are served by 30 ministers. Only one minister in the county serves a single church. All others serve from two to five churches. The highest annual salary of a pastor is \$2,000, the next highest \$1,200, and the average salary for the county is \$500. Only four of the ministers

have college degrees. About 70 per cent of the churches maintain Sunday Schools. According to information furnished by school children themselves, about 57 per cent of the children in school attend Sunday School at least twice a month, while more than 18 per cent never attend.

Education. In the face of a predominant rural economy, Southern schools are neglecting rural life. Rural schools are failing to direct their efforts toward the consideration and solution of problems of significance to community living in the rural South, - health, farming and farm crafts, home-making, rural recreation, cooperative economics. Lack of adult education programs, lack of activities designed to extend the usefulness of the school beyond classroom walls, lack of coordination and use of all social, welfare, and educational agencies in the community, - all these lacks are keenly felt in rural communities. School terms unadjusted to planting and harvesting seasons; use of textbooks and courses of study designed for graded urban schools; schools divorced from their communities by consolidation, are some of the evidences of urban practices being imposed upon rural schools.

Summary. Statistical indices, whether they be of health, wealth, cultural achievement, law and order, or education, reduced to a per capita basis combine in every instance to give the Southern states the lowest rankings in the nation. In no other area of the country is there so great an opportunity for the forces of social change to rehabilitate and develop a people, socially and physically, culturally and materially, as exists in the South today.



III

A REPORT OF CONDITIONS OBSERVED IN SOUTHERN RURAL SCHOOLS

Education in the United States Largely a Rural Enterprise. Education in the United States is largely a rural enterprise. In the rural areas of the United States - open country, villages, and towns with less than 2,500 population - 54.0 per cent of the nation's teachers are directing the learning of 49.7 per cent of the nation's public school pupils in 88.5 per cent of the nation's public school buildings. When one considers that over half the public school teachers in the nation are rural, that practically half the pupils enrolled in the public schools are enrolled in rural schools, and that approximately nine of every ten public school buildings in the nation are rural, one begins to realize something of the magnitude of the rural education enterprise in the United States. Despite the urbanization and industrialization of America, rural education, elementary and secondary, is still a major responsibility of the American system of schools.

Education in the Southern States Preeminently a Rural Enterprise. While education in the United States is largely a rural enterprise, in the Southern states education is preeminently a rural enterprise. In fact, the magnitude of the enterprise of rural education in the South has probably never been fully appreciated. Something of this magnitude is reflected in the following figures. In the rural areas of the fifteen Southeastern and Southwestern states, 73.8 per cent of the region's public school teachers are directing the learning of 72.7 per cent of the region's public school pupils in 92.6 per cent of the region's public school buildings. Saying it another way, approximately three of every four teachers

employed in the South are employed to teach in rural schools; approximately three of every four children enrolled in Southern schools are enrolled in rural schools; and nine out of every ten Southern schools are rural schools. Education in the South is predominantly rural. Southern educational problems of administration, of supervision, of teaching, and of teacher education are, therefore, largely rural problems.

Rural Schools Are Relatively Small Schools. In spite of the heralded success of the consolidation movement during the past quarter-century, the typical American rural school is still a small school. According to the latest available figures, 64.9 per cent of the public rural schools in the United States are one-room schools; 11.4 per cent are two-room schools; and only 23.7 per cent are schools with three or more rooms.

Enrollment figures further emphasize the predominance of small rural schools. Recent figures on percentages of children attending rural schools of various sizes, classified by number of teachers employed in each, reveal that 27.7 per cent of the rural enrollment are in one-teacher schools; that 12.9 per cent are in two-teacher schools; that 22.1 per cent are in schools of three to six teachers inclusive; and that 37.3 per cent are in schools of seven teachers or more. Of all the children enrolled in rural schools of the United States, 40.6 per cent are attending one- or two-teacher schools.

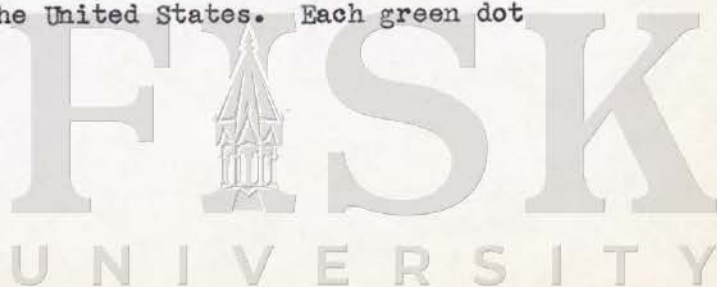
The chart before you shows for each state classified by regions the approximate percentages of children attending rural schools of various sizes classified by number of teachers employed in each.



Although over half the consolidated schools of the nation are located in the Southern states, rural schools in the region are relatively small schools. The average number of teaching positions to a building in the rural areas of the fifteen Southern states ranges from 1.8 per cent in Kentucky to 4.3 per cent in North Carolina. The average number of teaching positions to a building in the rural areas of the United States is 2.3. (Refer to chart.)

In a recent study of local school units in Tennessee the following statement is made: "On the basis of present day educational thought, satisfactory curricula cannot be developed and offered in schools having less than six teachers." If one grants this assumption, which we do not, one finds that only 8.2 per cent of all the elementary schools of Tennessee can offer satisfactory curricula; that Kentucky can develop and offer satisfactory curricula in only 3.2 per cent of its elementary schools; Arkansas in only 11.6; South Carolina in only 19.6; Alabama in 20.4; Georgia in 33.1; Louisiana in 39.1 and North Carolina in 39.8. In Arkansas, 45.7 per cent of all the white children and 77.0 per cent of all the Negro children attending school are going to school where there are fewer than six teachers. In Tennessee, 58.9 per cent of all children (Negro and white) are attending schools where there are fewer than six teachers. In Kentucky, seventy-two out of every one hundred elementary school children in the county school districts attend one- or two-teacher schools. Over one-half of the elementary children attend one-teacher schools.

On the spot map before you an attempt has been made to locate by counties all the one-teacher schools in the United States. Each green dot



represents a one-teacher school for white children and each red dot represents a one-teacher school for Negro children. There are in the United States 132,811 (1935-1936 figures) one-room schools in use today. Regionally these are distributed as follows: Southeast, 25,831; Southwest, 6,043; Northeast, 21,517; Middle States, 48,661; Northwest, 27,133; and Far West, 3,626. In the Southeastern states 46.6 per cent of all school buildings are one-room buildings while in the Southwestern states 30.1 per cent are one-room buildings.

An effort has been made to get directly from state departments in the Southeastern states comparative numbers and percentages of one-teacher schools for white and for Negroes. The chart before you shows these percentages.

Enrollment figures are, of course, more significant. The chart before you shows approximate percentages of children attending Southern rural schools of various sizes, classified by number of teachers employed in each. In two states, Kentucky and Oklahoma, considerably over half of all the children enrolled in rural schools attend one- and two-teacher schools. In two states, North Carolina and Florida, the percentage has been reduced to less than 25 per cent of the total rural enrollment in one- and two-teacher schools.

An attempt has been made to get enrollment figures broken down by race and number of teachers to schools for all Southeastern states. These figures have been obtainable from only four states. Percentages are shown in the chart before you for these individual states.



Distribution of White and Negro Rural Children through the Grades of County School Systems. A study to discover the way in which Negro and white rural children are distributed throughout the grades of county systems in the South has been made.

We present two maps indicating the presentation of facts from three states whose state reports yield such information by race--Alabama, Georgia, and Tennessee.

From these maps it is plain that the concentration of school children in the first few grades is a regional and economic index of the first order. We have plotted only the percentage of all children enrolled in the first grade. If we follow a simple rule, that in counties with more than 35 per cent of all children enrolled in the first grade, an equivalent percentage will be found in the combined second and third grades; and that less than 2 per cent of such school populations will be found in high school grades, we will note that such education as is not received by these children in the first three grades will be received out of school, if at all.

These maps show, for Negroes, a definite area of high concentration of Negroes in the lower grades through the historic Black Belt of the South (if the data were available for other states, the maps would, doubtless, show continuous belts across state lines). Tennessee shows a lower concentration in various areas for Negroes, and if checked against facts of ownership and school expenditures, as well as the percentage of Negroes in the population, would show a distribution precisely like these other areas.

In certain counties in the Black Belt showing a small percentage of Negroes in the first grade, we have to do with semi-urban population on the fringes of metropolitan areas, and frequently included in a combined city-county school system that gives larger funds to the semi-urban-rural populations adjacent than is ordinary.

For white children, the map shows that in the lower South the percentage of white children in the lower grades is lowest just where that for Negroes is highest. The Black Belt, again, with a minority white school population, consolidated schools, and an upper class white population, shows a grade distribution that would be rivalled only in the better school systems of the Nation under optimum urban conditions. By contrast, the white children of the Cumberland Plateau, and the Appalachian foothills, together with those of the Georgia swamp coast and the Alabama wiregrass, show a high concentration of white children in the first few grades.

TABLE

THE DISTRIBUTION OF RURAL COUNTY SCHOOL SYSTEMS IN THREE SOUTHERN STATES WITH  
REFERENCE TO THE NUMBER AND PERCENTAGE OF CHILDREN OF  
BOTH RACES ENROLLED IN THE FIRST GRADE  
1935-1936

Percentage Intervals, that First Grade Children Were of all Children Enrolled	Number of white county systems in group in:			Number of Negro county systems in group in:		
	Alabama	Georgia	Tennessee	Alabama	Georgia	Tennessee
45.0% and above	0	0	0	22	10	0
35.0% - 44.9%	0	1	0	35	77	5
25.0% - 34.9%	8	9	24	7	46	43
15.0% - 24.9%	46	92	61	2	14	14
Below 15.0%	13	57	10	0	1	2
No data available, or number of Negro children enrolled totalling less than 100	--	--	--	1	11	31
Total No. of Counties	67	159	95	67	159	95

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

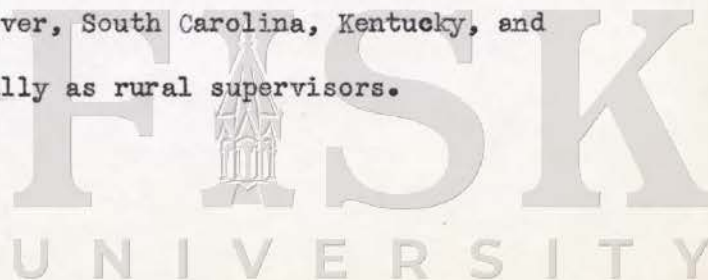
That Southern rural schools are offering rural children more limited educational opportunities than urban schools may be readily seen from a study of the charts before you.

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

administrative, supervisory, and instructional program in these schools based on the needs of rural people and a rural society, the sooner will these schools become forces for the improvement of rural life in America.

Supervision of Rural Schools. Our observations have led us to believe that there is a great need in the South for a state and county supervisory program which will reach all schools, the smaller schools as well as the larger ones. We have, therefore, inquired into the extent of rural school supervision in the Southeastern states. The extent of county supervision of schools, white and Negro, in the Southeastern states is presented on the chart before you. You will note that supervision of Negro schools, due largely to aid received from philanthropic agencies, chiefly the Jeanes Fund, is more widespread than is supervision of rural white schools. While Negro rural schools are supervised by Jeanes Teachers in 451, or 46.3 per cent of the counties in the region, the white rural schools are supervised by professionally trained supervisors in only 246, or 25.2 per cent of the counties in the region. An examination of the extent of county supervision in individual states reveals that in only two Southeastern states, Virginia and Louisiana, is the percentage of counties having services of white supervisors greater than the percentage of counties having Jeanes Teachers.

Each state in the Southeastern region has one or more persons in the state department of education definitely employed to supervise, and represent the interests of, Negro education, personnel made possible largely through financial support from the General Education Board. Each state also has one or more persons employed whose duties include the supervision of rural schools. In only three states, however, South Carolina, Kentucky, and Mississippi, are they designated specifically as rural supervisors.



EXTENT OF COUNTY SUPERVISION OF SCHOOLS, WHITE AND NEGRO  
IN THE SOUTHEASTERN STATES, 1937-38

State	Total No. Count- ties	No. Counties Having Ser- vices of Supervisors		% Counties Having Ser- vices of Supervisors		No. Count- ties Not Needing Negro Supvs.*	% Coun- ties Not Needing Negro Supv.*	No. Counties Needing Ser- vices of Supervisors		% Counties Needing Ser- vices of Supervisors	
		White	Negro	White	Negro			White	Negro	White	Negro
1	2	3	4	5	6	7	8	9	10	11	12
Southeast	975	246	451	25.2	46.3	234	24.0	729	290	74.8	29.7
Virginia	100	79	69	79.0	69.0	18	18.0	21	13	21.0	13.0
North Carolina	100	5	59	5.0	59.0	17	17.0	95	24	95.0	24.0
South Carolina	46	3	38	6.5	82.6	0	0.0	43	8	93.5	17.4
Georgia	159	12	55	7.5	34.6	16	10.1	147	88	92.5	55.3
Florida	67	7	29	10.4	43.3	10	14.9	60	28	89.6	41.8
Kentucky	120	11	12	9.2	10.0	104	86.7	109	4	90.8	3.3
Tennessee	95	34	36	35.8	37.9	38	40.0	61	21	64.2	22.1
Alabama	67	31	40	46.3	59.7	7	10.4	36	20	53.7	29.9
Missis- sippi	82	17	55	20.7	67.1	0	0.0	65	27	79.3	32.9
Arkansas	75	0	25	0.0	33.3	22	29.4	75	28	100.0	37.3
Louisiana	64	47	33	73.4	51.6	2	3.1	17	29	26.6	45.3

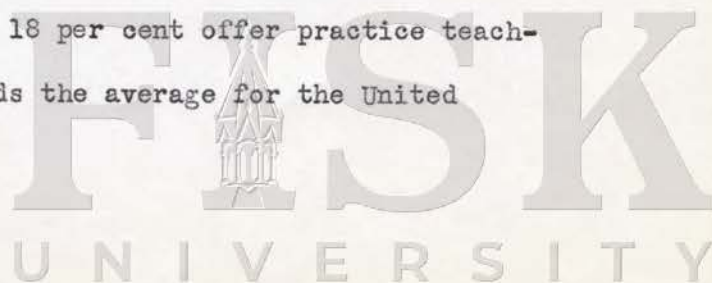
\* Counties having fewer than ten Negro teachers.

Rural Education Emphasis in Institutions Providing for the Education of Teachers. Catalogues from 171 white teachers colleges, normal schools, state universities and state women's colleges were examined to find the number of colleges offering a special rural curriculum, the number providing a rural education department, the number providing one or more professors of rural education, the number offering rural socio-economic background courses, the number offering professional courses in rural education, the number offering courses in teaching special subjects in rural schools, and the number offering practice teaching in rural schools.

The chart before you shows these figures converted into percentages for the United States as a whole and for each of the six regions separately.

Basing our figures on these 171 teacher-educating institutions, we find that in the United States 19 per cent offer a special rural curriculum, 6 per cent provide rural education departments, 18 per cent provide one or more professors of rural education, 54 per cent offer rural socio-economic background courses, 59 per cent offer professional courses in rural education, 28 per cent offer courses in teaching special subjects in rural schools, and 30 per cent offer practice teaching in rural schools.

Basing our figures on 45 institutions in the eleven Southeastern states we find that not a single institution offers a special rural curriculum or provides for a special rural education department. Two per cent of these Southeastern institutions provide one or more professors of rural education, 69 per cent offer rural socio-economic background courses, 36 per cent offer professional courses in rural education, 20 per cent offer courses in teaching special subjects in rural schools, and 18 per cent offer practice teaching in rural schools. The Southeast exceeds the average for the United



States at only one point--the percentage of its institutions offering rural socio-economic background courses. At no other point does the region even closely approach the averages for the United States.

Regionally, emphasis on rural education in teacher-educating institutions is in the Middle States and the Northwest. On all points considered these two regions greatly exceed the averages for the United States as a whole.

Rural Education Emphasis in Negro State Colleges. A study of the offerings of Negro state colleges devoted to the education of teachers shows that these schools have, within the last three years, incorporated courses on rural education in their catalogues with few exceptions. With small staffs, these courses are usually offered by some member of the faculty who devotes major time to some other aspect of educational administration or methodology. In the same manner, courses in rural sociology are now offered in most of these colleges, taught by the one person who also teaches all other courses in sociology, and frequently, as well, courses in economics, government, and history.

It is well that we recognize a peculiar problem of these state colleges inherent in their small size, diversity of offerings from normal school curricula through liberal arts curricula to vocational agriculture and home economics, and varied sources of support and administration. The attaches of the Federal services--agriculture and home economics--usually have longer tenure, larger salaries and prestige, and owe their responsibility frequently, not to the collegiate administrative staff, but to the State-Federal administrative machinery.



The administration of this work is highly formalized and patterns for the training of vocational agriculture and home economics teachers are rigidly set by Federal authorities. It happens that in each of the land-grant colleges, there are really two widely differing curricula for the training of rural teachers; and, not only different curricula, but different staffs, and different administrations.

We can refer but briefly to two problems encountered by these institutions which, to date, have been engaged in training teachers in their regular sessions solely for urban or secondary schools, on the one hand, and for specialized service as teachers of vocational home economics or agriculture, on the other.

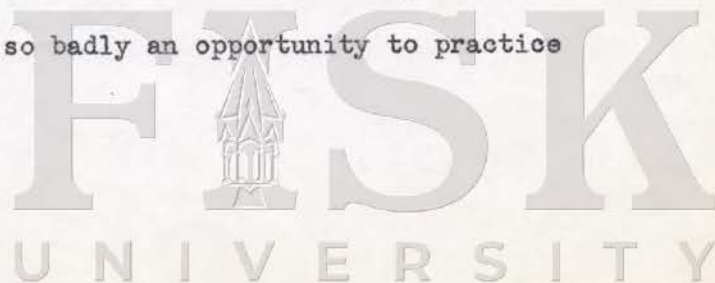
The first is the need for coordination between these services. It may not be possible for the inflexible Federal programs to be modified; but it does seem that where selectivity and admission are concerned, a much greater success could be achieved by the Federal branches. Frequently the latter enroll young men and women of inferior ability, who, on graduation, are likely to receive posts of administrative leadership out of proportion to their abilities, because the Federal subsidy, added to the state or county allotment, gives them greater favor. Certainly we feel it a mistake to continue the education of these persons in almost complete isolation from the work being carried on by the persons supposedly responsible for "professional educational" activities in the college. Perhaps a joint, inner council of members of the departments of education working for coordination with those from the social studies and from home economics and agriculture, would be



## Conditions Observed in Southern Rural Schools

### A. The Teacher

Education. Usually the teacher has had some education beyond high school. If a younger teacher, this education is most likely to have been received at the nearest teachers college. If an older teacher, this education has been received at several places and has extended over a long period of time including summer schools and extension courses. She has had little, if any, special education for teaching in rural schools. She has had no courses in rural sociology or rural economics, practically no professional courses dealing with rural school issues and problems, and only rarely has she had an opportunity to observe or to practice teaching in an ungraded rural school. Almost invariably, her education has been for teaching in a highly organized, fully graded, urban school. If she is a younger teacher, she has had practice teaching on the college campus in a practice school administered, organized, and supervised on a strictly graded urban basis. Rarely will she have had practice teaching in an ungraded, rural school; and even more rarely will she have had an opportunity to observe or practice in an actual field situation. If she is an older teacher, she has not observed or engaged in practice teaching in a modern practice school even of the graded, urban type, for having entered the teachers college with a number of years experience she has been exempted from the observation or practice teaching requirement. This exemption the teachers college has been glad to grant due to inadequate practice facilities and an overburdened practice school schedule. Thus, these older teachers who need so badly to see modern procedures in operation, who need so badly an opportunity to practice



modern procedures under expert guidance and supervision are deprived of coming directly in contact with what should be the vital center of any program for the education of teachers.

Experience. As regards experience, two types of teachers are most frequently found in rural schools, the young inexperienced teacher and the old long-experienced teacher. Thus, in these schools, two extremes are represented, the very young teacher who is teaching in the ungraded, rural school, for which she is unprepared until she can get experience enough to teach in a graded, urban school for which she is, at least, partially prepared; and the mature teacher who having begun as a young teacher in a rural school has failed to prove her worth sufficiently to be promoted to an urban school.

Professional Connections. Most rural teachers are members of county, district, and state professional organizations, and attend county meetings. Since most county superintendents in devious ways require all teachers to be members of these organizations, including the State Education Association, it is impossible to know how much real professional participation is represented by these professional connections.

Rural Mindedness. The younger teachers seldom live or board in the communities where they teach. They live in the nearest urban center and commute daily. They participate in a very limited way, if at all, in the religious, community, and social life of the people in the community in which they teach. Their personal, religious, social, and community connections and interests are in town. The older teachers, since many of them are married and live in the communities in which they teach, have more personal, religious, social, and community connections and interests in the community in which they teach. These connections and interests, however,

often are not as effective as they should be because these older teachers fail to recognize the social responsibility of the school.

#### B. Conditions of Teacher Service

Selection and Retention. The conditions of teacher service leave much to be desired and unless materially improved will continue to make good teachers hard to get and to keep in rural schools. Rural teachers are too often selected and retained on bases other than competence and rural-mindedness. The attitude that anybody with a teacher's certificate who happens to live in the community, or that anybody in the county with a certificate who must be given a job to satisfy personal or political friends is good enough for small rural schools is responsible for the poor quality of many rural schools.

Housing. While comfortable, convenient places to board are available in some communities, the standards of living are such in many communities that adequate and comfortable housing is not obtainable. The problem of housing is accentuated in tenant communities; and for Negro teachers, whose patrons are, for the most part, tenants living on a narrow economic margin, adequate, comfortable quarters are almost impossible to obtain.

Tenure. Tenure in rural schools is shorter than in urban schools and is shorter in small rural schools than in large rural schools. As rural schools get smaller, tenure gets shorter. New teachers begin in small rural schools, if they are good they gravitate to larger rural schools and eventually to urban schools; if not good, they remain in small rural schools, rotating from small school to small school in the county, a process which has worked to the practical collapse of small rural schools.



Pupil-Teacher Load. Teachers in white rural schools teach from 13 to 40 children; while teachers in Negro schools teach from 15 to 78 children. Equalization and attendance laws are rapidly decreasing the typical load in Negro schools to not more than 35 children in average daily attendance. Teachers in rural schools teach a shorter term than do teachers in town. In an equalized county, the term in the smaller schools is as long as in the larger schools, but if in an unequalized county, the term in the smaller schools is shorter than in the larger rural schools. The terms in white rural schools visited vary from 135 days to 160 days. The term in Negro schools visited ranges from 97 to 177 days taught.

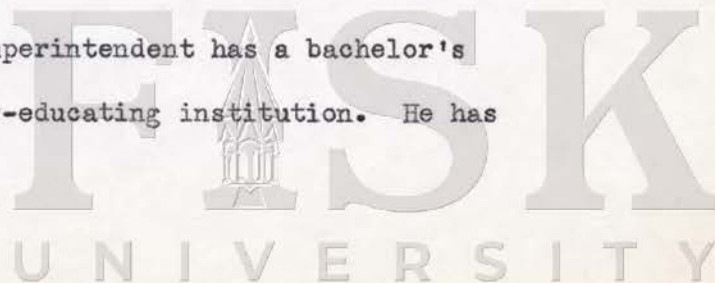
Salary. In schools visited, white rural teachers are working for salaries varying from \$65 a month for a term of 7 months to a salary of \$108 a month for a term of 8 months. In schools visited, Negro rural teachers are working for salaries varying from \$20 a month for a term of 5 months in Mississippi to \$115 a month for a term of 8 months in Tennessee.

Leaves of Absence and Retirement. The teacher is granted leaves of absence to visit other schools for special demonstration programs and to attend meetings of educational associations. She does not enjoy any retirement provision. The Negro teachers state, however, that visits to special demonstration schools are to be arranged, but have not been as yet.

Community Facilities. The community provides the teacher with very limited recreational and social facilities, and slightly more adequate religious facilities.

### C. Administration and Supervision

County Superintendent. The county superintendent has a bachelor's degree from a college, often not a teacher-educating institution. He has

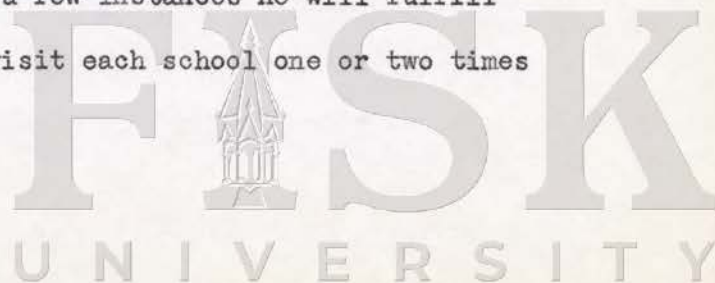


had more than three years experience in his office and maintains professional connections in state, district, and county organizations. He visits most of his larger rural schools and some of his smaller rural schools at least once a year. Most important, perhaps, is his attitude toward the smaller rural schools. He assumes, having been encouraged to do so by the state department of education, that the elimination of the small rural schools, especially those employing only one teacher, is the all-important need in educational progress. So much has this point of view dominated his thinking that serious effort to improve the one-teacher schools and the two-teacher schools still serving our rural communities has lagged.

Heeding the pronouncements of consolidation enthusiasts, superintendents have tended to neglect, even ignore, small schools and their problems. This neglect is a natural result of optimistic thinking on the one hand --someday I will consolidate all my schools and small school problems will be no more--and defeatist thinking on the other hand--there's nothing I can do to improve small rural schools but consolidate them and until I can consolidate them I'll let them struggle with their problems as best they may.

Such reasoning loses sight of the fact that the educational development of millions of boys and girls is involved, boys and girls whose education cannot wait until larger schools promising improved opportunities can displace the smaller ones. Such reasoning is faulty also in that it assumes that consolidation in and of itself insures a good school which our observations lead us to question.

The county superintendent is beginning to take a much deeper and extended interest in his Negro schools. In a few instances he will fulfill the statutory requirement that he should visit each school one or two times



a year, by driving past the door, blowing his horn, and calling the teacher out for a brief greeting. In still other cases, the superintendent has not visited a Negro school in twenty years. He feels he must still tread lightly in view of political complications. For the most part he would like to do much more for his Negro schools, and is somewhat ashamed that more has not been done. He leaves the impression of sincerity restrained principally by the fear of political consequences of too-rapid improvement at local expense. Where Federal funds are available, he enters gladly into extensive building programs for Negro schools.

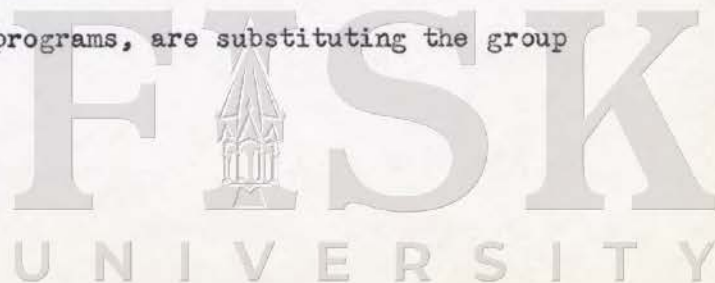
County Supervisor. One in every four Southern counties has the service of a white supervisor and approximately one in every two Southern counties has the services of a Jeanes teacher. The white supervisor has an A.B. degree and has done some work on a master's degree. She has had over three years experience as a supervisor, maintains state, county, and district professional connections, and visits the larger schools of the county regularly, and some of the smaller rural schools during the early fall when weather is favorable. These schools usually close before the weather clears in the spring. She shares with the superintendent his attitude toward the small rural school, though is not quite so sure that consolidation possesses all the merits and advantages claimed for it. She sees possibilities in a two-teacher school, but very little in a one-teacher school. She sometimes conducts a county-wide program of curriculum study and improvement in which all schools participate to some extent. The small rural schools are generally neglected, however, in favor of the town schools where more rapid progress is possible.



The Jeanes supervisor, if a younger woman, is likely to be intelligent and earnest. She has a bachelor's degree from the state teacher's college for Negroes, and has spent a summer at Hampton or Atlanta University. She is realistic about her situation and that of her schools, and, without careful state supervision, likely to give up her older teachers as impossible of improvement, concentrating on the younger ones whom she has helped employ, and whom she regards as susceptible to improvement. The older Jeanes supervisor is thoroughly cynical, disillusioned, and adept at accommodating herself to the ideas of a non-progressive superintendent or board member. Her routine is a series of casual visits to schools in which little or no effort is made to suggest improvements. Where there is adequate staff for effective state supervision of county supervisors, there is likely to be a well coordinated county program of teacher improvement and curriculum study. Without such supervision, meetings of county teachers are given over to formalities of signing registers and receiving checks.

#### D. Teaching and Learning

Provision for Effective Learning Situations. The dominance of textbook teaching, of dull routine recitation, is the most obvious characteristic of teaching and learning in rural schools. There is a great lack of provision for effective learning situations. There is little evidence of pupil diagnosis through measurement, observation, study of home conditions, or study of out-of-school behavior. The daily program is fixed, allowing no flexibility, an endless round of fifteen-minute doses of this and that and the other subject matter to be recited out of the textbook. Increasingly, however, Jeanes teachers, with state programs, are substituting the group



system for the old fifteen-minute, grade-by-grade recitation treadmill. Rarely indeed does one observe any evidences of plans made through the cooperation of teacher and pupils. Equally rare are evidences of plans by which pupils may help each other. There is so much just sitting still and staring into space. Monotonous meaningless drill in formalistic studies followed by long periods of waiting for a short period of more monotonous meaningless drill is a routine so deadening and prevalent that it is no wonder rural children leave school at an early age, not only without a continued interest in reading but without a satisfactory ability to read, not only without an appreciation for rural life but without any knowledge of its basic processes. One of the greatest needs observed in rural schools is the need for the use of really effective methods of teaching the fundamental tools of learning--reading, writing, and arithmetic.

Opportunities for Expression of Ideas about Experiences. The opportunities for expression of ideas about experiences are limited in rural schools. Seldom, if ever, does one find children engaged in lively conversation or discussion; in story-telling; in writing letters, stories, plays, or poetry. While numbers are taught religiously, little opportunity to express meaningful ideas in numbers is provided. There is practically no provision made for expression of ideas about experiences through drawing and painting; through construction of articles, as woodwork, clay modeling, bookmaking, weaving, basketry, etc.; or through production of original plays, folk dances, folk games, and the like.

Experiential Opportunities Provided Children by Other Agencies. Rural communities provide children few experiential opportunities. Trips, even short ones, are the exception rather than the rule. An occasional party,



an annual picnic perhaps, possibly a 4-H club for boys and one for girls; church service once a month, sometimes Sunday School; and where the standard of living is not too low, in exceptional cases some home experiences in housekeeping, cooking, sewing, caring for animals, and gardening, constitute the opportunities rural children have to get educational experience outside the school. Even such activities as are carried on by 4-H clubs seldom have the interest of the teacher, being a program for the children conducted by home and farm agents, and not considered by her as an important educational asset.

Experiential Opportunities Children Have Under the Guidance of the Teacher. Two responsibilities for providing experiential opportunities for rural children rest upon the rural school. First, there is the responsibility for arousing the community and the parents to provide within the community a greater variety of experiential opportunities. Second, there is the responsibility of the school to provide as broad an experiential program in the school as possible to meet the experiential inadequacies of the community.

Rural schools observed fall far short in these respects. Trips are taken more frequently now than in former years, but most schools still provide for none. The small schools where children have seldom been outside the community, provide for practically no trips. Parties, picnics, and occasionally 4-H clubs provide social opportunities. Rural schools have practically ignored the possibilities of providing such experiences as: caring for and planting of grounds, building bird centers, establishing school museums, caring for room or school libraries, producing plays and



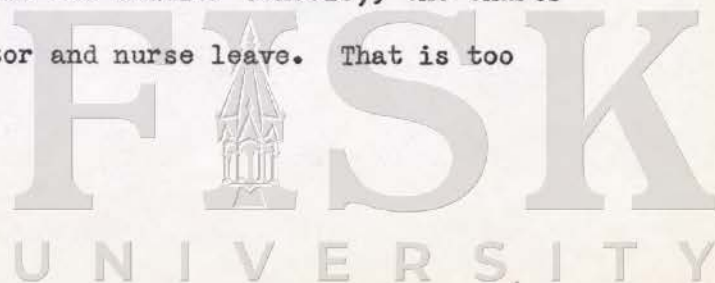
festivals, conducting hobby fairs, maintaining school gardens, working in school shops, cooking and preparing hot lunches, sewing, etc.

#### E. Pupils

Attendance. Attendance is a real problem in rural schools. It is not uncommon to find more absent than present, especially is this true in cotton picking season. In some places, attendance is better in bad weather than in good weather. Lax enforcement of compulsory attendance laws, a school term unadjusted to growing seasons, poor health conditions, child labor, economic insufficiency, and an indifferent parent group are some of the causes underlying poor attendance in rural schools. Recent emphasis on equalization funds based on average daily attendance is having a wholesome effect on stimulating attendance in Negro schools. Attendance laws, for the first time in history, are being applied for Negro as well as for white children.

Health. The health conditions of the children in rural schools of the South are such as to constitute the most serious and most immediate problem in these schools. When over half the children in a given school are infected with hookworm disease, and many have malaria and are undernourished, the first responsibility of that school and that teacher is to rehabilitate the physical bodies of these children if for no other reason than to make learning possible.

In counties where health units are operating, much is being attempted to improve health conditions, but even in these counties only a beginning has been made. The health officer and nurse make their annual examinations of children in the schools (sometimes they miss the smaller schools), the charts of individual defects are posted, the doctor and nurse leave. That is too



often the end of it all. We visit school after school where the examination is the end-all. We visited one school where a high percentage had hookworm disease and malaria. All had refused to take treatments. All had refused vaccinations. This school had no P. T. A. and the teacher was making no effort to organize one. She lived in town, three miles distant from the school. Flies literally covered the children as well as the room. The building, of course, was not screened.

The provision of sanitary drinking facilities is still a great problem in rural schools. Jars or glasses brought from home are often kept little more sanitary than the community dipper, and the community dipper, though extremely rare, is still seen in use in some of the smaller schools.

Sanitary facilities, while greatly improved in many sections, are still unbelievably inadequate in other sections. A number of schools visited have no toilets at all; some have toilets for girls and none for boys. These conditions are inexcusable; they reflect directly upon the teacher.

Supervised lunch periods have been observed in a number of small as well as large rural schools. In others, very bad conditions during the lunch period have been observed. For instance, in a one-teacher school, the teacher actually left the children alone during the period while she went home to her own lunch. The children were left to curse, talk dirty, and fight-- and they did all three with a vengeance. At another one-teacher school, the teacher and children took their lunch baskets and sat down under a shade tree and ate and talked together pleasantly and enjoyably. "How many of you brought milk today?" she asked. Practically all of them held up their bottles of milk.



Some teachers in rural schools are attempting to provide sanitary facilities for washing and drying hands before lunch, but are not attempting generally to provide hot lunches and rest periods. They also pass over rather lightly the daily health inspection. Rural school grounds do not lend themselves in many instances to outdoor play programs.

The time of sweeping of rural schools when children participate in school housekeeping is not so regulated as to make for best health conditions. Sweeping is done at recess and at noon and children are subjected to breathing flying dust.

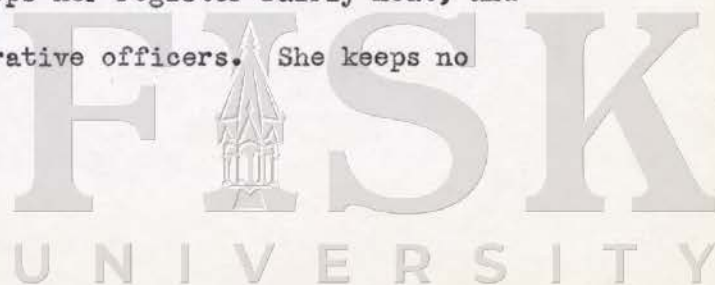
Progress and Achievement. Pupil progress is a real problem in rural schools. Short terms, poor attendance, health, promotion policies, and other factors work to keep pupils from making normal progress, resulting in a piling up of overaged pupils in the lower grades.

#### F. School Management and Control

Cleanliness. Rural schools, particularly the smaller ones, leave much to be desired regarding cleanliness. The grounds are often unclean, as are the buildings and the children. The teacher is usually but not always clean. The children participate in the little that is done to keep the school clean but take no part in making the community clean.

Pupil Participation. While the pupils participate under coercion in school housekeeping, they do not participate to any noticeable degree in general school control, in planning assemblies and all-school activities, or in classroom activities.

Records and Reports. The teacher keeps her register fairly neat, and makes reports fairly promptly to administrative officers. She keeps no



permanent, cumulative records for each individual child except the usual monthly grades, which she reports to parents at frequent intervals. In some cases school registers are kept, but at home. Reports of average daily attendance are often highly fictionalized.

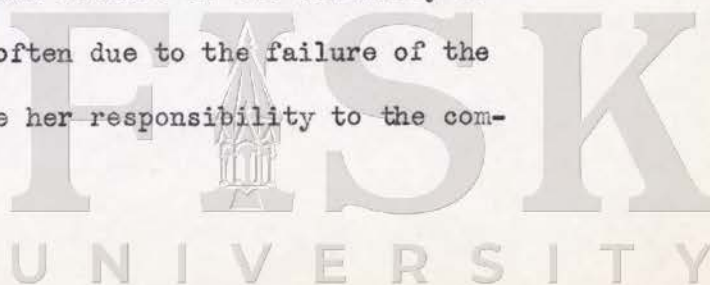
Safety. Only that fire and storm protection is provided that may be associated with light frame structures in inaccessible rural areas.

Health Services. Such things as ventilation, heating, and lighting are not dependent upon facilities alone, but upon the ability of teachers to manage them correctly and efficiently. Rural teachers, even with the emphasis given these matters, frequently fail to manage these correctly, especially is that true in regard to ventilation and heating. At one school visited the teacher was very conscious of her inability to build a fire. It was a cold morning and she and the small children--no large ones were present --were suffering because of her inadequacy.

Health agencies are inadequately used. The frequently excellent county health services lose much of their effectiveness because teachers do not recognize the part they should play in making these services really function in the school and community. Too frequently teachers take an attitude of passive toleration toward these agencies instead of becoming active agents to further their efforts and achievements.

#### G. Community-School-Teacher Relationships

Community's Responsibility to Teacher. The rural community is not always appreciative of the rural teacher's efforts and often fails to recognize its responsibility to the teacher. This failure of the community to appreciate the efforts of the teacher is often due to the failure of the teacher in attitude or action to recognize her responsibility to the community.



Teacher's Responsibility to Community. If the teacher expects the community to recognize her and her efforts, she must be willing to identify herself with the community. This most rural teachers are not willing to do. They are not willing to live in the community where they teach and to make the problems of the community their problems. They are not willing to participate freely and cooperatively in community activities, to accept leadership, to work toward raising standards of living in the community.

Coordination of the Efforts of School and Community Agencies. One of the greatest needs in rural schools and rural communities that is immediately evident to every observer is the need for the coordination of the efforts of school and community agencies. There is a great need for the rural school to cooperate with and use the services of welfare agencies, of farm demonstration agents, of home demonstration agents, of county health units, of churches, of youth organizations, and of other available community agencies.

Adult Education. Rural schools are neglecting an opportunity when they fail, as they are doing, to provide adult classes such as night schools for illiterates, extension classes for farmers and homemakers; to provide adult services such as cooperative organizations for buying, producing, canning and packing, and storing and marketing; to provide adult clubs such as Farmer's Union, Grange, home demonstration clubs, farm demonstration clubs, and garden clubs.

School Community-Centered. Practically no small rural schools are functioning as real community centers and fewer consolidated schools are so functioning than is generally supposed. Few small rural schools and some consolidated schools have parent-teacher associations, and have community meetings of various kinds in the schoolhouse. Practically no opportunity is given pupils to become acquainted with and participate in community under-

takings. In no case observed do community problems form the basis for reading, study, discussion, and action in school.

#### H. The School Plant

Grounds. Rural school grounds are generally inadequate for carrying on a modern educational program. Often situated on an eroded or eroding hillside, rural school grounds are almost never landscaped, planted, or fenced. These conditions are based on observations in small rural schools only.

Schoolhouse. Schoolhouses are generally frame buildings in various stages of repair. A condition frequently observed in counties where consolidation has been more or less generally effected is a one-teacher school in a large frame building which originally housed <sup>a</sup> two or more teacher school. A small group of little children huddled together in a large building, while the other rooms are unused except for plunder does not show that the best use is being made of available facilities. It is only rarely that a teacher found in this situation exhibits any resourcefulness in using these extra rooms. These teachers do not realize the great possibilities of utilizing this space to enrich the experiences of the children. Apparently, it has not occurred to them that these rooms might be used as workshops, indoor gardens, playrooms, reading centers, museums for storing collections made by children, lunch rooms, kitchens for preparing hot lunches, little theatre rooms where the children might engage in dramatization. Teacher-educating institutions and supervisors have an opportunity to enrich the living and learning of boys and girls in these small schools housed in large buildings through preparing teachers to utilize all the space to enrich the experiences of the boys and girls.

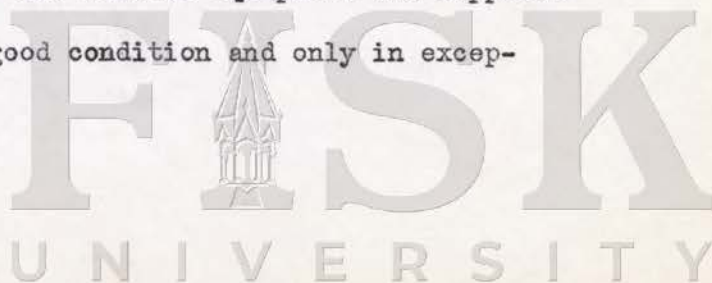


The availability of Federal funds for school building is aiding immensely in providing good buildings for Negro schools. For instance, in Bullock County, Alabama, a resourceful supervisor photographed all of her buildings and sent prints to the school board members, who had never before realized how wretched was the housing available for Negroes. This year Bullock County is building seventeen new school buildings for Negroes, using local and Federal funds.

Outbuildings. Toilet facilities are thoroughly adequate in those counties where sanitary engineers and school officials have worked out a cooperative program. This condition exists in many Tennessee counties. They are thoroughly inadequate in some counties where health units have operated for some time, notably in Alabama. Toilets at small rural schools are practically never provided with toilet paper.

#### I. Equipment and Supplies

Selection and Care. There is little evidence that the intellectual, social, aesthetic and cultural, economic, and health needs of children are considered when equipment and supplies are selected for rural schools. Neither is there much evidence that such materials and equipment are selected on the basis of quality, attractiveness, durability, and serviceability. Books when bought and furnished through central county school libraries are interesting, attractive, recent, authoritative, and adaptable to the maturity and background of the pupils. This is not generally true when teachers in small rural schools or consolidated schools select them except when they are guided by state or other selective lists. The limited equipment and supplies found in rural schools ~~are~~ rarely kept in good condition and only in excep-



tional cases are they carefully stored in proper place when not in use.

Instructional Equipment and Supplies. One of the greatest inadequacies in rural schools in spite of concerted efforts and emphasis upon overcoming it is the great lack of instructional equipment and supplies. The smaller the school the more glaring are these inadequacies. There are few if any reference materials, few books for recreational reading, and almost no magazines or papers. In some schools, there is even an insufficient supply of textbooks. In some cases where central county library services are provided, rural schools have books, but even here teachers are careless about getting them and even more careless about making the best use of them. There are musical instruments in a few schools. Few maps are found in them but almost always the school has a small globe. There are no shop materials or tools; practically no hot lunch equipment, and even where provided its use has often been discontinued. Visual aids are practically non-existent.

The Negro schools visited are equipped with nothing at all except a teacher in many; with fuel, chalk and brooms in typical schools; and elaborately in one highly exceptional county. There are in these schools interesting examples of improvised materials. Little "store bought" equipment is in evidence in these schools.

Building Equipment and Janitorial Supplies. Building equipment and janitorial supplies are more adequately provided than are instructional equipment and supplies. The most frequently found inadequacies are: enough single desks for seating properly all pupils, teachers' desks, chairs for visitors, bulletin boards, library tables and chairs, shades, and fitted first-aid kits.



Playground Equipment. Playground equipment is usually limited to apparatus for organized play such as playground ball. Homemade swings, seesaws, and horizontal bars are found on the grounds of some small schools.

Use of Equipment and Supplies. As limited as are supplies and equipment in rural schools, it cannot be said that the most advantageous use is made of all supplies and equipment for instructional purposes and for the health and comfort of the children.

IV

SOME IMPLICATIONS FOR TEACHER-EDUCATING INSTITUTIONS AND STATE  
DEPARTMENTS OF EDUCATION DRAWN FROM OBSERVATION IN  
SOUTHERN RURAL SCHOOLS

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

If Southern rural schools are to become community schools of social action, Southern teacher-educating institutions must become focal points of creative effort in educational planning designed to effect the social, physical, cultural, and material development of the people of the rural South.

Many implications for teacher-educating institutions and state departments of education may be drawn from our observations in Southern rural schools. Some of these we mention briefly and without discussion.

1. The adaptation of education to rural conditions should be the chief concern of teachers colleges throughout the South.

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

3. Teacher-educating institutions should emphasize the importance of using experiences and materials that have meaning to country children in teaching the basic tool subjects --reading, writing, and arithmetic.

4. The objectives of teacher education should undergo a thorough revision and restatement.

5. Teacher-educating institutions should know thoroughly the region which they serve. This involves research and field studies by faculty members as well as faculty group discussions and seminars.

6. Through field contacts, members of the staffs of teacher-educating institutions should be kept cognizant of and in constant touch with the realities of the job for which teachers are being prepared.

7. Means should be devised for attracting and selecting better students to prepare for rural teaching.

8. The program of study for prospective rural teachers should include: (1) broad cultural background of general education; (2) intensive study of rural life and rural school problems; (3) practical as well as theoretical work in education; and (4) a period of observation and practice teaching in rural schools.

9. Teacher-educating-institutions should provide prospective teachers with an adequate understanding of child nature and its implications for teaching.

10. Teachers should be given an understanding of other educational agencies in the community with which they should cooperate. If rural life is to be improved, effective contacts must be made by rural boys and girls, and adults, with the numerous community agencies now working in rural communities of the South. Teacher-educating institutions should assume the responsibility for acquainting teachers fully with these agencies--what they are, their purposes, their offerings, their management, their attitude toward schools, their resources, and the possible contributions they make or might make to education. There should be set up some organization for coordination of the efforts of all community agencies.

11. Practice teaching should be provided in actual rural school situations. Experienced teachers should not be exempted from these supervised experiences.

12. Apprentice teaching, under supervision of teacher-educating institutions, in "real job" situations should be provided.

13. In-service training programs for rural teachers should be greatly extended and improved.

14. Teacher-educating institutions should establish cooperative relationships with school authorities in the region which they serve.

15. Teacher-educating institutions should assume some responsibility for supervision of rural schools within their service areas and develop a very close cooperation with state and county school officials.

16. Teacher-educating institutions should assume responsibility for follow-up of their trainees and graduates on the job. By so doing, they would have a basis for evaluating their

own work and would at the same time be rendering a real service to their graduates in the field as well as to the public schools.

GEORGE PEABODY COLLEGE FOR TEACHERS  
NASHVILLE, TENNESSEE

RURAL SCHOOL  
PROGRAM

January 16, 1939

DIVISION OF  
SURVEYS AND FIELD STUDIES

Survey Normal  
Schools

DE	1/17	DE	1/23

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

Dear Miss Elvidge:

I am enclosing herewith a statement of the expenditures for the Study of Rural Education as of December 31, 1938. I suggest that you send us another remittance before February 1st, in order that we may take care of our obligations which will accrue at that time.

Sincerely yours,



D. S. Campbell

REH

DSC:cp

JULIUS ROSENWALD FUND

January 14, 1939

July 31, 1938	Balance due George Peabody College for Teachers	\$ 409.14 <i>pc</i>
August 8, 1938	Cash from Julius Rosenwald Fund	<u>409.14</u>

Expenditures

Salaries, August 1, 1938 to December 31, 1938

J. E. Brewton	\$ 2000.00	
H. M. Bond	1750.00	
Secretarial and Clerical	573.60	
Travel Expenses	335.64	
Misc. Expenses	<u>39.96</u>	
		4699.20
December 31, 1938	Cash on Hand	<u>300.80</u> <i>pc</i>
		5000.00

Receipts

August 8, 1938	Cash from Julius Rosenwald Fund	<u>5000.00</u> <i>pc</i>
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I certify that the above expenditures and receipts  
are according to the records of George Peabody  
College for Teachers, as of December 31, 1938.

GEORGE PEABODY COLLEGE FOR TEACHERS

*P. P. Littlefield*  
by P. P. Littlefield, Bursar



RURAL SCHOOL  
PROGRAM

*Survey normal  
Schools*

January 23, 1939

Dear Dr. Campbell:      Thank you for the state-  
                                 ment included in your letter  
of January 16. The check for \$4,699.20 enclosed  
will reinstate your working fund at \$5,000.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Dr. Doak S. Campbell  
George Peabody College for Teachers  
Nashville, Tennessee

FISK  
UNIVERSITY

# Julius Rosenwald Fund

4901 Ellis Avenue  
CHICAGO

RURAL SCHOOL  
PROGRAM

To

Dr. Doak S. Campbell  
George Peabody College  
Nashville, Tennessee

Payment Voucher No. 7676

Date January 23, 1939

*Survey normal  
Schools*

To reinstate Working Fund at \$5,000 ----- \$4,699.20

Ck. #10728

## Accounts

George Peabody College  
Study of Normal Schools

## Appropriation No.

38-6

## Debit

\$4,699.20

## Credit

*(22K)*

Prepared by

AM

Checked by

Posted by

Comptroller

FIISK  
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

January 23, 1939

DIVISION OF  
SURVEYS AND FIELD STUDIES

RURAL SCHOOL  
PROGRAM

Survey Normal  
Schools

Miss Dorothy Elvidge  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Dear Miss Elvidge:

This will acknowledge receipt of your check for \$4,699.20 which is being forwarded to our bursar with instructions to apply it toward our budget for the special study.

I also acknowledge receipt of the check to cover my travelling expenses to the recent conference in Atlanta.

Please extend my greetings to your associates.

Sincerely yours,

*D. S. Campbell*

D. S. Campbell

DSC:cp

FISK  
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS  
NASHVILLE, TENNESSEE

RURAL SCHOOL  
PROGRAM

January 25, 1939

Survey normal  
schools

DIVISION OF  
SURVEYS AND FIELD STUDIES

	EP	26	EDB	0
				31
	JCS			

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

Dear Mr. Embree:

I believe we did not come to any decision regarding the bibliography which we have prepared. Out of the immense amount of literature which has been canvassed by our group, we have selected a bibliography classified according to various functions that relate to rural life and rural education. There are 532 titles covering 38 pages. The material is not annotated.

We shall be glad to mimeograph this bibliography in accordance with a suggestion earlier made if you think it desirable. I think that it would be valuable in the various research libraries and in teacher training institutions. If you have any suggestion as to the desirability of reproducing it and also as to the possible individuals, organizations, and groups for whom it should be supplied, we should be glad to have you so indicate.

I hope the report presented in Atlanta will be ready within a few days.

Sincerely yours,

*D. S. Campbell*  
D. S. Campbell

DSC:cp

FISK  
UNIVERSITY

I think we should  
have this bit  
mimeographed  
if you agree and  
you so write  
Campbell -  
He could pay it  
from his budget, if  
he has any  
surplus, or it  
could be paid  
for out of our  
first studies  
balance  
EDB

RURAL SCHOOL  
PROGRAM

*Survey Normal  
& Schools*

January 31, 1939

Dear Campbell: Mr. Embree and I feel that the bibliography to which you referred in your letter of the twenty-fifth should be mimeographed and distributed to such individuals, organizations, and groups as you would propose. It is very likely that the group you choose would contain the same names we would propose.

If you have enough left in your budget, you can pay the cost from this. If you haven't, send me an estimate of the cost. I think we can handle it.

Sincerely yours,

JCD:RW

J. C. DIXON

Dr. Doak S. Campbell  
George Peabody College  
Nashville, Tennessee

FISK  
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS  
NASHVILLE, TENNESSEE

February 3, 1939

DIVISION OF  
SURVEYS AND FIELD STUDIES

RURAL SCHOOL  
PROGRAM

*Survey normal  
Schools*

	JCD	6		22
	JFS		<i>MSS</i>	
	MSS		<i>MSS</i> →	

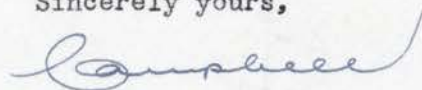
Mr. Curtis Dixon  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

My dear Dixon:

We shall go ahead with the bibliography in a few days. Dr. Brewton is in the field this week, but will be back soon and will attend to the matter.

I hope to see you at the meeting in Cleveland.

Sincerely yours,



D. S. Campbell

DSC:cp

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

February 11, 1939

RURAL SCHOOL  
PROGRAM

DIVISION OF  
SURVEYS AND FIELD STUDIES

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

*also to JCD - MSS*

JCD	21	JCD	0
JFS		JFS	
MSS		MSS	

*Survey normal schools*

Dear Mr. Dixon:

In compliance with your request made at the meeting of the Council on Rural Education held in Atlanta, Georgia, January 6-7, 1939, we are forwarding under separate cover excerpts from the report of progress made on the special study of rural elementary schools of the South. This study, as you know, is sponsored by the Julius Rosenwald Fund and conducted by the Division of Surveys and Field Studies of George Peabody College. It was begun August, 1937, under my supervision as Director of the Division, assisted by Dr. J. E. Brewton and Dr. Horace M. Bond.

The fundamental purpose of the study is to discover ways and means of improving rural schools and through them the quality of life in the rural South. It is understood, of course, that the report presented and the excerpts reproduced from it here are tentative and confidential.

Suggestions regarding the study will be appreciated and will be given our thoughtful consideration.

Very truly yours,

*D. S. Campbell*

D. S. Campbell,  
Director

DSC:es

FISK  
UNIVERSITY

RURAL SCHOOL  
PROGRAM

*Survey Normal  
Schools*

EXCERPTS FROM A REPORT OF THE PROGRESS OF THE STUDY  
OF THE SOUTHERN RURAL SCHOOLS  
OF THE SOUTH

(These Materials Are Tentative and Confidential.)

Division of Surveys and Field Studies  
George Peabody College for Teachers  
Nashville, Tennessee

February 11, 1939

FISK  
UNIVERSITY

SOME SIGNIFICANT FACTORS AFFECTING COMMUNITY LIVING  
IN THE RURAL SOUTH

The Southern rural scene challenges Southern rural schools to make a more positive contribution to the direction and development of rural life. The great needs demand that rural schools place greater emphasis upon improvement of community life, that they become schools of social action. If Southern rural schools are to contribute significantly to the rehabilitation and development of an enriched rural living, they must come to grips with the stark realities of community living in the rural South.

It seems pertinent, therefore, that we review briefly some of the significant factors affecting community living in the rural South. Among these factors are: (1) health, (2) farming, (3) home-making, (4) reading facilities, (5) the church, and (6) education.

Health. With respect to health, the rural South presents a dismal picture. The region exceeds national averages in infant mortality, and in death rates from typhoid, influenza, tuberculosis, malaria, pellagra, and childbirth. Malaria, hookworm, and pellagra or hidden hunger, not found to any great extent in other parts of the country, contribute significantly to mortality in the Southern region. The area is invariably below the average of the nation in relative numbers of physicians and dentists, of hospitals and hospital beds, and in amounts spent for public welfare.

Bringing this dismal picture down to a smaller canvas, let us look at conditions in a county located in south Georgia. A recent survey of this county revealed that 63 per cent of the children in the schools had defective teeth; 60



per cent were infected with hookworm disease; and malaria fever was a constant drag on the vitality of many. In one school the percentage of hookworm infection was as high as 83 per cent and in no school was it less than 46 per cent.

In an Alabama county visited recently the major community health problems as recognized by the county health department are hookworm, malaria, malnutrition, and bad tonsils and teeth. In a test of 3,509 school children in the county it was found that 1,097, or 32 per cent, were positive for hookworm. It can easily be seen that lack of sanitary facilities in the homes of the children is responsible for this high incidence. Out of 2,969 rural homes in the county only 148, or 5 per cent, have sanitary facilities, and out of 766 town homes 298, or 39 per cent, have safe methods of waste disposal.

Eighty-one per cent of the people living within a mile radius of a stream in the southern part of this county showed a positive malaria history over the two-year period, 1934-1936. The county seat, a relatively well drained town, has a malaria history of 25 per cent for a two-year period. Such high malaria incidence is not due entirely to lowland territories in the county for a great part of the cause can be placed on poorly screened homes and on homes with no screens. In 1936 malaria fever killed more people in Alabama than did typhoid fever, typhus fever, measles, scarlet fever, whooping cough, and diphtheria combined. This malady probably afflicts more Alabamians than any other disease known to medical science.

Thirty-three per cent, or one out of every three children examined in this county, were found to be significantly underweight. The three main causes of this high percentage of underweight children were attributed to be malnutrition, hookworm, and bad tonsils. Twenty-seven per cent of the children examined had tonsils so badly infected as to warrant operation.



Farming. In the South, the region of greatest agricultural promise, is found the crudest agrarian economy. The region is deficient in farm income; in production of livestock, eggs and dairy products; in mechanical farming; and in living techniques. With only 17 per cent of the nation's total area under cultivation, the South has 66 per cent of the total tenancy and half of the white tenancy. The per capita gross farm income in the Southeastern states in 1930 (excepting Florida) ranged from \$117 in Arkansas to \$172 in Virginia. The lowest state average outside of the South was \$325.

In order to bring this picture down to a specific case, conditions existing in a northwest Alabama county will be sketched briefly. This county is in the upper coastal plain region of Alabama. Its soil varies from very fertile branch bottoms to poor, rocky hillsides. With the coming of county agents and vocational agriculture men, there are evidences that soil in many places has been greatly improved through their efforts in promoting the planting of cover crops, diversification, etc., but when one sees the gullies pulling away the soil from some fields, it is evident that the task of rehabilitating the land has not yet been finished.

The area of the county is 384,149 acres exclusive of the acreage in incorporated towns. Its assessed valuation is a little less than \$5.00 per acre. This 384,149 acres is divided up into 3,210 farms owned by 1,348 persons. Farms average almost 120 acres each, and on the average each land owner owns over two farms.

In this county are 3,755 families of which number 2,969 live on farms. Of these 2,969 farm families, 1,659 are tenant families. In other words, 80 per cent of the people of the county live on farms and 55 per cent of this farm population belong to the tenant class.



Last year the county produced approximately 20,000 bales of cotton, and corn sufficient for home use, but it produced far too little hay, livestock, meat, and dairy products.

Home-Making. In an area where more than 55 per cent of the farms are operated by tenants whose earnings are distressingly below the level of decent subsistence, it is little wonder that houses, clothing, diet, and home membership fall short of adequate standards. Drab homes which fall below minimum requirements of comfort, health, and self-respect; excessive child labor; shabby standards of living; inadequate and unbalanced diet; and a high homicide rate characterize the region. According to the 1930 census the average value of farm buildings in the South ranged from \$377 in Mississippi to \$807 in Florida. Five states, Mississippi, Arkansas, Alabama, Louisiana, and Georgia, fall under an average of \$500 per dwelling. The national average is \$1,126.

Reading Facilities. Perhaps no deficiency in the Southeast is more marked than the lack of books and libraries and the consequent absence of reading habits. Of the 45,130,098 people in the United States who are without public library service, one-half live in the Southeast and Southwest, although these regions contain but approximately one-third of the population of the nation. In this connection it is important to observe, however, that of the 45,130,098 people in the United States who are without public library service, 39,673,217, or approximately 88 per cent, live in the open country, or in towns of less than 2,500. This number constitutes 73.7 per cent of the total rural population. Only 5,456,881, or 12 per cent, live in urban areas, and this number is but 7.9 per cent of the total urban population. Here, then is not only the South's greatest library problem, but the nation's as well, the problem of providing effective public library service for the one-third of the total population who live on farms and in the small towns and villages of rural America.

The Church. The church as an agency for social and moral uplift in the community may be a significant factor in rural community life. As rural communities have been subject to disintegration in recent years, so has the church seemed to show a similar tendency.

In order to present something of the situation regarding the church in rural communities some figures are given for a Southern county recently visited and studied. The total population of this county is 18,001. There are in this county 71 churches - a church to every 250 people if all were church members. Eight different religious denominations are represented as follows: Methodists, 24 churches; Missionary Baptists, 19; Free Will Baptists, 9; Church of Christ, 9; Primitive Baptist, 5; Church of God, 2; Church of Nazarene, 2; and Assembly of God, 1. The 71 churches are served by 30 ministers. Only one minister in the county serves a single church. All others serve from two to five churches. The highest annual salary of a pastor is \$2,000, the next highest \$1,200, and the average salary for the county is \$500. Only four of the ministers have college degrees. About 70 per cent of the churches maintain Sunday Schools. According to information furnished by school children themselves, about 57 per cent of the children in school attend Sunday School at least twice a month, while more than 18 per cent never attend.

Education. In the face of a predominant rural economy, Southern schools are neglecting rural life. Rural schools are failing to direct their efforts toward the consideration and solution of problems of significance to community living in the rural South, - health, farming and farm crafts, home-making, rural recreation, cooperative economics. Lack of adult education programs, lack of activities designed to extend the usefulness of the school beyond classroom walls, lack of coordination and use of all social, welfare, and educational agencies in the community, - all these lacks are keenly felt in rural communities.



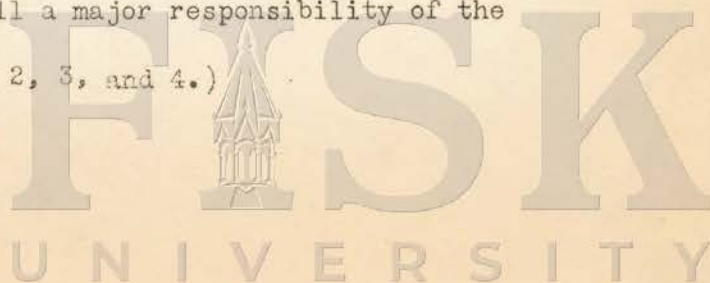
School terms unadjusted to planting and harvesting seasons; use of textbooks and courses of study designed for graded urban schools; schools divorced from their communities by consolidation, are some of the evidences of urban practices being imposed upon rural schools.

Summary. Statistical indices, whether they be of health, wealth, cultural achievement, law and order, or education, reduced to a per capita basis combine in every instance to give the Southern states the lowest rankings in the nation. In no other area of the country is there so great an opportunity for the forces of social change to rehabilitate and develop a people, socially and physically, culturally and materially, as exists in the South today.

## II

### SOUTHERN RURAL SCHOOLS

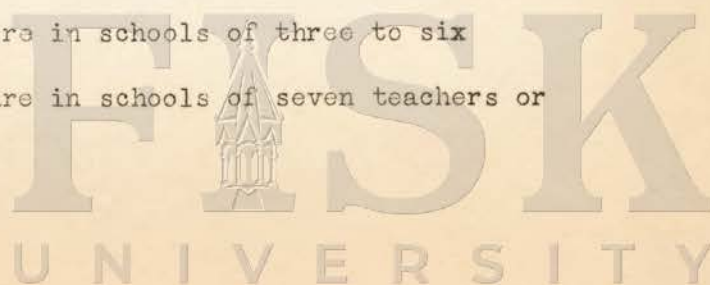
Education in the United States Largely a Rural Enterprise. Education in the United States is largely a rural enterprise. In the rural areas of the United States - open country, villages, and towns with less than 2,500 population - 54.0 per cent of the nation's teachers are directing the learning of 49.7 per cent of the nation's public school pupils in 88.5 per cent of the nation's public school buildings. When one considers that over half the public school teachers in the nation are rural, that practically half the pupils enrolled in the public schools are enrolled in rural schools, and that approximately nine of every ten public school buildings in the nation are rural, one begins to realize something of the magnitude of the rural education enterprise in the United States. Despite the urbanization and industrialization of America, rural education, elementary and secondary, is still a major responsibility of the American system of schools. (See Charts 1, 2, 3, and 4.)



Education in the Southern States Preeminently a Rural Enterprise. While education in the United States is largely a rural enterprise, in the Southern states education is preeminently a rural enterprise. In fact, the magnitude of the enterprise of rural education in the South has probably never been fully appreciated. Something of this magnitude is reflected in the following figures. In the rural areas of the fifteen Southeastern and Southwestern states, 73.8 per cent of the region's public school teachers are directing the learning of 72.7 per cent of the region's public school pupils in 92.6 per cent of the region's public school buildings. Saying it another way, approximately three of every four teachers employed in the South are employed to teach in rural schools; approximately three of every four children enrolled in Southern schools are enrolled in rural schools; and nine of every ten Southern schools are rural schools. Education in the South is predominantly rural. Southern educational problems of administration, of supervision, of teaching, and of teacher education are, therefore, largely rural problems.

Rural Schools Are Relatively Small Schools. In spite of the heralded success of the consolidation movement during the past quarter-century, the typical American rural school is still a small school. According to the latest available figures, 64.9 per cent of the public rural schools in the United States are one-room schools; 11.4 per cent are two-room schools; and only 23.7 per cent are schools with three or more rooms.

Enrollment figures further emphasize the predominance of small rural schools. Recent figures on percentages of children attending rural schools of various sizes, classified by number of teachers employed in each, reveal that 27.7 per cent of the rural enrollment are in one-teacher schools; that 12.9 per cent are in two-teacher schools; that 22.1 per cent are in schools of three to six teachers inclusive; and that 37.3 per cent are in schools of seven teachers or

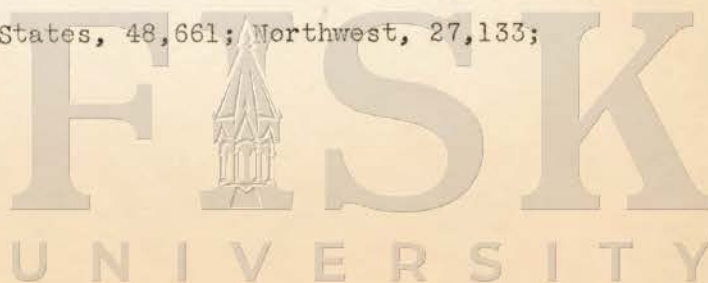


more. Of all the children enrolled in rural schools of the United States, 40.6 per cent are attending one- or two-teacher schools.

Although over half the consolidated schools of the nation are located in the Southern states, rural schools in the region are relatively small schools. The average number of teaching positions to a building in the rural areas of the fifteen Southern states ranges from 1.8 per cent in Kentucky to 4.3 per cent in North Carolina. The average number of teaching positions to a building in the rural areas of the United States is 2.3. (See Charts 5 and 6.)

In a recent study of local school units in Tennessee the following statement is made: "On the basis of present day educational thought, satisfactory curricula cannot be developed and offered in schools having less than six teachers." If one grants this assumption, which we do not, one finds that only 8.2 per cent of all the elementary schools of Tennessee can offer satisfactory curricula; that Kentucky can develop and offer satisfactory curricula in only 3.2 per cent of its elementary schools; Arkansas in only 11.6; South Carolina in only 19.6; Alabama in 20.4; Georgia in 33.1; Louisiana in 39.1; and North Carolina in 39.8. In Arkansas, 45.7 per cent of all the white children and 77.0 per cent of all the Negro children attending school are going to school where there are fewer than six teachers. In Tennessee, 58.9 per cent of all children (Negro and white) are attending schools where there are fewer than six teachers. In Kentucky, seventy-two out of every one hundred elementary school children in the county school districts attend one- or two-teacher schools. Over one-half of the elementary children attend one-teacher schools.

There are in the United States 132,811 (1935-1936 figures) one-room schools in use today. Regionally these are distributed as follows: Southeast, 25,831; Southwest, 6,043; Northeast, 21,517; Middle States, 48,661; Northwest, 27,133;



and Far West, 3,626. In the Southeastern states, 46.6 per cent of all school buildings are one-room buildings while in the Southwestern states, 30.1 per cent are one-room buildings. (See Charts 9 and 10.)

An effort has been made to get directly from state departments in the Southeastern states comparative numbers and percentages of one-teacher schools distributed by race. These percentages are shown in Chart 8.

Enrollment figures are, of course, more significant. In two states, Kentucky and Oklahoma, considerably over half of all the children enrolled in rural schools attend one- and two-teacher schools. In two states, North Carolina and Florida, the percentage has been reduced to less than 25 per cent of the total rural enrollment in one- and two-teacher schools.

An attempt has been made to get enrollment figures broken down by race and number of teachers to schools for all Southeastern states. These figures have been obtainable from only four states. Percentages are shown in Chart 9.

Distribution of White and Negro Rural Children through the Grades of County School Systems. A study to discover the way in which Negro and white rural children are distributed throughout the grades of county systems in the South has been made. Two maps have been prepared presenting facts from three states whose state reports yield such information - Alabama, Georgia, and Tennessee.

From a study of these maps it is plain that concentration of school children in the first few grades is a regional and economic index of the first order. We have plotted only the percentage of all children enrolled in the first grade. If we follow a simple rule, that in counties with more than 35 per cent of all children enrolled in the first grade, an equivalent percentage will be found in the combined second and third grades; and that less than 2 per cent of such school populations will be found in high school grades, we will note that such education as is not received by these children in the first three grades will be received out of school, if at all.

This study shows, for Negroes, a definite area of high concentration in the lower grades through the historic Black Belt of the South (if the data were available for other states, the maps would, doubtless, show continuous belts across state lines). Tennessee shows a lower concentration in various areas for Negroes, and if checked against facts of ownership and school expenditures, as well as the percentage of Negroes in the population, would show a distribution precisely like these other areas.

In certain counties in the Black Belt showing a small percentage of Negroes in the first grade, we have to do with semi-urban population on the fringes of metropolitan areas, and frequently included in a combined city-county school system that gives larger funds to the semi-urban-rural populations adjacent than is ordinary.

For white children, the map shows that in the lower South the percentage of white children in the lower grades is lowest just where that for Negroes is highest. The Black Belt, again, with a minority white school population, consolidated schools, and an upper class white population, shows a grade distribution that would be rivalled only in the better school systems of the Nation under optimum urban conditions. By contrast, the white children of the Cumberland Plateau and the Appalachian foothills, together with those of the Georgia swamp coast and the Alabama wiregrass, show a high concentration of white children in the first few grades.



TABLE I

THE DISTRIBUTION OF RURAL COUNTY SCHOOL SYSTEMS IN THREE SOUTHERN STATES WITH  
REFERENCE TO THE NUMBER AND PERCENTAGE OF CHILDREN OF  
BOTH RACES ENROLLED IN THE FIRST GRADE  
1935-1936

Percentage Intervals that First Grade Children Are of All Children En- rolled	Number of White County Systems in Group in:			Number of Negro County Systems in Group in:		
	Alabama	Georgia	Tennessee	Alabama	Georgia	Tennessee
45.0% and above	0	0	0	22	10	0
35.0% - 44.9%	0	1	0	35	77	5
25.0% - 34.9%	8	9	24	7	46	43
15.0% - 24.9%	46	92	61	2	14	14
Below 15.0%	13	57	10	0	1	2
No data available, or number of Negro children enrolled totalling less than 100	--	--	--	1	11	31
Total No. of Counties	67	159	95	67	159	95

Rural Schools Offer Limited Educational Opportunities. Rural schools are offering rural children more limited educational opportunities than urban schools are offering urban children. In rural schools, attendance is poorer, progress of pupils is more retarded, term is shorter, teachers with less training are employed at lower salaries, tenure of teachers is shorter, percentage of teachers residing in communities where they teach is smaller, and curriculum offerings are more limited than in urban schools. Since recent studies of local school units in certain Southern states reveal that, at present, size of school conditions significantly the educational opportunities offered children in the various states of the region, educational opportunities are even more limited by the great number of small schools in the area. (See Charts 10 and 11.)

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

Supervision of Rural Schools. Our observations have led us to believe that there is a great need in the South for a state and county supervisory program which will reach all schools, the smaller schools as well as the larger ones. We have, therefore, inquired into the extent of rural school supervision in the Southeastern states. The extent of county supervision of schools, white and Negro, in the Southeastern states is presented in Table II and on Chart 12.

You will note that supervision of Negro schools, due largely to aid received from philanthropic agencies, chiefly the Jeanes Fund, is more widespread than is supervision of rural white schools. While Negro rural schools are supervised by Jeanes Teachers in 451, or 46.3 per cent of the counties in the region, the white rural schools are supervised by professionally trained supervisors in only 246, or 25.2 per cent of the counties in the region. An examination of the extent of county supervision in individual states reveals that in only two Southeastern



states, Virginia and Louisiana, is the percentage of counties having services of white supervisors greater than the percentage of counties having Jeanes Teachers.

Each state in the Southeastern region has one or more persons in the state department of education definitely employed to supervise, and represent the interests of, Negro education, personnel made possible largely through financial support from the General Education Board. Each state also has one or more persons employed whose duties include the supervision of rural schools. In only three states, however, South Carolina, Kentucky, and Mississippi, are they designated specifically as rural supervisors.

TABLE II

EXTENT OF COUNTY SUPERVISION OF SCHOOLS, WHITE AND NEGRO  
IN THE SOUTHEASTERN STATES, 1937-38

State	Total No. Count- ties	No. Counties Having Ser- vices of Supervisors		% Counties Having Ser- vices of Supervisors		No. Coun- ties Not Needing Negro Supvs.*	% Coun- ties Not Needing Negro Supvs.*	No. Counties Needing Ser- vices of Supervisors		% Counties Needing Ser- vices of Supervisors	
		White	Negro	White	Negro			White	Negro	White	Negro
1	2	3	4	5	6	7	8	9	10	11	12
Southeast	975	246	451	25.2	46.3	234	24.0	729	290	74.8	29.7
Virginia	100	79	69	79.0	69.0	18	18.0	21	13	21.0	13.0
North Carolina	100	5	59	5.0	59.0	17	17.0	95	24	95.0	24.0
South Carolina	46	3	38	6.5	82.6	0	0.0	43	8	93.5	17.4
Georgia	159	12	55	7.5	34.6	16	10.1	147	88	92.5	55.3
Florida	67	7	29	10.4	43.3	10	14.9	60	28	89.6	41.8
Kentucky	120	11	12	9.2	10.0	104	86.7	109	4	90.8	3.3
Tennessee	95	34	36	35.8	37.9	38	40.0	61	21	64.2	22.1
Alabama	67	31	40	46.3	59.7	7	10.4	36	20	53.7	29.9
Missis- sippi	82	17	55	20.7	67.1	0	0.0	65	27	79.3	32.9
Arkansas	75	0	25	0.0	33.3	22	29.4	75	28	100.0	37.3
Louisiana	64	47	33	73.4	51.6	2	3.1	17	29	26.6	45.3

\* Counties having fewer than ten Negro teachers.

Rural Education Emphasis in Institutions Providing for the Education of White Teachers. Catalogues from 171 white teachers' colleges, normal schools, state universities and state women's colleges were examined to find the number of colleges offering a special rural curriculum, the number providing a rural education department, the number providing one or more professors of rural education,

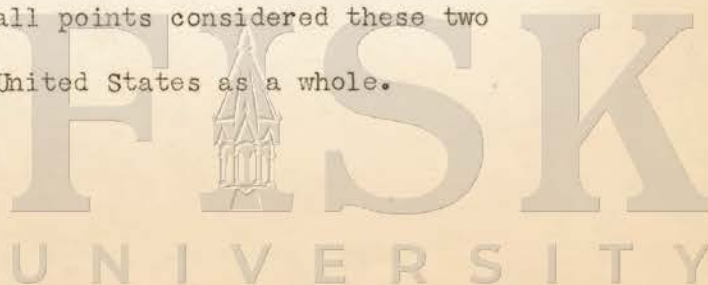
the number offering rural socio-economic background courses, the number offering professional courses in rural education, the number offering courses in teaching special subjects in rural schools, and the number offering practice teaching in rural schools.

Chart 13 shows these figures converted into percentages for the United States as a whole and for each of the six regions separately.

Basing our figures on these 171 teacher-education institutions, we find that in the United States 19 per cent offer a special rural curriculum, 6 per cent provide rural education departments, 18 per cent provide one or more professors of rural education, 54 per cent offer rural socio-economic background courses, 59 per cent offer professional courses in rural education, 28 per cent offer courses in teaching special subjects in rural schools, and 30 per cent offer practice teaching in rural schools.

Basing our figures on 45 institutions in the eleven Southeastern states we find that not a single institution offers a special rural curriculum or provides for a special rural education department. Two per cent of these Southeastern institutions provide one or more professors of rural education, 69 per cent offer rural socio-economic background courses, 36 per cent offer professional courses in rural education, 20 per cent offer courses in teaching special subjects in rural schools, and 18 per cent offer practice teaching in rural schools. The Southeast exceeds the average for the United States at only one point - the percentage of its institutions offering rural socio-economic background courses. At no other point does the region even closely approach the averages for the United States.

Regionally, emphasis on rural education in teacher-education institutions is in the Middle States and the Northwest. On all points considered these two regions greatly exceed the averages for the United States as a whole.



Rural Education Emphasis in Negro State Colleges. A study of the offerings of Negro state colleges devoted to the education of teachers shows that these schools have, within the last three years, incorporated courses on rural education in their catalogues with few exceptions. With small staffs, these courses are usually offered by some member of the faculty who devotes major time to some other aspect of educational administration or methodology. In the same manner, courses in rural sociology are now offered in most of these colleges, taught by the one person who also teaches all other courses in sociology, and frequently, as well, courses in economics, government, and history.

It is well that we recognize a peculiar problem of these state colleges inherent in their small size, diversity of offerings from normal school curricula through liberal arts curricula to vocational agriculture and home economics, and varied sources of support and administration. The attaches of the Federal services - agriculture and home economics - usually have longer tenure, larger salaries and prestige, and owe their responsibility frequently, not to the collegiate administrative staff, but to the State-Federal administrative machinery.

The administration of this work is highly formalized and patterns for the training of vocational agriculture and home economics teachers are rigidly set by Federal authorities. It happens that in each of the land-grant colleges, there are really two widely differing curricula for the training of rural teachers; and, not only different curricula, but different staffs, and different administrations.

We can refer but briefly to two problems encountered by these institutions which, to date, have been engaged in training teachers in their regular sessions solely for urban or secondary schools, on the one hand, and for specialized service as teachers of vocational home economics or agriculture, on the other.

The first is the need for coordination between these services. It may not be possible for the inflexible Federal programs to be modified; but it does seem

that where selectivity and admission are concerned, a much greater success could be achieved by the Federal branches. Frequently the latter enroll young men and women of inferior ability, who, on graduation, are likely to receive posts of administrative leadership out of proportion to their abilities, because the Federal subsidy, added to the state or county allotment, gives them greater favor. Certainly we feel it a mistake to continue the education of these persons in almost complete isolation from the work being carried on by the persons supposedly responsible for "professional educational" activities in the college. Perhaps a joint, inner council of members of the departments of education working for coordination with those from the social studies and from home economics and agriculture, would be helpful. This would be particularly helpful in courses in rural sociology, rural education, and practice teaching.

The second is the need for realization, on the part of the state colleges, that above 65 per cent of their Negro clientele is composed of rural people; that increasing salaries, and decreased opportunities in cities, will draw increasing proportions of their graduates to rural areas; and that the programs they now have are, in the main, feeble copies of teacher-training curricula in vogue in Eastern and Western urbanized teachers colleges for a decade.

In the course of our observations of the work of several institutions which are now experimenting with rural education, the following comments seem valid:

1. While several institutions have made an effort to meet the problem of rural education in recent years by introducing courses in rural education or sociology, in no case has an effort been made to obtain a first-class person to devote his entire attention to these subjects.

2. Where an effort has been made to introduce practice teaching in rural situations, the aim of many directors of such work seems to be to develop urban situations in the school or schools used, as quickly as possible.

3. In no case has rural school practice teaching received the amount of expert supervision it deserves.

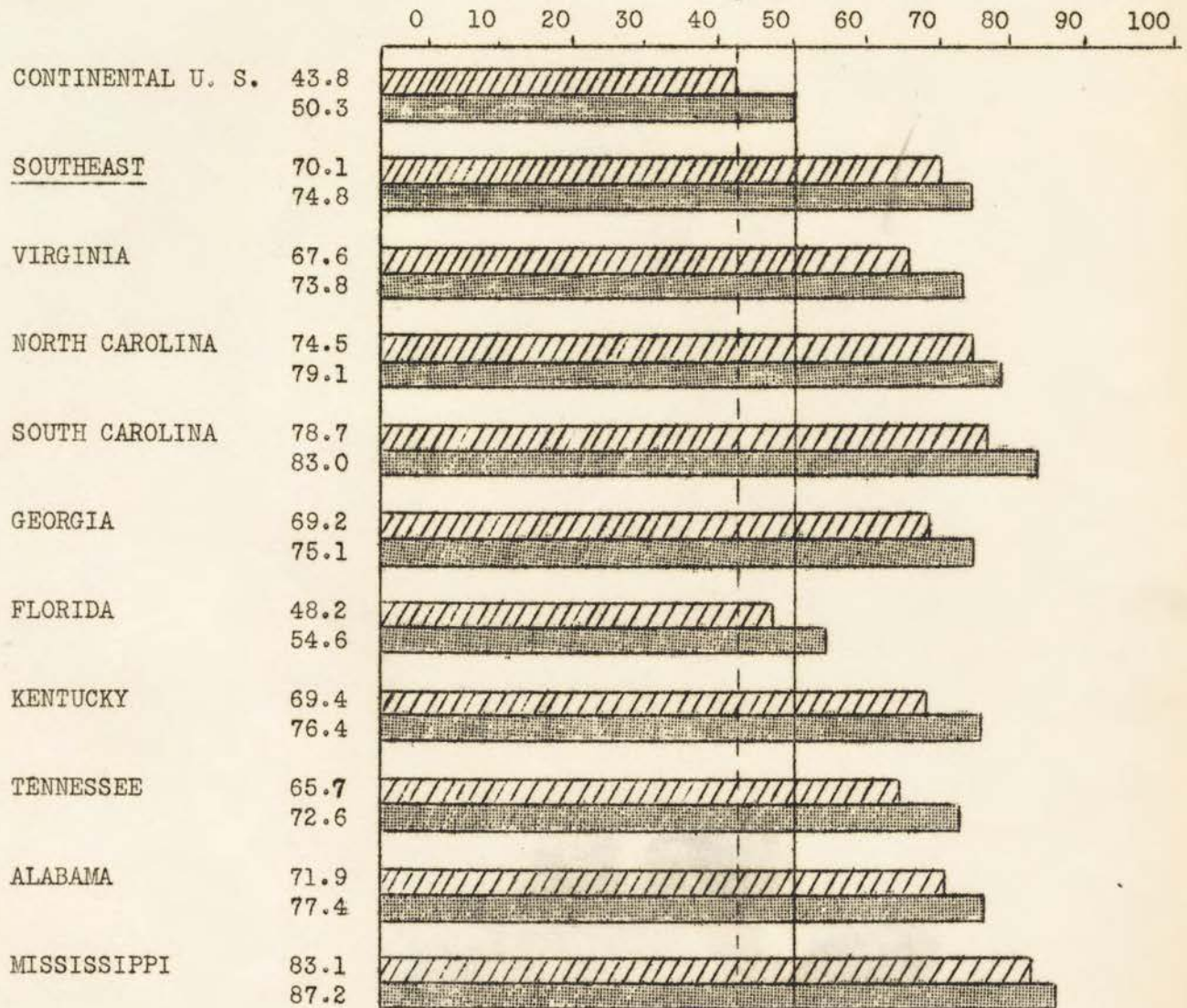


4. In no case has an adequate tie-up been made between rural school practice and the teaching of rural problems. Here, again, is a personnel problem; but it is also an administrative problem, in that these efforts do not tie together.

5. In no case is there an adequate tie between state field workers in various services - health, agriculture, home demonstration, home economics, welfare - and what is being taught in the state colleges. Neither the teachers in these colleges, nor, of course, their students, seem to have much conception of the immense variety of these services, and of their common end as a means for elevating the rural population.

Chart 1

PERCENTAGE OF TOTAL POPULATION THAT IS RURAL AND  
PERCENTAGE OF POPULATION 5-17 YEARS BOTH INCLUSIVE  
THAT IS RURAL, 1930




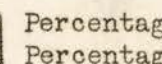
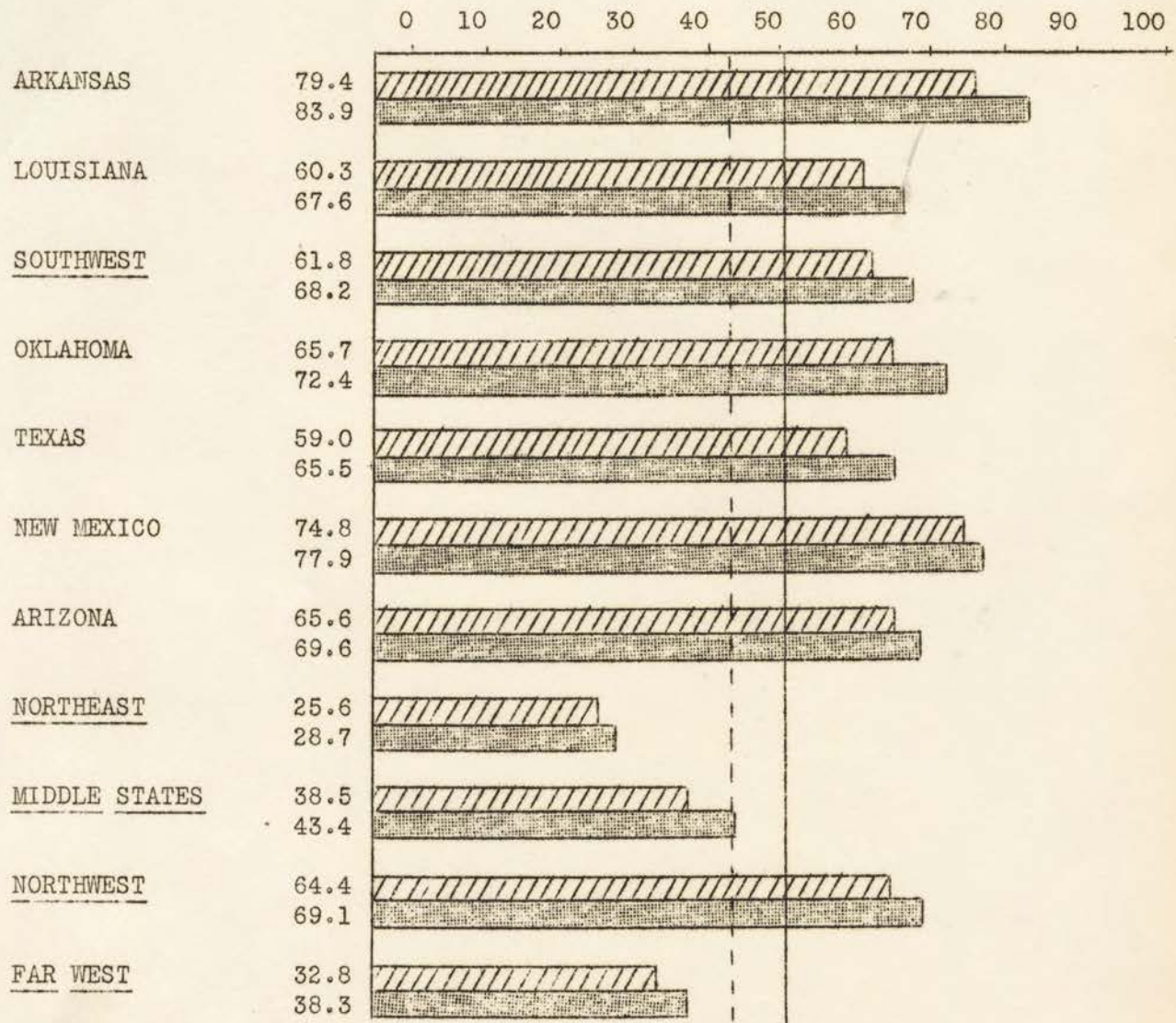
 Percentage of total population that is rural  
 Percentage of population 5-17 years both in-  
 clusive that is rural

Chart 1 (continued)

PERCENTAGE OF TOTAL POPULATION THAT IS RURAL AND  
PERCENTAGE OF POPULATION 5-17 YEARS BOTH INCLUSIVE  
THAT IS RURAL, 1930



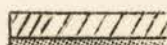

 Percentage of total population that is rural  
 Percentage of population 5-17 years both inclusive that is rural

Chart 2

PERCENTAGE OF TEACHING POSITIONS THAT ARE RURAL, 1935-1936

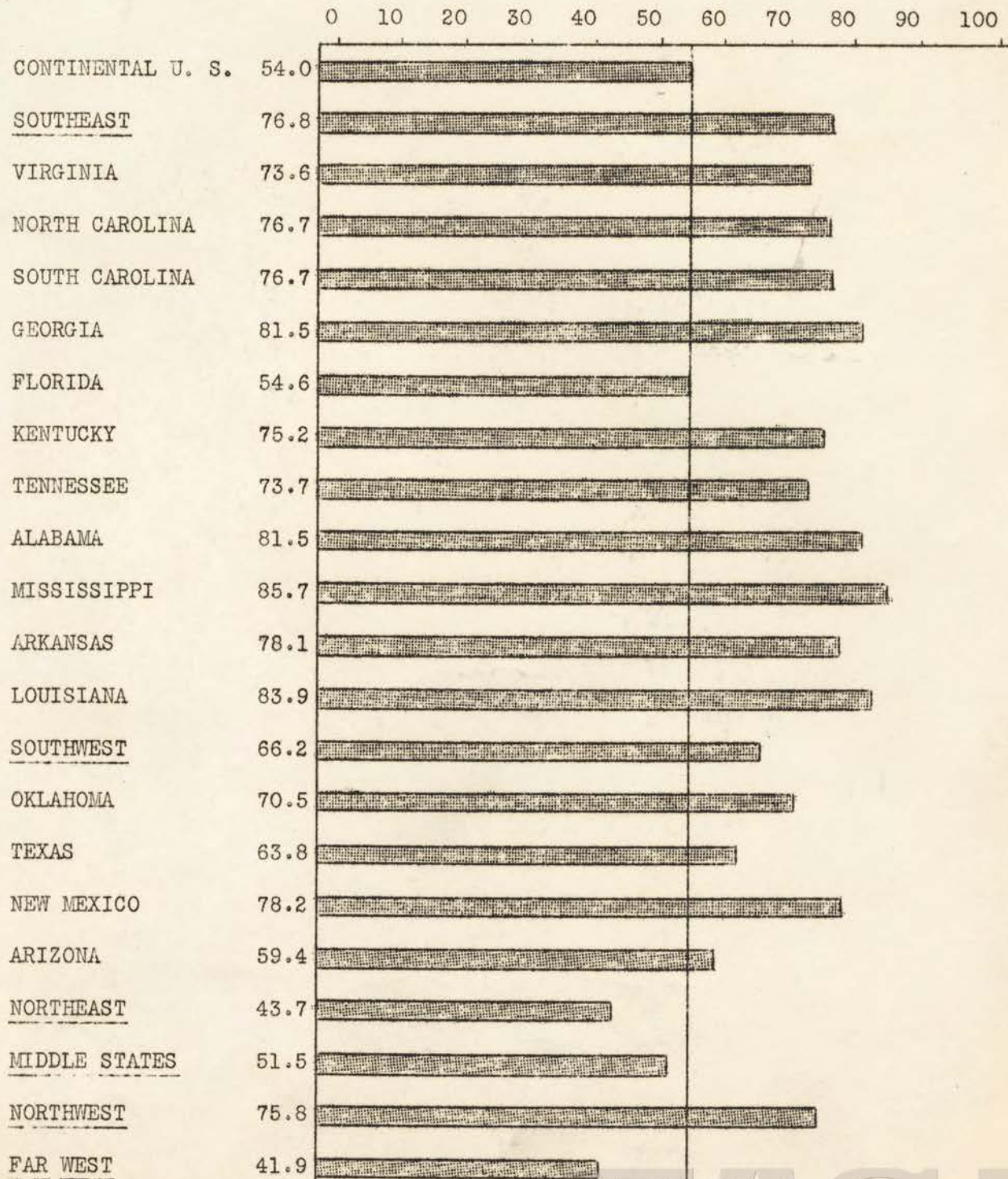


Chart 3

PERCENTAGE OF SCHOOL BUILDINGS THAT ARE RURAL, 1935-1936

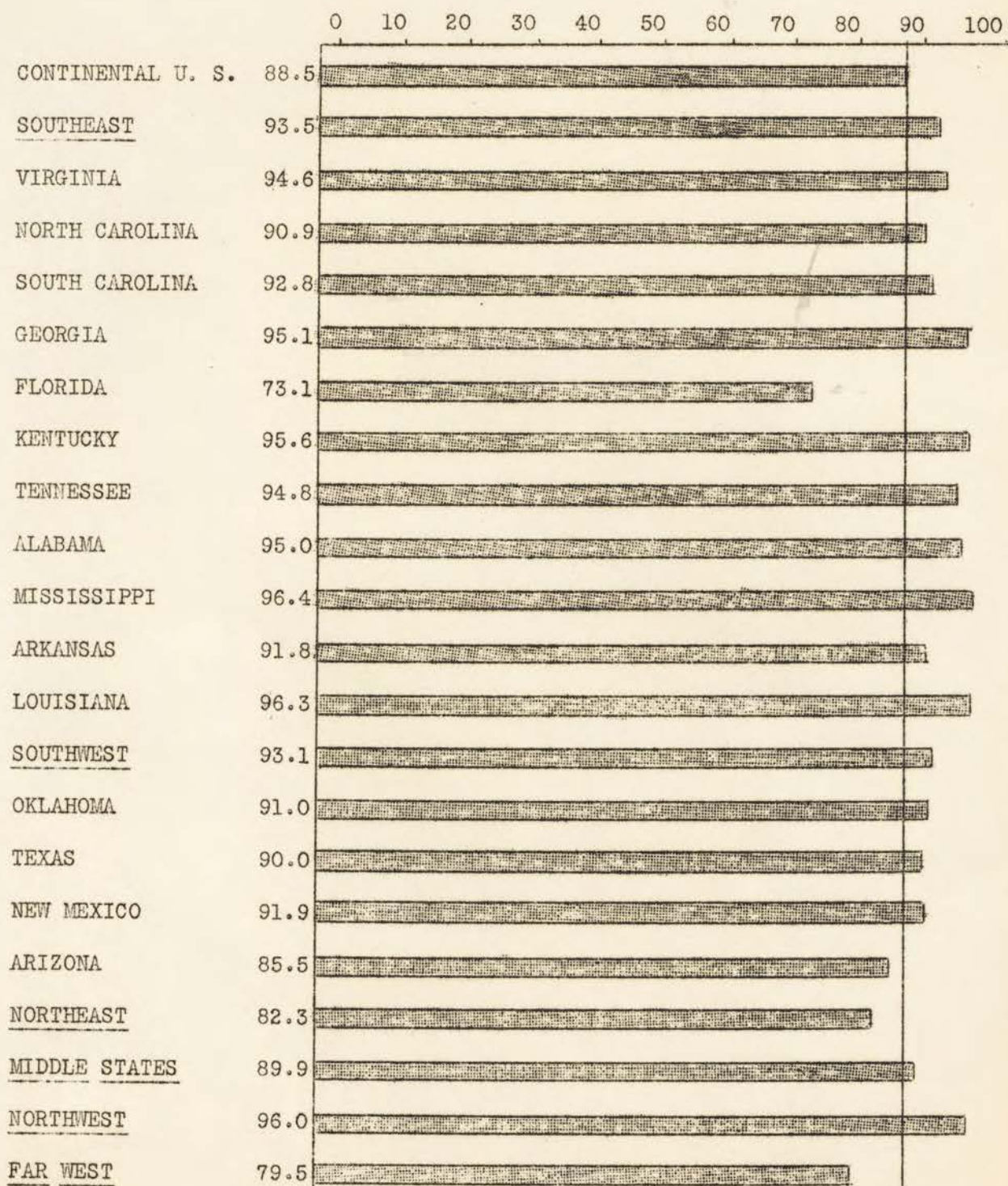


Chart 4

PERCENTAGE OF STUDENTS ENROLLED  
IN ALL RURAL SCHOOLS, 1935-1936

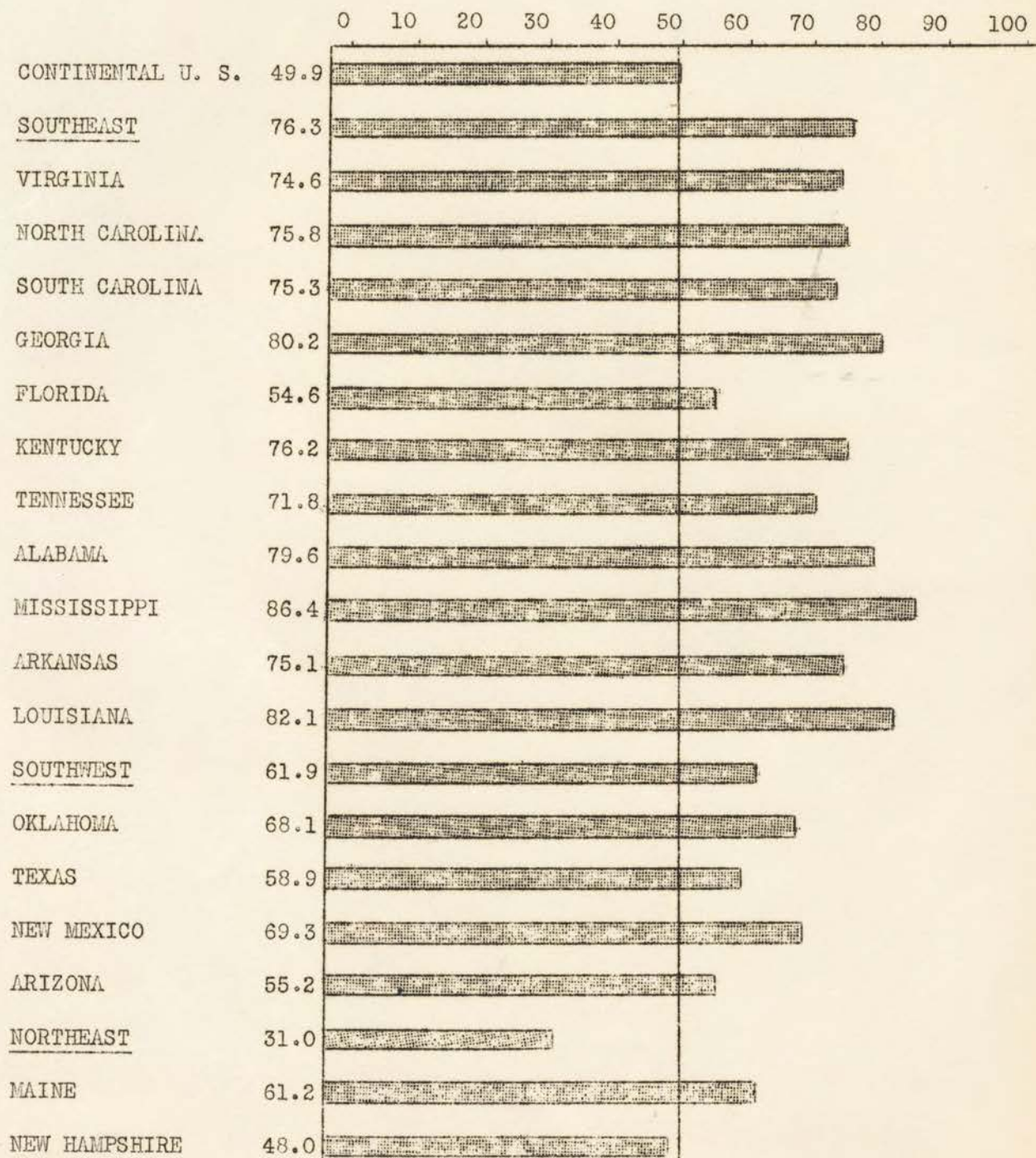


Chart 4 (continued)

PERCENTAGE OF STUDENTS ENROLLED  
IN ALL RURAL SCHOOLS, 1935-1936

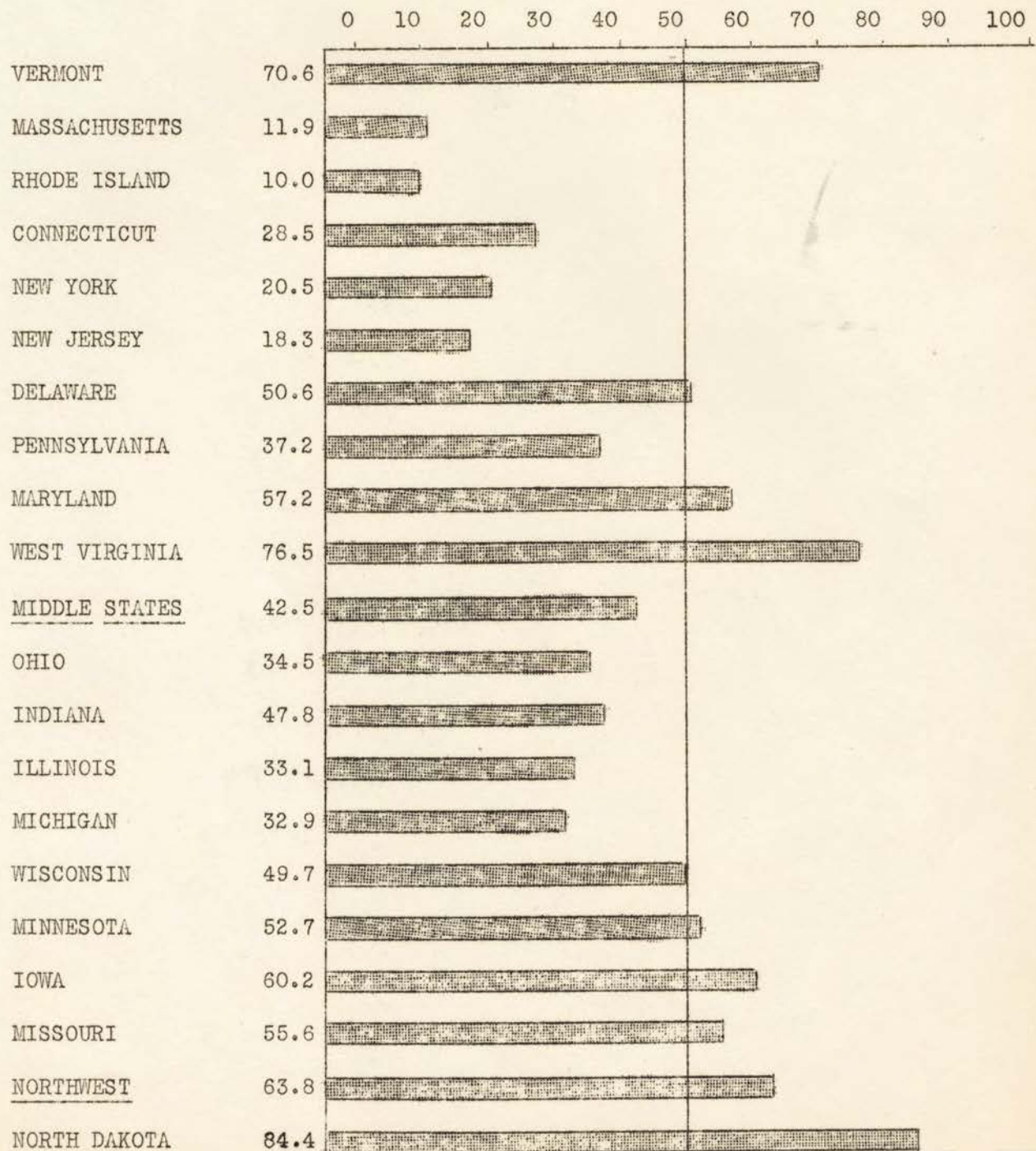


Chart 4 (continued)

PERCENTAGE OF STUDENTS ENROLLED  
IN ALL RURAL SCHOOLS, 1935-1936

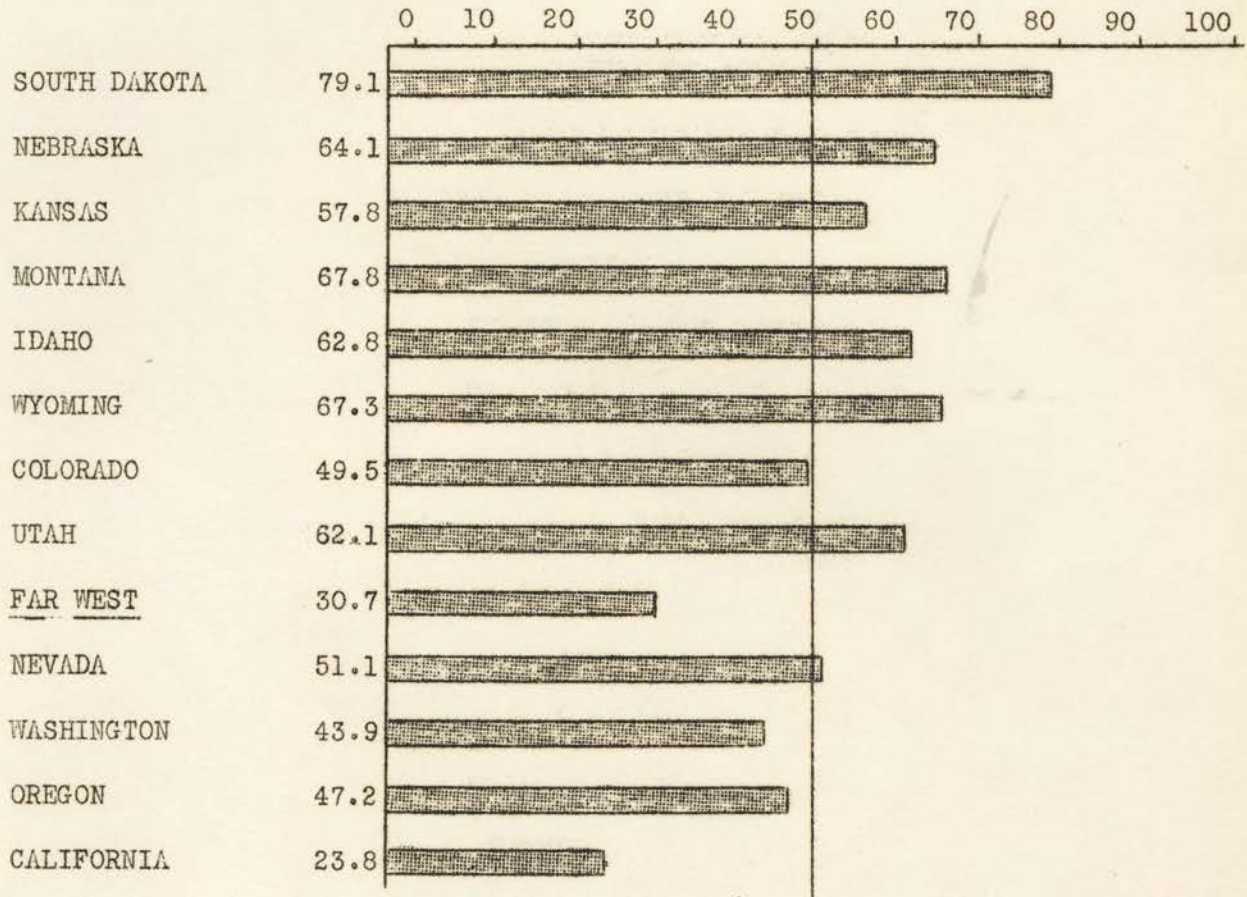


Chart 5

AVERAGE NUMBER OF TEACHING POSITIONS TO A BUILDING  
IN THE RURAL AREAS OF THE SOUTHEASTERN AND SOUTHWESTERN STATES  
1935-1936

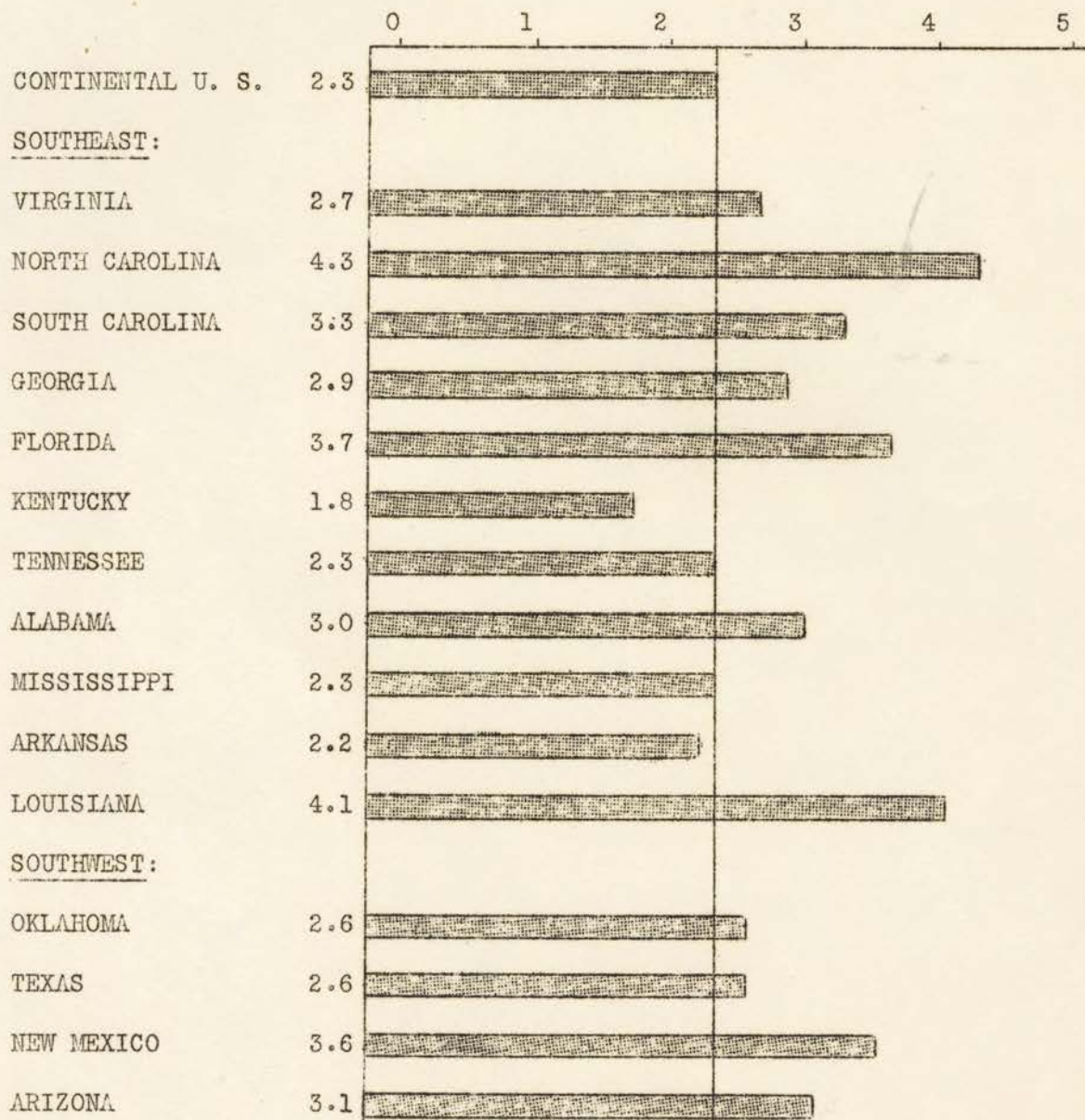


Chart 6

NUMBER OF PUPILS TO A BUILDING  
IN THE RURAL SCHOOLS OF THE SOUTHEASTERN AND SOUTHWESTERN STATES  
1935

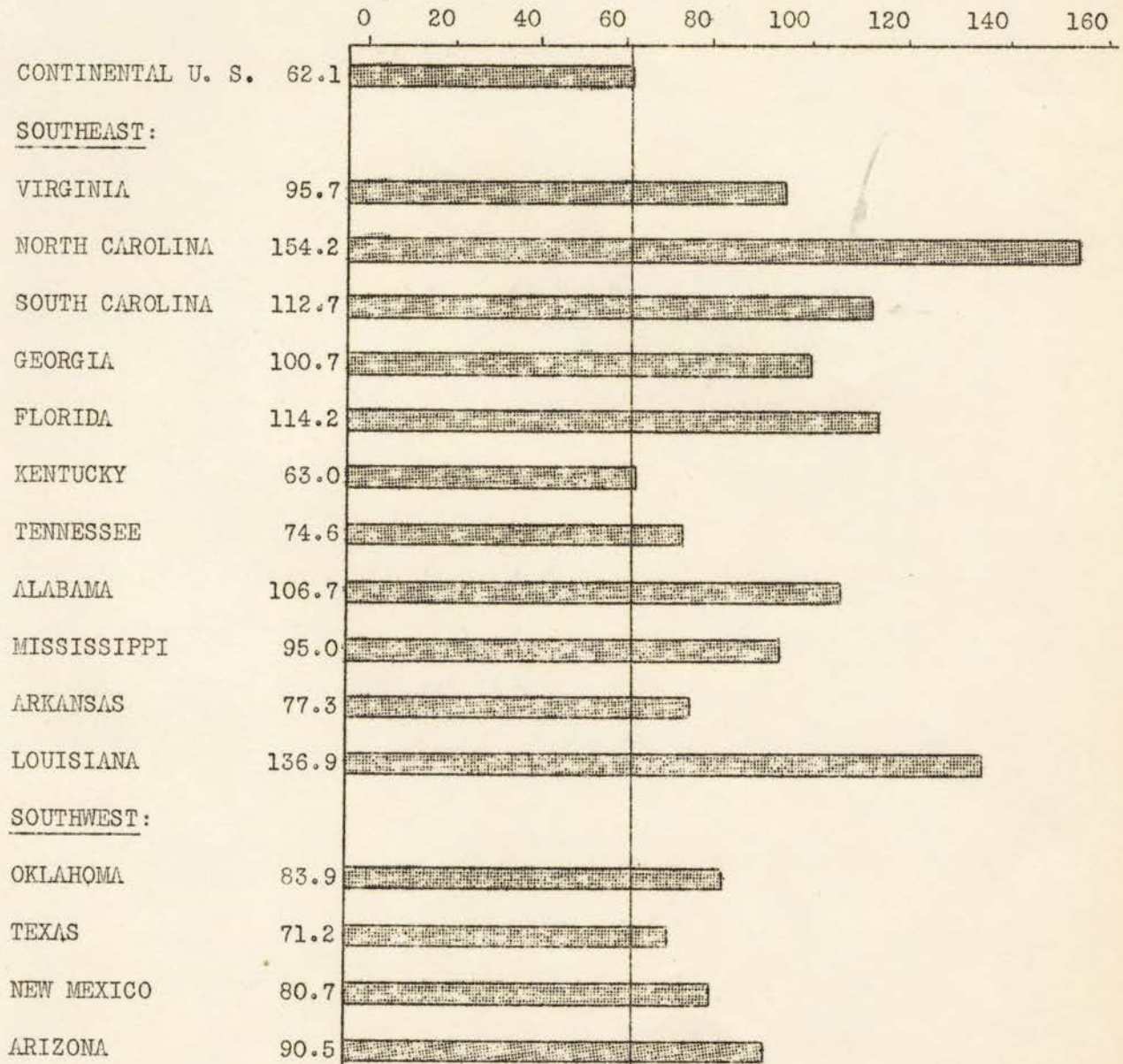


Chart 7

PERCENTAGE OF BUILDINGS THAT ARE ONE-ROOM, 1935-1936

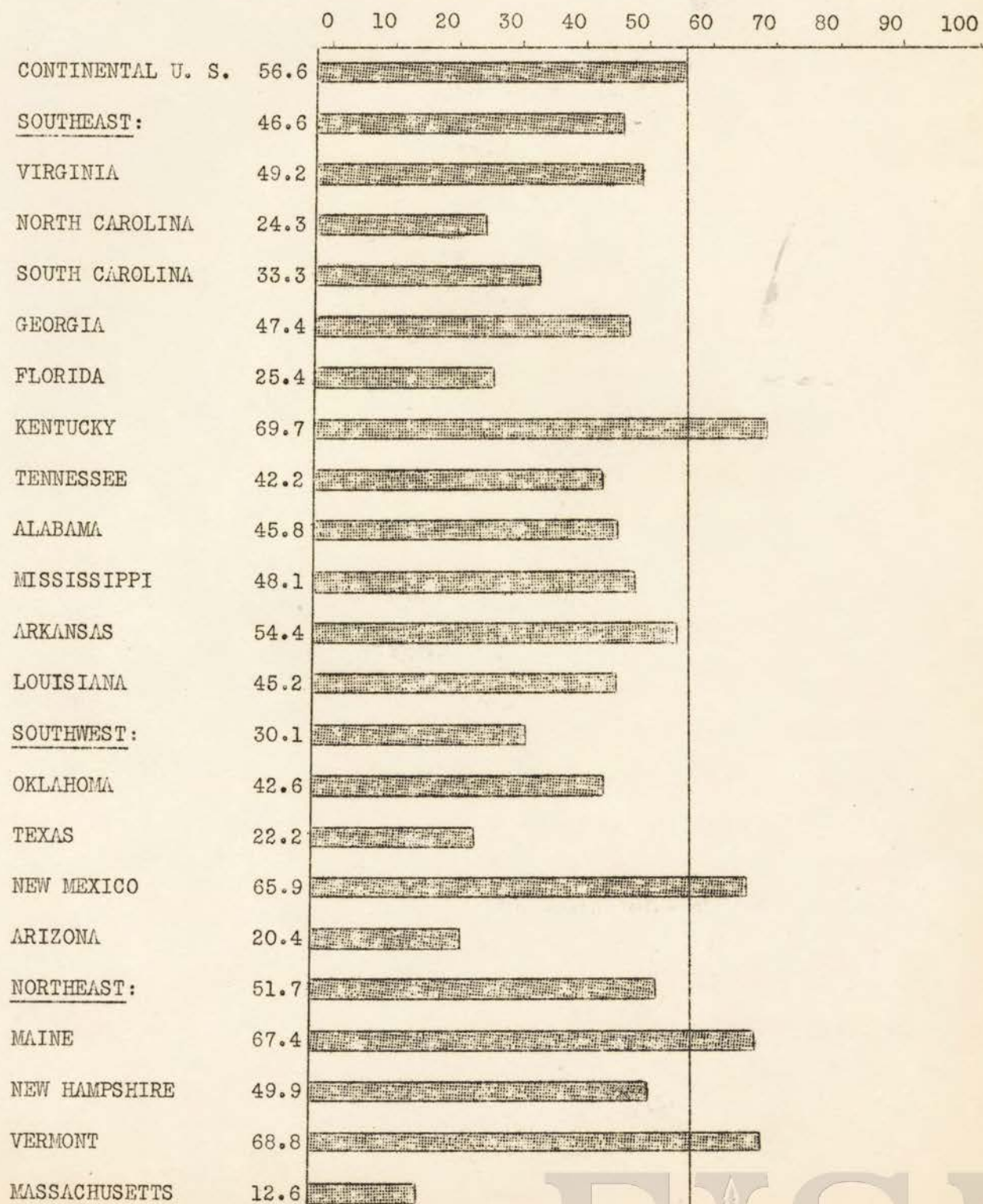


Chart 7 (continued)

PERCENTAGE OF BUILDINGS THAT ARE ONE-ROOM, 1935-1936

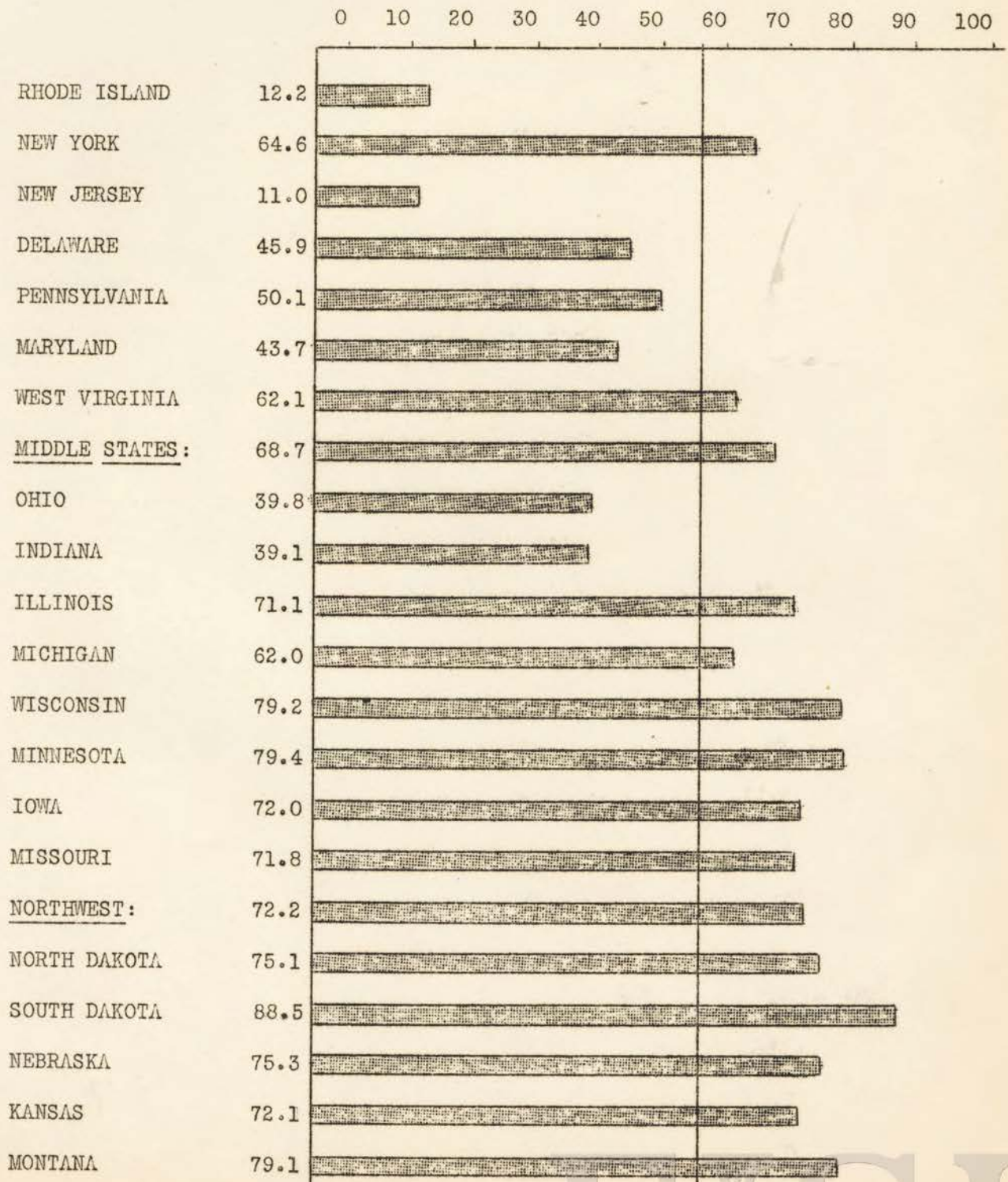


Chart 7 (continued)

PERCENTAGE OF BUILDINGS THAT ARE ONE-ROOM, 1935-1936

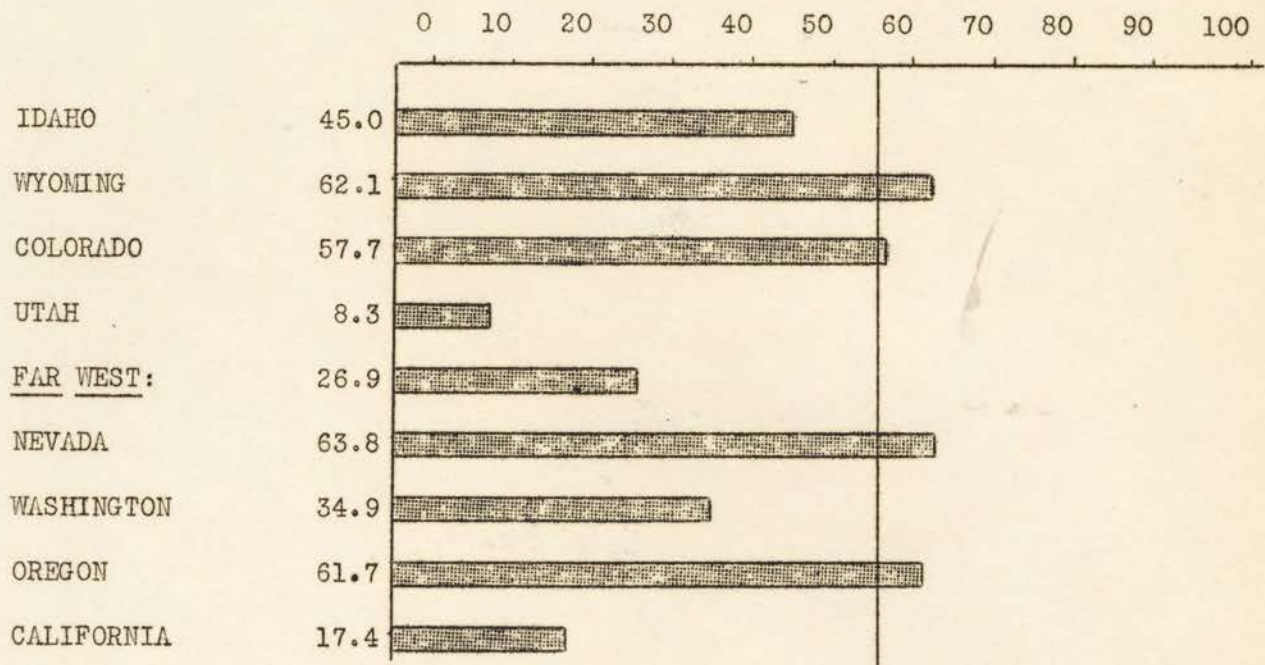
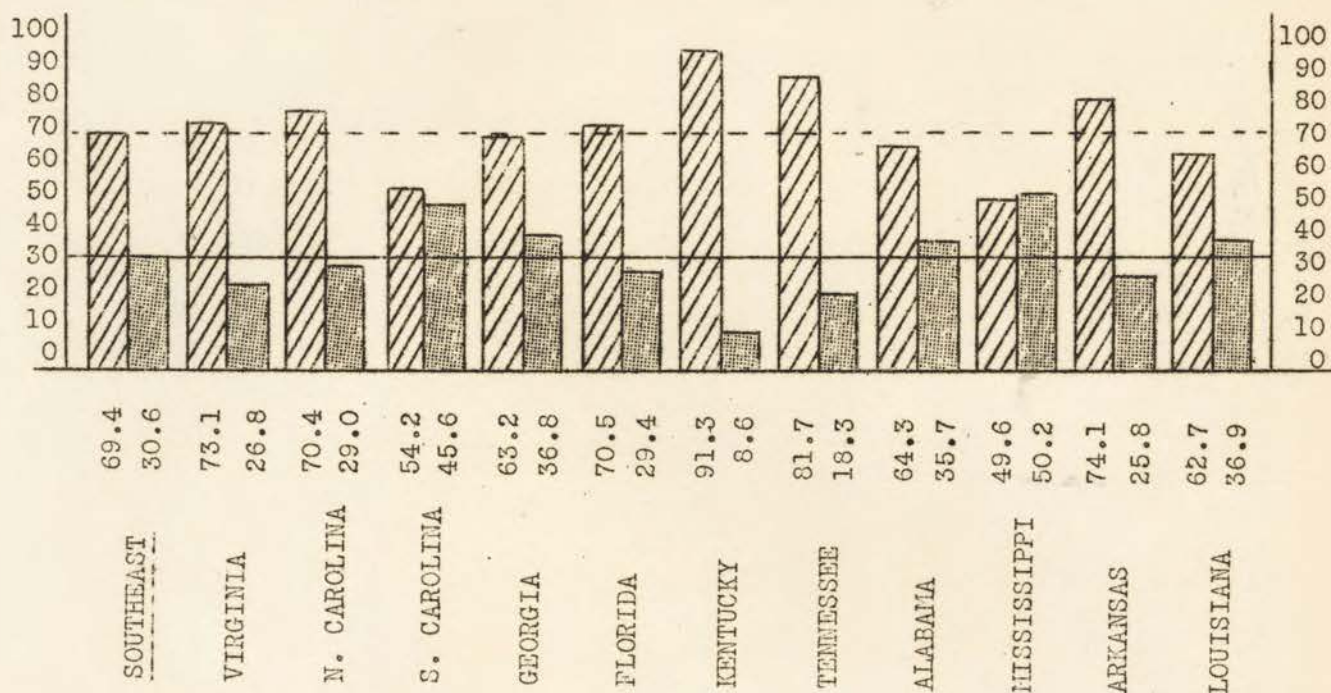


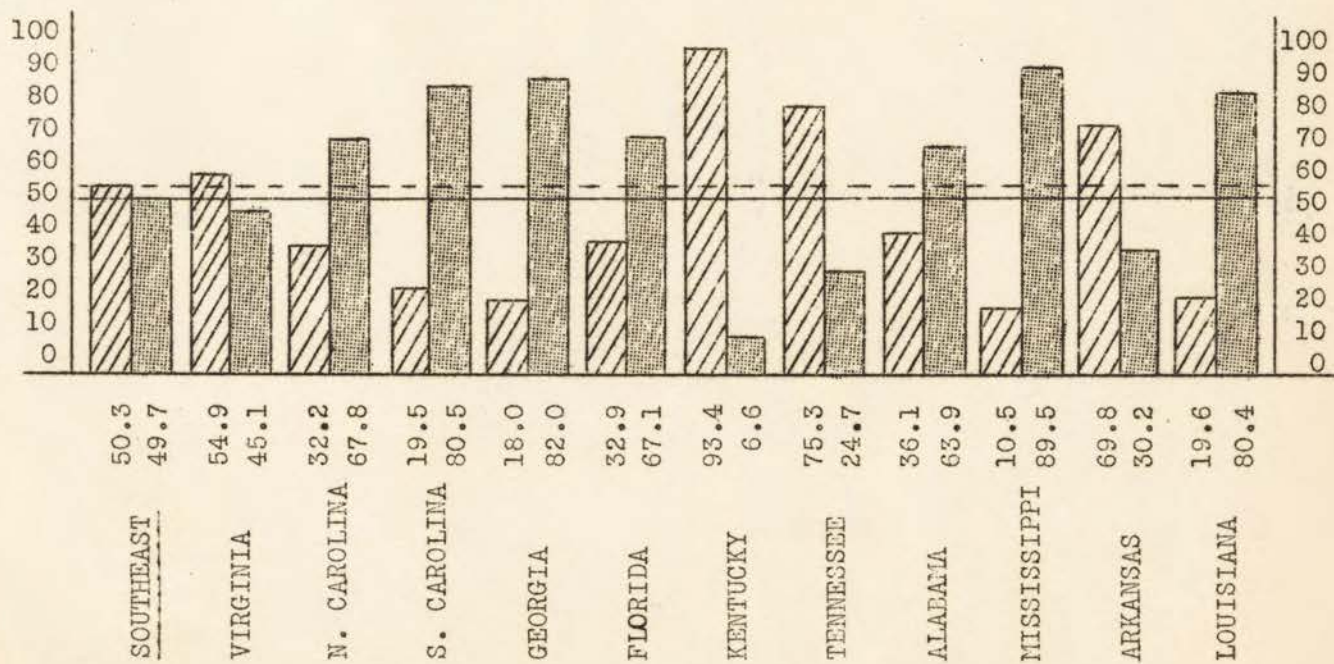
Chart 8



## COMPARATIVE PERCENTAGES OF POPULATION AND COMPARATIVE PERCENTAGES OF ONE-TEACHER SCHOOLS BY RACE IN THE SOUTHEASTERN STATES, 1936-1937

## Population



## One-teacher Schools



 Percentage of total population White  
 Percentage of total population Negro



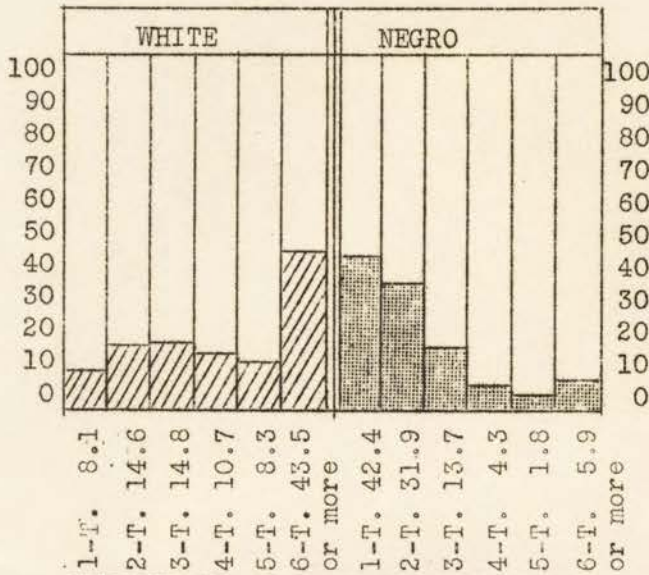
 Percentage of one-teacher schools White  
 Percentage of one-teacher schools Negro

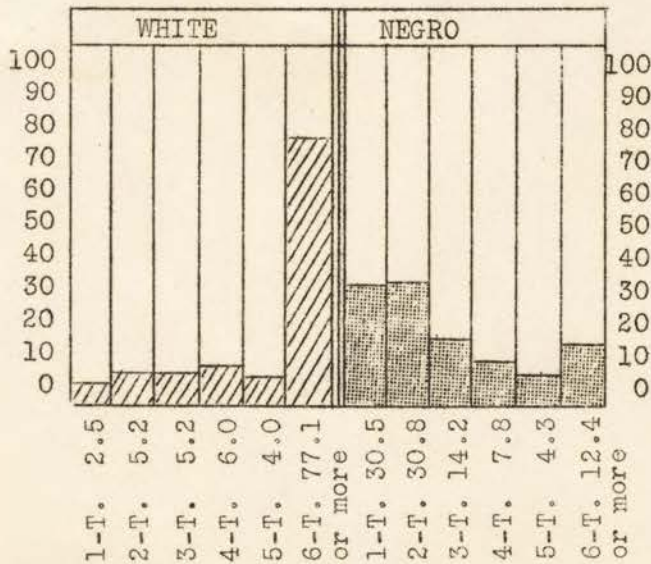
Chart 9

PERCENTAGE OF PUPILS ENROLLED IN RURAL ELEMENTARY SCHOOLS ACCORDING TO NUMBER OF TEACHERS AND PERCENTAGE OF PUPILS IN GRADED AND UNGRADED SCHOOLS IN FOUR SOUTHEASTERN STATES, 1937-1938

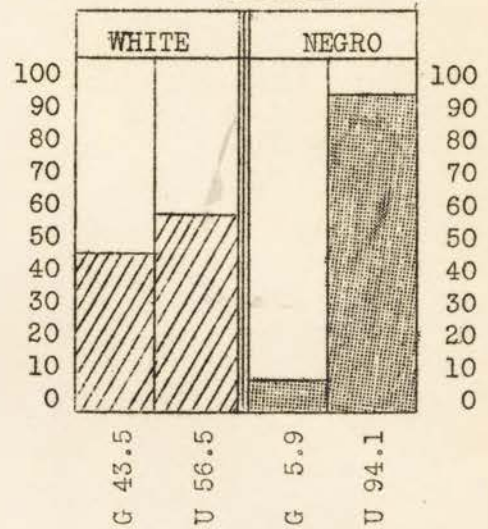
PERCENTAGE OF PUPILS ENROLLED IN ALABAMA RURAL ELEMENTARY SCHOOLS ACCORDING TO NUMBER OF TEACHERS



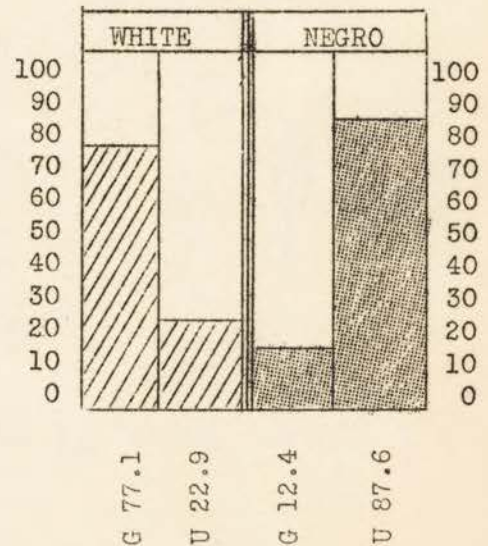
PERCENTAGE OF PUPILS ENROLLED IN LOUISIANA RURAL ELEMENTARY SCHOOLS ACCORDING TO NUMBER OF TEACHERS



PERCENTAGE OF PUPILS ENROLLED IN GRADED AND UNGRADED SCHOOLS IN ALABAMA



PERCENTAGE OF PUPILS ENROLLED IN GRADED AND UNGRADED SCHOOLS IN LOUISIANA

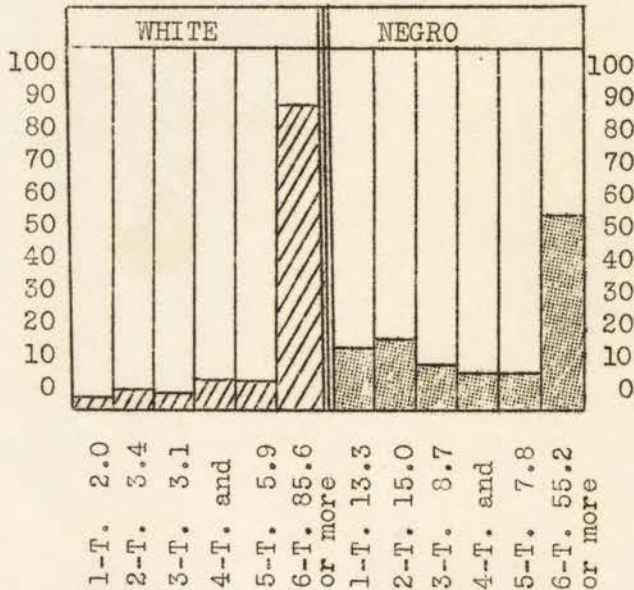


T-teacher  
G-graded  
U-ungraded

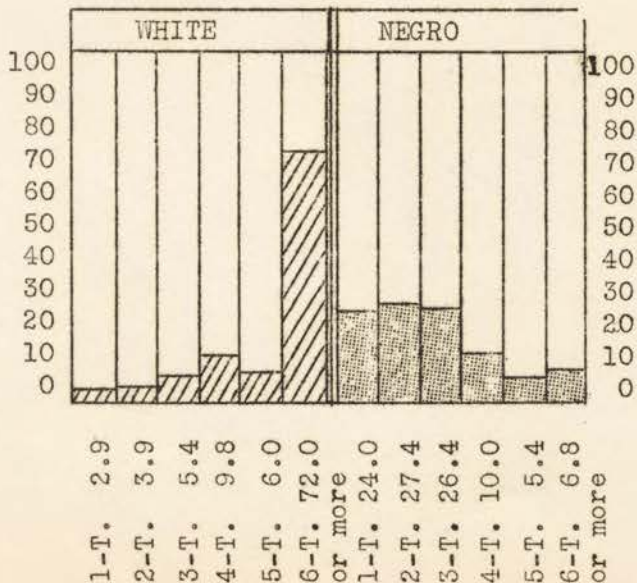
Chart 9 (continued)

PERCENTAGE OF PUPILS ENROLLED IN RURAL ELEMENTARY SCHOOLS ACCORDING TO NUMBER OF TEACHERS AND PERCENTAGE OF PUPILS IN GRADED AND UNGRADED SCHOOLS IN FOUR SOUTHEASTERN STATES, 1937-1938

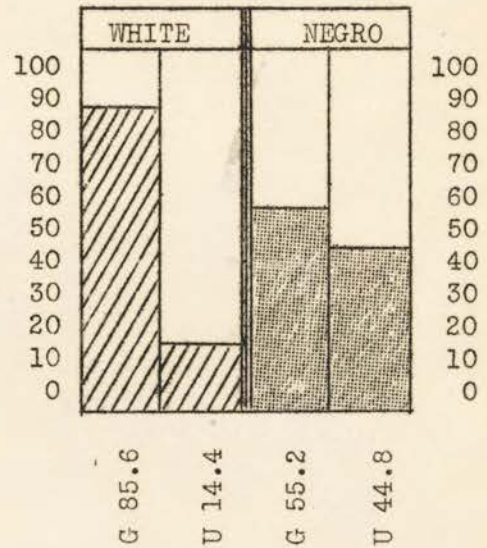
PERCENTAGE OF PUPILS ENROLLED IN FLORIDA RURAL ELEMENTARY SCHOOLS ACCORDING TO NUMBER OF TEACHERS



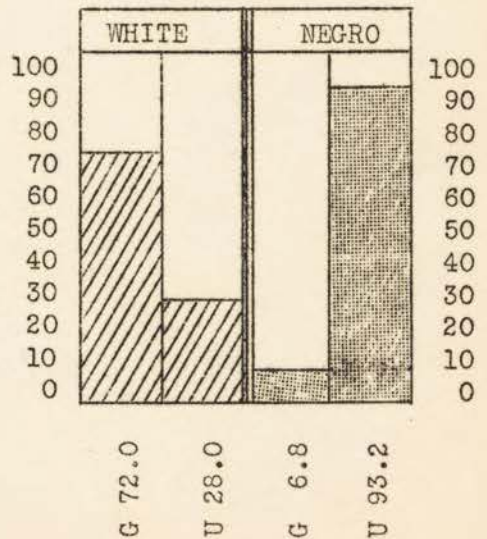
PERCENTAGE OF PUPILS ENROLLED IN MISSISSIPPI RURAL ELEMENTARY SCHOOLS ACCORDING TO NUMBER OF TEACHERS



PERCENTAGE OF PUPILS ENROLLED IN GRADED AND UNGRADED SCHOOLS IN FLORIDA



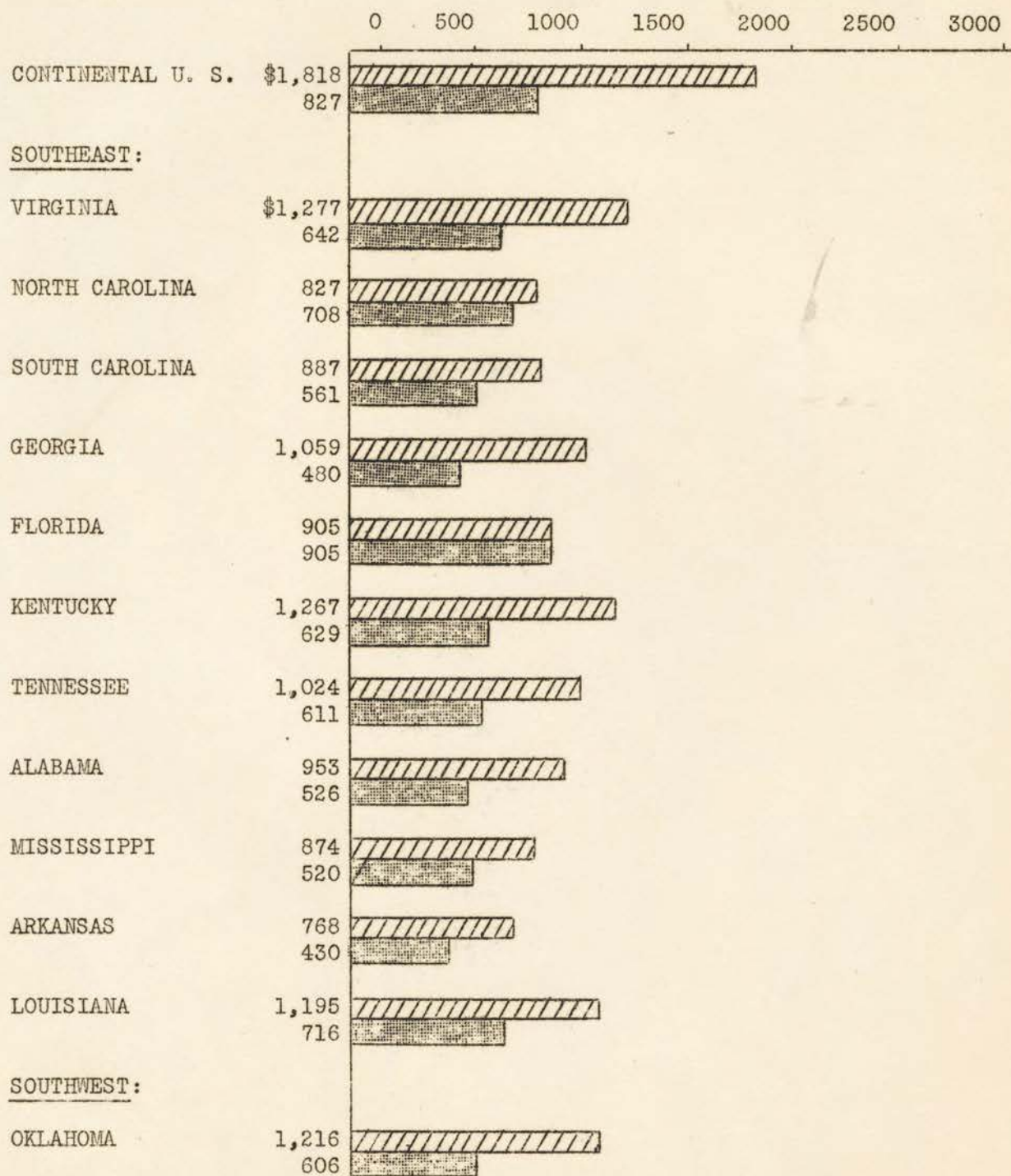
PERCENTAGE OF PUPILS ENROLLED IN GRADED AND UNGRADED SCHOOLS IN MISSISSIPPI



T-teacher  
G-graded  
U-ungraded

Chart 10

AVERAGE SALARY OF SUPERVISORS, PRINCIPALS, AND TEACHERS  
IN SOUTHEASTERN AND SOUTHWESTERN STATES, 1935-1936





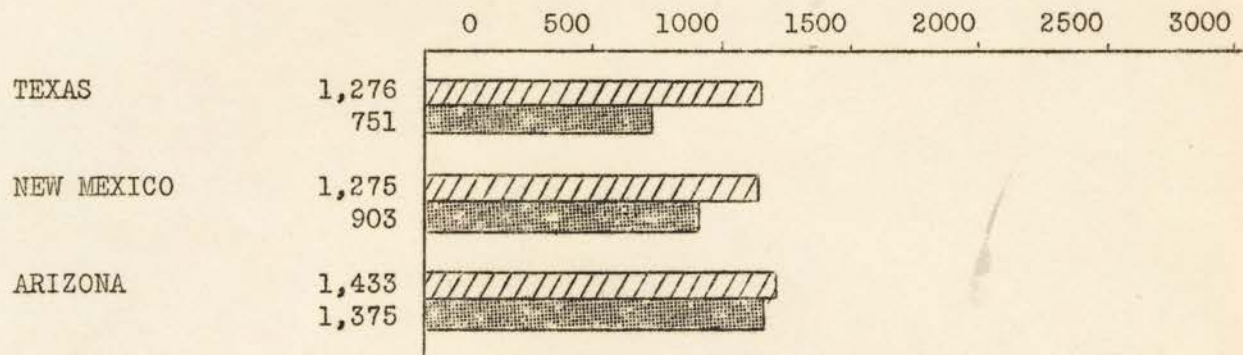
 Average salary of supervisors, principals, and teachers in urban schools  
 Average salary of supervisors, principals, and teachers in rural schools

Chart 10 (continued)

AVERAGE SALARY OF SUPERVISORS, PRINCIPALS, AND TEACHERS  
IN SOUTHEASTERN AND SOUTHWESTERN STATES, 1935-1936



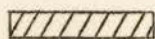
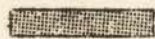
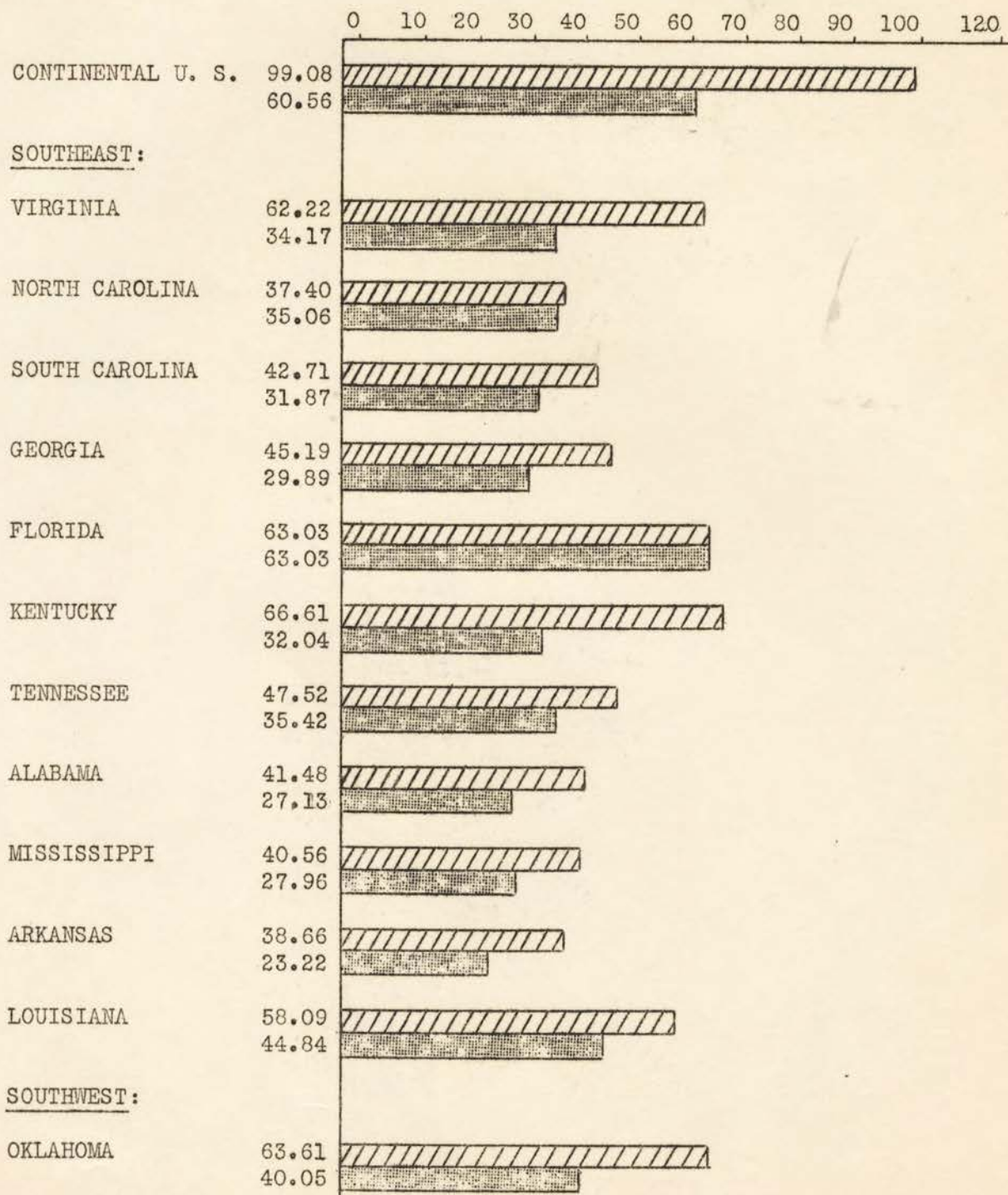
 Average salary of supervisors, principals, and teachers in urban schools  
 Average salary of supervisors, principals, and teachers in rural schools

Chart 11

PER CAPITA COST, CURRENT EXPENSE AND INTEREST,  
PER PUPIL IN A. D. A., 1935-1936



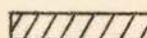
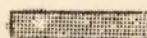
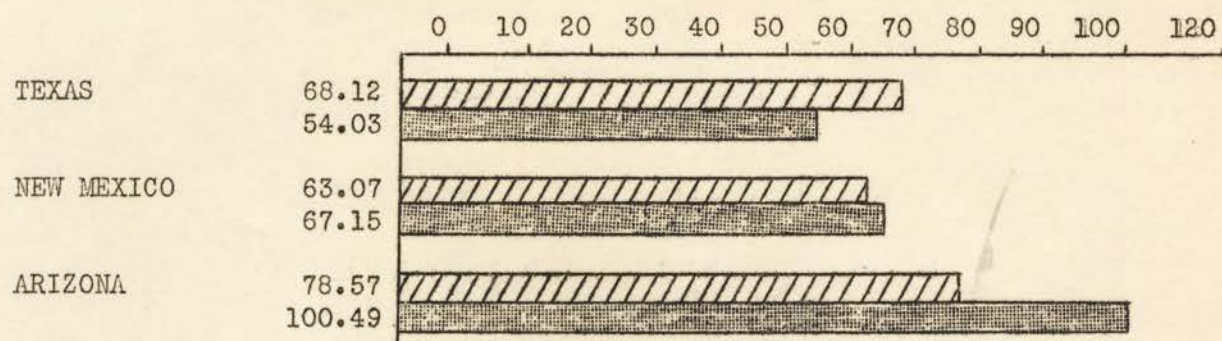
 Per capita cost, current expense and interest, per pupil in A. D. A. in urban schools  
 Per capita cost, current expense and interest, per pupil in A. D. A. in rural schools

Chart 11 (continued)

PER CAPITA COST, CURRENT EXPENSE AND INTEREST,  
PER PUPIL IN A. D. A., 1935-1936



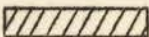

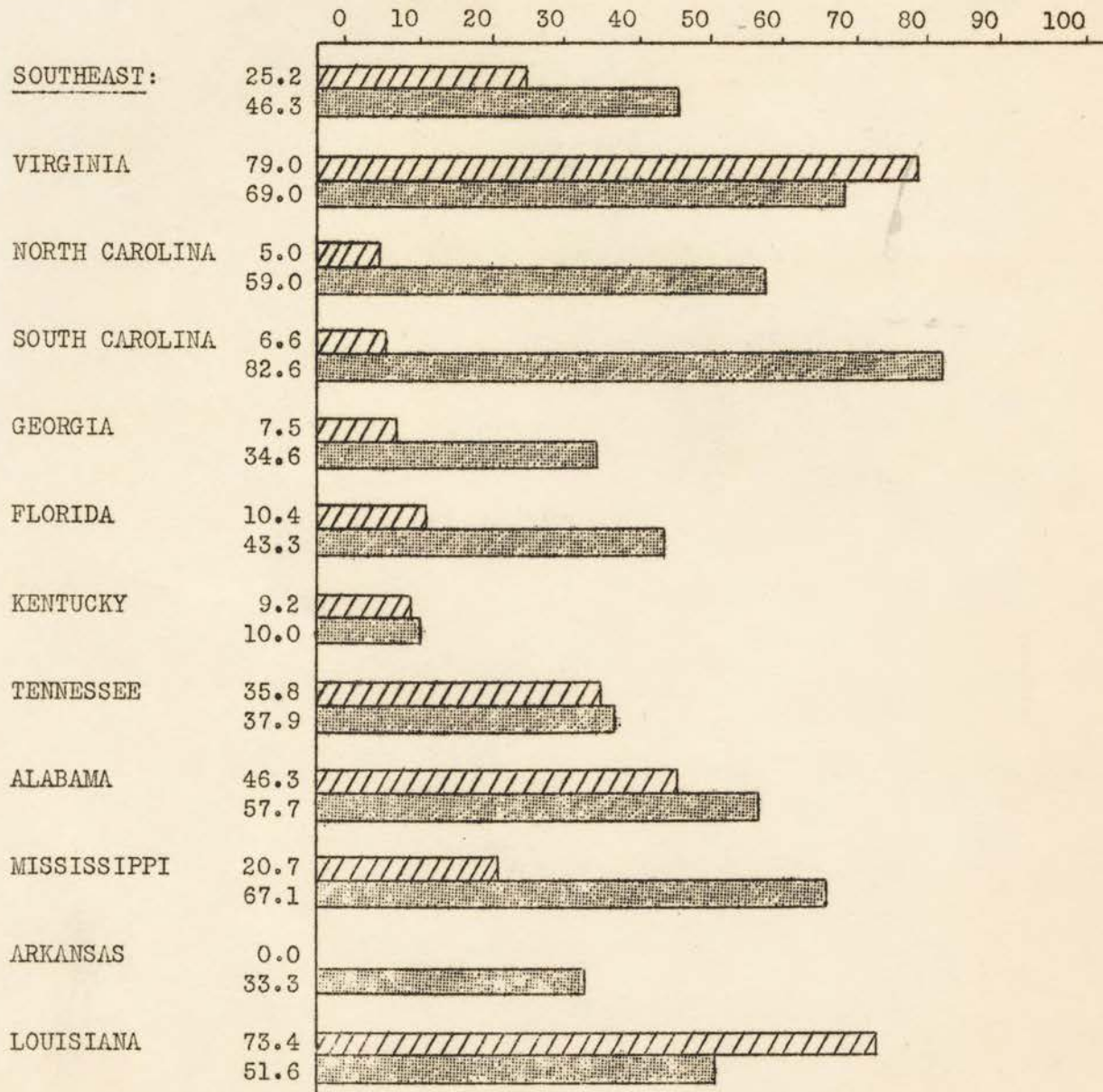
 Per capita cost, current expense and interest, per pupil  
in A. D. A. in urban schools  
 Per capita cost, current expense and interest, per pupil  
in A. D. A. in rural schools

Chart 12

EXTENT OF COUNTY SUPERVISION OF SCHOOLS, WHITE AND NEGRO, IN  
SOUTHEASTERN STATES, 1937-1938, AS SHOWN BY PERCENTAGE OF  
COUNTIES HAVING SOURCES OF SUPERVISION



White schools having sources of supervision  
Negro schools having sources of supervision

Chart 13

RURAL EDUCATION EMPHASIS IN 171 INSTITUTIONS  
PROVIDING FOR THE EDUCATION OF TEACHERS IN THE UNITED STATES

	NUMBER	P E R C E N T A G E						
	INSTITUTIONS INCLUDED	OFFERING SPECIAL RURAL CURRICULUM	PROVIDING PROFESSORS OF RURAL EDUCATION	PROVIDING RURAL EDUCATION DEPARTMENTS	OFFERING RURAL SOCIO-ECONOMIC BACKGROUND COURSES	OFFERING PROFESSIONAL COURSES IN RURAL EDUCATION	OFFERING COURSES IN TEACHING SPECIAL SUBJECTS IN RURAL SCHOOLS	OFFERING PRACTICE TEACHING IN RURAL SCHOOLS
<u>CONTINENTAL UNITED STATES</u>	171	19	18	6	54	59	28	30
<u>SOUTHEAST</u>	45	0	2	0	69	36	20	18
<u>SOUTHWEST</u>	18	0	11	6	78	72	33	6
<u>NORTHEAST</u>	49	19	14	0	25	31	6	35
<u>MIDDLE STATES</u>	29	41	42	17	55	59	31	41
<u>NORTHWEST</u>	17	47	53	12	77	82	53	76
<u>FAR WEST</u>	13	8	0	0	23	77	23	8

FISK  
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS  
NASHVILLE, TENNESSEE

RURAL SCHOOL  
PROGRAM

March 21, 1939

DIVISION OF  
SURVEYS AND FIELD STUDIES

*Survey normal*

	ERE	22	ERE	0	<i>2 checks</i>
	JCS		RW		
	JFS		JW		
	JMS		JLS		

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

My dear Mr. Embree:

*you have  
seen this,  
I believe*

We are sending you under separate cover a copy of SELECTED REFERENCES ON RURAL ELEMENTARY SCHOOLS which, as you know, has been prepared as a part of our Study of Rural Elementary Schools of the South. We have had two hundred copies mimeographed. We shall be glad to send you a number of copies for distribution, or to mail copies direct from our office to persons you wish to receive the bibliography.

Sincerely yours,

*J. E. Brewton*

J. E. Brewton,  
Associate Director, Division  
of Surveys and Field Studies

JEB:es

FISK  
UNIVERSITY

# RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

May 9, 1939

*Survey Normal  
Schools*

*P*

56	5/11	56	5/12

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

Dear Miss Elvidge:

I am enclosing herewith a statement from our Bursar showing the status of our account with the Julius Rosenwald Fund. I suggest that before the first of June we receive an additional allotment on this account.

Cordially yours,

*D. S. Campbell*

D. S. Campbell,  
Dean

DSC:cp

FISK  
UNIVERSITY

Julius Rosenwald Fund

May 5, 1939

Expenditures - 1939

Salaries, 1/1/39 to 4/30/39


J. E. Brewton	\$ 1600.00	
H. M. Bond	1400.00	
Secretarial and Clerical	641.70	
Travel Expenses	822.70	
Misc.	<u>125.86</u>	\$ 4590.26

Receipts - 1939

1/1/39 Cash on hand	300.80	
1/24/39 Cash from Julius Rosenwald Fund	<u>4699.20</u>	5000.00
April 30, 1939 - Cash on hand		\$ 409.74

I certify that the above expenditures and receipts are according to the records of George Peabody College for Teachers as of April 30, 1939.

GEORGE PEABODY COLLEGE FOR TEACHERS

  
P. P. Littlefield - Bursar

FISK  
UNIVERSITY

RURAL SCHOOL  
PROGRAM

7/20/39

Survey Normal  
Schools

P

May 12, 1939

Dear Dr. Campbell: Thank you for your letter of May 9, and for the statement enclosed with it. The attached check for \$3,300.80 represents the balance due on our appropriation of \$13,000 for the study of rural schools.

June 30 is the end of our fiscal year. Shortly after that date I should appreciate receiving a statement of expenditures covering the months of May and June so that this report will be in our files at the time of our next audit.

Very truly yours,

DE:AM

DOROTHY A. ELVIDGE

Dr. Doak S. Campbell  
George Peabody College  
Nashville, Tennessee

FISK  
UNIVERSITY

# Julius Rosenwald Fund

4901 Ellis Avenue  
CHICAGO

RURAL SCHOOL  
PROGRAM

To

Dr. Doak S. Campbell  
George Peabody College  
Nashville, Tennessee

Payment Voucher No. 8144

Date May 12, 1939

*Survey Normal  
Schools*

Balance due on appropriation of \$15,000 for study of rural schools

and the preparation of rural teachers - - - - - \$5,500.80

Cr.#21285

Accounts

Appropriation No.

Debit

Credit

George Peabody College - Study of Normal Schools

36-6

\$5,500.80

Prepared by  
AM

Checked by

Posted by

Comptroller

FIISK  
UNIVERSITY

RURAL SCHOOL  
PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

May 15, 1939

*Survey, normal  
schools*

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

7

My dear Miss Elvidge:

This will acknowledge receipt of your check for \$3,300.80  
which represents the balance on our appropriation for the  
study of rural schools.

We shall be glad to send you a complete report on the expendi-  
tures of this account shortly after June 30th.

Cordially yours,

*D. S. Campbell*

D. S. Campbell, Director  
Julius Rosenwald Study.

DSC:cp

FISK  
UNIVERSITY

RURAL SCHOOL PROGRAM  
(Survey of Normal Schools)

Expenses for the Study of Normal Schools under the direction of Dr. Campbell during the past two years (each year ending August 1) 1939 have been:

	<u>Annual Budget</u>	<u>Payments 1938 - 39</u>	<u>Payments 1937 - 38</u>
J. E. Brewton	\$ 4,800	\$ 4,800.00	\$ 4,800.00
Horace Mann Bond	4,200	4,200.00*	4,200.00
Secretarial Services	600	1,761.50	857.73
Field Travel	2,400	1,390.24	1,841.36
Miscellaneous	<u>1,000</u>	<u>472.36</u>	<u>510.05</u>
	<u>\$13,000</u>	<u>\$12,624.10</u>	<u>\$12,209.14</u>
Cash on hand 8/15/39:		<u>375.90</u>	
		<u>\$13,000.00</u>	

\*Includes salary for July. Also received July salary from Fort Valley.  
Letter in file from Bond holding for ERE.

3450  
37590  
307410

ERE	8/21	ERE	0
ged		ged	0
ms		ms	0
775		775	0

# RURAL SCHOOL PROGRAM

*Survey normal  
Schools*

May 31, 1939

Dear Campbell: I had thought Mr. Embree and I would get to Nashville before now for a talk with you and Brewton about the next steps in the work he and Bond have been doing. Even yet Mr. Embree and I or I alone will get there but you and Brewton need to know something in the meantime, so I'm going to make a suggestion.

Bond, as you know, is going to direct the Fort Valley school in Georgia next year. This is going to be a full time job and he must not undertake anything else. His work with Brewton, then, should end but what they have done up to date should be - if it is good enough - prepared for publication. Bond can give little time to this so Brewton will have to accept responsibility for the job. I think, then, that he should immediately begin getting their material in shape for publication. We should continue our cooperation through that period - if it is not too extended - and should then consider (1) whether there is something further to be done in the study, and (2) whether or not the Fund should support such extension.

I'll talk further with you about this on my next trip to Nashville.

Cordially yours,

J. C. DIXON

JCD:RW

Dr. Doak S. Campbell  
George Peabody College for Teachers  
Nashville, Tennessee



RURAL SCHOOL  
PROGRAM

*Survey normal  
schools*

A REPORT OF THE STATUS OF THE STUDY OF RURAL ELEMENTARY  
SCHOOLS OF THE SOUTH AND A PROPOSED PROGRAM FOR  
CONTINUING AND IMPLEMENTING THE STUDY

Sponsored by

THE JULIUS ROSENWALD FUND

And

Conducted by

The Division of Surveys and Field Studies  
George Peabody College for Teachers  
Nashville, Tennessee

June 7, 1939

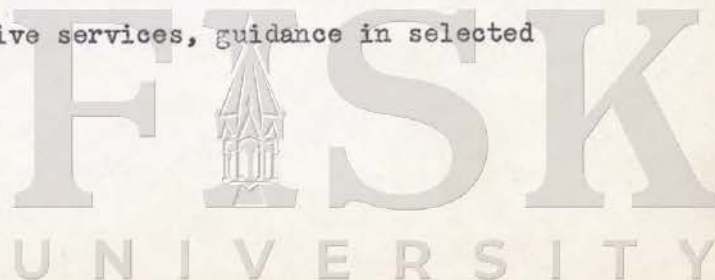
FISK  
UNIVERSITY

A REPORT OF THE STATUS OF THE STUDY OF RURAL ELEMENTARY  
SCHOOLS OF THE SOUTH AND A PROPOSED PROGRAM FOR  
CONTINUING AND IMPLEMENTING THE STUDY

The special study of rural elementary schools of the South, sponsored by the Julius Rosenwald Fund and conducted by the Division of Surveys and Field Studies of George Peabody College, was begun August 1, 1937. The following report presents briefly the present status of this study and proposes a program of next steps to be taken in continuing and implementing it.

Purpose of Study. The fundamental purpose of the study is to discover ways and means of improving rural schools and through them the quality of life in the rural South. Since the improvement of rural schools and through them the quality of life in the rural South is dependent upon getting better educated teachers into rural schools, major consideration is being given to those means of improving rural schools to which teacher-educating institutions can contribute.

Other means, however, have not been neglected. Subsidiary and contributing purposes are: to collect and compile comprehensive information basic to an understanding of rural life and rural school problems in the South; to develop evaluative materials whereby state, regional, and local agencies may raise the quality of rural schools; to develop suggestive procedures for the use of supervisors, teacher-educating institutions, administrators, and teachers for improving rural schools, and to provide, through the production of materials and through consultative services, guidance in selected



centers as well as in the southern region as a whole.

Activities. All the activities engaged in and in progress at this time are contributing toward the achievement of the fundamental purpose or to one of the subsidiary purposes as outlined in the foregoing paragraph.

The following specific jobs have been completed:

1. The preparation and publication of SELECTED REFERENCES ON RURAL ELEMENTARY SCHOOLS, a functional bibliography of 527 references compiled from a comprehensive bibliography of more than 1,000 references found in 40 periodicals--1930-1939, books, pamphlets, bulletins, and other pertinent publications. This publication has been sent to all members of the Rural Education Council and given limited circulation to other interested persons.
2. The making of maps, tables, and summarizations showing basic information on size of schools in the United States with special reference to size of schools in the Southern States.
3. The making of maps, tables, and summarizations showing the extent of rural supervision in the United States with special reference to the situation in the Southern States. Also the preparation of two manuscripts: "The Status of Rural School Supervision in the Southeastern States," and "The Status of Supervision of Negro Schools in the Southeastern States."
4. The preparation of three manuscripts: one summarizing rural life and rural school problems in the South, one challenging the cause of the small rural schools, and one challenging the cause of rural education in the South.
5. The preparation of a manuscript summarizing the follow-up study of the testing program made by Bond and Foreman in 1930-1931.
6. The making of a classified list of questions derived from the analysis of literature and state department score cards and standards for elementary schools.
7. The preparation of a manuscript showing a detailed analysis of the rural elementary school score cards of nine states.



8. The preparation of a manuscript summarizing the characteristics of good rural schools as described by state and county supervisors.

9. The preparation of reports and field notes on all visits made to schools.

10. The preparation of a manuscript on specific services of teacher-educating institutions with respect to rural life and rural school problems.

11. The making of maps, tables, and summarizations showing grade distribution of rural children by race in selected Southern States.

12. The development of an evaluative instrument for rural schools based upon criteria derived through the various studies. Also, the development of a brief community survey form and a pupil group interview form.

Now that the visitation of schools has been finished, the following jobs are in process of completion:

1. The preparation of a manuscript describing conditions observed in the one-hundred white and one-hundred Negro rural schools. This report will follow the pattern map outline.

2. The preparation of a manuscript on some significant factors affecting community living. This report will be based on materials collected on the community survey forms.

3. The preparation of a manuscript on what rural children in elementary grades like or think as derived from the pupil interview form used.

4. The preparation of a manuscript proposing a suggestive program for the education of rural elementary teachers based on considerations of all aspects and implications of the study.

PROPOSED PROGRAM FOR CONTINUING AND IMPLEMENTING THE STUDY  
OF RURAL EDUCATION IN THE SOUTH

With the completion of that phase of the study which has to do with conditions observed in rural schools and the implications that these conditions have for teacher-education, the next logical steps are: (1) to carry the findings of this phase of the study to the teacher-educating institutions and to assist them in studying their instructional programs and service areas in order that they may plan instructional programs to meet the needs of rural teachers; and (2) to provide for implementation through the establishment of a continuing program of rural regional research and service.

The following program is, therefore, proposed for continuing and implementing the study of rural schools in the South.

1. It is suggested that the Division of Surveys and Field Studies plan a continuing program of rural research and service; such rural research and service to include original regional research in rural life and rural school problems, the collection and dissemination of helpful information pertaining to rural school problems, and the provision of consultative services to teacher-educating institutions, state departments of education, and local administrative units regarding these problems.

2. It is suggested that we select four teacher-educating institutions, two white institutions and two Negro institutions, and that we work cooperatively with them in studying their instructional programs and service areas and in planning an instructional program to meet the needs of rural teachers. Each institution will be expected to study the region which it serves. This will mean research and field studies by faculty members, as well as faculty group discussions and seminars by the whole faculty.



3. It is suggested that we select four county systems and that we work cooperatively with them in an attempt to improve their rural schools and through them the quality of life in the area. We would first make a thorough study of the rural schools in each county, using the evaluative criteria we have developed. We would then work cooperatively with the administrative and supervisory forces in the counties in an attempt to improve the schools.

4. It is suggested that we explore the possibilities of establishing a cooperative arrangement whereby the Division of Surveys and Field Studies may work directly with some county near Nashville in developing an improved rural education program in its small schools. If four schools could be used in this manner, two one-teacher schools, one for whites and one for Negroes, and two two-teacher schools, one for whites and one for Negroes, we could show Peabody and Fisk students what can actually be accomplished in small rural schools.

5. It is suggested that county and state groups be encouraged to use the facilities at Peabody and Fisk in developing curriculum materials especially adapted to rural schools and their needs.

In order to carry forward this program as outlined, the following personnel will be needed: a person in charge of service and research, an advanced student assistant, and a secretary. Travel expense should be provided the person in charge of research and service and the assistant. Should the cooperative arrangement between the Division of Surveys and Field Studies and the four schools in a county near Nashville be effected, it would probably be necessary to provide some supplementation of the teachers' salaries in the schools involved.



# RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

*Survey of Normal Schools*

July 19, 1939

ERE	24	SPR 26
JCS		900
HS		WLS
JFS		1/10

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

My dear Mr. Embree:

I am enclosing herewith a tentative proposal for continuing our work with the rural school problem in the South. After you have read this brief outline, I shall be glad to have any suggestions which you may care to offer. I realize that if in general these suggestions seem to be suitable, the whole plan will need considerable elaboration and statement in further detail. This we shall be glad to do at the proper time. I believe the enclosed statement will probably be sufficient as a beginning.

I have made no statement regarding the cost of this program. We have these items rather definitely in mind and shall be glad at the proper time to give a detailed statement about them.

It is my firm belief that the work that has been done already by the Julius Rosenwald Fund has stimulated a great deal of interest in the problem of improving the rural life in the South. I know that tangible evidences on so vast and complex a problem are difficult to cite, particularly, evidences that would go to show that anything more than a stimulation of interest has been achieved. I call your attention to the fact, however, that there is today more active interest in the South with respect to rural schools than there has been in the last twenty years.

It is my belief that some agency or perhaps a number of agencies will find it desirable to try to turn this widespread interest to some practical effect by digging in here and there with specific programs which will operate under some guidance. It may be discouraging to you and your colleagues to find apparently so little actual achievement in improving the rural scene through

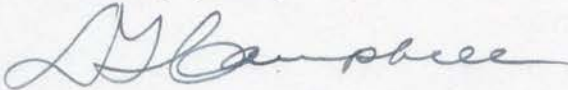
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UNIVERSITY

2.

the schools. However, I believe we are prepared to give a sufficient number of specific examples to be somewhat convincing.

After you have read the enclosed statement, I shall greatly appreciate your criticism of it and your suggestion of any major sector which has been overlooked.

Cordially yours,

A handwritten signature in cursive script, appearing to read "D. S. Campbell".

D. S. Campbell, Dean  
Graduate School and Senior College

DSC:cp  
Enclosure 1

A PROPOSED PROGRAM FOR CONTINUING THE WORK ON  
IMPROVING RURAL EDUCATION IN THE SOUTH

by

Doak S. Campbell

The initial phase of the study of rural education in the South will be concluded August 1, 1939. A full report of the study is now in preparation. It will present an analysis and an interpretation of conditions observed in rural communities and in white and Negro rural schools. It will point out implications which these conditions have for both pre-service and in-service education of teachers for rural schools. It will provide suggested procedures which should be helpful to supervisors and members of the staffs of teacher-educating institutions.

In order to bring to bear on practice the results of the study, it will be necessary to provide a long-time program of regional rural service and research. Such a long-time program would involve two major aspects: (1) the provision of services to teacher-education institutions for assisting them in studying their instructional programs and service areas and in planning their pre-service teaching programs for prospective rural teachers; and (2) the provision of services to state departments of education and rural administrative units for assisting them in developing adequate in-service programs of teacher-training which will improve rural schools and through them the quality of rural life.



In order to provide these services it is proposed that George Peabody College, through the Division of Surveys and Field Studies,

1. Maintain a continuing program of rural research and service; such rural research and service to include original and regional research in rural life and rural school problems, the collection and dissemination of helpful information pertaining to rural school problems, and the provision of consultative services to teacher-education institutions, state departments of education, and local administrative units regarding these problems.

2. Work intensively with selected teacher-education institutions. Two white and two Negro institutions are to be selected. We shall work cooperatively with them in studying their instructional programs and service areas and in planning an instructional program to meet the needs of rural teachers. Each institution will be expected to study the region which it serves. This will mean research and field studies by faculty members, as well as faculty group discussions and seminars by the whole faculty.

3. Work cooperatively with four selected county school systems in an attempt to improve their rural schools and through them the quality of life in the area. We would first make a thorough study of the rural schools in each county, using the evaluative criteria we have developed. We would then work cooperatively with the administrative and supervisory forces in the counties in an attempt to improve the schools.

4. Develop a cooperative arrangement whereby we may work directly and intensively with a county within fifty miles of Nashville in developing an improved rural education program in its small schools. If four schools could be used in this manner, two one-teacher schools, one for whites and one for Negroes, and two two-teacher schools, one for whites and one for Negroes, we could show Peabody and Fisk students what can actually be accomplished in small rural schools.



5. Facilities at Peabody and Fisk will continue to be maintained for special groups to work cooperatively on the development of curriculum materials especially adapted to rural schools.

In order to carry forward this program as outlined, the following personnel will be needed: one person in charge of service and research, one professional assistant, and one secretary. Travel expense should be provided for the person in charge of research and service and also for the assistant. Should the cooperative arrangement between the Division of Surveys and Field Studies and county systems be effected, it might be desirable in some cases to supplement for a short time the supervisors' salaries in the counties involved. In the main, however, the program should be developed with the normally available resources.

*Peabody*  
RURAL SCHOOL  
PROGRAM

*Survey Normal  
Schools*

*8*

July 26, 1939

Dear Doctor Campbell: I have read with much  
interest your letter  
of July 19. The proposals you make seem to me  
exceedingly sound. I wonder if you could  
translate them into financial figures. At any  
rate, this gives us a basis for further confer-  
ence, which I hope we can have in the early  
autumn, about the continuing work in rural educa-  
tion at Peabody and the possibility of this Fund  
taking some share in it.

Very truly yours,  
EDWIN R. EMBREE

ERE:JW

Dr. Doak S. Campbell, Dean  
Graduate School and Senior College  
George Peabody College for Teachers  
Nashville, Tennessee

FISK  
UNIVERSITY

*Rural School Program  
(Survey of Normal Schools)*

August 17, 1939

Dear Dr. Campbell: Our auditors are now making their regular annual audit of our accounts, and I am wondering if it would be possible for you to send me a report showing the expenditures for the Survey of Normal Schools from May 1 to July 31. Your last report, enclosed in your letter of May 9, listed expenditures to April 30, 1939, and showed cash on hand on that date of \$409.74.

If your statement could be mailed "special delivery" by Saturday, it will reach me in time for our auditors to include it in this review.

Very truly yours,

**DOROTHY A. ELVIDGE**

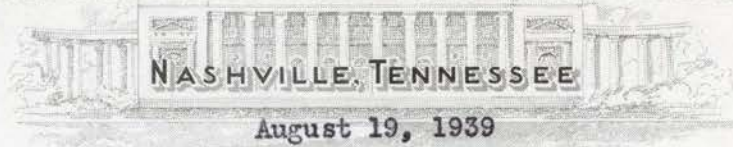
DE:AM

Dr. Doak S. Campbell  
George Peabody College for Teachers  
Nashville, Tennessee

**FISK**  
UNIVERSITY

Rural School Program  
(Survey of Normal Schools)

GEORGE PEABODY COLLEGE FOR TEACHERS



August 19, 1939

B

	56	8/21	56	8/21

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

Dear Miss Elvidge:

I am sending herewith a statement of our account with the Julius Rosenwald Fund in connection with the study of rural schools.

Although the statement is made as of August fifteenth, it represents the closing of our account on the first of August. I was not able to get the statement made up until the fifteenth and that accounts for the statement of that date.

I have written Mr. Embree regarding the continuation of the study to close out certain items of it.

Sincerely yours,

*D. S. Campbell*

D. S. Campbell, Dean  
Graduate School and  
Senior College

DSC:cp  
Enc.

FISK  
UNIVERSITY

Julius Rosenwald Fund

August 15, 1939

Receipts - 1939

4/30/39 Cash on hand.....	\$ 409.74	
5/17/39 Cash from Julius Rosenwald Fund.....	<u>3300.80</u>	\$ 3710.54

Expenditures - 1939 May 1 - August 15

Salaries:

J. E. Brewton, 3 months.....	1200.00	
H. M. Bond, 3 months.....	1050.00	
Secretarial and clerical.....	546.20	
Travel Expense.....	231.90	
Misc.....	<u>306.54</u>	
	3334.64	
Aug. 15 - Cash on hand.....	<u>375.90</u>	
		3710.54

I certify that the above expenditures and receipts are according to the records of George Peabody College for Teachers as of August 15, 1939.

GEORGE PEABODY COLLEGE FOR TEACHERS

*P. P. Littlefield*  
P. P. Littlefield, Bursar

*For later statement  
see letter 11/17/39  
in file  
Peabody College  
Rural School*



RURAL SCHOOLS  
PROGRAM  
(Survey of Normal Schools)

GEORGE PEABODY COLLEGE FOR TEACHERS



NASHVILLE, TENNESSEE

ms

August 17, 1939

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

Dear Mr. Embree:

ERE	18	500	0
PR			0
		AW	21
JCD		JCD	0
JCS		JCS	0

According to the terms of the grant from your Board, the period for our second year of study of the problems of rural schools expired August first. However, we are continuing right ahead with the writing of the reports and the further summarizations of materials.

I am asking our Bursar to render a statement of the condition of the account up to this time. This will be sent to your business office very soon.

need cash bal # 375.40

We are continuing Dr. Brewton on the staff at the same salary and I assume that it will be satisfactory for us to retain any unexpended balance in hand to take care of this salary item for the present.

I am preparing a statement regarding the condition of this program which will reach you within a few days.

You will be interested, I am sure, to know we seem to have had an unusually vigorous program here this summer. I have the feeling that we have been closer to reality than we have been for some time.

Cordially yours,

*D. S. Campbell*

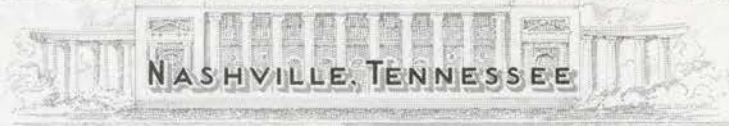
D. S. Campbell, Dean  
Graduate School and Senior College

DSC:op

FISK  
UNIVERSITY

RURAL SCHOOL PROGRAM  
(Survey of Normal Schools)

GEORGE PEABODY COLLEGE FOR TEACHERS



August 19, 1939

ms

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

9

ERE	21	9/8
Dr		0
W	21	
ged	0	

Dear Mr. Embree:

I am enclosing herewith an estimate of the amount necessary to close out the study under the direction of Dr. Brewton. This assumes that the work can be concluded on or before the thirty-first of December.

Although I do not think we will need the full amount for field travel, it is possible that Dr. Brewton will have to have several conferences with Dr. Bond and I want to be sure the item is properly covered.

I have sent Miss Elvidge a statement showing that we have \$375.95 on hand. Due to the many obligations which Dr. Bond had during the past several months, we are having to do a great deal of tabulation which we had not anticipated. However, our schedule is so arranged that I am sure we can complete everything within the time designated.

If this proposed budget for continuation is satisfactory, I suggest that by September first, we have another remittance so that we can take care of our obligations at that time.

Sincerely yours,

D. S. Campbell, Dean  
Graduate School and  
Senior College

DSC:ep

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UNIVERSITY

Proposed Budget for Completing the Report on the Study of  
Rural Education in the South

August 1, 1939 - December 31, 1939

Salary of J. E. Brewton - \$400 per month from August 1, 1939 - December 31, 1939	\$2,000
Field Travel	500
Secretarial and Clerical Service	750
Miscellaneous Office Expenses and Contingencies	200
Total	<hr/> \$3,450

Cash Bal 8/1 375

Return of Bonds  
July salary (?)  $\frac{350}{725}$

Add'l needed  $\frac{2725}{3450}$

# RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

August 19, 1939

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

Dear Mr. Embree:

Following our recent correspondence regarding a study and demonstration in rural education, I am submitting herewith an estimate of the proposed cost of the program we had in mind. This, of course, is subject to such modification as subsequent conferences with you and your associates may indicate.

You will note that we have included in this suggested program two professional assistants; one white and one Negro. We believe that it is highly desirable for us to set up our proposal in the counties that are to be selected in terms of a complete program in which we shall work very closely with supervisors of both white and Negro schools. It seems desirable to us that a competent Negro assistant be attached to the staff in cooperation with Fisk University.

I am preparing a more complete statement of the proposed details of our study, but since you requested a tentative financial program for early consideration, I am glad to send this one along with the above explanation.

We are continuing to work out our plans for a regional program of which this intensive study and demonstration in rural schools is a definite part. We are making progress towards it here on the campus, and we are also stimulating considerable activity among some of the other institutions in the South.

I shall be glad to discuss the problem in detail with you at some early date.

Sincerely yours,

*D. S. Campbell*

D. S. Campbell, Dean  
Graduate School and Senior College

DSC:cp

FISK  
UNIVERSITY

Proposed Budget for Study, Service, and Demonstration in Rural Education  
Division of Surveys and Field Studies, George Peabody College for Teachers  
and  
Julius Rosenwald Fund

August 18, 1939

Budget from January 1, 1940 - December 31, 1940

Salary of J. E. Brewton - \$400 per month from January 1, 1940 - December 31, 1940	\$4,800
Salary of Professional Assistant (White)	1,800
*Salary of Professional Assistant (Negro)	1,800
Field Travel	2,000
Secretarial and Clerical Services	1,000
Miscellaneous Office Expenses and Contingencies	400
Total	<hr/> \$11,800

\*It is planned that this person be attached to Fisk University also, thus providing for a unified program in both white and Negro schools.

Rural School Program  
(Survey of Normal Schools)

8

August 21, 1939

Dear Dr. Campbell: Thank you for sending in so promptly the statement requested in my recent letter. I am referring it to Mr. Embree for his consideration in connection with your proposed budget for additional funds needed to carry the study to its completion.

Very truly yours,

DOROTHY A. ELWIDGE

DE:AM

Dr. D. S. Campbell, Dean  
Graduate School and Senior College  
George Peabody College for Teachers  
Nashville, Tennessee

# RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

*Survey Normal  
Schools*

August 28, 1939

	ERE	31	9/8
	ged		0

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

My dear Mr. Embree:

A few days ago you asked that I elaborate somewhat on our plans for continuing our work in the field of rural education. I am enclosing, therefore, an extended copy of our plans in which we have indicated something of the personnel that will be involved and something of the amount of time that will be required by staff members. If you will attach to this document the proposed budget which I sent you last week, I think the picture will be fairly clear. At least this should provide a basis for further discussion.

Sincerely yours,

*D. S. Campbell*

D. S. Campbell, Dean  
Graduate School and  
Senior College

DSC:cp

*no proposed budget  
The new budget Aug 19  
was for fund  
the R.S. study*

FISK  
UNIVERSITY

A PROPOSED PROGRAM FOR CONTINUING THE WORK ON  
IMPROVING RURAL EDUCATION IN THE SOUTH

by

Doak S. Campbell

The initial phase of the study of rural education in the South will be concluded August 1, 1939. A full report of the study is now in preparation. It will present an analysis and an interpretation of conditions observed in rural communities and in white and Negro rural schools. It will point out implications which these conditions have for both pre-service and in-service education of teachers for rural schools. It will provide suggested procedures which should be helpful to supervisors and members of the staffs of teacher-educating institutions.

In order to bring to bear on practice the results of the study, it will be necessary to provide a long-time program of regional rural service and research. Such a long-time program would involve two major aspects: (1) the provision of services to teacher-education institutions for assisting them in studying their instructional programs and service areas and in planning their pre-service teaching programs for prospective rural teachers; and (2) the provision of services to state departments of education and rural administrative units for assisting them in developing adequate in-service programs of teacher-training which will improve rural schools and through them the quality of rural life.



In order to provide these services it is proposed that George Peabody College, through the Division of Surveys and Field Studies,

1. Maintain a continuing program of rural research and service; such research and service to include original and regional research in rural life and rural school problems; the collection and dissemination of helpful information pertaining to rural school problems; and the provision of consultative service to teacher-education institutions, state departments of education, and local administrative units regarding these problems.
  - a. In carrying forward this program, we are planning to develop and make available for publication approximately one field study each year. While these studies would result as a part of a continuing program of rural research and service by staff members of the Division, complimentary studies would be undertaken under the immediate direction of Dr. Brearly of the Sociology Department, and perhaps other members of the Peabody faculty. In providing consultative services, approximately two months time of a staff member will be set aside for such services to teacher-educating institutions, departments of education, and local administrative units.
2. Work intensively with selected teacher-education institutions. Two white and two Negro institutions are to be selected. We shall work cooperatively with them in studying their instructional programs and service areas and in planning an instructional program to meet the needs of rural teachers. Each institution will be expected to study the region which it serves. This will mean research and field studies by faculty members, as well as faculty group discussions and seminars by the whole faculty.
  - a. This will involve approximately two weeks per institution for visitation by staff members each year.
3. Work cooperatively with four selected county school systems in an attempt to improve their rural schools and through them the quality of life in the area. We would first make a thorough study of the rural schools in each county, using the evaluative criteria we have developed. We would then work cooperatively with the administrative and supervisory forces in the counties in an attempt to improve their schools.



- a. This will involve approximately two weeks of visitation per county by staff members each year.
4. Develop a cooperative arrangement whereby we may work directly and intensively with a county within fifty miles of Nashville in developing an improved rural education program in its small schools. If four schools could be used in this manner, two one-teacher schools, one for whites, and one for Negroes, and two two-teacher schools, one for whites and one for Negroes, we could show Peabody and Fisk students what can actually be accomplished in small rural schools.
  - a. It is proposed that the exploration phase of this work be begun early in the fall. The work will be under the direct supervision of the Division staff. Considerable assistance, however, will be secured through the use of services of regular faculty members of both Fish University and Peabody College, and much help will also be secured from advanced students who are interested in rural problems. It is proposed that an administrative agreement be set up with county superintendents, supervisors, and selected teachers; that these conferences be followed by group community conferences at which all community agencies may be represented. The program of work developed out of these conferences in the fall would be followed through.
5. Facilities at Peabody and Fisk will continue to be maintained for special groups to work cooperatively on the development of curriculum materials especially adapted to rural schools.
  - a. It is proposed that groups of supervisors and teachers be encouraged to use the facilities of the Curriculum Laboratory in developing materials peculiarly adapted for use in rural schools and rural communities. This will involve the bringing together of local, county, state, and regional groups in seminar and workshop situations for intensive work on pertinent problems in rural education and rural life. While this service will be continuous, it will receive special emphasis in the Spring and Summer Quarters.

In order to carry forward this program as outlined, the following personnel will be needed: one person in charge of service and research; two professional assistants, and one secretary. Travel expense should be provided



for the person in charge of research and service and also for the assistants. One of the assistants should be a Negro who is also a member of the staff of Fisk University. Should the cooperative arrangement between the Division of Surveys and Field Studies and county systems be effected, it might be desirable in some cases to supplement for a short time the supervisors' salaries in the counties involved. In the main, however, the program should be developed with the normally available resources.



# APPROPRIATION

## RURAL SCHOOL PROGRAM (SURVEY OF NORMAL SCHOOLS)

(excerpt from letter from ERE to Doak S.  
Campbell 9-8-39)

"Regardless of the decision of the board with respect to the proposed department, I am prepared now to guarantee \$3,074.10 which, with the balance of \$375.90 you have on hand, makes up the \$3,450 needed to complete the study. "

*per*

RURAL SCHOOL  
PROGRAM

*Survey Normal  
Schools*

September 8, 1939

Dear Mr. Campbell: On my return from vacation I find your letters concerning the continuation of the Brewton-Bond study and the proposal for a permanent field department at Peabody in field services in rural education. I am prepared to recommend to our board support of the proposed department. It would seem to me appropriate to contemplate a three-year period of support at this time, with the understanding that a renewal might be considered at the end of this period on the basis of the experiences of the trial era. Of course I cannot say what our board will do, but at any rate the matter will be presented to them and a decision should be had by the middle of November.

I wonder if you would think it proper for us to consider an appropriation not for the exact budget outlined in your letter but for the round sum of \$10,000 a year. It may be that you will not need a white assistant, at least on full time, or other savings may appear, as is often the case with such estimates, or other services may properly be furnished from another Peabody fund.

If our board makes the appropriation for the new department under Doctor Brewton's direction, would it not seem to you appropriate to charge the cost of completing the Brewton-Bond study to the first half year of this appropriation? If this could be done, it would avoid my having to bring to our board two items on a single subject.

Regardless of the decision of the board with respect to the proposed department, I am prepared now to guarantee \$3,074.10 which, with the balance of \$375.90 you have on hand, makes up the \$3,450 needed to complete the study. I am sending you herewith our check for \$2,000 and will make further advances as you need them. *offer*

ERE:JW

Mr. Doak S. Campbell  
George Peabody College for Teachers  
Nashville, Tennessee

Very truly yours,

EDWIN R. EMBREE

FISK  
UNIVERSITY

# RURAL SCHOOL PROGRAM

## GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

September 27, 1939

*Survey Normal  
Schools*

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

My dear Mr. Embree:

29	EBB	D
yes	yes	
no	no	
JPS	JPS	

Your letter of September eighth came while I was on a brief vacation. Upon my return I had the opening of schools and have only now had opportunity to reply.

I am pleased to know that you are prepared to recommend a proposal for carrying forward the work which we have planned. It is entirely satisfactory with us to set the work up at this time for a three year period with the understanding that renewal may be considered on its merits at the end of that period.

With respect to the amount of the budget, I am sure that we can readjust our program so that the round sum of \$10,000.00 per year will take care of our needs. We shall be glad to supplement with other services and funds here on the campus any additional things that may be needed.

If the Board makes this appropriation, I think it would be entirely appropriate to charge the cost of completing the Brewton-Bond study to this budget. This may require some little adjustment here in our budget for the Division of Surveys and Field Studies, but I am quite certain that we can handle the matter without injuring the study in any way.

We greatly appreciate your interest in us and our undertakings. We shall be glad to talk over any details with you at any time you may desire.

Cordially yours,

*D. S. Campbell*

D. S. Campbell, Dean  
Graduate School and  
Senior College

DSC:cp

FSK  
UNIVERSITY

RURAL SCHOOL  
PROGRAM

Survey Normal  
Schools

November 1, 1939

Dear Doctor Brewton: I am enclosing a copy  
of a letter we have re-  
ceived from Mr. Doxey Wilkerson, who is working  
on the Carnegie study of the Negro in America.  
At Mr. Johnson's request, I sent ~~Mr. Wilkerson~~  
a copy of the County Atlas volume of the Compendium.  
Of course we do have copies of the excerpt report  
on your study which was mimeographed last February,  
but I do not like to send copies out without your  
knowing about it. I am therefore passing the re-  
quest on for you to do whatever you think best  
about it.

Very truly yours,

MARY ELIZABETH MCKAY

Secretary to Mrs. Simon

Dr. J. E. Brewton  
George Peabody College for Teachers  
Nashville, Tennessee

FISK  
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

November 9, 1939

RURAL SCHOOL  
PROGRAM

*Survey Normal Schools*

DIVISION OF  
SURVEYS AND FIELD STUDIES

	mk	13	mk	0

Miss Mary Elisabeth McKay  
Secretary to Mrs. Simon  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Dear Miss McKay:

Your letter of November 1 regarding Mr. Doxey Wilkerson's request has been received. I am sending to him copies of "Selected References on Rural Elementary Schools," "The Status of Supervision of Schools for Negroes in the Southeastern States," reprinted from the Journal of Negro Education, April, 1939, and "Excerpts from a Report of the Progress of the Study of the Southern Rural Schools of the South."

I am writing him, however, that the excerpt report from our study which was mimeographed last February is tentative and confidential, and that we hope to be able to give him a more recent and authentic report by the first of the year.

Very truly yours,

*J. E. Brewton*

J. E. Brewton,  
Associate Director, Division  
of Surveys and Field Studies

JEB:es

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UNIVERSITY

P

## CROSS REFERENCE RECORD

<b>FIRM NAME OR SUBJECT</b>	RURAL SCHOOL PROGRAM (SURVEY OF NORMAL - SCHOOLS)	<b>FILE NO.</b>
<b>DATE</b> 11-13-39	<b>REMARKS</b> Approp. letter of \$30,000 for continuation of Brewton-Bond Study to be carried on at Peabody.	

<b>SEE</b>	PEABODY COLLEGE (RURAL EDUCATION DEPT- PLEDGE)	<b>FILE NO.</b>

<b>DATE</b>	<b>SIGNED</b>
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**YAWMAN AND ERBE MFG. CO.**

ROCHESTER, N. Y.

**FIISK**  
UNIVERSITY

FORM NO. 099CR

## CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT RURAL SCHOOL PROGRAM SURVEY OF NORMAL SCHOOLS

DATE 11-20-39

REMARKS

Journal vo 2261 transferring payment made on Vo 202. This allocation was allowed to lapse and all payments made against it are transferred to new appropriation to Peabody College - Rural Education.

SEE \_\_\_\_\_ PEABODY COLLEGE RURAL EDUCATION

FILE NO.

DATE \_\_\_\_\_

**SIGNED**

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PROPER DATE ORDER.

THE PAPERS REFERRED TO SHOULD BE FILED UNDER NAME OR SUBJECT LISTED UNDER "SEE"

**YAWMAN AND ERBE MFG. CO.**

ROCHESTER, N. Y.

FORM NO. 099CR

# RURAL SCHOOL PROGRAM

## GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

November 21, 1939

DIVISION OF  
SURVEYS AND FIELD STUDIES

JCD	Atlanta	CD	
IFS		HS	
WSS		WS	

*Survey Normal Schools*  
*Interview with Brewster + Campbell about this*

Mr. J. Curtis Dixon  
39 Alden Avenue, N. W.  
Atlanta, Georgia

Dear Mr. Dixon:

We are experiencing some difficulty in completing our study of rural schools as we have just been able to get together all of Dr. Bond's material. We find that he has some material for 72 different schools. However, we have pupil interview forms from only 37 of the 72 schools; pattern maps from 69 of the 72 schools; community surveys from 36 of the 72; and age-grade distribution sheets from none of the 72.

We have complete reports including pattern maps, community surveys, pupil interview forms, and age-grade distribution sheets for 100 white schools.

In other words, we have for comparative purposes the following materials:

<u>Materials</u>	<u>Number Schools for White Children</u>	<u>Number Schools for Negro Children</u>
Pupil Interview Forms	100	37
Pattern Maps	100	69 (53 made usable after considerable difficulty; 16 not usable at all in present form)
Community Surveys	100	36
Age-grade Distribution Sheets	100	0

Our problem has been further complicated because of the fact that Dr. Bond's ratings upon pattern maps have been made in the main by notes on cover sheets. This fact has made it necessary for us to interpret many of the items from descriptive notes and to make the checks necessary upon the instrument. There are 53 of the

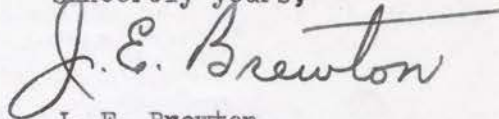
FISK  
UNIVERSITY

pattern maps which we have been able to complete in this manner. This leaves 16 of the 69 which we are not able to interpret. We are asking Dr. Bond if he can furnish us with further data in order that these pattern maps may be completed.

I am giving you all of this information in order that I may ask your advice regarding further procedure. Originally we had intended, as you know, to have complete information on 100 white and 100 Negro schools. The question I would like to raise at this point is whether or not we should go ahead and complete our report on the basis of the data in hand, or should we attempt to get additional data on Negro schools.

We are completing the tabulation for white schools this week and plan to begin on Dr. Bond's material immediately. It may be that we have a sufficient sampling of Negro schools, but I would like to get your reaction at this point regarding further procedure. In the meantime, however, we shall continue working the materials we have into shape.

Sincerely yours,



J. E. Brewton,  
Associate Director, Division  
of Surveys and Field Studies

JEB:es

RURAL SCHOOL  
PROGRAM

Survey Normal School

7  
November 29, 1939

Dear Doctor Bond: I had hoped to have an opportunity for a good bit of talk with you on Monday. McCuistion's presence made this inadvisable, but I felt it so necessary to have him go to Fort Valley that I was willing to forego this opportunity. One of the main items I had in mind for discussion was the completion of the study you and Doctor Brewton had been making. I am just beginning to realize how much we have imposed on you in recent months by expecting you to carry on the study in which you and Doctor Brewton were cooperating and at the same time to devote so very much attention to the Fort Valley situation and your part in it. It was a decidedly unjust thing we did to you, but there is no need for any of us to worry about this now.

Fort Valley  
The essential need, rather, is to determine what we should do under the circumstances. In a recent talk with Campbell and Brewton they raised the question whether or not they should attempt an analysis of both white and Negro schools in view of the fact that they have complete data on a much smaller number of Negro schools than white schools. I am of the opinion, and Mr. Embree agrees, that the thing you and Brewton were doing is of such value we can well afford to spend time in collecting additional data on Negro schools. We could rush this by having two people rather than one collecting the data. Doctor Brewton could take both of these persons and spend a few days with them in the field, using the checking instrument, after which they could work independently and collect sufficient data for the purposes of the study.

The difficulty involved in this is, of course, that it is not easy to find even one person to do the work as you and Brewton did it. The main purpose of this letter is to ask you if you can suggest one or two men (Negroes)

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Doctor Bond - page two

who can complete the collection of data on the Negro schools. Since it is always difficult to find good men for any job, we would like to be able to select one or two men who are good enough to be used in other ways even after the Peabody-Fisk study is completed.

I am to be in the office next week and will appreciate it if you will write me here.

Very truly yours,

J. C. DIXON

JCD:RW

Dr. H. M. Bond  
President  
Fort Valley State College  
Fort Valley, Georgia

RURAL SCHOOL  
PROGRAM

*Survey Normal  
Schools*

November 29, 1939

Dear Campbell: Mr. Embree agrees with us that it is advisable to get data on additional Negro schools if it can possibly be done. He questioned, as did you and Brewton, whether the present data on Negro schools will provide a valid basis for comparison with those on white schools, and is inclined to collect additional data on the Negro schools. If we could find two Negroes who were capable of doing the job we might employ both of them and after a preliminary training trip with Brewton put them right out into the field securing additional information. The main difficulty will of course be involved in securing two men, or even one man, of the type we want. Suppose you call Dr. Johnson and talk with him about it.

I am returning to Atlanta this weekend and will talk with Bond if I can get in touch with him. If you are going to be in Nashville Monday or Tuesday of next week, I shall stop there again on my way to Chicago. If you are not going to be there, please notify me at my home in Atlanta.

Very truly yours,

J. C. DIXON

JCD:RW

Dr. Doak S. Campbell  
George Peabody College  
Nashville, Tennessee

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# RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

December 1, 1939

JCD	Atlanta	JCD
JFS		JFS
MSS		MSS

*Survey normal  
schools*  
*Called Campbell  
in Nashville 12/1/39*

Mr. J. C. Dixon  
39 Alden Avenue, N. W.  
Atlanta, Georgia

My dear Dixon:

This will acknowledge receipt of your letter of the twenty-ninth. We shall look forward to seeing you here either Monday or Tuesday of next week. So far as I know both Brewton and I will be here. In the meantime we shall canvass the possibilities of securing additional data for our study.

Sincerely yours,

*D. S. Campbell*

D. S. Campbell, Dean  
Graduate School and  
Senior College

DSC:cp

*P.S. I have just had a note from Dr Bond  
saying he will re-work the 16 schools on which  
we have only partial data*

*DSC*

UNIVERSITY

November 21, 1939

Dr. H. M. Bond  
Fort Valley State College  
Fort Valley, Georgia

My dear Dr. Bond:

Preparatory to bringing out a final report on our study of small rural schools, I have checked over the material with Dr. Brewton. I find that we have complete reports including pattern maps, community surveys, pupil interview forms, and age grade distribution sheets for 100 white schools.

The materials which we received from you on November 20 includes some material from 72 different schools, consisting of pupil interview forms from 34, pattern maps from 69, community surveys from 36, and age grade distributions from none.

In attempting to tabulate the data from pattern maps, we find that in the main your ratings have been made by notes on the cover sheets. We have been able to interpret many of these in terms of the checks which should go into the instrument. Apparently, there are 53 of the pattern maps which we can use in this manner. This leaves 16 which we are not able to interpret. I wonder if, per chance, you might give some further time to them. There are three other schools for which we have no pattern maps, although we do have other data which indicate that they might be included. These three schools are Sardis School, Bullock County, Alabama; Lookout Mountain School, Hamilton County, Tennessee; and Rainey School, Sunflower County, Mississippi. I am enclosing herewith a list of the schools for which you gave us pattern maps but which we can not interpret. If you think you might have time to complete these, we shall be glad to send them back to you. Of course, our time is limited, but if you could get the material done within the next two weeks, I think we might be able to incorporate some of the results.



Yesterday we had a note from Mr. Samuel Robinson stating that the pupil interview forms which he had from you could be found at 1803 Thompson Street in Nashville, where he stayed last summer. Dr. Brewton has just secured these materials. A check, however, reveals pupil interview forms from only three additional schools, Centerville, Kale, and St. John's Magnolia. This brings the total number of schools for which we have pupil interview forms to 37.

I realize, of course, that the extreme pressures under which you worked during the spring and summer made it difficult, if not impossible, to carry through all of the details incident to your visitation. I hope that the materials which we can tabulate will be sufficient in quantity to be valid for comparison.

I shall be glad to have a word from you indicating whether you could rework the 16 pattern maps which we have been unable to use, and if you have any further suggestions regarding the progress of our report.

I hope you are finding your new work interesting and profitable.

Sincerely yours,

D. S. Campbell, Dean  
Graduate School and  
Senior College

DSC:cp



GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

December 5, 1939

RURAL SCHOOL  
PROGRAM

*Survey Normal School*

DIVISION OF  
SURVEYS AND FIELD STUDIES

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JFS		He	
MSS		W	
EUE			7

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

Dear Mr. Dixon:

Dr. Campbell and I have been discussing the securing of additional information on Negro schools. It will be necessary for us to collect data on approximately 40 more one- and two-room schools if we are to secure approximately the same amount of data as we have for the white schools. While I plan to do most of the visitation, it would be of great assistance to have one person, preferably a Negro, visit these schools with me.

It has occurred to us that for a number of reasons Dr. George N. Redd of Fisk University would be a good person to assist in this collection of additional material. He is here in Nashville and is immediately available. He and I are already working together on a program for the Education Department of Fisk University with the definite purpose of trying to coordinate the work of George Peabody College for Teachers and the work of the Education Department at Fisk University. We consider Dr. Redd thoroughly capable.

I plan to schedule visits to schools beginning next week. I would, therefore, like to know at your earliest convenience what you think of our using Dr. Redd to assist us in collecting additional data on Negro schools.

Sincerely yours,

*J. E. Brewton*

J. E. Brewton,  
Associate Director, Division  
of Surveys and Field Studies

JEB:es

FISK  
UNIVERSITY

X

## CROSS REFERENCE RECORD

**FIRM NAME OR SUBJECT** RSP (SURVEY OF NORMAL SCHOOLS) **FILE NO.** \_\_\_\_\_

**DATE** 12-6-39 **REMARKS** JCD to ERE re: present condition of survey

**SEE** JRF (DIXON J C) **FILE NO.** \_\_\_\_\_

**DATE** \_\_\_\_\_ **SIGNED** \_\_\_\_\_

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**YAWMAN AND FISK MFG. CO.**

ROCHESTER, N. Y.

FISK  
UNIVERSITY

FORM NO. 099CR

RURAL SCHOOL  
PROGRAM

*Survey Normal School*

*P*  
December 7, 1939

Dear Mr. Brewton: Your letter to Mr. Dixon has arrived in his absence and since he will probably not be in the office again for a month I am taking the liberty of answering it in behalf of the office.

(1) We certainly agree that adequate reports on Negro schools be included in the survey which you are preparing. I hope that you can include a full one hundred Negro schools which in their chief aspects will be thoroughly comparable to the one hundred white schools which I understand you have already studied.

(2) I should think Dr. George M. Redd would be an excellent assistant in completing the work since he has a good deal of rural knowledge and especially since he has succeeded to the post of your former collaborator in this study.

(3) If necessary to get prompt reports on the desired number of Negro schools, I think it might be well to add for a brief period another Negro worker to the survey staff. I imagine Doctor Redd cannot give full time to this work even for a few months. How about using him as extensively as possible and supplementing his activities by another full-time worker? The problem, I imagine, would be to find a really competent student who would bring insight and intelligence to the project. If you can find such a man, it would not only help bring your survey to a prompt conclusion but might assist in the development of another first-rate person interested and acquainted with rural school problems.

(4) If you put on an extra person, it may take more money than you can afford from your present

budget. If this is the case, and if a really fine man can be found, I shall be perfectly willing to make a small supplementary grant in order to give such a man an opportunity to prove himself and in order to produce a complete report as promptly as possible.

Very truly yours,

ERE:JW

EDWIN R. EMBREE

Mr. J. E. Brewton  
George Peabody College for Teachers  
Nashville, Tennessee

*copy to JCB*

GEORGE PEABODY COLLEGE FOR TEACHERS  
NASHVILLE, TENNESSEE

December 11, 1939

DIVISION OF  
SURVEYS AND FIELD STUDIES

RURAL SCHOOL  
PROGRAM

*Survey Normal School*

*St 126*

<i>ERE</i>	<i>12</i>	<i>ERE</i>	<i>0</i>
<i>✓ JCB</i>		<i>JCB</i>	<i>1-16</i>
<i>1230</i>		<i>JCB</i>	

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

Dear Mr. Embree:

We appreciate your letter of December 7.

In accordance with your suggestion we are planning to include in our study a full 100 Negro schools which, in their chief aspects, will be thoroughly comparable to the 100 white schools studied.

Dr. George N. Redd has agreed to assist us as much as he can. He and I will visit schools together this week. The nearness of the holidays makes it impossible to visit many schools before January. We plan, however, to devote the month of January to the visitation of all the additional Negro schools. We will explore the possibility of adding for a brief period a competent Negro worker to the Survey Staff.

Very truly yours,

*J. E. Brewton*

J. E. Brewton,  
Associate Director, Division  
of Surveys and Field Studies

JEB:es

FISK  
UNIVERSITY

RURAL SCHOOL  
PROGRAM

*Survey Normal Schools*

7

January 16, 1940

Dear Mr. Brewton:      Upon my return to the  
                                 office yesterday I read  
the correspondence which has passed between  
you and Mr. Embree during the last month. I  
understand from this that Doctor Redd is going  
to work with you as much as possible and that  
if you thought it necessary and could find a  
competent worker you would add a Negro to your  
staff on a full-time basis. Simply in order  
that we may be up-to-date in our information  
here in the office, please let me know what  
arrangements you have made.

Very truly yours,  
J. C. DIXON

JCD:RW

Mr. J. E. Brewton  
George Peabody College for Teachers  
Nashville, Tennessee

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UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS  
NASHVILLE, TENNESSEE

January 20, 1940

RURAL SCHOOL  
PROGRAM

*Survey of Rural  
Schools*

DIVISION OF  
SURVEYS AND FIELD STUDIES

*2*

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

JCD	22 Dec	0
JFS	<i>[initials]</i>	
MSS	<i>[initials]</i>	
ERE	5 Dec	0

Dear Mr. Dixon:

Upon returning to the office from a trip to South Carolina and Georgia visiting Negro rural schools, I found your letter of January 16. Dr. Redd and I have visited schools together for three weeks and plan to spend next week visiting schools in Arkansas. We should be able to complete the visitation of schools within two or three more weeks and, therefore, I do not believe that it will be necessary for us to add a Negro to our staff, at least for the present.

You may be interested to know that we have visited or revisited to get complete information 54 Negro schools to date.

Very truly yours,

*J. E. Brewton*

J. E. Brewton,  
Associate Director, Division  
of Surveys and Field Studies

JEB:es

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RURAL SCHOOL  
PROGRAM

February 4, 1940  
*Luray Normal  
Schools*

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JFS		fs	
MSS		W	
AW			

Dr. J. E. Brewton  
George Peabody College for Teachers  
Nashville, Tennessee

My dear Dr. Brewton:

I was astonished to note the reference in your letter of January 31 to your visits, or revisits, to 70-odd Negro schools. While I know, as you do, that I was considerably harassed in doing practically a full time job at Fisk and in travelling, it is rather difficult for me to believe that my observations at the schools visited were so scanty as to require revisitation. In fact, I would be happy to feel that my observations would stack up as a realistic description of the schools, both in terms of the pattern map and in other ways, in comparison with the keenest scrutiny. As you will have noted, there was no point in checking the pattern for many items because an after analysis could deduce from items not checked their total absence. I would be interested in seeing a correlation made between your observations and my own.

In addition, I hope that your tour did not, incidentally, include the week of January 21-23th.

Under separate cover I am sending to you the pattern maps which you mailed to me. Of course it is difficult to do long-distance research; but if in general the practice of regarding items not checked as blanks be followed, I think it will be a pretty fair description. Just as a point of interest in a matter to which I did devote considerable discomfort, I would also like to know when the final product may be awaited.

Would photographs do you any good? I have a "passel" of them.  
With best wishes, I am,

Sincerely,

H. M. Bond

Copy to Dr. Campbell  
" " Mr. Dixon



# RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS



NASHVILLE, TENNESSEE

*Survey Normal  
Schools*

February 7, 1940

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

My dear Dr. Embree:

Dr. Brewton and I have gone over the list of possible institutions and counties in which we propose to continue our study. I think before we go any further it would be highly desirable for us to have a conference with you and Mr. Dixon. I wonder if perhaps we might arrange for such a conference during the meeting in St. Louis.

If you have a better suggestion, we shall appreciate it. I think Dr. Brewton and I could arrange for a meeting at any time that would suit your convenience.

Cordially yours,

*D. S. Campbell*

D. S. Campbell, Dean  
Graduate School and  
Senior College

DSC:SPE

*Could go Round here  
by stopping over a day  
on your way to Atlanta  
next week. No need that I  
can see for me to be at such a conference*

FISK  
UNIVERSITY

RURAL SCHOOL  
PROGRAM

W

Survey Norm Sch

February 12, 1940

Dear Campbell: Mr. Embree and I have just talked about your letter of February 7. His plans are quite full right now and he feels that perhaps you, Brewton and I can handle the matters mentioned in your letter without his being there. I have wired you this morning, but thought it best to write more fully. I am leaving Chicago Wednesday night around midnight and will reach Nashville the next morning, so that I can spend Thursday, the fifteenth, in Nashville, if you think it advisable. Since I shall be South for the next several weeks, I can meet you and Brewton in Nashville or Atlanta if the fifteenth isn't satisfactory to you. In the event you prefer having Mr. Embree join us in this conference, let me know and I'll try to make arrangements with him before I leave on Wednesday.

Cordially yours,

J. C. DIXON

JCD:RW

Dr. Doak S. Campbell  
George Peabody College  
Nashville, Tennessee

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UNIVERSITY