

Edwin R. Embree  
President  
Margaret S. Simon  
Secretary  
D.A. Elvidge  
Comptroller

## Julius Rosenwald Fund

4901 Ellis Avenue  
CHICAGO

Atlanta, Ga.

July 7, 1939

DE	7/12	SE	-
Ack	7/12	Ann	
		J.C. Dixon	Director for Rural Education
		M.O. Bousfield, M.D.	Director for Negro Health
		Raymond Paty	Director for Fellowships

Dear Dorothy:

To provide both us and the Board of Regents of Georgia with the necessary information regarding the condition and adequacy of the plant at the Fort Valley school we have had Dr. Ray L. Hamon of Peabody College go there with Bond and me and make a study of the plant. The results of this have been made available to the Regents and to Bond. I also have a copy of it for our files.

Mr. Embree and I will have to work out a suitable honorarium for Dr. Hamon, but his expenses should be paid him as soon as you can get to it. I am enclosing herewith a statement of them. Will you please send him a check at Peabody College.

I do not know how you want to handle this but if there is no other way you might charge it up against my expense account.

Sincerely yours,

*J.C. Dixon*

FISK  
UNIVERSITY

*See Peabody College 7/12  
(J.S.B.)  
check sent*

39 Alden Avenue, N.W.  
Atlanta, Ga.

July 10, 1939

Dear Hamon:

I have forwarded your expense account on to our Comptroller, Miss Elvidge and she will send you a check covering your expenses to Fort Valley recently.

Because I have been out of the city for several days I got a chance to look over your report and recommendations only today. They look good to me and I hope that we may see some of your proposals begin to materialize as soon as possible. It may be that, sometime later, we should have a conference on your report and proposals. Perhaps we can set this up for a day when we are to be in Nashville.

Cordially yours,

J C O

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Fort Valley School

39 Alden Avenue, N.W.  
Atlanta, Ga.

July 10, 1939

Dear Dr. Sanford:

In compliance with your wishes in the matter I had Dr. Ray L. Hamon, specialist in school-house construction at Peabody College in Nashville, Tennessee, join Messrs. Lamb, Bond, and me at Fort Valley and check over the plant both as to its adequacy for the program you have in mind and for its condition.

Dr. Hamon has prepared a brief report on his study. This he sent to me and I am forwarding it on to you. Sometime later, when you have the time, I should like the privilege of a conference with you. At that time we might discuss the details of the report and you might tell me if there is anything I can do to help you further your plans for this institution.

May I add a little personal note? I am deeply indebted to you for the privilege of being at Mr. Callaway's over this last week-end. May I also be a little presumptuous and tell you that you haven't any right to punish yourself as you do by a continuous grind of travel and work. You see, you are making a contribution very few other people could make and you should conserve your energies for that effort. Why don't you cut loose and rest for a while? You owe it to the state to do so.

Cordially yours,

J. C. Dixon

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Fort Valley School

FISK UNIVERSITY

NASHVILLE, TENNESSEE

DEPARTMENT OF EDUCATION

July 12, 1939

	JFS	<i>W</i>		
	JCD		<i>JCD</i>	<i>6</i>
	MISS		<i>M</i>	

Mr and Mrs James F Simon  
c/o West Georgia College  
Carrollton, Georgia

Dear Friends:

The long silence is broken: and I call upon you in fear and trembling regarding Fort Valley. However, both the fear and trembling are much less than formerly. Most of the uncertainties have passed away; authorizations have been received to hire people, and away we go.

Considering the amount of money in hand, it has seemed best to hold over as many people on the Fort Valley staff as possible. Among key positions now vacant are Home Economics, Agriculture, and English. Young Mr Hale has agreed to come down, for Social Sciences. Catherine Duncan is to supervise the field training. The principal of the high school at Brunswick, C V Troupe, is to be principal of the high school and Registrar. Mrs Cowan-Poole (Horrible, what?) is being seduced, but with difficulty, as she has just been given a summer's schooling and a raise at A U.

The training school list includes names recommended by Miss Duncan, including that of Juanita Reddick. The Johnson girl doesn't have a degree. The list is appended herewith. None have been hired, so if you have any suggestions please pile them on.

I would certainly like to see youall. I am driving down to Atlanta Thursday night, planning to snoop around and chum with the Chancellor a little bit during the morning of Friday, and go down to Fort Valley to be there for the Summer School Commencement Friday night. Julia is going with me; she has'nt yet been able to tear herself away from Jane to see the third house in which little Jane will be living before her first year of life is over.

The Home Economics has me worried. Mr Dixon and Mr Embree suggested a woman at Tougaloo, Dorothy Gordon. Mr Cousins suggest a woman named Sally Bobb Bailey, whom I don't know.

The Agriculture is susceptible to a little deal that may be worked out with the Ag people.

If you're going to be anywhere near Atlanta Friday morning, or near Fort Valley Friday afternoon, let me know by wire, care of Rufus Clement, President, Atlanta Univ.

Best wishes. I understand that youall (that's really habitual) are doing great things down there. Hope you can save some inspiration for dear old Fort Valley.

HMB G

Sincerely,

*Horace M Bond*  
Horace M Bond

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Fort Valley into the State system, meaning as it does somewhat lessened cost and providing as it does distinguished leadership, inevitably meant an increase in the size of the student body. I have had little doubt all along but that you would have as many students as you could care for. In fact, my main concern has been that the enrollment might exceed the physical facilities for caring for it.

Incidentally, I had dinner with Dr. Thomas E. Jones in Nashville last week. During the course of the evening, he referred to the fact that you were on leave of absence from Fisk and said other very nice things about you which I shall relate when we see each other again.

You know without my telling you again how very happy I am that you are at Fort Valley and how honest I am in saying to you that I want to be of every possible service, both professionally and personally, in helping you develop there the kind of institution you have envisioned.

Sincerely yours,

J. C. DIXON

JCD:JW

Dr. Horace Mann Bond  
Fort Valley Teachers College  
Fort Valley, Georgia



Sup D.  
9/5/39

August 8, 1939

Dear Mr. Bond: We are missing from our files  
copies of the budgets for 1938-39  
for West Georgia College and South Georgia College.  
Were those reports by any chance given to you when  
you were here to use in connection with your esti-  
mated expenditures for Fort Valley?

(Yes)

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Mr. Horace Mann Bond  
Fisk University  
Nashville, Tennessee

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Fort Valley School  
(Gen)

7

August 9, 1939

Dear Mr. Bond: Mr. Embree is away on his vacation and will not return until September. Most of the items in your letter of August 3 to him he will respond to when he comes back. One or two, however, were of such a nature that I thought it permissible for me to write you.

The last time we talked about a fellowship for Mr. Aaron Brown, you remember, you were inclined to recommend that we provide \$1750.00 or \$1800.00 for him. Since this amount was in excess of that provided under similar conditions for fellowship applicants, I felt that the grant to him should be reduced and proposed, when I talked to him in his home in Fort Valley, that we would make it about \$1600.00. I should prefer not increasing it beyond this amount unless you are sure that he will need more than that and unless you feel that it is very likely he will return to Fort Valley after his year of study. Your letter stated that he was leaving there about the fifteenth and would attend the University of Chicago. Won't you write me whether or not you think the amount I have suggested will be sufficient and whether Mr. Brown wishes us to send an advance on this payment before he leaves Georgia?

May I suggest that you simply hold the check you received from Peabody and about which you wrote Mr. Embree? When he returns we will call that part of your letter to his attention and he will write you what he thinks should be done under the circumstances.

Your statements about possible enrollment are very encouraging, but I am not at all surprised that you are having more applications than you had anticipated, because I have felt all along that inclusion of

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# The Fort Valley State College

Fort Valley, Georgia

September 14, 1939

ans. in  
Ft. Valley

Mr. and Mrs. J. F. Simon  
4901 Ellis Avenue  
Chicago  
Illinois

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✓	JCD		JCD	
	KSS		WSS	
2				

Most Honorable Peers:

Cometh a humble petitioner on the first day for the registration of new students at the Fort Valley State College, early in the morning, sitting on the edge of his chair, listening anxiously for the footsteps of approaching Freshmen, of whom thirty have so far arrived. (Bodeth this well for the final outcome; dormitory capacity is 187 and petitioner understandeth that students in the past of this noble institution enrolled for the first semester at any time between the end of cotton picking in October, to settlement time in January.) Petitioner further states that the assembled faculty showeth as superior a training school faculty as could well be imagined and is to me a pure joy and delight. Petitioner further states that if only he can get rid of the high school this institution will be fairly well situated aside from the replacement of present dormitories and the provision of a new library. Petitioner further states that a great and crying need is the provision of library books for the elementary school and for the course in children's literature, as well as for the high school. Petitioner can think of no better expenditure of interested persons' time and energy than in the transmission to Fort Valley of 10 or 12 of the elementary school library sets and 6 or 7 of the high school sets. Petitioner would enter this as a serious request.

This petitioner further would believe that the tables patterned after those in the Meharry Library and constructed here in our own shop at a saving of \$25.00 (each) would delight the eyes of any or whosever eyes can be delighted. Petitioner finally delights to say that no single jot or tittle of the "jitters" experienced in the Spring or the opening of dear old Dillard of cussed memory remain with him. Petitioner finally relates that although not a single class has either been held, not a not a single shot fired by student at professor, or pro-

UNIVERSITY



# The Fort Valley State College

*Fort Valley, Georgia*

September 14, 1939

-2-

fessor at President, the Fort Valley State College has a first class faculty and a first class student body and an intelligent program the likes of which has not yet been seen in these United States. These facts your petitioner sets forth with due modesty and reserve.

With best wishes, I am

Sincerely yours,

*Horace M. Bond*  
Horace M. Bond  
President

HMB:j

FISK  
UNIVERSITY

THE FORT VALLEY STATE COLLEGE  
Fort Valley, Georgia

JCD	11	9:15	
JFS			
MSS		11:00	

The First Faculty Meeting 1939-1940, Tuesday, September 12, Three o'clock

Dear Faculty Member:

This letter is to give you some idea of the institution in which you are going to work during the coming year. It is also intended to give you some information regarding preliminary plans and prospects for the college.

While not yet formally decided, it is probable that the school will receive the official title, "The Fort Valley State College."

It will be operated as a unit of the University System of Georgia. Its development as a four-year institution has been guaranteed by generous grants from the Julius Rosenwald Fund.

Mr. Hunt

The college will have the advantage of the illustrious tradition established by the late Henry A. Hunt, who was awarded both the Harmon and the Spingarn Medals for his distinguished accomplishments at Fort Valley. Mr. Hunt was what we may style, without fear of over-estimation, a great man. I think some of his qualities might be mentioned here as the basic qualities which all of us would like to see as characteristic of this new institution, of its faculty, of its students, and of its graduates.

Mr. Hunt was a man of great honesty.

Mr. Hunt was a man of great sincerity of purpose. He was not a schemer of little things; he was not a petty politician; in everything he did you were convinced that here was a genuine and sincere man.

Industry-Sense of Humor

Mr. Hunt was a man who worked hard; a man of great industry.

Mr. Hunt was a man with a sense of humor. He had the priceless gift of being able to laugh.

Mr. Hunt was a gentleman. That term has received bad associations from its identification with a class in our own, and other societies, whose life is "gentle" in the sense that members of it abstain from, and abhor, work of the common place.

I think of Mr. Hunt as a gentleman because he was a man of good taste; a man of gentle manners, with everyone whom he met; tenant-farmer, great landlord; humble toiler; great banker; white man, black man.

UNIVERSITY



Mr. Hunt was a man; highly literate. He used the proper phrase in speech or in writing. He could talk of great or of little things with equal ease.

Mr. Hunt was a clean man. He was cleanly of person and of habits; of thought and of action. He let no dirt touch him-either physical or moral dirt.

All of this we might sum up by saying that Mr. Hunt was a man of character. What "character" is, it is hard to define. When most of us knew Mr. Hunt, he was an elderly man. His character had grown with his institution.

I mention these things because whatever ideals this institution may develop-however much it may hope to accomplish "character education" - it may be well to remember these qualities in our estimation of ourselves, our students, and our institution. These qualities are not, probably, matters to be sought after directly in classroom instruction. They are ways of life and action. No amount of lecturing on our part will create these qualities in our students.

If we expect our students, like Mr. Hunt, to be honest, sincere; have good taste; exhibit good manners; be literate; have a sense of humor; be industrious; and to be clean, perhaps the best way we can achieve these ends in our students is by trying to achieve them ourselves.

#### The Course of Study

Persons on the faculty have been employed to teach different subjects. One person is to teach Education; another, English; a third Science.

If we follow the conventional plan in vogue in most American colleges - a plan, by the way, which is followed because it is an easy administrative device-we shall have, at Fort Valley, students enrolling in separate courses, each course separately numbered, with its appropriate number of quarter hours for credit purposes. A student will register for English 101, or Science 203, or Sociology 105. The teacher will teach English 101, or Science 203, or Sociology 105. At the end of the quarter or of the year, the student will take an examination, receive a grade, and go on to another such subject. At the end of his course, the student will receive a diploma.

This is the American way of arranging a college education. We repeat, it has become a necessity for administering, smoothly and efficiently, the vast numbers of persons who have, in recent years, entered our schools and colleges seeking an "education". It has gone so far that students in college, if you ask them what they are "taking" (like so many doses of medicine), will reply, "Home Ek 146", or "Sociology 240".

There is grave danger in this process. The danger is that each instructor can forget that he is out to help people become educated; that his job is the education of the individual, as well as the teaching of "Home Ek 146" or "Sociology 240". The teacher of Mathematics or Biology or Sociology may forget that the education of the individual is a unified task. When the English teacher points out



that he has a terrific job of teaching students how to read and to write, so long as the other teachers permit students to be practically illiterate species, he is likely to be jeered at. The hypothetical Mathematics teacher replies that he is employed to teach Mathematics, and not English.

Let us hope that at Fort Valley we shall have no such Pilate-like washing of hands as to the responsibility for teaching what constitutes Education; that all teachers will realize that we have to with a unified process; that Mathematics and Biology and Sociology are meaningless aside from what each may contribute to the development of educated persons.

### What the Elementary Schools Have to Teach Us

I have dwelt upon this point because one of our Principal functions at Fort Valley is to be the training of teachers. We shall have, at Fort Valley, an excellent staff of teachers in the training school. It will be the function of that training school, not only to afford opportunities for practice teaching to college students, but also to afford opportunities to our college teachers to adapt what they teach to the needs of children, as exemplified in the needs of the children enrolled in our training school. The first aim of each separate course taught in the college might well be expressed by the question, "In what degree will what is being taught help my students, as teachers, improve the life of such children as are enrolled in our training school?"

Elementary schools, in their modern form, have much to teach those of us who are engaged in teaching teachers. I wish especially to commend to your attention the booklet, Guide to Life-Related Teaching in the Negro High Schools of Georgia, and to the numerous pamphlets that have been published by the Georgia State Department of Education, with the editorial aid of Mrs. Helen A. Whiting.

The place of subject-matter in elementary schools is still debatable- so far as separate subjects are concerned. Radical innovations in some experimental schools have gone so far as to abolish separate subjects. Instead of having separate subjects such as Geography, History, Grammar, etc., these subjects are unified as the Social Sciences. Instead of having, in the primary grades, such subjects as Spelling, Arithmetic, or Reading, the children study large areas, or enterprises, or units, in which each of the experiences formerly bound up in separate compartments-Arithmetic, Spelling, Reading, etc.- are taught together, as they occur together in life.

What form our own program here at Fort Valley will take will be determined, we hope, by the combined wisdom of us all. We may start with the conventional pattern; we may use conventional subjects. But we shall have to study what are the persistent problems of our students, and the persistent problems of the teachers of Negro youth in Georgia. We will have to have help from the training schools-students and teachers.

It will help us all to visit with teachers in the training school and in the rural districts around Fort Valley. Whatever we teach in the college, it will help us to take off two or three hours



a week to do no more than visit an elementary classroom; sit there quietly; and observe what is going on, while, at the same time, asking ourselves this question-

"WHAT DOES MY TEACHING HAVE TO DO WITH THIS TEACHER, THESE CHILDREN, AND THEIR PROBLEMS?"

Another question that matters a great deal, is-

"WHAT DOES MY SUBJECT-MATTER HAVE TO DO WITH THIS TEACHER, THESE CHILDREN , AND THEIR PROBLEMS?"

We shall be asking the teachers in the Training School for their advice on what and how we should teach in the college. It is true that they do not have a perfect situation there. Their rooms are overcrowded. The children they have to deal with come from a social and economic environment that could be greatly improved.

That is all the more reason why we must go to them for advice; for the students we are teaching to be teachers are going to teach in just such situation, and teach children with exactly the same background problems, as those we have enrolled in our training school.

What has been said is a digression; but that step aside enables us to understand more clearly what, we hope, will be the form and content of instruction at Fort Valley.

In the year 1939-1940 it will be a three-year college, with a fourth year to be added in 1940-1941.

The courses of instruction it will offer will, perhaps, be the conventional ones offered in similar colleges; with the exception that the first two years will be designed to give a "general education" with a minimum of professional, educational courses.

It will seek to teach students, or see that its students, learn, or have learned, how to write. It will also interest itself in teaching students how to read, and in wishing to read. It will not be satisfied with partial illiteracy of the sort so common in college graduates of other institutions.

It is hoped that Fort Valley students will learn a great deal about themselves, and the world in which they live. That world will include the world of Georgia, of Peach County, of the Fort Valley community, as well as the world of Ancient Greece and Rome. Fort Valley students, it is hoped, will learn something about the basic problems of the social and economic system in which they have lived, and are to live.

Since one of its principal functions is the training of teachers, Fort Valley, it is hoped, will develop in its students the idea that the problems of children- and of Negro children- are their principal concern.

Fort Valley students, we hope, will learn how to teach. To help them, we will provide opportunities for them to see good teachers in action. We will also provide them with opportunities to

teach, under supervision, in actual life-like conditions.

One of the greatest difficulties with the development of progressive teaching in the elementary schools in the past, has been that the teachers, colleges, themselves, were formal and conventional and stereotyped in their content, method, and ideals.

It is the hope of those most concerned with the development of this institution that it shall be one, at least as progressive in these matters as the elementary schools at the present time are; and that it will relate itself to life as definitely as these elementary schools in Georgia, and in other States, are trying to do.

Greetings and Salutations!!

I have written thus at length in the hope that such a letter might provide the basis for the study program of our aims and efforts which will be instituted soon after school begins. Fort Valley will be, we hope, not only a school for students; it will be an institution where the faculty, equally with students, is engaged in studying its job. That job, in the final analysis, is- not this, not that subject, but children.

I look forward, with you, to a pleasant and profitable year.

With best wishes, I am

Sincerely,

*Horace M. Bond -w*

Horace M. Bond, President  
and Director of Instruction

HMB:w





# The Fort Valley State College

Fort Valley, Georgia

September 16, 1939

*Let's keep this in  
mind when we  
visit Fort Valley*

<i>mob</i>	<i>9/20</i>	<i>mob</i>	<i>9/25</i>
<i>SWR</i>		<i>EDC</i>	<i>0</i>
<i>F.C. L. L.</i>		<i>led</i>	

Dr. M. O. Bousfield  
Director for Negro Health  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

My dear Dr. Bousfield:

We are very interested in starting a health program here at Fort Valley. Unfortunately this was ~~among~~ the matters upon which we went wrong as a result of building our budget from budgets in other state institutions when the budget of this institution was under private control. In short there is no money for the services we wish to institute. We do have a very nice infirmary with the services of a nurse provided for in our budget.

I have written to Dr. Abercombie of the Georgia State Department of Health in the hope that we might be able to receive some serological tests and analysis. If you could advise us further regarding the possibility from your wide experience and knowledge of the field, I would be very grateful.

I would also like to explore the possibility of having a health survey of this county and community made by our college with the assistance of the United States Public Health Service. This would be preliminary to planning for some service in the near future.

With best wishes, I am

Sincerely yours,

*Horace M. Bond*  
Horace M. Bond

HMB:j

FISK  
UNIVERSITY



Fort Valley School (Gen)

# THE AMERICAN CHURCH INSTITUTE FOR NEGROES

A Corporation of the Protestant Episcopal Church Responsible to the National Council and to General Convention

281 FOURTH AVENUE, NEW YORK

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MR. LANGBOURNE M. WILLIAMS, JR.

also to fund general

Mr. J. C. Dixon  
4901 Ellis Ave.  
Chicago, Ill.

My dear Mr. Dixon:

✓ JCD	20	JCD
JFS		JFS
MSS		MSS
WKS		WKS

September 18, 1939

The purpose of this letter is to announce that the Fort Valley Normal and Industrial School, Fort Valley, Georgia, has been transferred from the control of the Episcopal Church and the American Church Institute for Negroes to the Board of Regents of the State of Georgia and opens this fall as a college for Negroes, owned, supported and directed by the State of Georgia.

The reason this transfer of ownership has been made is because the Trustees of the school, the dioceses of the Church in Georgia and the American Church Institute for Negroes, their partner in the national organization of the Episcopal Church, have believed it is their task to pioneer, to set standards and to supplement the work of state and local governments in furnishing education for Negroes. Therefore, when the State of Georgia expressed its appreciation for the work done by the Fort Valley Normal and Industrial School and requested that the institution be transferred to its jurisdiction, become the keystone in the ambitious plan state authorities are developing for Negro education in Georgia, and receive an income several times that which the Trustees, the dioceses in Georgia, friends of the school and the Institute have been able to appropriate and, through safeguards set up, become an institution of far greater service and influence in the lives of Negroes than ever before, it became the duty of the private interests involved to relinquish the school to the ownership and jurisdiction of the state.

An essential part of the transfer involves the establishment at Fort Valley, adjacent to the college campus, of "The Fort Valley College Center." Here a Director and Chaplain will be stationed to exert and carry on the spiritual influence of the Church in both the college and the community. A chapel, rectory and common room, with facilities to care for a staff of trained workers in religious education, christian social service and worship, will be provided and are now in course of construction. The cost of these buildings and their equipment will be approximately forty-five thousand dollars and contributions towards such a fund are earnestly solicited. The maintenance costs of

UNIVERSITY



the Fort Valley College Center will be borne by its Board of Trustees, composed of representatives from the two dioceses of the Church in Georgia and the Institute, the American Church Institute for Negroes, and the friends of the work.

We hope that this constructive development will be welcomed by the friends of the school and the supporters of the Institute. Contributions and bequests are urgently needed for the establishment of the Center, which should be completed by January, 1940, and will be deeply appreciated. We also hope that the many friends of the school and those supporters of the Institute who have concentrated their interest in the work at Fort Valley will become regular contributors to the Fort Valley College Center. Contributions for either the establishment or support of the Center may be sent to the American Church Institute for Negroes, 281 - 4th Avenue, New York, N. Y., and designated for the Board of Trustees of the Fort Valley College Center.

The Institute will welcome the opportunity to give any further information desired regarding this announcement upon request.

Sincerely yours,

*Robert W. Patton*

Robert W. Patton,  
Director.

*Cyril E. Bentley*

Cyril E. Bentley,  
Associate Director.

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# WESTERN UNION

1201

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R. B. WHITE  
PRESIDENTNEWCOMB CARLTON  
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1939 SEP 18 PM 7 31

EDWIN R EMBRY=

JULIUS ROSENWALD FUND 4901 ELLIS AVE CHICAGO ILL=

AT CLOSE OF FIRST DAY OF SCHOOL 109 FRESHMEN 56 SOPHOMORES  
8 JUNIORS REGISTERED STOP TOTAL 23 ABOVE BUDGET ESTIMATE  
STOP TOTAL WILL PROBABLY REACH 200 BY LAST DATE PERMITTED  
FOR REGISTRATION STOP WOMENS DORMITORY STOCKED FAR BEYOND  
CAPACITY STOP EXPERIENCE ALMOST SHOCKINGLY ENCOURAGING  
COMPARED TO FIRST BEGINNING AT DEAR OLD DILLARD=

H M BOND.

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CHAIRMAN OF THE BOARD

J. C. WILLEVER  
FIRST VICE-PRESIDENT

Send the following message, subject to the terms on back hereof, which are hereby agreed to

September 19, 1939

Dr. Horace Mann Bond  
Fort Valley Teachers College  
Fort Valley, Georgia

Heartiest congratulations on fine opening most important institution  
Personal greetings

Edwin R. Embree

Rosenwald Fund  
JW

FISK  
UNIVERSITY

Fort Valley School

ERG (Gen)

September 25, 1939

Dear Doctor Bond: Thanks for yours of September 16th. I think you are right in attacking Doctor Abercombie for assistance in whatever health work you want to do at Fort Valley. I am not so sure that a health survey of the county and community is really your responsibility. It just lets you in for such a big program that it would seem to me wiser to insist that the state or the county do the job without your having to supervise or sponsor it.

I would like to suggest that Doctor Paul V. Cornely, at the Howard University Medical School, has visited most of the colored schools in the country in the interest of student health programs. I should think Cornely could give you better advice on how to set up a really worthwhile program on your campus. When you get around to the place where you want to start some health education teaching, I'd like to have a word with you on that score. There isn't any money available in this department for any new program until next July. All of our funds were allocated upon receipt of them at the beginning of this fiscal year. That, I should say, is perhaps the most disappointing reply of this note.

My very best regards to all the Bonds, and I hope I get a chance to see you before another year passes.

With very kindest regards,

Sincerely yours,

M. O. BOUSFIELD

M. O. Bousfield, M. D.

MOB:RH

Dr. Horace M. Bond, President  
The Fort Valley State College  
Fort Valley, Georgia

FISK  
UNIVERSITY



# The Fort Valley State College

Fort Valley, Georgia

September 26, 1939

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

Dear Mr. Embree:

I thought you might be interested in a brief report of our present activities and problems.

We closed registration yesterday, after the first week of school. This step was unprecedented in the annals of this and other Georgia institutions, as it has been customary to have them drop in any old time from the beginning of school until Christmas. We felt able to do so because we had no more room for young women, and had 66 more students (44%) above our budget estimate of 150. These are distributed as follows: 126 Freshman students, 68 Sophomore Students, and 16 Junior class students. The Freshman class is 52 larger than the cumulative enrollment of last year here; and the Sophomore class, 24.

Six students have withdrawn after registration. Three did so on account of lack of funds, three because their parents had been prevailed upon to transfer them to the Georgia Normal and to Savannah to take a four year program in Home Economics. Mr. Holley is advertising a four-year program in Home Economics, and claims authorization by the State Board of Regents for this. Mr. Holley is also said to have circulated a letter to the ex-students of Forsyth, pointing out to them that Fort Valley was never any good, and would be worse with this strange fellow they were bringing in from up North in Tennessee.

We have been led to be charitable by the size of the enrollment; so charitable, indeed, that we have invited Mr. Holley to preach for us at Vespers early next month.

Our problem of prime worry is the effect of the War upon our auxiliary budget. You know what has happened to food prices. Coal here has advanced fifty cents a ton beyond the contract price of the Regents, meaning an extra allotment of several hundred dollars.

If God is kind, and we have no internal problems, I look forward to a pleasant year. The biggest need we have is in the shape of a building for the high school students. Taking them out of the Academic building will leave ample room for the expansion of academic subjects. The Library can wait. But the effect of having 200 or more high school students on a college campus is disastrous. I have proposed to the County Superintendent that they try to make a WPA loan, and that in some way we help them, perhaps by paying



# The Fort Valley State College

*Fort Valley, Georgia*

them an annual rental or other amount for the use of the school as a training school.

We have a good elementary school faculty. However, the building is tremendously overcrowded. There are already 431 children there in grades 1-7, with ten rooms. Probably 150 or more will yet come in. The building is dirty and poorly furnished.

We may move two houses across to that campus to be remodeled for rooms for the school. If there could be built, say, a \$35,000.00 high school building, it could take the 6th and 7th grades from the present elementary building, and save us a great deal of money. The Chancellor has written a strong letter to Mr. Lambert, the county superintendent here, suggesting in not too guarded fashion that the county would have to do something about the matter. However, the county is up to the hilt now in its bonded indebtedness. But the high school just has to be gotten rid of.

We are also having difficulties so far as the Agricultural people here are concerned. They claim they wish to move the agricultural work from Savannah here. I would welcome that, of course, but it is going to cost about \$30,000.00 a year to do a decent program of agricultural teacher training, in salaries alone. They want to do it piece-meal, since for various reasons it cannot be done wholesale. There is a very good man here, Mr. Tabor, the state agricultural teacher-trainer. He is greatly interested in the move for personal reasons, as well as for the broader view. I fear Mr. Tabor has lost patience with me because it has not moved faster - but who am I to do what the Chancellor has not done?

My worries are at present many but not excruciating. If food goes up, however, as it has, we shall be out on a large limb in the matter of the dining hall.

You know the State is paying only 65% of its allotment. This means \$22,100.00 instead of the \$34,000.00 allocated, but yet \$1,700 more than I had estimated.

Do you know any good Episcopalians? I have heard rumours to the effect that the man to be placed in the Church here is calculated, by other institutional affiliations, to be a thorn in the flesh of myself and of the school. I have proposed to Dr. Patton that if the right man were found for the job, it might be possible to work out a dual program of cooperation by which, for a little instruction in Community Church Organization or words to that effect, we might get somewhere. The Episcopalians, of course, are not likely to be amenable to either reason or cooperation; and I, for one, can sympathize with them.

I am sending a copy of this report-letter to Mr. Dixon. I will be happy to write in more detail later, although this may seem quite enough.

I am, with best wishes,

*Wm Bond*

UNIVERSITY



# PLANS FOR FACULTY SEMINAR

## A TEACHER EDUCATION INSTITUTION STUDIES ITS PROGRAM

<u>Topic</u>	<u>Counsellor</u>	<u>Proposed Date</u>
I. Introduction		
A. Description and planning	H. M. Bond President, Fort Valley State College, Fort Valley, Georgia	Sept. 21
II. Relationships, Coordinate Agencies		
A. The State Department of Education		
1. Organization and Functions	R. L. Cousins Director, Division of Negro Education, State Department of Education, Atlanta, Georgia	Sept. 28
2. Philosophy and Method of the State Program	L. H. Lester Division of Negro Edu- cation, State Department of Education, Atlanta, Georgia	Oct. 5
B. The University System of Georgia	S. V. Sanford Chancellor, University System of Georgia, Atlanta Georgia	Oct. 10
C. The University of Georgia	W. D. Cocking, Dean School of Education, University of Georgia, Athens, Georgia	Oct. 19
D. The State Department of Vocational Education		
1. Vocational Agriculture	M. D. Mobley Director, Division of Vocational Education, State Board of Education, Atlanta, Georgia	Oct. 26
2. Vocational Home Economics	Miss Elizabeth Mayes, State Supervisor, Vocational Home Economics, Atlanta, Georgia	Nov. 2
E. County Systems of Education		
1. Symposium	L. O. Rogers, Superin- tendent, Colquitt County, Moultrie, Georgia J. L. Yaden, Superintendent Moultrie Public Schools, Moultrie, Georgia L. D. Haskew, Superin- tendent, Monroe Public Schools, Monroe, Georgia J. F. Lambert, Superin- tendent, Peach County Schools, Fort Valley, Georgia Mrs. J. M. Moore, Superin- tendent, Macon County Schools, Oglethorpe, Georgia	Nov. 9



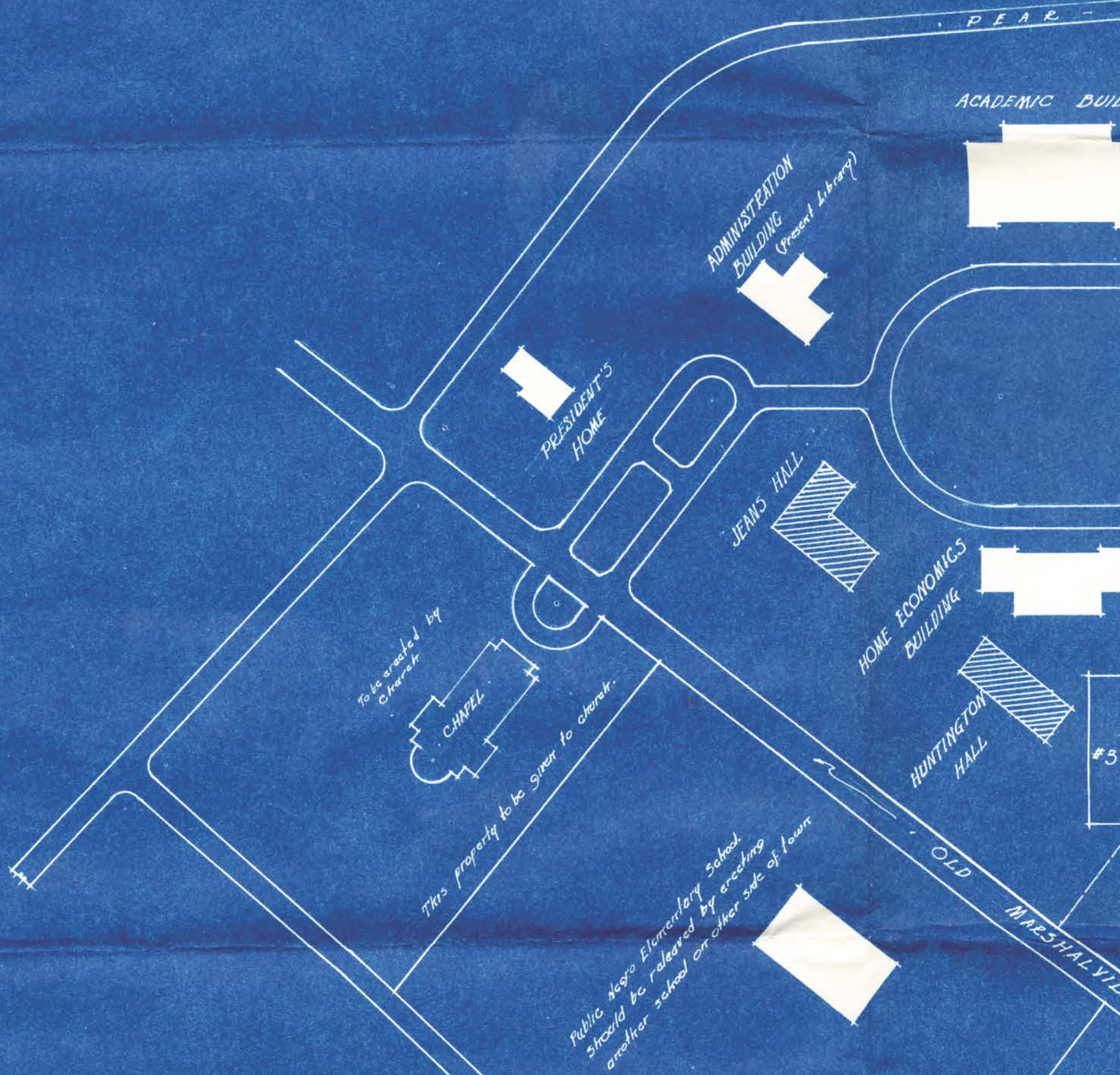
<u>Topic</u>	<u>Counsellor</u>	<u>Proposed Date</u>
F. Associated, Kindred Institutions		
1. A Leading State College	H. C. Trenholm, President, Alabama State College, Montgomery, Alabama	Nov. 16
2. A Leading Technical School	W. A. Clark, Dean, College of Education, Tuskegee Institute, Alabama	Nov. 30
3. A Leading Regional University	R. E. Clement, President Atlanta University, Atlanta, Georgia	Dec. 7
III. The Social and Economic Setting		
1. Southeastern Problems, Social and Economic	Arthur Raper, Professor of Sociology, Agnes Scott College, Decatur, Georgia	Dec. 14
2. The Negro in the South East-		
a. Urban	Forrester B. Washington, Director, School of Social Work, Atlanta University, Atlanta, Georgia	Jan. 4
b. Rural	Ira De A. Reid, Professor of Sociology, Atlanta University, Atlanta, Georgia	Jan. 11
IV. Problems Incident to the Setting		
A. Problems of Health and Nutrition		
		Jan. 18
B. Problems of Family Disorganization, Juvenile Delinquency	Forrester B. Washington	Jan. 25
C. Problems of Personality	Ira De A. Reid	Feb. 1
D. Occupational Outlook	Ira De A. Reid	Feb. 8
E. The Status of Achievement, Learning	Dr. O.W. Eagleson, Professor, Education and Psychology, Atlanta University, Atlanta, Georgia	Feb. 15
F. Problems of Attendance	Mrs. Helen Whiting, State Supervisor, Colored Elementary Schools, Atlanta Georgia	Feb. 22
G. Problems of Materials of Instruction	Mrs. Helen A. Whiting	Feb. 29
H. Problems of Housing and Equipment	Mrs. Helen A. Whiting	March 7
I. The Nature of a Supervisory Program	Mrs. Helen A. Whiting	March 14
V. Problems of In-Service Programs		
A. The Nature of an In-Service Program	J. C. Wardlaw, Director Division of General Extension, University System of Georgia, Atlanta, Georgia	March 21
B. Relations of Summer Schools to Teacher Education	H. W. Irby, Professor of Education and Director of Field Studies, University of Georgia, Atlanta, Georgia	March 28
C. Possible Integrations between Teacher Education Institutions and In-Service Teachers	Faculty Panel	April 4



-3- PLANS FOR FACULTY SEMINAR

<u>Topic</u>	<u>Counsellor</u>	<u>Proposed Date</u>
VI. The Place of Laboratory Facilities in a Teacher Education Program		
A. On Campus	Faculty Panel	April 11
B. Off Campus	Faculty Panel	April 18
VII. Problems of Program Making		
A. Using Conventional Programs	Faculty Panel	April 25
B. Modifying Programs, Using Community Resources	Faculty Panel	May 2
VIII. Defining the Fort Valley Program, (including social and economic data, analysis of student populations, instructional materials and methods from Laboratory School, High School.)		
A. The Definition of Fort Valley's Job	Faculty Panel	May 9
- A Committee Report		
B. Organization of Subject Matter Material	Faculty Panel	May 16
- A Committee Report		





EXISTING BUILDINGS

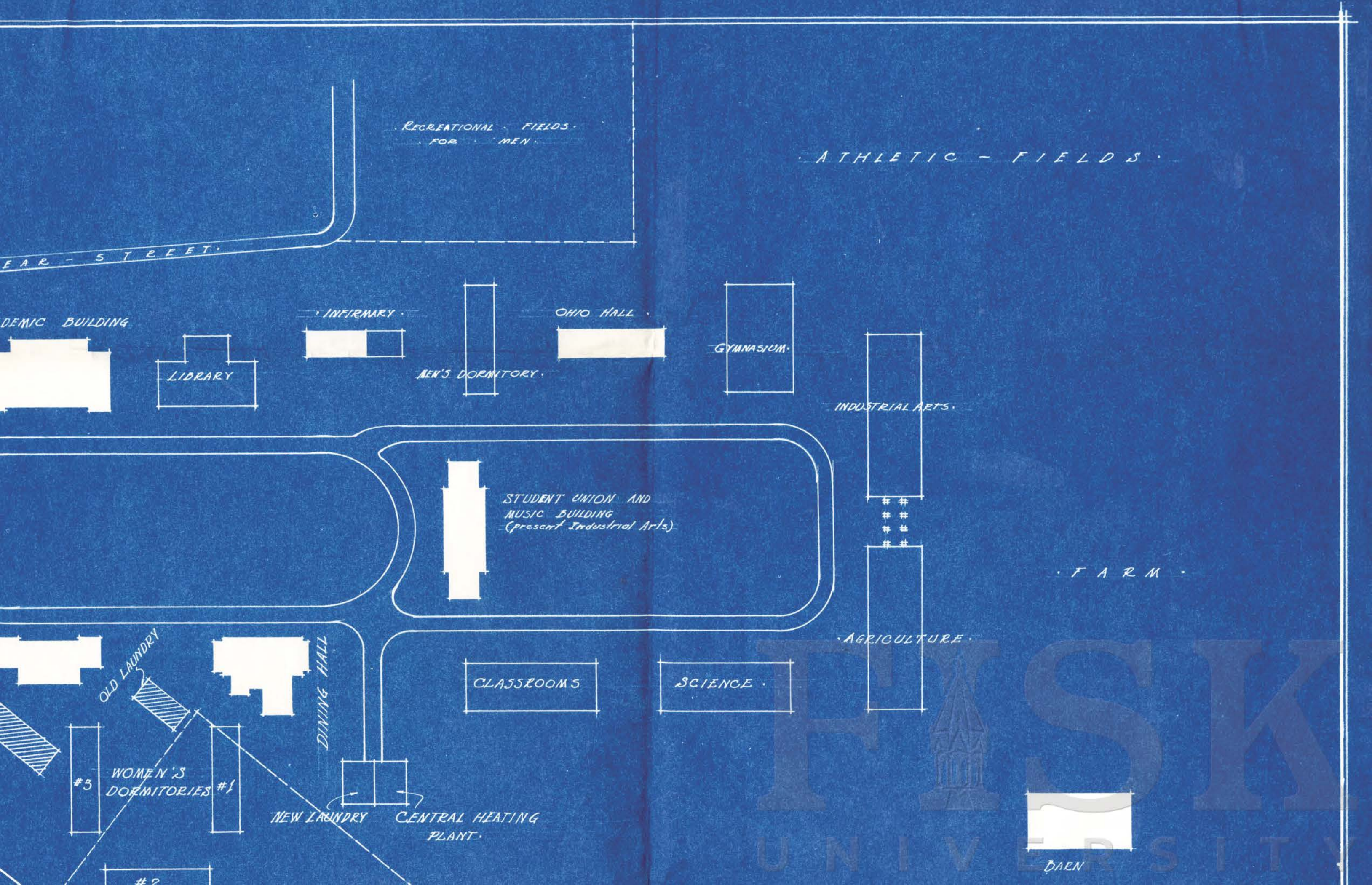


PROPOSED BUILDINGS

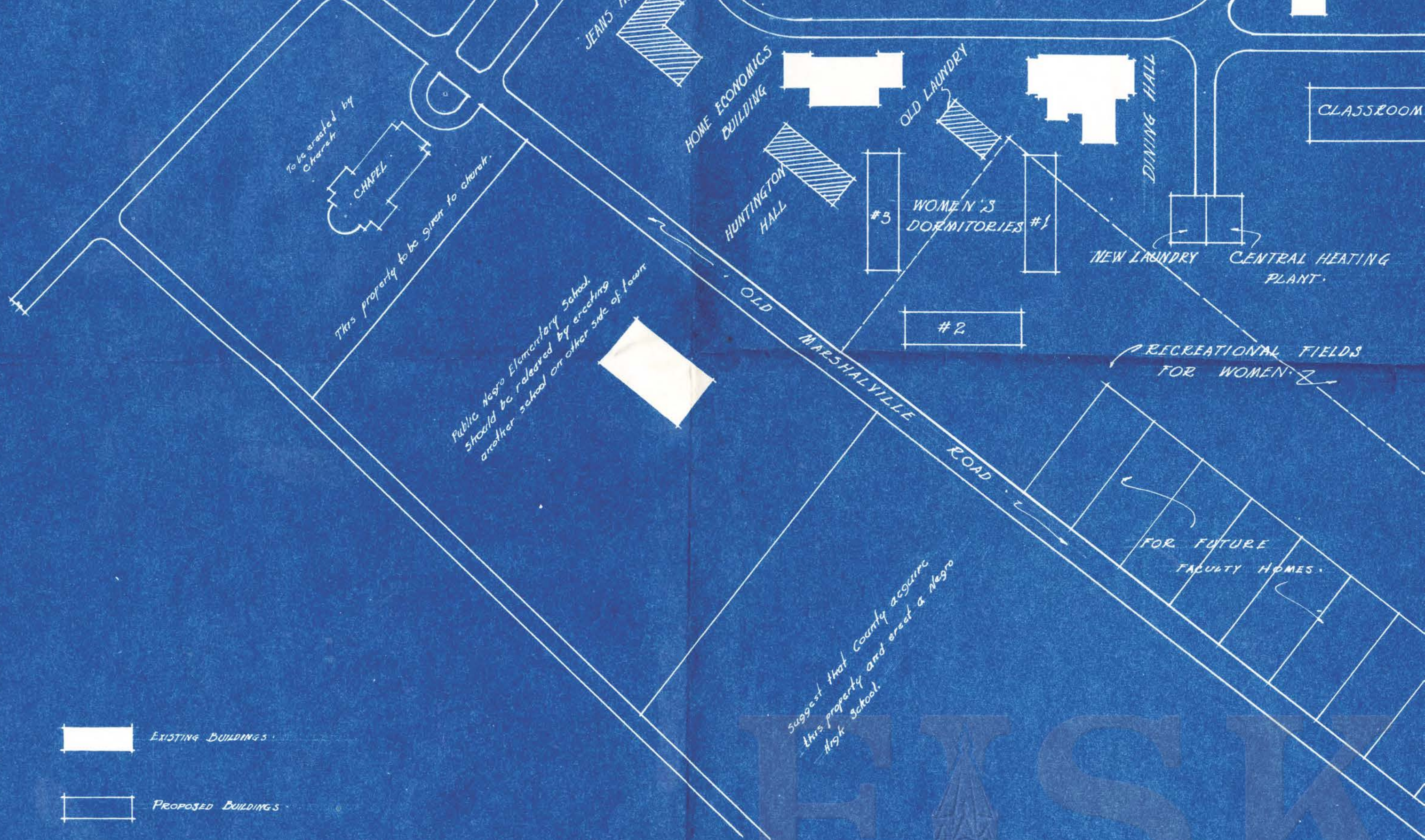
Suggest that County  
this property and  
High School.





FERKA  
UNIVERSITY





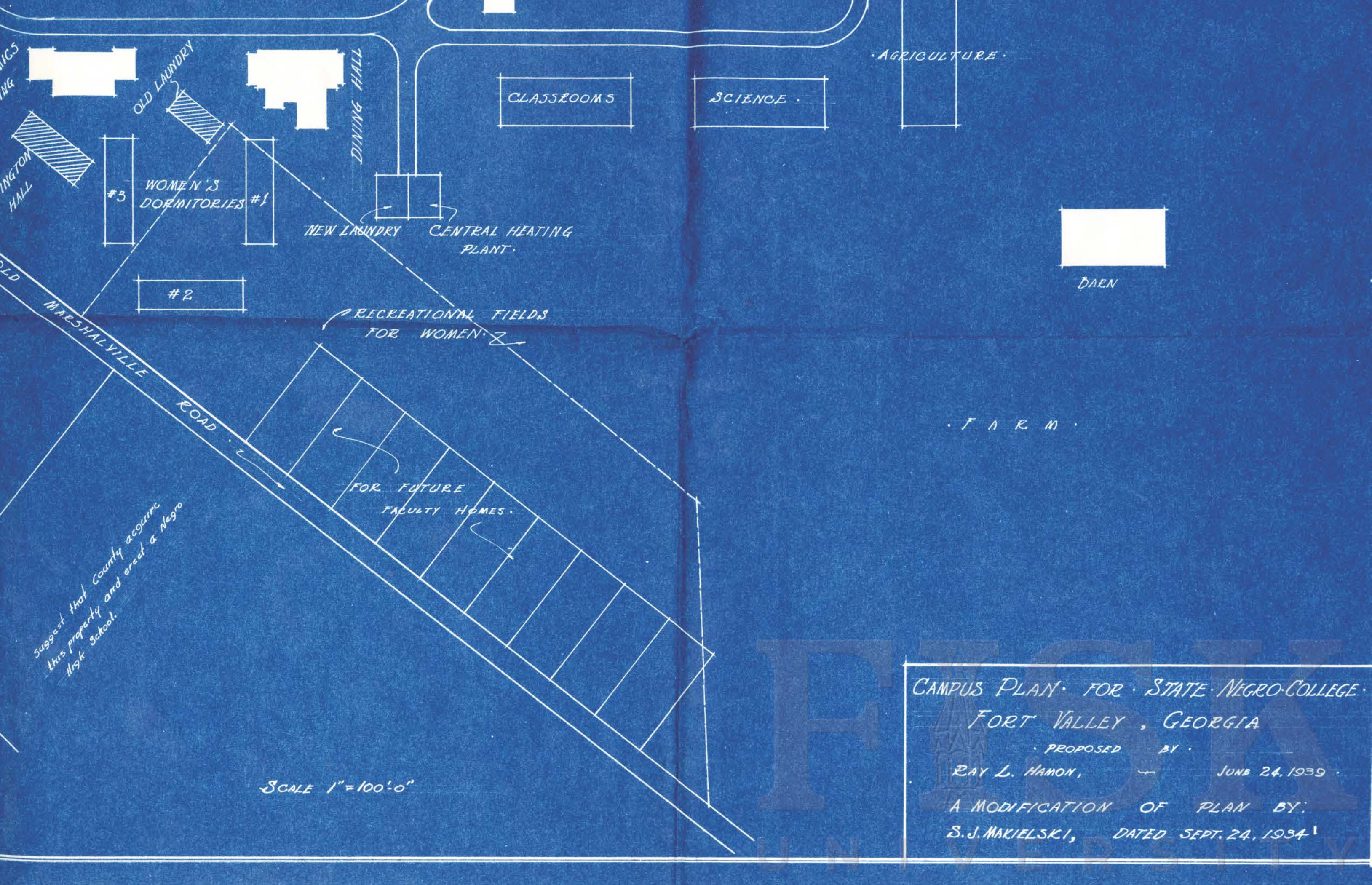




-  EXISTING BUILDINGS
-  PROPOSED BUILDINGS
-  BUILDINGS TO BE RAZED
-  PRESENT PRIVATE PROPERTY TO BE ACQUIRED BY STATE

SCALE 1"=100'-0"





INGTON  
HALL

OLD LAUNDRY

DINING HALL

CLASSROOMS

SCIENCE

AGRICULTURE

#3

WOMEN'S  
DORMITORIES #1

NEW LAUNDRY

CENTRAL HEATING  
PLANT

#2

RECREATIONAL FIELDS  
FOR WOMEN

MARSHALVILLE  
ROAD

Suggest that County acquire  
this property and erect a Negro  
High School.

FOR FUTURE  
FACULTY HOMES



BARN

FARM

SCALE 1" = 100'-0"

CAMPUS PLAN FOR STATE NEGRO COLLEGE  
FORT VALLEY, GEORGIA  
PROPOSED BY  
RAY L. HAMON, JUNE 24, 1939  
A MODIFICATION OF PLAN BY  
S. J. MAKIELSKI, DATED SEPT. 24, 1934



# PLANS FOR FACULTY SEMINAR

## A TEACHER EDUCATION INSTITUTION STUDIES ITS PROGRAM

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Fort Valley

Dear Mr. Dixon:

I wish you could call Mr. Cousins when you get to Atlanta, and tell him I would like very much to get in touch today or tomorrow with the Sallie Bobb Bailey (Home Economics) he mentioned to me.

Also, I want eight to ten names nominated by him for the elementary school.

Sincerely,

H M Bond

Called Cousins' office  
He was out. Gave Mrs.  
Millsap (his secy) the  
message. JCB

---

Bond

Contracts from Chancellor.

Budgets - one copy for Sanford.

Audit to be made.

---

Wire Embree about Essom & Callaway



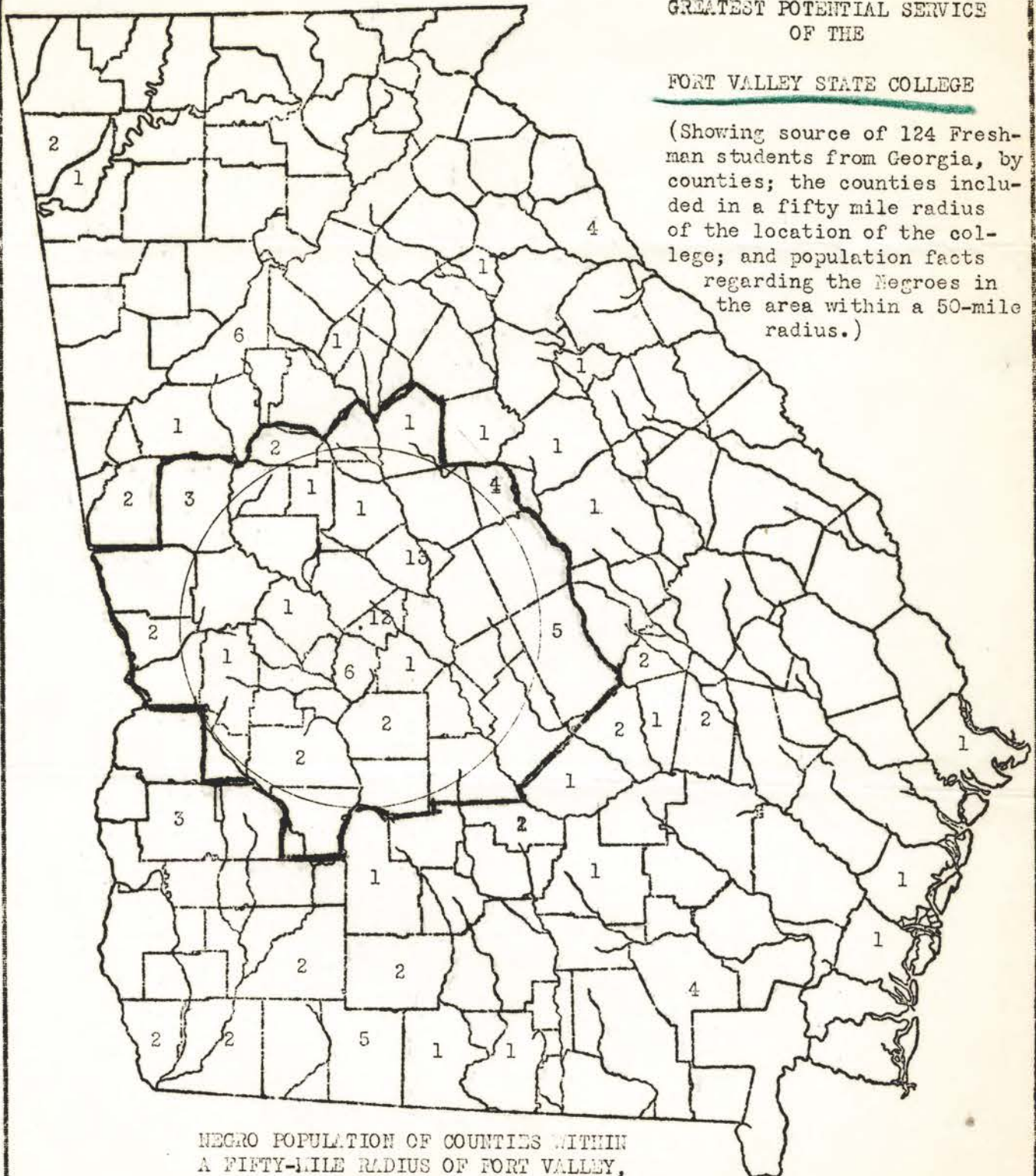
# GEORGIA

SCALE 0 10 20 30 40 MILES

THE AREA OF  
GREATEST POTENTIAL SERVICE  
OF THE

FORT VALLEY STATE COLLEGE

(Showing source of 124 Freshman students from Georgia, by counties; the counties included in a fifty mile radius of the location of the college; and population facts regarding the Negroes in the area within a 50-mile radius.)



NEGRO POPULATION OF COUNTIES WITHIN  
A FIFTY-MILE RADIUS OF FORT VALLEY,  
1910-1930

County	1930	1910	County	1930	1910
--------	------	------	--------	------	------

Baldwin	10,736	11,005	Marion	3,915	5,364
Bibb	32,906	27,431	Merriwether	11,766	14,730
Bleckley	3,261	-----	Monroe	6,750	3,250
Butts	4,438	7,200	Muscogee	20,667	16,747
Chattahoochie	2,670	5,864	Peach	6,565	-----
Crawford	3,879	4,922	Pike	5,401	10,159
Crisp	8,369	8,616	Pulaski	5,056	13,504
Dodge	7,998	8,460	Schley	3,320	3,291
Dooley	10,064	12,728	Spalding	8,154	10,060
Houston	7,628	17,538	Sumter	17,390	21,243
Jasper	5,237	11,384	Talbot	5,828	8,230
Jones	5,774	9,286	Taylor	5,242	5,379
Lamar	4,473	-----	Twiggs	5,335	7,396
Lee	6,489	9,992	Webster	3,038	4,182
Laurens	13,536	17,544	Wilcox	5,473	5,505
Macon	11,192	10,581	Wilkinson	5,114	5,155
			Total	237,354	294,663

Total, White Population, Same Counties..... 291,305



Fort Valley School  
(Gen)

X

October 9, 1939

Dear Dr. Patton: The enrollment at Fort Valley this far is very encouraging. I was there last Wednesday and at that time there were enrolled 126 freshmen, 68 sophomores, and 16 juniors. This was as many as Dr. Bond could provide living quarters for in his present dormitories. He had stopped registration several days prior to that because he felt it inadvisable to register any number in excess of the number his dormitories could accommodate. The best check seems to indicate that the freshman class has about 52 more than have ever been registered in this class and the sophomore class about 24 in excess of any previous enrollment.

All of this is very encouraging, but to me the way the whole staff at Fort Valley is cooperating with President Bond is even more encouraging. I think he was quite wise in retaining as many of the last year faculty members as possible. In so doing he not only got a reasonably good group of people but tied them to him as a loyal group of co-workers. The whole picture looks unusually bright to me and I think you and I both are going to be able to look back on the development of this institution as something very significant and worth while.

I know Dr. Bond will be happy to have you and Mr. Bentley visit the school any time you happen to be in the state and find it possible to do so.

JCD:RW

Very truly yours,

Dr. Robert W. Patton  
American Church Institute  
281 Fourth Avenue  
New York City

J. C. DIXON

FISK  
UNIVERSITY



X

## CROSS REFERENCE RECORD

**FIRM NAME OR SUBJECT** FORT VALLEY SCHOOL (GENERAL) **FILE NO.** \_\_\_\_\_

DATE	REMARKS
<u>10-11-39</u>	<u>Dr. Bigelow encloses corres. with Dr. Horace Bond re: possibility of developing certain activities in field of Negro teacher education.</u>

**SEE** AMERICAN COUNCIL ON EDUCATION **FILE NO.** \_\_\_\_\_

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

FILE CROSS REFERENCE RECORD UNDER NAME OR SUBJECT LISTED AT TOP OF THIS SHEET, AND IN PROPER DATE ORDER.

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

**YAWMAN AND ERBE MFG. CO.**

ROCHESTER, N. Y.

FISK  
UNIVERSITY

FORM NO. 099CR



The Fort Valley State College is happy to be able to send you this reprint, the first publication to appear by a faculty member since this Institution became a state college, in July.

We hope you may look forward to receiving other such publications from us in the near future, as the encouragement of faculty publications represents an important part of our program in the future.

H. M. Bond, President



WENTWORTH 0110

T. T. O'CONNELL

TRANS-AMERICAN VAN SERVICE, Inc.

LONG DISTANCE MOVING

540 W. 59TH ST.  
CHICAGO



Box 683  
Fort Valley, Ga.  
Oct. 16, 1939.

Scholar

Mrs. Margaret Simon, Sec'y,  
The Julius Rosenwald Fund,  
4961 Ellis Avenue,  
Chicago, Illinois.

	MSS	18	ms mk	23
	JCD		PW	
	JFS			

Dear Mrs. Simon:

I was so glad to see you again but I am truly sorry to know that you are leaving the work so soon. I hope you won't leave it as soon as you are now planning to do.

I am writing to remind you about the Rosenwald Libraries and also the books of Negro life and those by Negroes. Remember, I promise to return the Negro books after we have used them in our Children's Literature course and in the curriculum workshop.

We hope to have the workshop in good running order when you come again. Our book cases are ready and will be putting in other things later. We hope for the type of activities we carry on in it to also lend it atmosphere.

Things seem to be still going well and we are hoping this will be the general order of things all the time.

I hope you will find it convenient to send the books soon because our first quarter will be gone before we know it.

With best wishes to you and Mr. Simon,  
I am

Sincerely yours,  
Catherine Duncan

FIISK  
UNIVERSITY



Fort Valley School  
(Gen)

P

October 19, 1939

Dear Dr. Bond: At the time the Regents made their study of higher education for Negroes in Georgia some attention was devoted to the possible future needs in the way of buildings at Fort Valley. About this time Dr. Sanford or Dr. Cocking wrote to the General Education Board about these needs. This was unfortunate for two reasons: (1) the program of the institution had not been developed, and (2) a rather large sum for buildings - without specifying their number or purposes - was requested. The request was so untimely, so informal, and so inadequate that the GEB naturally and rightly turned it down. But I have reason to feel that this turndown was not to be considered final action in the matter. To be more specific, I had the feeling that, if the Regents were to approach the GEB with a definite proposal and request, it would receive full consideration.

There are reasons why such a request or application should be submitted to the GEB as soon as you and the Regents are prepared to make it.

Conferences I have had with GEB officials in the past seem to indicate that such requests as may be presented to their board should develop from a series of studies and official decisions which follow - somewhat, at least - the following sequence:

1. A statement as to the type of program the Regents propose to develop at Fort Valley. (Perhaps there should also be included a statement as to the complete state program of higher education for Negroes.)
2. A statement of the facilities - material and personnel - needed for such a program.
3. A statement indicating the material facilities and personnel already available for such a program.

FISK  
UNIVERSITY



Dr. Bond - page two

4. A statement of additional material facilities and personnel needed.
5. The estimated cost of the needs enumerated in number 4.
6. The availability of state and other funds (federal, Rosenwald Fund, etc.) to meet these costs.
7. Specific request to the GEB.

It is my guess that the GEB will be interested only in plant and equipment needs, and not in personnel.

I know that you are not yet ready to approach the GEB with a request for a grant and I write this only that we may be thinking about it and looking to a propitious and logical time.

Perhaps we might talk about all of this the next time we are together.

Cordially yours,

J. C. DIXON

JCD:RW

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





Fort Valley School

D

October 23, 1939

Dear Mrs. Duncan:      The delay in the books was  
                                 all my fault. I thought I  
had told Miss McKay to send them, but what I was  
remembering was that I had told Miss Elvidge I  
was going to send them.

I find that among my samples  
I have almost no books about Negroes that are  
any good, except those that are included in our  
libraries. However, the few that we do have I am  
sending on.

Very truly yours,

MSS:McK

MARGARET S. SIMON

Mrs. Catherine Duncan  
Box 683  
Fort Valley, Georgia

FISK  
UNIVERSITY



Fort Valley School

# THE AMERICAN CHURCH INSTITUTE FOR NEGROES

A Corporation of the Protestant Episcopal Church Responsible to the National Council and to General Convention

281 FOURTH AVENUE, NEW YORK

Telephone, GRAMERCY 5-3012

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FIELD SECRETARY

THE REV. G. WARFIELD HOBBS, D.D.  
DIRECTOR OF PUBLICITY

MR. STANISLAW J. MAKIELSKI  
ARCHITECT

St. Augustine's College - - - Raleigh, N. C.  
St. Paul Normal and Industrial School, Lawrenceville, Va.  
Bishop Payne Divinity School - - - Petersburg, Va.  
Fort Valley Normal and Industrial School, Fort Valley, Ga.  
St. Mark's Normal and Industrial School, Birmingham, Ala.  
Gailor Industrial School - - - Mason, Tenn.  
Gaudet Normal and Industrial School, New Orleans, La.  
Voorhees Normal and Industrial School, Denmark, S. C.  
Okolona Industrial School - - - Okolona, Miss.

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JOHN WILSON WOOD, D. C. L.

MR. LANGBOURNE M. WILLIAMS, JR

HONORARY VICE-PRESIDENT

WILLIAM C. RIVES, M. D.

Lindsay, Va.  
October 23rd, 1939.

JFS				
NSS				

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

Dear Mr. Dixon:

My appreciation of your good and interesting letter of October 9th is not to be measured by my failure to acknowledge it at an earlier date. I need not explain the cause of my delay to such another good old tramp like yourself. The truth is that had they not been women of rare worth, grace, and patience, Mrs. Dixon and Mrs. Patton would have long ago divorced or shot both of us. I generally acknowledge letters promptly, especially from those whom I esteem as I do you, but this time I was in the toils and couldn't.

The news you give of the fine attendance at Fort Valley is indeed encouraging. I rejoice to have the facts, and to know that you are more than gratified at this encouraging beginning of an enterprise to consummate which you more than any other person gave your devoted, long, and patient service. After once making my decision as to what was the Church's duty, I have never wavered in the conviction that we acted wisely and right in letting our school go to the State. You and I may from time regret that the State, or rather the Board of Regents, may not be able to carry out immediately and in full all that you and I hoped from them, but I do not believe that these delays will ever be important enough to make either of us regret turning the institution over to them. It is fine therefore to have your encouraging letter.

Yes, you can be confident Bentley and I, as far as may lie in our power, will give Dr. Bond not only our sympathy and cooperation, but will stand by him all around. He is a fine man, with both a head and a heart. I admire him, and his attractive personality and high character have drawn me to him. I had a good talk with him when I was last there. In addition to the other things mentioned, he said he is deeply interested in our plans for our College Center, and wants to cooperate not only spiritually, but in certain practical ways, which I mentioned to you. Bishop Mikell and I were pleased with his suggestions, which I hope may be carried out as soon as may be.

I shall have to go to Atlanta and Fort Valley again in November, around the 21st, and shall hope to see you and have another good talk together. With many good wishes for you and for those who are dear to you, on whom I pray for God's daily blessing,

Very sincerely,

Robert W. Patton



# The Fort Valley State College

Fort Valley, Georgia

October 31, 1939

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

My dear Mr. Dixon:

JCD	11-3	JCD	3
IFS		IFS	
MSS		MSS	
ERE		ERE	

I am sending to you, an an inclosure, a clipping from the Episcopal Missions' Magazine, "Spirit of Missions", having to do with the proposed plans for the church center here. You will understand that if the Church authorities propose to do all of these things with our students, it seems that they might at least extend to me the courtesy of consultation with reference to the kind of person who is to perform all of these proposed functions. This has not been done. I know that Dr. Patton has extended all sorts of assurances in the matter, but Dr. Patton is soon to retire, and with no question of his sincerity in the matter, I would not ordinarily believe that his interest in a long time period of happy cooperation would be too great.

I would like to state frankly to all concerned, that it would be better to settle this question before the irrevocable is to be, of locating an individual who might prove unacceptable in the future, rather than wait for trouble to develop and create a nasty problem then. For example, you know enough about small college situations such as this, to know that such an institution as proposed in this clipping could easily become a center for endless intrigue and agitation where both students and faculty are concerned.

I have every sympathy with the sacrifices made by members of the Episcopal Communion in the efforts to build this institution. However, I do not see that this sympathy should warrant any action on the part of a state institution such as ours now is that would be injurious to its welfare in any way. You may be interested to know that in a total college student body of 225, we have only 12 Episcopalians. You can understand the dangers of being laid open to accusations of proselytization by our Methodist and Baptist friends in a state institution, and it may require us to impose considerable limits on the degree of activity implied by Dr. Patton's announcement. I do not think that it is a matter up on which Dr. Patton is greatly concerned, -so far as the long distant future is concerned, and I feel that further conversation with him about this matter is fruitless.

With best wishes, I am

Sincerely,

*H. M. Bond*  
H. M. Bond

HMB:j

FISK  
UNIVERSITY





Architect's Drawing of the Fort Valley College Center

## Fort Valley College Center Is Started

**\$45,000 PLANT UNDER CONSTRUCTION FOR WORK**

A NEW College Center at the Fort Valley Normal and Industrial School, Fort Valley, Georgia, is being launched this fall by the American Church Institute for Negroes. Announcement of the starting of construction work on a \$45,000 plant for the Center is made by Dr. Robert W. Patton, director of the Institute.

The physical units of the College Center are a beautiful chapel, rectory, and large commons room. These are connected by a corridor and covered passageway. Rector's study, robing room, and other facilities are provided by the plant. The effect from a distance will be that of one large building, so constructed as to harmonize with the College buildings. The Center is located on a three-acre tract of land, advantageously situated in relation to the rest of the campus.

The Chapel is designed to accommodate about 150 worshipers and can be enlarged should developments in the student work require. The Commons Room is designed for assemblies of students and of the people of the community and country residents, both for social purposes and for lectures. Kitchen facilities are provided for in it.

The development of this College Center marks a new venture on the part of the American Church Institute. After long and earnest consid-

eration, the Board of Trustees of the Fort Valley Normal and Industrial School, one of the schools of the Institute, and the Institute board, decided to transfer the institution to the Board of Regents of the State of Georgia. It was understood from the beginning that the Church would continue its spiritual activities there.

The first condition therefore of the plan now being effected was that in turning over to the State a property in which the Church had invested more than three-quarters of a million dollars, adequate land and so far as possible financial assistance should be granted with which to construct a Church enterprise contiguous to the college. The Julius Rosenwald Fund granted the Board of Regents a large appropriation from which the Institute received \$15,000. The Institute itself is providing an additional \$30,000 to construct the new buildings.

Ground for the new center was broken on Sept. 15 and construction work is now well under way. The Fort Valley College Center, as the new work will be known, will be governed under charter as a corporation of the State of Georgia, empowered to receive and disburse funds for the purposes authorized. The Board of Trustees of the Center will be composed of representatives of the two

dioceses in Georgia, including the bishops, of the American Church Institute for Negroes, and such other members as the board may elect.

The work of the Center will be supported by the Institute, the two dioceses in Georgia, and by contributions of those who in the past have contributed to the Fort Valley Normal and Industrial School.

Dr. Patton expressed the belief that this new program marks a definite advance in the Church's mission to the Negroes of the South.

### The Heart of Religion

It should be evident that missionary enterprise is quite as much the laity's enterprise and responsibility as it is of any member of the National Council or of any missionary in the field. All of us are equally charged with the building of God's Kingdom. The missionary enterprise is not something extra which you can believe in or not. It is the very essence of love; it is at the very heart of the Gospel.—*The Rt. Rev. William Appleton Lawrence, D.D., Bishop of Western Massachusetts.*





# "China's Agony"--Nothing Less

## MISSIONARY NEWS FROM AFAR

by  
JOHN W. WOOD

(Left) Chinese mother and child, refugees.  
Note a spot of light on the child's face.

**China's Agony** "China's Agony"—it is nothing less than that. Read the account of the bombing of Chungking in this issue. Even that is not the whole story. Here is the experience of another foreign worker: "I passed through one endless line of human suffering. It is difficult to describe living conditions of refugees. No words in any language are adequate. There is no temple without masses of refugees sleeping on stone floors, on boards, benches, tables, or altars, wherever there is an inch of space. Everywhere the sick lying in bundles of rags. To my unutterable misery, mothers with diseased babies in their arms fell on their knees before me, crying and asking for medicinal care."

**Admiral Yarnell Praises Missionaries** The name of Admiral Harry E. Yarnell, commander-in-chief of the American naval forces on the Asiatic station has appeared frequently in the press dispatches from China. Having reached the retiring age the Admiral is leaving China. At a farewell reception given to him in Shanghai he spoke with admiration of the way in which "hospitals have been maintained for the sick, schools and colleges have been carried on in strange cities and makeshift buildings, when the original buildings have been destroyed or occupied. Refugee camps have saved thousands of lives and all who are familiar with the history of these camps know the real danger experienced by those who have maintained them. Our Red Cross has been active all over China."

"Our missionaries have remained at their posts in the face of dangers that in many cases have been appalling and have rendered humanitarian service on a scale that has been little realized here or at home. And through it all, our business community has carried on, refusing to be dis-

couraged, tightening their belts as necessary and hoping for better days that will surely come."

**Colleges Hold Joint Exercises** For the second consecutive year, joint commencement exercises of six Christian colleges in East China were held in the Grand Theater, Shanghai. Normally only two of these colleges are located in Shanghai but due to the present conditions all six are carrying on their work in rented quarters in the city. The graduating classes totaled 492 young men and women. The audience of 2,000 people included many distinguished members of the Chinese and foreign community. The Rev. F. L. Hawks Pott, D.D., president of St. John's University, presided and awarded the degrees.

**China Work Goes On** In spite of military occupation, great crowds of refugees, and many other unpleasant conditions, the Church's work in the City of Hankow goes on. Bishop Gilman recently visited the Church of St. John the Baptist, of which the Rev. M. S. K. Ling is the Chinese pastor. St. John's is an almost self-supporting congregation. When the time came for the offering, the two wardens passed the alms basins with a great red paper attached on which was written for the information of the members of the congregation: "This offering is for the Endowment Fund of the parish of St. John the Baptist." Before the end of the service it was announced that the congregation had that morning made an offering of more than \$400 Chinese currency. This added to that already in hand means that the Endowment Fund has passed the \$6,000 C.C. mark.

**Why Missions?** is a perennial question in the minds of many people. One of the briefest and best answers to that question is a small pamphlet written by the Rev. Edmund L. Souder in a series known as *New Tracts for New Times*, published by the Morehouse Company. As an indication of the fact that the Christian Gospel makes its appeal to people of many different types, the author tells his readers that in the City of Hankow, the mayor is a member of St. Paul's Cathedral parish. The wife of the

provincial governor is a devout Christian and her husband comes at times to our Church services. The provincial commissioner of education is also known as a follower of Christ. Most people by this time know that General Chiang Kai-shek and his able wife are devout Christians.

These personal references help to drive home the concluding words of this twelve-page pamphlet: "The world-wide activities of Christian missions are the most constructive force at work in building a human society which, because it seeks to fulfill the divine purpose and give glory to God on High, will discover therein peace and a new life on earth." The pamphlet may be secured from the Book Store of the Church Missions House. It is a generous ten cents worth.

**College Buildings House Refugees** Mr. John L. Coe of Central China College faculty was retained by Bishop Gilman in Wuchang when the college moved to Southwest China, in order to care for the property and do anything that could be done for the Chinese refugees who swarmed into the grounds. There are still almost 1,000 refugees on the compound, living chiefly in the Gate School buildings and in St. Paul's Hostel and Ingle Hall. An effort is being made to give some industrial and agricultural training to these unfortunates.

**Offerings in Kind** Even after forty years of nurturing care by the United States, there are still parts of the Philippines where money as a medium of exchange is almost entirely unknown. Therefore, offerings in church are often offerings in kind. Igorot Church people will give labor in leveling land or erecting buildings. They will bring rice or chickens or eggs for the offering. Sometimes these can be sold before the actual offering is made. Easter School in Baguio is largely supported by the weaving industry carried on by some of the students and graduates. A smaller, more modest enterprise known as Igorot Industries in Sagada has paid almost the entire cost of maintaining a day school in the *ili* of Bila, tucked away in the mountains, some six or seven miles from Sagada.



# Buddhist, Baptist Worship at St. Stephen's, Manila

**B**UDDHIST and Baptist, Episcopalian and Mohammedan work, study, and worship side by side in one of the Church's interesting works for Chinese in Manila, P.I. This work at St. Stephen's Church, Manila, has been brought to the fore by the recent completion of a new school. It will accommodate 500 children and is the result of many years of educational effort by a conscientious staff.

The new school, located in another part of the city from the old, is a memorial to Elizabeth Holbrow Studley, the school's founder. With the help of a devoted group of Chinese and American co-workers, she built up the school from a small kindergarten class to a complete elementary school; later a high school in both Chinese and American, was added while Miss Dorothy Latham was principal.

The new school will receive any Chinese girls and boys up to the age of ten without regard to religious



(Above) A group of Chinese girls at St. Stephen's Church, Manila, where the Church carries on an important work in their behalf.

affiliation. A number of the present teachers in the school are graduates of St. Stephen's. The teachers give their Sundays to teaching in the Sunday school and singing in the choir. This is noteworthy when one realizes the liberal requirements for entrance.

Each class in the school offers a practical study in comparative religion. Buddhists and Baptists sit side by side along with Mohammedans and Episcopalians. Although the sacred teaching and daily Epis-

copal services are voluntary, the attendance is generally 100 per cent. Confirmation classes are only one index of this interesting experiment in unity. Not only do the Chinese of the community highly appreciate the effort of the Church at St. Stephen's, but they show this appreciation by their generous contributions.

The Rev. Henry Mattocks, rector of St. Stephen's, is now in the United States on furlough. Miss Constance B. Bolderston is the principal.

## Fort Valley School Becomes Keystone of Negro Education in Georgia

**T**HE BOARD OF TRUSTEES of the Fort Valley Normal and Industrial School of Fort Valley, Georgia, an outstanding school of the American Church Institute for Negroes, has transferred this Institution to the authority of the Board of Regents of the State of Georgia. The transfer is approved by the Board of Trustees of the Institute, its members believing that as the keystone for Negro education in Georgia, with greatly increased support, a future of vast significance for the school is assured.

The spiritual influence of the Church will be perpetuated through an institution to be known as the "Fort Valley College Center," with a Board of Trustees composed of representatives of the Ameri-

can Church Institute for Negroes and of the two Episcopal Dioceses of Georgia. There will be a resident Director and Chaplain, and for his use a Chapel, a Common Room and a Rectory. Facilities now under construction will provide for a staff of trained workers in Religious Education, Christian Social Service and Worship.

Contributions or bequests heretofore made to the Fort Valley Normal and Industrial School should now be designated for the Board of Trustees of the Fort Valley College Center, contributions toward which are earnestly solicited, and should be sent to the American Church Institute for Negroes, 281 Fourth Avenue, New York, N. Y.

**ROBERT W. PATTON, DIRECTOR**  
THE AMERICAN CHURCH INSTITUTE FOR NEGROES





# Archdeacon Watson Passes

## VETERAN OF 38 YEARS IN THE LATIN-AMERICAN MISSION FIELD

The Sioux Indian at the left is typical of those who attended the annual Niobrara Convocation on the Crow Creek Reservation, South Dakota, recently. This convocation is always one of the outstanding events of the year for Bishop Blair Roberts and his people. The Church maintains a large work among the Indians of South Dakota.

Death claimed one of the Church's oldest workers in the Latin-American field—the Ven. William Watson. He died after a long illness caused by an automobile accident last December.

Archdeacon Watson spent the last 38 years of his life in the Latin-American mission field. He began with four years of work in Puerto Rico, from 1903 to 1907. His next work was in Mexico, where he was engaged in ministering to English-speaking people in Pueblo and Oaxaca. For two years he was in

charge of St. Andrew's School, Guadalajara, and then, during the trying early revolutionary days, he was rector of San Jose, Mexico City.

From 1914 to 1921 Archdeacon Watson was in charge of the West Indian Negro work at Guantanamo, Cuba. In addition to building a notable congregation he was acting chaplain at the great naval base established by the United States in Guantanamo Bay during the war.

In 1921 at the urgent request of Bishop Aves, the Archdeacon returned

to Mexico as General Missionary and later as Archdeacon of the Federal District, and recently has been in charge at Monterey and Tampico.

For many years Archdeacon Watson made an intensive study of Spanish and Latin-American folk music and hymnology. As a result, he compiled a hymnal of such merit as to receive the commendation of all the Latin-American bishops, students of the Spanish language, and musical authorities. He is survived by a son and a daughter.

## A Tour of the Prayer Book

Episcopalians take the Prayer Book too much for granted, speaking glibly about the beauty of its contents but having little accurate knowledge as a basis for their statements. At least so it is said. But it need no longer be true.

The Rev. Vernon McMaster, of the National Council's Department of Christian Education, has issued *A Tour of the Prayer Book* through the Morehouse-Gorham Company, New York. This is a workbook based on the Book of Common Prayer and planned to help young people or adults become so familiar with the contents of the Prayer Book that they will feel quite at home at any of the Church's reg-

ular services, understand their meaning better, and know how to use the Prayer Book on all occasions. The use of the workbook requires the constant handling of the Book of Common Prayer.

*A Tour of the Prayer Book* may be used by an individual working alone, by a whole family working together under supervision, or by a class in the Church school. The appearance of this workbook in this 150th anniversary year of the Prayer Book is most timely and should contribute to a fuller understanding and wider use of that incomparable book in the years ahead.

### "The Story of the Prayer Book"

"The Story of the Prayer Book" is the title of an illustrated booklet issued by the Oxford University Press in commemoration of the 150th Anniversary of the adoption of the Book. Copies are available to churches at one dollar a hundred. If 200 or more are ordered, the name and address of the church will be printed free at the bottom of the first page. This nominal charge covers but a small part of the cost of the 20-page booklet. Copies may be ordered from booksellers or from the Oxford University Press, 114 Fifth Avenue, New York.

**Growth in Shanghai** In spite of war conditions, the Church in the Missionary District of Shanghai grows steadily. In 1938, the number of baptisms and confirmations was larger than 1937. The total number of baptized Christians, including communicants, is now 11,774. Contributions by Chinese show an increase of about twenty per cent. Total for year in Chinese currency, \$29,881.

+ + +

They work seven days a week, a group of women and girls preparing tobacco in a west China town. A few of them are Christian and attend church even though to do so means a loss of wages for the time off.

+ + +

As a result of the success of the first annual summer training camp for Negro youths, held at Country Life Center, Hancock County, Georgia, President B. F. Hulbert of Georgia State College, has offered land and \$100 in cash toward the establishment of a permanent camp. He proposes that the camp be sponsored by the dioceses of Georgia and Atlanta. Fifty-five Negro young people attended this year's session.

### A Friend Will Appreciate This Gift

With this issue of THE SPIRIT OF MISSIONS is being mailed a blank for your convenience in subscribing for a friend or friends. Some friend will thoroughly appreciate your kindness in sending a year's subscription. Do it today.



A STUDY OF NATURAL SCIENCE SURVEY COURSES IN  
NEGRO COLLEGES

7

WALDO W. E. BLANCHET

*Fort Valley State Teachers College, Fort Valley, Georgia*

Reprinted from SCIENCE EDUCATION, October, 1939, Vol. 23, No. 5.

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UNIVERSITY



## A STUDY OF NATURAL SCIENCE SURVEY COURSES IN NEGRO COLLEGES

WALDO W. E. BLANCHET

*Fort Valley State Teachers College, Fort Valley, Georgia*

In keeping with recent trends to make the college curriculum function more effectively as a directive force in the lives of its students, many of our Negro colleges have begun to include the general survey courses in the humanities, the social studies, and the natural sciences as part of the first two years of college work. In substance the purpose of such courses is to lay a broad, general background which will assist a person in living. According to the old traditional concept of education, emphasis was placed on the acquisition of factual information; such information, however, has no value in and of itself. It has value placed on it in so far as it has bearing on social life and in so far as it has bearing on what individuals need to do and to construct. It is the development of a functional understanding of the major generalizations of science, the scientific attitudes,<sup>1</sup> and the elements of the scientific method<sup>2</sup> that are of particular value in assisting an individual in directing, appraising, and controlling his own conduct which is concrete and specific. If the place of science in the general education program is to be justified, its basis of justification must come in so far as it affords the student the opportunity, through experience, to use vision, self-direction, self-appraisal, self-control, and cooperation with others for his own individual growth and for the growth of the community of which he is a part.

<sup>1</sup> *A Program for Teaching Science*. Thirty-First Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Company, 1932. Pp. 53-57.

<sup>2</sup> Francis Day Curtis. "Teaching Scientific Method." *School Science and Mathematics* 34: 816-818; November, 1934.

While certain standards and degrees of achievement should be formulated regarding these courses certainly schools offering survey courses in science may use, as a basis for arriving at suitable and useful standards and objectives, the practices that are being used in other schools that compare favorably with their own. It seemed fitting, then, because of the widespread acceptance of the general college idea and because of the interest that has been manifested in the survey courses in science, to determine the status of this type of course in our Negro colleges and universities.

In making this study it seemed advisable to include just those schools rated by their regional accrediting agency; the assumption being that the type of instruction given in such courses was such as to make it acceptable to these rating agencies. I have no doubt but that in many of the other colleges not so rated survey courses in science are being taught, but the fact that these colleges are not rated by their regional accrediting agency precluded their being included in this study.

From a study of the catalogs of the colleges and junior colleges on the *List of Approved Colleges and Secondary Schools for Negro Youth* for the year 1938-1939 of the Southern Association of Colleges and Secondary Schools, twenty-three schools offered survey courses in science for the year 1938-1939; Miner Teachers College, Washington, D. C., rated by the American Association of Teachers Colleges, Lincoln University, Jefferson City, Missouri, and West Virginia State College, Institute, West Virginia, rated by the North Central Association of Colleges and Secondary Schools also offered such courses.



Twenty-six questionnaires designed to obtain the desired information were sent to these institutions; nineteen were returned with only a small proportion of the items unanswered.

Of the total number of schools offering survey courses in science, 15 offer two separate survey courses, one in the physical sciences and one in biological sciences; 3 offer courses that deal with just the physical sciences; 1 offers a three-quarter sequence: Section 1 (biology), Section 2 (chemistry), Section 3 (physics); one offers a combined course in chemistry and physics; and one for which I had no information other than that a survey course in science is offered completes the study. The following states represent the distribution of schools: Texas, Virginia, West

Virginia, North Carolina, Georgia, Missouri, Louisiana, Florida, Alabama, Tennessee, Kentucky, and the District of Columbia.

It is seen from Table I that there is very little uniformity in the titles given to the courses. In cases where separate courses are offered the titles, Survey of the Biological Sciences and Survey of the Physical Sciences, are used in 5 schools; 4 use the titles, Introduction to the Biological Sciences and Introduction to the Physical Sciences. In cases where one course is offered covering just the physical sciences 3 schools use the title, Physical Science Survey. Where only one course, cutting across both the physical and the biological sciences, is offered, 2 schools use the title, General Science, and the other 3 schools use titles that suggest the broad nature of the courses that are being offered.

The following table shows the years in which the different schools introduced either one or both of their survey courses.

TABLE I

## TITLES GIVEN TO THE SURVEY COURSES IN SCIENCE

Titles	Frequency
Combined course in Physics and Chemistry	
Matter and Energy.....	1
Biology, Chemistry, and Physics sequence	
Survey of Science.....	1
Courses covering just the Physical Sciences	
Physical Science Survey.....	3
Two separate courses	
Survey of the Biological Sciences..	5
Survey of the Physical Sciences...	
Science Survey: Physical Science Survey.....	1
Biological Science Survey.....	
Introduction to the Physical Sciences	4
Introduction to the Biological Sciences.....	
Introduction to the Sciences.....	1
Introduction to the Natural Sciences..	1
Natural Science .....	1
Orientation Science: Physical Sciences.....	1
Biological Sciences .....	
Science .....	1
One course cutting across both the Physical and the Biological Sciences	
General Science .....	2
The Scientific Aspect of Knowledge	1
Introduction to Science.....	1
Orientation to Science.....	1

TABLE II

## YEARS IN WHICH THE SCHOOLS INTRODUCED THE SURVEY COURSES

Year	Frequency
1932.....	1
1933.....	4
1934.....	2
1935.....	4
1936.....	5
1937.....	2
1938.....	1

It is seen from the replies to this questionnaire that the first survey course in science was offered in our Negro colleges in 1932; the largest number of courses begun in any one year were instituted in 1936 and the nineteen courses as indicated were organized within a period of six years from 1932-1938. Of the schools included in this study, Miner Teachers College, Washington, D. C., was the first to introduce a survey course in science, having done so in 1932.

The reason or reasons given by the different schools for the establishment of



the survey courses in science are presented in the following table.

TABLE III

## REASONS FOR THE ESTABLISHMENT OF THE SURVEY COURSES

Reasons	Frequency
There was a felt need.....	14
It is in keeping with the General Education Movement (Junior College Movement).....	8
It was established because of certain textbooks.....	1
It was established to give the students of (name of a certain school) a broad and comprehensive knowledge of the Arts and the Sciences.....	1
A general course for elementary school teachers.....	1

It seems that no state in which the schools included in the study are located at present have these courses as state requirements for no school checked this item as a reason for the establishment of the course. The reason most frequently given for instituting the course is "a felt need," being given by 14 schools; and the next reason in point of frequency of mention is that "it is in keeping with the General Education Movement (Junior College Movement)," 8 schools so indicating. The influence of certain textbooks seems to be negligible for only one school indicated that it was so influenced.

The following table gives the objectives of the survey courses with the frequency of mention by the different schools.

TABLE IV

## OBJECTIVES OF THE SURVEY COURSES IN SCIENCE

Objectives	Frequency
1. To teach students to appreciate the role science plays in modern life.....	15
2. To give the student a general knowledge of the subject matter of science.....	14
3. To integrate the various fields of science.....	13
4. To help students to understand the environment.....	12
5. To serve as an introduction enabling the selection of regular science courses.....	12

Objectives	Frequency
6. To give the student an appreciation of the scientific attitudes....	12
7. To provide the student with sufficient scientific background for his cultural development.....	12
8. To acquaint the student with the main generalizations of science....	11
9. To show the student the influence of science as an element of civilization.....	10
10. To lay the basis for a balanced philosophy of life.....	9
11. To acquaint the student with the points of view of science.....	9
12. To teach students that by the organization of knowledge man gains increasing control of environment.....	8
13. To help students to understand the scientific method.....	7
14. To gain a knowledge of the leading scientists and their contributions.....	7
15. To aid the student in better understanding later courses in the curriculum.....	6
16. To teach students to use scientific languages with exactness.....	6
17. To free the student from unfounded beliefs.....	6
18. To learn to solve problems in life situations.....	5
19. To fulfill a curriculum requirement of a certain amount of science.....	3
20. To teach students to find additional science material.....	3
21. To prepare the student for the teaching of General Science in the high school.....	2

The objective most often given for the survey course in science is "to teach students to appreciate the role science plays in modern life," having a frequency of 15 and a rank of 1, and the one least often given is "to prepare the student for the teaching of general science in the high school," which has a frequency of 2 and a rank of 21.

In a similar study of 144 institutions offering survey courses in science, Winokur<sup>1</sup> found that the ten objectives most

<sup>1</sup> Morris Winokur. "A Survey of Generalized-Science Courses in Institutions of Higher Learning." *Science Education* 20:132-140; October, 1936.



frequently given for the courses, for which I have determined the rank, are:

Objectives	Rank	
	Winokur	Present Study
To give the student a general knowledge of the subject matter of science.....	1	2
To acquaint the student with the generalizations of science.....	2	8
To learn to understand the environment.....	3	5.5
To serve as an introduction enabling the selection of regular science courses....	4	5.5
To understand scientific method.....	5.5	13.5
To give the student an appreciation of the scientific attitudes.....	5.5	5.5
To correlate the various fields of science.....	7	3
To acquaint the student with the technique of science...	8.5	10.5
To show the student the influence of science as an element in civilization.....	8.5	9
To provide the content for the teaching of general science.....	10	21

From the ranks of objectives found by Winokur, and the ranks of objectives that the present study show, considerable differences may be seen in five objectives:

Objectives	Rank	
	Winokur	Present Study
To teach students to appreciate the role science plays in modern life.....	11.5	1
To correlate the various fields of science.....	7	3
To acquaint the student with the generalizations of science.....	2	8
To serve as an introduction enabling the selection of regular science courses....	5.5	13.5
To provide the content for the teaching of general science..	10	21

In the opinion of the surveyor, if the purpose of the general survey courses is to lay a broad, general background which will assist a person in living, much more emphasis might well be given to acquaint-

ing students with the main generalizations of science, inculcating the scientific attitudes, developing use of the scientific method, learning to solve problems in life situations, laying a basis for a balanced philosophy of life, and freeing the student from unfounded beliefs.

The area of human activities is a social one and individuals must so direct their activities that they may effectively participate in the social process. Whatever our standards of value may be, they are the products of intuition tested out by experiences, which constitute the basis on which individuals formulate certain generalizations which act as motivating factors in their lives. A "truth" of science is true and just as much so in the hands of one individual as in the hands of another and while the sciences, in and of themselves, are really not the sources of standards of value, the findings of science afford the best material from which to derive standards of value, and the process of evaluation or derivation of values is unique, over and above that of science; it is philosophical and not scientific. It would seem, then, that "laying a basis for a balanced philosophy of life" should have peculiar significance for the survey courses in science, as should "learning to solve problems in life situations." Feeling is the ultimate indicator of all value; therefore the value of an activity lies in the consequences to the self. It is then the basic feelings of pleasantness, unpleasantness, excitement, and depression, and emotions built up from these feelings plus perceived relations of the individual to some situation which determine the disposition or attitude that an individual will assume toward situations which he comprehends and which involve an emotional reaction for or against the conditions inherent in the situation.

It is the extent to which an individual is able to control his future behavior in terms of the feelings and emotions that such behavior arouses in him, and in terms



of the effect that such behavior will have on society, that is considered worthwhile. The art of living in cooperation with others is of paramount importance and the degree to which an individual reflects on his past experiences, the kinds of attitudes he acquires, and the methods of inquiry that he brings to bear on a situation determine how effective he will be in this art. The program of general education is to be justified in so far as it assists a person in doing these things. That the main emphasis should be on developing a functional understanding of the major generalizations of science, inculcating the scientific attitudes, stimulating the use of the elements of the scientific method, laying a basis for a sound philosophy of life, learning to solve problems in life situations, and freeing students from unfounded beliefs would seem to be in keeping with such a program of general education and should be emphasized accordingly.

Thirteen institutions indicate that the students are divided into sections; 5 state that they are sectioned on the basis of random sampling; 2 according to the type of curriculum pursued; 2 according to major interest or subject; and one each according to mental tests and minor subject. From the rather wide range of students per section, one might venture the conjecture that in all probability schools section students to accommodate their schedules and not because of some set standard of number per section. The table following shows the frequency of the number of students per section.

TABLE V  
NUMBER OF STUDENTS PER SECTION

Number of students per section	Frequency
20-24.....	1
25-29.....	2
30-34.....	3
35-39.....	0
40-44.....	1
45-49.....	0
50-54.....	3
50-100.....	1

Approximately 1,650 students were enrolled in survey courses in science this past year.

Eight of the schools schedule the class meetings for three hours per week; 4, for four hours; 3, for five hours; and 3, for six hours per week.

Eleven courses are offered for two semesters and two for one semester; four are offered for three quarters and two for two quarters. One school, a normal and industrial school, devoted twelve semester hours of credit to the survey courses in science, six semester hours each being given to the Survey of the Biological Sciences and the Survey of the Physical Sciences. Twelve schools give 6 semester hours of credit to the course; 3, eight semester hours of credit; 2, three semester hours of credit; and one school has a no credit system.

TABLE VI  
ELECTION OF COURSES

Election of courses	Frequency
Elective for freshmen.....	4
Required for freshmen.....	11
Elective for sophomores.....	1
Required for sophomores.....	4
Required for all students for graduation.....	3
Elective for students majoring in science.....	2
Required for students majoring in science.....	2
Elective for students minoring in science.....	1
Required for students minoring in science.....	1
Elective for students not majoring in science.....	3
Required for students not majoring in science.....	5

In addition to the types of electives given above, one school states that the course is required of all students majoring in fields other than science, or mathematics, or home economics, or agriculture, or industrial arts; another school requires a year course in the Survey of the Biological Sciences for freshmen, and a year course in the Survey of the Physical Sciences for



sophomores; a third school indicates that the course is taken mainly by freshmen and that transfer (A.B.) students who do not have a year of science may elect it; a fourth states that the course is required of all students except those who elect the home economics curriculum; a fifth school is interesting in that at present the course is elective for all students in the Arts and Science Division of the college; and two schools require an examination for transfer students from other schools who show credit for equivalent work in science.

TABLE VII

THE NUMBER OF COURSES OFFERING SUBJECT MATTER FROM THE FOLLOWING FIELDS INDICATED

Subject matter fields	Frequency
General Botany .....	18
Physics .....	18
Chemistry .....	18
Physiology .....	17
General Zoology .....	16
Astronomy .....	16
Geology .....	15
Health .....	13
Genetics .....	13
Eugenics .....	12
Bacteriology .....	11
Anthropology .....	8
Psychology .....	8
Photography .....	1
Nature Study .....	1
A little Archeology .....	1
Meteorology .....	1

From the above table, photography, nature study, archeology, and meteorology are certain innovations that mark a point of departure from the traditional subject matter areas as chemistry, physics, botany, zoology, geology, astronomy, and so forth. Psychology and anthropology seem to be favored by some as sciences to be included in the survey courses.

Relative to the technique used in organizing the courses, 78 per cent of the schools state that the courses were formulated by a committee and 22 per cent indicate that the courses were formulated by an individual.

TABLE VIII

VARIOUS TYPES OF ORGANIZATION OF THE COURSES

Organization of the course	Frequency
1. The course uses with slight modification the form of organization of subject matter found in the separate fields like botany, zoology, etc.....	4
2. The course uses a small number of topics or principles as a framework with subject matter pertaining to them drawn from different fields..	7
3. The course is organized on the basis of relationships that exist between:	
a. Facts and generalizations of pure science .....	1
b. Pure science and applied science .....	7
c. Science and philosophy, religion, morals, economics, politics, and other aspects of human life.....	5
4. The course is descriptive in nature presenting information without much attempt to show relationships	1
5. The course consists of a series of units based on a historical development of the sciences.....	2

Havighurst<sup>1</sup> indicates that science survey courses fall into four classes: comprehensive, selective, analytical, and descriptive. In general the comprehensive type of course is described in 1 above, the selective type in 2, the analytical type in 3, and the descriptive type in 4; number 5 emphasizes the historical development of the sciences. From an analysis of the catalogs of 64 liberal arts colleges for the year 1935-1936, Havighurst found that the majority of survey courses were comprehensive courses. The present study finds that in most Negro colleges and universities, the selective type of course is in favor. Many of the schools also use some of the relationships included under 3, when the course is organized as a selective course.

One school that checked number one uses in addition, with slight modifications (b) and (c) under three and has a series of units under (5) on certain practical relationships. Another school has the work

<sup>1</sup>Robert J. Havighurst. "Survey Courses in the Natural Sciences." *The American Physics Teacher* 3:97-101; September, 1935.



organized as in (a), (b), and (c) under three and includes somewhat (5).

As for the methods of presentation, no school uses lectures or classroom discussions exclusively; the predominant method of presentation is a combination of the lecture and discussion methods which 15 schools state they use exclusively. There is a wide range and diversity of apportionment of the approximate amount of time allotted to lectures and discussions as shown in the following table.

TABLE IX

PER CENT OF TIME DEVOTED TO LECTURES AND DISCUSSION

Per cent of time devoted to lectures and discussion	Frequency
L 75 } D 25 } .....	4
L 60 } D 40 } .....	3
L 50 } D 50 } .....	2
L 40 } D 60 } .....	1
L 30 } D 70 } .....	1
L 65 } D 35 } .....	1
L 30 } D 60 } .....	2
L 60 } D 30 } .....	1
L 70 } D 30 } .....	1
L 20 } D 80 } .....	1

Ten schools state that individual conferences are scheduled and four state that individual laboratory work is required; one school indicated that six weeks of individual laboratory work is required per semester, while another requires four hours per week throughout the semester. Generally laboratory work takes the form of demonstration experiments, 17 schools indicating that this method is used; in only two instances are demonstration experiments performed by students; while 14

schools state that demonstration experiments are performed by teachers and seven by both teachers and students. In one instance we find that specialists are invited in to conduct lectures and discussions, and another school states that the methods used differ in different sections of the same course, of which there are three. Eight schools indicate that the whole course is taught by one person and an equal number state that different phases of the course such as botany, zoology, physiology, physics, chemistry, and so forth are taught by different teachers.

The following table will suggest the extent to which certain teaching aids are used in connection with the course.

TABLE X

Teaching aids	Frequency
Models .....	16
Museum specimen .....	15
Charts .....	16
Lantern slides .....	14
Film strips .....	6
Silent motion pictures .....	8
Sound motion pictures .....	9

Two schools maintain a museum where experiments are so set up that they may be performed by students in a few minutes. Ten schools state that field trips are made in connection with the course.

In determining the extent to which a comprehensive examination over the survey course is used as a means of both evaluating the student's work and as a means of admitting the student to advanced standing, the following table shows that ten or approximately 52 per cent of the schools require these examinations, while in no case is such an examination used as the sole basis for a final grade for the course. Approximately the same percentage of schools that require a comprehensive examination require that a comprehensive examination be taken before being admitted to junior standing or to the major division or the senior college.



TABLE XI

## USE OF COMPREHENSIVE EXAMINATIONS

Use made of comprehensive examinations over the whole course	Frequency
1. Required.....	10
2. Not required.....	5
3. Taken on certain specified dates..	8
4. Taken when the student feels that he is ready to take it.....	0
5. Required before being admitted to junior standing or to the major division or the senior college.....	10
6. Required for transfer students before being admitted to junior standing.....	2
7. The sole basis for a final grade for the course.....	0
8. Given to transfer students from other schools who feel that their background in science is sufficient to warrant their taking the examination without having taken the survey course.....	2

Approximately ten per cent of the schools require such an examination for transfer students before being admitted to junior standing and only ten per cent of the schools seemingly are liberal enough to give such an examination to transfer students from other schools who feel that their background in science is sufficient to warrant their taking the examination without having taken the survey course.

In answer to the question of the use of a syllabus in the course, nine schools or approximately 47 per cent of the schools answered in the affirmative. Generally in such cases the syllabus used was formulated by the members of the regular staff. Eleven or approximately 58 per cent state that a basic textbook is used in the course and only one school indicates that the syllabus is used in conjunction with the basic textbook. Approximately 68 per cent of the schools require special references in addition to the textbook or syllabus.

Of the persons who offered instruction in these courses during the year 1938-1939 approximately 24 per cent held a doctor's degree, 73 per cent a master's degree and three per cent the bachelor's degree. From

the degrees held by these instructors it would seem that their preparation is adequate to give instruction at the junior college level. Many of the teachers with master's degrees have one or more years of graduate work beyond that degree and are working on their doctorates.

In considering the professional rank of these teachers, 17 or 48 per cent have the rank of professor; nine or 26 per cent the rank of instructor; six or 17 per cent, the rank of assistant professor; and three or approximately nine per cent have the rank of associate professor.

Twenty-one teachers have had high school teaching experience; the modal number being seven with two years of experience. The number of years of high school teaching experience ranges from one to nine years.

Thirteen teachers have had experience in teaching in junior colleges, the range in years being from one to seventeen. In general the majority of them have had from one to six years of experience; and three have had from fourteen to seventeen years of experience. The teachers seem to group themselves at the two extremes of the range having either from one to six years of experience or from fourteen to seventeen years of experience.

TABLE XII

## PROFESSIONAL TRAINING IN EDUCATION

Number of semester hours	Frequency
0*- 4.....	9
5- 9.....	2
10-14.....	2
15-19.....	6
20-24.....	4
25-29.....	4
30-34.....	5
35-39.....	0
40-44.....	2
45-49.....	1
50-54.....	1

\* Six teachers have had no professional training in Education.

It is seen that all of the teachers with the exception of six have had some training



in professional courses in Education and of the 30 who have had such training the number of semester hours of work taken ranges from three semester hours to fifty semester hours.

The number of years of experience in teaching survey courses in science that these teachers have had ranges from one to eleven, with the modal number being four years. Twenty-six have had from one to four years of experience and ten from five to eleven years. No doubt the teachers who have had from ten to eleven years of experience in checking this item referred to the course in general college biology which has been taught for many years on the college level.

These teachers have had from one to seven years of experience in teaching the particular survey course in science that they taught this past year. Twenty-four or two thirds of the teachers have had from one to three years of experience with the courses that they taught during the year 1938-1939, while twelve or one third of the teachers have had from four to seven years of experience with the course taught this past year. It is readily seen that the majority of the teachers have had from one to three years of experience in teaching the courses that were taught this past year. Eighteen of these teachers have been members of their present faculties from one to four years; sixteen, from seven to eleven years; one, thirteen years; and two, from sixteen or seventeen years.

The following tables list what the teachers of these survey courses in science consider as the advantages and disadvantages of the courses as now taught.

TABLE XIII

## DISADVANTAGES OF THE SURVEY COURSES IN SCIENCE

Disadvantages	Frequency
1. It is at a disadvantage because of the difficulty in finding teachers well-trained or well-versed in the subject matter of more than one subject field and more than one subject area .....	17

Disadvantages	Frequency
2. It is superficial in treatment of subject matter .....	16
3. It lacks uniformity in grading and examining when more than one professor conducts the course....	15
4. It disregards the disciplinary value of scholarly work in science.....	10
5. It causes the student to become unscrupulous in grasping at conclusions and puts a premium on shallow generalizations .....	9
6. It engenders a distaste for details	7
7. It causes competitive major-seeking by some of the departments...	5
8. It is at a disadvantage because of a lack of interest on the part of professors offering the course....	5
9. It does not take sufficient account of individual difference because of the planned nature of the course..	5
10. It does not take sufficient account of the amount that students can assimilate if pressed.....	4
11. It develops an impatience with the drudgery of scholarship.....	3
12. It lacks the cooperation between the different professors conducting the course .....	3
13. It is at a disadvantage because of difficulty of getting concrete learning experiences .....	5
14. It is at a disadvantage because of the difficulty of fitting laboratory work into the course.....	2
15. It is at a disadvantage because of the difficulty of obtaining desirable texts which should integrate the course objectives, present the subject matter as a continuous whole, and emphasize the essential facts and principles .....	2
16. It is at a disadvantage because of cost of equipment.....	1
17. It is at a disadvantage because of lack of equipment.....	1
18. It is at a disadvantage because routine laboratory work is essential to the mastery of any science..	1
19. It is at a disadvantage because of the difficulty in the presentation of the course offerings so as to hold the student's interest who may not plan to pursue the natural sciences beyond the level of this general course.....	1

TABLE XIV

## ADVANTAGES OF THE SURVEY COURSES IN SCIENCE

Advantages	Frequency
1. It helps students secure a comprehensive knowledge of the natural sciences .....	28



Advantages	Frequency	Advantages	Frequency
2. It helps students secure an integrated and humanized understanding of the natural sciences.....	28	of scientific language as well as the scientific method.....	1
3. It exposes the students to many sciences which may help them to make a wise vocational choice....	23	12. It prepares teachers (elementary) to help boys and girls answer their own questions in the field of science.....	1
4. It develops the survey habit, "seeing things whole".....	19	13. It destroys false preconceptions before those who are not going to specialize in the sciences have finished college .....	1
5. It makes the requirements of science appear more reasonable to the average student.....	15	14. It serves as a means of developing a favorable attitude toward science courses; i.e., it motivates and erases the average high-school graduate's idea that sciences are stiff.....	1
6. It improves the quality of regular introductory courses in the special fields of science by relieving them of "requirement meters".....	13	15. It serves as a preparation for those students who plan to concentrate (specialize) in some branch (department) of the natural sciences .....	1
7. It allows the students to come in contact with the more mature members of the faculty of wide experience.....	6	16. It should serve as a basic introductory course in the methods of skills of the natural sciences.....	1
8. It supplies some needed information for intelligent daily living...	1	17. It should afford an opportunity for students to pursue a more intensive study in fields of special interest, and thus lead to independent study and critical thinking	1
9. It enables students to read current literature with partial understanding .....	1		
10. It has the advantage of more than one lecturer each of whom has done special work in his field....	1		
11. It teaches the concepts and terms			



FORT VALLEY NORMAL AND INDUSTRIAL SCHOOL

(Gen)

Encouraging developments in the Fort Valley project in Georgia, which occurred after the docket went to press, are outlined here for the information of the trustees.

- - - - -

It will be remembered that at the April, 1938, meeting it was reported that the survey of higher education for Negroes in Georgia was then in progress. The survey was presented to the Education Committee of the Board of Regents of Georgia on October 27 and to the Board as a whole on October 28. The Education Committee approved the report unanimously, and recommended its adoption. The Regents accepted the recommendation of its Education Committee, adopted the report unanimously and provided the initial machinery for putting its proposals into operation. In order to facilitate this the Board felt that a small committee could act more effectively than the Board as a whole and appointed Dr. Sanford, the Chancellor, Mr. Nix, a member of the Board, and Dr. Cocking, the director of the survey, as a committee to act for the Board with full powers. This committee is not only given full power to take the initial steps in carrying out the recommendations of the survey, but it is also charged with the responsibility of developing the long-time program which will put into effect these recommendations. The official report of the survey committee has not yet been released publicly. It will, however, soon be available to members of our Board and other seriously interested persons.





The recommendations, adopted by the Board of Regents, are as follows:

1. That the following purposes be accepted as the program of higher education for Negroes:
  - a. The educating of elementary and secondary school teachers
  - b. The educating of farm and home leadership
  - c. The training in trades and industries available to Negro workers
  - d. The educating of adults
  - e. The cultural education of selected Negro people.
2. That the Regents employ one person who will be vested with responsibility for coordinating and integrating instruction throughout the University System, and as an assistant to this director of instruction one individual charged with the primary responsibility of coordinating all activities of higher education for Negroes.
3. That the state continue to maintain three institutions for the higher education of Negroes but that the institution at Forsyth be discontinued and the physical property of the institution now known as Fort Valley Normal and Industrial School be secured as more ideally located for the third institution. (It was understood that Fort Valley would become the chief center for the education of teachers and probably for agricultural education.)
4. That a much more inclusive program in the trades, with special attention to short courses, be developed, probably at the Savannah institution.
5. That a continuous study of the curriculum of the Negro colleges be undertaken in the light of changing needs of Negro life, this study to be a cooperative task including the college personnel, specialists, lay and professional members, and official representatives of the Board of Regents.
6. That training on the graduate level be provided carefully selected Negro students through scholarships to graduate schools open to Negroes.
7. That the public colleges in the State assume leadership in a move to establish and maintain cooperative relations with the private colleges to prevent duplication of effort and to provide a unified educational service.





8. That an advisory council on higher education composed of both white and Negro members be established immediately to propose helpful measures in the development of an effective program of higher education for Negroes, the members to be chosen by the Board of Regents or its officials.
9. That the State of Georgia assume a larger share of the support of the program of higher education for Negroes and that in light of present conditions the State increase its support from the \$65,000, which is now used for this program, to at least \$125,000 per year.
10. That a detailed and uniform system of financial records and accounts be developed and maintained so as to provide accurate and speedy determination of the cost of any phase of the colleges' programs.
11. That extensive facilities be provided to enable needy students to earn all or a part of their college expense; that these facilities be provided without regard to profit; and that a liberal policy of loans and scholarships be established.
12. That the quality of the administrative and teaching personnel be improved as rapidly as possible and that salary and teaching conditions be such as to insure reasonable tenure.
13. That definite and clearly understood policies of relations and responsibilities for Negro higher education be developed by the Board of Regents of the University System and the State Board of Education, these policies to be operated by the Coordinator for Negro Higher Education.



The Fort Valley State College  
Fort Valley, Georgia

(Gen)

November 1, 1939

8

DE	11/3	DE	11/14
JK		JK	

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

My dear Miss Elvidge:

We should be very happy to receive the material to which you referred in your letter of October 26th. Since you listed such possibilities, let me also inquire if you would know of any persons among you who has any of the following commodities that they would hand to us here: (1) Books of any description, especially for children; (2) prints and such other pictures of whatever nature; (3) old phonographs and records (of a refined and elegant sort.)

With best wishes, I am

Sincerely,

H. M. Bond  
H. M. Bond ✓  
President

HMB:j

- 2 desks
- 3 filing cabinets (4 drawers each)
- 2 Typewriter desks
- 1 Adding machine
- 4 small desk filing boxes

FISK  
UNIVERSITY



Fort Valley School

7

November 3, 1939

Dear Dr. Bond:      The ideas you have about the  
future relationships of the  
college and the church center across the street  
are thoroughly sound. I have already discussed  
this with Dr. Patton and have tried to point out  
the dangers mentioned in your letter. But in  
order to be sure that he had these definitely before  
him I have taken the liberty of writing him today.  
A copy of that letter is enclosed for your ✓  
information.

Very truly yours,

J. C. DIXON

JCD:RW

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

FISK  
UNIVERSITY



Fort Valley School  
(Glen)

November 3, 1939

Dear Dr. Patton: The fact that you and Mr. Bentley and I have always felt that we could talk very frankly with each other and a recognition of the deep and abiding interest we have in Fort Valley are the things which make me feel that I am justified in writing this letter. Since talking with you in Atlanta, I have thought quite a bit more about the development of the Fort Valley college center, and with your permission I want to restate some of the questions which are now pretty definitely in my mind.

As I see it, though the center is to be largely a church effort, it is inevitable that it will have a close relationship to the Fort Valley State College. It is true that it should and will serve perhaps as a social and religious center for the Negro residents of the town. But it is my guess that its most effective field of activity can be with the college. This causes me to consider quite carefully, as I know you and Mr. Bentley have been doing, the relationship between the center and the college and to presume to express myself on what I think this relationship may be.

Unless I miss my guess, a large part of the activity of the center will be with the college students and faculty, only a very small percentage of whom will be Episcopalians. Most of them will be Methodists and Baptists, and since I am nominally of the latter faith I think I can say in all fairness that though they are not the primitive groups they were in the early days of our country they are still provincial and not always too liberal. In my thinking this means that the head of the center and the president of the college must have a very free relationship with each other. They must have in mind a common purpose toward which the center and the college can operate.

In other words, the more I think of the possible field of operation and of the value of the center, the more I feel that the director of the center should almost be a

FISK  
UNIVERSITY



Dr. Patton - page two

member of the official group of the college. I do not mean this literally of course, but what I do mean is that since any possible success and value in the center must grow out of close cooperation I have the feeling that the directing head of the center should be selected in consultation with the president of the college. Now please don't misunderstand me. I am not in any way trying to bring this center under the influence and control of the college, but I am honestly trying to see a cooperation which would be to the advantage both of the college and of the center.

Stated another way, it seems to me that the dangers inherent in this relationship are quite evident if the head of the center is not the type of person who can and will cooperate with the president of the college. This prompts me, then, to ask if you and Mr. Bentley will not weigh this very carefully and consider the advisability of consulting with Dr. Bond in selecting the person to direct the center. I would not belabor this point, but I feel very strongly that it is of as much importance to you and to the Episcopal Church as it is to the college and the state that there be a close cooperation between the two institutions. If there is not, I am convinced the center will fail to achieve the possibilities you have in mind for it and I believe the college will be distinctly handicapped in its religious activities. To be specific, before officially designating the head of the center, won't you discuss the matter with Dr. Bond?

I hope you will not consider me officious, because I am perfectly honest in saying that I could write you a letter of this type only because of my deep interest in a matter which is of common concern to all of us.

Sincerely yours,

J. C. DIXON

JCD:RW

Dr. Robert W. Patton  
American Church Institute  
281 Fourth Avenue  
New York City

CC to Capitol Hotel  
Richmond, Virginia

CC to Dr. H. M. Bond

FISK  
UNIVERSITY



Fort Valley School  
(Lease)

November 6, 1939

JCD	8	JCO	0
JFS		JFS	0
MSS		US	
ERE			0

Chancellor S. V. Sanford  
Regents, University System of Georgia  
State Capitol  
Atlanta, Georgia

Dear Sir:

I have received several legal papers having to do with the estate of the late George Leask, who was, it appears, a donor to the Fort Valley High And Industrial School, and whose will specified that institution as a residual heir, after the death of his half-brother, Edwin M. Leask, and the wife of Edwin M. Leask, Janet Leask; the Fort Valley High And Industrial School to share as a beneficiary to the extent of one-third of a trust fund \$75,000.00 after the death of the said Edwin M. Leask and Janet Leask. The said Edwin M. Leask, it appears, died on August 12, 1939.

Since I am not in possession of all of the facts in the case, and do not understand the litigation involved, I am handing these papers to you for such action as you may deem proper, or for such transfer to such legal authorities of the Regents as you may see fit to make.

May I add that there has been some talk to the effect that the trustees of the Fort Valley Normal And Industrial School (Corporation) either intend to revive this Corporation, or to keep it alive, or to take such action as would permit consideration where other gifts, now unknown, are later to be discovered in wills and other such documents. You may also know that the authorities of the Episcopal Church have incorporated a body to be known as the Fort Valley College Center, which is recently advertised in the Episcopal Mission magazine for October (The Spirit of Missions) as the successor to the Fort Valley Normal and Industrial School where benefactions are concerned; and which is further advertised as promising a center for continued work with the students of the Fort Valley State College, and with the Community.

I mention these matters in order that your legal authorities might be apprised of various complications concerned, not only with the final disposition of the George Leask Will, but in connection with such other past or future litigation as may be involved.

I would appreciate advice from you regarding what action has been taken by your office in this matter.

With best wishes, I am

Sincerely,

Horace M. Bond  
President

FSK  
UNIVERSITY



# The Fort Valley State College

Fort Valley, Georgia

(Gen)

11/7/39

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

P

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MSS		US 0
ERE		0

My dear Mr. Dixon:

In answer to your letter of October 19th, in which your reference to a proposed request to the General Educational Board is added, let me say that I should be happy to help prepare such a statement at any time when it seems fit to do so. The biggest difficulty I anticipate is the hesitation apparent in the definition of the function of this or any other school for Negroes in the State by the Regents at this time. As I see it, the mute question is whether any one of them should be designated specifically as an institution for the training of agriculture or home economics teachers. Since I am an interested party in this matter, it is difficult for me to broach a proposal that would suggest such a concentration at this institution. If you think it advisable I would be happy to outline a program for this school, leaving out any reference to agriculture, but this would hardly meet the situation so far as defining the function of other institutions is concerned.

I think it wise to devise such a program for this college on a minimum basis and then let other special functions be allotted as the Regents see fit.

In the event that you or other members of the staff plan to visit with us at any time in the near future, I am sending you my calendar for November and December, indicating the times when I shall be out of town.

With best wishes, I am

Sincerely,

H. M. Bond  
H. M. Bond

HMB:j  
incl.

FISK  
UNIVERSITY



CALENDAR - 1939

November

November 10  
Friday

Farmer's Mass Meeting at the Housan  
County Court House, at Perry, Georgia  
2:00 P. M.

November 13, 14, 15,  
Monday, Tuesday,  
Wednesday

Association of Land Grant College Presidents,  
Washington, D. C.

November 21  
Tuesday

Atlanta, Georgia

November 24, 25  
Friday, Saturday

Prairie View, Texas

December

December 1, 2, 3,  
Friday, Saturday,  
and Sunday

Paine College, Augusta, Georgia

December 7, 8,  
Thursday, Friday

Durham, North Carolina

December 10  
Sunday

Macon, Georgia  
Steward Chapel A. M. E. Church, 5:00 E.S.T.



Fort Valley School  
(Ga.)

2  
November 8, 1939

Dear Dr. Bond: I prefer being guided by your own judgment on the timing of any request to the General Education Board. Perhaps we might discuss this and prerequisite steps or developments sometime later, when I return to Georgia.

Present plans will carry me there for at least two weeks before the first of the year. Using your calendar for guidance, I'll try to see you while there.

Sincerely yours,

J. C. DIXON

JCD:RW

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

FISK  
UNIVERSITY



Box 683, <sup>school</sup>  
Fort Valley, Ga. (Gen)  
Nov. 14, 1939.

Mrs. Margaret Simon, Secy,  
The Julius Rosenwald Fund,  
4901 Ellis Avenue,  
Chicago, Ill. <sup>8</sup>

	MSS	16	Wes	0
	JCD		JCD	0
	JFS		W.	0

Dear Mrs. Simon,

The books have been received and when I tell you that we (President, faculty and students) are delighted, I am putting it mildly. There are, of course, certain ones that different individuals thrill over. I heard one faculty member make much ado over the Atlases in the collections, one exclaimed over Tabe. I think Dr. Bond is thrilled over just having so many interesting and beautiful new books. They make the curriculum work shop look like a real shop and they create a pleasant atmosphere which ought to aid students in their work. I must tag on my personal happiness over the collection and especially over the beautiful lithographed pictures about the Mexican children.

You may hear more about our enjoyment of the books but right now I wish to thank you for the generous supply of books and shelves.

Sincerely,

Catherine American



Fort Valley School  
(Glen)

7  
November 14, 1939

Dear Dr. Bond:      The Trans-American Van Service  
                             picked up the desks and files  
this morning. Specifically, they should deliver to  
you:

Two Desks  
Two Typewriter Desks  
Three Filing Cabinets  
One Adding Machine  
Four Small Desk Filing Boxes

We should appreciate a word from  
you when the shipment is received.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Dr. Horace Mann Bond  
Fort Valley State College  
Fort Valley, Georgia

Shipped per 2  
up 7  
letter 1  
no cards  
FISK  
UNIVERSITY



TRANS-AMERICAN VAN SERVICE, Inc.

MILWAUKEE  
161 W. Wisconsin Ave.  
Daly 2902

CHICAGO  
540 West 59th St.  
Wentworth 0109

NEW YORK  
(Brooklyn)  
20th Ave. and 57th St.  
Bensonhurst 6-4200

Name Sumner Date Mar 8 1939

From; Chicago State Ill Street Address 4901 Ellis Ave

To; \_\_\_\_\_ State \_\_\_\_\_ Street Address \_\_\_\_\_

Number	Cu. Size	Cu. Feet	Number	Cu. Size	Cu. Feet	Number	Cu. Size	Cu. Feet			
LIVING ROOM			Carton, Clothes	10		Folding Chair	1				
Bench, Fireside	5		Chair, Boudoir	10		Garden Hose and Tools	10				
Bookcase, double door	20		Chair, Straight	5		Glider	20				
Bookcase, Sectional, per section	3		Chair, rocker	5		Golf Bag	2				
Book Shelves	10		Chaise Lounge	25		Heater, Coal	20				
Chair, Arm	10		Cedar Chest	15		Heater, Gas	5				
Chair, Cogswell	15		Chest of drawers	25		Lawn Mower	5				
Chair, Occasional	15		Child's Bed	10		Lawn Swing	20				
Chair, Overstuffed	25		Child's Desk	10		Mangle, electric	12				
Chair, Straight	5		Child's rocker	3		Mangle, gas	25				
Clock, Mantle	1		Child's table and chairs	10		Pedestal	3				
Clock, grandfather	20		Chiffonier	25		Play Pen, folding	3				
Davenport, 2 cushions	35		Chifferobe	25		Porch Chair	10				
Davenport, 3 cushions	50		Commode	10		Porch Rocker	15				
Desk, ladies'	12		Costumer	2		Porch Davenport	30				
Desk, Gov. Winthrop	20		Dresser	25		Porch Rug, large	10				
Fireplace Equipment	5		Dresser, vanity	20		Porch Rug, small	3				
Lamp, Floor. (No shade)	3		Dresser, vanity bench	3		Porch Settee	20				
Lamp, Table. (No sh.) box	2		Hamper, clothes	5		Porch Swing	15				
Magazine Rack	2		Lamp, floor (no shade)	3		Porch Table	10				
Music Cabinet	10		Lamp, table (no shade) boxed	2		Sand Box	10				
Piano, Baby grand	50		Mattress Ex. for dbl. bed	15		Screen Doors	2				
Piano, Parlor grand	60		Mattress Ex. for sgl. bed	10		Sewing Cabinet	2				
Piano, upright	60		Nite Table	5		Sewing Machine	10				
Piano, studio upright	40		Rug, large	10		Sewing Machine, portable	2				
Piano Bench	5		Rug, small	3		Sled	2				
Phonograph	15		Springs, extra for dbl. bed	15		Step Ladder	5				
Radio, Cabinet	12		Springs extra for sgl. bed	10		Tool Chest	10				
Radio, Bench Type	5		Suitcase	3		Tricycle	5				
Radio, table model	2		Trunk, steamer	10		Tub	5				
Rocker	12		Trunk, wardrobe	15		Vacuum Cleaner	2				
Rug, large	10		KITCHEN			Wagon, child's	5				
Rug, small	3		Breakfast suite chairs	5		Wash Boiler	3				
Rug Pad, large	10		Breakfast suite table	10		Washing Machine	25				
Secretary	35		Brooms and Mops, bundled	2		Work Bench	20				
Settee	25		Chair	5		Wringer, bench	3				
Smoking Stand	1		High Chair	5		<div>3 folding chairs 60 2 type chairs - 20 1 adding machine 4 4 filing boxes 2 86 40 126 8 1008 20 9072 409 AB R-30 4002 \$ 409.672</div>					
Stool, foot	2		Ironing board	2							
Studio Couch	30		Kitchen cabinet	30							
Table, Coffee	5		Linoleum	10							
Table, Davenport	15		Range, coal	35							
Table, dropleaf	12		Range, electric	25							
Table, end	3		Range, gas	25							
Table, gateleg	10		Refrigerator, electric	25							
Table, library	20		Refrigerator, double door	40							
Table, nest	5		Refrigerator, ice box	20							
Table, occasional	12		Refrigerator unit	8		ESTIMATED TOTAL					
Table, octagon	15		Stool	3		GRAND TOTAL					
Table, tilt-top	8		Table	5		<p>Price Stated hereon is based on the number of articles checked on this sheet by our representative at time of issue of this estimate. Driver will check this sheet when loading and any articles that are not checked by our representative at time of issue of this estimate, will be added by driver when loading.</p> <p>By <u>T. O. Connell</u> of <u>Chicago</u> Office SHIPPER</p>					
Telephone stand and chair	5		Utility Cabinet	10							
Wall Rack	2		MISCELLANEOUS								
TOTAL			Ash Can	7							
DINING ROOM			Barrel (Glassware)	10							
Buffet	30		Basket (Bushel)	3							
Chair, arm	8		Basket, clothes	5							
Chair, straight	5		Bicycle	10							
China Closet	25		Bird Cage and Stand	5							
Dinette Buffet	20		Boxes	2							
Dinette China Closet	15		Boxes	3							
Dinette Table	15		Boxes	5							
Rug, large	10		Boxes	10							
Rug, small	3		Boxes	15							
Server	15		Boxes	20							
Table, Extension	30		Buggy, Baby	20							
Tea Cart	10		Buggy, Doll	5							
BED ROOM			Buggy, Folding	5							
Bassinet	5		Cartons	2							
Bed including Spring and Mattress			Cartons	3							
Bed, Double	60		Cartons	5							
Bed, Single	40		Card Table	1							
Box springs, for dble. bed	25		Costumer	2							
Box springs, for sgle. bed	18		Cot, folding	10							
Bureau	25		Day Bed	25							
			Fernery	10							







# CROSS REFERENCE RECORD

**FIRM NAME OR SUBJECT** FORT VALLEY STATE COLLEGE (GEN) **FILE NO.** \_\_\_\_\_

DATE	REMARKS
<u>11-15-39</u>	<u>Copy of letter from Mr. Dent to Dr. Bond</u> <u>re: setting up of a group hospital plan</u> <u>at Fort Valley.</u>

**SEE** FLINT GOODRIDGE HOSPITAL (GEN) **FILE NO.** \_\_\_\_\_

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

FILE CROSS REFERENCE RECORD UNDER NAME OR  
SUBJECT LISTED AT TOP OF THIS SHEET, AND IN  
PROPER DATE ORDER.  
THE PAPERS REFERRED TO SHOULD BE FILED UNDER  
NAME OR SUBJECT LISTED UNDER "SEE"

**YAWMAN AND ERBE MFG. CO.**  
ROCHESTER, N. Y.

**FI SK**  
UNIVERSITY  
FORM NO. 099CR



P

## CROSS REFERENCE RECORD

**FIRM NAME OR SUBJECT** FORT VALLEY STATE COLLEGE (GEN) **FILE NO.** \_\_\_\_\_

DATE	REMARKS
<u>11-15-39</u>	<u>Paymt. vo. to the Van Service for office furniture sent to Fort Valley.</u>

**SEE** TRANS -AMERICAN VAN SERVICE **FILE NO.** \_\_\_\_\_

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

FILE CROSS REFERENCE RECORD UNDER NAME OR SUBJECT LISTED AT TOP OF THIS SHEET, AND IN PROPER DATE ORDER.  
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**YAWMAN AND ERBE MFG. CO.**  
ROCHESTER, N. Y.

FISK  
UNIVERSITY  
FORM NO. 099CR



The Fort Valley State College (Gen)  
Fort Valley, Georgia

November 17, 1939


Dr. M. O. Bousfield  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Dear Dr. Bousfield:

Sometime ago I wrote to you, making an inquiry regarding a proposed medical development on a cooperative basis for the rural population here. I have also been in correspondence with Dr. Paul Cornely and Mr. A. W. Dent. Mr. Dent says that it may be possible for him and for you to visit us during the course of the year. I would appreciate it greatly if you could plan to do so, and at the same time, be thinking about our problem here so as to aid us in planning.

With best wishes, I am

Sincerely,

  
H. M. Bond  
President

HMB:j



The Fort Valley State College  
Fort Valley, Georgia

November 17, 1939

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

Dear Mr. Dixon:

I have just received your letter of  
November 8th upon my return to the office today.

I am making up two alternative proposals for a sort of five-year plan for the development of this school. I would like to link it up with such plans as the General Education Board might have for Atlanta University. I hope to let you have this material at the beginning of next week.

With best wishes, I am

Sincerely yours,

*H. M. Bond*  
H. M. Bond

HMB:j

7

JED	20		29
JES		H	0
JSS		Lee	
		Lee	20

See RSP  
(Survey of  
Normal  
Schools)

FISK  
UNIVERSITY



JCD	atlas	g	h	o
173				
175				

The Fort Valley State College  
Fort Valley, Georgia

(Jan)

November 17, 1939

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

*Salud with  
Bond about this  
see 11/27/39 with  
Fred M. C.*

Dear Mr. Dixon:

This letter is to call to your attention a matter that adds a very interesting chapter to our problems here, if true. It seems too clever to be possibly true.

On a lot across from our building - Academic - there is going up a structure which is supposed to be designed for an off-campus hang-out - music, etc., - for our students. It is said -

- a. That the building officially belongs to the woman who operates a similar establishment for Mr. Hubert, at Savannah.
- b. That Mr. Hubert is really financing it; but sent the woman, for a loan, to Dr. Aquila Chamlee, the local preacher whom you spoke of to me as a great potential source of help, as he was to Mr. Hubbard at Forsyth.
- c. That Dr. Chamlee, on the assurance of Mr. Hubert, loaned the money to the woman, or at least loaned her several hundred dollars.

This sounds, as I have said, too diabolically clever to be true. If we have any sort of campus cooperative - and we have started one - and if we forbid our students going off the campus to visit questionable places - as we have done - we get in trouble with the gentleman you thought might be our best friend from the start.

It may be a lie, but, if true, indicates that Mr. Hubert is possessed of truly Napoleonic genius.

By the way, the land in this general section belongs to Colonel Shepard, and is the only direction in which the school is not protected. I am thinking of trying to get an option on it. The only way I see out of this other business is purchase.

With best wishes, I am,

Sincerely,

*H. M. Bond*  
H. M. Bond

FISK  
UNIVERSITY



X

## CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT	FILE NO.
FORT VALLEY STATE COLLEGE	
DATE 11-29-39	REMARKS JCD to Dr. Bond re: future of Brewton-Bond Study.

SEE	FILE NO.
RURAL SCHOOL PROGRAM (SURVEY NORMAL SCHOOLS)	

DATE	SIGNED

FILE CROSS REFERENCE RECORD UNDER NAME OR SUBJECT LISTED AT TOP OF THIS SHEET, AND IN PROPER DATE ORDER.  
THE PAPERS REFERRED TO SHOULD BE FILED UNDER NAME OR SUBJECT LISTED UNDER "SEE"

**YAWMAN AND ERBE MFG. CO.**  
ROCHESTER, N. Y.

**FISK**  
UNIVERSITY  
FORM NO. 099CR



# The Fort Valley State College

Fort Valley, Georgia

(Gens)

November 30, 1939

P

	JCD	4	JCD	
	JFS		JFS	
	MSS		MSS	
			ack	4

Statement  
to  
Miss  
Graham

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

Dear Mr. Dixon:

I am inclosing the statement  
regarding the work at Fort Valley in  
rural education as requested in your  
letter of November 20th.

With best wishes, I am

Sincerely yours,

H. M. Bond  
H. M. Bond  
President

HMB:j

FISK  
UNIVERSITY



# The Fort Valley State College

Fort Valley, Georgia

December 5, 1939

by air mail  
special delivery

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

My dear Mr. Embree:

This letter is to elaborate on the idea mentioned to you in conversation in Atlanta on Saturday, December 2nd. At that time I suggested the development of a functional plan in building extension for this school.

Let me say by way of preface that I have almost come to the conclusion that it would be better here to let the usual or old functions stay at Savannah, and, at the cost of remaining small, go ahead to work out an entirely new program. This will mean taking a great chance on the willingness of the State to carry on the support of the institution after the expiration of the initial period of Foundation help is concerned. However, it seems to me that this is the only alternative to doing a mediocre job.

Among my reasons for believing this to be true is the conviction that one of the greatest difficulties in elaborating an effective plan of teacher education is the drag of conventional procedures, and the restraints imposed by outside agencies which enter into the formulation of programs, but attach to each their own peculiar restrictions and demands. In short, if you get Federal Vocational Aid, you are going to get Federal Vocational control; and whatever you think should be done, these people are going to do, through their employees, what they want to do. There is going to be administrative friction, cross purposes, and scheming, not to achieve a unified goal, but to glorify and exalt the particular objectives of the contributing agency.

For example, if we should get aid here from the Federal Vocational people in Agriculture, we should immediately adulterate our ideas and ideals to that extent. As worthy as that program may be, it will not be the experimental program we have adopted.

Out in Texas, after many years, and through exceptional shrewdness, Mr. Banks has managed to reach the position where he can largely dictate what the program shall be, in his institution, of the Federal People in Agriculture; the Federal people in Home Economics; the National Youth Administration; and the State Department of Education. Here at Fort Valley the same thing might be done over a period of fifteen or twenty years. But we do not have fifteen or twenty years in which to do something; we are experimenting, and if the experiment is to be controlled, we cannot stand the meddling and dictating of the different agencies during these first few years. Of course, I do not know what the Regents might be led to do under pressure. Dr. Cocking might wish to

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# The Fort Valley State College

## Fort Valley, Georgia

-2- Dr. Edwin R. Embree

move the Agriculture work here. But I think if the Rosenwald Fund would want its money's worth, it might best be worthwhile to let these other agencies carry on at Savannah or at Albany or wherever they might wish to, until at least, we have worked out a definite procedure and program here in a limited field into which new controlling agencies might come and adapt themselves to it. Otherwise, I think there is grave danger that the money the Rosenwald Fund is spending here will be employed to help pull other folk's chestnuts and programs out of the fire, with the net destruction of any experimental objectives here that might be achieved.

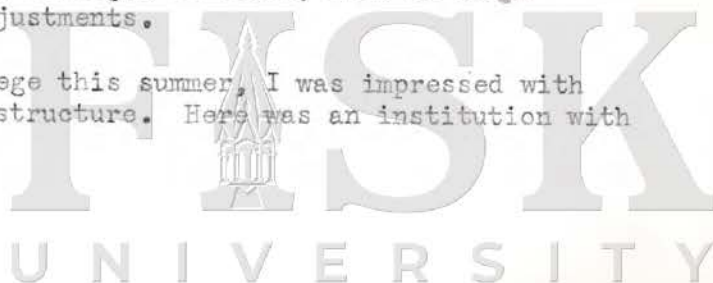
I think we can do this job, and do it very well, with an outside appropriation of around \$80,000.00 a year for 400 students. If it would be possible to get the Regents to put \$40,000.00 a year into this enterprise, and get the same from the Fund for another four years for our program, I think an experiment could be worked out that would be effective and worthwhile.

### A FUNCTIONAL INSTITUTION FOR RURAL EDUCATION

I take it that the principal interest of the Rosenwald Fund is in demonstrating effective procedures in the education of teachers for rural communities. I think it will be agreed, that among the principal difficulties that are now being attacked in various programs of rural apprentice teaching is that divorcement that has taken place between structure and function. All of our colleges, even in rural areas, serve actually as de-ruralizing institutions. We take rural or semi-rural or urban students into institutions that, physically and structurally, are urban-focused institutions; and we then expose them, during their most formative years, to concentrated urban influences. We then hoped, in the past, to have them go back to work in rural communities. They did not, except under pressure; for we had been educating them by every device possible for urban life for two or four years or more.

Comes now effort for reform. At Prairie View we take over a county, and send our students into the county schools for apprentice teaching. Tuskegee takes over a rural school, two rural schools, and sends its students to live there for a quarter. South Carolina A. & M. does the same thing, sending its students to the Penn School for apprentice teaching. At Fort Valley, we do the same thing, with a variation. Beginning this year, we are to send our students of the Sophomore class to various rural centers for a full quarter. We hope they will be exposed to rural conditions. It is, of course, better than the old and conventional techniques of doing purely classroom teaching divorced from any reality; but it remains an artificial device. The students you send out return to an essentially urban environment in which to live most of their waking and sleeping hours during college; in short, most of their education remains education for urban adjustments.

During a stay at Bennington College this summer, I was impressed with the functional aspects of the plant and structure. Here was an institution with





# The Fort Valley State College

## Fort Valley, Georgia

-3- Dr. Edwin R. Embree

a tuition of \$1,000.00, and room and board charges of \$675.00. While professing not to be a college for rich girls, it was certainly designed to educate people for a life in which money would be very helpful. The physical plant was built to educate people for good taste, for appreciation of art, for graceful living. The "houses", as you know, include the lovely common rooms which are furnished with the educating furniture of the type these girls will surround themselves with as adults. The entire campus was built to furnish a setting for a broad and generous education in the art of living.

### DIFFICULTY OF FUNCTIONALIZING EDUCATION FOR NEGROES AND NEGRO INSTITUTIONS

What has been done at Bennington is difficult to do elsewhere. Dillard can copy the physical details, but it is difficult for it to find the students. Fisk has a better chance because of its tradition.

For an institution devoted to the training of teachers for rural schools, the matter is complicated for two reasons, already mentioned; and these same reasons apply to white colleges. As the fundamental idea for which the college was first established changes, it is almost impossible to make changes in either the physical or the administrative structure of the institution. Yale and Harvard can change from institutions for the education of ministers - physically - to the education of gentlemen by virtue of immense sums they have recently received; but the lag of the administrative structure remains. Fisk, for example, cannot get the money to rebuild its physical plant in accord with its changed function.

Now, the Negro college finds itself a conglomerate. Its architectural tradition goes back to the monastic, preacher-educating function of the New England colleges, and, before that, to the Mediaeval ages. The Negro state colleges, whose functions were purportedly agricultural and industrial, began with the dormitory life and classroom style of the private, New England inspired colleges. Even Tuskegee and Hampton did so. To meet a new function, Tuskegee and Hampton added a few shops, and a farm. But these additions were functional anachronisms. Their students still lived - and were educated in the broader sense - in a monastic living surrounding that with the passage of the years became urbanized in the highest degree; lighting systems; boarding facilities; sewage and toilet and bath facilities; amusements and entertainments.

In short, to this day the Negro or other colleges designed to train teachers for rural schools presents the anomalous situation of a large urban hotel with a farm attached; or, with more recent developments of apprentice teaching, a large urban or resort hotel with a farm attached and with nearby excursions arranged to view rural schools.





# The Fort Valley State College

## Fort Valley, Georgia

-4- Dr. Edwin R. Embree

### THE IDEAL OF A FUNCTIONAL, RURAL EDUCATION ENTERPRISE

I do not mean to imply that the ideal institution for the training of prospective rural teachers would be a duplication of the contemporary rural structure, as Bennington, let us say, is a close approximation of the conditions of life of a sophisticated American upper class.

For example, I think it would be easy to carry such an idea to ridiculous proportions.

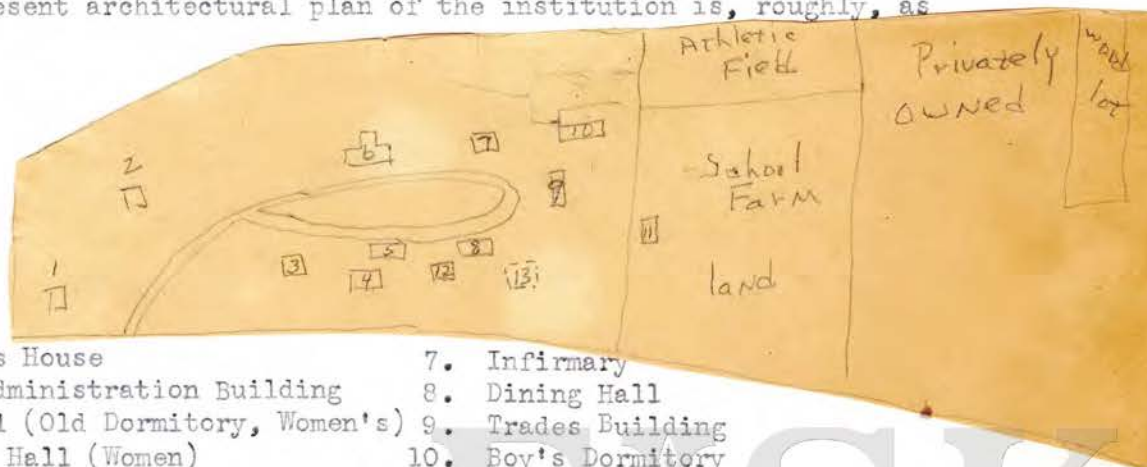
On the other hand, it seems to me that fundamental in the development of an institution for the training of rural teachers is to let structure follow function, where possible. And here the recent development of cooperative agricultural experiments, under the heading of large resettlement projects, gives a clue to what would be practicable. Not every institution would be able to follow this pattern. It would be possible at Fort Valley; it would be possible at such a school as Prairie View.

Prairie View, for example, is an anachronism. Here, in the middle of a huge windswept plain, has been built up a highly urbanized center with every facility for urban life. Prairie view now seeks to carry its students back to the country. I would insist that at Fort Valley we could develop as the central portion of the institution a functional plan; a building program is immediately needed, and instead of duplicating the monastic-urban architecture of other colleges, we might immediately move to the construction of a functionalized setting for our architectural developments.

This plan, in addition, would have the additional virtue of being self-liquidating.

### PROPOSAL

The present architectural plan of the institution is, roughly, as follows:



- |   |                                |
|---|--------------------------------|
| 1. President's House                    | 7. Infirmary                   |
| 2. Library: Administration Building     | 8. Dining Hall                 |
| 3. Jeanes Hall (Old Dormitory, Women's) | 9. Trades Building             |
| 4. Huntington Hall (Women)              | 10. Boy's Dormitory            |
| 5. Home Economics                       | 11. Barn and Dairy             |
| 6. Academic Building                    | 12. Laundry                    |
|   | 13. Proposed Women's Dormitory |
|   | 14. Proposed New Library       |

UNIVERSITY



# The Fort Valley State College

Fort Valley, Georgia

-5- Dr. Edwin R. Embree

It will be noted that it has been proposed that Jeanes Hall (No. 3) be razed, and that a new women's dormitory and a new library be built.

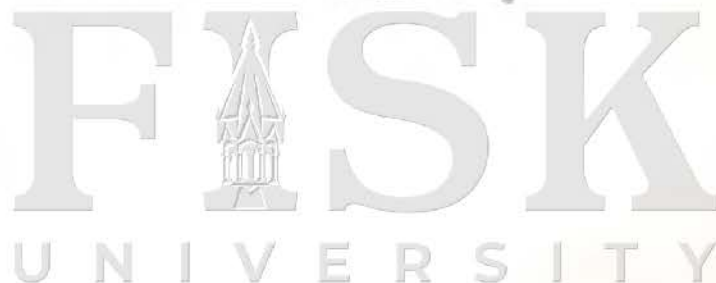
I would propose an entirely new orientation of the campus as compared to that proposed in the development program submitted by Dr. Hamon in July, 1939, of which you have a copy. It would be that we add by purchase some five or six hundred acres lying to the South and East of our campus; and that this area be developed in a fashion similar to one of the Farm Security Projects as a rural, agricultural community. Of course I would think that an experienced engineer-architect in such matters should draw up plans; but the idea would be to erect cottages with small farm lots attached, both for students and for teachers; with all of the facilities of such projects; poultry houses, individual community; canning plant; community house; one or two small schools, or one school of about a three teacher capacity; barns, etc.

The cottages or houses for students would house from ten to fifteen students. They would include a kitchen, and eating facilities; a room or suite for a faculty member or family; and a common room that would also be used as a classroom. Instead of building a new library on our old campus, a new library would be built on the new project - a community and a rural library combined with a college library.

The architectural conception might follow the simple and inexpensive designs used in Resettlement Projects. New and experimental materials might be used in some of the projects; mud, steel, etc. The faculty houses and farm areas might be leased for long periods, or sold; this might be handled as a school project, or as a Farm Security Project.

The old campus would remain as it is, with the exception of razing Jeanes' Hall. The old dormitory facilities might be used for under or for upper classmen, or for Freshman and Junior students, or for Sophomore and Senior students. In short, the idea would be to have the students for the most part live in the community cottages under a cooperative scheme, devoting no small part of their time to the cultivation of small gardens, the raising of poultry, etc., attached to their own cottage and to a community project.

As aforesaid, this functional architecture would form the basis for a functional education designed to train teachers for rural schools. It seems to me that such a setting would enable this College to train teachers and community workers for a new and intelligent agriculture. It would take both teachers and students to a rational agricultural locale; and teach them, not only "rural education", but also how rural life could be lived with comfort and intelligence.



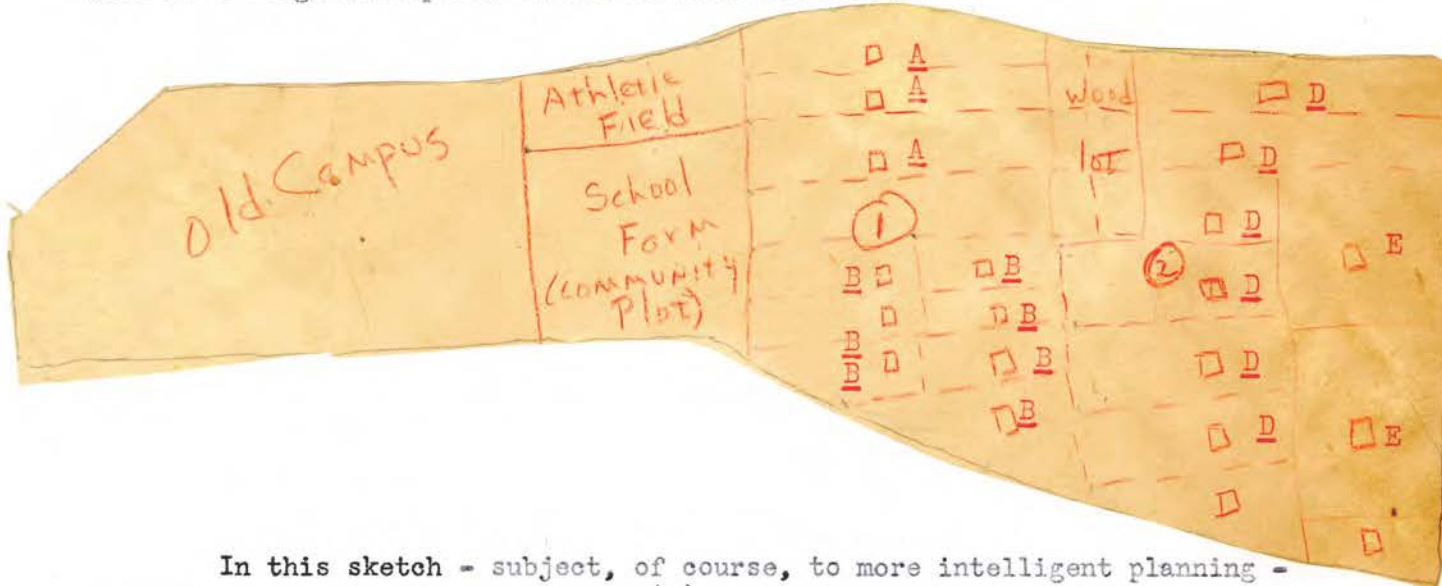
# The Fort Valley State College

## Fort Valley, Georgia

-6- Dr. Edwin R. Embree

I am wondering if the Farm Security Administration would have an interest in cooperating in this project. There is, as you know, the project at Montezuma, the Flint River Farms, which we would like to use as is; but I think it an opportunity to do right here a project that would be largely self-liquidating, that would be economical, and that would set a new standard for the development of teacher education for rural schools.

I am sure that an engineer-architect let loose with this idea could do handsomely by it. We will need for the next year space for at least 100 girls and, if we could raze the old Jeanes' Hall, space for at least 150. This is a rough conception of how it would be done.



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The Fort Valley State College  
Fort Valley, Georgia

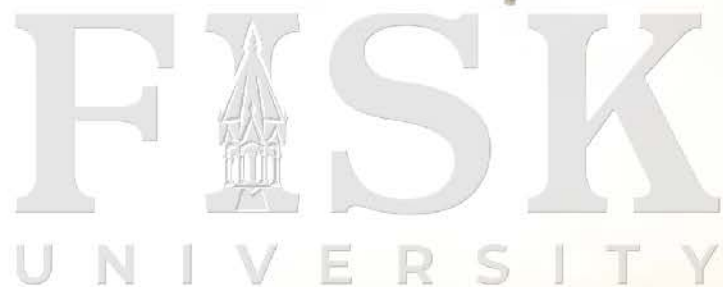
-7- Dr. Edwin R. Embree

be done at relatively low cost, and, as a self-liquidating project, furnish us with classroom space at no extra expense in a way that we could not otherwise get funds for this purpose.

With best wishes, I am,

Sincerely,

*H. M. Bond*  
H. M. Bond



Fort Valley St. College  
(Gen)

FORT VALLEY STATE COLLEGE  
Fort Valley, Georgia

A FUNCTIONAL INSTITUTION FOR RURAL EDUCATION

I take it that the principal interest of the Rosenwald Fund is in demonstrating effective procedures in the education of teachers for rural communities. I think it will be agreed, that among the principal difficulties that are now being attacked in various programs of rural apprentice teaching is that divorcement that has taken place between structure and function. All of our colleges, even in rural areas, serve actually as de-ruralizing institutions. We take rural or semi-rural or urban students into institutions that, physically and structurally, are urban-focused institutions; and we then expose them, during their most formative years, to concentrated urban influences. We then hoped, in the past, to have them go back to work in rural communities. They did not, except under pressure; for we had been educating them by every device possible for urban life for two or four years or more.

Comes now effort for reform. At Prairie View we take over a county, and send our students into the county schools for apprentice teaching. Tuskegee takes over a rural school, two rural schools, and sends its students to live there for a quarter. South Carolina A. & M. does the same thing, sending its students to the Penn School for apprentice teaching. At Fort Valley, we do the same thing, with a variation. Beginning this year, we are to send our students of the Sophomore class to various rural centers for a full quarter. We hope they will be exposed to rural conditions. It is, of course, better than the old and conventional techniques of doing purely classroom teaching divorced from any reality; but it remains an artificial device. The students you send out return to an essentially urban environment in which





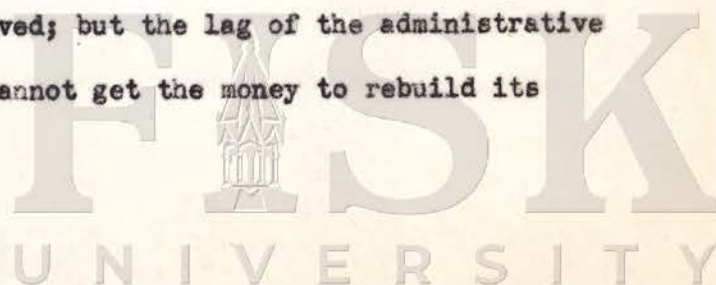
to live most of their waking and sleeping hours during college; in short, most of their education remains education for urban adjustments.

During a stay at Bennington College this summer, I was impressed with the functional aspects of the plant and structure. Here was an institution with a tuition of \$1,000.00 and room and board charges of \$675.00. While professing not to be a college for rich girls, it was certainly designed to educate people for a life in which money would be very helpful. The physical plant was built to educate people for good taste, for appreciation of art, for graceful living. The "houses," as you know, include the lovely common rooms which are furnished with the educating furniture of the type these girls will surround themselves with as adults. The entire campus was built to furnish a setting for a broad and generous education in the art of living.

#### DIFFICULTY OF FUNCTIONALIZING EDUCATION FOR NEGROES AND NEGRO INSTITUTIONS

What has been done at Bennington is difficult to do elsewhere. Dillard can copy the physical details, but it is difficult for it to find the students. Fisk has a better chance because of its tradition.

For an institution devoted to the training of teachers for rural schools, the matter is complicated for two reasons, already mentioned; and these same reasons apply to white colleges. As the fundamental idea for which the college was first established changes, it is almost impossible to make changes in either the physical or the administrative structure of the institution. Yale and Harvard can change from institutions for the education of ministers - physically - to the education of gentlemen by virtue of immense sums they have recently received; but the lag of the administrative structure remains. Fisk, for example, cannot get the money to rebuild its



physical plant in accord with its changed function.

Now, the Negro college finds itself a conglomerate. Its architectural tradition goes back to the monastic, preacher-educating function of the New England colleges, and, before that, to the Mediaeval ages. The Negro state colleges, whose functions were purportedly agricultural and industrial, began with the dormitory life and classroom style of the private, New England inspired colleges. Even Tuskegee and Hampton did so. To meet a new function, Tuskegee and Hampton added a few shops, and a farm. But these additions were functional anachronisms. Their students still lived - and were educated in the broader sense - in a monastic living surrounding that with the passage of the years became urbanized in the highest degree; lighting systems; boarding facilities; sewage and toilet and bath facilities; amusements and entertainments.

In short, to this day the Negro or other colleges designed to train teachers for rural schools presents the anomalous situation of a large urban hotel with a farm attached; or, with more recent developments of apprentice teaching, a large urban or resort hotel with a farm attached and with near-by excursions arranged to view rural schools.

#### THE IDEAL OF A FUNCTIONAL, RURAL EDUCATION ENTERPRISE

I do not mean to imply that the ideal institution for the training of prospective rural teachers would be a duplication of the contemporary rural structure, as Bennington, let us say, is a close approximation of the conditions of life of a sophisticated American upper class.

For example, I think it would be easy to carry such an idea to ridiculous proportions.





On the other hand, it seems to me that fundamental in the development of an institution for the training of rural teachers is to let structure follow function, where possible. And here the recent development of cooperative agricultural experiments, under the heading of large resettlement projects, gives a clue to what would be practicable. Not every institution would be able to follow this pattern. It would be possible at Fort Valley; it would be possible at such a school as Prairie View.

Prairie View, for example, is an anachronism. Here, in the middle of a huge windswept plain, has been built up a highly urbanized center with every facility for urban life. Prairie View now seeks to carry its students back to the country. I would insist that at Fort Valley we could develop as the central portion of the institution a functional plan; a building program is immediately needed, and instead of duplicating the monastic-urban architecture of other colleges, we might immediately move to the construction of a functionalized setting for our architectural developments.

This plan, in addition, would have the additional virtue of being self-liquidating.

#### PROPOSAL

The present architectural plan of the institution is, roughly, as follows:

1. President's House
2. Library: Administration Building
3. Jeanes Hall (Old Dormitory, Women's)
4. Huntington Hall (Women)
5. Home Economics
6. Academic Building
7. Infirmary

8. Dining Hall
9. Trades Building
10. Boys' Dormitory
11. Barn and Dairy
12. Laundry
13. Proposed Women's Dormitory
14. Proposed New Library

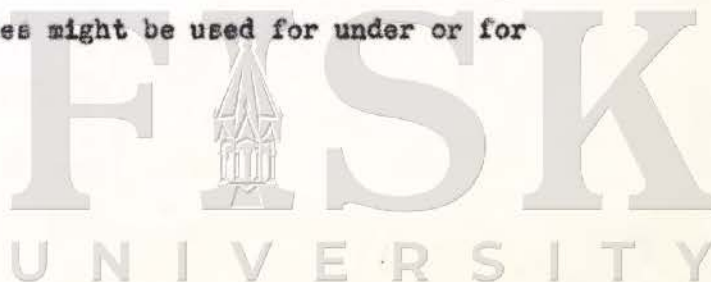
It will be noted that it has been proposed that Jeanes Hall (No. 3) be razed, and that a new women's dormitory and a new library be built.

I would propose an entirely new orientation of the campus as compared to that proposed in the development program submitted by Dr. Hamon in July, 1939, of which you have a copy. It would be that we add by purchase some five or six hundred acres lying to the South and East of our campus; and that this area be developed in a fashion similar to one of the Farm Security Projects as a rural, agricultural community. Of course I would think that an experienced engineer-architect in such matters should draw up plans; but the idea would be to erect cottages with small farm lots attached, both for students and for teachers; with all of the facilities of such projects; poultry houses, individual community; canning plant; community house; one or two small schools, or one school of about a three teacher capacity; barns, etc.

The cottages or houses for students would house from ten to fifteen students. They would include a kitchen, and eating facilities; a room or suite for a faculty member or family; and a common room that would also be used as a classroom. Instead of building a new library on our old campus, a new library would be built on the new project - a community and a rural library combined with a college library.

The architectural conception might follow the simple and inexpensive designs used in Resettlement Projects. New and experimental materials might be used in some of the projects; mud, steel, etc. The faculty houses and farm areas might be leased for long periods, or sold; this might be handled as a school project, or as a Farm Security Project.

The old campus would remain as it is, with the exception of razing Jeanes Hall. The old dormitory facilities might be used for under or for





upper classmen, or for Freshman and Junior students, or for Sophomore and Senior students. In short, the idea would be to have the students for the most part live in the community cottages under a cooperative scheme, devoting no small part of their time to the cultivation of small gardens, the raising of poultry, etc., attached to their own cottage and to a community project.

As aforesaid, this functional architecture would form the basis for a functional education designed to train teachers for rural schools. It seems to me that such a setting would enable this College to train teachers and community workers for a new and intelligent agriculture. It would take both teachers and students to a rational agricultural locale; and teach them, not only "rural education," but also how rural life could be lived with comfort and intelligence.

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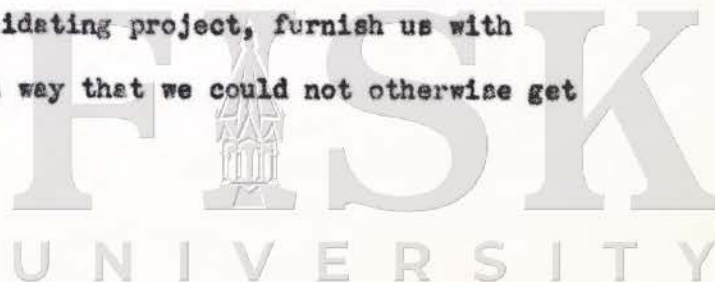
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Send the following message, subject to the terms on back hereof, which are hereby agreed to

December 7, 1939

Dr. Horace Mann Bond, President  
Fort Valley State College (Gen)  
Fort Valley, Georgia

I am thrilled by your proposal for rural living at Fort Valley. A fresh and magnificent idea. Hurrah and Yippee. I now know how Isabella felt when Columbus talked to her. I am sending proposal right on to Will Alexander. Among us we must find some way to put it into operation

Edwin R. Embree

Rosenwald Fund  
JW

FISK  
UNIVERSITY

The Fort Valley State College  
Fort Valley, Georgia

(Yen)

December 7, 1939

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

My dear Mr. Embree:

I am inclosing a copy of a statement sent to Mr. Dixon, in reply to his request, relative to what Fort Valley is trying to do in the field of rural education.

With best wishes, I am

Sincerely yours,

*H. M. Bond*  
H. M. Bond



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

Introduction

This statement is in answer to the request that we indicate what Fort Valley is doing in the training of rural teachers. Since the program here has been in operation only for a space of two and one half months, this description must, of necessity, include many proposals as well as statements regarding actual developments.

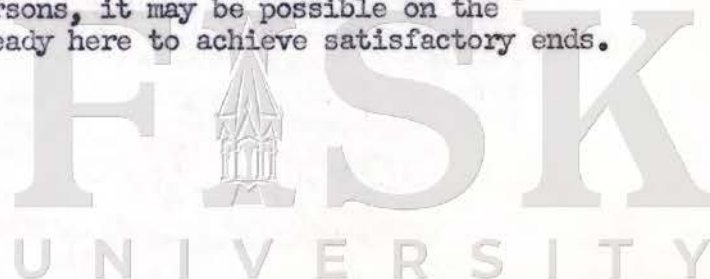
Fort Valley in Transition

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-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 extend. It has decided disadvantages inasmuch as the work of the high school and college were closely inter-mingled, 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 space on the upper floor of one building. However, further separation is imperative; and one of our prime needs is the provision of 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 space 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

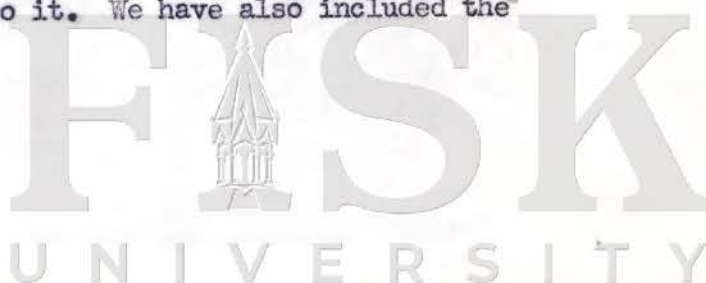
Considering it to be the function of this institution, not only to develop new techniques, but also to describe difficulties as they arise as a sort of documentation of an educational experiment, let me call attention here to several elemental difficulties which immediately present themselves.

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 institutions 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.

This, of course, is not true in Georgia. It is, however, true in other states. More than anything else, in my opinion, this fact is responsible for the mediocrity of our educational institutions in the South, and for Negroes. It exists, of course, in all sections (but in Georgia); but with resources as limited as they are for Negroes, the separation of different agencies which should be engaged in a common task militates largely against any effective work in any of these directions. 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.

An outline of the program for this Seminar will indicate that we have drawn to it representatives of the principal agencies at work in the State, and in kindred institutions elsewhere.

The Seminar has also the function of educating our faculty with reference to its problems. It is broken down into sub-committees. It includes members of our most advanced, the Junior, class. The sub-committees are either of a study or of a performing nature. 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. It will be noted that 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.

Delimitation 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 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 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 of 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 emphasizing our attention to 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. As to be seen on the inclosed map, 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 such a 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 foundation steps. You will be interested to know what, definitely, we have planned, and are doing, regarding the development of a specific program for the education of rural teachers. These are listed below, aside from order of importance or relevancy, but as they occur in the pattern of our activities:

1. Student Selection. This was difficult to carry on this year, inasmuch as such a late start was made - on August 1st - 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, can limit our Freshman class next year to 100, out of a potential 200, should do much better even than the private Negro colleges enrolled in the Atlanta University system.

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. Carving, pottery making, furniture making and decorating, weaving, basket work, cooking and sewing comprise the responsibilities of these areas. 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 practise. 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 campus 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, 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 share-cropper; 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.



Fort Valley School  
(Ga.)

7

December 29, 1939

Dear Mr. Bond:      The Airlines people have not yet found your ticket. They say that they will make the proper refund in ninety days if by some slip-up someone does not find this ticket and use it before then. In any case, we suggest that you send us your full expense account, including the full cost of the airplane ticket both ways and your train ticket back. Then if and when you receive the refund, just endorse it over to us and send the check here. Miss McKay says that you must write to the office from which you bought the ticket, asking them to refund the money to you, and stating for their records all of the circumstances of the case.

It was grand to see you. I wish it could have been longer, and I wish Julia had been here too.

Very truly yours,

MSS:McK

MARGARET S. SIMON

Mr. Horace Mann Bond  
503 Mile End Avenue  
Nashville, Tennessee

FISK  
UNIVERSITY

J. F. Sullivan  
12-39

Fort Valley (Repts)

The enrollment of boarding students at Fort Valley State Teachers College is at the present time 162 - 112 girls, 50 boys. Based on a freshmen class of 150 students each year, during the academic year of 1943-44 boarding facilities for 460 students will be required. Assuming that distribution between the sexes will remain about the same as in the present academic year, there will be required in 1943-44 space for 175 men and 285 girls. There are now two women's dormitories on the campus: Huntington Hall, a reasonably modern building, houses 48 girls, two to a room; Jeanes Hall, a frame building without central heat and a fire trap of the worst kind, houses 46 girls. All boys are taken care of in one dormitory, Ohio Hall, which has a capacity of 98. Some rooms in the men's dormitory are occupied by teachers and their families. Present student requirements could be taken care of by putting all women in Ohio Hall (now the men's dormitory) and shifting the men to Huntington Hall. Such an arrangement would make it possible to raze Jeanes Hall. There then would have to be some means of providing new living quarters for the faculty.

On the basis of the attached table of estimates it will be seen that by 1943 the entire freshmen class could be housed on campus without additional dormitories. This would leave approximately 300 students in the sophomore, junior and senior classes for which there are at the present time no quarters. There are two ways of solving this problem: (1) by building the traditional type of dormitory on the campus, at a cost of not less than \$175,000 to \$200,000; or (2) by building small units in the

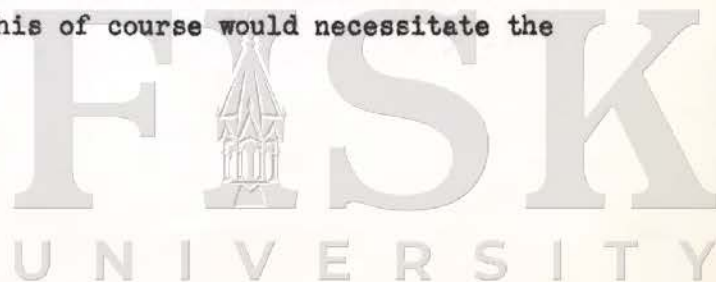




open country where students will not only live but gain experience in living. This second method seems to have so many advantages from the teaching point of view that it seems worth while to study its possibilities. Several problems immediately present themselves in considering such a plan.

1. The question of adequate land
2. The cost of small units as contrasted with a central dormitory
3. The availability of funds for this type of construction
4. Question of supervision of students
5. Added personnel necessary to the adequate administration of such a project

1. The present campus is made up of approximately 90 acres, of which 50 acres is campus proper and the remaining 40 acres is college farm. The college farm is already too small to serve the needs of the college. The college for a number of years has been renting 60 additional acres, for farming purposes, adjoining the campus on the South. This 60-acre tract is a portion of a 160-acre farm on which we are attempting to obtain an option to purchase at a figure not to exceed \$50 per acre. South of this 160-acre farm and adjoining it is a 130-acre tract on which we are also trying to obtain an option. These two farms, totaling 290 acres, are made up of 229 acres of fair to good farm land and 61 acres of woodlot and ravine. If these two farms could be obtained for a reasonable figure, around \$15,000, they would provide sufficient land to develop a college farm as well as 20 student housing units and 10 units for faculty and college employees. In case only one of these farms is available the project could be made up of only half as many student and faculty units, still making it possible to develop adequately the college farm. This of course would necessitate the



provision for an additional 150 students in a new dormitory on the campus.

2. Tentative plans call for 20 student units, 10 for boys and 10 for girls. While the units, in so far as facilities are concerned, will be identical, the boys' units will occupy five acres of land each, the girls' units three acres of land each. A unit will be made up of a home - five bedrooms (three students to a room), kitchen, dining room, living room, bathroom for students, storage room, teacher's room and bath; a barn large enough to house and store feed for a cow; a chicken house. The land will be divided into an orchard, a garden, chicken runs, and a hog lot. The remainder of the land will be used for incidental crops. Such a unit, excluding the land, should cost about \$10,000.



J. F. Sullivan  
12-39

Fort Valley (Ga.)

(Repts)

THE COLLEGE FARM

An important adjunct to any experience that is gained through cooperative rural living is a well run college farm. Since large farm units would seem to be too expensive and difficult to provide, because of the high cost of land, the college farm might well be expanded and made to serve as a useful demonstration as well as to fulfil its economic function to the college. At present the farm is a liability on both counts.

The farm now consists of some forty acres - five acres in truck garden, twenty acres in general field crops, and fifteen acres in permanent dairy pasture. Sixty additional acres are rented from an adjoining farm. There is a good dairy barn, a reasonably well preserved barn to house implements and mules and to store corn and hay, a good sweet potato storage house. Chicken and hog houses might be considered non-existent though there are structures that pass for them. The stock consists of four mules, two of which are twenty-two years old; eleven Jersey cows, eight of which are beyond their prime; and an old bull whose offspring are to a large extent male calves. There are twenty-four pigs, including four brood sows and two boars, one of which will be converted to sausage this winter.

To put the farm in shape will require the purchase of at least sixty acres of land and a reorganization of the farm business to allow for the building up of both college land now in crops and any additional land purchased.

Crop production on college land, though it is now above state averages, is far below the point where production costs balance returns.

Corn yields on college land average twenty-six bushels per acre and should be 25 per cent higher while corn yields on rented land are averaging twelve and thirteen bushels per acre. This rented land should and can be made to produce 100 to 200 per cent better yields within five years by proper rotation and cover crop practices. Hay crops follow the same pattern, one ton to the acre on college land and one-half as much on rented land. One ton is a good yield but can be bettered. The rented land, if owned by the college and if terraced and improved, would yield a ton of hay or better.

The eleven cows now being milked are producing 13.2 gallons of milk per day, or an average of 1.3 gallons per head. Such production in a dairy business would lead to bankruptcy within a period of months. Four medium good cows would produce as much as the present eleven impossibly poor ones now produce, with a saving in feed costs of a good 50 per cent. Such a reduction in dairy stock would accomplish three much needed changes: (1) a reduction in the acreage needed for production of feed, thus making it possible to grow improvement crops on the excess land; (2) a reduction in the labor costs incident to the handling of stock; and (3) establishment of a nucleus for the development of a bred-for-production herd of Jersey cattle. A bull might be purchased or obtained on loan from the state, or for the present the cows might be taken to the experiment station for service.

The number of hogs now balances the amount of swill supplied by the dining hall. This number should probably not be increased until the farm land has been improved to provide for greater yields in corn, peanut





hay, and additional milk in excess of dining hall requirements.

No chickens are raised other than a few - a hundred or two - used for project purposes by the Smith-Hughes people. Provision should be made for chicken houses and runs for 1,000 chickens. Approximately 50 per cent of these will be cockerels, to be used as food with a few of the best for breeding stock. The remaining 500 hens should be trap nested and all hens producing less than 150 eggs per year should find their way to the frying pan. Through death from various causes, trap nesting, and culling, this original 500 hens would be reduced about 25 per cent, making a laying flock of 375 hens. These hens would produce 4,687 dozen eggs per year, of which 3,600 dozen could be used by the dining hall. The remainder might serve as a nucleus around which an egg cooperative could be formed by the addition of surplus eggs from the small flocks that are planned for the new student housing units.

Minor repairs and painting is all that is needed to put present buildings in good condition. The most serious handicap to efficient land use is the almost total lack of fences. At the present time half the country-side pastures its dairy animals in college hay and corn fields. These needed fences can be provided to a large extent through Federal funds.



Fort Valley

A BRIEF STATEMENT OF BACKGROUND, TRAINING AND EXPERIENCE  
Of

B. F. Bullock, Department of Education, Atlanta  
University System, Atlanta, Ga.

Early life:

Born and reared on a farm in eastern North Carolina.  
Had many of the bitter experiences of farm tenant life during  
childhood and adolescent period. In early manhood resolved  
to make special preparation and spend life working in behalf  
of the depressed rural Negro of the South.

Education:

Elementary education in a one-teacher rural school four  
miles from home. High School education at the J. K. Brick Agri.,  
and Industrial School, Brick, N. C. while working on the farm.  
B. S. in Agri. with special emphasis on Agri., Education, Univ.  
of Minn. Special study in Agricultural Education, Cornell Univ.  
Special course in Educational Sociology, Rutgers Univ. M. A.  
in Rural Education with emphasis on teacher training, Columbia  
Univ.

Experience:

Teacher of Agri. and Chem. and Supervisor of College farm,  
Lincoln Univ., Jefferson City, Mo., 1913-1914. Instructor in  
Chem., Biology, and Practical Gardening, and established a college





diary, Morehouse College, Atlanta, Ga., 1914-17. Director of the Department of Agriculture and Prof. of Rural Economics and Education, A. & M. College, Tallahassee, Fla., 1917-19. Director of the Department of Agriculture and State Supervisor of Vocational Agriculture for Negroes, Prairie View College, Texas, 1919-22: Director of the Department of Agriculture and State Supervisor of Vocational Agriculture for Negroes, A. & T. College, Greensboro, N. C., 1922-25. Agricultural Advisor and Director of Vocational Agri., State Industrial School, Bordentown, N. J., 1925-32. Prof. of Rural Education and Superintendent of Grounds, Atlanta University System, Atlanta, Ga., from 1932 to the present time.