

RURAL SCHOOL PROGRAM

The ROGER SMITH

WASHINGTON, D.C.

PENNSYLVANIA AVENUE at 18TH STREET, N.W.

A Modern, Fireproof Hotel

Letter written to Powhatan Hotel Council mty

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

JFS	November 24th, 1939	27	JS
JCD			
MSS			WS

Dear Mr. Simon:

Thank you for your letter of November 22nd in which you inquire about a meeting room and luncheon for about 40 persons on January 5th and 6th.

We can serve you a very nice luncheon for \$1.00 per person on the above mentioned dates, in our ballroom which is also an ideal room for your meeting. We have no objections to serving the five or six negroes who will be among you, and when final arrangements have been made, we will give out instructions to our staff so that they will in no way be embarrassed.

Our single rooms are priced at \$2.50, \$3.00 and \$3.50 per day, and double rooms are available at \$4.00, \$4.50 and \$5.00 daily - all rooms having private baths.

If you wish we will be glad to submit a few menus for your approval, or if you prefer to leave the menu up to our chef, we are sure that you will be more than pleased with it.

Again thanking you for your inquiry, and hoping to receive some further advice from you, we are,

Very truly yours,

ROGER SMITH POWHATAN

Daniel Wathey
Daniel Wathey
Resident Manager



dw/hw
The ROGER SMITH, STAMFORD, CONN.
The ROGER SMITH, WHITE PLAINS, N. Y.
The ROGER SMITH, HOLYOKE, MASS.
The ROGER SMITH, WASHINGTON, D. C.
The ROGER SMITH, NEW BRUNSWICK, N. J.
In NEW YORK CITY:
The BRITTANY, The WINTHROP
The WEBSTER, The WYNDHAM
The WENTWORTH, The PARK CRESCENT
ROGER SMITH RESTAURANTS, N. Y. C.

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EXECUTIVE OFFICE
FLOYD E. RUSH, MANAGER

MSS	18	WJ	RURAL SCHOOL PROGRAM
JCD		WJ	
JFS		WJ	
HOTEL WASHINGTON			

PENNA. AVE. AT 15TH STREET



"CABLE ADDRESS:
"HOWASHTON"

WASHINGTON, D.C.

December 16, 1939.

8

Council mtg

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

My dear Mrs. Simon:

Mr. Fred Wale notified me yesterday that after talking with you, you have agreed to accept the space for the meeting of the Julius Rosenwald Fund, January 5th and 6th, at this Hotel.

I have definitely reserved the Sun Parlor, which is located on our Roof Floor, for your meeting each day of forty persons around a table. There will be a charge of \$15.00 per day for the use of this room. Another reservation on Parlor 'D' has been made for the Luncheon, both days at \$1.25 per person.

Mr. Wale further requested that I reserve 12 single rooms, rate \$4.00, for January 5th and 6th, with the possibility of a few arriving on the evening of the 4th.

In a very short time I will send you sample menus for both Luncheons so I may have your choice before you arrive in Washington.

Looking forward with much pleasure to the opportunity of serving the members of the Julius Rosenwald Fund, I remain

Cordially yours,
HOTEL WASHINGTON

Roy Miller

Roy Miller
Promotion Manager.

RM-BES

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

7

November 22, 1939

Gentlemen: The Julius Rosenwald Fund will hold a two-day meeting in Washington, D. C. on January 5 and 6. We should like to know whether or not we may have a meeting room for forty people and a private dining room to serve forty people for luncheon on these two days. Among those present will be five or six Negroes, both men and women. We should like to know whether or not it is the policy of your hotel to permit service to Negroes under the above circumstances. Rooms will undoubtedly be required; however, we are asking the individuals to make their own reservations. You understand, of course, that our reference to the acceptance of Negroes is for purposes of the meeting and luncheon only.

Very truly yours,

JAMES F. SIMON

JFS:RW

Hotel Powhatan
Washington, D. C.

FISK
UNIVERSITY

Presiding officer
Friday - 1st Session - SRR
2nd " Jethrin
Saturday 3rd " Fred Wale
SRR

COUNCIL ON RURAL EDUCATION
Hotel Washington
Pennsylvania Avenue, 15th and F. Street, N. W.
Washington, D. C.

RURAL SCHOOL
PROGRAM
(Repts)

January 5 and 6, 1940
Ten o'clock

This meeting of the Rural Council will concentrate its attention on: (a) programs of the six teachers colleges with which the Julius Rosenwald Fund is cooperating; (b) wise procedures in the preparation of rural teachers as illustrated by the successes and failures of these institutions.

Friday will be devoted to a consideration of teacher education on the basis of the activities of the six institutions: (1) Fort Valley State College, Georgia; (2) West Georgia College, Carrollton; (3) Tuskegee Institute, Alabama; (4) Jackson College, Mississippi; (5) University of Georgia, Athens; (6) George Peabody College, Nashville.

Saturday will be devoted to teacher education on the basis of specific areas of concentration:

Rural life arts, including acquaintance with farming, handcraft, health, and homemaking;

*Porter Claster
John Sellers*

Practice teaching and rural experience, and their relation to the formal teaching of educational methods and sociology;

*Miss Pette
Edw. Cannon*

Recreation and expression;

Cooperation { Radio
General education; { Grammar

Practical Hygiene - Bell Line

Ed. Ysmaers

Selection of students.

On following pages are given: (a) list of those attending the conference; (b) brief outlines of the six institutions which will form the basis of discussion; (c) more extended outlines of the work of these colleges, prepared in each case by the director of the institution.

FISK
UNIVERSITY

Add

C. E. Prall - field coordinator / Commission on Teacher Education

Mrs. Duncan - had teacher training Fort Valley State College

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Recreation and expression;

General education;

Selection of students.

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Friday night fairly

Hoag

Dearrow

Blair

F.C. Lee

324

J. E. Smith

Wright

Currie

Mullie

Fred

Ingram

Fowler

Get some time with Eason & Travis

Go to lot with Patterson { with 5 J.F.C. staff

Conference with Ingram on Sunday
with Fund staff

MEMBERSHIP OF THE COUNCIL

- W. W. Alexander, Administrator, Farm Security Administration, Washington,
D. C. *(unable to attend 1940 meeting)*
- Willard W. Beatty, Director of Education, Office of Indian Affairs,
Washington, D. C.
- Karl W. Bigelow, Director of Commission on Teacher Education, American
Council on Education, Washington, D. C.
- Horace Mann Bond, President, Fort Valley State College, Fort Valley, Georgia
- J. Max Bond, Dean, Dillard University, New Orleans, Louisiana
- J. E. Brewton, George Peabody College for Teachers, Nashville, Tennessee
- Edmund deS. Brunner, Teachers College, Columbia University, New York City *Unable*
- Doak S. Campbell, Dean of the Graduate School, George Peabody College for
Teachers, Nashville, Tennessee
- 2 Deborah J. Cannon, Supervisor, Prairie Farms School, Tuskegee, Alabama
- Elizabeth P. Cannon, Department of Education, Spelman College, Atlanta,
Georgia
- Porter Claxton, West Georgia College, Carrollton, Georgia
- Walter D. Cocking, Dean, College of Education, University of Georgia, Athens
- 1 J. C. Dixon, Julius Rosenwald Fund, Chicago
- 2 P. H. Easom, State Agent for Negro Schools, Jackson, Mississippi
- 1 Edwin R. Embree, Julius Rosenwald Fund, Chicago
- 2 *Edbridge, Unable*
- 1 Leo M. Favrot, Baton Rouge, Louisiana
- 2 D. F. Folger, Farm Security Administration, Tygart Valley Homesteads,
West Virginia
- 1 Burton Fowler, Tower Hill School, Wilmington, Delaware
- Molly Flynn, Educational Division, Farm Security Administration, Washington,
D. C.
- I. S. Ingram, President, West Georgia College, Carrollton, Georgia
- 1 Nolen M. Irby, College of Education, University of Georgia, Athens
- 1 Charles S. Johnson, Director, Department of Social Science, Fisk University,
Nashville, Tennessee

A great deal that we teach is not
learned
a great deal that is ~~not~~ learned
that is not included in any formal
teaching -

W. W. Alexander, Administrator, Farm Security Administration, Washington, D. C.

Willard W. Beatty, Director of Education, Office of Indian Affairs, Washington, D. C.

Karl W. Bigelow, Director of Commission on Teacher Education, American Council on Education, Washington, D. C.

Harold Mann Bond, President, Fort Valley State College, Fort Valley, Georgia

J. Max Bond, Dean, Dillard University, New Orleans, Louisiana

L. E. Brewster, George Peabody College for Teachers, Nashville, Tennessee

Edmund S. Brunner, Teachers College, Columbia University, New York City

Book S. Campbell, Dean of the Graduate School, George Peabody College for Teachers, Nashville, Tennessee

Deborah J. Cannon, Supervisor, Prairie Farm School, Tuskegee, Alabama

Elizabeth F. Cannon, Department of Education, Spelman College, Atlanta, Georgia

Forster Claxton, West Georgia College, Carrollton, Georgia

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Nolan H. Kirk, College of Education, University of Georgia, Athens

Charles S. Johnson, Director, Department of Social Science, Fisk University, Nashville, Tennessee

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2 William Line, Canadian National Committee for Mental Hygiene, Toronto, Canada

A. R. Mann, General Education Board, New York City

2 Franklin C. McLean, University of Chicago

Paul R. Morrow, College of Education, University of Georgia, Athens

1 F. D. Patterson, President, Tuskegee Institute, Alabama

2 Jacob L. Reddix, Teacher at Roosevelt High School, and President of Consumer Cooperative Society and Credit Union, Gary, Indiana

Floyd Reeves, University of Chicago (Director, American Youth Commission)

2 Josie B. Sellers, Principal, Fessenden Academy, Martin, Florida

1 James F. Simon, Julius Rosenwald Fund, Chicago

1 Margaret S. Simon, Julius Rosenwald Fund, Chicago

2 Marion Smith, Chairman, Board of Regents, University System of Georgia. *unable etc*

2 Grace Tietje, Sheffield School, Tennessee Valley Authority, Sheffield, Alabama

2 J. A. Travis, Assistant State Agent for Negro Schools, Jackson, Mississippi

Fred Wale, Educational Division, Farm Security Administration, Washington, D. C.

1 Arthur D. Wright, Southern Education Foundation, Washington, D. C.

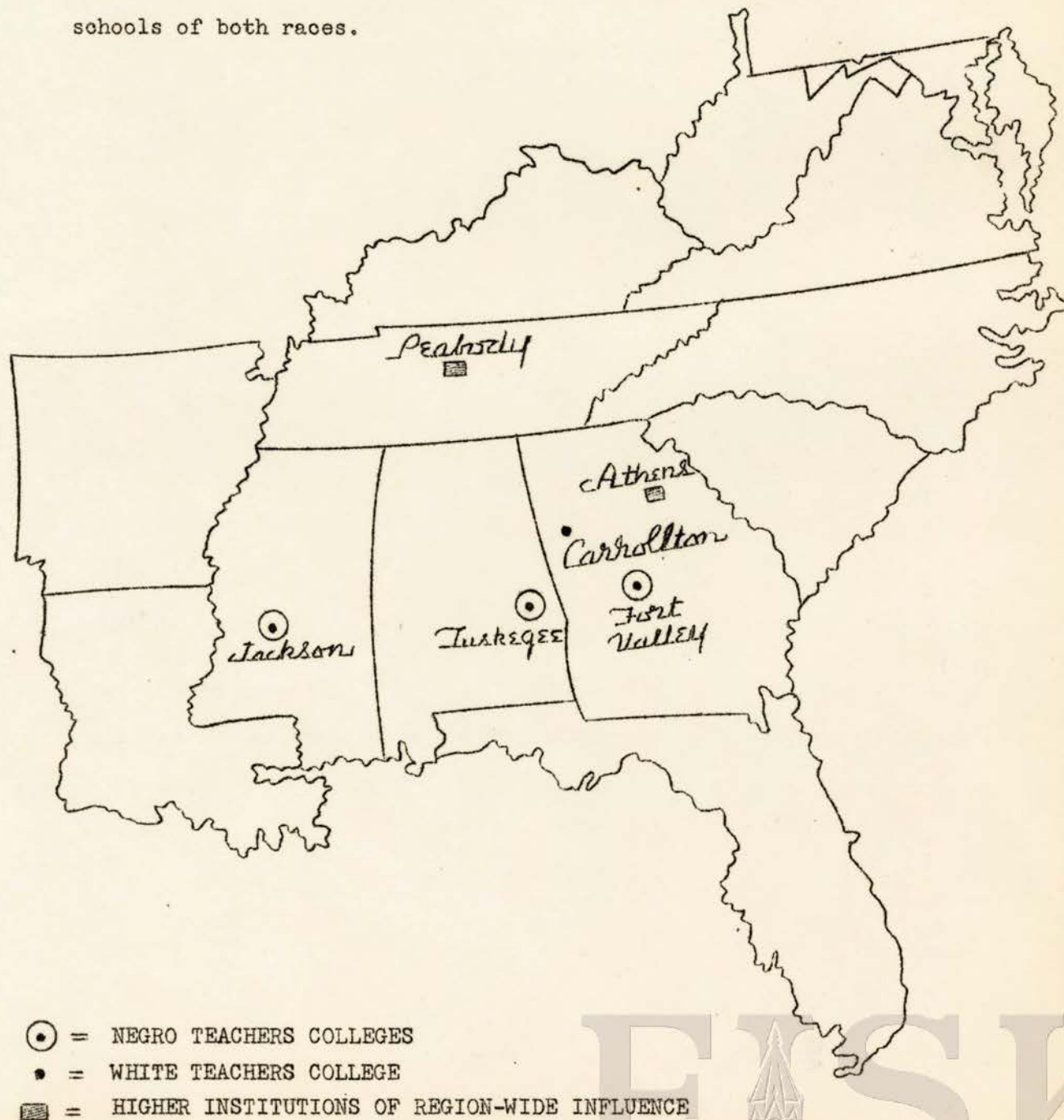
2 Edward Yeomans, Farmers' Foundation, Asheville, North Carolina

Each
1 Mrs Duncan, Fort Valley St College

C. E. Prall - Commission on Southern Education

Brief Outlines of the Six Institutions
which will form the Basis of Discussion

The Julius Rosenwald Fund is cooperating in the preparation of rural teachers at four colleges, three Negro and one white. It is also contributing to special departments of two regional institutions for the training of higher educational personnel who will have influence on the schools of both races.



1. Fort Valley State College, Georgia: This college, formerly under the auspices of the American Church Institute for Negroes, became last summer a part of the State University System of Georgia. This institution is being built into a four-year college, and the curriculum is being aimed at the training of rural teachers.
2. West Georgia College, Carrollton: A two-year white junior college, fifty miles from Atlanta, which has declared itself as having for its chief concerns the training of rural elementary teachers and the supervision of all schools, both white and Negro, in Carroll County. This college is to add a third year to its course. Three rural schools have served as practice centers, and an experiment has been conducted for the past two years in a course designed to give prospective rural teachers acquaintance with all the problems of rural life, and practice in solving those problems.
3. Tuskegee Institute, Alabama: This four-year institution, probably the best known and most significant of the Negro colleges in the rural South, is making a strong attack on the problem of educating Negro rural elementary teachers. To this end, the Institute has drastically reduced the scope of its work. The Department of Education is now primarily engaged in the preparation of elementary teachers, rather than that of secondary teachers which was formerly a major endeavor. Two schools, a five-teacher school at Prairie Farms (an all Negro resettlement project twenty-five miles from Tuskegee), and a three-teacher school at Mitchell's Mills (three miles from Tuskegee) offer practice teaching.
4. Jackson College, Mississippi: This denominational school, poorly supported for many years, is being offered to the State of Mississippi as part of the regular tax supported system. It is expected that under

state auspices, this institution will be reorganized into a two-year teachers college, with the sole aim of producing better trained rural teachers for Negro schools. Of the six thousand teachers in Mississippi now, half have educations below the high school level.

5. University of Georgia, Athens: The College of Education of the University of Georgia regards as one of its major responsibilities the training of county supervisors and administrators, as well as the training of rural teachers. In order that these very important people may have practical experience, the college has adopted a near-by county, and has entered into a five-year agreement with the county to: (a) aid in improving conditions within the county and its communities through the agency of its schools; and (b) provide an actual field laboratory for the College of Education.
6. George Peabody College for Teachers, Nashville: This most important teachers college in the South is in a strategic position to influence teachers and teaching procedures over the entire region. Under the direction of Doctor Campbell and Doctor Brewton, plans are being completed for a strong department of teaching and field consultation in rural education. In connection with the professional preparation of teachers, Peabody will take over in at least two near-by counties the supervision of rural teaching in both white and colored schools.

WHAT FORT VALLEY IS TRYING TO DO IN THE FIELD OF RURAL EDUCATION

*Selection of students
present experience
present selection
and development
rural housing*

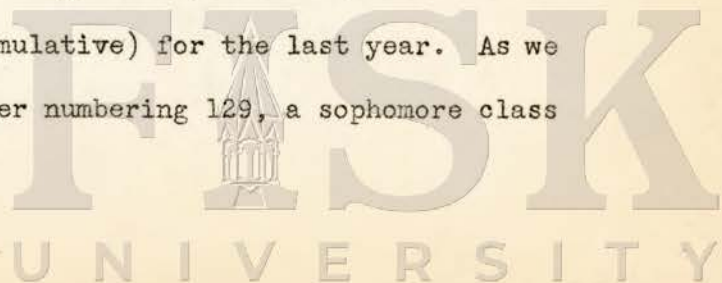
Since the program here has been in operation only for the space of two and one-half months, this description must of necessity include many proposals as well as statements regarding actual developments.

Fort Valley in Transition

The setting of our efforts may be of interest. This school, as the Fort Valley Normal and Industrial Institute, was a combination of high school and junior college. In addition to operating the high school for Peach County, the school also operated the elementary school for the City of Fort Valley. This relationship had decided advantages for the school as formerly operated and, indeed, for the college so far as its provision of laboratory facilities extends. It has decided disadvantages inasmuch as the work of the high school and college was closely intermingled, always a disadvantage to a college situation.

We have this year added a third college year. We have also separated the work of the high school from the college in everything but physical plant; and here there has been separation as far as practicable in that all high school classes are limited to the upper floor of one building. However, further separation is imperative; and one of our prime needs is a separate building so that high school and college students will not be placed in proximity on the college campus.

Our student body, on the college level, numbers 225. This is compared to an enrollment of 114 (cumulative) for the last year. As we have a freshman class for this quarter numbering 129, a sophomore class



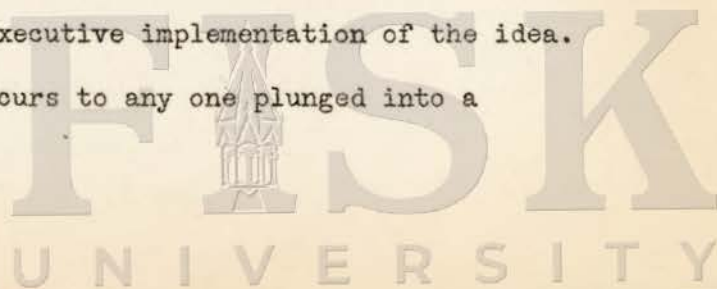
of 79, and a junior class of 17, another considerable problem is what to do in view of an incoming freshman class in the fall of 1940, when, at the present time, our dormitory facilities for women are overcrowded. It does have some promise regarding the use of selection on the basis of limited dormitory facilities.

The college faculty as such has been only slightly extended. Among physical needs, besides dormitory space, are provision for library and science laboratory extension. The elimination of the high school from the college campus will solve pressing classroom and laboratory requirements for some time to come. The faculty could be greatly improved and needs to be from the standpoint of academic preparation. However, it has occurred to us that the principal problem here is the question of attitude; and that, with the addition of only one or two other persons, it may be possible on the college level to educate the faculty already here to achieve satisfactory ends.

First Steps at Fort Valley

Considering it to be the function of this institution not only to develop new techniques but also to describe difficulties as they arise as a sort of documentation of an educational experiment, let me call attention here to several elemental difficulties which immediately present themselves.

A survey of various educational experiments in the past impresses forcibly by their failures as well as by their successes. On close inspection these failures are seen to be the difficulty of combining imagination with practical, executive implementation of the idea. Another forcible observation that occurs to any one plunged into a



potential experiment in education is the immense difficulty of overcoming separative tendencies of all sorts. Of all evils in developing educational programs of a progressive tendency, that most characteristic is the separatistic tendency of the different agencies that have grown up over the years, and the human desire for power which leads those responsible for these agencies to seek to establish their particular institution as the paramount one to do the task.

Educationally we have local agencies; we have two or three varieties of state agencies; and we have an increasing number of federal agencies. Within each of these spheres the intense jealousies and ambitions of the personnel, each purportedly employed to do much the same kind of thing but each seeking to do it with the end to achieving dominance, is nothing short of a frightful spectacle for one to contemplate in persons supposedly engaged in the leadership of agencies intended to render service to little children. Local school districts, state departments of education, state departments of vocational education, federal departments of vocational education, and now the National Youth Administration, are all observed by an objective student of the process to be busily engaged in cutting each other's throats, destroying each other's reputation, and struggling with each other to the end that one division or agency should have more authority and power than the other. The spectacle, in short, is one that leads one to wish either for a pure centralizing dictatorship that might correlate these diverse agencies or for a pure democracy of cooperative will that would achieve the same ends.

Since the first end was not practicable, we have moved in the direction of the second at Fort Valley as our first step. We have

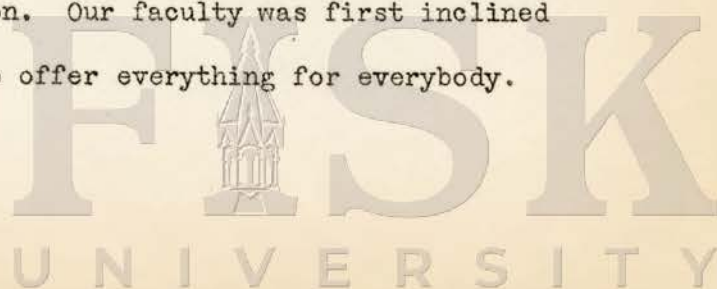


arranged a faculty seminar designed to acquaint our faculty at least with the possibility of cooperation. It is also designed to educate the faculty in the possibilities of the institution. This faculty seminar meets once a week for a two-hour period of discussion. All members of the staff in the college, the high school, and the training school, belong to it. We have also included the supervisors and principals within a radius of fifty miles. A peculiar advantage in our small town situation is that there is little else to do; and so our faculty seminars are well attended and enjoyed.

The seminar is broken down into sub-committees. For example, one committee is studying the social and economic background of our immediate area of fifty miles; another committee is sponsoring an adult education center for the community, called the Fort Valley People's College.

It is our hope that our program will develop from this functional group - the faculty and students meeting for a consideration of their problems. We have had as speakers representatives of the State Department of Education, of county and city systems of schools, of our own governing agency - The Board of Regents - and of kindred and allied institutions.

Limitation of efforts: Our functions here, as at many another state institution, have not been precisely defined. There is great pressure on every hand for us to try to do everything. Parents and students urge us to do vocational work, liberal arts work; various other persons wish the same expansion. Our faculty was first inclined to look forward to rapid growth - to offer everything for everybody.



We have pointed out to the faculty what funds we have and how far those funds would extend, and we have given them the choice either of limiting our funds to an area which would promise some security for them or dissipating them over a wider area with no consequent hope of improvement. The faculty has seen the light. Our financial position, while not the best in the world, gives at least the great boon of not having to have as many students as we can. We therefore feel that we can adopt a program, announce it, and then let what students wish to, come; and our experience indicates that this will include as many as we can handle, no matter how narrowly we define our area.

This is not to say that we are unwilling to expand; but we do feel that expansion should be accompanied by expansion in available funds to support new efforts.

Tentatively we have hit upon the idea of concentrating our attention on an area within fifty miles of Fort Valley. This may seem narrow, but we have seen no reason to try to do everything with the small funds at our disposal. We can do an excellent job with the funds available within that area. There were more than a quarter of a million Negroes living within this fifty-mile area in 1930.

Within this area we propose to attract fifty per cent of our freshman class; to render service to adults and to schools; to encourage growth of teachers, supervisors, and principals; and to carry on experimental studies of various sorts. Our freshmen this year came from all over the state. We will probably have a similar wide distribution in the future, but we do not intend to compete with the other two state institutions outside of this fifty-mile area for students or for anything else until we are told to do so by our governing board.



Specific Aspects of the Program - Internally

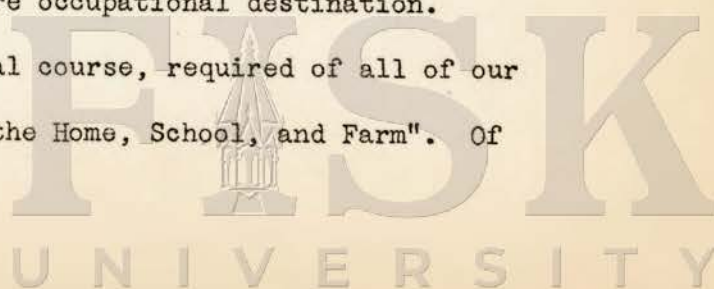
These are the foundation steps in the program for the education of rural teachers:

1. Student Selection. This was difficult to carry on this year inasmuch as such a late start was made - on August 1 - that there was no way of telling if we would have any students at all when school opened, and it was feared by many that the enrollment, under the loosest methods employed, would not be as large as for the year before. However, we did exercise some selection by offering scholarships and aid only to ranking students, by personal interviews, and by other devices.

It has been gratifying to note that in the Southeastern Aptitude Tests administered by the University System of Georgia, our freshmen were considerably above the median for Negro freshmen enrolled at the other two state institutions. They are still as far below white freshmen students as those white freshmen are below national norms. But we have learned a great deal and, if by nature of limited dormitory facilities, we can limit our freshman class next year to 100, out of a potential 200, we should do much better even than the private Negro colleges of the Atlanta University group.

2. The Organization of Student Experiences - Curricular. Following in some degree the University System scheme of general education, some modifications have been made. In the general courses taught in English, the social sciences, and mathematics, we have tried to make modifications to adapt our instructional materials and methods to the needs of the students and their future occupational destination.

We have introduced a general course, required of all of our freshman students, called "Arts for the Home, School, and Farm". Of



three sections, one goes to a general craft shop period, one to a general homemaking period, one to a general agriculture period. Each of these groups has developed activities to give meaning to specific problems studied. For example, a section in the shop is making furniture for the living room of the women's dormitory; another section is making drapes and upholstery for this furniture. A group in the agriculture section is conducting a cooperative poultry project, seven girls and three boys going in for raising five hundred baby chicks to be sold through the recently organized student cooperative.

We have regarded the matter of giving a prospective teacher experience in being with children early in his or her school program of paramount importance. This year we are trying the experiment of sending all of our sophomore students into the field for the middle - second - quarter. They will be accompanied by their teachers; and it is our hope that the teachers will profit as largely from the experience as the students. We are to use three areas for observation and actual practice. One third of the class will go to the training school - the large elementary school staffed by our own critic teachers across the street - for a two-weeks' period of observation; then for three weeks to live at the Flint River Farms where they will work in the Resettlement Project School there, living in the teacherage; and then for three weeks in one- and two-teacher schools in the county. This will mean that each of our sophomore students will have two weeks in general orientation, three weeks in residence at the Flint River Project, three weeks teaching in a rural one-teacher school, and three weeks teaching in our own elementary school.

This is experimental; changes will probably be made; but we look to it as to an opportunity for the refinement of techniques and

methods in the selection of students for further training, as well as for an opportunity to develop new materials in our college courses. For example, the teacher of English who normally would have been teaching two sophomore English sections will go with his students to the field; and so will the teacher of social science, the teacher of mathematics, the teacher of general science. We hope that from this joint experience both teacher and student will discover how the formal college courses may be corrected.

During the junior year, students are this year assigned to a curriculum workshop in which methods, materials, and children's literature are examined. This class includes only 17 persons, and it is intended to make it a sort of seminar in which several instructors are brought in for conference, to eliminate many of the different course offerings usually distributed over a program of professional education.

3. The Organization of Student Experiences - Extra Curricular.

The development of extra-class activities that at the same time shall be directly connected with formal instruction has been encouraging though, in all truthfulness, accompanied by numerous problems that only time can solve. For example, we have developed a student cooperative that is selling goods, producing vegetable and poultry products for sale to the dining hall and elsewhere. Instead of formal assembly or "chapel" periods at which the faculty and the president speak, students take complete charge, dramatizing various matters. For example, Mrs. Duncan's class in the curriculum dramatized very effectively the "Old" and the "New" school. Mr. Hale's group dramatized the economic plight of white and Negro workers in the nation - Mr. Hale was a very excellent white

sharecropper; and there were Negro housemaids, lumberjacks, stevedores, automobile workers, together with Mr. Ford, Mr. Rockefeller, and Mrs. Roosevelt. There was a book discussion simulating a bridge club meeting, in which I was astonished at the way in which the practice of these students in the kind of self-expression they get in these activities is helping them develop.

We have students on each of our committees - administrative and personnel. There is self-government in dormitory and other groups. In many ways we try to simulate in our own organization the kind of democratic participation we should expect the students to encourage when they begin to teach.

We have also organized a People's College in which students are to serve as administrative officers - dean, registrar, etc. Since this is yet to start, we cannot be too definite about its success. We have also numerous other schemes on foot; but how far and how fast they can go is a matter to be questioned.



Six new features

- 1 while county supervisor
- 2 days
- 3 materials bureau 16
- 4 Rural Education School
- 5 Rural life center
- 6 English

WEST GEORGIA COLLEGE
Carrollton, Georgia

Origin and History

West Georgia College, a division of the University System of Georgia, was officially founded on April 15, 1933, at Carrollton, Georgia. The college was established as a coeducational junior college on the site of the Fourth District Agricultural and Mechanical School.

The campus, located among the foothills of the Blue Ridge Mountains, is composed of 275 acres. The college serves a large and rural area. When the present buildings are completely equipped and the library enlarged, the plant will be adequate for the present student body of approximately five hundred people. The college is fully accredited.

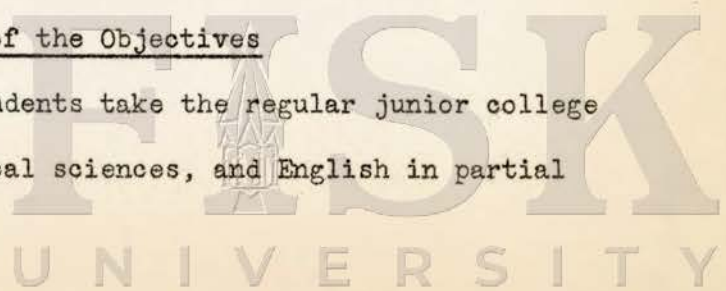
The Purpose

The purpose of West Georgia College is to bring within the reach of earnest young men and young women of the western part of the state the advantages of a standardized state junior college, and to aid in the betterment of rural life through the training of elementary teachers and future citizens. These aims can be stated thus: the progressive development of the individual to take his or her place in and improve society. The faculty consider this main objective as the product of three subsidiary aims:

- | | |
|--------------------------|--|
| For all
Students | I To give general education on the junior college level. |
| For
Special
Groups | II To develop prospective teachers. |
| | III To further develop teachers in service, including supervision of both white and Negro schools. |

Interrelationship of the Objectives

500 first- and second-year students take the regular junior college courses in the social sciences, biological sciences, and English in partial



fulfillment of objective I. Courses in other fields complete full requirements of this objective.

450 first- and second-year students take one or more courses in home economics, rural life, education, do NYA work under faculty supervision, or participate in the varied student activities program.

250 first- and second-year students take courses in the department of education in partial fulfillment of objective II.

60 second-year students do three months of practice teaching and observation at the Maple Street School in further fulfillment of objective II.

33 carefully selected second-year students acquire three months actual teaching experience in a realistic rural environment in the laboratory schools at the Sand Hill, Tallapoosa, and McGibboney Schools in Carroll County. This completes objective II.

These 33 highly trained and experienced graduates represent the special product of this institution. More than 400 other students have contributed to their development.

The School at Work

Objective I - general education

The first objective has been designed to give the student strong courses in general education. These courses are uniform throughout the University System.

Objective II - to develop prospective teachers

This objective is our main goal. The University System of Georgia through its unit at Carrollton is carrying on an experiment in the training of teachers for rural schools. Fortunately for the project of teacher training at West Georgia College, the Rosenwald Fund has given money for

providing additional personnel. This experiment has now been operating two and one-half years. The plan involves three definite phases of our program:

1. General education

In addition to the regular courses which are uniform throughout the University System, two special courses in English have been instituted: Children's Literature, and Freshman English.

a. Children's Literature

The reading of books can mean nothing to the reader unless what he reads becomes a part of his active or thoughtful life. The first requisite in reading is that the book be worth reading; the second is that the reader be skillfully and fluently aware of the reading technique. Only practice brings the second; only knowledge and taste can select proper books. The student in children's literature is benefited as a person and as a teacher. She fills in the gaps in her own reading background, and increases her reading skill. As a prospective teacher she learns to select and present literature to the children of the grades.

b. Freshman English

The purpose of this course, which runs two quarters, is to develop in the student an adequate command of English, both written and spoken. To this end, students are required to write exercises and themes and to do extensive reading under the supervision of the instructor. Subjects for the themes are expected to be chosen from the students' own experiences and observations. Wide choice is allowed in the selection of the reading, the main objects being to develop a taste for good reading and to acquaint the students with the ideas of as many authors as possible. Formal grammar is taught mainly in connection with the students' writing. Formal rhetoric is taught not at all. Oral English is naturally and incidentally a part of almost every recitation.

2. Teacher training program

The courses in education are organized to provide for acquaintance with all phases of the elementary school, to give practice in as many activities as possible in which an elementary teacher must engage, and to provide for gradual induction into responsible teaching. These activities begin with general education courses, rural life courses, and Introduction to Education.

a. Observation

In the course in Introduction to Education, regularly scheduled observations in all grades of the elementary school are required. These observations are made under the direction and

guidance of the director of teacher training. Records of happenings and data on specific teaching situations obtained in these observations afford a basis for study of teaching in conferences that follow. These observations and conferences provide for the development of the habit of analyzing teaching situations, for bringing content of professional courses to bear upon the teaching situation, and acquaint students with the physical set-up and operating organization of the elementary school. They also aid in arriving at educational principles to guide in teaching and to prepare students to analyze their own teaching. After this series of observations is made, the students choose the grade level for concentrated work in student teaching.

b. Student teaching

The first period of three months of student teaching provides for concentrated observation, participation, planning, and responsible teaching under careful supervision in a public school in Carrollton.

Study of the children through first-hand observation, records, etc., is emphasized so as to enable the student teachers to teach children and meet individual differences, rather than teach a grade or subject matter.

Early experiences are carefully chosen and carefully planned to assure their success. During the three months in the public school the students participate in as many different activities as possible, both in and out of the classroom. Individual and group conferences with supervising teacher and director of training provide opportunities to raise and discuss any problem relating to teaching, and give guidance in self-evaluation and evaluation of children's work.

c. Materials and Methods

Running parallel to this first experience in student teaching is a course in Materials and Methods which acquaints the students with general principles of organization and management of the classroom and the school, its philosophy and objectives, its equipment and materials, long-view planning and study and demonstration of techniques for teaching particular subjects. Experiences in collecting, producing, and classifying supplementary teaching materials are provided through work in the Materials Bureau, where all state texts, state library books, inexpensive pictures, pamphlets, and graphic materials are available.

d. Teaching in the rural schools

Three rural community schools have been taken over by the college to supplement the teacher training program and to demonstrate the building of a curriculum around the problems

of living which include all members of the community. After successful student teaching has been done in the city school, an assignment to the level that seems most suitable to the student's interests and abilities is made in one of the three rural schools. Here a second period of three months of responsible teaching is done under the guidance of a trained supervisor. Gradual induction into this new situation is made so as to make as slight an interruption as possible for the children by a change of teachers. During this period the students participate in all phases of community life, with constant guidance of the rural supervisor with whom she is assigned.

e. Carroll County Materials Bureau

The purpose of the Carroll County Materials Bureau in the teacher training program is to serve as a laboratory where students in various courses of the teacher training department can have first-hand experiences in getting acquainted with materials by selecting, organizing, and using a wide range of textbooks, library books, pamphlets, clippings, and the many types of visual aids; and where they can receive guidance in the study, production, and use of these materials.

3. Rural life courses

The rural life courses are built on the premise that teaching in the country schools of the South can be made more effective and valuable for rural people than it now is. This premise includes the belief that the problems of rural teaching are sufficiently distinct to merit special consideration beyond the basic principles of general pedagogy.

a. Course 1 - The Rural School in its Social Setting

Appreciation of the fundamental soundness and value of wholesome rural life. Recognition of the obligations and opportunities of the rural school as an agent for social service. Development of a desire to participate in rural leadership. Practical cases of more serious and neglected social needs in rural life that the schools might help to fill. Study of great rural schools and rural social movements. Organization and operation of community clubs. Group recreation. Development of better attitudes of the rural public toward the duties and obligations of citizenship. Conservation of natural resources. Acquaintance with, and study of, exemplary men, women, families, farms, and homes in northwest Georgia. Familiarity with the magazines, books and the government and private agencies and enterprises pertaining to the improvement of rural communities. Economic problems of rural communities.

b. Courses 2 and 3 - The Science and Art of Rural Life and Education

The agricultural background in rural life. What the teacher needs to know about the care of soils, production of crops and animals, marketing, preservation of food, nutrition, care of the home, the home grounds, the kitchen garden. The natural setting of rural life: local geography, climate, natural resources, physics and chemistry as applied on the farm and in the home. The cultural aspects of rural life; sources of inspiration and satisfaction in literature, art, music, philosophy, and religion. The teacher's personal problems of health, economy, controlling his school, and getting a hold on the people he serves. The teacher's professional problems not solved in other courses; what is needed from educational psychology, school administration, pupil management. Resistance and immunity to exploitation, high-pressure selling, fads, mysticism, fallacies, and quackery.

Throughout all three quarters there is actual practice in as many projects as possible: production of an all-year family garden; conduct of business meetings with organization and parliamentary practice; collection of teaching materials and aids; participation in public service such as civic and church; planning and working school programs for commencement, holidays, and special occasions; preparation and practice in suitable forms of speech, such as introducing prominent speakers; making invocations and leading in devotional exercise; officiating at banquets; making church talks and civic speeches; meeting worthy people and visiting interesting places; learning good songs for rural people, and assembling collections of good poems, stories, etc.; approaching and securing the services of special talent, such as county superintendent, county agent, home demonstration agent, health authorities, musicians, ministers, and capable private citizens.

Objective III - to further develop teachers in service, including supervision of both white and Negro schools

In the realization of this objective, the college, in cooperation with the county school superintendent, employs a white and a Negro supervisor. Short courses, summer schools, extension classes, conferences, and the Materials Bureau are used to help the teacher in service.

1. White supervision

This phase of our program involves the establishment of a co-operative program with the Carroll County Board of Education in a project of supervision for the county schools. Its purpose is to (a) develop a long-view educational program growing out of the needs of Carroll County; and (b) promote a short-view program meeting immediate needs by developing professional

growth among teachers, improving organization in the individual schools, improving the selection and use of teaching materials and completing consolidation as planned in certain areas.

2. Negro supervision

This phase of the program involves the establishment of a co-operative program with the Carroll County Board of Education and with the Southern Education Foundation in a project of supervision in the Negro schools of Carroll County, and a study of Negro education on an elementary level. It includes supervision for the purpose of improving instruction; distribution of free textbooks and teaching materials; promoting community interest for organization, housing, and equipment; and serving on and contributing to the Rural Life Council at West Georgia College.

3. Carroll County Materials Bureau

The purpose of the Materials Bureau is to (a) furnish materials to teachers for use in classrooms and community work throughout the county; (b) demonstrate to teachers how to collect, use, and organize materials in their schools and classrooms; (c) provide a laboratory where both teachers in service and students in training can receive guidance in the study, production, and use of materials; (d) furnish concrete materials and guidance to committees at work on the solution of problems assigned in the program of the County Teachers Association.

THE TUSKEGEE INSTITUTE PROGRAM OF RURAL EDUCATION

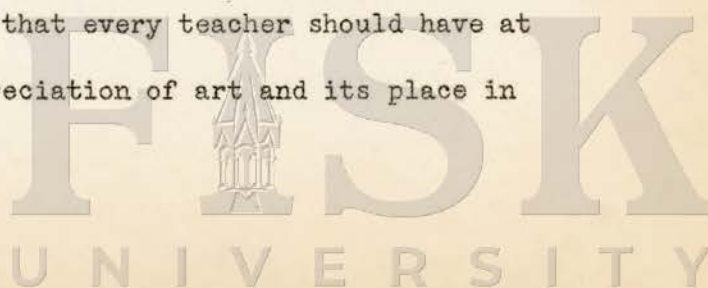
Tuskegee Institute is primarily concerned with the education of teachers for community leadership and for the operation of community-centered schools in rural areas of the South. Several steps have recently been taken in reorganizing the learning experiences of students and in providing more favorable conditions for learning.

1. Organization of curricula into lower and upper divisions and the development of a general college curriculum in the lower division (the first two years).
2. Combination and integration of professional subjects into broad areas of work.
3. The development of the campus laboratory school as a demonstration center in which students get initial pre-service professional training in the study of methods and administration of teaching in preparation for teaching internship in off-campus schools.
4. The provision of internships in typical community schools for student teachers to replace the traditional type of practice teaching.
5. Development of a plan of selection of students.
6. Study of plans for follow-up of graduates in service.

General Education

Organization of the lower division is outlined below with brief statements of each type of work.

Art. A one-year course in drawing and art appreciation is required of students since we believe that every teacher should have at least an elementary knowledge and appreciation of art and its place in living.



English. Work in English for the lower division is organized as a two-year course in reading, writing, and speech. It is required of all students.

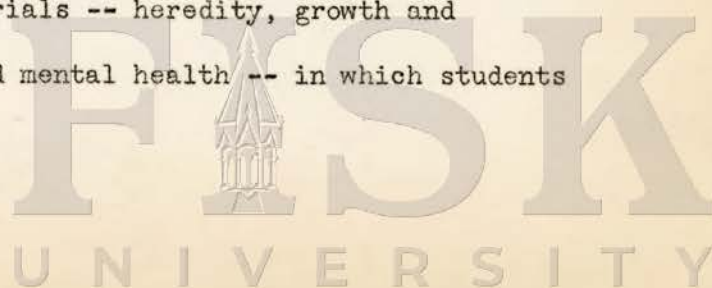
History. A one-year course in the history of mankind and the American nation is required of all students so that they will know something of what has happened (how and why) in the development of the world and the development of governmental cultures, and how the American nation of racial groups has been built.

Mathematics. A one-year course of functional mathematics has been developed and is required of all students in order to give them a working knowledge of the elemental quantitative aspects of living and their functional relations.

Physical and Health Education. Work in physical and health education is required of all students during the freshman and sophomore years.

Practical Arts. A program of general training in practical arts is required of all students in the lower division. The purpose of this work is to prepare prospective teachers in a wide range of simple manual skills that will enable them, as teachers, to use local available materials in making useful articles and to guide adults in the conservation and utilization of available materials.

Psychology. From the separate courses in general, educational, and advanced psychology, formerly in the curriculum, an integrated year-course in psychology has been developed for all students. This work is organized in five large units of materials -- heredity, growth and maturation, learning, personality, and mental health -- in which students



are provided opportunities for direct study of individual differences. A pre-school unit serves as a laboratory for observation and study of growth and learning in young children.

Science. Two courses in science are required of all students in the lower division -- a year-course in human biology and a year-course in physical science. The purpose of this work is to enable students to acquire a general understanding and working knowledge of science as a basis for professional preparation leading to the teaching of elementary science to children and adults in rural communities.

Sociology. A year-course in the sociology of rural life is required of all students in the lower division. The purpose of this work is to enable the student to secure a knowledge of social and community relations. Laboratory-field experiences are provided to enable students to develop an appreciation of community social institutions and to acquire some techniques of community study.

Electives for majors and minors in the upper division are being integrated into broad areas of work. At the present time there are two such areas - the fields of English and social science. The work in these fields has been organized on the seminar-laboratory basis and is so scheduled that all members of the English faculty meet with students in the English seminar work, and all members of the social science faculty meet with the students in the social science seminar. Work in these areas is individualized to the extent that each student, in addition to the work of the course, pursues a problem or type of work in terms of his needs and interests.



Professional Education

The problem of reorganizing the professional education program has been attacked in several progressive stages:

1. The content of prescribed professional subjects has been re-organized in terms of needs of our students by the process of combining and integrating the work of two courses into one. This first step was taken several years ago by combining two similar professional subjects: the elementary school curriculum and the secondary school curriculum. This made possible selection and elimination of materials and the provision of more functional experiences for students.
2. The next stage of development was marked by an extension of step 1. The number of prescribed professional subjects has been reduced from eighteen separate courses to three broad areas of professional work. A brief description of the nature of these three areas follows:

Special Methods and the Campus School. - A year of work that consists of the functional materials selected from courses in special methods, principles of education, classroom management, principles of teaching, educational sociology, and observation. Students do this work in the campus training center with the guidance of the supervisor, principal, and faculty of this school. This work is carried on by students throughout their junior year as a preparatory step to interne teaching in the senior year. It provides a basis for further student selection and aids in the planning of the internship program for each student.

Materials and Methods of Curriculum Study. A year of study of curriculum materials and methods of selecting pupil activities. The work of this course is selected from fields of history and philosophy of education, principles and techniques of curriculum construction. In the seminar-laboratory organization of the work, students and the professional staff work together on projects. This includes the study of real educational problems and the production of teaching materials. A culminating project is the development of a curriculum and an educational program for a community that is studied during the year.



Interneships for Student Teachers. In order to achieve the objective of preparing a community-social-worker type of teacher for the rural school, the curriculum has been organized so that practice teaching can be done under conditions similar to those which these teachers will meet upon entering the profession.

Training Centers

To make practice teaching real we have secured, through the cooperation of the local county officials, two complete communities in which the schools are used as training centers.

In these off-campus training centers the student-teacher assumes full teaching responsibility for the period of his interneship. Students begin their interneship by making a survey of the community. They thus become acquainted with the problems and needs of people in the community from which the instructional materials are selected. The principal, supervisors, and cadet-teachers cooperate with the community leaders and with the social and governmental agencies of the community in working out a community educational program within the framework of a general plan of school-community relations.

The guidance of the cadet-teacher during the period of his interneship is organized into steps that represent growth periods in learning to teach. In the early part of the cadet-teacher's experience, he turns in to the teacher trainer an activity sheet which gives an account of the work done on the preceding day. This aids the cadet-teacher in developing two important basic skills in teaching:

1. The ability to discover the great variety of opportunities for instruction that may grow out of a unit of pupil interest, and
2. The ability to select and organize these experiences into learning activities in accord with the experience levels of the pupils.

This leads the cadet-teacher to understand how to prepare pupil activities outside of those directly connected with a specific unit and to make use of the actual experiences of pupils.

The cadet-teachers carry on a program of community-school relations which includes activities in relation to:

1. Parent-Teacher Association of which a teacher is an official, and a member of standing committees such as health, recreation, program, religion, and homemaking.
2. Play nights which are twice a month. The cadet-teachers with the committee from the P.T.A. plan these activities.
3. Sunday evening inter-denominational services are arranged by a joint committee of teachers, young adults, and parents.
4. Adult education classes are conducted once a week with the cadet-teachers as instructors in literacy and in homemaking crafts.
5. Special occasions such as concerts, Hallowe'en party, community Thanksgiving dinner, community Christmas tree, fair of farm products and canned goods, Emancipation Proclamation celebration, Easter program, and health week celebrations.

Selection of Students

In selecting students for the rural education program under present conditions, the only available data are the student's transcript and statements of character from the principal or other persons. As the character statements (except when negative) are in general of little value, the selection is made almost wholly on the basis of the student's scholastic record. An effort is made to compare his record with both the high school and the college record of other students from the same school. Thus, in some cases, where the number of students from a given school has been sufficiently large, it is possible to estimate what the high school record of a student from a given school need be in order that the college record may be satisfactory. But except for the larger centers where some visitation is possible during the year, no data on personality or possible aptitude

for teaching are now obtained. This problem is particularly acute when the student comes from a rural center, as visitation of the large number of such centers is not at present possible.

During the orientation program through testing and guidance, a further selection is made.

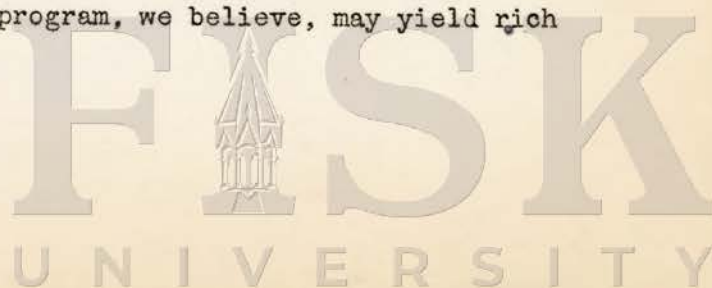
At the end of the freshman year, a careful review of the student's school record and ratings from teachers form the basis for the elimination of a number of students either because of lack of general ability or because of physical or serious personality difficulties.

There is need for additional coordinated guidance in this program especially in the areas of personality and teaching aptitude.

Follow-up of Graduates in Service

Follow-up of our graduates in service is a problem that requires further study and discovery of ways and means. A faculty committee is now studying this problem in relation to the entire program of pre-service training. Recently we have held two conferences with recent graduates now in the local county school system. The results have shown that such conferences are valuable and should be extended. We have contact with graduates of the past two years through correspondence which gives us valuable information for reorganization and changes in the pre-service program of teacher education.

Follow-up is very important for us because most of our graduates work in small schools or small school systems where there is a minimum of supervision and evaluation of the teacher's growth and work. Only a beginning has been made. A practical program, we believe, may yield rich returns if it can be developed.



JACKSON COLLEGE
Jackson, Mississippi

Mississippi is a rural state with a Negro population of about one million people. There are 6,000 Negro teachers, half of whom are very poorly trained. The state maintains only one institution of higher grade for training teachers for Negro schools. This is the land-grant institution located in a remote section of the state. There is great need for the establishment of a second institution somewhere in the central part of the state, whose sole function should be the training of teachers for the thousands of small rural schools. Jackson College is being offered to the state with land, buildings, and equipment, without cost and without debt, for the purpose of meeting this need.

In the event the State Legislature sees fit to take over this institution, it is proposed that the governing body shall be the State Board of Education and not the Board of Trustees of Higher Institutions of Learning. This would mean that the state agent of Negro schools would be the logical person to have something to do with the planning and directing of the institution's program. It is not the purpose or the desire of the present state agent to attempt to run the institution; he would act only in the capacity of a guiding and directing influence.

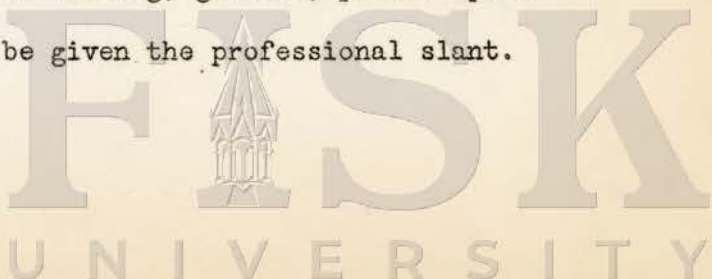
The president of the school should be the person in active charge of the institution. He should be a man who has had good training and some experience in rural education, and he should be in hearty sympathy with the program of improving rural schools and rural life. The faculty should be made up of well-qualified people who are also trained in the field of rural education and are in sympathy with rural life.



The guiding philosophy of this institution should be to take conditions as they are and to undertake to improve them. Teachers should be trained to analyze and identify rural problems and then to find solutions for these problems, using whatever materials are available.

The student body will be made up of about 150 pupils in each class. These pupils will come from Negro high schools and from the present teaching force in the state. Undoubtedly, some of the present teaching staff would desire to return to a school of this type for additional training. The student body should be hand-picked, as far as is possible, and should be culled from time to time. It must be understood that the purpose of this institution is to train teachers for rural schools. Fees charged students should be kept at a minimum.

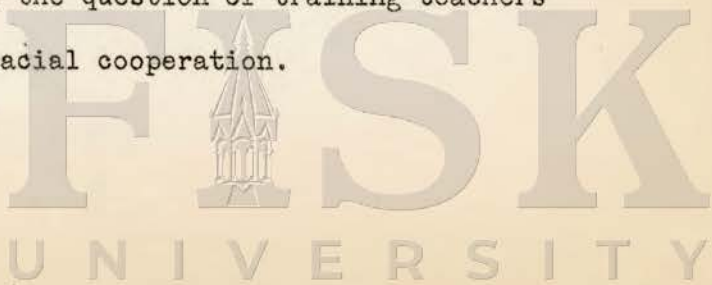
It is planned that the education program of Jackson College run through four quarters in each calendar year - a fall quarter of twelve weeks; a winter quarter of twelve weeks; a spring quarter of twelve weeks; and a summer quarter of twelve weeks. This will necessitate keeping the institution in operation for approximately eleven months in each calendar year. The school will not undertake to do anything other than train teachers for the rural and elementary schools of the state. It should not attempt to do over two years of work - the first being content courses, and the second additional content courses, with professional studies added. All content courses should be very practical and should attempt to give the student a good background in the essentials of learning that any rural teacher should possess. For example, the courses in English should be very practical, consisting of reading, letter-writing, grammar, public speaking, etc. All content courses should be given the professional slant.

The logo for Fisk University is located at the bottom right of the page. It features the word "FISK" in large, bold, serif capital letters. Below "FISK" is a smaller, stylized illustration of a building with a central tower and arched windows. Below the illustration is the word "UNIVERSITY" in a smaller, spaced-out, serif capital font.

This practical aspect of each course should apply throughout the entire curriculum. Every trainee should receive instruction in practical agriculture, home improvement, health, and sanitation. No effort should be made to train teachers to become agriculturists, but all of them should receive practical instruction in home gardening, in keeping a farm flock of chickens, in the growing and curing of a meat supply, in the production of a milk supply for home use, in the growing and preserving of fruits and vegetables, in the improvement of homes and home grounds, in the growing of flowers and ornamental shrubs, and the like. The fifty acres of land now available for gardening and truck plots are to be used by the instructor in agriculture as a laboratory for giving practical instruction in elementary agriculture to prospective rural teachers.

The courses in home improvement should also be of a very practical nature, providing instruction in improving homes and home life, teaching people how to live better, how to provide more home comforts and conveniences, how to have a better food supply, how to have more attractive home surroundings, better health, and better sanitary conveniences.

The improvement of rural life among Negroes in Mississippi is dependent largely upon better interracial cooperation. Sharecroppers and tenant farmers cannot do much toward improving their surroundings unless they have the sympathy and cooperation of the landlords. It is therefore necessary in a rural educational program that leadership should be developed to cope with interracial problems. This institution should, therefore, devote considerable time to the question of training teachers and leaders in the technique of interracial cooperation.

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Another aspect of rural development in Mississippi is that of adult education. It becomes more and more clear as we face the problems of rural Negroes that it is difficult to educate the children exclusive of their parents. Teachers must be given more and more training in the field of social psychology. They must learn how to enlist the cooperation and support of the parents of the children.

All prospective teachers must also be required to do observation and practice teaching in near-by rural schools, under careful supervision. This supervision should be done by helping teachers, under the direction and guidance of the instructor in education. Jeanes teachers will be asked to lend their cooperation.

It is also proposed to develop a library that shall be the very heart of the educational program. Books and publications must be selected on the basis of their pertinency in meeting the needs of teachers and leaders.

On account of the poverty-stricken condition of most high school pupils, it appears advisable that scholarship aid in the amount of fifty dollars per year be given to carefully selected high school graduates. The educational program of Jackson College should be simple and genuine, and adapted to the needs of the rural teachers of Mississippi.

The institution should be used as headquarters of various service agencies for the Negro population of the state, such as home demonstration work, Farm Security Administration, adult education, Negro teachers' associations, and summer schools for a large number of rural teachers. It is proposed that the college be used as a meeting place for Jeanes teachers' conferences, principals' conferences, rural ministers' conferences, women's conferences, and for other educational purposes.



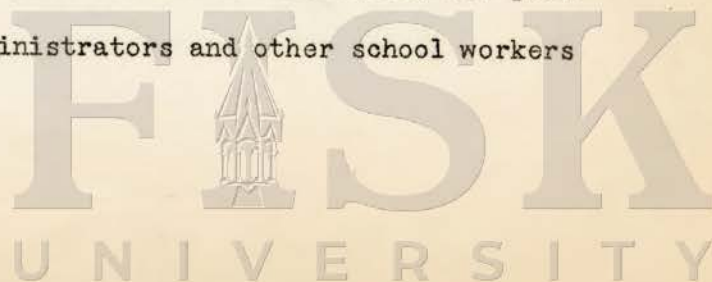
UNIVERSITY OF GEORGIA
Athens, Georgia

Point of View

The present program of the College of Education at the University of Georgia, now in the third year of its development, is concentrated on the preparation of teachers, supervisors, and administrators for rural schools in Georgia. Georgia is predominantly rural, and teachers must be prepared both to understand rural conditions and to participate actively in bringing about a better rural life. The College of Education holds that one of the most important functions of the school is to assist in making the neighborhood of which it is a part a better place in which to live. Teachers must be prepared to take leadership in bringing about better conditions. Teachers are best prepared by combining a proper balance of theory and experience. Hence, the College of Education must be concerned both with providing necessary theoretical aspects of teaching and also actual experiences in observation and teaching in rural situations.

Objectives of the College of Education

1. To guide young people of outstanding scholarship and ability toward teaching; and to provide for the selection of candidates for teaching.
2. To develop and teach those bodies of information and to develop those skills and appreciations needed by teachers.
3. To develop facilities which demonstrate an efficient school in action.
4. To develop appropriate apprentice and intern facilities for prospective teachers, supervisors, and administrators and other school workers in rural communities.



5. To provide field services to aid the schools of the state in the solution of current school problems.

6. To conduct educational research and experiment for the purpose of aiding in the solution of the various problems of the teaching profession.

Procedures and Activities of the College of Education

The work of the College of Education may roughly be divided into the following phases:

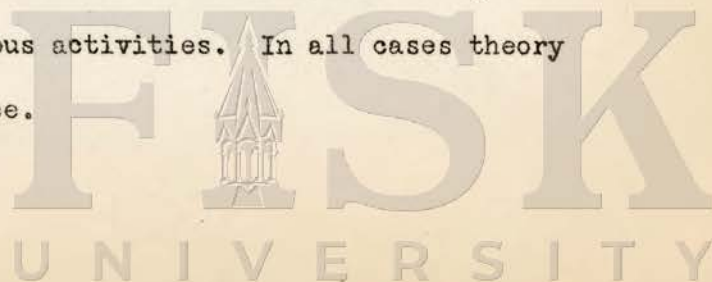
1. On-Campus Activities

- a. Selection of students for teaching
- b. Guidance of students
- c. Teaching of arts and sciences underlying teaching
- d. Providing for demonstration of good teaching
- e. Research

2. Off-Campus Activities

- a. Apprentice program
- b. Field services
- c. Educational clinics
- d. Research

The on-campus activities of the College of Education consume approximately 60 per cent of the time of the faculty. During the past eighteen months attention has been devoted to improving facilities for the selection and guidance of students. Definite programs are now in use through which it is hoped that a higher quality of person will be found for teaching, while those of less ability who heretofore have selected teaching as a profession will be guided into other fields. Naturally, a great deal of attention is being devoted to the teaching of the arts and sciences which underlie the profession both at the undergraduate and graduate levels. At the same time a proper balance and coordination is being attempted between on-campus and off-campus activities. In all cases theory is being definitely related to practice.



A thorough study of the curriculum of the college is going on continuously. The number of courses has been decreased and committees are at work to bring about better coordination between courses with subsequent elimination of overlappings. All courses are being more definitely pointed toward the actual job which the teachers in training will perform in the field. Graduate courses are being conducted as seminars with the definite objectives of solving field problems using the library and other facilities of the campus as aids in their solution. The thesis and dissertation problems of graduate students are more and more growing out of actual field problems which exist in Georgia. Thus, it is hoped that an attack may be made on the vexing difficulties which now confront the state. In many cases two or more professors are assigned to a given course in order to provide for better balance and to facilitate a proper coordination of on- and off-campus activities.

Increased emphasis is being devoted to off-campus activities. The apprentice teaching program has been greatly expanded. The demonstration school on the campus is now being used exclusively for the demonstration of good teaching and for a limited amount of experimentation. All apprentice teaching activities are conducted in cooperating schools off the campus. Great care is being taken in the selection of these schools. The regular members of the College of Education faculty visit these off-campus centers at least once every two weeks. The students spend three months in these centers and become actual members of the teaching staff as well as a definite part of the community. These apprentice facilities apply not only to the undergraduate program but also to the graduate work. Prospective supervisors and administrators of rural schools each spend



three months in the field situation under the joint guidance of the College of Education faculty and trained people in the field.

Another important phase of the off-campus program is the service which the college extends to the schools of the state in helping them to discover their problems and take steps to solve them. One member of the faculty gives his full time to this work. This service has proved to be very profitable and has resulted not only in the school people attacking their problems more vigorously than ever before but also in bringing about a closer coordination between the program of the college and the program of the schools of the state.

This year there has been instituted what is known as a series of educational clinics. These clinics have for their purpose aiding school people and communities in the solution of specific problems of the field. They vary from special assistance for one school system or community to the consideration of a common problem involving several school systems or counties. At present approximately fifty such clinics are in operation. Members of the College of Education staff, upon request, go to a given center to aid the officials in diagnosing a problem and setting up a program for improvement. Some of the clinics run over an extended period, a year or more.

More and more the College of Education is conducting research of various kinds in an endeavor to aid in the solution of long-time problems with which the schools are confronted. Graduate students, members of the faculty, and in several cases school superintendents and others are carrying on research aimed at the solution of these problems.

One additional activity which deserves special mention is the cooperative program which is being developed with the county board of

education and the administrative officers and teachers of Walton County. Approximately twenty-five miles from the College of Education, this is a typical Georgia rural county. A five-year agreement entered into between the officials of the college and the officials of the county aims to: (a) aid the county in improving conditions within the county and its communities through the agency of its schools, and (b) provide an actual field laboratory for the College of Education which may be used in the education of teachers, supervisors, and administrators. This program commenced last spring and is now in active operation. Up until the present, major emphasis has been upon planning a long-time program and in making careful inventories of conditions within the county. The faculty and students of the College of Education all have a definite part in this program. Teaching, research, planning, apprentice programs, etc., are being developed with the conditions in Walton County as a setting. Walton County people are using the college in many ways in an endeavor to improve the conditions in the county and to make the school program more efficient. This experiment should provide not only a worth-while demonstration in teacher education but add greatly to the efficiency of both the program of the College of Education and the school program of the county.

Summary

In review, it may be said that the program of the College of Education for the preparation of teachers, supervisors, and administrators is an endeavor to: (a) prepare efficient workers for the various occupational jobs found in education in Georgia; (b) use the college as an integral part of the development of better school conditions throughout the state; and (c) conduct research, the results of which may aid in the solution of many of the problems with which the schools are faced.

GEORGE PEABODY COLLEGE FOR TEACHERS

The purpose of George Peabody College for Teachers is training for educational leadership, and to this end it devotes its entire resources. Since the initial gift was made by Mr. George Peabody for the benefit of education in the South to the present time, one central purpose has been in mind - to elevate the quality of life, especially in the South, through education.

The following statements set forth the general characteristics and point of view of the institution as conceived by its Board of Trustees, its faculty, and administrative officers:

1. It is identified with the life of the region it serves.
2. Although its emphasis is regional, it takes into account the life of the nation as a whole. As it contributes to the nation through its leaders, so it receives from leaders of other regions a continuous flow of energizing ideas.
3. It provides a common core of educational experiences for those whom it develops and guides as educational workers.
4. It provides for various types of specialization necessary to meet the demands which the complex life in a democracy makes of its educational workers.
5. It develops progressively procedures and techniques whereby its faculty may be not only educational leaders, but interpreters and planners of social progress as well.
6. It serves as a laboratory for intensive research on problems of general educational import, and as an experimental center for the exploration and validation of educational hypotheses.
7. It slowly and continuously redefines its fundamental point of view and reorganizes its program of work.

In order to carry these concepts into action, the College has set up a variety of services both on and off the campus. In addition to its regular courses designed for the training of persons for various types of professional positions, these services may be designated as: 1. Special Courses, 2. Surveys and Special Studies, 3. Consultant Service, 4. Laboratories and Workshops, and 5. Institutes and Conferences.

1. Special Courses

In order that both graduate and undergraduate students may become more fully aware of conditions which affect the people among whom they are to live and work, certain courses have been introduced which provide special emphasis on certain large problems which characterize our region. Among these are "Problems of Dual Education in the South", "Social Problems of the Southern Region", "Research in Southern Problems", "Regional Studies - the South", and "Economic Problems of the South - Rural."

The fact that these courses are attended by large numbers of the graduate students is some indication of a felt need for this type of service.

2. Surveys and Special Studies

Principally through the Division of Surveys and Field Studies, the institution conducts one or more educational surveys each year. Some of these surveys are comprehensive in nature including every aspect of a whole school system. Others are less comprehensive but include some special aspect of a school problem that has general significance. Higher institutions for white and Negro students, city and county school systems, and an occasional study of a problem on a state-wide basis represent the major part of this activity.

3. Consultant Services

Consultant services are provided through cooperative arrangements with state departments of education, local school systems and individual schools. While the major portion of this work is carried on through the Division of Surveys and Field Studies, it is by no means limited to that Division. Many faculty members render direct consultant services to schools and school systems throughout the year. Such services have been rendered to state programs for the improvement of instruction in Alabama, Arkansas, Florida, Kansas, Mississippi, Tennessee, and Virginia; County School Systems: Sumpter County, South Carolina; Cullman County, Alabama; City School Systems: Drew, Mississippi; Nashville, Tennessee; Paris, Arkansas; North Charleston, South Carolina; Blytheville, Arkansas; Sumpter, South Carolina; and Columbia, South Carolina. Consultant relationships also have been worked out with a number of teachers colleges and higher institutions. A special arrangement exists between Peabody and Fisk University wherein a member of the staff at Peabody is consultant to the department of education at Fisk.

4. Laboratories and Workshops

The curriculum laboratory at Peabody seems to have made a distinct contribution to the improvement of educational practices in the South during the past eight years. The purpose of the laboratory is to provide guidance materials and facilities for selected groups from state and local school systems that are engaged in planning curriculum improvement. During the last three years, nineteen such officially designated groups have worked in the laboratory. They represent five states, one county, four cities, and one individual school.

At least six state universities in the Southeast have established curriculum laboratories in order to serve their own state programs. These laboratories are probably an outgrowth of the direct and indirect influence of the laboratory at Peabody.

The laboratory or workshop idea has expanded gradually so that now it includes a much broader scope than formerly. Special groups interested in the education of teachers have worked for the past four years. Their interests have centered more and more upon the problem of educating teachers for small rural schools. This year in response to a strong request, a workshop for representatives of colleges and junior colleges is being organized. Also the workshop idea is being developed in one field of major interest, namely, the social studies.

Coordinate with the development of the laboratory at Peabody has been a similar laboratory at Fisk University under the immediate direction of a member of the staff at Peabody. Through this laboratory during the past five years several hundred Negro teachers and administrators have worked together on their common problems.

5. Institutes and Conferences

Throughout the year, particularly in the summer, Peabody holds a number of regional conferences on problems of social significance. For the past seven years there has been an annual Curriculum Conference during the summer session. Each year special emphasis is given to some problem of particular significance to education in the southern states. Other similar conferences and institutes are Institute on Professional Relations, Reading Institute, School Administrators Conference.

All of these activities produce their reactions upon the members of the staff at Peabody so that as the various types of services are rendered, the institution is stimulated to renew constantly its on-campus program so that it may be more closely related to the problem of improving the quality of life in the South.

- - - - -

During the past two and a half years the Division of Surveys and Field Studies, in cooperation with the department of education at Fisk University, has been conducting a study of the small rural schools of the South. The fundamental purpose of the study was to discover the actual conditions of rural schools (both Negro and white) and to find ways and means of improving them and through them the quality of rural life 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 to the teacher-educating institutions and to assist them in studying their 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 a continuing program of rural regional research and service.

The following program was, therefore, set up for continuing and implementing the study of rural schools in the South.

1. A continuing program of rural research and service by the Division of Surveys and Field Studies; 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. The selection of four teacher-educating institutions, two white institutions and two Negro institutions, for cooperation 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. The selection of four county systems with which Peabody would work 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. Exploring 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. The encouragement of county and state groups to use the facilities at Peabody and Fisk in developing curriculum materials especially adapted to rural schools and their needs.



RURAL SCHOOL PROGRAM

RURAL COUNCIL MEETING AGENDA

Friday Morning - January 5, 1940

Reports from Patterson, Ingram, Eason, Campbell, Cocking, and Bond.

Friday Afternoon

General discussion of reports opened by critical, personal comments by Morrow, and Folger.

Saturday - January 6, 1940

1. Rural Life Arts - including home economics - Porter Claxton and Josie Sellers.
2. Practice Teaching and Rural Experience-and their relation to the formal teaching of educational methods, and of sociology - Grace Tietje, and Deborah Cannon.
3. Recreation and Expression - Ed Yeomans.
4. General Education.
5. Selection of Students.

RURAL SCHOOL
PROGRAM

November 20, 1939

Dear Doctor Brunner: We hope very much that
mtg you can attend the meeting
of the Council on Rural Education, which this
year is to be held in Washington, D. C., on
Friday and Saturday, January 5 and 6. This
meeting is the regular winter meeting for the
Council, similar to the one which you attended
in Atlanta last year.

Agenda for discussion
and information regarding the meeting place for
the conference, the hour for assembling, hotel
arrangements, etc., will be sent you later.

We are sending this note
to give you advance notice, as we know you are
very busy. We all hope you will find it possible
to come.

Very truly yours,

JCD*SM

J. C. DIXON
mek

Dr. Edmund DeS. Brunner
Columbia University
New York City

FISK
UNIVERSITY

Also to Ed Yeomans
~~Jacob L. Reddix~~
Jacob L. Reddix
J. A. Travis
~~P. H. Ransom~~

RURAL SCHOOL PROGRAM

Council mtg

November 20, 1939

Dear Miss Tietje: As I think you know, a Council on Rural Education has for the past several years been discussing rural schools in the South, both white and colored, and planning ways of making education a more effective instrument in rural districts. The Council is a cooperative group representing southern officials, educational and social leaders from the country at large, and officers of the several foundations interested in southern education.

We invite you to join this Council for its midwinter meetings which are planned for Washington, D. C. on Friday and Saturday, January 5 and 6. Details of times and places of the sessions will be sent later, together with agenda of matters proposed for discussion and reports of developments in which the Council is taking an interest. This is simply a general advance notice sent in the hope that you will reserve these dates and be able to attend the meetings. The Julius Rosenwald Fund, which serves as informal sponsor of the Council, gladly meets all expenses of travel, etc., incident to the meeting.

We hope very much that you can attend.

Very truly yours,

JCD*SM

J. C. DIXON
mtk

Miss Grace Tietje
Sheffield School
Sheffield, Alabama

FISK
UNIVERSITY

JCD ✓

RURAL SCHOOL
PROGRAM

November 20, 1939

Dear Mr. Eason: I am enclosing a letter about the
winter meeting of the Council on *mtg*
Rural Education. At this year's meeting, we hope to have
a smaller group than usual and to devote our attention
exclusively to the problems of the teacher training
institutions in which the Fund has a particular interest.
We hope to center the discussion not only on the individual
problems of these institutions, but on the possibilities
of cooperation and interrelation of the several schools.
In order that all the people who attend the conference
may be well acquainted with each individual school, we
propose to send out in advance statements prepared by
the heads of the various institutions or departments.
Would you write a paper of about two thousand words,
outlining your plans for Jackson College in its special
task of training rural teachers? We should like very
much to have this by the first of December, but we must
have it not later than December 8, in order that we may
have it mimeographed and in the hands of the Council
members in good time.

Very truly yours,

JCD*SM

JCD by MCK

Mr. P. H. Eason
State Department of Education
Jackson, Mississippi

FISK
UNIVERSITY

JCD

RURAL SCHOOL
PROGRAM

November 21, 1939

Dear Doctor Campbell: Present plans call for the usual midwinter meeting of the Council *mtg* on Rural Education to be held in Washington on Friday and Saturday, January 5 and 6. We hope this year to have a smaller group and to devote our attention exclusively to the problems of the teacher training institutions in which the Fund has a particular interest. We hope to center the discussion not only on the individual problems of these institutions, but on the possibilities of cooperation and interrelation of the several schools. In order that all the people who attend the conference may be well acquainted with each individual school, we propose to send out in advance statements prepared by the heads of the various institutions or departments. Would you be good enough to let us have about a two thousand word statement of the work at Peabody in our particular field of interest, with emphasis on the importance of Peabody as a regional institution.

It goes without saying, of course, that we are expecting you to attend the meeting.

Very truly yours,

JCD*SM

JCD by Mark

Dr. Doak Campbell
Division of Surveys and Field Studies
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

November 21, 1959

Dear Johnson: We have set the meeting of the Rural Council this year for Friday and Saturday, January 5 and 6, in Washington, D. C. Details as to time and place will be sent later. This note is simply to ask you to reserve these dates.

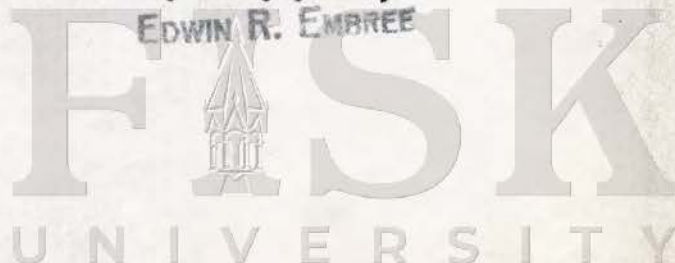
I want to ask also for advice. We want to have one or two people at this conference who are familiar with the field of home economics but who view this area not as a professional prerogative but as a part of the general subject of life and education. It has occurred to me that Miss Josie B. Sellers might be just the person to provide an intelligent approach to this very difficult problem. Do you agree? If not, have you a suggestion of a person who would be more valuable to us in this conference? We are hoping this year to be more successful even than heretofore in keeping the numbers down. Each representative, therefore, should be a top person able to contribute the maximum to the general discussions or to special aspects.

We are planning this year to concentrate the discussions on the actual programs in the four teachers colleges with which we are cooperating for the specific preparation of rural elementary teachers: Fort Valley, Tuskegee, Jackson, Mississippi, and Carrollton, Georgia. I think this will give a definiteness to our planning and at the same time allow plenty of latitude for general discussions of rural schools and teachers colleges.

ERE:JW

Very truly yours,
EDWIN R. EMBREE

Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee



RURAL SCHOOL
PROGRAM

Council mtg

November 21, 1939

Dear Mr. Reeves: You will remember that we have invited you once or twice before to meet with the Council on Rural Education which the Julius Rosenwald Fund maintains as an advisory council to our present work in the South. We regret that it proved impossible for you to attend before and are hoping that by good fortune you may be able to be with us this year. The next meeting will be held in Washington on Friday and Saturday, January 5 and 6. Details as to time and place will be sent later. This note is simply to ask you to reserve these dates if you can possibly do so.

This year we are to center the attention of the Council on the four teachers colleges with which we are cooperating and which are specifically engaged in the preparation of rural elementary teachers, both white and Negro. The consideration of the programs of these colleges will give a definiteness to the discussion of the general principles which should underlie the sound education of teachers and the special requirements of those expecting to work in rural areas. I know this subject is of interest to you, and I am certain your counsel would be of great benefit to us if you find it possible to attend.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Mr. Floyd W. Reeves, Director
American Youth Commission
American Council of Education
744 Jackson Place
Washington, D. C.

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

Also to Horace Bond
F. D. Patterson
W. D. Cocking

Council Mtg

November 20, 1939

Dear Mr. Ingram: Present plans call for the usual midwinter meeting of the Council on Rural Education to be held in Washington on Friday and Saturday, January 5 and 6. We hope this year to have a smaller group and to devote our attention exclusively to the problems of the teacher training institutions in which the Fund has a particular interest. We hope to center the discussion not only on the individual problems of these institutions, but on the possibilities of cooperation and interrelation of the several schools. In order that all the people who attend the conference may be well acquainted with each individual school, we propose to send out in advance statements prepared by the heads of the various institutions or departments. Would you be good enough to let us have about a two thousand word statement of the work at Carrollton in the particular field of the training of rural teachers? We should like very much to have this by the first of December, but we must have it not later than December 8, in order that we may have it mimeographed and in the hands of the Council members in good time.

It goes without saying, of course, that we are expecting you to attend the meeting.

Very truly yours,

JCD:SM

J. C. DIXON

Mc

Mr. I. S. Ingram
West Georgia College
Carrollton, Georgia



RURAL SCHOOL PROGRAM

Council mtg

November 21, 1939

Dear Mr. Ethridge: When we invited you to join the Julius Rosenwald Fund, I promised that we would not make a great many demands upon your time for specific services. It just so happens that one of the things that we should like very much to have you help us on comes early in the year. You need not fear that I am going back on my word and that this is simply one of a series of requests we shall be presenting to you frequently.

In connection with our present major program - the promotion of rural education in the South - we call into conference for two days each winter a Council on Rural Education. This conference is to be held this year on Friday and Saturday, January 5 and 6, in Washington. The details as to time and place will be sent later. This note is simply to ask you to reserve these dates if you can possibly do so.

This conference is held to a very small number of wise and influential people, chiefly from the South, though with a few from outside the region in order to give balance and perspective. The group consists for the most part of educators and school officials. But we want four or five laymen who have general interest in the South and in education. From the beginning we have included Dr. W. W. Alexander as one of these lay counselors. We should like very much to have you become a member of this Council and attend the conferences in Washington. I know how many demands there are on your time. If you cannot serve this year I shall understand perfectly, but if you can attend the conference I think you will find it interesting, and I am sure you will help a great deal in our thinking and planning.

ERE:JW

Mr. Mark Ethridge
Louisville Courier Journal
Louisville, Kentucky

Very truly yours,

EDWIN R. ENGBREE

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

November 21, 1939

Dear Bigelow: You will remember our habit of having a Council meeting on our rural school program each winter. This year the conference is to concern itself specifically with the four teachers colleges with which we are cooperating in their programs aimed specifically at the preparation of rural elementary teachers. This being so, we are particularly eager that you or someone from your Commission join in our counsels and discussions. We should like to have you but, if you are beginning to divide up your tasks, you may feel that one of your fellow-officers would gain most from attending this year. May we leave with you the decision as to whether you or one of your associates represents your Commission? Of course we are not looking simply for a delegate. We want someone who will give constructive help to our plans and who in turn may carry away information from our meeting that will be of service to your Commission.

The conference this year is to be held in Washington on Friday and Saturday, January 5 and 6. Details as to time and place will be sent later. This note is simply to ask you to reserve these dates.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Mr. Karl W. Bigelow
American Council on Education
744 Jackson Place
Washington, D. C.

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

November 21, 1939

Dear Doctor Line: I spoke to you this summer about the Council on Rural Education which this Fund maintains as an advisory committee for its work in the South and which meets for two days' discussion each winter. We would like to have you meet with us this year. I think your experience in Ontario would be of benefit to us in our work with problems which in essence are the same though applied in very different regions.

The meetings this year are to be held in Washington, D. C. on Friday and Saturday, January 5 and 6. Details, including time and place of meeting, will be sent later. This note is simply to ask you to reserve the dates if you can possibly do so. The Fund will, of course, meet your traveling and other expenses in connection with the meeting.

Very truly yours,

EDWIN R. ENGBREE

ERE:JW

✓
Dr. William Line
c/o Canadian National Committee for Mental Hygiene
111 St. George Street
Toronto, Canada

FISK
UNIVERSITY

File

RURAL SCHOOL
PROGRAM

November 21, 1939

Dear Mrs. Cannon: We are planning to have
the Council on Rural *mtg*
Education meeting in Washington, D. C., on
Friday and Saturday, January 5 and 6. We
should like very much to have you attend and
are sending this note along early in the hope
that you may be able to arrange it. Details
of times and places of the sessions will be
sent later, together with the agenda of matters
proposed for discussion and reports of develop-
ments in which the Council is taking an inter-
est.

Please make a special
effort to attend. We all want you very much.

Very truly yours,

JCD:SM

JCD by Mark

Mrs. Elizabeth Cannon
Spelman College
Atlanta, Georgia

The Courier-Journal THE LOUISVILLE TIMES

Council mtg

LOUISVILLE, KY.

November 25, 1939

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

Dear Mr. Embree:

Unfortunately, I am on the Committee of the National Radio Industry which is negotiating with the American Federation of Musicians. Perhaps, you have heard of a gentleman by the name of Petrillo, in Chicago. He is one of those with whom I have to deal. The others are only a little less tough. At the moment, we are in a deadlock and the possibility is that I shall be occupied during all of January in the negotiations with the musicians. They are demanding a 50% increase and we are telling them that we won't give it to them. I do not know, therefore, what time I shall have free.

If you would like to put me down tentatively for the Conference in Washington on January 5th and 6th, with the understanding that I might have to back out on you, you may do so. I know I would be interested in it and I know I would learn from it.

With best wishes,

Sincerely yours,

Mark Ethridge
Mark Ethridge.

MFE:hcl

FISK
UNIVERSITY

Old Haw Creek Rd.
Asheville, N.C.
Nov. 25, 1939.

Mr. J. C. Dixon
Julius Rosenwald Fund
Chicago.

Dear Mr. Dixon;

I appreciate your invitation
to join the Council on Rural
Education in Washington. I am
saving Jan. 5th and 6th and
look forward to being with
you

Very truly yours,
Edward Geomans, Jr.

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JCD	29	JCD	30
JFS		JFS	
MSS		MSS	

RURAL SCHOOL PROGRAM

05 Lake Park
Baton Rouge, La.
Nov. 27, 1939.

Council mtg

Dear Dixon :-

It was kind of you to think of me in connection with the meeting of the Rural Council. I haven't yet tried to play the role of Nestor to the younger Greeks, as B.C. Caldwell puts it, and don't know that I can be successful in that role. However, unless providentially hindered, I think I'll try it by coming to the Washington meeting Jan. 5 & 6.

I am just beginning to enjoy the totally new experience of having nothing in particular to do. For three months now I've really been working about as hard as usual, and it's only today that I've come to a realization that I am free to do anything I want to or nothing at all. It's quite a pleasant sensation.

Cordial regards to Embree and other J.R.F. officials, and to Blanche and Johnnie when you write.

Sincerely,
Hedrick Garrison

RURAL SCHOOL PROGRAM ^(Council)

FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

November 28, 1939

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

Dear Mr. Embree:

I thought I had better play safe on the suggestion regarding Miss Sellers, and see if she felt that the Home Economics experiment at Fessenden was far enough along to warrant reference to it before such a body as the Rural Education Council. I have a note from her, just a few moments ago, which, while expressing, in her usual cautious manner, some reticence nevertheless concluded that she would be willing to attempt to make an informal presentation if so invited.

What she would do is indicate the present interpretation of Home Economics in that institution, continue to follow the practice of recording stages in the operation of the new procedure, but perhaps with some intensification of the detail, and to give a practical analysis of the plan as it has actually worked out against the normal problems both of traditional Economics and the character of the students themselves. Along with this would be an analysis by the Home Economics teacher, which relates the plan as worked out at Fessenden to the type of training for the teaching of Home Economics which she received at two institutions famed for their departments of Home Economics.

There is no obligation at all to carry through the suggestion of inviting her, but I feel more comfortable about it after canvassing her own thinking on the problem. She is a very dependable person and a very sensible one.

With best wishes,

Sincerely yours,

Charles S. Johnson

csj-p

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

COMMISSION ON TEACHER EDUCATION
AMERICAN COUNCIL ON EDUCATION
744 JACKSON PLACE
WASHINGTON, D. C.

Council mtg

OFFICE OF THE DIRECTOR

November 29, 1939

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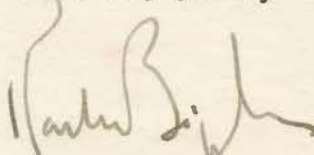
Mr. Edwin R. Embree
President
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Embree:

I should have been dreadfully disappointed if you had not given us a chance to be represented again at your conference on rural education in the South. I was, therefore, delighted by your letter of November 21st. Will it be satisfactory to you if I do not say at once which one of us will attend? I am selfishly tempted to nominate myself, yet I feel that perhaps some other member of the staff ought to have the experience this year. Moreover, I am aware that the field coordinators are in closer touch with the institutions associated in the Cooperative Study, and might therefore be able to make more definite contributions to your deliberations. Complicating the situation is the fact that our various plans for January have not yet in all cases jelled. However, you may count on one of us being with you, and that one eager to be helpful in every possible way.

With best wishes,

Sincerely yours,



Karl W. Bigelow
Director

KWB/w

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

December 4, 1939

Dear Miss Sellers: As I think you know, a Council on Rural Education has for the past several years been discussing rural schools in the South, both white and colored, and planning ways of making education a more effective instrument in rural districts. The Council is a cooperative group representing southern officials, educational and social leaders from the country at large, and officers of the several foundations interested in southern education.

We invite you to join this Council for its midwinter meetings which are planned for Washington, D. C., on Friday and Saturday, January 5 and 6. Details of times and places of the sessions will be sent later, together with agenda of matters proposed for discussion and reports of developments in which the Council is taking an interest. This is simply a general advance notice sent in the hope that you will reserve these dates and be able to attend the meetings. The Julius Rosenwald Fund, which serves as informal sponsor of the Council, gladly meets all expenses of travel, etc., incident to the meeting.

We hope very much that you can attend.

Very truly yours,

I. C. DIXON

Red

JCD*SW

X
Miss Joshe Sellers
Fessenden Academy
Martin, Florida

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS



NASHVILLE, TENNESSEE

December 5, 1939

Council mtg

JCD	Atlanta	JCD	
JFS		JFS	
MSS		MSS	

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

My dear Dixon:

I promised to write you about possible men to include in the conference at Washington who might present a somewhat formal point of view regarding the professional aspect of teacher education. I suggest you canvass the following names:

Dr. J. G. Umstattd, University of
Texas

Dr. Stuart G. Noble, Tulane Univer-
sity

Dr. Edgar Knight, University of North
Carolina

If any more names occur to me, I shall send them on to you.

Sincerely yours,

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

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

DSC:mp

FISK
UNIVERSITY

gfk

RURAL SCHOOL
PROGRAM

Council mtg

December 6, 1939

Dear Mr. Morrow: We invite you to the annual meeting of the Rural Council which this year is to be held in Washington on Friday and Saturday, January 5 and 6. We have asked two other people from the University of Georgia, namely, Cocking and Irby, but we are inviting you - as we did them - not as representatives of the University but because of the contributions we expect from you as individuals. I hope nothing will interfere with your attending. We are holding the attendance this year to very much smaller numbers than last and have picked just the thirty men and women from the whole United States who we think will be able to contribute most to the thinking and planning of sound programs in rural education and in the preparation of rural teachers.

We shall want you to make a brief formal presentation on one of the topics, but of this we shall write you in detail a little later. We expect to concentrate attention at this meeting of the Rural Council on the six teachers colleges with which we are now cooperating. The discussions, therefore, will have a definiteness sometimes lacking in such meetings.

I am sending this letter simply to ask you to make your plans and reserve these dates. We, of course, meet all expenses incident to the trip.

ERE:JW

Very truly yours,

EDWIN R. EMERY

Mr. Paul R. Morrow
University of Georgia
Athens, Georgia

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RURAL SCHOOL
PROGRAM

December 6, 1939

Dear Porter: We are making plans for the Rural Council Meeting and, of course, we have a specific job for you to do. On the second day, Saturday morning, we purpose to open the meeting with a discussion by you of rural life arts - what you are doing, what you would like to do, where all of the things which we call "rural arts" should fit into the general training of teachers. We are asking Miss Josie Sellers, who is from all reports a very fine economics teacher at the Fessenden Academy, to do the specific job of discussing home economics, but of course, if we know you, you will bring it into your general discussion. We think, of course, you should. We think that twenty minutes would be about right.

We haven't seen you for so long that we are looking forward with special pleasure to seeing you again. In spite of all our brash words, it looks as if we won't get down to Carrollton before then.

Very truly yours,

MARGARET S. SIMON

MSS:AM

Mr. Porter Claxton
West Georgia Teachers College
Genola, Georgia

Copy to JCS

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RURAL SCHOOL PROGRAM

Council mtg

December 6, 1939

Dear Miss Cannon: We are having our Rural Council Meeting this year in Washington, on January 5 and 6, and we would like very much indeed to have you come. We want you for yourself and for your wisdom, and we purpose to extract that wisdom from you. *Specifically, we would like to have you talk for about twenty minutes on your ideas of the relationship between practice teaching and methods courses, and (and this is particularly important) the relationship between courses in rural sociology and the practice and experience in community work which these teachers should get during the period of their practice teaching.

Of course as you feel, and as we feel, one of the most important things that practice teachers for a rural area should get, is experience with community problems, so that when they get out in their own jobs they will know what to do about those ever-recurring difficulties of the average rural teacher, and so that they may actually be of constructive help to community members in their social and economic problems. Now in theory, such experience and such training is of course not only ideal but necessary, but in practice, we have found that it is very difficult to work out.

What we would like to have you do is discuss your feeling of the importance of this kind of experience and give us some ideas about the difficulty of giving practice teachers this kind of experience. I think you would agree with us in the importance of it. I think you would also agree that we haven't yet hit upon any ways by which we can actually give these practice teachers the kind of community training experience that they need. *

Will you come, and will you make such a talk for us? Of course the Fund bears all expenses, and we will let you know later the details of time and place of the meeting.

MSS:AM

Miss Deborah J. Cannon
Tuskegee Institute
Tuskegee Institute, Alabama

Very truly yours,

MARGARET S. SIMON

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RURAL SCHOOL PROGRAM

Council mtg

December 6, 1939

Dear Fred: Plans are proceeding for the Council Meeting which, incidentally, is to be held on Friday and Saturday, January 5, and 6. As soon as we know definite times and places, I will let you know.

On Friday we expect to have short reports from Patterson (Tuskegee), Ingram (Carrollton), Eason (Mississippi), Campbell (Peabody), Cocking (Athens), and Bond (Fort Valley). These reports will be brief rehashes of the written material already sent out to each member of the Council, and will, we expect, take all of Friday morning. On Friday afternoon we want the meeting opened by Dag and Paul Morrow from the University of Georgia. What we are asking these two people to do (and we will send to them the six reports within a day or two) is to make about a twenty-minute talk of critical evaluation and personal opinion of the ways in which these six places are approaching their problems. What we specifically want is their personal opinions as to what a rural teacher training institution should be.

Your alert and somewhat low mind has probably figured out that we are using this device for two reasons: (1) because we think this will be a good way of pointing the discussion; (2) because we want to get a good line on both Dag and Morrow, since Morrow is also suggested for the post at Carrollton.

After these presentations we expect to open the meeting for general discussion of both broad and specific points. In Mr. Embree's simile, this day will be the warp of the discussion.

On Saturday we purpose to get the woof. We expect to discuss these five topics: (1) Rural Life Arts, including the place which home economics should have and doesn't have in the practical training of rural teachers; (2) Practice Teaching and Rural Experience, and their relation to the formal teaching of educational methods and of sociology; (3) Recreation and Expression; (4) General Education; (5) Selection of Students.

We expect to ask Porter to discuss number one in general. We expect to ask Miss Sellers, the Negro home economist, about whom we

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talked when you were here, to discuss the subject of home economics in this general field. We want Miss Tietje and Miss Cannon (at the Prairie Farm School at Tuskegee) to discuss number two. We suggest for your comment having Ed Yeomans discuss Recreation and Expression. General Education, and Selection of Students we think should be general, with no particular leader. We should like very much to have your comments on all of these selections, particularly, I wanted to ask you if you think Yeomans is right as the leader for number three. I know perfectly well that he can do it - I mean recreate and express - but I don't know anything about his ability as a theorizer and a presenter.

Mr. Embree will preside at the morning session on Friday. Curtis will preside at the afternoon session on Friday. Mr. Embree would like to have you preside at the morning session on Saturday. We thought that for that reason it would be better not to have you lead the discussion on Recreation and Expression, which was our first thought, but we also thought, that from the chair you could do an introductory speech if you liked. Mr. Embree will take the chair back for the closing session on Saturday afternoon.

And that, my friend, is all I know. Does it seem good to you? It does to us.

Very truly yours,

MSS:AM

MARGARET S. SIMON

Mr. Fred Wale
Educational Division
Farm Security Administration
Washington, D. C.



Fessenden Academy

RURAL SCHOOL
PROGRAM

JOSIE B. SELLERS
PRINCIPAL

UNDER THE AUSPICES OF
The American Missionary Association
NEW YORK CITY
Martin, Florida

Council mtg

December 12, 1939

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

	JCD	15	lll	→
	JFS		lll	→
	MSS		Rw	

Dear Mr. Dixon:

Thank you very much for the invitation to attend the Council on Rural Education which meets in Washington, D.C., during the first week of January. Dr. Charles S. Johnson of Fisk University wrote to me about the Council and some of its objectives.

I am not sure, however, that I can make a very definite contribution to the Council in view of the fact that we are just in the process of experimenting with our curriculum and methods of teaching with the idea of making education more meaningful at Fessenden Academy. This is my second year at Fessenden and if we have been able to work out any approach to the subject which will throw some light on the problem, I shall be very glad to share our failures and successes with the group.

Very truly yours,

Josie B. Sellers
Josie B. Sellers

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Also to:

RURAL SCHOOL
PROGRAM

Willard W. Beatty
Karl W. Bigelow
Molly Flynn
F Floyd Reeves
Fred Wale
Arthur D. Wright

December 14, 1939

Dear Doctor Alexander: The meetings of the Council on *mtgs*
Rural Education are definitely
scheduled for Friday and Saturday, January 5 and 6, in
Washington, D. C. The meetings will be held in the
Washington Hotel, beginning at ten o'clock Friday morning.

Sessions will be held each day
from ten o'clock until about five o'clock, with luncheon
served to the group at the Washington Hotel. Evenings
are left free for any engagements or activities that in-
dividuals may wish. The only obligations are to be at
the Washington Hotel from ten to about five o'clock of
the two days.

An outline of matters to be con-
sidered at the conference will be sent in a few days.

Very truly yours,

MSS:McK

Dr. W. W. Alexander
Farm Security Administration
Washington, D. C.

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Also to:

J. Max Bond
Deborah J. Cannon
Elizabeth P. Cannon
Charles S. Johnson
F. D. Patterson
Jacob L. Reddix
Josie B. Sellers

RURAL SCHOOL PROGRAM

December 14, 1939

Dear Mr. Bond: The meetings of the Council on Rural Education are definitely scheduled for Friday and Saturday, January 5 and 6, in Washington, D.C. The meetings will be held in the Washington Hotel, beginning at ten o'clock Friday morning.

Sessions will be held each day from ten o'clock until about five o'clock, with luncheon served to the group at the Washington Hotel. Evenings are left free for any engagements or activities that individuals may wish. The only obligations are to be at the Washington Hotel from ten to about five o'clock of the two days.

Since many of those attending either live in Washington or have other interests in Washington, we are not establishing any headquarters. Will you therefore take care of your own hotel reservations, please?

An outline of matters to be considered at the conference will be sent in a few days.

Very truly yours,

MSS:McK

Mr. Horace Mann Bond, President
Fort Valley State College
Fort Valley, Georgia



Also to:

Edmund deS. Brunner
Doak S. Campbell
Porter Claxton
Walter D. Cocking
P. H. Eason
Mark Ethridge
Leo M. Favrot
D. F. Folger
I. S. Ingram
Nolen M. Irby

William Line
A. R. Mann
Paul R. Morrow
Grace Tietje
J. A. Travis
Edward Yeomans

RURAL SCHOOL PROGRAM

December 14, 1939

Dear Doctor Brewton: The meetings of the Council on Rural Education are definitely scheduled for Friday and Saturday, January 5 and 6, in Washington, D. C. The meetings will be held in the Washington Hotel, beginning at ten o'clock Friday morning.

Sessions will be held each day from ten o'clock until about five o'clock, with luncheon served to the group at the Washington Hotel. Evenings are left free for any engagements or activities that individuals may wish. The only obligations are to be at the Washington Hotel from ten to about five o'clock of the two days.

Since Washington will be very crowded at the time of the meeting, we are reserving a room at the Washington for you beginning January 5. If this is not satisfactory, will you let us know so that we may cancel the reservation?

An outline of matters to be considered at the conference will be sent in a few days.

Very truly yours,

MSS:McK

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

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Also to W. W. Alexander
Leo M. Favrot
Arthur Wright
A. R. Mann
Porter Claxton
Nolen M. Irby
J. E. Brewton
Max Bond

RURAL SCHOOL
PROGRAM

Council mtg

November 20, 1939

Dear Mr. Beatty: Present plans call for
the usual midwinter meeting
of the Council on Rural Education to be held in
Washington on Friday and Saturday, January 5 and 6.

Agenda for discussion and
information regarding the meeting place for the
conference, the hour for assembling, hotel ar-
rangements, etc., will be sent you later.

We hope very much that you
can attend and are sending this note simply to
give you advance notice and to ask you to re-
serve these dates.

Very truly yours,

JCD*SM

J. C. DIXON
mk

Mr. Willard W. Beatty
Office of Indian Affairs
Washington, D. C.

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**The Courier-Journal
THE LOUISVILLE TIMES***Council mtg*

LOUISVILLE, KY.

December 18, 1939

Miss Margaret S. Simon, Secretary,
Julius Rosenwald Fund,
4901 Ellis Ave.,
Chicago, Illinois

	MSS	20	208	0
	JCD		Red	
	JFS		JFS	0
	Ellr		Ellr	0

Dear Miss Simon:

I am afraid you are going to have to count me out of the Council on Rural Education. I should like very much to be there, but we are approaching a crisis in the deadlock of the radio industry and the American Federation of Musicians. The Musicians have set a deadline of January 14, for us to meet their conditions. If we come around to their demands, we will be in midst of negotiations at about the time of your meeting, and if we refuse to meet them, we shall be in the midst of preparations for a national strike. Unfortunately, I am a member of the Negotiating Committee for the radio industry, and I cannot call my time my own at the moment.

Please tell Mr. Embree that I am extremely sorry that I cannot make it.

With best wishes, I am

Sincerely yours,

Mark Ethridge
Mark Ethridge

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RURAL SCHOOL
PROGRAM

Council mtg

December 21, 1939

Dear Mr. Ingram: We are enclosing a docket of
business of the Rural Council
meeting.

Mr. Embree would like to have you
make a brief oral presentation similar to the written
presentation which you were good enough to send us. We
are asking each one of the other five representatives to
do the same thing. We think a talk of from twenty to
thirty minutes would be about right.

Your note concerning reservations
said Friday morning, January 6. Since I have also made
that mistake once, I hasten to make sure that you know it
is Friday, January 5. We'd hate not to have you there at
the first crack of the gong.

Very truly yours,

MARGARET S. SIMON
MARGARET S. SIMON

MSS:AM

Mr. I. S. Ingram, President
West Georgia College
Genola, Georgia

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RURAL SCHOOL
PROGRAM

Council mtg

December 21, 1939

Dear Mr. Folger: I am writing to ask you to give us a special piece of service at the Rural Council meeting. As you know, this session of the Council is to devote itself to the discussion of the six institutions with which this Fund is working and, with these as illustrations, to plan an effective and feasible program for the education of rural teachers. I put a good deal of emphasis on the matter of feasibility. The summary of programs at the six institutions, which is being sent out to the Council members, reports the ideals rather than the actual work at these colleges. A difficulty in any discussion of education is that we are apt to confine ourselves to paper programs rather than to actual practice. It is not only that the directors of the programs naturally tend to present their work in a favorable light but that the Council members tend to take the easy path of building in a vacuum or in an ideal non-existing setting, forgetting the practical difficulties of schedules, organization, faculty stupidities, etc., etc. Some of these difficulties are inherent and inevitable and we get nowhere by ignoring them in our plans. I should much rather set up a scheme that would actually operate at about 60 per cent of effectiveness than to draw up a paper scheme 100 per cent perfect which would not operate.

Our plans for the meetings are that during the whole of Friday, January 5, we shall discuss the actual work going on at the six institutions, hoping to keep the discussion as much as possible on actual practice rather than on paper programs and pious hopes. Saturday will be devoted to discussing the same programs but re-analyzed on the basis of subjects or areas of interest rather than on the basis of specific institutions.

What I want is for you and one other person to sum up the discussions at the end of the two-day meeting.

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I should like to have you outline, from your own thinking as well as from the material presented at this meeting, your summary of what it is desirable and feasible to expect of teachers colleges in the preparation of rural elementary teachers. This I know is asking a great deal. I believe you are one of the few members of the Council who can do this intelligently and realistically. I hope you will agree to do it. Your outline would serve as a kind of working plan for future efforts in the education of rural teachers. You may therefore want to assemble your thoughts in advance as well as make notes during the meeting.

Since we want general outline rather than a mass of details, I should expect this final summing up of ideas to take not more than fifteen or twenty minutes. If you will agree to take on this delicate and important task, I should be glad to help in any ways I can, either by correspondence in advance of the meeting or, more especially, by talking with you about it, possibly at the end of the Friday sessions.

Very truly yours,

ERE:JW

EDWIN R. EMEREE

Mr. D. F. Folger
Tygart Valley Homesteads
Elkins, West Virginia

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RURAL SCHOOL
PROGRAM

Council mtg

X

December 21, 1939

Dear Mr. Morrow: I am writing to ask you to give us a special piece of service at the Rural Council meeting. As you know, this session of the Council is to devote itself to the discussion of the six institutions with which this Fund is working and, with these as illustrations, to plan an effective and feasible program for the education of rural teachers. I put a good deal of emphasis on the matter of feasibility. The summary of programs at the six institutions, which is being sent out to the Council members, reports the ideals rather than the actual work at these colleges. A difficulty in any discussion of education is that we are apt to confine ourselves to paper programs rather than to actual practice. It is not only that the directors of the programs naturally tend to present their work in a favorable light but that the Council members tend to take the easy path of building in a vacuum or in an ideal non-existing setting, forgetting the practical difficulties of schedules, organization, faculty stupidities, etc., etc. Some of these difficulties are inherent and inevitable and we get nowhere by ignoring them in our plans. I should much rather set up a scheme that would actually operate at about 80 per cent of effectiveness than to draw up a paper scheme 100 per cent perfect which would not operate.

Our plans for the meetings are that during the whole of Friday, January 5, we shall discuss the actual work going on at the six institutions, hoping to keep the discussion as much as possible on actual practice rather than on paper programs and pious hopes. Saturday will be devoted to discussing the same programs but re-analyzed on the basis of subjects or areas of interest rather than on the basis of specific institutions.

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What I want is for you and one other person to sum up the discussions at the end of the two-day meeting. I should like to have you outline, from your own thinking as well as from the material presented at this meeting, your summary of what it is desirable and feasible to expect of teachers colleges in the preparation of rural elementary teachers. This I know is asking a great deal. I believe you are one of the few members of the Council who can do this intelligently and realistically. I hope you will agree to do it. Your outline would serve as a kind of working plan for future efforts in the education of rural teachers. You may therefore want to assemble your thoughts in advance as well as make notes during the meeting.

Since we want general outline rather than a mass of details, I should expect this final summing up of ideas to take not more than fifteen or twenty minutes. If you will agree to take on this delicate and important task, I should be glad to help in any ways I can, either by correspondence in advance of the meeting or, more especially, by talking with you about it, possibly at the end of the Friday sessions.

Very truly yours,
EDWIN R. EMBREE

ERE:JW

Mr. Paul R. Morrow
University of Georgia
Athens, Georgia



RURAL SCHOOL PROGRAM

December 21, 1939

Dear Miss Tietje: We are so delighted that you can be with us. I think it is going to be fun. We are wondering if we might ask you to take a little more formal part in the Council meeting than just participating in the general discussion. Suppose I tell you a little of what we plan before I ask your specific help.

We will send to you, in a few days, reports by the presidents or directors of the six institutions with which the Fund is concerned in this business of teacher-training. These six are Fort Valley State College, West Georgia College, the University of Georgia, Peabody College for Teachers, Jackson College, and Tuskegee Institute. Then on Friday morning we are asking the same six men to present orally the work of their institutions. In the afternoon we expect to have general discussion and criticism of the reports of the morning.

Saturday morning we hope to have discussion on various phases of teacher-training: general education, practice teaching, rural experience, selection of students, recreation and creative expression (art, music, etc.), and what we are pleased to call the rural life arts (homemaking, agriculture, handcraft, etc.).

Specifically, we would like to have you talk for about twenty minutes on your ideas of the relationship between practice teaching and methods courses, and (and this is particularly important) the relationship between courses in rural sociology and the practice and experience in community work which these teachers should get during the period of their practice teaching.

Of course as you feel, and as we feel, one of the most important things that practice teachers for a rural area should get, is experience with community problems, so that when they get out in their own jobs they will know what to do about those ever-recurring difficulties of the average rural teacher, and so that they may actually be of constructive help to community members in their social and economic problems. Now in theory, such experience and such training is of course not only ideal but necessary, but in practice, we have found that it is very difficult to work out.

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Miss Grace Tietje

-2-

December 21, 1939

What we would like to have you do is discuss your feeling of the importance of this kind of experience and give us some ideas about the difficulty of giving practice teachers this kind of experience. I think you would agree with us in the importance of it. I think you would also agree that we haven't yet hit upon any ways by which we can actually give these practice teachers the kind of community training experience that they need.

Will you make such a talk for us?

Very truly yours,

MSS:AM

Miss Grace Tietje
Roanoke, Louisiana

MARGARET S. SIMON

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Same letter to Dr. Patterson, Mr. Easom, and Mr. Horace Mann Bond

RURAL SCHOOL
PROGRAM

Council mtg

December 21, 1939

Dear Dr. Cocking: We are enclosing a docket of business of the Rural Council meeting.

Mr. Embree would like to have you make a brief oral presentation similar to the written presentation which you were good enough to send us. We are asking each one of the other five representatives to do the same thing. We think a talk of from twenty to thirty minutes would be about right.

We have taken a few liberties with your paper, mostly from the point of view of form. I hope we haven't done anything that seems unsatisfactory. We tried to be very careful.

Very truly yours,

MSS:AM

Dr. Walter D. Cocking
University of Georgia
Athens, Georgia

MARGARET S. SIMON

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

December 21, 1939

Dear Dr. Campbell: We are enclosing a docket of business of the Rural Council meeting.

Mr. Eabree would like to have you make a brief oral presentation similar to the written presentation which you were good enough to send us. We are asking each one of the other five representatives to do the same thing. We think a talk of from twenty to thirty minutes would be about right.

As you see, I made the changes about which I spoke to you over the phone. I hope they seem to you satisfactory.

Very truly yours,

MSS:AM

MARGARET S. SIMON

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

FISK
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RURAL SCHOOL PROGRAM

7
December 21, 1939

Dear Mr. Yeomans: We are wondering if we might ask you to take a little more formal part in the Council meeting than just participating in the general discussion. Suppose I tell you a little of what we plan before I ask your specific help.

We will send to you, in a few days, reports by the presidents or directors of the six institutions with which the Fund is concerned in this business of teacher-training. These six are Fort Valley State College, West Georgia College, the University of Georgia, Jackson College, and Tuskegee Institute. Then on Friday morning we are asking the same six men to present orally the work of their institutions. In the afternoon we expect to have general discussion and criticism of the reports of the morning.

Saturday morning we hope to have discussion on various phases of teacher-training: general education, practice teaching, rural experience, selection of students, recreation and creative expression (art, music, etc.), and what we are pleased to call the rural life arts (homemaking, agriculture, handcraft, etc.).

We would like very much to have you lead the discussion in the field of recreation and creative expression. What we would like to have you say for us is your opinion of the place art, music, dramatics, etc. (both for the student-teachers and for the children whom they are going to have) should have in the training of teachers. Will you do this for us? We should like to have you talk for somewhere around fifteen or twenty minutes.

Very truly yours,

MSS:AM

Mr. Edward Yeomans
Berea College
Berea, Kentucky

MARGARET S. SIMON

MARGARET S. SIMON

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RURAL SCHOOL PROGRAM

8
December 21, 1939

Dear Miss Sellers: We are so glad you can be with us at the Council meeting. We are wondering if we might ask you to take a little more formal part in the meeting than just participating in the general discussion. Suppose I tell you a little of what we plan before I ask your specific help.

We will send to you, in a few days, reports by the presidents or directors of the six institutions with which the Fund is concerned in this business of teacher training. These six are Fort Valley State College, West Georgia College, the University of Georgia, Peabody College for Teachers, Jackson College, and Tuskegee Institute. Then on Friday morning we are asking the same six men to present orally the work of their institutions. In the afternoon we expect to have general discussion and criticism of the reports of the morning.

Saturday morning we hope to have discussion on various phases of teacher-training: general education, practice teaching, rural experience, selection of students, recreation and creative expression (art, music, etc.), and what we are pleased to call the rural life arts (homemaking, agriculture, handcraft, etc.).

We should like very much to have you open the discussion concerning the place that training in homemaking should have in the preparation of the rural teacher. We feel, and I am sure you do, that every rural teacher should know something about this very important subject. The thing we have found is that most home economics courses are of what I call the divinity fudge variety where the girls learn to make pretty things and serve nice teas and learn nothing that will do them any good when they get out into these poverty-stricken areas with undernourished children.

Mr. Johnson says that you have very good ideas on this. Don't worry that you haven't, as you said in your letter, been at Fessenden long enough to put any of these ideas into practice. What we need first is some idea of how to go about

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Miss Josie Sellers

-2-

December 21, 1939

this very difficult job of making home economics a practical help for rural teachers.

Would you be willing to start this discussion with perhaps a fifteen minute talk on your ideas? We should be very grateful to you.

Very truly yours,

MSS:AM

Miss Josie B. Sellers
2291 East 97th Street
Cleveland, Ohio

MARGARET S. SIMON

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RURAL SCHOOL
PROGRAM

Council mtg

December 22, 1939

Dear Mr. Smith: We are all delighted that you can attend the meeting of our Council on Rural Education which is to be held at the Hotel Washington, Washington, D. C., on Friday and Saturday, January 5 and 6. I am enclosing herewith dossier for the meetings. As you will see from the list of members, most of the participants are people engaged in school work. We are particularly glad to have you not only because of your high post with the Board of Regents, but because, aside from this, you will bring into the meeting a layman's point of view and thus provide a healthy correction to discussions which easily become minute and technical when educators alone are gathered together. I look forward to seeing you at these meetings, and meanwhile send best wishes of the holiday season.

Very truly yours,

ERE:JW

EDWIN R. EMMER

Mr. Marion Smith
Hirsch & Smith Law Offices
Suite 1045 Hurt Building
Atlanta, Georgia

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

December 22, 1959

Dear Fowler: I am delighted that you can come to the meetings of the Council on Rural Education. Since our discussions have centered more and more on a specific group of teachers colleges, we have gradually been dropping some of the earlier members of this Council who have more general interests. With this in mind, we have thought that the meetings this year might be of little interest to you and that we might be able to get along without your presence and counsel. As we began to plan definitely for the sessions, we found ourselves increasingly distressed at the thought of your absence. Among other things, it seemed to us that we needed some of the general interest and common sense which you have offered in such generous quantities.

All of this I report to you frankly and bow before you, not so much in apology for inviting you at this late date as for ever having thought that we could get along without you.

You will find enclosed the dossier of the meeting. I hope you will find the sessions interesting. At any rate, it will be a personal delight as well as an official satisfaction to have you with us.

ERE:JW

Very truly yours,

EDWIN R. EMERY

Mr. Burton Fowler, Headmaster
Tower Hill School
Wilmington, Delaware

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RURAL SCHOOL
PROGRAM

Council mtg

Beverly, West Virginia

December 26, 1939

28 ERL 0

Mr. Edwin R. Embree
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Embree:

Your letter of the 21st reached me this morning. Please accept my thanks for asking me to do the very difficult task you have outlined. It would be much easier if we had several hours. Perhaps, if we can stress feasibility in the discussions on Friday and Saturday, we can get more for such a summary as you desire.

I agree with you heartily in your contention that most discussions of education are not related to actual living conditions and practices. In fact, I think that many of us give intellectual assent to ideal theories and profess them while in practice we deny them. To be effective, an educational institution should provide a physical environment and a culture in which students could learn to live the way of life indicated by the institution's fundamental philosophy. If the institution can not be a working example of its philosophy, how can it hope to have its students become effective agents after they are out in their work? Mr. Bond seems to be working on this basis at Fort Valley.

I hope you will write me the ideas you have and also give me some time Friday for discussing the matter further.

Sincerely yours,

Day.

D. F. Folger

FISK
UNIVERSITY

Council Mtg

December 28, 1939.

HAROLD HIRSCH (1881-1939)
MARION SMITH
MARTIN E. KILPATRICK
A. STEVE CLAY
DEVEREAUX F. McCLATCHEY
WELBORN B. CODY
ERNEST P. ROGERS

JULIAN E. GORTATOWSKY
E. D. SMITH, JR.
LOUIS REGENSTEIN, JR.

1-2	ΣΣΣ 0
for gms	Pw ΣΣ 0

I have read with interest your letter of the twenty-second, and also the enclosed pamphlet relative to the meeting of the Council on Rural Education in Washington on the fifth and sixth.

I have arranged my business engagements for the fourth so as to be free to attend the meeting the following day. I notice that the meeting on the fifth is the one that deals generally with the work in Georgia and that the meeting on the sixth is devoted to the more technical aspects of the general problem of rural education. I am sure, therefore, that it is the meeting on the fifth that you had especially in mind for me to attend. I recall you mentioned that it might not be necessary for me to attend both days. I am mentioning this because while I hope to be able to do so I have some reason to fear that I may not complete the business matter on the fourth, and I have, therefore, said to the other parties connected with that engagement that if we did not complete the matter on the fourth I was not available on the fifth but would be again available, if necessary, on the sixth.

I shall look forward to seeing you.

Very truly yours,

MS:MC

truly yours,

 MARK
 UNIVERSITY

RURAL SCHOOL
PROGRAM

COMMISSION ON TEACHER EDUCATION
AMERICAN COUNCIL ON EDUCATION
744 JACKSON PLACE
WASHINGTON, D. C.

Council Mtg

OFFICE OF THE DIRECTOR

December 29, 1939

ERE	1-2	EDL	0

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

Dear Embree:

Thank you for sending me the information regarding the conference to be held here in Washington on the 5th and 6th. I expect to attend although I may have to steal a little time out during the course of the two days.

Yes I think Prall is assigned

You will recall that when I responded to your original invitation, I expressed the hope that I might later propose some other member of the staff for attendance at the conference. I hope it will be all right, therefore, if I bring Mr. C. E. Prall along. Prall is one of our field coordinators and is working with several of our affiliates in the South. He is also going to take chief responsibility in connection with our all-state program, details of which will soon be announced. Since one of the states to be involved is, as you are already aware, likely to be a Southern state, I feel that it will be especially valuable for Prall to have the experience which your conference will provide.

Unless I hear from you to the contrary, I shall assume that it will be all right for Prall to attend along with me.

With best wishes,

Sincerely yours,

Karl W. Bigelow

Karl W. Bigelow
Director

KWB:TJS

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
FE PROGRAM

To

Mr. Jacob L. Raddix

2656 Harrison Street

Gary, Indiana

Payment Voucher No. 668

Date January 2, 1940

Council mtg

Advance for travel - - - - - \$75.00

Ck.#22343

Accounts		Appropriation No.	Debit	Credit
Working Capital Control - Advance for travel			\$75.00	
Prepared by	Checked by	Posted by		
AM				

Comptroller

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

January 3, 1940

Dear Mr. Miller: I have now what I think is a final list of those who will be staying at the Washington Hotel. It would probably be a good idea if you would make reservations in their names. If at the last minute of course any one of these people finds it impossible to come, we will cancel the reservation. Here are the names on our list:

J. E. Brewton
D. S. Campbell
Porter Claxton
W. D. Cocking
P. H. Eason
Leo M. Favrot
D. F. Folger
Burton Fowler

I. S. Ingram
Nolen M. Irby
Dr. William Line
A. R. Mann
Paul Morrow
Marion Smith
J. A. Travis
Edward Yeomans

Very truly yours,

MSS:McK

MARGARET S. SIMON

Mr. Roy Miller
Promotion Manager
Hotel Washington
Pennsylvania Avenue at 15th Street
Washington, D. C.

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

COUNCIL ON RURAL EDUCATION
Hotel Washington
Pennsylvania Avenue, 15th and F. Street, N. W.
Washington, D. C.

*Council mtg
(Repts)*

January 5 and 6, 1940
Ten o'clock

This meeting of the Rural Council will concentrate its attention on: (a) programs of the six teachers colleges with which the Julius Rosenwald Fund is cooperating; (b) wise procedures in the preparation of rural teachers as illustrated by the successes and failures of these institutions.

Friday will be devoted to a consideration of teacher education on the basis of the activities of the six institutions: (1) Fort Valley State College, Georgia; (2) West Georgia College, Carrollton; (3) Tuskegee Institute, Alabama; (4) Jackson College, Mississippi; (5) University of Georgia, Athens; (6) George Peabody College, Nashville.

Saturday will be devoted to teacher education on the basis of specific areas of concentration:

Rural life arts, including acquaintance with farming, handcraft, health, and homemaking;

Practice teaching and rural experience, and their relation to the formal teaching of educational methods and sociology;

Recreation and expression;

General education;

Selection of students.

On following pages are given: (a) list of those attending the conference; (b) brief outlines of the six institutions which will form the basis of discussion; (c) more extended outlines of the work of these colleges, prepared in each case by the director of the institution.

FISK
UNIVERSITY

MEMBERSHIP OF THE COUNCIL

W. W. Alexander, Administrator, Farm Security Administration, Washington,
D. C.

Willard W. Beatty, Director of Education, Office of Indian Affairs,
Washington, D. C.

Karl W. Bigelow, Director of Commission on Teacher Education, American
Council on Education, Washington, D. C.

Horace Mann Bond, President, Fort Valley State College, Fort Valley, Georgia

J. Max Bond, Dean, Dillard University, New Orleans, Louisiana

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

Edmund deS. Brunner, Teachers College, Columbia University, New York City

Doak S. Campbell, Dean of the Graduate School, George Peabody College for
Teachers, Nashville, Tennessee

Deborah J. Cannon, Supervisor, Prairie Farms School, Tuskegee, Alabama

Elizabeth P. Cannon, Department of Education, Spelman College, Atlanta,
Georgia

Porter Claxton, West Georgia College, Carrollton, Georgia

Walter D. Cocking, Dean, College of Education, University of Georgia, Athens

J. C. Dixon, Julius Rosenwald Fund, Chicago

Catherine J. Duncan
P. H. Easom, State Agent for Negro Schools, Jackson, Mississippi

Edwin R. Embree, Julius Rosenwald Fund, Chicago

Leo M. Favrot, Baton Rouge, Louisiana

D. F. Folger, Farm Security Administration, Tygart Valley Homesteads,
West Virginia

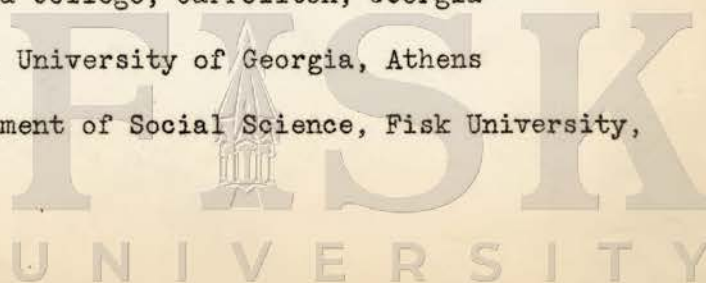
Burton Fowler, Tower Hill School, Wilmington, Delaware

Molly Flynn, Educational Division, Farm Security Administration, Washington,
D. C.

I. S. Ingram, President, West Georgia College, Carrollton, Georgia

Nolen M. Irby, College of Education, University of Georgia, Athens

Charles S. Johnson, Director, Department of Social Science, Fisk University,
Nashville, Tennessee



William Line, Canadian National Committee for Mental Hygiene, Toronto,
Canada

A. R. Mann, General Education Board, New York City

Franklin C. McLean, University of Chicago

Paul R. Morrow, College of Education, University of Georgia, Athens

F. D. Patterson, President, Tuskegee Institute, Alabama

Jacob L. Reddix, Teacher at Roosevelt High School, and President of Consumer
Cooperative Society and Credit Union, Gary, Indiana

Floyd Reeves, University of Chicago (Director, American Youth Commission)

Josie B. Sellers, Principal, Fessenden Academy, Martin, Florida

James F. Simon, Julius Rosenwald Fund, Chicago

Margaret S. Simon, Julius Rosenwald Fund, Chicago

Marion Smith, Chairman, Board of Regents, University System of Georgia.

Grace Tietje, Sheffield School, Tennessee Valley Authority, Sheffield,
Alabama

J. A. Travis, Assistant State Agent for Negro Schools, Jackson, Mississippi

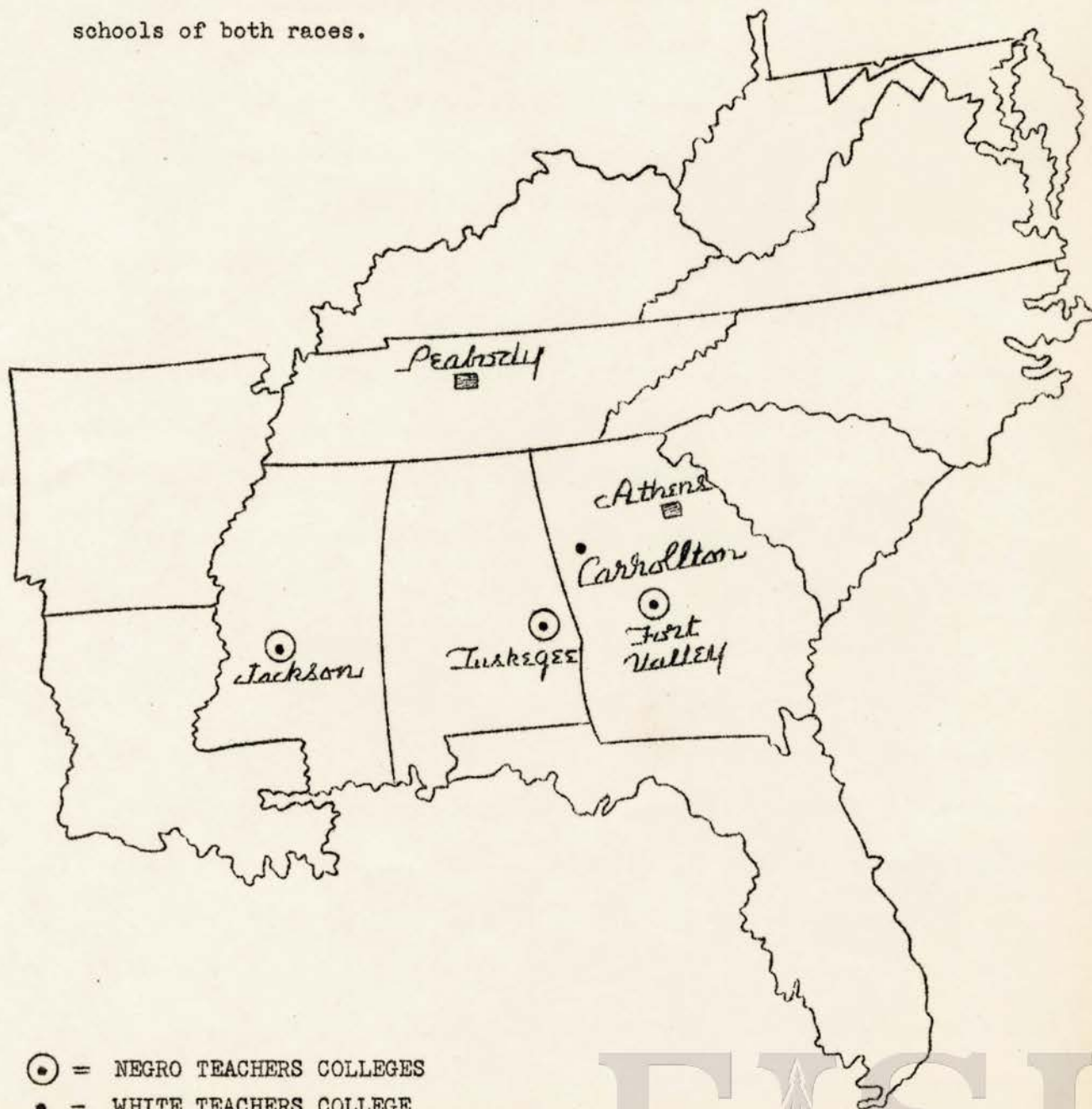
Fred Wale, Educational Division, Farm Security Administration, Washington,
D. C.

Arthur D. Wright, Southern Education Foundation, Washington, D. C.

Edward Yeomans, Farmers' Foundation, Asheville, North Carolina

Brief Outlines of the Six Institutions
which will form the Basis of Discussion

The Julius Rosenwald Fund is cooperating in the preparation of rural teachers at four colleges, three Negro and one white. It is also contributing to special departments of two regional institutions for the training of higher educational personnel who will have influence on the schools of both races.



- ⊙ = NEGRO TEACHERS COLLEGES
- = WHITE TEACHERS COLLEGE
- ▣ = HIGHER INSTITUTIONS OF REGION-WIDE INFLUENCE

1. Fort Valley State College, Georgia: This college, formerly under the auspices of the American Church Institute for Negroes, became last summer a part of the State University System of Georgia. This institution is being built into a four-year college, and the curriculum is being aimed at the training of rural teachers.
2. West Georgia College, Carrollton: A two-year white junior college, fifty miles from Atlanta, which has declared itself as having for its chief concerns the training of rural elementary teachers and the supervision of all schools, both white and Negro, in Carroll County. This college is to add a third year to its course. Three rural schools have served as practice centers, and an experiment has been conducted for the past two years in a course designed to give prospective rural teachers acquaintance with all the problems of rural life, and practice in solving those problems.
3. Tuskegee Institute, Alabama: This four-year institution, probably the best known and most significant of the Negro colleges in the rural South, is making a strong attack on the problem of educating Negro rural elementary teachers. To this end, the Institute has drastically reduced the scope of its work. The Department of Education is now primarily engaged in the preparation of elementary teachers, rather than that of secondary teachers which was formerly a major endeavor. Two schools, a five-teacher school at Prairie Farms (an all Negro resettlement project twenty-five miles from Tuskegee), and a three-teacher school at Mitchell's Mills (three miles from Tuskegee) offer practice teaching.
4. Jackson College, Mississippi: This denominational school, poorly supported for many years, is being offered to the State of Mississippi as part of the regular tax supported system. It is expected that under

state auspices, this institution will be reorganized into a two-year teachers college, with the sole aim of producing better trained rural teachers for Negro schools. Of the six thousand teachers in Mississippi now, half have educations below the high school level.

5. University of Georgia, Athens: The College of Education of the University of Georgia regards as one of its major responsibilities the training of county supervisors and administrators, as well as the training of rural teachers. In order that these very important people may have practical experience, the college has adopted a near-by county, and has entered into a five-year agreement with the county to: (a) aid in improving conditions within the county and its communities through the agency of its schools; and (b) provide an actual field laboratory for the College of Education.
6. George Peabody College for Teachers, Nashville: This most important teachers college in the South is in a strategic position to influence teachers and teaching procedures over the entire region. Under the direction of Doctor Campbell and Doctor Brewton, plans are being completed for a strong department of teaching and field consultation in rural education. In connection with the professional preparation of teachers, Peabody will take over in at least two near-by counties the supervision of rural teaching in both white and colored schools.

WHAT FORT VALLEY IS TRYING TO DO IN THE FIELD OF RURAL EDUCATION

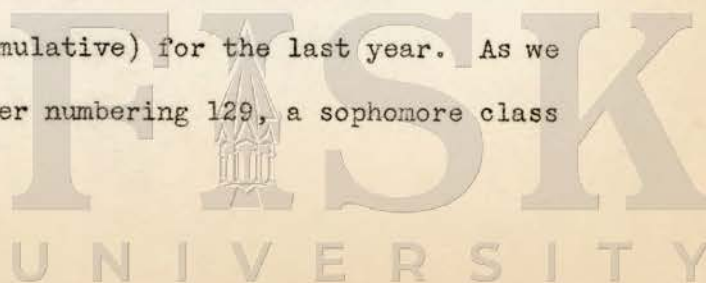
Since the program here has been in operation only for the space of two and one-half months, this description must of necessity include many proposals as well as statements regarding actual developments.

Fort Valley in Transition

The setting of our efforts may be of interest. This school, as the Fort Valley Normal and Industrial Institute, was a combination of high school and junior college. In addition to operating the high school for Peach County, the school also operated the elementary school for the City of Fort Valley. This relationship had decided advantages for the school as formerly operated and, indeed, for the college so far as its provision of laboratory facilities extends. It has decided disadvantages inasmuch as the work of the high school and college was closely intermingled, always a disadvantage to a college situation.

We have this year added a third college year. We have also separated the work of the high school from the college in everything but physical plant; and here there has been separation as far as practicable in that all high school classes are limited to the upper floor of one building. However, further separation is imperative; and one of our prime needs is a separate building so that high school and college students will not be placed in proximity on the college campus.

Our student body, on the college level, numbers 225. This is compared to an enrollment of 114 (cumulative) for the last year. As we have a freshman class for this quarter numbering 129, a sophomore class



of 79, and a junior class of 17, another considerable problem is what to do in view of an incoming freshman class in the fall of 1940, when, at the present time, our dormitory facilities for women are overcrowded. It does have some promise regarding the use of selection on the basis of limited dormitory facilities.

The college faculty as such has been only slightly extended. Among physical needs, besides dormitory space, are provision for library and science laboratory extension. The elimination of the high school from the college campus will solve pressing classroom and laboratory requirements for some time to come. The faculty could be greatly improved and needs to be from the standpoint of academic preparation. However, it has occurred to us that the principal problem here is the question of attitude; and that, with the addition of only one or two other persons, it may be possible on the college level to educate the faculty already here to achieve satisfactory ends.

First Steps at Fort Valley

Considering it to be the function of this institution not only to develop new techniques but also to describe difficulties as they arise as a sort of documentation of an educational experiment, let me call attention here to several elemental difficulties which immediately present themselves.

A survey of various educational experiments in the past impresses forcibly by their failures as well as by their successes. On close inspection these failures are seen to be the difficulty of combining imagination with practical, executive implementation of the idea. Another forcible observation that occurs to any one plunged into a

potential experiment in education is the immense difficulty of overcoming separative tendencies of all sorts. Of all evils in developing educational programs of a progressive tendency, that most characteristic is the separatistic tendency of the different agencies that have grown up over the years, and the human desire for power which leads those responsible for these agencies to seek to establish their particular institution as the paramount one to do the task.

Educationally we have local agencies; we have two or three varieties of state agencies; and we have an increasing number of federal agencies. Within each of these spheres the intense jealousies and ambitions of the personnel, each purportedly employed to do much the same kind of thing but each seeking to do it with the end to achieving dominance, is nothing short of a frightful spectacle for one to contemplate in persons supposedly engaged in the leadership of agencies intended to render service to little children. Local school districts, state departments of education, state departments of vocational education, federal departments of vocational education, and now the National Youth Administration, are all observed by an objective student of the process to be busily engaged in cutting each other's throats, destroying each other's reputation, and struggling with each other to the end that one division or agency should have more authority and power than the other. The spectacle, in short, is one that leads one to wish either for a pure centralizing dictatorship that might correlate these diverse agencies or for a pure democracy of cooperative will that would achieve the same ends.

Since the first end was not practicable, we have moved in the direction of the second at Fort Valley as our first step. We have

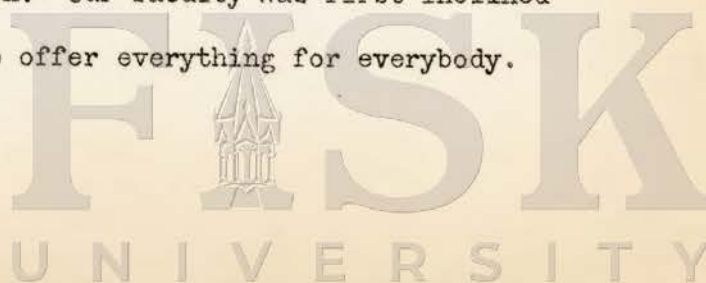


arranged a faculty seminar designed to acquaint our faculty at least with the possibility of cooperation. It is also designed to educate the faculty in the possibilities of the institution. This faculty seminar meets once a week for a two-hour period of discussion. All members of the staff in the college, the high school, and the training school, belong to it. We have also included the supervisors and principals within a radius of fifty miles. A peculiar advantage in our small town situation is that there is little else to do; and so our faculty seminars are well attended and enjoyed.

The seminar is broken down into sub-committees. For example, one committee is studying the social and economic background of our immediate area of fifty miles; another committee is sponsoring an adult education center for the community, called the Fort Valley People's College.

It is our hope that our program will develop from this functional group - the faculty and students meeting for a consideration of their problems. We have had as speakers representatives of the State Department of Education, of county and city systems of schools, of our own governing agency - The Board of Regents - and of kindred and allied institutions.

Limitation of efforts: Our functions here, as at many another state institution, have not been precisely defined. There is great pressure on every hand for us to try to do everything. Parents and students urge us to do vocational work, liberal arts work; various other persons wish the same expansion. Our faculty was first inclined to look forward to rapid growth - to offer everything for everybody.




We have pointed out to the faculty what funds we have and how far those funds would extend, and we have given them the choice either of limiting our funds to an area which would promise some security for them or dissipating them over a wider area with no consequent hope of improvement. The faculty has seen the light. Our financial position, while not the best in the world, gives at least the great boon of not having to have as many students as we can. We therefore feel that we can adopt a program, announce it, and then let what students wish to, come; and our experience indicates that this will include as many as we can handle, no matter how narrowly we define our area.

This is not to say that we are unwilling to expand; but we do feel that expansion should be accompanied by expansion in available funds to support new efforts.

Tentatively we have hit upon the idea of concentrating our attention on an area within fifty miles of Fort Valley. This may seem narrow, but we have seen no reason to try to do everything with the small funds at our disposal. We can do an excellent job with the funds available within that area. There were more than a quarter of a million Negroes living within this fifty-mile area in 1930.

Within this area we propose to attract fifty per cent of our freshman class; to render service to adults and to schools; to encourage growth of teachers, supervisors, and principals; and to carry on experimental studies of various sorts. Our freshmen this year came from all over the state. We will probably have a similar wide distribution in the future, but we do not intend to compete with the other two state institutions outside of this fifty-mile area for students or for anything else until we are told to do so by our governing board.

The logo for Fisk University is positioned at the bottom right of the page. It features the word "FISK" in large, bold, serif capital letters. Below "FISK" is the word "UNIVERSITY" in a smaller, all-caps, sans-serif font. A small, detailed illustration of a building with a steeple is centered between the two words.

Specific Aspects of the Program - Internally

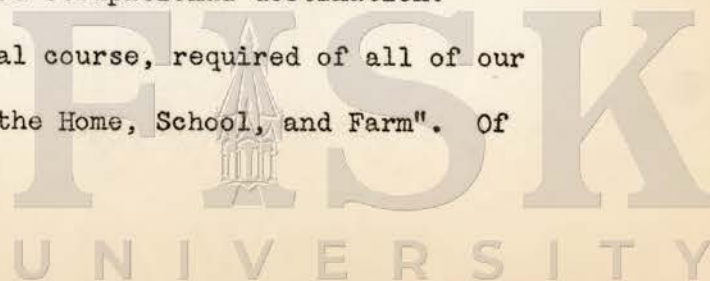
These are the foundation steps in the program for the education of rural teachers:

1. Student Selection. This was difficult to carry on this year inasmuch as such a late start was made - on August 1 - that there was no way of telling if we would have any students at all when school opened, and it was feared by many that the enrollment, under the loosest methods employed, would not be as large as for the year before. However, we did exercise some selection by offering scholarships and aid only to ranking students, by personal interviews, and by other devices.

It has been gratifying to note that in the Southeastern Aptitude Tests administered by the University System of Georgia, our freshmen were considerably above the median for Negro freshmen enrolled at the other two state institutions. They are still as far below white freshmen students as those white freshmen are below national norms. But we have learned a great deal and, if by nature of limited dormitory facilities, we can limit our freshman class next year to 100, out of a potential 200, we should do much better even than the private Negro colleges of the Atlanta University group.

2. The Organization of Student Experiences - Curricular. Following in some degree the University System scheme of general education, some modifications have been made. In the general courses taught in English, the social sciences, and mathematics, we have tried to make modifications to adapt our instructional materials and methods to the needs of the students and their future occupational destination.

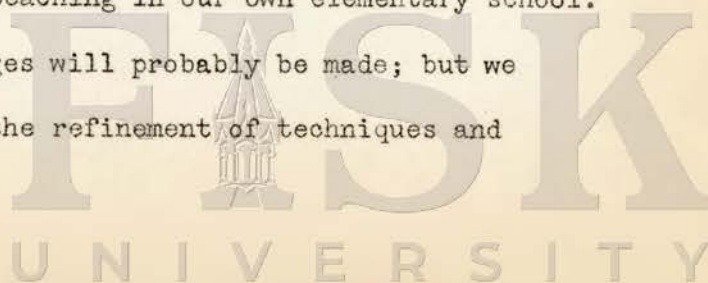
We have introduced a general course, required of all of our freshman students, called "Arts for the Home, School, and Farm". Of



three sections, one goes to a general craft shop period, one to a general homemaking period, one to a general agriculture period. Each of these groups has developed activities to give meaning to specific problems studied. For example, a section in the shop is making furniture for the living room of the women's dormitory; another section is making drapes and upholstery for this furniture. A group in the agriculture section is conducting a cooperative poultry project, seven girls and three boys going in for raising five hundred baby chicks to be sold through the recently organized student cooperative.

We have regarded the matter of giving a prospective teacher experience in being with children early in his or her school program of paramount importance. This year we are trying the experiment of sending all of our sophomore students into the field for the middle - second - quarter. They will be accompanied by their teachers; and it is our hope that the teachers will profit as largely from the experience as the students. We are to use three areas for observation and actual practice. One third of the class will go to the training school - the large elementary school staffed by our own critic teachers across the street - for a two-weeks' period of observation; then for three weeks to live at the Flint River Farms where they will work in the Resettlement Project School there, living in the teacherage; and then for three weeks in one- and two-teacher schools in the county. This will mean that each of our sophomore students will have two weeks in general orientation, three weeks in residence at the Flint River Project, three weeks teaching in a rural one-teacher school, and three weeks teaching in our own elementary school.

This is experimental; changes will probably be made; but we look to it as to an opportunity for the refinement of techniques and



methods in the selection of students for further training, as well as for an opportunity to develop new materials in our college courses. For example, the teacher of English who normally would have been teaching two sophomore English sections will go with his students to the field; and so will the teacher of social science, the teacher of mathematics, the teacher of general science. We hope that from this joint experience both teacher and student will discover how the formal college courses may be corrected.

During the junior year, students are this year assigned to a curriculum workshop in which methods, materials, and children's literature are examined. This class includes only 17 persons, and it is intended to make it a sort of seminar in which several instructors are brought in for conference, to eliminate many of the different course offerings usually distributed over a program of professional education.

3. The Organization of Student Experiences - Extra Curricular.

The development of extra-class activities that at the same time shall be directly connected with formal instruction has been encouraging though, in all truthfulness, accompanied by numerous problems that only time can solve. For example, we have developed a student cooperative that is selling goods, producing vegetable and poultry products for sale to the dining hall and elsewhere. Instead of formal assembly or "chapel" periods at which the faculty and the president speak, students take complete charge, dramatizing various matters. For example, Mrs. Duncan's class in the curriculum dramatized very effectively the "Old" and the "New" school. Mr. Hale's group dramatized the economic plight of white and Negro workers in the nation - Mr. Hale was a very excellent white

sharecropper; and there were Negro housemaids, lumberjacks, stevedores, automobile workers, together with Mr. Ford, Mr. Rockefeller, and Mrs. Roosevelt. There was a book discussion simulating a bridge club meeting, in which I was astonished at the way in which the practice of these students in the kind of self-expression they get in these activities is helping them develop.

We have students on each of our committees - administrative and personnel. There is self-government in dormitory and other groups. In many ways we try to simulate in our own organization the kind of democratic participation we should expect the students to encourage when they begin to teach.

We have also organized a People's College in which students are to serve as administrative officers - dean, registrar, etc. Since this is yet to start, we cannot be too definite about its success. We have also numerous other schemes on foot; but how far and how fast they can go is a matter to be questioned.



WEST GEORGIA COLLEGE
Carrollton, Georgia

Origin and History

West Georgia College, a division of the University System of Georgia, was officially founded on April 15, 1933, at Carrollton, Georgia. The college was established as a coeducational junior college on the site of the Fourth District Agricultural and Mechanical School.

The campus, located among the foothills of the Blue Ridge Mountains, is composed of 275 acres. The college serves a large and rural area. When the present buildings are completely equipped and the library enlarged, the plant will be adequate for the present student body of approximately five hundred people. The college is fully accredited.

The Purpose

The purpose of West Georgia College is to bring within the reach of earnest young men and young women of the western part of the state the advantages of a standardized state junior college, and to aid in the betterment of rural life through the training of elementary teachers and future citizens. These aims can be stated thus: the progressive development of the individual to take his or her place in and improve society. The faculty consider this main objective as the product of three subsidiary aims:

For all Students	I To give general education on the junior college level.
For Special Groups	II To develop prospective teachers.
	III To further develop teachers in service, including supervision of both white and Negro schools.

Interrelationship of the Objectives

500 first- and second-year students take the regular junior college courses in the social sciences, biological sciences, and English in partial

fulfillment of objective I. Courses in other fields complete full requirements of this objective.

450 first- and second-year students take one or more courses in home economics, rural life, education, do NYA work under faculty supervision, or participate in the varied student activities program.

250 first- and second-year students take courses in the department of education in partial fulfillment of objective II.

60 second-year students do three months of practice teaching and observation at the Maple Street School in further fulfillment of objective II.

33 carefully selected second-year students acquire three months actual teaching experience in a realistic rural environment in the laboratory schools at the Sand Hill, Tallapoosa, and McGibboney Schools in Carroll County. This completes objective II.

These 33 highly trained and experienced graduates represent the special product of this institution. More than 400 other students have contributed to their development.

The School at Work

Objective I - general education

The first objective has been designed to give the student strong courses in general education. These courses are uniform throughout the University System.

Objective II - to develop prospective teachers

This objective is our main goal. The University System of Georgia through its unit at Carrollton is carrying on an experiment in the training of teachers for rural schools. Fortunately for the project of teacher training at West Georgia College, the Rosenwald Fund has given money for

providing additional personnel. This experiment has now been operating two and one-half years. The plan involves three definite phases of our program:

1. General education

In addition to the regular courses which are uniform throughout the University System, two special courses in English have been instituted: Children's Literature, and Freshman English.

- a. Children's Literature

The reading of books can mean nothing to the reader unless what he reads becomes a part of his active or thoughtful life. The first requisite in reading is that the book be worth reading; the second is that the reader be skillfully and fluently aware of the reading technique. Only practice brings the second; only knowledge and taste can select proper books. The student in children's literature is benefited as a person and as a teacher. She fills in the gaps in her own reading background, and increases her reading skill. As a prospective teacher she learns to select and present literature to the children of the grades.

- b. Freshman English

The purpose of this course, which runs two quarters, is to develop in the student an adequate command of English, both written and spoken. To this end, students are required to write exercises and themes and to do extensive reading under the supervision of the instructor. Subjects for the themes are expected to be chosen from the students' own experiences and observations. Wide choice is allowed in the selection of the reading, the main objects being to develop a taste for good reading and to acquaint the students with the ideas of as many authors as possible. Formal grammar is taught mainly in connection with the students' writing. Formal rhetoric is taught not at all. Oral English is naturally and incidentally a part of almost every recitation.

2. Teacher training program

The courses in education are organized to provide for acquaintance with all phases of the elementary school, to give practice in as many activities as possible in which an elementary teacher must engage, and to provide for gradual induction into responsible teaching. These activities begin with general education courses, rural life courses, and Introduction to Education.

- a. Observation

In the course in Introduction to Education, regularly scheduled observations in all grades of the elementary school are required. These observations are made under the direction and

guidance of the director of teacher training. Records of happenings and data on specific teaching situations obtained in these observations afford a basis for study of teaching in conferences that follow. These observations and conferences provide for the development of the habit of analyzing teaching situations, for bringing content of professional courses to bear upon the teaching situation, and acquaint students with the physical set-up and operating organization of the elementary school. They also aid in arriving at educational principles to guide in teaching and to prepare students to analyze their own teaching. After this series of observations is made, the students choose the grade level for concentrated work in student teaching.

b. Student teaching

The first period of three months of student teaching provides for concentrated observation, participation, planning, and responsible teaching under careful supervision in a public school in Carrollton.

Study of the children through first-hand observation, records, etc., is emphasized so as to enable the student teachers to teach children and meet individual differences, rather than teach a grade or subject matter.

Early experiences are carefully chosen and carefully planned to assure their success. During the three months in the public school the students participate in as many different activities as possible, both in and out of the classroom. Individual and group conferences with supervising teacher and director of training provide opportunities to raise and discuss any problem relating to teaching, and give guidance in self-evaluation and evaluation of children's work.

c. Materials and Methods

Running parallel to this first experience in student teaching is a course in Materials and Methods which acquaints the students with general principles of organization and management of the classroom and the school, its philosophy and objectives, its equipment and materials, long-view planning and study and demonstration of techniques for teaching particular subjects. Experiences in collecting, producing, and classifying supplementary teaching materials are provided through work in the Materials Bureau, where all state texts, state library books, inexpensive pictures, pamphlets, and graphic materials are available.

d. Teaching in the rural schools

Three rural community schools have been taken over by the college to supplement the teacher training program and to demonstrate the building of a curriculum around the problems

of living which include all members of the community. After successful student teaching has been done in the city school, an assignment to the level that seems most suitable to the student's interests and abilities is made in one of the three rural schools. Here a second period of three months of responsible teaching is done under the guidance of a trained supervisor. Gradual induction into this new situation is made so as to make as slight an interruption as possible for the children by a change of teachers. During this period the students participate in all phases of community life, with constant guidance of the rural supervisor with whom she is assigned.

e. Carroll County Materials Bureau

The purpose of the Carroll County Materials Bureau in the teacher training program is to serve as a laboratory where students in various courses of the teacher training department can have first-hand experiences in getting acquainted with materials by selecting, organizing, and using a wide range of textbooks, library books, pamphlets, clippings, and the many types of visual aids; and where they can receive guidance in the study, production, and use of these materials.

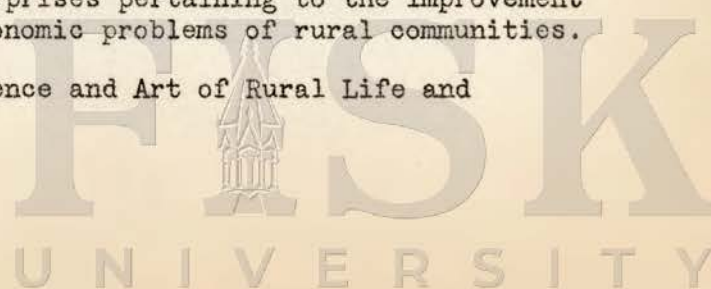
3. Rural life courses

The rural life courses are built on the premise that teaching in the country schools of the South can be made more effective and valuable for rural people than it now is. This premise includes the belief that the problems of rural teaching are sufficiently distinct to merit special consideration beyond the basic principles of general pedagogy.

a. Course 1 - The Rural School in its Social Setting

Appreciation of the fundamental soundness and value of wholesome rural life. Recognition of the obligations and opportunities of the rural school as an agent for social service. Development of a desire to participate in rural leadership. Practical cases of more serious and neglected social needs in rural life that the schools might help to fill. Study of great rural schools and rural social movements. Organization and operation of community clubs. Group recreation. Development of better attitudes of the rural public toward the duties and obligations of citizenship. Conservation of natural resources. Acquaintance with, and study of, exemplary men, women, families, farms, and homes in northwest Georgia. Familiarity with the magazines, books and the government and private agencies and enterprises pertaining to the improvement of rural communities. Economic problems of rural communities.

b. Courses 2 and 3 - The Science and Art of Rural Life and Education



The agricultural background in rural life. What the teacher needs to know about the care of soils, production of crops and animals, marketing, preservation of food, nutrition, care of the home, the home grounds, the kitchen garden. The natural setting of rural life: local geography, climate, natural resources, physics and chemistry as applied on the farm and in the home. The cultural aspects of rural life; sources of inspiration and satisfaction in literature, art, music, philosophy, and religion. The teacher's personal problems of health, economy, controlling his school, and getting a hold on the people he serves. The teacher's professional problems not solved in other courses; what is needed from educational psychology, school administration, pupil management. Resistance and immunity to exploitation, high-pressure selling, fads, mysticism, fallacies, and quackery.

Throughout all three quarters there is actual practice in as many projects as possible: production of an all-year family garden; conduct of business meetings with organization and parliamentary practice; collection of teaching materials and aids; participation in public service such as civic and church; planning and working school programs for commencement, holidays, and special occasions; preparation and practice in suitable forms of speech, such as introducing prominent speakers; making invocations and leading in devotional exercise; officiating at banquets; making church talks and civic speeches; meeting worthy people and visiting interesting places; learning good songs for rural people, and assembling collections of good poems, stories, etc.; approaching and securing the services of special talent, such as county superintendent, county agent, home demonstration agent, health authorities, musicians, ministers, and capable private citizens.

Objective III - to further develop teachers in service, including supervision of both white and Negro schools

In the realization of this objective, the college, in cooperation with the county school superintendent, employs a white and a Negro supervisor. Short courses, summer schools, extension classes, conferences, and the Materials Bureau are used to help the teacher in service.

1. White supervision

This phase of our program involves the establishment of a co-operative program with the Carroll County Board of Education in a project of supervision for the county schools. Its purpose is to (a) develop a long-view educational program growing out of the needs of Carroll County; and (b) promote a short-view program meeting immediate needs by developing professional

growth among teachers, improving organization in the individual schools, improving the selection and use of teaching materials and completing consolidation as planned in certain areas.

2. Negro supervision

This phase of the program involves the establishment of a co-operative program with the Carroll County Board of Education and with the Southern Education Foundation in a project of supervision in the Negro schools of Carroll County, and a study of Negro education on an elementary level. It includes supervision for the purpose of improving instruction; distribution of free textbooks and teaching materials; promoting community interest for organization, housing, and equipment; and serving on and contributing to the Rural Life Council at West Georgia College.

3. Carroll County Materials Bureau

The purpose of the Materials Bureau is to (a) furnish materials to teachers for use in classrooms and community work throughout the county; (b) demonstrate to teachers how to collect, use, and organize materials in their schools and classrooms; (c) provide a laboratory where both teachers in service and students in training can receive guidance in the study, production, and use of materials; (d) furnish concrete materials and guidance to committees at work on the solution of problems assigned in the program of the County Teachers Association.

THE TUSKEGEE INSTITUTE PROGRAM OF RURAL EDUCATION

Tuskegee Institute is primarily concerned with the education of teachers for community leadership and for the operation of community-centered schools in rural areas of the South. Several steps have recently been taken in reorganizing the learning experiences of students and in providing more favorable conditions for learning.

1. Organization of curricula into lower and upper divisions and the development of a general college curriculum in the lower division (the first two years).

2. Combination and integration of professional subjects into broad areas of work.

3. The development of the campus laboratory school as a demonstration center in which students get initial pre-service professional training in the study of methods and administration of teaching in preparation for teaching internship in off-campus schools.

4. The provision of internships in typical community schools for student teachers to replace the traditional type of practice teaching.

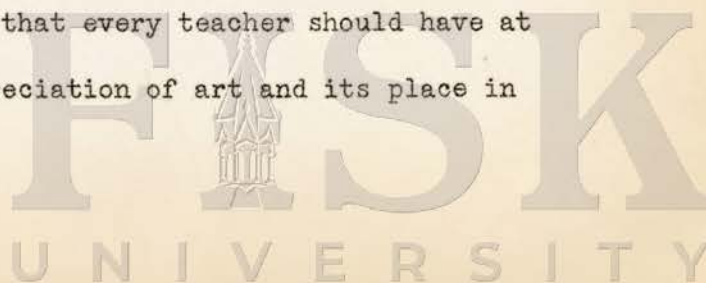
5. Development of a plan of selection of students.

6. Study of plans for follow-up of graduates in service.

General Education

Organization of the lower division is outlined below with brief statements of each type of work.

Art. A one-year course in drawing and art appreciation is required of students since we believe that every teacher should have at least an elementary knowledge and appreciation of art and its place in living.



English. Work in English for the lower division is organized as a two-year course in reading, writing, and speech. It is required of all students.

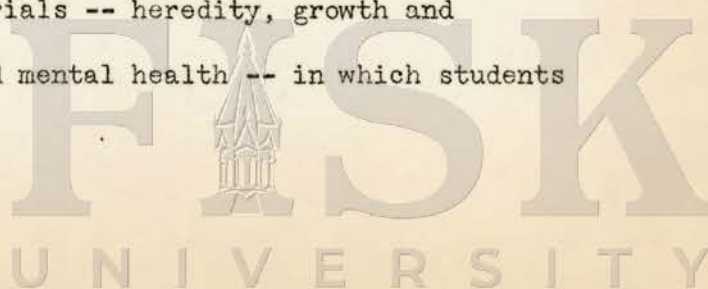
History. A one-year course in the history of mankind and the American nation is required of all students so that they will know something of what has happened (how and why) in the development of the world and the development of governmental cultures, and how the American nation of racial groups has been built.

Mathematics. A one-year course of functional mathematics has been developed and is required of all students in order to give them a working knowledge of the elemental quantitative aspects of living and their functional relations.

Physical and Health Education. Work in physical and health education is required of all students during the freshman and sophomore years.

Practical Arts. A program of general training in practical arts is required of all students in the lower division. The purpose of this work is to prepare prospective teachers in a wide range of simple manual skills that will enable them, as teachers, to use local available materials in making useful articles and to guide adults in the conservation and utilization of available materials.

Psychology. From the separate courses in general, educational, and advanced psychology, formerly in the curriculum, an integrated year-course in psychology has been developed for all students. This work is organized in five large units of materials -- heredity, growth and maturation, learning, personality, and mental health -- in which students



are provided opportunities for direct study of individual differences. A pre-school unit serves as a laboratory for observation and study of growth and learning in young children.

Science. Two courses in science are required of all students in the lower division -- a year-course in human biology and a year-course in physical science. The purpose of this work is to enable students to acquire a general understanding and working knowledge of science as a basis for professional preparation leading to the teaching of elementary science to children and adults in rural communities.

Sociology. A year-course in the sociology of rural life is required of all students in the lower division. The purpose of this work is to enable the student to secure a knowledge of social and community relations. Laboratory-field experiences are provided to enable students to develop an appreciation of community social institutions and to acquire some techniques of community study.

Electives for majors and minors in the upper division are being integrated into broad areas of work. At the present time there are two such areas - the fields of English and social science. The work in these fields has been organized on the seminar-laboratory basis and is so scheduled that all members of the English faculty meet with students in the English seminar work, and all members of the social science faculty meet with the students in the social science seminar. Work in these areas is individualized to the extent that each student, in addition to the work of the course, pursues a problem or type of work in terms of his needs and interests.



Professional Education

The problem of reorganizing the professional education program has been attacked in several progressive stages:

1. The content of prescribed professional subjects has been re-organized in terms of needs of our students by the process of combining and integrating the work of two courses into one. This first step was taken several years ago by combining two similar professional subjects: the elementary school curriculum and the secondary school curriculum. This made possible selection and elimination of materials and the provision of more functional experiences for students.

2. The next stage of development was marked by an extension of step 1. The number of prescribed professional subjects has been reduced from eighteen separate courses to three broad areas of professional work.

A brief description of the nature of these three areas follows:

Special Methods and the Campus School. - A year of work that consists of the functional materials selected from courses in special methods, principles of education, classroom management, principles of teaching, educational sociology, and observation. Students do this work in the campus training center with the guidance of the supervisor, principal, and faculty of this school. This work is carried on by students throughout their junior year as a preparatory step to interne teaching in the senior year. It provides a basis for further student selection and aids in the planning of the internship program for each student.

Materials and Methods of Curriculum Study. A year of study of curriculum materials and methods of selecting pupil activities. The work of this course is selected from fields of history and philosophy of education, principles and techniques of curriculum construction. In the seminar-laboratory organization of the work, students and the professional staff work together on projects. This includes the study of real educational problems and the production of teaching materials. A culminating project is the development of a curriculum and an educational program for a community that is studied during the year.



Interneships for Student Teachers. In order to achieve the objective of preparing a community-social-worker type of teacher for the rural school, the curriculum has been organized so that practice teaching can be done under conditions similar to those which these teachers will meet upon entering the profession.

Training Centers

To make practice teaching real we have secured, through the cooperation of the local county officials, two complete communities in which the schools are used as training centers.

In these off-campus training centers the student-teacher assumes full teaching responsibility for the period of his interneship. Students begin their interneship by making a survey of the community. They thus become acquainted with the problems and needs of people in the community from which the instructional materials are selected. The principal, supervisors, and cadet-teachers cooperate with the community leaders and with the social and governmental agencies of the community in working out a community educational program within the framework of a general plan of school-community relations.

The guidance of the cadet-teacher during the period of his interneship is organized into steps that represent growth periods in learning to teach. In the early part of the cadet-teacher's experience, he turns in to the teacher trainer an activity sheet which gives an account of the work done on the preceding day. This aids the cadet-teacher in developing two important basic skills in teaching:

1. The ability to discover the great variety of opportunities for instruction that may grow out of a unit of pupil interest, and
2. The ability to select and organize these experiences into learning activities in accord with the experience levels of the pupils.

This leads the cadet-teacher to understand how to prepare pupil activities outside of those directly connected with a specific unit and to make use of the actual experiences of pupils.

The cadet-teachers carry on a program of community-school relations which includes activities in relation to:

1. Parent-Teacher Association of which a teacher is an official, and a member of standing committees such as health, recreation, program, religion, and homemaking.
2. Play nights which are twice a month. The cadet-teachers with the committee from the P.T.A. plan these activities.
3. Sunday evening inter-denominational services are arranged by a joint committee of teachers, young adults, and parents.
4. Adult education classes are conducted once a week with the cadet-teachers as instructors in literacy and in homemaking crafts.
5. Special occasions such as concerts, Hallowe'en party, community Thanksgiving dinner, community Christmas tree, fair of farm products and canned goods, Emancipation Proclamation celebration, Easter program, and health week celebrations.

Selection of Students

In selecting students for the rural education program under present conditions, the only available data are the student's transcript and statements of character from the principal or other persons. As the character statements (except when negative) are in general of little value, the selection is made almost wholly on the basis of the student's scholastic record. An effort is made to compare his record with both the high school and the college record of other students from the same school. Thus, in some cases, where the number of students from a given school has been sufficiently large, it is possible to estimate what the high school record of a student from a given school need be in order that the college record may be satisfactory. But except for the larger centers where some visitation is possible during the year, no data on personality or possible aptitude

for teaching are now obtained. This problem is particularly acute when the student comes from a rural center, as visitation of the large number of such centers is not at present possible.

During the orientation program through testing and guidance, a further selection is made.

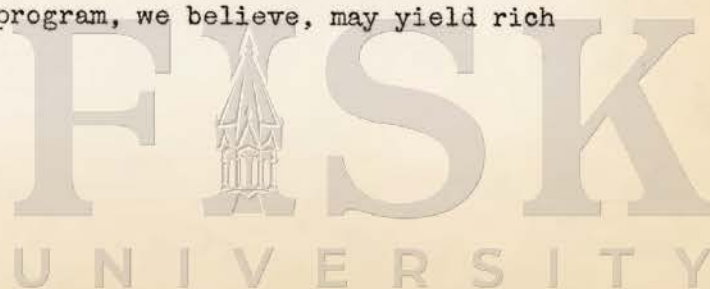
At the end of the freshman year, a careful review of the student's school record and ratings from teachers form the basis for the elimination of a number of students either because of lack of general ability or because of physical or serious personality difficulties.

There is need for additional coordinated guidance in this program especially in the areas of personality and teaching aptitude.

Follow-up of Graduates in Service

Follow-up of our graduates in service is a problem that requires further study and discovery of ways and means. A faculty committee is now studying this problem in relation to the entire program of pre-service training. Recently we have held two conferences with recent graduates now in the local county school system. The results have shown that such conferences are valuable and should be extended. We have contact with graduates of the past two years through correspondence which gives us valuable information for reorganization and changes in the pre-service program of teacher education.

Follow-up is very important for us because most of our graduates work in small schools or small school systems where there is a minimum of supervision and evaluation of the teacher's growth and work. Only a beginning has been made. A practical program, we believe, may yield rich returns if it can be developed.



JACKSON COLLEGE
Jackson, Mississippi

Mississippi is a rural state with a Negro population of about one million people. There are 6,000 Negro teachers, half of whom are very poorly trained. The state maintains only one institution of higher grade for training teachers for Negro schools. This is the land-grant institution located in a remote section of the state. There is great need for the establishment of a second institution somewhere in the central part of the state, whose sole function should be the training of teachers for the thousands of small rural schools. Jackson College is being offered to the state with land, buildings, and equipment, without cost and without debt, for the purpose of meeting this need.

In the event the State Legislature sees fit to take over this institution, it is proposed that the governing body shall be the State Board of Education and not the Board of Trustees of Higher Institutions of Learning. This would mean that the state agent of Negro schools would be the logical person to have something to do with the planning and directing of the institution's program. It is not the purpose or the desire of the present state agent to attempt to run the institution; he would act only in the capacity of a guiding and directing influence.

The president of the school should be the person in active charge of the institution. He should be a man who has had good training and some experience in rural education, and he should be in hearty sympathy with the program of improving rural schools and rural life. The faculty should be made up of well-qualified people who are also trained in the field of rural education and are in sympathy with rural life.



The guiding philosophy of this institution should be to take conditions as they are and to undertake to improve them. Teachers should be trained to analyze and identify rural problems and then to find solutions for these problems, using whatever materials are available.

The student body will be made up of about 150 pupils in each class. These pupils will come from Negro high schools and from the present teaching force in the state. Undoubtedly, some of the present teaching staff would desire to return to a school of this type for additional training. The student body should be hand-picked, as far as is possible, and should be culled from time to time. It must be understood that the purpose of this institution is to train teachers for rural schools. Fees charged students should be kept at a minimum.

It is planned that the education program of Jackson College run through four quarters in each calendar year - a fall quarter of twelve weeks; a winter quarter of twelve weeks; a spring quarter of twelve weeks; and a summer quarter of twelve weeks. This will necessitate keeping the institution in operation for approximately eleven months in each calendar year. The school will not undertake to do anything other than train teachers for the rural and elementary schools of the state. It should not attempt to do over two years of work - the first being content courses, and the second additional content courses, with professional studies added. All content courses should be very practical and should attempt to give the student a good background in the essentials of learning that any rural teacher should possess. For example, the courses in English should be very practical, consisting of reading, letter-writing, grammar, public speaking, etc. All content courses should be given the professional slant.



This practical aspect of each course should apply throughout the entire curriculum. Every trainee should receive instruction in practical agriculture, home improvement, health, and sanitation. No effort should be made to train teachers to become agriculturists, but all of them should receive practical instruction in home gardening, in keeping a farm flock of chickens, in the growing and curing of a meat supply, in the production of a milk supply for home use, in the growing and preserving of fruits and vegetables, in the improvement of homes and home grounds, in the growing of flowers and ornamental shrubs, and the like. The fifty acres of land now available for gardening and truck plots are to be used by the instructor in agriculture as a laboratory for giving practical instruction in elementary agriculture to prospective rural teachers.

The courses in home improvement should also be of a very practical nature, providing instruction in improving homes and home life, teaching people how to live better, how to provide more home comforts and conveniences, how to have a better food supply, how to have more attractive home surroundings, better health, and better sanitary conveniences.

The improvement of rural life among Negroes in Mississippi is dependent largely upon better interracial cooperation. Sharecroppers and tenant farmers cannot do much toward improving their surroundings unless they have the sympathy and cooperation of the landlords. It is therefore necessary in a rural educational program that leadership should be developed to cope with interracial problems. This institution should, therefore, devote considerable time to the question of training teachers and leaders in the technique of interracial cooperation.



Another aspect of rural development in Mississippi is that of adult education. It becomes more and more clear as we face the problems of rural Negroes that it is difficult to educate the children exclusive of their parents. Teachers must be given more and more training in the field of social psychology. They must learn how to enlist the cooperation and support of the parents of the children.

All prospective teachers must also be required to do observation and practice teaching in near-by rural schools, under careful supervision. This supervision should be done by helping teachers, under the direction and guidance of the instructor in education. Jeanes teachers will be asked to lend their cooperation.

It is also proposed to develop a library that shall be the very heart of the educational program. Books and publications must be selected on the basis of their pertinency in meeting the needs of teachers and leaders.

On account of the poverty-stricken condition of most high school pupils, it appears advisable that scholarship aid in the amount of fifty dollars per year be given to carefully selected high school graduates. The educational program of Jackson College should be simple and genuine, and adapted to the needs of the rural teachers of Mississippi.

The institution should be used as headquarters of various service agencies for the Negro population of the state, such as home demonstration work, Farm Security Administration, adult education, Negro teachers' associations, and summer schools for a large number of rural teachers. It is proposed that the college be used as a meeting place for Jeanes teachers' conferences, principals' conferences, rural ministers' conferences, women's conferences, and for other educational purposes.



UNIVERSITY OF GEORGIA
Athens, Georgia

Point of View

The present program of the College of Education at the University of Georgia, now in the third year of its development, is concentrated on the preparation of teachers, supervisors, and administrators for rural schools in Georgia. Georgia is predominantly rural, and teachers must be prepared both to understand rural conditions and to participate actively in bringing about a better rural life. The College of Education holds that one of the most important functions of the school is to assist in making the neighborhood of which it is a part a better place in which to live. Teachers must be prepared to take leadership in bringing about better conditions. Teachers are best prepared by combining a proper balance of theory and experience. Hence, the College of Education must be concerned both with providing necessary theoretical aspects of teaching and also actual experiences in observation and teaching in rural situations.

Objectives of the College of Education

1. To guide young people of outstanding scholarship and ability toward teaching; and to provide for the selection of candidates for teaching.
2. To develop and teach those bodies of information and to develop those skills and appreciations needed by teachers.
3. To develop facilities which demonstrate an efficient school in action.
4. To develop appropriate apprentice and intern facilities for prospective teachers, supervisors, and administrators and other school workers in rural communities.



5. To provide field services to aid the schools of the state in the solution of current school problems.

6. To conduct educational research and experiment for the purpose of aiding in the solution of the various problems of the teaching profession.

Procedures and Activities of the College of Education

The work of the College of Education may roughly be divided into the following phases:

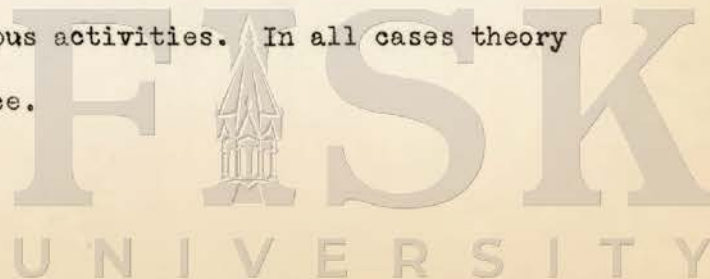
1. On-Campus Activities

- a. Selection of students for teaching
- b. Guidance of students
- c. Teaching of arts and sciences underlying teaching
- d. Providing for demonstration of good teaching
- e. Research

2. Off-Campus Activities

- a. Apprentice program
- b. Field services
- c. Educational clinics
- d. Research

The on-campus activities of the College of Education consume approximately 60 per cent of the time of the faculty. During the past eighteen months attention has been devoted to improving facilities for the selection and guidance of students. Definite programs are now in use through which it is hoped that a higher quality of person will be found for teaching, while those of less ability who heretofore have selected teaching as a profession will be guided into other fields. Naturally, a great deal of attention is being devoted to the teaching of the arts and sciences which underlie the profession both at the undergraduate and graduate levels. At the same time a proper balance and coordination is being attempted between on-campus and off-campus activities. In all cases theory is being definitely related to practice.



A thorough study of the curriculum of the college is going on continuously. The number of courses has been decreased and committees are at work to bring about better coordination between courses with subsequent elimination of overlappings. All courses are being more definitely pointed toward the actual job which the teachers in training will perform in the field. Graduate courses are being conducted as seminars with the definite objectives of solving field problems using the library and other facilities of the campus as aids in their solution. The thesis and dissertation problems of graduate students are more and more growing out of actual field problems which exist in Georgia. Thus, it is hoped that an attack may be made on the vexing difficulties which now confront the state. In many cases two or more professors are assigned to a given course in order to provide for better balance and to facilitate a proper coordination of on- and off-campus activities.

Increased emphasis is being devoted to off-campus activities. The apprentice teaching program has been greatly expanded. The demonstration school on the campus is now being used exclusively for the demonstration of good teaching and for a limited amount of experimentation. All apprentice teaching activities are conducted in cooperating schools off the campus. Great care is being taken in the selection of these schools. The regular members of the College of Education faculty visit these off-campus centers at least once every two weeks. The students spend three months in these centers and become actual members of the teaching staff as well as a definite part of the community. These apprentice facilities apply not only to the undergraduate program but also to the graduate work. Prospective supervisors and administrators of rural schools each spend



three months in the field situation under the joint guidance of the College of Education faculty and trained people in the field.

Another important phase of the off-campus program is the service which the college extends to the schools of the state in helping them to discover their problems and take steps to solve them. One member of the faculty gives his full time to this work. This service has proved to be very profitable and has resulted not only in the school people attacking their problems more vigorously than ever before but also in bringing about a closer coordination between the program of the college and the program of the schools of the state.

This year there has been instituted what is known as a series of educational clinics. These clinics have for their purpose aiding school people and communities in the solution of specific problems of the field. They vary from special assistance for one school system or community to the consideration of a common problem involving several school systems or counties. At present approximately fifty such clinics are in operation. Members of the College of Education staff, upon request, go to a given center to aid the officials in diagnosing a problem and setting up a program for improvement. Some of the clinics run over an extended period, a year or more.

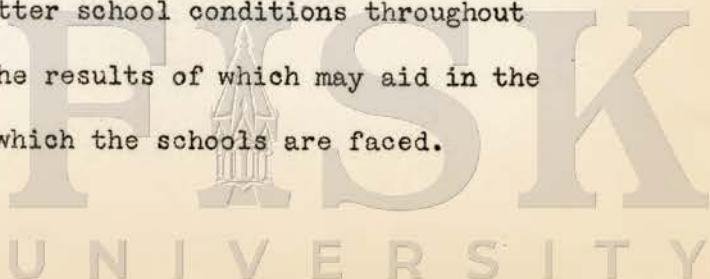
More and more the College of Education is conducting research of various kinds in an endeavor to aid in the solution of long-time problems with which the schools are confronted. Graduate students, members of the faculty, and in several cases school superintendents and others are carrying on research aimed at the solution of these problems.

One additional activity which deserves special mention is the cooperative program which is being developed with the county board of

education and the administrative officers and teachers of Walton County. Approximately twenty-five miles from the College of Education, this is a typical Georgia rural county. A five-year agreement entered into between the officials of the college and the officials of the county aims to: (a) aid the county in improving conditions within the county and its communities through the agency of its schools, and (b) provide an actual field laboratory for the College of Education which may be used in the education of teachers, supervisors, and administrators. This program commenced last spring and is now in active operation. Up until the present, major emphasis has been upon planning a long-time program and in making careful inventories of conditions within the county. The faculty and students of the College of Education all have a definite part in this program. Teaching, research, planning, apprentice programs, etc., are being developed with the conditions in Walton County as a setting. Walton County people are using the college in many ways in an endeavor to improve the conditions in the county and to make the school program more efficient. This experiment should provide not only a worth-while demonstration in teacher education but add greatly to the efficiency of both the program of the College of Education and the school program of the county.

Summary

In review, it may be said that the program of the College of Education for the preparation of teachers, supervisors, and administrators is an endeavor to: (a) prepare efficient workers for the various occupational jobs found in education in Georgia; (b) use the college as an integral part of the development of better school conditions throughout the state; and (c) conduct research, the results of which may aid in the solution of many of the problems with which the schools are faced.

The logo for Fisk University is visible in the bottom right corner of the page. It features a large, stylized 'F' and 'S' with a building illustration integrated into the 'S'. Below this, the word 'UNIVERSITY' is written in a smaller, spaced-out font.

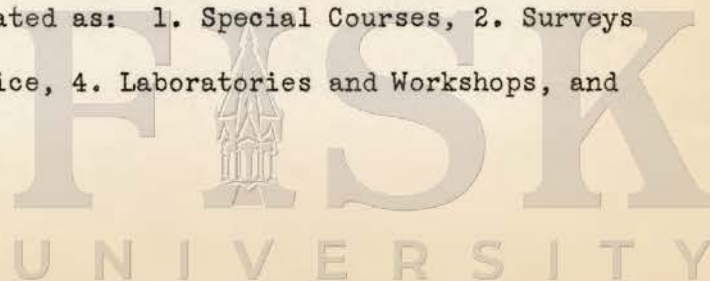
GEORGE PEABODY COLLEGE FOR TEACHERS

The purpose of George Peabody College for Teachers is training for educational leadership, and to this end it devotes its entire resources. Since the initial gift was made by Mr. George Peabody for the benefit of education in the South to the present time, one central purpose has been in mind - to elevate the quality of life, especially in the South, through education.

The following statements set forth the general characteristics and point of view of the institution as conceived by its Board of Trustees, its faculty, and administrative officers:

1. It is identified with the life of the region it serves.
2. Although its emphasis is regional, it takes into account the life of the nation as a whole. As it contributes to the nation through its leaders, so it receives from leaders of other regions a continuous flow of energizing ideas.
3. It provides a common core of educational experiences for those whom it develops and guides as educational workers.
4. It provides for various types of specialization necessary to meet the demands which the complex life in a democracy makes of its educational workers.
5. It develops progressively procedures and techniques whereby its faculty may be not only educational leaders, but interpreters and planners of social progress as well.
6. It serves as a laboratory for intensive research on problems of general educational import, and as an experimental center for the exploration and validation of educational hypotheses.
7. It slowly and continuously redefines its fundamental point of view and reorganizes its program of work.

In order to carry these concepts into action, the College has set up a variety of services both on and off the campus. In addition to its regular courses designed for the training of persons for various types of professional positions, these services may be designated as: 1. Special Courses, 2. Surveys and Special Studies, 3. Consultant Service, 4. Laboratories and Workshops, and 5. Institutes and Conferences.



1. Special Courses

In order that both graduate and undergraduate students may become more fully aware of conditions which affect the people among whom they are to live and work, certain courses have been introduced which provide special emphasis on certain large problems which characterize our region. Among these are "Problems of Dual Education in the South", "Social Problems of the Southern Region", "Research in Southern Problems", "Regional Studies - the South", and "Economic Problems of the South - Rural."

The fact that these courses are attended by large numbers of the graduate students is some indication of a felt need for this type of service.

2. Surveys and Special Studies

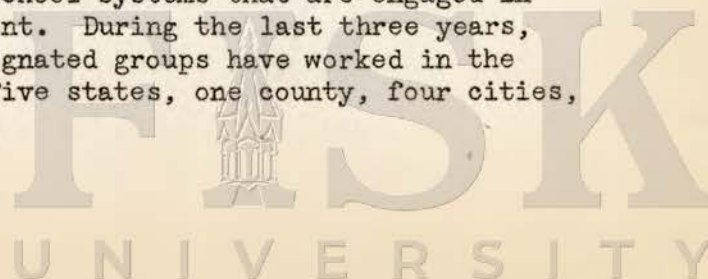
Principally through the Division of Surveys and Field Studies, the institution conducts one or more educational surveys each year. Some of these surveys are comprehensive in nature including every aspect of a whole school system. Others are less comprehensive but include some special aspect of a school problem that has general significance. Higher institutions for white and Negro students, city and county school systems, and an occasional study of a problem on a state-wide basis represent the major part of this activity.

3. Consultant Services

Consultant services are provided through cooperative arrangements with state departments of education, local school systems and individual schools. While the major portion of this work is carried on through the Division of Surveys and Field Studies, it is by no means limited to that Division. Many faculty members render direct consultant services to schools and school systems throughout the year. Such services have been rendered to state programs for the improvement of instruction in Alabama, Arkansas, Florida, Kansas, Mississippi, Tennessee, and Virginia; County School Systems: Sumpter County, South Carolina; Cullman County, Alabama; City School Systems: Drew, Mississippi; Nashville, Tennessee; Paris, Arkansas; North Charleston, South Carolina; Blytheville, Arkansas; Sumpter, South Carolina; and Columbia, South Carolina. Consultant relationships also have been worked out with a number of teachers colleges and higher institutions. A special arrangement exists between Peabody and Fisk University wherein a member of the staff at Peabody is consultant to the department of education at Fisk.

4. Laboratories and Workshops

The curriculum laboratory at Peabody seems to have made a distinct contribution to the improvement of educational practices in the South during the past eight years. The purpose of the laboratory is to provide guidance materials and facilities for selected groups from state and local school systems that are engaged in planning curriculum improvement. During the last three years, nineteen such officially designated groups have worked in the laboratory. They represent five states, one county, four cities, and one individual school.



At least six state universities in the Southeast have established curriculum laboratories in order to serve their own state programs. These laboratories are probably an outgrowth of the direct and indirect influence of the laboratory at Peabody.

The laboratory or workshop idea has expanded gradually so that now it includes a much broader scope than formerly. Special groups interested in the education of teachers have worked for the past four years. Their interests have centered more and more upon the problem of educating teachers for small rural schools. This year in response to a strong request, a workshop for representatives of colleges and junior colleges is being organized. Also the workshop idea is being developed in one field of major interest, namely, the social studies.

Coordinate with the development of the laboratory at Peabody has been a similar laboratory at Fisk University under the immediate direction of a member of the staff at Peabody. Through this laboratory during the past five years several hundred Negro teachers and administrators have worked together on their common problems.

5. Institutes and Conferences

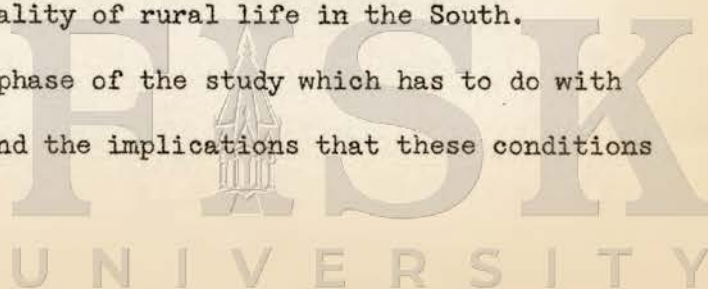
Throughout the year, particularly in the summer, Peabody holds a number of regional conferences on problems of social significance. For the past seven years there has been an annual Curriculum Conference during the summer session. Each year special emphasis is given to some problem of particular significance to education in the southern states. Other similar conferences and institutes are Institute on Professional Relations, Reading Institute, School Administrators Conference.

All of these activities produce their reactions upon the members of the staff at Peabody so that as the various types of services are rendered, the institution is stimulated to renew constantly its on-campus program so that it may be more closely related to the problem of improving the quality of life in the South.

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During the past two and a half years the Division of Surveys and Field Studies, in cooperation with the department of education at Fisk University, has been conducting a study of the small rural schools of the South. The fundamental purpose of the study was to discover the actual conditions of rural schools (both Negro and white) and to find ways and means of improving them and through them the quality of rural life 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 to the teacher-educating institutions and to assist them in studying their 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 a continuing program of rural regional research and service.

The following program was, therefore, set up for continuing and implementing the study of rural schools in the South.

1. A continuing program of rural research and service by the Division of Surveys and Field Studies; 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. The selection of four teacher-educating institutions, two white institutions and two Negro institutions, for cooperation 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. The selection of four county systems with which Peabody would work 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. Exploring 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. The encouragement of county and state groups to use the facilities at Peabody and Fisk in developing curriculum materials especially adapted to rural schools and their needs.



Council mtg

COUNCIL ON RURAL EDUCATION
Hotel Washington
Pennsylvania Avenue, 15th and F. Street, N. W.
Washington, D. C.

January 5 and 6, 1940
Ten o'clock

This meeting of the Rural Council will concentrate its attention on: (a) programs of the six teachers colleges with which the Julius Rosenwald Fund is cooperating; (b) wise procedures in the preparation of rural teachers as illustrated by the successes and failures of these institutions.

Friday will be devoted to a consideration of teacher education on the basis of the activities of the six institutions: (1) Fort Valley State College, Georgia; (2) West Georgia College, Carrollton; (3) Tuskegee Institute, Alabama; (4) Jackson College, Mississippi; (5) University of Georgia, Athens; (6) George Peabody College, Nashville.

Saturday will be devoted to teacher education on the basis of specific areas of concentration:

Rural life arts, including acquaintance with farming, handcraft, health, and homemaking;

Practice teaching and rural experience, and their relation to the formal teaching of educational methods and sociology;

Recreation and expression;

General education;

Selection of students.

On following pages are given: (a) list of those attending the conference; (b) brief outlines of the six institutions which will form the basis of discussion; (c) more extended outlines of the work of these colleges, prepared in each case by the director of the institution.

MEMBERSHIP OF THE COUNCIL

W. W. Alexander, Administrator, Farm Security Administration, Washington,
D. C.

Willard W. Beatty, Director of Education, Office of Indian Affairs,
Washington, D. C.

Karl W. Bigelow, Director of Commission on Teacher Education, American
Council on Education, Washington, D. C.

Horace Mann Bond, President, Fort Valley State College, Fort Valley, Georgia

J. Max Bond, Dean, Dillard University, New Orleans, Louisiana

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

Edmund deS. Brunner, Teachers College, Columbia University, New York City

Doak S. Campbell, Dean of the Graduate School, George Peabody College for
Teachers, Nashville, Tennessee

Deborah J. Cannon, Supervisor, Prairie Farms School, Tuskegee, Alabama

Elizabeth P. Cannon, Department of Education, Spelman College, Atlanta,
Georgia

Porter Claxton, West Georgia College, Carrollton, Georgia

Walter D. Cocking, Dean, College of Education, University of Georgia, Athens

J. C. Dixon, Julius Rosenwald Fund, Chicago

P. H. Easom, State Agent for Negro Schools, Jackson, Mississippi

Edwin R. Embree, Julius Rosenwald Fund, Chicago

Leo M. Favrot, Baton Rouge, Louisiana

D. F. Folger, Farm Security Administration, Tygart Valley Homesteads,
West Virginia

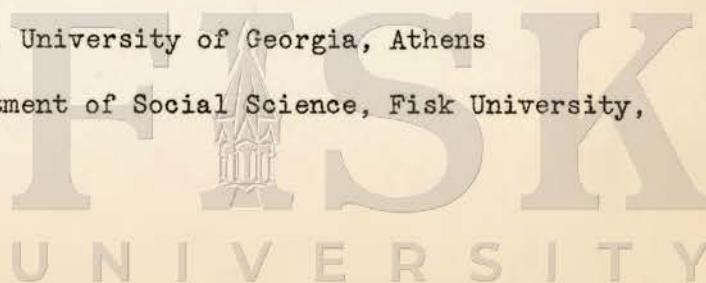
Burton Fowler, Tower Hill School, Wilmington, Delaware

Molly Flynn, Educational Division, Farm Security Administration, Washington,
D. C.

I. S. Ingram, President, West Georgia College, Carrollton, Georgia

Nolen M. Irby, College of Education, University of Georgia, Athens

Charles S. Johnson, Director, Department of Social Science, Fisk University,
Nashville, Tennessee



William Line, Canadian National Committee for Mental Hygiene, Toronto,
Canada

A. R. Mann, General Education Board, New York City

Franklin C. McLean, University of Chicago

Paul R. Morrow, College of Education, University of Georgia, Athens

F. D. Patterson, President, Tuskegee Institute, Alabama

Jacob L. Reddix, Teacher at Roosevelt High School, and President of Consumer
Cooperative Society and Credit Union, Gary, Indiana

Floyd Reeves, University of Chicago (Director, American Youth Commission)

Josie B. Sellers, Principal, Fessenden Academy, Martin, Florida

James F. Simon, Julius Rosenwald Fund, Chicago

Margaret S. Simon, Julius Rosenwald Fund, Chicago

Marion Smith, Chairman, Board of Regents, University System of Georgia.

Grace Tietje, Sheffield School, Tennessee Valley Authority, Sheffield,
Alabama

J. A. Travis, Assistant State Agent for Negro Schools, Jackson, Mississippi

Fred Wale, Educational Division, Farm Security Administration, Washington,
D. C.

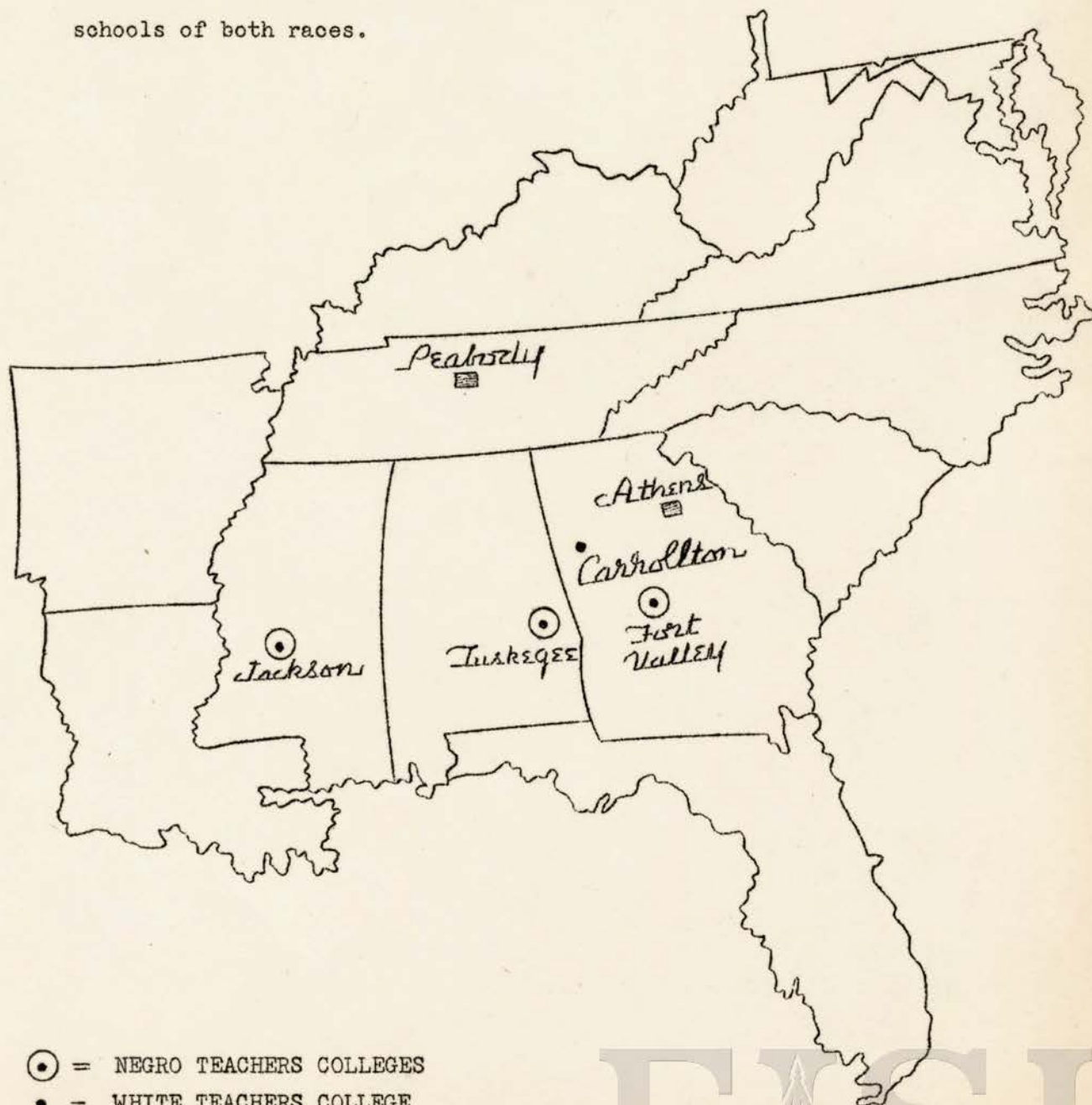
Arthur D. Wright, Southern Education Foundation, Washington, D. C.

Edward Yeomans, Farmers' Foundation, Asheville, North Carolina



Brief Outlines of the Six Institutions
which will form the Basis of Discussion

The Julius Rosenwald Fund is cooperating in the preparation of rural teachers at four colleges, three Negro and one white. It is also contributing to special departments of two regional institutions for the training of higher educational personnel who will have influence on the schools of both races.



- ⊙ = NEGRO TEACHERS COLLEGES
- = WHITE TEACHERS COLLEGE
- ▣ = HIGHER INSTITUTIONS OF REGION-WIDE INFLUENCE

1. Fort Valley State College, Georgia: This college, formerly under the auspices of the American Church Institute for Negroes, became last summer a part of the State University System of Georgia. This institution is being built into a four-year college, and the curriculum is being aimed at the training of rural teachers.
2. West Georgia College, Carrollton: A two-year white junior college, fifty miles from Atlanta, which has declared itself as having for its chief concerns the training of rural elementary teachers and the supervision of all schools, both white and Negro, in Carroll County. This college is to add a third year to its course. Three rural schools have served as practice centers, and an experiment has been conducted for the past two years in a course designed to give prospective rural teachers acquaintance with all the problems of rural life, and practice in solving those problems.
3. Tuskegee Institute, Alabama: This four-year institution, probably the best known and most significant of the Negro colleges in the rural South, is making a strong attack on the problem of educating Negro rural elementary teachers. To this end, the Institute has drastically reduced the scope of its work. The Department of Education is now primarily engaged in the preparation of elementary teachers, rather than that of secondary teachers which was formerly a major endeavor. Two schools, a five-teacher school at Prairie Farms (an all Negro resettlement project twenty-five miles from Tuskegee), and a three-teacher school at Mitchell's Mills (three miles from Tuskegee) offer practice teaching.
4. Jackson College, Mississippi: This denominational school, poorly supported for many years, is being offered to the State of Mississippi as part of the regular tax supported system. It is expected that under

state auspices, this institution will be reorganized into a two-year teachers college, with the sole aim of producing better trained rural teachers for Negro schools. Of the six thousand teachers in Mississippi now, half have educations below the high school level.

5. University of Georgia, Athens: The College of Education of the University of Georgia regards as one of its major responsibilities the training of county supervisors and administrators, as well as the training of rural teachers. In order that these very important people may have practical experience, the college has adopted a near-by county, and has entered into a five-year agreement with the county to: (a) aid in improving conditions within the county and its communities through the agency of its schools; and (b) provide an actual field laboratory for the College of Education.
6. George Peabody College for Teachers, Nashville: This most important teachers college in the South is in a strategic position to influence teachers and teaching procedures over the entire region. Under the direction of Doctor Campbell and Doctor Brewton, plans are being completed for a strong department of teaching and field consultation in rural education. In connection with the professional preparation of teachers, Peabody will take over in at least two near-by counties the supervision of rural teaching in both white and colored schools.

WHAT FORT VALLEY IS TRYING TO DO IN THE FIELD
OF RURAL EDUCATION

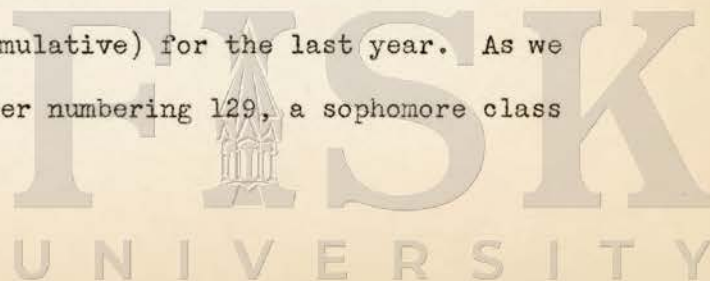
Since the program here has been in operation only for the space of two and one-half months, this description must of necessity include many proposals as well as statements regarding actual developments.

Fort Valley in Transition

The setting of our efforts may be of interest. This school, as the Fort Valley Normal and Industrial Institute, was a combination of high school and junior college. In addition to operating the high school for Peach County, the school also operated the elementary school for the City of Fort Valley. This relationship had decided advantages for the school as formerly operated and, indeed, for the college so far as its provision of laboratory facilities extends. It has decided disadvantages inasmuch as the work of the high school and college was closely intermingled, always a disadvantage to a college situation.

We have this year added a third college year. We have also separated the work of the high school from the college in everything but physical plant; and here there has been separation as far as practicable in that all high school classes are limited to the upper floor of one building. However, further separation is imperative; and one of our prime needs is a separate building so that high school and college students will not be placed in proximity on the college campus.

Our student body, on the college level, numbers 225. This is compared to an enrollment of 114 (cumulative) for the last year. As we have a freshman class for this quarter numbering 129, a sophomore class



of 79, and a junior class of 17, another considerable problem is what to do in view of an incoming freshman class in the fall of 1940, when, at the present time, our dormitory facilities for women are overcrowded. It does have some promise regarding the use of selection on the basis of limited dormitory facilities.

The college faculty as such has been only slightly extended. Among physical needs, besides dormitory space, are provision for library and science laboratory extension. The elimination of the high school from the college campus will solve pressing classroom and laboratory requirements for some time to come. The faculty could be greatly improved and needs to be from the standpoint of academic preparation. However, it has occurred to us that the principal problem here is the question of attitude; and that, with the addition of only one or two other persons, it may be possible on the college level to educate the faculty already here to achieve satisfactory ends.

First Steps at Fort Valley

Considering it to be the function of this institution not only to develop new techniques but also to describe difficulties as they arise as a sort of documentation of an educational experiment, let me call attention here to several elemental difficulties which immediately present themselves.

A survey of various educational experiments in the past impresses forcibly by their failures as well as by their successes. On close inspection these failures are seen to be the difficulty of combining imagination with practical, executive implementation of the idea. Another forcible observation that occurs to any one plunged into a

potential experiment in education is the immense difficulty of overcoming separative tendencies of all sorts. Of all evils in developing educational programs of a progressive tendency, that most characteristic is the separatistic tendency of the different agencies that have grown up over the years, and the human desire for power which leads those responsible for these agencies to seek to establish their particular institution as the paramount one to do the task.

Educationally we have local agencies; we have two or three varieties of state agencies; and we have an increasing number of federal agencies. Within each of these spheres the intense jealousies and ambitions of the personnel, each purportedly employed to do much the same kind of thing but each seeking to do it with the end to achieving dominance, is nothing short of a frightful spectacle for one to contemplate in persons supposedly engaged in the leadership of agencies intended to render service to little children. Local school districts, state departments of education, state departments of vocational education, federal departments of vocational education, and now the National Youth Administration, are all observed by an objective student of the process to be busily engaged in cutting each other's throats, destroying each other's reputation, and struggling with each other to the end that one division or agency should have more authority and power than the other. The spectacle, in short, is one that leads one to wish either for a pure centralizing dictatorship that might correlate these diverse agencies or for a pure democracy of cooperative will that would achieve the same ends.

Since the first end was not practicable, we have moved in the direction of the second at Fort Valley as our first step. We have

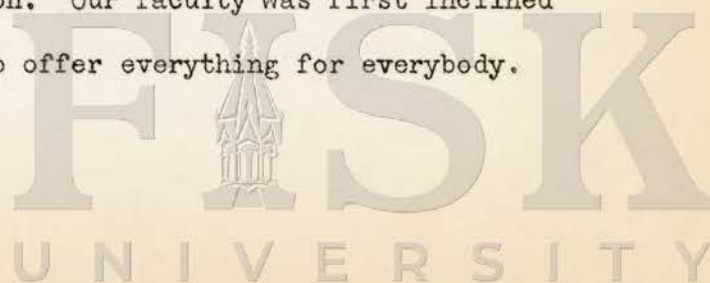


arranged a faculty seminar designed to acquaint our faculty at least with the possibility of cooperation. It is also designed to educate the faculty in the possibilities of the institution. This faculty seminar meets once a week for a two-hour period of discussion. All members of the staff in the college, the high school, and the training school, belong to it. We have also included the supervisors and principals within a radius of fifty miles. A peculiar advantage in our small town situation is that there is little else to do; and so our faculty seminars are well attended and enjoyed.

The seminar is broken down into sub-committees. For example, one committee is studying the social and economic background of our immediate area of fifty miles; another committee is sponsoring an adult education center for the community, called the Fort Valley People's College.

It is our hope that our program will develop from this functional group - the faculty and students meeting for a consideration of their problems. We have had as speakers representatives of the State Department of Education, of county and city systems of schools, of our own governing agency - The Board of Regents - and of kindred and allied institutions.

Limitation of efforts: Our functions here, as at many another state institution, have not been precisely defined. There is great pressure on every hand for us to try to do everything. Parents and students urge us to do vocational work, liberal arts work; various other persons wish the same expansion. Our faculty was first inclined to look forward to rapid growth - to offer everything for everybody.




We have pointed out to the faculty what funds we have and how far those funds would extend, and we have given them the choice either of limiting our funds to an area which would promise some security for them or dissipating them over a wider area with no consequent hope of improvement. The faculty has seen the light. Our financial position, while not the best in the world, gives at least the great boon of not having to have as many students as we can. We therefore feel that we can adopt a program, announce it, and then let what students wish to, come; and our experience indicates that this will include as many as we can handle, no matter how narrowly we define our area.

This is not to say that we are unwilling to expand; but we do feel that expansion should be accompanied by expansion in available funds to support new efforts.

Tentatively we have hit upon the idea of concentrating our attention on an area within fifty miles of Fort Valley. This may seem narrow, but we have seen no reason to try to do everything with the small funds at our disposal. We can do an excellent job with the funds available within that area. There were more than a quarter of a million Negroes living within this fifty-mile area in 1930.

Within this area we propose to attract fifty per cent of our freshman class; to render service to adults and to schools; to encourage growth of teachers, supervisors, and principals; and to carry on experimental studies of various sorts. Our freshmen this year came from all over the state. We will probably have a similar wide distribution in the future, but we do not intend to compete with the other two state institutions outside of this fifty-mile area for students or for anything else until we are told to do so by our governing board.

The logo for Fisk University is positioned at the bottom of the page. It features the word "FISK" in large, bold, serif capital letters. Below "FISK" is the word "UNIVERSITY" in a smaller, all-caps, sans-serif font. In the center of the "FISK" text, there is a small, detailed illustration of a building with a steeple, likely representing Fisk Hall.

Specific Aspects of the Program - Internally

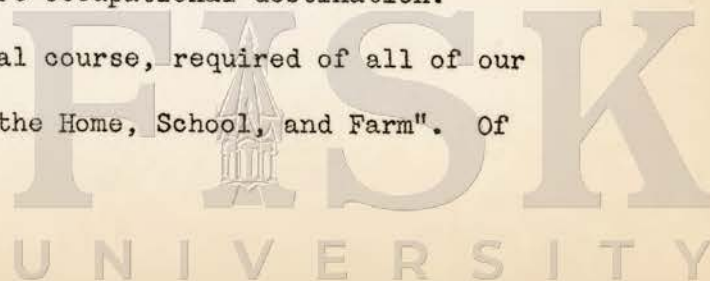
These are the foundation steps in the program for the education of rural teachers:

1. Student Selection. This was difficult to carry on this year inasmuch as such a late start was made - on August 1 - that there was no way of telling if we would have any students at all when school opened, and it was feared by many that the enrollment, under the loosest methods employed, would not be as large as for the year before. However, we did exercise some selection by offering scholarships and aid only to ranking students, by personal interviews, and by other devices.

It has been gratifying to note that in the Southeastern Aptitude Tests administered by the University System of Georgia, our freshmen were considerably above the median for Negro freshmen enrolled at the other two state institutions. They are still as far below white freshmen students as those white freshmen are below national norms. But we have learned a great deal and, if by nature of limited dormitory facilities, we can limit our freshman class next year to 100, out of a potential 200, we should do much better even than the private Negro colleges of the Atlanta University group.

2. The Organization of Student Experiences - Curricular. Following in some degree the University System scheme of general education, some modifications have been made. In the general courses taught in English, the social sciences, and mathematics, we have tried to make modifications to adapt our instructional materials and methods to the needs of the students and their future occupational destination.

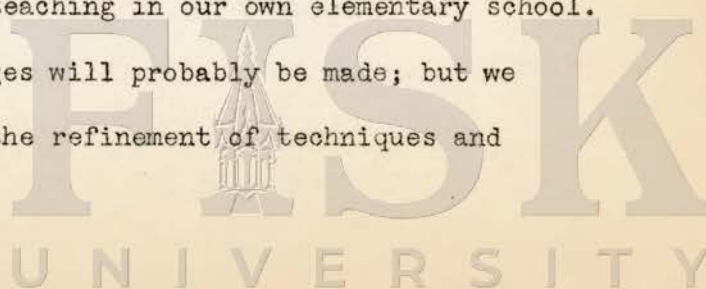
We have introduced a general course, required of all of our freshman students, called "Arts for the Home, School, and Farm". Of



three sections, one goes to a general craft shop period, one to a general homemaking period, one to a general agriculture period. Each of these groups has developed activities to give meaning to specific problems studied. For example, a section in the shop is making furniture for the living room of the women's dormitory; another section is making drapes and upholstery for this furniture. A group in the agriculture section is conducting a cooperative poultry project, seven girls and three boys going in for raising five hundred baby chicks to be sold through the recently organized student cooperative.

We have regarded the matter of giving a prospective teacher experience in being with children early in his or her school program of paramount importance. This year we are trying the experiment of sending all of our sophomore students into the field for the middle - second - quarter. They will be accompanied by their teachers; and it is our hope that the teachers will profit as largely from the experience as the students. We are to use three areas for observation and actual practice. One third of the class will go to the training school - the large elementary school staffed by our own critic teachers across the street - for a two-weeks' period of observation; then for three weeks to live at the Flint River Farms where they will work in the Resettlement Project School there, living in the teacherage; and then for three weeks in one- and two-teacher schools in the county. This will mean that each of our sophomore students will have two weeks in general orientation, three weeks in residence at the Flint River Project, three weeks teaching in a rural one-teacher school, and three weeks teaching in our own elementary school.

This is experimental; changes will probably be made; but we look to it as to an opportunity for the refinement of techniques and



methods in the selection of students for further training, as well as for an opportunity to develop new materials in our college courses. For example, the teacher of English who normally would have been teaching two sophomore English sections will go with his students to the field; and so will the teacher of social science, the teacher of mathematics, the teacher of general science. We hope that from this joint experience both teacher and student will discover how the formal college courses may be corrected.

During the junior year, students are this year assigned to a curriculum workshop in which methods, materials, and children's literature are examined. This class includes only 17 persons, and it is intended to make it a sort of seminar in which several instructors are brought in for conference, to eliminate many of the different course offerings usually distributed over a program of professional education.

3. The Organization of Student Experiences - Extra Curricular.

The development of extra-class activities that at the same time shall be directly connected with formal instruction has been encouraging though, in all truthfulness, accompanied by numerous problems that only time can solve. For example, we have developed a student cooperative that is selling goods, producing vegetable and poultry products for sale to the dining hall and elsewhere. Instead of formal assembly or "chapel" periods at which the faculty and the president speak, students take complete charge, dramatizing various matters. For example, Mrs. Duncan's class in the curriculum dramatized very effectively the "Old" and the "New" school. Mr. Hale's group dramatized the economic plight of white and Negro workers in the nation - Mr. Hale was a very excellent white

sharecropper; and there were Negro housemaids, lumberjacks, stevedores, automobile workers, together with Mr. Ford, Mr. Rockefeller, and Mrs. Roosevelt. There was a book discussion simulating a bridge club meeting, in which I was astonished at the way in which the practice of these students in the kind of self-expression they get in these activities is helping them develop.

We have students on each of our committees - administrative and personnel. There is self-government in dormitory and other groups. In many ways we try to simulate in our own organization the kind of democratic participation we should expect the students to encourage when they begin to teach.

We have also organized a People's College in which students are to serve as administrative officers - dean, registrar, etc. Since this is yet to start, we cannot be too definite about its success. We have also numerous other schemes on foot; but how far and how fast they can go is a matter to be questioned.



WEST GEORGIA COLLEGE
Carrollton, Georgia

Origin and History

West Georgia College, a division of the University System of Georgia, was officially founded on April 15, 1933, at Carrollton, Georgia. The college was established as a coeducational junior college on the site of the Fourth District Agricultural and Mechanical School.

The campus, located among the foothills of the Blue Ridge Mountains, is composed of 275 acres. The college serves a large and rural area. When the present buildings are completely equipped and the library enlarged, the plant will be adequate for the present student body of approximately five hundred people. The college is fully accredited.

The Purpose

The purpose of West Georgia College is to bring within the reach of earnest young men and young women of the western part of the state the advantages of a standardized state junior college, and to aid in the betterment of rural life through the training of elementary teachers and future citizens. These aims can be stated thus: the progressive development of the individual to take his or her place in and improve society. The faculty consider this main objective as the product of three subsidiary aims:

For all Students	I To give general education on the junior college level.
For Special Groups	II To develop prospective teachers.
	III To further develop teachers in service, including supervision of both white and Negro schools.

Interrelationship of the Objectives

500 first- and second-year students take the regular junior college courses in the social sciences, biological sciences, and English in partial

fulfillment of objective I. Courses in other fields complete full requirements of this objective.

450 first- and second-year students take one or more courses in home economics, rural life, education, do NYA work under faculty supervision, or participate in the varied student activities program.

250 first- and second-year students take courses in the department of education in partial fulfillment of objective II.

60 second-year students do three months of practice teaching and observation at the Maple Street School in further fulfillment of objective II.

33 carefully selected second-year students acquire three months actual teaching experience in a realistic rural environment in the laboratory schools at the Sand Hill, Tallapoosa, and McGibboney Schools in Carroll County. This completes objective II.

These 33 highly trained and experienced graduates represent the special product of this institution. More than 400 other students have contributed to their development.

The School at Work

Objective I - general education

The first objective has been designed to give the student strong courses in general education. These courses are uniform throughout the University System.

Objective II - to develop prospective teachers

This objective is our main goal. The University System of Georgia through its unit at Carrollton is carrying on an experiment in the training of teachers for rural schools. Fortunately for the project of teacher training at West Georgia College, the Rosenwald Fund has given money for

providing additional personnel. This experiment has now been operating two and one-half years. The plan involves three definite phases of our program:

1. General education

In addition to the regular courses which are uniform throughout the University System, two special courses in English have been instituted: Children's Literature, and Freshman English.

a. Children's Literature

The reading of books can mean nothing to the reader unless what he reads becomes a part of his active or thoughtful life. The first requisite in reading is that the book be worth reading; the second is that the reader be skillfully and fluently aware of the reading technique. Only practice brings the second; only knowledge and taste can select proper books. The student in children's literature is benefited as a person and as a teacher. She fills in the gaps in her own reading background, and increases her reading skill. As a prospective teacher she learns to select and present literature to the children of the grades.

b. Freshman English

The purpose of this course, which runs two quarters, is to develop in the student an adequate command of English, both written and spoken. To this end, students are required to write exercises and themes and to do extensive reading under the supervision of the instructor. Subjects for the themes are expected to be chosen from the students' own experiences and observations. Wide choice is allowed in the selection of the reading, the main objects being to develop a taste for good reading and to acquaint the students with the ideas of as many authors as possible. Formal grammar is taught mainly in connection with the students' writing. Formal rhetoric is taught not at all. Oral English is naturally and incidentally a part of almost every recitation.

2. Teacher training program

The courses in education are organized to provide for acquaintance with all phases of the elementary school, to give practice in as many activities as possible in which an elementary teacher must engage, and to provide for gradual induction into responsible teaching. These activities begin with general education courses, rural life courses, and Introduction to Education.

a. Observation

In the course in Introduction to Education, regularly scheduled observations in all grades of the elementary school are required. These observations are made under the direction and

guidance of the director of teacher training. Records of happenings and data on specific teaching situations obtained in these observations afford a basis for study of teaching in conferences that follow. These observations and conferences provide for the development of the habit of analyzing teaching situations, for bringing content of professional courses to bear upon the teaching situation, and acquaint students with the physical set-up and operating organization of the elementary school. They also aid in arriving at educational principles to guide in teaching and to prepare students to analyze their own teaching. After this series of observations is made, the students choose the grade level for concentrated work in student teaching.

b. Student teaching

The first period of three months of student teaching provides for concentrated observation, participation, planning, and responsible teaching under careful supervision in a public school in Carrollton.

Study of the children through first-hand observation, records, etc., is emphasized so as to enable the student teachers to teach children and meet individual differences, rather than teach a grade or subject matter.

Early experiences are carefully chosen and carefully planned to assure their success. During the three months in the public school the students participate in as many different activities as possible, both in and out of the classroom. Individual and group conferences with supervising teacher and director of training provide opportunities to raise and discuss any problem relating to teaching, and give guidance in self-evaluation and evaluation of children's work.

c. Materials and Methods

Running parallel to this first experience in student teaching is a course in Materials and Methods which acquaints the students with general principles of organization and management of the classroom and the school, its philosophy and objectives, its equipment and materials, long-view planning and study and demonstration of techniques for teaching particular subjects. Experiences in collecting, producing, and classifying supplementary teaching materials are provided through work in the Materials Bureau, where all state texts, state library books, inexpensive pictures, pamphlets, and graphic materials are available.

d. Teaching in the rural schools

Three rural community schools have been taken over by the college to supplement the teacher training program and to demonstrate the building of a curriculum around the problems

of living which include all members of the community. After successful student teaching has been done in the city school, an assignment to the level that seems most suitable to the student's interests and abilities is made in one of the three rural schools. Here a second period of three months of responsible teaching is done under the guidance of a trained supervisor. Gradual induction into this new situation is made so as to make as slight an interruption as possible for the children by a change of teachers. During this period the students participate in all phases of community life, with constant guidance of the rural supervisor with whom she is assigned.

e. Carroll County Materials Bureau

The purpose of the Carroll County Materials Bureau in the teacher training program is to serve as a laboratory where students in various courses of the teacher training department can have first-hand experiences in getting acquainted with materials by selecting, organizing, and using a wide range of textbooks, library books, pamphlets, clippings, and the many types of visual aids; and where they can receive guidance in the study, production, and use of these materials.

3. Rural life courses

The rural life courses are built on the premise that teaching in the country schools of the South can be made more effective and valuable for rural people than it now is. This premise includes the belief that the problems of rural teaching are sufficiently distinct to merit special consideration beyond the basic principles of general pedagogy.

a. Course 1 - The Rural School in its Social Setting

Appreciation of the fundamental soundness and value of wholesome rural life. Recognition of the obligations and opportunities of the rural school as an agent for social service. Development of a desire to participate in rural leadership. Practical cases of more serious and neglected social needs in rural life that the schools might help to fill. Study of great rural schools and rural social movements. Organization and operation of community clubs. Group recreation. Development of better attitudes of the rural public toward the duties and obligations of citizenship. Conservation of natural resources. Acquaintance with, and study of, exemplary men, women, families, farms, and homes in northwest Georgia. Familiarity with the magazines, books and the government and private agencies and enterprises pertaining to the improvement of rural communities. Economic problems of rural communities.

b. Courses 2 and 3 - The Science and Art of Rural Life and Education

The agricultural background in rural life. What the teacher needs to know about the care of soils, production of crops and animals, marketing, preservation of food, nutrition, care of the home, the home grounds, the kitchen garden. The natural setting of rural life: local geography, climate, natural resources, physics and chemistry as applied on the farm and in the home. The cultural aspects of rural life; sources of inspiration and satisfaction in literature, art, music, philosophy, and religion. The teacher's personal problems of health, economy, controlling his school, and getting a hold on the people he serves. The teacher's professional problems not solved in other courses; what is needed from educational psychology, school administration, pupil management. Resistance and immunity to exploitation, high-pressure selling, fads, mysticism, fallacies, and quackery.

Throughout all three quarters there is actual practice in as many projects as possible: production of an all-year family garden; conduct of business meetings with organization and parliamentary practice; collection of teaching materials and aids; participation in public service such as civic and church; planning and working school programs for commencement, holidays, and special occasions; preparation and practice in suitable forms of speech, such as introducing prominent speakers; making invocations and leading in devotional exercise; officiating at banquets; making church talks and civic speeches; meeting worthy people and visiting interesting places; learning good songs for rural people, and assembling collections of good poems, stories, etc.; approaching and securing the services of special talent, such as county superintendent, county agent, home demonstration agent, health authorities, musicians, ministers, and capable private citizens.

Objective III - to further develop teachers in service, including supervision of both white and Negro schools

In the realization of this objective, the college, in cooperation with the county school superintendent, employs a white and a Negro supervisor. Short courses, summer schools, extension classes, conferences, and the Materials Bureau are used to help the teacher in service.

1. White supervision

This phase of our program involves the establishment of a co-operative program with the Carroll County Board of Education in a project of supervision for the county schools. Its purpose is to (a) develop a long-view educational program growing out of the needs of Carroll County; and (b) promote a short-view program meeting immediate needs by developing professional

growth among teachers, improving organization in the individual schools, improving the selection and use of teaching materials and completing consolidation as planned in certain areas.

2. Negro supervision

This phase of the program involves the establishment of a co-operative program with the Carroll County Board of Education and with the Southern Education Foundation in a project of supervision in the Negro schools of Carroll County, and a study of Negro education on an elementary level. It includes supervision for the purpose of improving instruction; distribution of free textbooks and teaching materials; promoting community interest for organization, housing, and equipment; and serving on and contributing to the Rural Life Council at West Georgia College.

3. Carroll County Materials Bureau

The purpose of the Materials Bureau is to (a) furnish materials to teachers for use in classrooms and community work throughout the county; (b) demonstrate to teachers how to collect, use, and organize materials in their schools and classrooms; (c) provide a laboratory where both teachers in service and students in training can receive guidance in the study, production, and use of materials; (d) furnish concrete materials and guidance to committees at work on the solution of problems assigned in the program of the County Teachers Association.

THE TUSKEGEE INSTITUTE PROGRAM OF RURAL EDUCATION

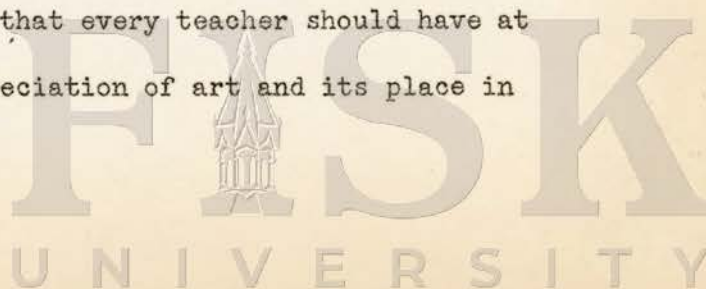
Tuskegee Institute is primarily concerned with the education of teachers for community leadership and for the operation of community-centered schools in rural areas of the South. Several steps have recently been taken in reorganizing the learning experiences of students and in providing more favorable conditions for learning.

1. Organization of curricula into lower and upper divisions and the development of a general college curriculum in the lower division (the first two years).
2. Combination and integration of professional subjects into broad areas of work.
3. The development of the campus laboratory school as a demonstration center in which students get initial pre-service professional training in the study of methods and administration of teaching in preparation for teaching internship in off-campus schools.
4. The provision of internships in typical community schools for student teachers to replace the traditional type of practice teaching.
5. Development of a plan of selection of students.
6. Study of plans for follow-up of graduates in service.

General Education

Organization of the lower division is outlined below with brief statements of each type of work.

Art. A one-year course in drawing and art appreciation is required of students since we believe that every teacher should have at least an elementary knowledge and appreciation of art and its place in living.



English. Work in English for the lower division is organized as a two-year course in reading, writing, and speech. It is required of all students.

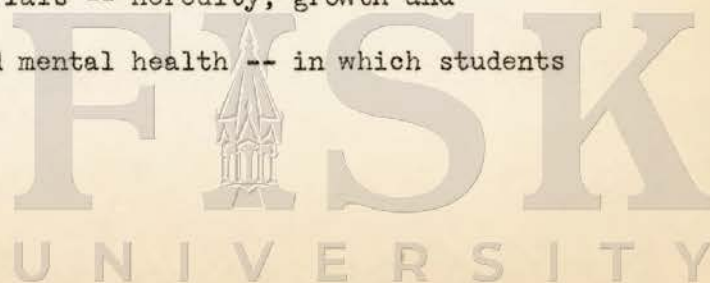
History. A one-year course in the history of mankind and the American nation is required of all students so that they will know something of what has happened (how and why) in the development of the world and the development of governmental cultures, and how the American nation of racial groups has been built.

Mathematics. A one-year course of functional mathematics has been developed and is required of all students in order to give them a working knowledge of the elemental quantitative aspects of living and their functional relations.

Physical and Health Education. Work in physical and health education is required of all students during the freshman and sophomore years.

Practical Arts. A program of general training in practical arts is required of all students in the lower division. The purpose of this work is to prepare prospective teachers in a wide range of simple manual skills that will enable them, as teachers, to use local available materials in making useful articles and to guide adults in the conservation and utilization of available materials.

Psychology. From the separate courses in general, educational, and advanced psychology, formerly in the curriculum, an integrated year-course in psychology has been developed for all students. This work is organized in five large units of materials -- heredity, growth and maturation, learning, personality, and mental health -- in which students



are provided opportunities for direct study of individual differences. A pre-school unit serves as a laboratory for observation and study of growth and learning in young children.

Science. Two courses in science are required of all students in the lower division -- a year-course in human biology and a year-course in physical science. The purpose of this work is to enable students to acquire a general understanding and working knowledge of science as a basis for professional preparation leading to the teaching of elementary science to children and adults in rural communities.

Sociology. A year-course in the sociology of rural life is required of all students in the lower division. The purpose of this work is to enable the student to secure a knowledge of social and community relations. Laboratory-field experiences are provided to enable students to develop an appreciation of community social institutions and to acquire some techniques of community study.

Electives for majors and minors in the upper division are being integrated into broad areas of work. At the present time there are two such areas - the fields of English and social science. The work in these fields has been organized on the seminar-laboratory basis and is so scheduled that all members of the English faculty meet with students in the English seminar work, and all members of the social science faculty meet with the students in the social science seminar. Work in these areas is individualized to the extent that each student, in addition to the work of the course, pursues a problem or type of work in terms of his needs and interests.



Professional Education

The problem of reorganizing the professional education program has been attacked in several progressive stages:

1. The content of prescribed professional subjects has been re-organized in terms of needs of our students by the process of combining and integrating the work of two courses into one. This first step was taken several years ago by combining two similar professional subjects: the elementary school curriculum and the secondary school curriculum. This made possible selection and elimination of materials and the provision of more functional experiences for students.

2. The next stage of development was marked by an extension of step 1. The number of prescribed professional subjects has been reduced from eighteen separate courses to three broad areas of professional work. A brief description of the nature of these three areas follows:

Special Methods and the Campus School. - A year of work that consists of the functional materials selected from courses in special methods, principles of education, classroom management, principles of teaching, educational sociology, and observation. Students do this work in the campus training center with the guidance of the supervisor, principal, and faculty of this school. This work is carried on by students throughout their junior year as a preparatory step to interne teaching in the senior year. It provides a basis for further student selection and aids in the planning of the internship program for each student.

Materials and Methods of Curriculum Study. A year of study of curriculum materials and methods of selecting pupil activities. The work of this course is selected from fields of history and philosophy of education, principles and techniques of curriculum construction. In the seminar-laboratory organization of the work, students and the professional staff work together on projects. This includes the study of real educational problems and the production of teaching materials. A culminating project is the development of a curriculum and an educational program for a community that is studied during the year.



Interneships for Student Teachers. In order to achieve the objective of preparing a community-social-worker type of teacher for the rural school, the curriculum has been organized so that practice teaching can be done under conditions similar to those which these teachers will meet upon entering the profession.

Training Centers

To make practice teaching real we have secured, through the cooperation of the local county officials, two complete communities in which the schools are used as training centers.

In these off-campus training centers the student-teacher assumes full teaching responsibility for the period of his interneship. Students begin their interneship by making a survey of the community. They thus become acquainted with the problems and needs of people in the community from which the instructional materials are selected. The principal, supervisors, and cadet-teachers cooperate with the community leaders and with the social and governmental agencies of the community in working out a community educational program within the framework of a general plan of school-community relations.

The guidance of the cadet-teacher during the period of his interneship is organized into steps that represent growth periods in learning to teach. In the early part of the cadet-teacher's experience, he turns in to the teacher trainer an activity sheet which gives an account of the work done on the preceding day. This aids the cadet-teacher in developing two important basic skills in teaching:

1. The ability to discover the great variety of opportunities for instruction that may grow out of a unit of pupil interest, and
2. The ability to select and organize these experiences into learning activities in accord with the experience levels of the pupils.

This leads the cadet-teacher to understand how to prepare pupil activities outside of those directly connected with a specific unit and to make use of the actual experiences of pupils.

The cadet-teachers carry on a program of community-school relations which includes activities in relation to:

1. Parent-Teacher Association of which a teacher is an official, and a member of standing committees such as health, recreation, program, religion, and homemaking.
2. Play nights which are twice a month. The cadet-teachers with the committee from the P.T.A. plan these activities.
3. Sunday evening inter-denominational services are arranged by a joint committee of teachers, young adults, and parents.
4. Adult education classes are conducted once a week with the cadet-teachers as instructors in literacy and in homemaking crafts.
5. Special occasions such as concerts, Hallowe'en party, community Thanksgiving dinner, community Christmas tree, fair of farm products and canned goods, Emancipation Proclamation celebration, Easter program, and health week celebrations.

Selection of Students

In selecting students for the rural education program under present conditions, the only available data are the student's transcript and statements of character from the principal or other persons. As the character statements (except when negative) are in general of little value, the selection is made almost wholly on the basis of the student's scholastic record. An effort is made to compare his record with both the high school and the college record of other students from the same school. Thus, in some cases, where the number of students from a given school has been sufficiently large, it is possible to estimate what the high school record of a student from a given school need be in order that the college record may be satisfactory. But except for the larger centers where some visitation is possible during the year, no data on personality or possible aptitude

for teaching are now obtained. This problem is particularly acute when the student comes from a rural center, as visitation of the large number of such centers is not at present possible.

During the orientation program through testing and guidance, a further selection is made.

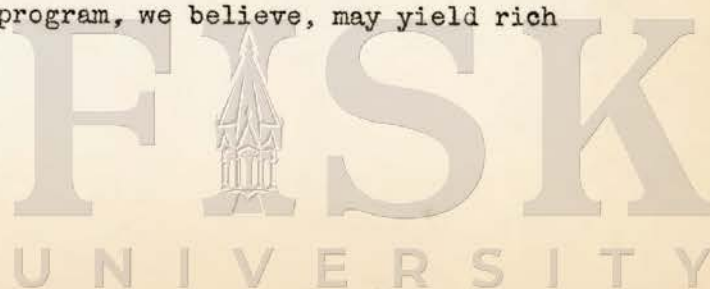
At the end of the freshman year, a careful review of the student's school record and ratings from teachers form the basis for the elimination of a number of students either because of lack of general ability or because of physical or serious personality difficulties.

There is need for additional coordinated guidance in this program especially in the areas of personality and teaching aptitude.

Follow-up of Graduates in Service

Follow-up of our graduates in service is a problem that requires further study and discovery of ways and means. A faculty committee is now studying this problem in relation to the entire program of pre-service training. Recently we have held two conferences with recent graduates now in the local county school system. The results have shown that such conferences are valuable and should be extended. We have contact with graduates of the past two years through correspondence which gives us valuable information for reorganization and changes in the pre-service program of teacher education.

Follow-up is very important for us because most of our graduates work in small schools or small school systems where there is a minimum of supervision and evaluation of the teacher's growth and work. Only a beginning has been made. A practical program, we believe, may yield rich returns if it can be developed.



JACKSON COLLEGE
Jackson, Mississippi

Mississippi is a rural state with a Negro population of about one million people. There are 6,000 Negro teachers, half of whom are very poorly trained. The state maintains only one institution of higher grade for training teachers for Negro schools. This is the land-grant institution located in a remote section of the state. There is great need for the establishment of a second institution somewhere in the central part of the state, whose sole function should be the training of teachers for the thousands of small rural schools. Jackson College is being offered to the state with land, buildings, and equipment, without cost and without debt, for the purpose of meeting this need.

In the event the State Legislature sees fit to take over this institution, it is proposed that the governing body shall be the State Board of Education and not the Board of Trustees of Higher Institutions of Learning. This would mean that the state agent of Negro schools would be the logical person to have something to do with the planning and directing of the institution's program. It is not the purpose or the desire of the present state agent to attempt to run the institution; he would act only in the capacity of a guiding and directing influence.

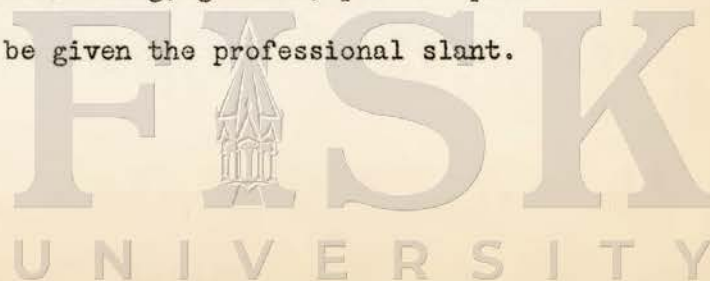
The president of the school should be the person in active charge of the institution. He should be a man who has had good training and some experience in rural education, and he should be in hearty sympathy with the program of improving rural schools and rural life. The faculty should be made up of well-qualified people who are also trained in the field of rural education and are in sympathy with rural life.



The guiding philosophy of this institution should be to take conditions as they are and to undertake to improve them. Teachers should be trained to analyze and identify rural problems and then to find solutions for these problems, using whatever materials are available.

The student body will be made up of about 150 pupils in each class. These pupils will come from Negro high schools and from the present teaching force in the state. Undoubtedly, some of the present teaching staff would desire to return to a school of this type for additional training. The student body should be hand-picked, as far as is possible, and should be culled from time to time. It must be understood that the purpose of this institution is to train teachers for rural schools. Fees charged students should be kept at a minimum.

It is planned that the education program of Jackson College run through four quarters in each calendar year - a fall quarter of twelve weeks; a winter quarter of twelve weeks; a spring quarter of twelve weeks; and a summer quarter of twelve weeks. This will necessitate keeping the institution in operation for approximately eleven months in each calendar year. The school will not undertake to do anything other than train teachers for the rural and elementary schools of the state. It should not attempt to do over two years of work - the first being content courses, and the second additional content courses, with professional studies added. All content courses should be very practical and should attempt to give the student a good background in the essentials of learning that any rural teacher should possess. For example, the courses in English should be very practical, consisting of reading, letter-writing, grammar, public speaking, etc. All content courses should be given the professional slant.



This practical aspect of each course should apply throughout the entire curriculum. Every trainee should receive instruction in practical agriculture, home improvement, health, and sanitation. No effort should be made to train teachers to become agriculturists, but all of them should receive practical instruction in home gardening, in keeping a farm flock of chickens, in the growing and curing of a meat supply, in the production of a milk supply for home use, in the growing and preserving of fruits and vegetables, in the improvement of homes and home grounds, in the growing of flowers and ornamental shrubs, and the like. The fifty acres of land now available for gardening and truck plots are to be used by the instructor in agriculture as a laboratory for giving practical instruction in elementary agriculture to prospective rural teachers.

The courses in home improvement should also be of a very practical nature, providing instruction in improving homes and home life, teaching people how to live better, how to provide more home comforts and conveniences, how to have a better food supply, how to have more attractive home surroundings, better health, and better sanitary conveniences.

The improvement of rural life among Negroes in Mississippi is dependent largely upon better interracial cooperation. Sharecroppers and tenant farmers cannot do much toward improving their surroundings unless they have the sympathy and cooperation of the landlords. It is therefore necessary in a rural educational program that leadership should be developed to cope with interracial problems. This institution should, therefore, devote considerable time to the question of training teachers and leaders in the technique of interracial cooperation.



Another aspect of rural development in Mississippi is that of adult education. It becomes more and more clear as we face the problems of rural Negroes that it is difficult to educate the children exclusive of their parents. Teachers must be given more and more training in the field of social psychology. They must learn how to enlist the cooperation and support of the parents of the children.

All prospective teachers must also be required to do observation and practice teaching in near-by rural schools, under careful supervision. This supervision should be done by helping teachers, under the direction and guidance of the instructor in education. Jeanes teachers will be asked to lend their cooperation.

It is also proposed to develop a library that shall be the very heart of the educational program. Books and publications must be selected on the basis of their pertinency in meeting the needs of teachers and leaders.

On account of the poverty-stricken condition of most high school pupils, it appears advisable that scholarship aid in the amount of fifty dollars per year be given to carefully selected high school graduates. The educational program of Jackson College should be simple and genuine, and adapted to the needs of the rural teachers of Mississippi.

The institution should be used as headquarters of various service agencies for the Negro population of the state, such as home demonstration work, Farm Security Administration, adult education, Negro teachers' associations, and summer schools for a large number of rural teachers. It is proposed that the college be used as a meeting place for Jeanes teachers' conferences, principals' conferences, rural ministers' conferences, women's conferences, and for other educational purposes.



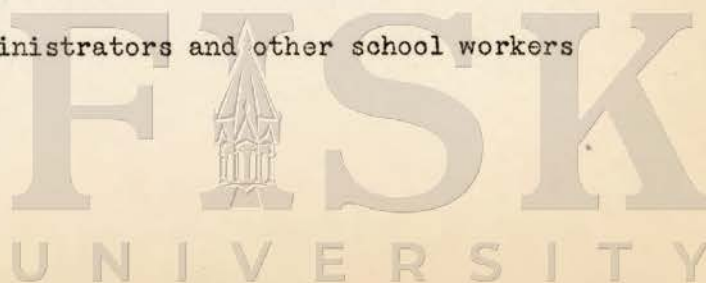
UNIVERSITY OF GEORGIA
Athens, Georgia

Point of View

The present program of the College of Education at the University of Georgia, now in the third year of its development, is concentrated on the preparation of teachers, supervisors, and administrators for rural schools in Georgia. Georgia is predominantly rural, and teachers must be prepared both to understand rural conditions and to participate actively in bringing about a better rural life. The College of Education holds that one of the most important functions of the school is to assist in making the neighborhood of which it is a part a better place in which to live. Teachers must be prepared to take leadership in bringing about better conditions. Teachers are best prepared by combining a proper balance of theory and experience. Hence, the College of Education must be concerned both with providing necessary theoretical aspects of teaching and also actual experiences in observation and teaching in rural situations.

Objectives of the College of Education

1. To guide young people of outstanding scholarship and ability toward teaching; and to provide for the selection of candidates for teaching.
2. To develop and teach those bodies of information and to develop those skills and appreciations needed by teachers.
3. To develop facilities which demonstrate an efficient school in action.
4. To develop appropriate apprentice and intern facilities for prospective teachers, supervisors, and administrators and other school workers in rural communities.



5. To provide field services to aid the schools of the state in the solution of current school problems.

6. To conduct educational research and experiment for the purpose of aiding in the solution of the various problems of the teaching profession.

Procedures and Activities of the College of Education

The work of the College of Education may roughly be divided into the following phases:

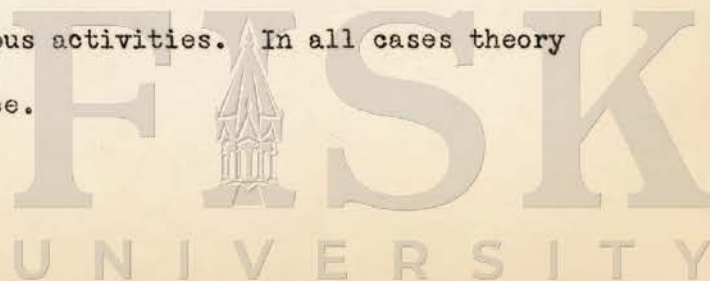
1. On-Campus Activities

- a. Selection of students for teaching
- b. Guidance of students
- c. Teaching of arts and sciences underlying teaching
- d. Providing for demonstration of good teaching
- e. Research

2. Off-Campus Activities

- a. Apprentice program
- b. Field services
- c. Educational clinics
- d. Research

The on-campus activities of the College of Education consume approximately 60 per cent of the time of the faculty. During the past eighteen months attention has been devoted to improving facilities for the selection and guidance of students. Definite programs are now in use through which it is hoped that a higher quality of person will be found for teaching, while those of less ability who heretofore have selected teaching as a profession will be guided into other fields. Naturally, a great deal of attention is being devoted to the teaching of the arts and sciences which underlie the profession both at the undergraduate and graduate levels. At the same time a proper balance and coordination is being attempted between on-campus and off-campus activities. In all cases theory is being definitely related to practice.



A thorough study of the curriculum of the college is going on continuously. The number of courses has been decreased and committees are at work to bring about better coordination between courses with subsequent elimination of overlappings. All courses are being more definitely pointed toward the actual job which the teachers in training will perform in the field. Graduate courses are being conducted as seminars with the definite objectives of solving field problems using the library and other facilities of the campus as aids in their solution. The thesis and dissertation problems of graduate students are more and more growing out of actual field problems which exist in Georgia. Thus, it is hoped that an attack may be made on the vexing difficulties which now confront the state. In many cases two or more professors are assigned to a given course in order to provide for better balance and to facilitate a proper coordination of on- and off-campus activities.

Increased emphasis is being devoted to off-campus activities. The apprentice teaching program has been greatly expanded. The demonstration school on the campus is now being used exclusively for the demonstration of good teaching and for a limited amount of experimentation. All apprentice teaching activities are conducted in cooperating schools off the campus. Great care is being taken in the selection of these schools. The regular members of the College of Education faculty visit these off-campus centers at least once every two weeks. The students spend three months in these centers and become actual members of the teaching staff as well as a definite part of the community. These apprentice facilities apply not only to the undergraduate program but also to the graduate work. Prospective supervisors and administrators of rural schools each spend



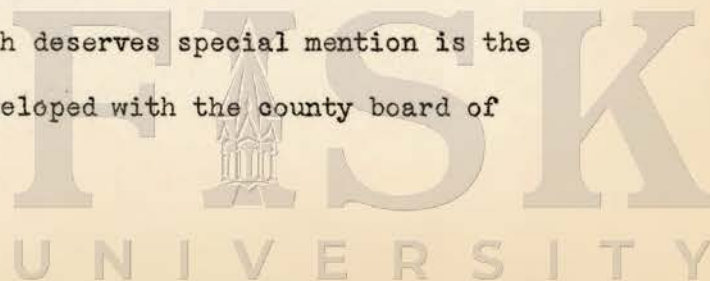
three months in the field situation under the joint guidance of the College of Education faculty and trained people in the field.

Another important phase of the off-campus program is the service which the college extends to the schools of the state in helping them to discover their problems and take steps to solve them. One member of the faculty gives his full time to this work. This service has proved to be very profitable and has resulted not only in the school people attacking their problems more vigorously than ever before but also in bringing about a closer coordination between the program of the college and the program of the schools of the state.

This year there has been instituted what is known as a series of educational clinics. These clinics have for their purpose aiding school people and communities in the solution of specific problems of the field. They vary from special assistance for one school system or community to the consideration of a common problem involving several school systems or counties. At present approximately fifty such clinics are in operation. Members of the College of Education staff, upon request, go to a given center to aid the officials in diagnosing a problem and setting up a program for improvement. Some of the clinics run over an extended period, a year or more.

More and more the College of Education is conducting research of various kinds in an endeavor to aid in the solution of long-time problems with which the schools are confronted. Graduate students, members of the faculty, and in several cases school superintendents and others are carrying on research aimed at the solution of these problems.

One additional activity which deserves special mention is the cooperative program which is being developed with the county board of



education and the administrative officers and teachers of Walton County. Approximately twenty-five miles from the College of Education, this is a typical Georgia rural county. A five-year agreement entered into between the officials of the college and the officials of the county aims to: (a) aid the county in improving conditions within the county and its communities through the agency of its schools, and (b) provide an actual field laboratory for the College of Education which may be used in the education of teachers, supervisors, and administrators. This program commenced last spring and is now in active operation. Up until the present, major emphasis has been upon planning a long-time program and in making careful inventories of conditions within the county. The faculty and students of the College of Education all have a definite part in this program. Teaching, research, planning, apprentice programs, etc., are being developed with the conditions in Walton County as a setting. Walton County people are using the college in many ways in an endeavor to improve the conditions in the county and to make the school program more efficient. This experiment should provide not only a worth-while demonstration in teacher education but add greatly to the efficiency of both the program of the College of Education and the school program of the county.

Summary

In review, it may be said that the program of the College of Education for the preparation of teachers, supervisors, and administrators is an endeavor to: (a) prepare efficient workers for the various occupational jobs found in education in Georgia; (b) use the college as an integral part of the development of better school conditions throughout the state; and (c) conduct research, the results of which may aid in the solution of many of the problems with which the schools are faced.

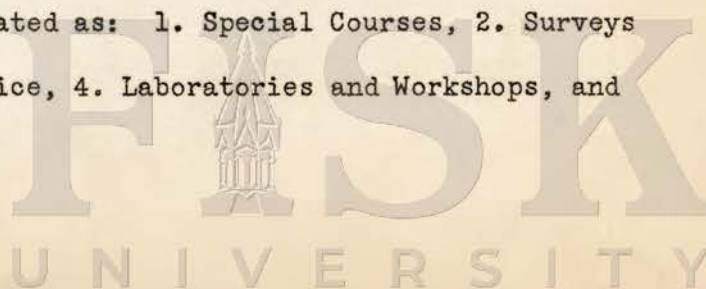
GEORGE PEABODY COLLEGE FOR TEACHERS

The purpose of George Peabody College for Teachers is training for educational leadership, and to this end it devotes its entire resources. Since the initial gift was made by Mr. George Peabody for the benefit of education in the South to the present time, one central purpose has been in mind - to elevate the quality of life, especially in the South, through education.

The following statements set forth the general characteristics and point of view of the institution as conceived by its Board of Trustees, its faculty, and administrative officers:

1. It is identified with the life of the region it serves.
2. Although its emphasis is regional, it takes into account the life of the nation as a whole. As it contributes to the nation through its leaders, so it receives from leaders of other regions a continuous flow of energizing ideas.
3. It provides a common core of educational experiences for those whom it develops and guides as educational workers.
4. It provides for various types of specialization necessary to meet the demands which the complex life in a democracy makes of its educational workers.
5. It develops progressively procedures and techniques whereby its faculty may be not only educational leaders, but interpreters and planners of social progress as well.
6. It serves as a laboratory for intensive research on problems of general educational import, and as an experimental center for the exploration and validation of educational hypotheses.
7. It slowly and continuously redefines its fundamental point of view and reorganizes its program of work.

In order to carry these concepts into action, the College has set up a variety of services both on and off the campus. In addition to its regular courses designed for the training of persons for various types of professional positions, these services may be designated as: 1. Special Courses, 2. Surveys and Special Studies, 3. Consultant Service, 4. Laboratories and Workshops, and 5. Institutes and Conferences.



1. Special Courses

In order that both graduate and undergraduate students may become more fully aware of conditions which affect the people among whom they are to live and work, certain courses have been introduced which provide special emphasis on certain large problems which characterize our region. Among these are "Problems of Dual Education in the South", "Social Problems of the Southern Region", "Research in Southern Problems", "Regional Studies - the South", and "Economic Problems of the South - Rural."

The fact that these courses are attended by large numbers of the graduate students is some indication of a felt need for this type of service.

2. Surveys and Special Studies

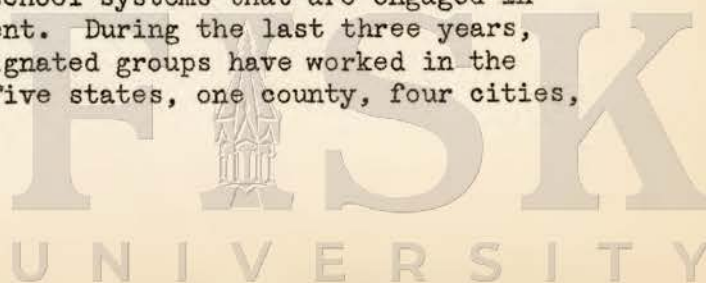
Principally through the Division of Surveys and Field Studies, the institution conducts one or more educational surveys each year. Some of these surveys are comprehensive in nature including every aspect of a whole school system. Others are less comprehensive but include some special aspect of a school problem that has general significance. Higher institutions for white and Negro students, city and county school systems, and an occasional study of a problem on a state-wide basis represent the major part of this activity.

3. Consultant Services

Consultant services are provided through cooperative arrangements with state departments of education, local school systems and individual schools. While the major portion of this work is carried on through the Division of Surveys and Field Studies, it is by no means limited to that Division. Many faculty members render direct consultant services to schools and school systems throughout the year. Such services have been rendered to state programs for the improvement of instruction in Alabama, Arkansas, Florida, Kansas, Mississippi, Tennessee, and Virginia; County School Systems: Sumpter County, South Carolina; Cullman County, Alabama; City School Systems: Drew, Mississippi; Nashville, Tennessee; Paris, Arkansas; North Charleston, South Carolina; Blytheville, Arkansas; Sumpter, South Carolina; and Columbia, South Carolina. Consultant relationships also have been worked out with a number of teachers colleges and higher institutions. A special arrangement exists between Peabody and Fisk University wherein a member of the staff at Peabody is consultant to the department of education at Fisk.

4. Laboratories and Workshops

The curriculum laboratory at Peabody seems to have made a distinct contribution to the improvement of educational practices in the South during the past eight years. The purpose of the laboratory is to provide guidance materials and facilities for selected groups from state and local school systems that are engaged in planning curriculum improvement. During the last three years, nineteen such officially designated groups have worked in the laboratory. They represent five states, one county, four cities, and one individual school.



At least six state universities in the Southeast have established curriculum laboratories in order to serve their own state programs. These laboratories are probably an outgrowth of the direct and indirect influence of the laboratory at Peabody.

The laboratory or workshop idea has expanded gradually so that now it includes a much broader scope than formerly. Special groups interested in the education of teachers have worked for the past four years. Their interests have centered more and more upon the problem of educating teachers for small rural schools. This year in response to a strong request, a workshop for representatives of colleges and junior colleges is being organized. Also the workshop idea is being developed in one field of major interest, namely, the social studies.

Coordinate with the development of the laboratory at Peabody has been a similar laboratory at Fisk University under the immediate direction of a member of the staff at Peabody. Through this laboratory during the past five years several hundred Negro teachers and administrators have worked together on their common problems.

5. Institutes and Conferences

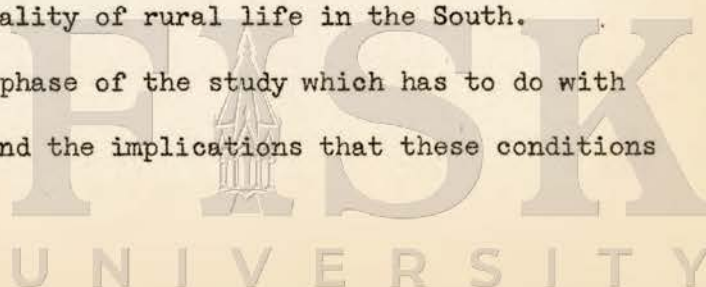
Throughout the year, particularly in the summer, Peabody holds a number of regional conferences on problems of social significance. For the past seven years there has been an annual Curriculum Conference during the summer session. Each year special emphasis is given to some problem of particular significance to education in the southern states. Other similar conferences and institutes are Institute on Professional Relations, Reading Institute, School Administrators Conference.

All of these activities produce their reactions upon the members of the staff at Peabody so that as the various types of services are rendered, the institution is stimulated to renew constantly its on-campus program so that it may be more closely related to the problem of improving the quality of life in the South.

- - - - -

During the past two and a half years the Division of Surveys and Field Studies, in cooperation with the department of education at Fisk University, has been conducting a study of the small rural schools of the South. The fundamental purpose of the study was to discover the actual conditions of rural schools (both Negro and white) and to find ways and means of improving them and through them the quality of rural life 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 to the teacher-educating institutions and to assist them in studying their 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 a continuing program of rural regional research and service.

The following program was, therefore, set up for continuing and implementing the study of rural schools in the South.

1. A continuing program of rural research and service by the Division of Surveys and Field Studies; 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. The selection of four teacher-educating institutions, two white institutions and two Negro institutions, for cooperation 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. The selection of four county systems with which Peabody would work 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. Exploring 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. The encouragement of county and state groups to use the facilities at Peabody and Fisk in developing curriculum materials especially adapted to rural schools and their needs.



PERSONS INVITED TO THE RURAL SCHOOL COUNCIL MEETING, 1940

RURAL SCHOOL
PROGRAM

Dr. W. W. Alexander

Mr. Willard W. Beatty

Mr. Karl W. Bigelow

Mr. Horace Mann Bond

Mr. J. Max Bond

Mr. J. E. Brewton

Mr. Edmund DeS. Brunner

Dr. Doak S. Campbell

Mrs. Elizabeth P. Cannon

+ Mr. Porter Claxton

Dr. W. D. Cocking

+ Mr. P. H. Eason

Mr. Mark Ethridge

Mr. Leo M. Favrot

+ Mr. Dag Folger

Mr. I. S. Ingram

Dr. Nolen M. Irby

Dr. Charles S. Johnson

+ Dr. William Line

Dr. A. R. Mann

Dr. F. D. Patterson

Mr. Jacob L. Reddix

Dr. Floyd Reeves

+ Miss Josie Sellers (?) *Car Tiesenden to Martin Fla*

+ Miss Grace Tietje *Sheffield Ala*

+ Mr. J. A. Travis

Mr. Fred Wale

Mr. Arthur Wright

+ Mr. Ed Yeomans

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

LAW OFFICES

HIRSCH, SMITH & KILPATRICK

SUITE 1045 HURT BUILDING

ATLANTA, GEORGIA

HAROLD HIRSCH (1881-1939)
MARION SMITH
MARTIN E. KILPATRICK
A. STEVE CLAY
DEVEREAUX F. MCCLATCHY
WELBORN B. CODY
ERNEST P. ROGERS
JULIAN E. GORTATOWSKY
E. D. SMITH, JR.
LOUIS REGENSTEIN, JR.

Council mtg

January 8, 1940.

air mail

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gch		Po	
fts		Pew	

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

Dear Dr. Embree:

On the fourth I sent you a wire to the Hotel Washington, in Washington, D. C., copy of which I enclose. The wire, as you will note, explains the sudden emergency that prevented my leaving Atlanta. I am today in receipt through the mail of the enclosed notice from the telegraph company to the effect that this wire was not delivered to you. This leaves me very much distressed to learn that you had no explanation whatever of my absence from the meeting after I had accepted the invitation to attend. I can not understand why the telegram to you at the hotel at which the meeting was being held should not have been delivered, but I am writing to clear myself of responsibility in the matter and so that you may understand exactly what occurred.

Best wishes.

Sincerely yours,

Marion Smith

MS:MC
Encls.

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

	MSS	11	Wet	
	JCD		Wet	
	JFS		Wet	

Council mtg

Spelman College
Atlanta, Georgia
January 8, 1940

Dear Mrs. Simon,

Attendance at another
Council meeting was a great
source of inspiration, information
and joy to me. Many thanks
for the opportunity. Meetings
like that always leave me
feeling that I should come
back and set out for
Red Oak or some other
such place and start

work again with greater interest and better background for attacking the many problems there.

Mr. Simon mentioned that the two of you would probably be coming this way soon. We here (Mrs. Poole and I) will be looking forward to that visit.

I am attaching hereto a statement of my conference expenses.

With best wishes, I am

Sincerely yours,

Elizabeth P. Cannon

RURAL SCHOOL PROGRAM

DILLARD UNIVERSITY
NEW ORLEANS

OFFICE OF THE DEAN

Council mtg

January 8, 1940

	MSS	10	UD	✓
	JCD		JCD	•
	JFS		JFS	•

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

Dear Miss Simon:

*Sent to
BCC*

I am sending my expense account to you in all possible haste. I would hasten to explain the statement were it not for the fact that its implications are obvious.

I do not need to tell you that I found the recent meeting of the Rural Council on Education to be both helpful and stimulating. I am not, as you know, working in a strictly teacher training institution, rather this is a Liberal Arts Teacher Training College. Nevertheless, I am working to bring about changes in our program which I hope will be just as real and as vital as are some of the things that are being done in the Rosenwald sponsored teacher training schools.

It may be that you will some day be surprised by the progress that we are making or, by the same token, you may be surprised at the lack of progress that is being made. In any event I think the ideal of a vitalized program of education is worth working for in any situation.

Again may I state I am grateful to you and others of the Rosenwald Fund for inviting me to attend this meeting.

Very truly yours,

J. Max Bond

J. Max Bond
Dean

JMB/p
Encl.

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

January 10, 1940

Dear Mr. Smith: We missed you at the Washington conference. While I did not receive your telegram, I knew that only serious and unavoidable business kept you from the sessions. I was staying at another hotel and arrangements for these meetings had been made by other members of our staff. I suppose that is the reason why your wire was not delivered to me. I did not call at the desk for messages, supposing that they would be delivered to the meeting room. Our only regret, however, is that we could not have the pleasure of your association with us. The meetings were unusually good; the discussions centered directly and constructively on the various aspects of rural education in which I know that you are as much interested as we. I hope we may have the pleasure of your attendance at these meetings another year. Meanwhile, of course, we will keep you in direct touch with all our thinking and planning in so far as it affects the three institutions with which we are working in the State University System of Georgia.

Very truly yours,

ERE:JW

EDWARD R. FURBER

Mr. Marion Smith
Hirsch, Smith & Kilpatrick
Suite 1046 Hurt Building
Atlanta, Georgia

FISK
UNIVERSITY

THE NATIONAL COMMITTEE FOR MENTAL HYGIENE (CANADA)

RURAL SCHOOL
PROGRAM

PATRON: HIS EXCELLENCY THE RIGHT HONOURABLE LORD TWEEDSMUIR, G.C.M.G., C.H.
PATRONESS: HER EXCELLENCY THE LADY TWEEDSMUIR

PRESIDENT:
SIR EDWARD BEATTY, G.B.E.

VICE-PRESIDENT:
SIR ROBERT FALCONER

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WILLIAM LINE, PH.D.

DIVISION
EDUCATION AND MENTAL HEALTH

J. D. M. GRIFFIN, M.D.

S. R. LAYCOCK, PH.D.

111 ST. GEORGE STREET, TORONTO 5

January 9, 1940.

Dear Dr. Embree:

May I thank you again for a most enjoyable and stimulating time in Washington. That was a very amazing couple of days. Usually when one foregathers with a group engaged in a common project, there is a certain air of narrowness to the proceedings and outlook. But in this case, the reverse was certainly true. Geographical, Racial and many other boundaries were cut across; and administration mixed with concrete execution. It was a unique convention, in my experience. And I'm glad I had the privilege of meeting such people as Horace Mann Bond and seeing them in action. Also Nelly Flynn.

I have reported at some length to Clare, and to some of my colleagues in Psychology - Bott et al; and although, for purposes of frank discussion, you started the Conference by asking that the proceedings be regarded as in camera, I do hope you will permit me to use what I discovered as material for stimulating our Teacher Trainers in Canada.

You see, as I indicated to you before, our leadership is not coming from our Teacher Training centres, except in rare instances. We have had the spectacle of a Normal School sometimes training Teachers on the basis of an old curriculum, with a traditional point of view, when the programme actually in operation in the schools was totally different in content and mental hygiene outlook. To be able to describe such things as Fort Valley's 50-mile area, people's college, cottage plan, students' co-operative, is therefore amazingly helpful. We have hardly begun to think of student housing; hence my enthusiasm for hearing Bond use the term "functionalized housing." Similarly, all the discussion of

procedures for raising the effective cultural level of the teachers — the rural arts programmes, the realistic approach to materials and community needs — Patterson's phrase that "regional consciousness was often lacking" — Eason's picture of the importance of making education live in the local setting — the emphasis throughout upon an enriched appreciation of art and literature through a practical programme of community participation — it was all very stimulating. To picture this as going on under so many handicaps, is almost unbelievable; yet, because of that, it is so very challenging to us here. Cocking's Educational Clinics, and the Rural Life Conferences — they are so sensible, and tangible when set forth as they were at those meetings.

I can't begin to list all the points that struck me forcibly as being not only bold in the setting of the South, but also leads for translation here. Some time soon I hope there will be an opportunity to visit the actual scenes of these operations.

One major point that I hoped would be discussed more fully, was that of supervision. Cocking nearly got to it. But I wondered what would happen if, as obtains with us, the Supervisors insisted on grading the teachers in the field according to blue-book standards and methods. I believe some areas under your influence have tackled and solved the main problems of supervision. But I did not get a clear picture of this phase.

I felt also that Fowler's point about the possible danger of realism dealing with materials at a relatively circumscribed level, would have been more effectively cleared up by clarifying what the needs of the child are, — in the community and its circumstances, yet without superimposing purely adult needs on the educational process. But I had the conviction that such men as Bond were taking care of all that, and more.

Eonima is undoubtedly happy. She has entered into the work and life of the office in a remarkable manner. I believe

she will find the work interesting, and there is no doubt concerning her ability to make a real contribution here. She has foregathered with Nash and his wife, and although Toronto is a dull place in winter, in many respects, I think she will find it quite enjoyable. Anyway we are all enjoying her being here, and hope she will dig out the most stimulating and helpful phases of our work. There is a party at the office on Saturday, at which she will be officially welcomed and fêted in National Committee style.

Please pardon the length of this letter, and the fact that, being written out of office hours, it is in long hand. The main theme is one of appreciation of the privilege of being in Washington last Friday and Saturday.

Yours very sincerely,

Bill Lurie.

15 EDE 0

RURAL SCHOOL
PROGRAM

D

Council mtg

Spelman College
Atlanta, Georgia
January 10, 1940

Dear Mr. Embree,

I am very grateful
for having had the op-
portunity of attending the
Council meeting. I think
it was very worthwhile.

I regret to learn that
Mr. and Mrs. Simon
are leaving the Fund
because of their interest

FISK
UNIVERSITY

and untiring efforts.
Nevertheless, I know that
~~they~~ can never come
to the place where they
will cease to be con-
cerned about the work.
Those who have worked
with them have loved
them.

With best wishes to
you, I am

As ever,

Elizabeth P. Cannon

	JCD	15	16	18
	JFS		16	
	MSS		16	

RURAL SCHOOL
PROGRAM

Council mtg

Spelman College
Atlanta, Georgia
January 10, 1940

Dear Mr. Dixon,

I want to thank you
for the kind invitation
to attend the Rosenwald
Council meeting this year.
The reports and discussions
were interesting, and
it is always a joy to
meet the old and
new members of the
Council.

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Somehow when I leave
a Council meeting, I am
more convinced that one
of the places for real
service is the rural
field. I am also more
determined, some day, to
teach in a rural
school again.

I had a card from
Mrs. Whitney to-day. She
is enjoying her work
at Columbia very much.
I am glad that she can
be there.

With best wishes, I am

Yours very truly

Elizabeth S. Cannon



State of Mississippi

DEPARTMENT OF EDUCATION
DIVISION OF NEGRO EDUCATION
JACKSON

J. S. VANDIVER
SUPERINTENDENT
P. H. EASOM
STATE AGENT
J. A. TRAVIS
ASSISTANT STATE AGENT

January 11, 1940

RURAL SCHOOL
PROGRAM

Council mtg

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

ERE	IS	EDR	o
DE		DE	1/16 00.

Dear Mr. Embree:

Just a word of appreciation for the privilege of having attended the Council on Rural Education. The conference in Washington was one of the finest educational meetings I have ever attended. Each subject was interesting, each speaker was dynamic.

Enclosed is my expense account from Jackson to Washington and return.

Cordially yours,

J. A. Travis
J. A. Travis
Assistant State Agent

JAT:KGE
Enclosure - 1

FISK
UNIVERSITY



State of Mississippi

DEPARTMENT OF EDUCATION
DIVISION OF NEGRO EDUCATION
JACKSON

RURAL SCHOOL
PROGRAM

Council mtg

J. S. VANDIVER
SUPERINTENDENT
P. H. EASOM
STATE AGENT
J. A. TRAVIS
ASSISTANT STATE AGENT

January 11, 1940

Dr

EDR o

SE 1/16/40

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

Dear Mr. Embree:

We certainly enjoyed the conference of your Rural Education Council in Washington. I cannot recall sitting through an educational meeting for as long as two days without someone's getting up in the clouds. This was not true of your meeting. The discussions were practical, realistic, and appropriate. We enjoyed the meeting thoroughly.

On the attached sheet I am submitting my expense account for the trip.

Cordially yours,

P. H. Easom

P. H. Easom
State Agent

PHE:KGE
Enclosure - 1

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Charles S. Johnson

Fisk University

Nashville, Tennessee

Payment Voucher No. 711

Date January 11, 1940

Reimbursement for travel expenses incurred in connection with
trip to Washington, D. C. to attend Rural Council Meeting - - - \$79.90

Ck.#22592

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		39-6	\$79.90	
Prepared by AM	Checked by	Posted by	Comptroller	

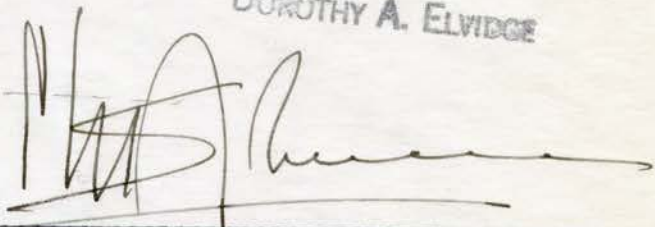
NOTATION OF EXPENSES
RURAL EDUCATION COUNCIL MEETING
WASHINGTON, D. C., JANUARY 5-6, 1940

711
22392

Railroad fare:

Nashville to Washington	\$21.85	
Pullman	6.30	
Washington to Nashville	21.85	
Pullman	6.30	\$56.30
(Round trip fare not convenient)		
Train meals -- six (Three each way)	7.40	
Living expenses in Washington -- 2 days	10.00	
Porterage and checking baggage in Cincinnati (both ways)	1.40	
Taxicab fares -- to trains and to meetings	2.00	
Gratuities -- train porters, hotel, etc.	2.80	\$79.90 <i>ans</i>

DOROTHY A. ELWIDGE


Charles S. Johnson

January 9, 1940



FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Leo M. Pavrot

c/o Mr. Edwin R. Embree

Payment Voucher No. 701

Date January 11, 1940

Council mtg

Reimbursement for travel expenses incurred on trip to Washington, D. C.

to attend meeting of the Rural Council on Education ,

on January 5, and 6, 1940 ----- \$86.06

Ck.#22581

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		39-6	\$86.06	
Prepared by AM	Checked by	Posted by	Comptroller	

FISK
UNIVERSITY

701
22381

Dr

EXPENSES OF LEO M. FAVROT
to
CONFERENCE ON TRAINING OF TEACHERS FOR RURAL SCHOOLS
Washington, D.C.
January 5 - 6, 1940.

Round trip rail fare, Baton Rouge and Washington, D.C.	\$55.45
Pullman, Washington, from and to New Orleans	16.80
Eight meals en route	10.26
Taxi fare, New Orleans, Washington and Baton Rouge,	1.80
Tips, porters, red caps, hotel	<u>1.75</u>
Total	\$ 86.06 <i>all</i>

Leo M. Favrot

DOROTHY A. ELVIDGE

ms.

*Shall I send these to you
or Jim for O.K. ?*

DE

*(OK
ms)*

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Dr. Walter D. Cocking

College of Education
The University of Georgia
Athens, Georgia

Payment Voucher No. 708

Date January 11, 1940

Reimbursement for expenses incurred in connection with trip to

Washington, D. C. to attend Rural Council Meeting - - - - - \$44.80

Ck. #22389

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		59-6	\$44.80	
Prepared by AM	Checked by	Posted by	Comptroller	

FIISK
UNIVERSITY

January 8, 1940

Expense Account
of
Walter D. Cocking

in connection with
Rural Life Conference
Washington, D. C.
January 4-7, 1940
inclusive

Railroad fare - round trip - Athens to Washington	\$ 26.05
Pullman	10.50
Taxi cabs	1.50
Meals	4.75
Incidentals	<u>2.00</u>
	\$ 44.80

am

DOROTHY A. ELVINCE

Walter D. Cocking

*ok
7/23*

FISK
UNIVERSITY

708
22389

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. J. E. Brewton

George Peabody College for Teachers

Nashville, Tennessee


Payment Voucher No. 707

Date January 11, 1940

Reimbursement for expenses incurred in connection with trip to

Washington, D. C. to attend Rural Council Meeting - - - - - \$57.40

Ck. #22388

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		39-6	\$57.40	
Prepared by	Checked by	Posted by		
AM				
			Comptroller	

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE

January 8, 1940

DIVISION OF
SURVEYS AND FIELD STUDIES

DE	9	56	1/11

JULIUS ROSENWALD FUND

DEBTOR TO: J. E. Brewton

FOR: Expenses for trip to Rural Education Council, Washington, D. C.,
and return to Nashville, Tennessee, January 4 - January 7, 1940.

Transportation (R.R. fare plus pullman) \$46.40

Meals 6.90

Miscellaneous (Tips, taxis, etc.) 4.10

Total \$57.40

(Signed)

J. E. Brewton

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

OK
ms

DOROTHY A. ELVIDGE

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. J. Max Bond

Dillard University

New Orleans, Louisiana

Payment Voucher No. 706

Date January 11, 1940

Reimbursement for expenses incurred in connection with trip to

Washington, D. C. to attend Rural Council Meeting - - - - - \$80.30

Ck.#22387

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		39-6	\$80.30	
Prepared by AM	Checked by	Posted by	FISK UNIVERSITY Comptroller	

DE

EXPENSE ACCOUNT

Trip to Washington, D.C.
January 3-7, 1940

J. Max Bond

R. R. fare - New Orleans, La., to
Washington and return \$ 50.85

Reservations to and from New Orleans 16.80

Hotel in Washington 2.50

Food -

In Washington 2.50

On train 4.45

Taxies in Washington 1.70

Misc. including tips 1.50

Total \$ 80.30 *and*

J. Max Bond

*(AS
ms)*

DOROTHY A. ELVIDGE

706
22387

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Old Haw Creek Rd.
Asheville, N.C.

Council met

Jan. 13, 1940.

Mr. Edwin Embree
Julius Rosewald Fund
Chicago, Ill.

SE 1/22 v.

FW

HW 0

Dear Mr. Embree;

~~I~~ I did appreciate your inviting
me to the conference. It was most
stimulating, and while I had heard
of some of the work of that kind
which was being done, it was a
splendid opportunity to meet the
people who were doing it and hear
their programs in full. While I
took away a great deal more
than I contributed, I feel very
privileged to have been asked
to attend —

My own plans for next year
are still vague, but they may turn

out to be some graduate work
in education. Although it is very
tempting to go on with cooperatives,
I think more preparation in my
own field is called for.

Please add an additional
tearful farewell from me to the
Simons. It was good to see all
of you again.

I enclose my expense account.

Most sincerely,

Edward Geomans Jr.

RURAL SCHOOL PROGRAM

MSS	16		0
JCD			
JFS			
DE		86	1/2 1/2

Council mtg

2656 Harrison Street
Gary, Indiana
1-15-40

Mrs. Margaret S. Simon
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Ill.

Dear Mrs. Simon:

See voucher folder

I am sending my statement of expense directly to you, since it was through you that I secured the advance for travel expense to Washington.

You will please notice that there is a balance due the Julius Rosenwald Fund of \$11.60. I plan on being in the office of the fund next Thursday or Friday and I will leave a check to cover this balance.

I want to take this opportunity to express my thanks for your kindness and also to say that I enjoyed the meetings of the Council. I am

Yours very truly

Jacob L. Reddix
Jacob L. Reddix.

JCD	16	J.C.D.	18
JFS		JFS	
MSS		MSS	

RURAL SCHOOL PROGRAM

Council mtg

2656 Harrison Street
Gary, Indiana
1-15-40

Mr. J. C. Dixon
Director of Rural Education
The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Ill.

My Dear Mr. Dixon:

I want to take this opportunity to thank you for your kindness in inviting me to the Council on Rural Education. I made some contacts at the meeting that I am sure will be valuable to me in the future. I received a great deal in the way of information and inspiration.

Thank you again, I am

Very truly yours

J. L. Reddix
J. L. Reddix

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Nolen M. Irby

College of Education
The University of Georgia
Athens, Georgia

Payment Voucher No. 713

Date January 15, 1940

Reimbursement for travel expenses incurred in connection with
attending meeting of the Rural Council on Education held in
Washington, D. C. ----- \$45.80

Ck. #22394

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	39-6	\$45.80	
<div> <div>Prepared by</div> <div>Checked by</div> <div>Posted by</div> </div>			
<div> <div>AM</div> <div></div> <div></div> </div>			
			Comptroller

FIISK

UNIVERSITY

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA

January 8, 1940

	MSS	//	WLS	
	JCD			
	JFS			

Mrs. J. S. Simon
4901 Ellis Avenue
Chicago, Ill.

Dear Mrs. Simon:

I am submitting my expense statement incurred
attending the Washington Conference:

R.R. fare, round trip	\$ 26.05
Pullman, round trip	11.00
Meals	4.85
Tax	1.10
Tips and incidentals	2.80
Total	<u>\$ 45.80</u>

Sincerely yours,

Nolen M. Irby
Nolen M. Irby
Director of Field Studies
College of Education

NMI/meb

*OK
WLS*

713
22394

Donnelly A. Elmore
FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Burton P. Fowler

Tower Hill School

Wilmington Delaware

Payment Voucher No. 714

Date January 15, 1940

Reimbursement for travel expenses incurred in connection with

attending meeting of Rural Council on Education held in

Washington, D. C. on January 5 and 6, 1940 - - - - - \$10.45

Ok. #22395

Accounts

Appropriation No.

Debit

Credit

Rural School Administration - Travel

39-6

\$10.45

Prepared by
AM

Checked by

Posted by

Comptroller

FISK
UNIVERSITY

**TOWER HILL SCHOOL
WILMINGTON, DELAWARE**

January 10, 1940

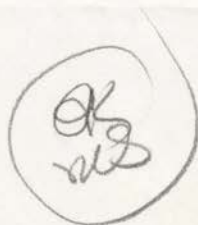
Expenses in connection with attending
Rosenwald Fund meeting January 5, 6, 1940:

\$10.45

R. R. Pullman, meals and taxi.

Burton P. Fowler

	MSS	11	102	
	JCD			
	JFS			



DOROTHY A. ELWELL

714
22395

FI**SK**
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Miss Elizabeth P. Cannon
Spelman College
Atlanta, Georgia

Payment Voucher No. 716

Date January 15, 1940

Reimbursement for travel expenses incurred in connection with
attending meeting of the Rural Council on Education held in

Washington, D. C. ----- \$31.60

Ch.#22397

Accounts

Appropriation No.

Debit

Credit

Rural School Administration - Travel

39-6

\$31.60

Prepared by

AM

Checked by

Posted by

Comptroller

FISK
UNIVERSITY

Elizabeth P. Cannon:

Expenses to Rural Council, January
5 and 6, 1940 — Washington, D.C.

Railroad fares	\$ 19.20
Taxi service	4.00
Tips	.60
Meals	3.30
Room	4.00
Traveling Insurance	.50
Total	<u>\$ 31.60</u>

DOROTHY A. ELMORE

OK
ms

Spelman College
Atlanta Ga

716
22397
FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

PROGRAM

To

Mr. I. S. Ingram
West Georgia College
Genola, Georgia

Payment Voucher No. 724

Date January 15, 1940

Reimbursement for travel expenses incurred in connection with
attending meeting of the Rural Council on Education held in
Washington, D. C. ----- \$49.30

Ck. #22405

Accounts

Appropriation No.

Debit

Credit

Rural School Administration - Travel

39-6

\$49.30

Prepared by

AM

Checked by

Posted by

Comptroller

FI SK
UNIVERSITY

West Georgia College

Express Shipping Point
Carrollton, Ga.

Division of The University System of Georgia
IRVINE S. INGRAM, President

Genola, Georgia
(Suburb of Carrollton)

January 10, 1940

Expenses to Washington Conference and Return

I. S. Ingram

Bus - Round trip to Atlanta	1.80
Atlanta - Washington	
Train fare	28.75
Pullman	10.50
Meals enroute:	
Jan. 4 Thursday - Lunch	.50
Dinner	1.25
Jan. 5 Friday - Breakfast	.50
Jan. 7 Saturday - Breakfast	.50
Jan. 8 Sunday - Breakfast	.50
Dinner	1.00
Jan. 9 Monday - Breakfast	.75
Lunch	1.00
Dinner	.50
Taxi: Atlanta	1.75
Washington	
Atlanta (on return)	

\$ 49.30

I. S. Ingram

9/5 MS

724 20405

DR. J. A. ELLIOTT

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

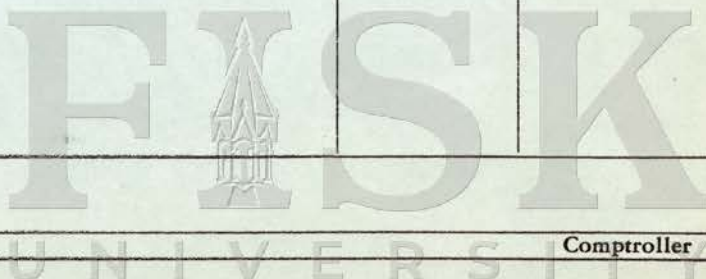
Mr. Porter Claxton
West Georgia College
Genola, Georgia

Payment Voucher No. 726

Date January 15, 1940

Reimbursement for travel expenses incurred in connection with
attending Rural Council on Education meeting held in
Washington, D. C. ----- \$46.90

Ok. #22407

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		39-6	\$46.90	
Prepared by	Checked by	Posted by		
AM				
			Comptroller	

West Georgia College

Express Shipping Point
Carrollton, Ga.

Division of The University System of Georgia
IRVINE S. INGRAM, President

Genola, Georgia
(Suburb of Carrollton)

Jan. 10, 1940

Porter Claxton

Expense account, conference on rural education, Washington, Jan. 5,6, 1940

\$1.80 bus roundtrip Carrollton to Atlanta
28.75 train roundtrip Atlanta-Washington
10.50 pullman 2 ways, atlanta-Washington
1.00 taxis
4.85 meals
\$ 46.90 total

pk

Meals, itemized:

.25 lunch Atlanta, Jan. 4
1.25 supper on train to Washington Jan. 4
.85 breakfast on train to " Jan. 5
.40 breakfast in Washington Jan. 6
.85 breakfast train to Carrollton Jan. 7
1.25 lunch on train to Carrollton Jan. 7
\$4.85

Porter Claxton

DOROTHY A. ELWIDGE

OK
ms

726
20407

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
LIBRARY PROGRAM

To
Miss Deborah Cannon
Prairie Farms School
Shorter, Alabama

Payment Voucher No. 725

Date January 15, 1940

Reimbursement for travel expenses incurred in connection with
attending meeting of the Rural Council on Education held in
Washington, D. C. ----- \$45.89

Ck. #22406

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	39-6	\$45.89	

Prepared by
AM

Checked by

Posted by

Comptroller

FIISK
UNIVERSITY

DE

Prairie Farms School
Shorter, Alabama
January 11, 1940

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

	MSS	15	WJ	0
	JCD			0
	JFS			0
	DE		DE	1/15/40

My dear Mrs. Simon:

What a wonderful experience!(Smiles) But really, I am so very happy that I was asked to attend such a valuable conference. My only regret is that I could not give more. And I really hope that it won't be the last that I shall attend. Thanks for the invitation.

The following is the list of my expenses:

Fare (including porter service and food)	\$36.49
Taxi fare and porter service in Washington	2.40
Living Expenses in Washington	7.00
	<hr/>
	\$45.89

Looking forward to your visit, I am

Sincerely yours,

Deborah Cannon
Deborah Cannon

DOROTHY A. ELY

OK
Sul

FISK
UNIVERSITY
725
20406

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
LIBRARY
PROGRAM

To

Mr. William Line

The National Committee for Mental Hygiene

111 St. George Street,

Toronto 5, Canada

Payment Voucher No. 715

Date January 15, 1940

Reimbursement for travel expenses incurred in connection with

attending (meeting) of the Rural Council on Education held in

Washington, D. C. January 5 and 6, 1940 - - - - - \$56.00

Ck. #22596

Accounts

Appropriation No.

Debit

Credit

Rural School Administration - Travel

59-6

\$56.00

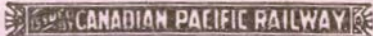
Prepared by
AM

Checked by

Posted by

FIISK

Comptroller



TORONTO to BUFFALO

PARLOR CAR-SEAT

ON DATE STAMPED ON BACK

SEAT NO.

|

CAR NO.

**PASSENGER TO RETAIN THIS
Portion of Ticket
NOT GOOD FOR PASSAGE**

This portion of ticket is of NO VALUE except
to the passenger to identify accommodation.
Property taken into car will be entirely at
owner's risk.

NOT TRANSFERABLE

Form 1131

No. 373317

UNIVERSITY

CAN. PAC. RY.
5

JAN-4-40

TORONTO (ONION) INT.

FISK
UNIVERSITY

THE PULLMAN COMPANY

PASSENGER'S CHECK—Not Transferable.

This Check represents amount of cash fare paid to Conductor, except when punch marks indicate D. H. or collection of ticket

Car

3-30

E 67413

Line

C. C. F. T. No. 2.

Property taken into the car will be entirely at owner's risk.

From	To
<input type="checkbox"/>	New York
<input type="checkbox"/>	Poughkeepsie
<input type="checkbox"/>	Albany
<input type="checkbox"/>	Schenectady
<input type="checkbox"/>	Utica
<input type="checkbox"/>	Rome
<input type="checkbox"/>	Syracuse
<input type="checkbox"/>	Lyons
<input type="checkbox"/>	Rochester
<input type="checkbox"/>	Batavia
<input type="checkbox"/>	Buffalo
<input type="checkbox"/>	Welland
<input type="checkbox"/>	Hamilton
<input type="checkbox"/>	Toronto

DATE.

Jan.	1	12	22
Feb.	2	13	23
Mar.	3	14	24
April	4	15	25
May	5	16	26
June	6	17	27
July	7	18	28
Aug.	8	19	29
Sept.	9	20	30
Oct.	10	21	31
Nov.	11		
Dec.	12		

Cash DH Tkt
Passengers No. 1 2 3 4 5 6

25 30 35 40 45 50 55 60
65 70 75 80 85 90 95

UPPER
LOWER

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

D Room ★
Comp. ★

THE PULLMAN COMPANY—Passenger's
Check. To identify accommodations purchased.

Washington to

TRAIN

LOWER BERTH

CAR

M

Property taken into car will be entirely at owner's risk

OFFICE 11-1-D

FORM 306

\$3.15

640

1 2

PERSONS



FISK

CENTS	1	2	3	4	5	10	15	20	25	30	35	40	Changed Accom.	★		
	45	50	55	60	65	70	75	80	85	90	95					
DOLLARS	1	2	3	4	5	6	7	8	9	Lower Berth No.	★					
	10	20	30	40	50	60	70	80	90							
THE PULLMAN COMPANY																
PASSENGER'S CASH FARE CHECK																
CAR	42								LINE	2377					Roomette	★
FROM	B. H.								No. Passengers						Duplex Single Room	★
TO	M. H.								Date	14/10					Bedroom	★
									Amount Collected	193					Compartment	★
G. E. Frowert									\$	3					Drawing Room	★
Conductor									C	13					Seat No.	★
															★	

PROPERTY TAKEN INTO CAR WILL
BE AT OWNER'S RISK

CK

22952

UNIVERSITY

CANADIAN

CANADIAN
PACIFIC

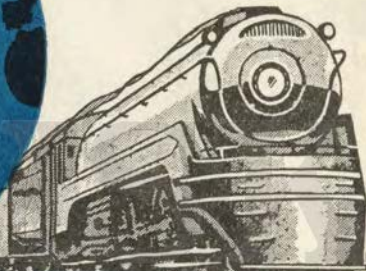
RAILWAY
COMPANY

WORLD'S
GREATEST
TRAVEL
SYSTEM

PACIFIC

RAILWAYS
STEAMSHIPS

HOTELS
COMMUNICATIONS



Trans-Atlantic · Trans-Canada · Trans-Pacific



NAME.....

ADDRESS.....

YOUR TRAIN LEAVES AT..... Standard Time

FROM.....

DATE.....

YOUR SPACE IS.....

WHEN TRAVELLING
.. CARRY ..

CANADIAN PACIFIC EXPRESS

TRAVELLERS CHEQUES
GOOD THE WORLD OVER

TICKET - - \$.....

TICKET - - \$.....

SLEEPING CAR \$.....

\$.....

WE APPRECIATE YOUR PATRONAGE

*If you expect messages or telegrams on the train, please
give your name and location to the conductor.*

CANADIAN PACIFIC

FOUNDED 1881
THEN AS NOW
A CANADIAN
INSTITUTION

CANADIAN PACIFIC

The World's Greatest Travel System

SERVING CANADA,
BRIDGING TWO
OCEANS, LINKING
FOUR CONTINENTS,
SPANS THE WORLD

RAILWAYS—21,235 miles of operated and controlled lines across Canada and United States. Transcontinental and local passenger services, linking all important cities, industrial sections, agricultural regions and vacation resorts. Inland and coastal steamships on the Great Lakes, Pacific Coast and Bay of Fundy. Operates own Sleeping, Parlor, Dining cars.

STEAMSHIPS—Two fleets which unite America east and west with other continents. To Europe by Empresses, Duchesses and Mont steamships. To Honolulu, Japan, China and the Philippines by White Empresses of the Pacific. Traffic Agents for Canadian Australasian Line—Vancouver and Victoria to New Zealand and Australia, via Honolulu and Fiji.

FREIGHT—World-wide fast freight service facilities on land and sea. Information as to rates, development and industrial sites freely given.

EXPRESS—Canadian Pacific Express forwards merchandise, money, valuables everywhere. Issues money orders, foreign cheques, cable money orders and travellers' cheques for remittance anywhere.

HOTELS

Fifteen Hotels — Atlantic Coast to Pacific Coast. Six delightful Lodges and three Tea Houses in the Canadian Rockies and Ontario.

CRUISES

Empress of Britain World Cruise, January to May—West Indies in December—Duchess of Atholl, New York and Montreal, July and August.

COMMUNICATIONS

Telegraph service available throughout Canada and in connection with associate Companies to all parts of the world by telegraph, cable and radio.

COLONIZATION

Canadian Pacific has a large acreage of fertile agricultural land still for sale in Western Canada on generous terms.

Lv.

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THE NATIONAL COMMITTEE FOR MENTAL HYGIENE (CANADA)

PATRON: HIS EXCELLENCY THE RIGHT HONOURABLE LORD TWEEDSMUIR, G.C.M.G., C.H.
PATRONESS: HER EXCELLENCY THE LADY TWEEDSMUIR

PRESIDENT:
SIR EDWARD BEATTY, G.B.E.

VICE-PRESIDENT:
SIR ROBERT FALCONER

TREASURERS:
PHILIP S. FISHER, ESQ.
FRED PAGE HIGGINS, ESQ.

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CLARENCE M. HINCKS, M.D.

MEDICAL DIRECTOR:
GRANT FLEMING, M.D.

SECRETARY:
MARJORIE H. KEYES

SCIENTIFIC ADVISORY COMMITTEE:
COLIN K. RUSSELL, M.D., *Chairman*

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HON. VINCENT MASSEY
JOHN W. McCONNELL, ESQ.
ROSS H. McMASTER, ESQ.
PAUL F. SISE, ESQ.
MORRIS W. WILSON, ESQ.
ARTHUR B. WOOD, ESQ.

DIVISION EDUCATION AND MENTAL HEALTH

WILLIAM LINE, PH.D.

J. D. M. GRIFFIN, M.D.

S. R. LAYCOCK, PH.D.

111 ST. GEORGE STREET, TORONTO 5

Expenses — Toronto-Washington, Jan. 4-7, 1940.

<i>Railway (including Pullman)</i>	<i>41.15</i>
<i>Meals</i>	<i>9.00</i>
<i>Taxis, incidentals</i>	<i>5.85</i>
	<i>\$ 56.00</i>
	<i>56</i>

W. Line.

DOROTHY A. FLEMING

*OK
mlz*

*715
22396*

FISK

UNIVERSITY

RURAL SCHOOL
PROGRAM

78

January 16, 1940

Dear Miss Tietje: Enclosed you will find our
check for \$47.80, reimbursing
you for train fare to Washington, D. C. to attend
the meeting of the Council on Rural Education.

It is customary for the Fund
to pay, in addition to train fare, meals, taxis, tips,
etc. If you had any such expenditures, I shall be
glad to send you another reimbursement.

Very truly yours,

DOROTHY A. ELWIDGE

DE:AM

Miss Grace Tietje
Sheffield, Alabama

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. P. H. Eason

State Department of Education

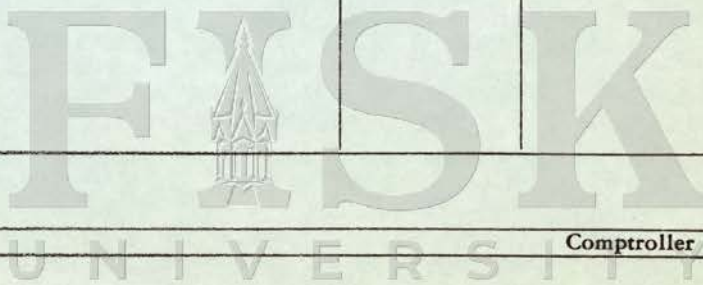
Jackson, Mississippi

Payment Voucher No. 732

Date January 16, 1940

Reimbursement for travel expenses incurred in connection with
trip to Washington, D. C. to attend Rural Council meeting - - - \$72.10

Ck.#22412

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		39-6	\$72.10	
Prepared by	Checked by	Posted by		
AM				
			Comptroller	

EXPENSE ACCOUNT

P. H. EASOM

Rural Education Council Sponsored by
Julius Rosenwald Fund
Washington Hotel
Washington, D. C.

January 5-6, 1940

Round trip ticket, Jackson to Washington	\$45.75
Pullman, Jackson to Washington	7.90
Pullman, Washington to Jackson	7.90
Taxi service	1.60
Meals	8.95
Total -	<u>\$72.10</u>

76

DOROTHY A. ELVIN

AL
MS

732
20412

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL
PROGRAM

To

Miss Grace Tietje

Sheffield, Alabama

Payment Voucher No. 735

Date January 16, 1940

Reimbursement for train fare paid to attend (meeting) of the Rural

Education Council held in Washington, D. C. - - - - - \$47.60

Ck.#22415

Accounts

Appropriation No.

Debit

Credit

Rural School Administration - Travel

39-6

\$47.60

Prepared by

AM

Checked by

Posted by

Comptroller

FIISK
UNIVERSITY

	MSS	16		
	JCD			
	JFS			
	DE	DE	1/16	

Sheffield, Alabama
January, 14, 1940

Dear Margaret Simons,

Just a note to say that I enjoyed meeting with you in Washington. It was good to see that even though our movement toward community life, which has more depth, is rather halting - at least, people seem concerned.

Sorry not to have been free to visit with you a bit more. Perhaps you will be free to visit me before you go "natural" down on the bay or wherever it is. Do come.

I checked my train fare. It
was \$47.68.

Thank you for asking me
to come and for your generous
hospitality.

Sincerely,
Grace Tietje

OK
MS

735
22415

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. J. A. Travis

State Department of Education

Jackson, Mississippi


Payment Voucher No. 781

Date January 16, 1940

Reimbursement for travel expenses incurred in connection with

attending Rural Council meeting held in Washington, D. C. - - - - \$67.15

Ck.#22411

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		39-6	\$67.15	
Prepared by	Checked by	Posted by	 Comptroller	
AM				

EXPENSE ACCOUNT

J. A. TRAVIS

Attending Council On Rural Education
Washington, D. C.

1940

January 2 - Jackson to Birmingham, Alabama

Transportation	\$ 5.00
Meals	1.25
Incidentals	.20

3 Birmingham, Ala. to Greensboro, N. C.

Transportation	5.00
Room (Jan 2)	2.55
Meals	1.85
Incidentals	.40

4 Greensboro, N. C. to Washington, D. C.

Transportation	5.00
Room (Jan 3)	2.50
Meals	2.10
Incidentals	.40

5 Washington, D. C.

Meals	.45
Incidentals	.40

6 Washington, D. C.

7-8 Washington, D. C. to New York

No expense

9-10-11 Washington, D. C. en route Jackson,
Mississippi

Railroad fare	27.75
Pullman	7.90
Meals	2.90
Incidentals	1.50

Total - \$67.15

56. DOROTHY A. ELWIDGE

OK
NS

731
22 411
FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

January 18, 1940

Dear Mrs. Cannon: You know without my saying it that we have always, from the time of the very first meeting of the rural council, enjoyed and appreciated your attendance at those meetings. We remember very happily the contributions that you and Mrs. Duncan made to the early development of our program in rural education, and I remember just as happily and pleasantly the earlier work in the field of rural education you did at Union City.

These council meetings are very interesting and very worth while occasions for us here in the Fund. But they present one real difficulty for us. There are so many excellent and delightful people whom we would like to have attend them every year that we are forced to make selections from year to year. This makes it impossible for us to have at every meeting every individual we would like to have attend.

You ought to feel rather proud of yourself anyhow, because as a matter of fact we can look back to about five years ago when you started your first rural school work during the summer and from that time dates a revival in interest in the South in rural education. It would be interesting if someone could, starting from that time or perhaps a little earlier when Mr. Favrot first started his activity, list some of the developments of rural education in the South in the order of their sequence. It might provide a very interesting history of the revival of an interest in rural life.

Very truly yours,

J. C. DIXON

JCD:RW

Mrs. Elizabeth P. Cannon
Spelman College
Atlanta, Georgia

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Paul R. Morrow

University of Georgia

Athens, Georgia

Payment Voucher No. 737

Date January 19, 1940

Reimbursement for travel expenses incurred in connection with

trip to Washington, D. C. to attend meeting of the Rural

Council on Education - - - - - (voucher) - - \$43.05

Ch. #32418

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		39-6	\$43.05	
Prepared by AM	Checked by	Posted by	FISK UNIVERSITY Comptroller	

GEORGIA STATE PROGRAM FOR IMPROVEMENT OF INSTRUCTION IN THE PUBLIC SCHOOLS

*A Co-operative Program of the Public Schools
and*

THE STATE DEPARTMENT OF EDUCATION
THE UNIVERSITY SYSTEM OF GEORGIA
THE GEORGIA CONGRESS OF PARENTS
AND TEACHERS

THE GEORGIA FEDERATION OF WOMEN'S CLUBS
THE GEORGIA EDUCATION ASSOCIATION
THE PRIVATE AND ENDOWED COLLEGES
AND UNIVERSITIES

PAUL R. MORROW, Director
CURRICULUM RESEARCH
STATE DEPARTMENT OF
EDUCATION, ATLANTA

CELIA MCCALL, Assistant
DIRECTOR CURRICULUM
RESEARCH, STATE DEPARTMENT
OF EDUCATION, ATLANTA

M. E. THOMPSON, Director
OF THE PROGRAM
STATE DEPARTMENT OF
EDUCATION, ATLANTA

2

Expenses:

Railway ticket and Pullman berth, Athens-Washington and return----\$37.05

Taxi expenses to hotels, railway station and dinner meeting, Athens and
Washington ----- \$ 1.50

Meals on train, both ways----- \$ 4.50

\$43.05

Donovan A. Elvick

OK
ms

737
22418
FISK
UNIVERSITY

GEORGIA STATE PROGRAM FOR IMPROVEMENT OF INSTRUCTION IN THE PUBLIC SCHOOLS

*A Co-operative Program of the Public Schools
and*

THE STATE DEPARTMENT OF EDUCATION
THE UNIVERSITY SYSTEM OF GEORGIA
THE GEORGIA CONGRESS OF PARENTS
AND TEACHERS

THE GEORGIA FEDERATION OF WOMEN'S CLUBS
THE GEORGIA EDUCATION ASSOCIATION
THE PRIVATE AND ENDOWED COLLEGES
AND UNIVERSITIES

PAUL R. MORROW, *Director*
CURRICULUM RESEARCH
STATE DEPARTMENT OF
EDUCATION, ATLANTA

CELIA MCCALL, *Assistant*
DIRECTOR CURRICULUM
RESEARCH, STATE DEPARTMENT
OF EDUCATION, ATLANTA

M. E. THOMPSON, *Director*
OF THE PROGRAM
STATE DEPARTMENT OF
EDUCATION, ATLANTA

January 15, 1940

	DE	18	56	

Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Sirs:

On a separate sheet please find a statement of my expenses to the
recent meeting in Washington D. C. of the Council on Rural Education.

Very truly yours,

Paul R. Morrow

Paul R. Morrow
Professor of Education,
University of Georgia
Athens, Georgia

PRM:cb

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

To

Dr. Doak S. Campbell

George Peabody College for Teachers

Nashville, Tennessee

Payment Voucher No. 740

Date January 19, 1940

Reimbursement for travel expenses incurred in connection with

trip to Washington, D. C. to attend meeting of the Rural

Council on Education - - - - - \$65.92

(Voucher)

Cr.#22421

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		39-6	\$65.92	
Prepared by	Checked by	Posted by	Comptroller	
AM				

Statement of Expenses to Council on Rural
Education

Washington, D. C.

January 5-6, 1940

Transportation (by plane)	\$62.48
Meals	2.20
Taxi and Misc.	<u>1.24</u>
	\$65.92

46

*als.
Jed*

D. S. Campbell

D. S. Campbell

DOROTHY A. ELWELL

*740
22421*

GEORGE PEABODY COLLEGE FOR TEACHERS



January 15, 1940

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

JCD	17	JCD	
JFS		JFS	
MSS			
DE		DE	

My dear Mr. Dixon:

I am enclosing herewith a statement of my expenses to the recent meeting of the Council in Washington. I have included only that part of the expense which we have paid. I assume that the hotel room has already been paid for by the Fund.

I enjoyed the meeting, and I felt that many of the discussions were quite helpful.

Sincerely yours,

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

DSC:SPE

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL
PROGRAM

To Mr. Edward Yeomans, Jr.

Old Haw Creek Road

Asheville, North Carolina

Payment Voucher No. 789

Date January 22, 1940

Reimbursement for travel expenses incurred in connection with

attending meeting of the Rural Council on Education held

in Washington, D. C. ----- (vouchers) ----- \$42.60

Ck.#22471

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	39-6	\$42.60	

Prepared by AN	Checked by	Posted by	Comptroller
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FISK
UNIVERSITY

311214 14W

Ticket & Pullman	
Ash - Wash	18.25
Supper	1.25
Tip	.15
"	.25
Bark	.40
Tip	.10
Taxi	.20
Tip	.05
Taxi	.60
Supper	.50
Tip	.10
Bark	.65
tip	.10
Taxi	.40
tip	.10
Supper	.90
Tip	.10
Wash - Ash	18.25
Tip	.25
	42.60

789
22471

DOROTHY A. ELWIS

OK
ms

42.60

Lo. S. P. 10:08
Arr. R 12:01

L. R. 6:25 - 3:30
L. R. 11:55 - 9:15

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Miss Grace Tietje

Sheffield, Alabama

Payment Voucher No. 741

Date January 22, 1940

*Council mtg
(vouchers)*

Reimbursement for travel expenses (taxis, tips, meals, etc.) incurred

in connection with trip to Washington, D. C. to attend meeting of

Rural Council on Education - - - - - \$5.00

(See voucher #735 for payment of train fare)

Ck. #22422

Accounts

Rural School Administration - Travel

Appropriation No.

39-6

Debit

\$5.00

Credit

Prepared by

AM

Checked by

Posted by

Comptroller

FISK
UNIVERSITY

Sheffield, Ala.
1/18/40

Dorothy A. Elvidge
4901 Ellis Ave.
Chicago, Ill.

DE	1/22	DE	0

Dear Miss Elvidge

Since you say that it
is customary for the Fund
to take care of taxis tips
meals, etc. - I think \$5.00

covers such expenditure.

Thanking you, I am

Very truly yours,
Grace Tietze

DOROTHY A. ELVIDGE

Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To Miss Josie B. Sellers
Fessenden Academy
Martin, Florida

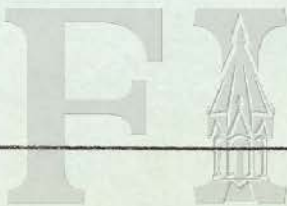
Payment Voucher No. 788

Date January 22, 1940

*Council mtg
(60)*

Reimbursement for travel expenses incurred in connection with
attending meeting of Rural Council on Education held in
Washington, D. C. - - - - - \$53.75

Ch.#22470

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	39-6	\$53.75	
<div>Prepared by AM</div> <div>Checked by</div> <div>Posted by</div> <div>FISK Comptroller</div>			

Comptroller

Fessenden Academy

JOSIE B. SELLERS
PRINCIPAL

UNDER THE AUSPICES OF
The American Missionary Association

NEW YORK CITY
Martin, Florida

January 19, 1940

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

MSS	22	Ulf	
JCD		0	
JFS		0	
DE		SE	1/22

Dear Mrs. Simon:

In accordance with the request made by
Mr. Edwin R. Embree, I am sending the following state-
ment of my expenses to the Rural Education Council held
recently in Washington, D. C.

Railroad Fare and Pullman to Washington...	\$31.40
Railroad Fare to Martin, Florida.....	14.05
Hotel Expenses.....	7.50
Taxicab.....	.80

Total \$53.75

I wish to take this opportunity to express my
gratitude for the invitation to the meeting which was very
informative, inspiring and enjoyable.

Sincerely yours

Josie B. Sellers
Josie B. Sellers

OK
ms

DOMESTIC A. EMBREE

788
22470

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To Mr. F. D. Patterson, President

Tuskegee Institute

Tuskegee Institute, Alabama

Payment Voucher No. 784

Date January 22, 1940

Reimbursement for travel expenses incurred in connection with

trip to Washington, D. C. to attend Rural Council Meeting - - - \$69.60

(Vouchers)

Ck.#22465

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	39-6	\$69.60	

Prepared by

AM

Checked by

Posted by

Comptroller

FISK

UNIVERSITY

TO:
THE JULIUS ROSENWALD FUND
4901 Ellis Avenue
Chicago, Illinois

Expenses of F. D. Patterson in connection with the meeting
of the Rural Education Council, Washington, D. C. January 5-6, 1940.

Round Trip Railroad Fare Tuskegee to Washington	34.90
Pullman (Lower)	12.10
Meals - 2 days @ 5.00 per diem	10.00
Meals - 2 days @ 2.50 per diem	5.00
Room Rent	2.50
Incidental Expense - tips, etc.:	
Tuskegee to Chehaw)	
Taxi in Washington) Taxi	5.10
Chehaw to Tuskegee)	
	<hr/>
	\$ 72.60
	69.

OK
ms

DONALD A. ELNOR

184
22465
FISK
UNIVERSITY

Tuskegee Institute
FOUNDED BY BOOKER T. WASHINGTON, 1881

OFFICE OF
THE PRESIDENT

TUSKEGEE INSTITUTE, ALABAMA

January 18, 1940

The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Gentlemen:

Enclosed is my expense account
in connection the meeting of the Council
on Rural Education held in Washington,
D. C., January 5-6, 1940.

Very truly yours,

F. D. Patterson

F. D. Patterson
President

h:enc.

	DE	22	58	1/22

FISK
UNIVERSITY

Julius Rosenwald Fund


4901 Ellis Avenue

CHICAGO

Journal Voucher No. 2281

Date January 22, 1940

Council mtg (vs)

Explanation	Appropriation No.	Debit	Credit
Rural School Administration - Travel	39-6	\$63.40	
Appropriation Payments		\$63.40	
Working Capital Control			\$63.40
Advance for Travel			
Expenditures incurred by Jacob L. Reddix on trip to Washington, D. C., January 5 and 6, 1940, to attend the meeting of the Council on Rural Education.			
			
Prepared By	Checked By	Posted By	Controller
AM			

Statement of Expense ---- Jacob L. Reddix
Council on Rural Education

Hotel Washington, Washington, D. C.
January 5 and 6, 1940.

Railroad fare, B & O. R. R. Gary, Ind. to Washington and return	\$ 41.00
Pullman fare, lower berth	11.60
Meals, Thursday, Friday, Saturday and Sunday	3.75
Cab fare	1.75
Tips	1.80
Hotel fare, Washington D. C.	3.50
Total Expense	<u>\$63.40</u>

Advance from the Rosenwald fund for travel expense \$75.00

Total Expense 63.40

Refund due the Julius Rosenwald Fund 11.60



RURAL SCHOOL
PROGRAM

Council mtg
(vouchers)

January 23, 1940

Dear Dr. Patterson: I am enclosing a copy of
your expense account as
submitted in your letter of January 18. You will
notice that either a \$3 item has been left off,
or there was a mistake in addition. The check
enclosed is for \$69.60. If an additional \$3 is
due you, please let me know, and I shall send you
another payment.

Very truly yours,

DOROTHY A. ELWELL

DE:AM

Dr. F. D. Patterson
Tuskegee Institute
Tuskegee Institute, Alabama

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mrs. Catherine J. Duncan
Fort Valley State College
Fort Valley, Georgia

Payment Voucher No. 792

Date January 23, 1940

Reimbursement for travel expenses incurred in connection with
trip to Washington, D. C. to attend Rural Council meeting - - \$55.03

(U-1)

Ck.#22474

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		39-6	\$55.03	
Prepared by AM	Checked by	Posted by	Comptroller	

FIISK
UNIVERSITY

Fort Valley State College,
Fort Valley , Georgia.
January 16 , 1940

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

	\$6	1/23	\$6	1/23

Dear Miss Elvidge,

I attended the recent meeting of the Council on Rural Education held in Washington January, 5th and 6th. My thinking was stimulated and I came away with many new ideas. I hoped I would see you there but knew you must have been busy.

I herewith submit my expense account for the trip to and from the meeting :

Round trip (coach) ticket - Atlanta to Washington	\$ 17.70
Addition for Pullman (train and berth) round trip	\$ 17.70
Six meals en route	4.50
Fort Valley to Atlanta by car (200 mi. round trip 22 cents per mi.)	5.00
Room (in Washington) 2 days	4.00
Four Meals in Washington	3.00
Four taxi trips	2.00
Telegram (Fort Valley to Chicago)	1.13

Total Expenses \$ 55.03 ^{\$6}

With best wishes for you and your part of the work of the Fund,
I am

Yours very truly,

Catherine J. Duncan

DOROTHY A. ELVIDGE

OK
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FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. F. D. Patterson

Tuskegee Institute

Tuskegee Institute, Alabama

Payment Voucher No. 810

Date January 30, 1940

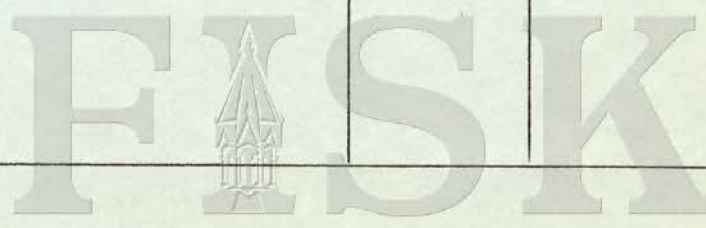
Additional travel expenses incurred on trip to Washington, D. C.

to attend Rural Council Meeting ----- \$3.00

See Vo. #784

(00)

Ck. #22511

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		59-6	\$3.00	
Prepared by	Checked by	Posted by		
DAE				
			Comptroller	

Tuskegee Institute

FOUNDED BY BOOKER T. WASHINGTON, 1881

OFFICE OF
THE PRESIDENT

TUSKEGEE INSTITUTE, ALABAMA

January 26, 1940

	DE	1/29	DE	1/30 20

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

My dear Miss Elvidge:

An item of \$3.00 - Incidental Expense -
tips, etc., was omitted on the original
statement. I have inserted it on the copy
which you sent me.

Very truly yours,

F. D. Patterson

F. D. Patterson
President

h

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FISK
UNIVERSITY

COPY

TO:
THE JULIUS ROSENWALD FUND
4901 Ellis Avenue
Chicago, Illinois

Expenses of F. D. Patterson in connection with the meeting of the
Rural Education Council, Washington, D. C. January 5-6, 1940.

Round Trip Railroad Fare Tuskegee to Washington		\$34.90
Pullman (Lower)		12.10
Meals - 2 days @ \$5.00 per diem		10.00
Meals - 2 days @ \$2.50 per diem		5.00
Room Rent		2.50
Incidental Expense - tips, etc.:		3.00 ✓
Tuskegee to Chehaw)		
Taxi in Washington)	Taxi	<u>5.10</u>
Chehaw to Tuskegee)		
		\$72.60

OK
ms

For receipt of
all but \$3.00

See 20
784

FIISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. D. F. Folger

Beverly, West Virginia

Payment Voucher No. 803

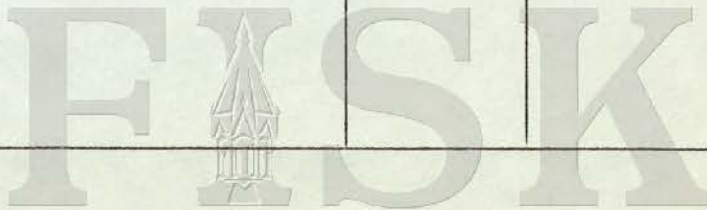
Date January 26, 1940

Council mtg

Reimbursement for travel expenses incurred in connection with
trip to Washington, D. C. to attend meeting of the Rural

Council on Education - - - - - \$21.00

Ck.#22504

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		39-6	\$21.00	
Prepared by	Checked by	Posted by	 UNIVERSITY	
AM				
			Comptroller	

Beverly, West Virginia
January 24, 1940

	BE	26		0

Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Gentlemen:

My travel expenses to and from Washington, D. C. for the Rural
Council meeting January 5 and 6 were:

Plane fare to Washington	\$ 9.30
Taxi - airport to hotel	.60
Taxi - hotel to railroad station	.20
Rail fare - Washington to Clarksburg	8.30
Pullman	2.65
Breakfast	.50
Taxi to bus station	.25
Bus fare to Elkins	2.30
	<u>\$24.10</u>

I was not able to return by plane. You paid my hotel bill in
Washington which had personal telephone and dining room charges
on it of \$3.10. Therefore, the balance due me is \$21.00.

Please accept my sincere thanks for the privilege of being a
member of the Council for this year.

Yours very truly,

D. F. Folger

D. F. Folger

QR
702

Pay \$21.00
DOROTHY A. ELMER

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FISK
UNIVERSITY