

Some of the more important aspects of the Fund's program in rural education.

1. Program concentrated on building up a few strong centers for the preparation of teachers and for regional influence in educational thinking and practice.
2. In order to meet rural needs we have stressed two features.

First, we are emphasizing the use of good modern teaching methods generally, and especially the teaching of the three R's through the use of materials that have some meaning to the children of the rural South. To accomplish this first aim we have

- a. Strengthened courses and opportunities for practice in modern methods of teaching the basic three R's;
- b. Strengthened the departments of English and the libraries.

Second, we are attempting at each of the schools to educate the teachers to meet the conditions which they will find when they get out to their rural schools and communities. We are doing this by

- a. Setting up practice schools right out in the country as well as on the campus;
  - b. Development of the supervision of schools of surrounding counties as a function of the teachers college in cooperation with the state and county school systems;
  - c. Setting up courses in rural life arts which will give the prospective teacher some general acquaintance with farming, handcrafts, homemaking, and health. Special courses have been used. Teacher does not need these, but needs general acquaintance with all these arts.
3. Attempting to create interest and information in the whole field of southern rural education through the following means:
    - a. A general study of rural schools and teachers colleges in the South. Campbell, Brewton, Bond.
    - b. Council on Rural Education, composed of southern and national leaders, foundation directors, economists, sociologists.
    - c. Development of personnel for important posts in teachers colleges or in other posts of authority and influence.
    - d. Small libraries to rural schools.



4. Some essential features of the teachers college:
  - a. Rigorous selection of students.
  - b. Sound general education as the base on which to build the professional studies.
  - c. Understanding of the arts and sciences underlying the profession: psychology, child growth and development, techniques of reading, the social structure of which the school is a part.
  - d. A wisely planned interplay of theory and practice, learning and experience.
  - e. Continued study and experiment to increase knowledge and understanding in the field.
5. Adaptation of these general principles to rural teachers in the South.
  - a. Regional aspect of education.

Developing means of preparing children for the lives they are going to lead by developing these means from the knowledge and experience that is native to them.
  - b. Revolt against the blind application of a fixed curriculum.
  - c. Becoming alert to the special needs of the southern region and striving to find ways of building education on southern experience with a view to southern development.
  - d. The rural school must build on rural children with rural experiences, even though many of them will go to urban areas.
  - e. Development of an education planned to develop children on the basis of their own heritage. A variation from a standard.
  - f. Effort to determine the adaptations necessary to good rural education - in addition to those needed equally by city and country children.

Even the basic tools can be mastered best by basing their teaching on materials and experiences that have some meaning to country children.
  - g. Preparation of rural teachers should take into account the peculiar problems they are to face.
    1. Studies in rural life.
    2. Experience with country children
    3. Agriculture
    4. Handcrafts
    5. Healthor, Some skill in the occupations that make up country living and some ingenuity in creating a decent life and a stimulating school from the simple materials of the countryside.



RURAL SCHOOL  
PROGRAM

ERE	5	5	
ms		ms	Box 683
			Fort Valley, Georgia
			November 30, 1938
			6

Rural School Program

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

Dear Mr. Embree:

It seems to me that your idea about the booklet is a very good one. Such a one as you describe could certainly serve a useful purpose. I shall be glad to send the material you desire.

Strange to say, just a few days before I received your letter I was looking over an incomplete write-up about our experiences at Red Oak, which write-up I started before I left for New Mexico. I was thinking that I can do it much better now since I have a better perspective of the work than I did when I was so close to it. I had planned to submit it to you for suggestions of additions or deletions.

My work as supervisor with the poorly prepared teachers or with those having only the traditional viewpoint makes me feel that they need to know how some of the community's resources--human, social, and material--were used to enrich rural living in an actual situation. This feeling urged me to plan to complete the writing.

Do you think you could get what you need from such a write-up or would you rather that I select certain examples to fit into your booklet? It may be better for me to write especially for your booklet because the plan of my write-up might make the material not so suitable. The write-up describes the work we did under the following headings: in the church; in Sunday School; in regular school; in adult night school; and in community and club activities. It shows how these activities in all these fields contributed to the program of life enrichment.

Should you feel that material so written would serve your purpose, I shall gladly finish the writing and send it to you. Should you wish me to send several separate concrete examples of good practices in rural teaching I shall do this. Please let me know what date you would like to have the material. I am such a procrastinator that I ask for a definite date so that the element of time pressure will help me get the material to you.

I am enjoying my work in Peach and Macon counties. That in Macon County is real pioneer work. Though much of my time must necessarily be spent in helping keep records of the teachers so that these records will be usable for reports required of the county by the State, still I manage to help the teachers to slightly improve their instruction. The work offers a great challenge to whatever ingenuity and resourcefulness I possess.

UNIVERSITY

Dr. Edwin R. Embree  
November 30, 1938  
Page Two

You have probably heard of the Flint River Farms Rehabilitation Project in Macon County. The school for this project has recently been completed. The building and furnishings are really grand. I just hope the teachers prove themselves to have the vision, imagination, resourcefulness and sense of humor they will need. The situation at the project has great possibilities whether they are ever realized or not. I am thrilled to have a slight part in launching the school in the project and hope I can exert influence which will help get the right sort of teaching started. I hope you, Mr. and Mrs. Simon and Mr. Dixon will come down and will have time to visit the project and its school.

Please let me know if you can use the write-up<sup>as</sup> started or whether you would rather have separate definite examples of good rural teaching. Also please let me know at what date you would like to have the material. I shall be really glad to contribute to your undertaking.

Yours very truly,

*Catherine J. Duncan*

Catherine J. Duncan





EXPENDITURES ON SPECIAL STUDIES  
IN ROTE LEARNING

On hand, last statement ..... \$ 445.52 <sup>016</sup> <sub>54</sub>

July 1, 1939

Sara K. Blake ..... \$25.00

August 1, 1939

Sara K. Blake ..... 25.00

Bonita Valien ..... 50.00

September 1, 1939

Sara K. Blake ..... 25.00

Bonita Valien ..... 50.00

April 1, 1940

Eleanor Washington Griffin ..... 10.00

Albert Whiting ..... 15.00

Sara K. Blake ..... 14.45

J. C. Peterson ..... 14.45

M. Henry Pitts ..... 15.00

Robert Woodruff ..... 2.40

G. Franklin Edwards ..... 10.00

Aurelia Taylor ..... 15.00

Vincent Saunders ..... 10.00

Fatima Massaquoi ..... 12.50

Wilson Hubert ..... 12.00

May 1, 1940

Eleanor Washington Griffin ..... 10.00

Sara K. Blake ..... 14.45

J. C. Peterson ..... 14.45

M. Henry Pitts ..... 15.00

Albert Whiting ..... 15.00

June 30, 1940

Eleanor Washington Griffin ..... 10.00

India Wallace Hemphill ..... 15.00

Alice Marie Jones ..... 15.00

Axel Hansen ..... 3.32

418.02

On Hand ..... 27.50 <sup>86</sup>

FISK UNIVERSITY

*W. H. Hansen*  
Bookkeeper



## RURAL SCHOOLS IN ACTION

### Descriptive Accounts

- Adams, Olga, and Gaskins, Ralph E. - "A Training Program for Rural Teachers of South Carolina, James Island Demonstration School." Progressive Education, 14:510-512, November, 1937.
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- Clapp, Elsie R. - "A Rural Community School in Kentucky." Progressive Education, 10:123-128, March, 1933.
- Cooley, Rossa B. - School Acres; an Adventure in Rural Education. New Haven, Connecticut: Yale University Press. 1930.
- Covert, Timon- "Las Lomitas Rural Elementary School Adapted to Pupil and Community Needs." School Life, 15:4-5, 19, September, 1929.
- Dunn, Fannie W., and Everett, Marcia - Four Years in a Country School. New York: Bureau of Publications, Teachers College, Columbia University, 1926.
- Evans, Vivian P. - "When a Desert Box-Car School Tried an Activity Program." School Life, 16:131-33, March, 1931.
- Franseth, Jane - "County Schools Attack Community Problems." Curriculum Journal, 8:313-315, November, 1937.
- Gunn, Julia - "An Experiment with the New Course of Study in a One-Room School." Virginia Journal of Education, 38:180-82, January, 1935.
- Gustin, Margaret, and Hayes, Margaret L. - Activities in the Public School. Chapel Hill, North Carolina: University of North Carolina Press, 1934.
- Heyl, Helen H. - "A Visit with Rural Teachers." New York State Education, 17:32-35, September, 1929.
- Howard, Homer H. - "Mapping Out a Small School Activities Program." The Nation's Schools, 8:65-69, December, 1931.
- Hulsizer, Allan - "Georgetown: An Experiment in Rural Education." Progressive Education, 10:345-49, October, 1933.
- Meating, A. G. - "A Practical Program of Rural School Music." The School Executive, 49:338-40, March, 1930.
- Rodgers, Alma M. - "A Progressive School." The Journal of the National Education Association, 25:292, December, 1936.
- Stork, Willis - "It Can't Happen in a Large School." Phi Delta Kappan, Special Number: The Small School, 19:265-68, April, 1938.
- Wofford, Kate V. - Modern Education in the Small Rural School. New York: The Macmillan Company, 1938.



RURAL SCHOOL  
PROGRAM

Rural Ed Booklet

ERE			
JCO			0
MS		US	0

November 17, 1938

Dear Mrs. Whiting: Here is an idea that I am playing with in the good old field of rural education. I am thinking of getting out a small booklet of about the size and format of the cotton tenancy volume that Charles Johnson and I issued three years ago. In it I should like to include my ideas of what rural education should be. The book would be in effect an expansion of the articles "Rural Education" and "Little Red Schoolhouse Southern Style" and would include sections on the present state of schools in the South and on the education of teachers. The body of the book, however, would concern itself with the conduct of the little rural school.

I have a number of examples of bad practice. What I want is some realistic discussion of good practice in rural education. You have undoubtedly done and seen a great deal of this good practice. I wonder if you have written reports of any of the things you believe are most useful. If not, I wonder if you would be good enough to write for me, giving as much detail as possible, concrete examples of how country children's attention may be engaged and their learning processes started.

If you can give me material of this sort I would consider it a great favor and it might help that much toward advancing the cause in which we are all interested.

ERE:JW

Very truly yours,

EDWIN R. EMBREE

Mrs. Helen A. Whiting  
223 Chestnut Street, S. W.  
Atlanta, Georgia

FISK  
UNIVERSITY

RURAL SCHOOL  
PROGRAM  
*Rural Ed  
Booklet*

November 17, 1938

Dear Dr. Brewton: Here is an idea that I am playing with in the good old field of rural education. I am thinking of getting out a small booklet of about the size and format of the cotton tenancy volume that Charles Johnson and I issued three years ago. In it I should like to include my ideas of what rural education should be. The book would be in effect an expansion of the articles "Rural Education" and "Little Red Schoolhouse Southern Style" and would include sections on the present state of schools in the South and on the education of teachers. The body of the book, however, would concern itself with the conduct of the little rural school.

I have a number of examples of bad practice. What I want is some realistic discussion of good practice in rural education. I wonder if you could give me or refer me to comprehensive material on southern schools giving concrete examples of good teaching. One way of doing this might be to give a typical day in a rural school under a good teacher.

If you can refer me to material of this sort it would be a great favor and might help that much toward advancing the cause in which we are all interested.

ERE:JW

Very truly yours,

EDWIN R. EMBREE

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





RURAL SCHOOL  
PROGRAM

Rural Ed  
Booklet

JCB  
ml

WSS

November 17, 1938

Dear Bond: Here is an idea that I am playing with in the good old field of rural education. I am thinking of getting out a small booklet of about the size and format of the cotton tenancy volume that Charles Johnson and I issued three years ago. In it I should like to include my ideas of what rural education should be. The book would be in effect an expansion of the articles "Rural Education" and "Little Red Schoolhouse Southern Style" and would include sections on the present state of schools in the South and on the education of teachers. The body of the book, however, would concern itself with the conduct of the little rural schools.

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If you can refer me to material of this sort it would be a great favor and might help that much toward advancing the cause in which we are all interested.

Very truly yours,

ERE:JW

EDWIN R. EMBREE

Dr. Horace Mann Bond  
Fisk University  
Nashville, Tennessee

FISK  
UNIVERSITY

# RURAL SCHOOL PROGRAM

FISK UNIVERSITY  
DEPARTMENT OF SOCIAL SCIENCE  
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON  
DIRECTOR

*Rote Learning Study*

February 14, 1938

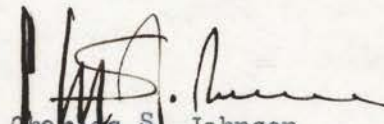
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Miss Dorothy Elvidge  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Dear Miss Elvidge:

We are now at the point at which it seems appropriate to request a further deposit from the Rote Learning (Social and Cultural Factors in Present Rural Education) appropriation. I would greatly appreciate it if this could be sent. A statement of expenditures is enclosed.

Sincerely yours,

  
Charles S. Johnson

csj-p

FISK  
UNIVERSITY



RURAL SCHOOL  
PROGRAM



Repts, memos

Schools

As a result of our work in the rural school field in the past years, we have come to the following tentative conclusions:

- I. The normal school should include general instruction designed sufficiently to acquaint the prospective rural school teacher with the agricultural, health, home, and craft problems which he will meet, to insure:
  - a) Ability to cope with his own practical problems;
  - b) Ability to satisfy the demands necessarily made upon him by the community;
  - c) Relation of instruction to the interests and limitations of the community.
- II. Therefore the normal school and the rural school need not attempt to teach the specific skills in crafts, health, and agriculture.

7/27/37

RURAL SCHOOL  
PROGRAM

Rural Ed Booklet

November 17, 1938

Dear Mrs. Duncan: Here is an idea that I am playing with in the good old field of rural education. I am thinking of getting out a small booklet of about the size and format of the cotton tenancy volume that Charles Johnson and I issued three years ago. In it I should like to include my ideas of what rural education should be. The book would be in effect an expansion of the articles "Rural Education" and "Little Red Schoolhouse Southern Style" and would include sections on the present state of schools in the South and on the education of teachers. The body of the book, however, would concern itself with the conduct of the little rural school.

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If you can give me material of this sort it would be a great favor and might help that much toward advancing the cause in which we are all interested.

Very truly yours,

ERE:JW

EDWIN R. EMEREE

Mrs. C. J. Duncan  
Fort Valley Normal and Industrial School  
Fort Valley, Georgia

FISK  
UNIVERSITY



See Johnson - class 5  
9/28/37

RURAL SCHOOL  
PROGRAM

ROSENWALD ROTE LEARNING STUDY  
as of  
September 30, 1937

INCOME

Receipts - Rosenwald Fund	<u>\$ 500.00</u>	\$500.00
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EXPENDITURES

July 26, 1937		
Charles S Johnson	2.58	
Eli S Marks - Salary	100.00	
J C Peterson - Salary	<u>45.00</u>	
		<u>147.58</u>
		\$352.42

FISK UNIVERSITY

Jesse F Beals  
Comptroller

October 14, 1937

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UNIVERSITY

## COMPENDIUM

Aims to describe and analyze functioning of the school in social milieu.

To secure such a treatment of the school it was necessary:

1. To assemble statistical indices to existing social-economic organization - particularly the school.
2. To assemble reports of observers on communities, areas, and various aspects of human life.

Separate schools for Negro and white - a fact which distinguishes a large group of the states from the others.

Separate schools supposed to exist in a certain form of social organization.

Compendium covers 1104 counties - one third of all in the United States.

Compendium uses two bases for discussing education.

1. Community or local culture
  2. Community type, culture type or county type.
1. In (1) the compendium places a problem (whatever it may be) in its proper context - the social milieu.  
The Compendium aims to focus attention on the school but was forced into extending its inquiry from the school, to the family, to the total society.
  2. The social milieu is not everywhere the same. Various factors produce variations in social organization. But, many communities share certain type combinations of economic and social conditions.  
Therefore, the possibility of distinguishing groups of communities as a type.  
Therefore, the typing of counties.

Rote learning, e. g.

Such behavior appears to be a universal human response to a specific type of social situation.

Value of the Compendium

1. Know type characteristics of a community where rote learning exists.
2. From this one may predict presence of rote learning in other similar communities.





Value of work of explorers in the past.

Furnished wide variety of information.

Pointed our attention to aspects of rural life which seemed to need attention and asked what can be done to effect desirable changes?

Community organization is intimately related to the underlying technology - that is, the special system by which people relate themselves to their physical environment.

The Compendium is a test of the county type frame of reference. It includes:

1. County statistics
2. Descriptive material

The statistics are organized around the school for the purpose of testing what factors are associated with indices of good or poor educational conditions (such as high or low per pupil expenditure).

The Theory of County Types in the Compendium consists of a working hypothesis that may be stated as follows:

The intimate relation between the underlying technology dominating a county and the social organization in that area should make it possible to classify counties in such a way as to locate, in a social or geographical sense, any given problem in education or any other matter of interest.

Theoretically at least, the major (county) types mark out social situations which are correlated with school conditions and other matters of interest.

After careful investigation of any problem in any county we may reasonably predict that the same or very similar conditions will be found in any of the counties conforming to the same type.



	MWS	11/1	ms	24

585 So. Thirteenth Street  
Baton Rouge, Louisiana  
October 19, 1937

Dear Mrs. Simon:

I thank you for your letter of October 4 although you stated very definitely that the two extra months for the Scotlandville School cannot be supplied.

About the project of "Improving teachers in service", in addition to expending personal efforts to help teachers organize subject matter, motivate classroom activities through unit teaching, etc., I am interested in having persons at each school who can instruct and carry out workable programs in home making; shopwork; music (including community singing); practical vocational activities according to needs and pupil inclinations; practical and practicable health and safety education involving recreation and physical education; and the like. This is in keeping with our program of curriculum revision.

As you know, the average teacher in rural schools for Negroes has not had training along these lines thus the community children are handicapped by the absence of this type of training, and it is not being provided for through any other agency. I am sure you also ## realize that similar programs are already in effect in schools for Whites in many sections, and they have proved splendid influences for good.

Our superintendent is willing to help us, but there are certain reasons why he has to proceed rather cautiously in supplying many of the requests for programs of the nature mentioned for our racial group. He is ready to supply the teachers for home making and shop work if I can secure aid to provide two other workers prepared to organize parish programs of music ( involving health, safety, recreation, and physical education) and practicable vocational activities ( involving simple library science, general system of simple record keeping, typewriting, and other activities to be revealed through survey now being made).

We are in position to secure competent persons to do this special type of work at the figures submitted in my letter regarding same.

The plan is to conduct a series of professional institutes where these special teachers will instruct the regular classroom teachers along the lines of information needed for each activity and where groups will work on data to be collected and made available for use throughout the parish in the different curriculum study groups. In addition to this these four special teachers will spend a certain number of days during the session with each group of teachers in the schools in order to check the progress that regular teachers are making with their pupil groups. We hope through this plan to convince board members of the need of aid to promote such programs next session. As a result of the experiment at Foreman last year we have been given a longer school term, a prospective trades building ( erection to begin shortly) in the Scotlandville community, and one or two smaller projects.



I shall be pleased to furnish any other information necessary, as this matter of improving teachers in service represents the first of my major objectives and is a very important one as State officials are expecting supervisors to devise ways and means of securing positive results in working out this objective.

I trust that you and Mr. Dixon will find it among the things possible to assist with this project first because we need it and next because it will encourage the provision of additional parish funds for these programs another session, after which time I am actually going to give some one else the opportunity to seek aid for the small rural schools of their parishes or counties.

We shall be pleased to have you visit us this session if it is possible. The children at Foreman inquire of you often and just knew that something very terrible had happened when you failed to visit them last session.

Trusting that I shall hear from you at your very earliest convenience, I am

Sincerely yours,

*Ida Nance Givens.*

# RURAL SCHOOL PROGRAM

*Repts, memos*

## RURAL SCHOOL PROGRAM

### I. Program prior to and during 1936-37

A. Demonstration projects - explorations

B. Statesboro -

Simply say that the group is familiar with everything done up to the present time.

Significant thing is development from JRF stimulus.

### II. Statesboro

Original plan - group familiar with that

Supervision

1935-36 three counties - supervisor employed.

1936-37 - Bulloch county - results

Problems developing

No white supervision in Georgia

Recent state legislation re supervision

Danger of widespread employment of unqualified supervisors

Need for training supervisors for rural areas.

Practice teaching

Exchange teacher plan of 34-35 and 35-36

Ogeechee School

Curriculum

### III. Fort Valley

Embarrassed by absence of Georgia Negro school from program

Reasons for this - Albany, Forsyth and Savannah

Fort Valley's present status

What it is hoped may develop. GEB cooperation - American Church  
Institute attitude.

How it would fit into our program

### IV. Carrollton - West Georgia College

Application from Ingram and Gunn

Approval of Chancellor

Its service area - rural N. W. Georgia





IV. (continued)

Tallapoosa School  
Carroll County supervision - white and Negro  
Coordinator  
Student teachers - exchange teacher plan.

V. State Council

Needs for it  
What it may do  
Organization, personnel, etc.

VI. Grambling - Negro Rural Normal School

VII. Louisiana survey

RURAL SCHOOL PROGRAM

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Student teachers - exchange teacher plan.

V. State Council

Needs for it  
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Organization, personnel, etc.

VI. Grambling - Negro Rural Normal School

VII. Louisiana survey

COOPERATION BETWEEN VARIOUS PUBLIC SERVICES

Bulloch County, Georgia

1. Brief statement of what the Fund has done, is doing, and proposes to do.
2. Needs indicated by these activities up to the present

In various fields:

Schools - including H. E., manual arts, etc.

Farm demonstrations

Home demonstrations

Health demonstrations

Library service

3. Possible cooperation between agencies mentioned in 2.



## COOPERATION BETWEEN VARIOUS PUBLIC SERVICES

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# Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**

4901 Ellis Avenue  
CHICAGO

To Mr. Buford H. Junker

Payment Voucher No. 8899

Date July 8, 1937

Travel Expenses Nashville to Chicago - - - - - \$11.17

Ck. #8899

Accounts	Appropriation No.	Debit	Credit
Southern School Program - Field Experiments	36-13	\$11.17	
<div> <div>Prepared by</div> <div>Checked by</div> <div>Posted by</div> </div> <div> <div>AM</div> <div></div> <div></div> </div>			

**FIISK**  
UNIVERSITY  
Comptroller



# Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue  
CHICAGO

To Mr. Buford H. Junker  
Fisk University  
Nashville, Tennessee

Payment Voucher No. 5390

Date July 30, 1937

Salary for the month of July, 1937 - - - - - \$225.00

Ck.#18062

Accounts	Appropriation No.	Debit	Credit
Southern School Program - Field Experiments	36-13	\$225.00	
Prepared by AM	Checked by	Posted by	Comptroller

FISK UNIVERSITY

# Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**

4901 Ellis Avenue  
CHICAGO


To Mr. Lewis Jones  
Fisk University  
Nashville, Tennessee

Payment Voucher No. 5539

Date July 30, 1937

Salary for the month of July, 1937 - - - - - \$225.00

Ck.#18061

Accounts		Appropriation No.	Debit	Credit
Southern School Program - Field Experiments		36-13	\$225.00	
Prepared by	Checked by	Posted by		
AM				
			Comptroller	



## Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL  
PROGRAM

To

Mr. Buford H. Junker

Payment Voucher No. 5488

Date August 31, 1937

Salary for the month of August, 1937 - - - - - \$225.00

Less: Lunches for August - - - - - 7.70

\$217.30

Ch.#18150

Accounts

Appropriation No.

Debit

Credit

Southern School Program - Field Experiments

36-13

\$225.00

Working Capital Control - Collections for Lunches

\$7.70

\$217.30

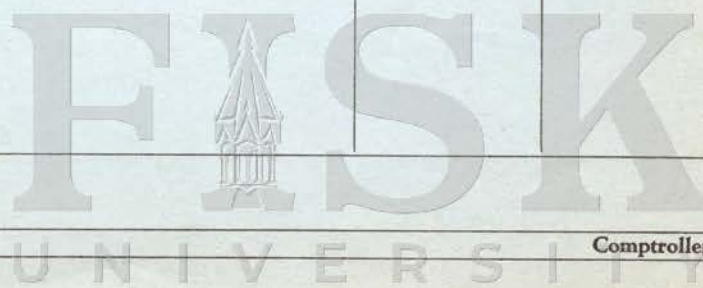
Prepared by

Checked by

Posted by

AM

Comptroller


 FISK  
UNIVERSITY

# Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**

4901 Ellis Avenue

CHICAGO

To

Mr. Lewis E. Jones

Fisk University

Nashville, Tennessee

Payment Voucher No. 5488

Date August 31, 1937

Salary for the month of August, 1937 - - - - - \$225.00

Ch.#18149

Accounts

Appropriation No.

Debit

Credit

Southern School Program - Field Experiments

36-13

\$225.00

Prepared by

Checked by

Posted by

AM

Comptroller



FISK UNIVERSITY



585 S. 13th Street  
Baton Rouge, Louisiana  
September 17, 1937

MWS	20	MS	10/5
		ack mk	20

## RURAL SCHOOL PROGRAM

*Foreman School*

Mrs. M.S. Simon  
4901 Ellis Avenue  
Chicago, Illinois

Dear Mrs. Simon,

During the week of August 22 I was in Chicago enroute from New York where I studied at Columbia University as a member of the scholarship group sent by Dr. Arthur D. Wright. Miss Carney was favorably impressed with the type of work that I did and said some very complimentary things to Dr. Wright, Mr. Lewis, Mr. Barrow, and State Supt. T. H. Harris concerning me. I worked hard, but enjoyed it and saw quite a bit of New York.

All instructors were very much interested in the records of our Foreman project and I am now revising them for publication by the State Department of Louisiana, copies of which will be sent to your office when completed.

I called the office while in Chicago, but was informed that you were away on your vacation.

I am now back at work and back to soliciting aid. The Foreman project is holding its own and we hope to do bigger and better things this session, although we have lost one of our regular teachers who is now one of the critic teachers at Southern University. It is only since I am back that I learned that Foreman was one of the winners in the Beautification Contest. We are very proud of our set of books and the check for \$20.00. We are using it to continue our beautification project.

One of my major objectives in our supervisory program for this year is "The improvement of teachers in service". To do this my main plan is to provide for special teachers in health, music, library science, trades, and industries, etc. who will work with us in professional institutes for the purpose of instructing teachers and helping them to work out programs to meet their local community needs, going on call to certain teachers occasionally. The school board has provided a seven months term for all rural schools this session, and through Mr. Turner will cooperate with this particular project for improving teachers in service. To do this for seven months \$960 will be needed, of this amount, the school board will give half, do you think Mr. Dixon would supplement the other half?

In addition to Foreman we are selecting Scotlandville as a project school this session. It is our largest school from point of enrollment, it is situated in a village and will splendidly serve the purpose for which selected. The term is only seven months, on what terms would the Rosenwald Fund cooperate with us in extending to nine months? If the school board provided the additional

UNIVERSITY

building that is needed would your fund give the eighth and ninth months or, at least one of them?

We are trying to get our plans under way early, I think you and Mr. Dixon would be interested in the general scheme. If you are ~~interested~~ I will submit same. I do trust that this will be possible, for we are anxious to render this particular service to the community.

Will you let me have an answer to both queries at your earliest convenience, and we will not annoy you any more this session.

Sincerely yours,

*Ida Nance Stevens,*



## Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL  
PROGRAM

To

Mr. Buford H. Junker

Payment Voucher No. 5582

Date September 30, 1937

Salary for the month of September, 1937 - - - - - \$225.00


Less: Lunches for the same period - - - - - 7.35\$217.65

Ch.#18315

Accounts	Appropriation No.	Debit	Credit
Southern School Program - Field Experiments	36-13	\$225.00	
Working Capital Control - Collections for Lunches			\$7.35
		\$217.65	

Prepared by AM	Checked by	Posted by	Comptroller
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 FISK UNIVERSITY

## Julius Rosenwald Fund

4901 Ellis Avenue  
CHICAGORURAL SCHOOL  
PROGRAM

To

Mr. Lewis Jones

Fisk University

Nashville, Tennessee


Payment Voucher No. 5531

Date September 30, 1937

Salary for the month of September, 1937 - - - - - \$225.00

Ch.#18314

Accounts	Appropriation No.	Debit	Credit
Southern School Program - Field Experiments	36-13	\$225.00	
Prepared by AM	Checked by	Posted by	



FISK  
UNIVERSITY

Comptroller



RURAL SCHOOL  
PROGRAM

*Foreman School*

October 4, 1937

Dear Mrs. Givens: Miss McKay handed to me your good letter of September 17 when I returned from my vacation. You are full of business!

Now on the two points on which you suggest we might help: Very definitely we cannot supply the two extra <sup>months</sup> ~~terms~~ for the Scotlandville school. As to the cooperation with your supervisory program for "the improvement of teachers in service," I am afraid I will have to get more information before I can say either way. I don't understand how you propose to do this work, nor do I understand enough about it to see why you would need any money at all. Suppose you write me again to tell me a little bit more about it. *etc*

I am so sorry I wasn't here when you came through Chicago. We seem to be fated never to see each other again. But you may be sure that if I ever get to Baton Rouge again I will come to see you.

Very truly yours,

MSS:McK

MARGARET S. SIMON

Mrs. I. N. Givens  
585 South 13th Street  
Baton Rouge, Louisiana



RURAL SCHOOL  
PROGRAM

24856  
11/9/37

Fairplay School  
(Teacherage)

Q

October 11, 1937

Dear Mr. Owen: You will remember that this past spring I wrote you regarding the status of the Fairplay teacherage. On June 15 you replied that up to that time the final papers had not been signed but that you intended to get in touch with the women's club within a short time. Will you kindly let me know whether the deed to the property has been made over to the county and whether or not you have been able to agree on a rental for the maintenance of the building?

I hope that one day this fall we will be able to get down to see you and Mrs. Owen. My good wishes for a successful year.

Very truly yours,

JAMES F. SIMON

JFS:RW

Mr. W. H. Owen  
County Superintendent of Schools  
Madison, Georgia



## Julius Rosenwald Fund

4901 Ellis Avenue  
CHICAGO

FELLOWSHIPS

To

Mr. Lewis Jones

Fisk University

Nashville, Tennessee

Payment Voucher No. 5690


Date October 29, 1937

RURAL SCHOOL  
PROGRAM

Salary for the month of October, 1937 - - - - - \$225.00

Ck.#18448

Accounts	Appropriation No.	Debit	Credit
Southern School Program - Field Experiments	36-13	\$225.00	
Prepared by AM	Checked by	Posted by	



FISK  
UNIVERSITY

Comptroller

## Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

RURAL SCHOOL  
PROGRAM

To

Mr. Buford H. Junker

Payment Voucher No. 5783

Date November 5, 1937

Payment in full of fellowship for 8 months' study at

the University of Chicago - - - - - \$1,200.00

Ck.#18537

Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$1,200.00	

Prepared by  
AM

Checked by

Posted by



Comptroller



RURAL SCHOOL  
PROGRAM

*P*  
*Jones - Lewis*

November 22, 1937

Dear Mr. Jones: As I think Professor Johnson has explained to you, the Fund has turned over to Fisk University all further responsibility for the compendium of information on southern counties. With this in view, we are discontinuing from our own payroll those persons who have been working on this report. We are prepared to carry your salary through the present calendar year but from that time on any work which you do on this study would be in accordance with arrangements made directly with Professor Johnson and Fisk. I imagine all of this has been explained to you but I felt that a formal notification should come from the Fund.

Of course we are just as much interested as ever in this important study. Under all the circumstances, however, it has seemed to us wise to have this sort of research conducted by a university rather than directly by us. I am sure you will understand the various considerations which went into the making of this decision. We all hope that so far as you are concerned the change is purely formal and will not, in fact, greatly affect your relationship to the work.

Very truly yours,

ERE:JW

EDWIN R. EMBREE

Mr. Lewis Jones  
Department of Social Science  
Fisk University  
Nashville, Tennessee

FISK  
UNIVERSITY

Miss Elvidge:            This is to authorize  
                              you to issue a check  
for \$1,200 as payment in full of a fellow-  
ship granted to Mr. Buford Junker for eight  
months' study at the University of Chicago.  
This amount is to be charged to Development  
of Personnel under the appropriation for  
field experiments, demonstrations and  
studies of the rural school program.

11/5/37

J. C. Dixon

*J. C. Dixon*

DOROTHY A. ELVIDGE

FISK  
UNIVERSITY



RURAL SCHOOL  
PROGRAM

*X*  
*Foreman School*

MSS: This is a worth while interest, but I think  
we are quite clear that our program must be  
tied up with the normal school or must relate to  
activities of the normal school. I do not think we  
can assist in this financially.

*JCD*

JCD:MLU  
11/15/37

RURAL SCHOOL  
PROGRAM

*Foreman School*

November 24, 1937

Dear Mrs. Givens: I am sorry that I must again refuse you. We are concentrating so thoroughly on work in connection with the normal schools or activities that relate to the normal schools, that Mr. Dixon and I do not see how we could possibly work in your projecting for improving teachers in service. I wish we could.

Why don't you take the money which the state is willing to give you and start your project on less pretentious lines than you are now planning? It seems to me that this would be better anyway, because it is an experiment. If it works out, I think it would be quite likely that the state would be willing to put more money into it. If it is effective, it certainly is a very inexpensive way of giving this much-needed training.

I am sure you will realize that we are just as much interested in you and Foreman School as we ever have been. It is just that a foundation must stay within the limits which it sets itself.

Very truly yours,

MARGARET S. SIMON

MSS:McK

Mrs. I. N. Givens  
585 South 13th Street  
Baton Rouge, Louisiana

FISK  
UNIVERSITY



# Julius Rosenwald Fund

4901 Ellis Avenue  
CHICAGO

RURAL SCHOOL  
PROGRAM

To

Mr. Lewis Jones

Fisk University

Nashville, Tennessee

Payment Voucher No. 5866

Date November 30, 1937

Salary for the month of November, 1937 - - - - - \$225.00

Ck. #18642

Accounts		Appropriation No.	Debit	Credit
Rural School Program - Field Services		37-6	\$225.00	
Prepared by AM	Checked by	Posted by	 Comptroller	

# Julius Rosenwald Fund

4901 Ellis Avenue  
CHICAGO

RURAL SCHOOL  
PROGRAM

To

Mr. Lewis Jones

Fisk University


Nashville, Tennessee

Payment Voucher No. 6011

Date December 20, 1937

Salary for the month of December, 1937 - - - - - \$225.00

Ck./18794

Accounts		Appropriation No.	Debit	Credit
Rural School Program - Field Services		37-8	\$225.00	
Prepared by AM	Checked by	Posted by	 Comptroller	



RURAL SCHOOL  
PROGRAM

7

December 20, 1937

My dear Mr. Jones: In sending the final check for your services with the Fund, I wish to tell you how much I and my colleagues have enjoyed the association with you. I am delighted to know that there are plans for your continuing with Dr. Johnson's department, presumably long enough to complete the work on the compendium. I am sure this is an important study of which we will all be proud. My congratulations for the very significant part you have had in the original studies and in the preparation of the compendium.

With the best greetings of the  
holiday season,

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Mr. Lewis Jones  
Department of Social Science  
Fisk University  
Nashville, Tennessee

FISK  
UNIVERSITY

## COMPENDIUM

Aims to describe and analyze functioning of the school in social milieu.

To secure such a treatment of the school it was necessary:

1. To assemble statistical indices to existing social-economic organization - particularly the school.
2. To assemble reports of observers on communities, areas, and various aspects of human life.

Separate schools for Negro and white - a fact which distinguishes a large group of the states from the others.

Separate schools supposed to exist in a certain form of social organization.

Compendium covers 1104 counties - one third of all in the United States.

Compendium uses two bases for discussing education.

1. Community or local culture
  2. Community type, culture type or county type.
1. In (1) the compendium places a problem (whatever it may be) in its proper context - the social milieu.  
The Compendium aims to focus attention on the school but was forced into extending its inquiry from the school, to the family, to the total society.
  2. The social milieu is not everywhere the same. Various factors produce variations in social organization. But, many communities share certain type combinations of economic and social conditions.  
Therefore, the possibility of distinguishing groups of communities as a type.  
Therefore, the typing of counties.

Rote learning, e. g.

Such behavior appears to be a universal human response to a specific type of social situation.

Value of the Compendium

1. Know type characteristics of a community where rote learning exists.
2. From this one may predict presence of rote learning in other similar communities.





Value of work of explorers in the past.

Furnished wide variety of information.

Pointed our attention to aspects of rural life which seemed to need attention and asked what can be done to effect desirable changes?

Community organization is intimately related to the underlying technology - that is, the special system by which people relate themselves to their physical environment.

The Compendium is a test of the county type frame of reference. It includes:

1. County statistics
2. Descriptive material

The statistics are organized around the school for the purpose of testing what factors are associated with indices of good or poor educational conditions (such as high or low per pupil expenditure).

The Theory of County Types in the Compendium consists of a working hypothesis that may be stated as follows:

The intimate relation between the underlying technology dominating a county and the social organization in that area should make it possible to classify counties in such a way as to locate, in a social or geographical sense, any given problem in education or any other matter of interest.

Theoretically at least, the major (county) types mark out social situations which are correlated with school conditions and other matters of interest.

After careful investigation of any problem in any county we may reasonably predict that the same or very similar conditions will be found in any of the counties conforming to the same type.

# RURAL SCHOOL PROGRAM

P

December 22, 1937

Dear Mr. Owen: The matter of the Fairplay teacherage has again been brought to my attention. It is imperative that we come to some agreement regarding the disposition of the building as our files cannot be closed until we know exactly what is to happen to the building and until the requirements have been met as set forth in our letters covering the project. I am informed that at the present time the deed to the teacherage is held by the Fairplay Women's Club and that there is a verbal understanding between the Women's Club and the county, which requires the Women's Club to maintain the building. I am also advised that a private individual is occupying the building at a monthly rental of \$5. I believe the Women's Club has the privilege of using the building for its meetings. I wonder if they are free to take advantage of this privilege or if they are pretty dependent upon the occupant of the building as to when they can hold their meetings. With the above facts in mind I submit a review of previous correspondence on this matter and a possible solution under existing circumstances.

I enclose copies of previous correspondence dealing with the following points:

1. It was generally understood that the Rosenwald Fund would not furnish money for buildings of any sort unless those buildings were held in fee simple by the county board of education. Past correspondence covering the ownership of the teacherage indicates that the Women's Club was at one time prepared to turn the property over to the county and from our point of view this would be by far the most satisfactory solution. Since the Women's Club does not seem inclined to do this now, the deed might be amended to read that should the Women's Club become inactive or non-existent the building would then revert to the county.

2. In order to maintain the teacherage it was understood that the teachers should pay a rental of \$5 a month. In order to be certain that the money collected for rental would not be used



December 22, 1937

for any purposes other than the maintenance of the teacherage the county board of education was to pass a resolution to that effect and the money was to be kept in a separate bank account. I trust that the money being collected for rental is being deposited through your office in a separate account set up for the specific purpose of maintaining the building. This, along with the first item was one of the basic stipulations which determined our participation in the project.

3. If the building were not used as a teacherage it would be within the spirit of the agreement to use it as a club house for the Women's Club or for other general community purposes. At the present time the building is being occupied by an individual who is renting the place just as he would rent any other house in the community. This, it seems to me, is most unfortunate as it is setting a precedent which will be hard to control in the future. I can appreciate the interest of the Women's Club in seeing to it that there will be money for maintaining the property. However, it was never intended that either the Women's Club or the county should go into the real estate business. It seems to me that there are three alternatives: (1) The Women's Club and the community in general build itself up to a point where it will be able to maintain a community building or group house. This, to my mind, is not too much to expect since many communities are not only maintaining buildings but have constructed them from their own funds. (2) The building could be used, as you suggested, by a county agent whom you hope to obtain for that section of the county. (3) Probably the most significant aspect of the present use of the teacherage is the fact that the community felt at the time the teacherage was built that it was highly important for the teacher to live in the community. It is certainly one of the cardinal points upon which the Julius Rosenwald Fund has based its rural school program. Therefore, I regret that the building is not being used for that purpose now and I am sorry that the community feels satisfied with the present arrangement. I think it would be very worth while to use the teacherage as it was originally intended.

4. Should the building be sold at any time the Women's Club would be refunded the money it had invested in the property and the remainder, up to \$543.83, would be refunded to the Julius Rosenwald Fund as its portion of the construction costs.

Mr. Owen - page three

December 22, 1937

I hope that you will have an opportunity to discuss these problems with the Fairplay community and that they will be amenable to them.

Very truly yours,

JAMES F. SIMON

JFS:RW

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

D

FISK  
UNIVERSITY



RURAL SCHOOL  
PROGRAM

*Fairplay (Teaching)*

December 23, 1937

Dear Mr. Owen:      Enclosed is a letter which I said that I would write you. It may appear to be a little brusque in spots; however, I thought it was better so since you might want to use it in getting a settlement with the Women's Club. I feel very keenly about the various items discussed and I am sure they will come as no surprise to the Women's Club. Whether or not the provisions of the agreement were presented officially certainly those women who were instrumental in the formation of the Club were well aware of our position. I am sure you clearly understand that we in no sense feel you responsible for the present state of affairs but hope that you will be able to bring the whole business to a satisfactory conclusion.

I was most pleased with your efforts to improve the teachers in the county and was especially interested in your efforts in behalf of a Negro group. Best wishes for the holiday season to you and Mrs. Owen.

Very truly yours,

JFS:RW

JAMES F. SIMON

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

D

FISK  
UNIVERSITY

RECEIPTS AND EXPENDITURES  
ON SPECIAL STUDIES IN ROTE LEARNING

Amount of allocation ..... \$1,500.00

Deposited, June 23 ..... \$500.00

Expenditures previous statement ..... 147.58 <sup>46</sup><sub>p.</sub>  
(June 23, 1937 -- September 30, 1937)

352.42

Expenditures - October 1, 1937 - February 15, 1938

Part payment on recording machine ..... 100.00

On Hand ..... \$252.42

FISK UNIVERSITY

  
Bookkeeper

FISK  
UNIVERSITY



# Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue  
CHICAGO

To  
Mr. Charles S. Johnson  
Fisk University  
Nashville, Tennessee

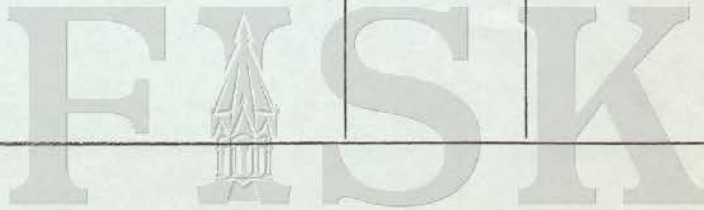
Payment Voucher No. 6315

Date February 21, 1938

Second payment on allocation of \$1,500 for special studies in rote

learning ----- \$500.00

Ck. #19145

Accounts	Appropriation No.	Debit	Credit
Rural-School Program - Field Services	37-6	\$500.00	
<div> <div>Prepared by AM</div> <div>Checked by</div> <div>Posted by</div> <div>  </div> </div>			
			Comptroller

RURAL SCHOOL  
PROGRAM

FISK UNIVERSITY  
DEPARTMENT OF SOCIAL SCIENCE  
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON  
DIRECTOR

February 24, 1938

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

Dear Miss Elvidge:

The second payment of \$500 on the rote learning study has been received. Dr. Johnson is at present out of the city, but he will acknowledge, personally, the receipt of the check when he returns to the office.

Sincerely yours,

*M. E. Forrester*  
M. E. Forrester  
Departmental Secretary

f;p

FISK  
UNIVERSITY



See Johnson - Chas - S  
7/5/38

RURAL SCHOOL  
PROGRAM

RECEIPTS AND EXPENDITURES  
ON SPECIAL STUDIES IN ROTE LEARNING

Amount of Allocation ..... \$1,500.00

RECEIPTS

Deposited, June 23, 1937 .....	\$ 500.00	
Deposited, March 7, 1938 .....	<u>500.00</u>	\$1,000.00

EXPENDITURES

Reported for period 6.23.37 - 9.30.37 .....	147.58	
Reported for period 10.1.37- 2.15.38 .....	<u>100.00</u>	<u>247.58</u>
		\$ 752.42

Expenditures, February 16, 1938 - June 30, 1938

March

George Dury Co. -- Camera ..... 44.85

April

Salaries:

Eli S. Marks .....	\$ 75.00	
Melissa Forrester .....	50.00	
Virginia Argrett .....	<u>65.00</u>	190.00

May

Salaries:

Eli S. Marks .....	75.00	
Melissa Forrester .....	50.00	
Virginia Argrett .....	<u>65.00</u>	190.00

Supplies: Nashville Stationery Company ... 7.05

June

Salaries:

Eli S. Marks .....	75.00	
Melissa Forrester .....	<u>100.00</u>	175.00
ON HAND ..... 6/30/38 .....		<u>606.90</u>
		\$ 145.52



# CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT	RURAL SCHOOL - <i>Program</i> (REPORTS)	FILE NO.
DATE 3/9/39	REMARKS Memo from ERE to JCD re: items of information concerning California Rural Schools.	

SEE	JRF (JCD)	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.





7

## CROSS REFERENCE RECORD

<b>FIRM NAME OR SUBJECT</b>	RURAL SCHOOL PROGRAM (RURAL EDUCATION BOOKLET)	<b>FILE NO.</b>
<b>DATE</b> 11-10-38	<b>REMARKS</b> Corres. with Univ. Press re: publishing of a booklet similar to "Little Red Schoolhouse"	

<b>SEE</b>	NORTH CAROLINA UNIVERSITY OF PRESS	<b>FILE NO.</b>

<b>DATE</b>	<b>SIGNED</b>
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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

RSP (Rote Learning Study)

FISK UNIVERSITY  
DEPARTMENT OF SOCIAL SCIENCE  
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON  
DIRECTOR

March 10, 1939

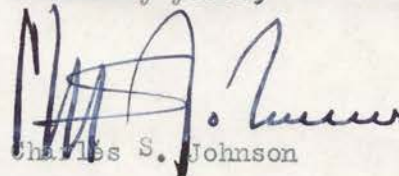
	DE	3/13	DE	3/13

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

Dear Miss Elvidge:

I enclose a statement on the Rote Learning study, indicating the state of the present budget on the study, and with the thought that it might be possible to secure a check covering the remainder of the allocation.

Sincerely yours,

  
Charles S. Johnson

csj-p

FISK  
UNIVERSITY



EXPENDITURES ON SPECIAL STUDIES  
IN ROTE LEARNING

On Hand ..... \$145.52 *pl*

November 1, 1938  
Sara K. Blake - Salary, part-time \$25.00

December 1, 1938  
Sara K. Blake - Salary, part-time 25.00

January 1, 1939  
Sara K. Blake - Salary, part-time 25.00

February 1, 1939  
Sara K. Blake - Salary, part-time 25.00

March 1, 1939  
Sara K. Blake - Salary, part-time 25.00      125.00

On Hand ..... \$ 20.52 *pl*

FISK UNIVERSITY

By

*[Handwritten signature]*

March 9, 1939

*Rural School Program  
Rote Learning Studies*

March 13, 1939

Dear Dr. Johnson: Thank you for the statement on Rote Learning enclosed in your letter of March 10. Mr. Embree will be out of the office until the first of next week. If the delay will cause you no inconvenience, I should like to wait until he returns to send you the final payment on this grant.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Dr. Charles S. Johnson  
Fisk University  
Nashville, Tennessee

**FISK**  
UNIVERSITY



*RS Program  
(Rote Learning Study)*

March 20, 1939

Dear Dr. Johnson:      Enclosed you will find our  
check for \$500 covering the  
final payment due on an allocation of \$1,500 for the  
Rote Learning Study. When this sum has been expended  
we shall need the customary statement.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Dr. Charles S. Johnson  
Fisk University  
Nashville, Tennessee

**FISK**  
UNIVERSITY

# Julius Rosenwald Fund

4901 Ellis Avenue  
CHICAGO

*RS Program*  
*Rote Learning*

To


Mr. Charles S. Johnson  
Fisk University  
Nashville, Tennessee

Payment Voucher No. 7887

Date March 20, 1939

Final payment on allocation of \$1,500. for special studies in rote  
learning ----- \$500.00

Ck. #20979

Accounts		Appropriation No.	Debit	Credit
Rural School Program - Field Experiments		87-6	\$500.00	
Prepared by	Checked by	Posted by	 Comptroller	
DAE				



# CROSS REFERENCE RECORD

**FIRM NAME OR SUBJECT** RURAL SCHOOL PROGRAM (ROTE LEARNING STUDY) **FILE NO.** \_\_\_\_\_

**DATE** 6-7-39 **REMARKS** DE requests statements on above study

**SEE** JOHNSON CHAS S (STUDY OF NEGRO <sup>Life in Am</sup> ~~CIVILIZATION~~ ON AM) **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

See Johnson. class 5  
(Study Negro in Am  
civil) 6/23

P

# RURAL SCHOOL PROGRAM

## EXPENDITURES ON SPECIAL STUDIES IN ROTE LEARNING

On Hand, last statement .....	\$ 20.52	
Deposited March 23, 1939 .....	500.00	\$ 520.52 <i>pk</i>
April 1, 1939		
Sara K. Blake - Salary, part-time .....	25.00	
May 1, 1939		
Sara K. Blake - Salary, part-time .....	25.00	
June 1, 1939		
Sara K. Blake - Salary, part-time .....	25.00	75.00
On Hand .....		\$ 445.52 <i>pk</i>

FISK UNIVERSITY

*W. D. Hamblin*  
*B. B. B. B. B.*

June 23, 1939

FISK  
UNIVERSITY



*School Program (9 u)*  
**RURAL SCHOOL  
PROGRAM**

*P*

*Gen*

*ERE*  
TO *ERE* *JCD* *MSS* *JFS*  
FROM DE  
DATE August 25, 1939  
SUBJECT: Reserve for Rural Education

In November 1936, the Trustees voted the following resolution:

"Resolved that in view of the resolution of the Trustees adopted in May 1936, the Board now contemplate the expenditure of approximately \$1,000,000 in the field of rural education over a five-year period."

The present status of that reserve is shown below:

Reserve for Rural Education	\$1,000,000
Appropriations in Rural Education	
April 1937	\$137,500.00
1937-38 fiscal year	174,000.00
1938-39 fiscal year	<u>131,500.00</u>
	\$443,000.00
Less: Portions of above appropriations allowed to lapse	<u>1,209.30</u>
Net appropriations charged against Reserve	<u>441,790.70</u>
Balance, June 30, 1939	<u>\$ 558,209.30</u>

# CROSS REFERENCE RECORD

**FIRM NAME OR SUBJECT** RURAL SCHOOL PROGRAM ROTE LEARNING **FILE NO.** \_\_\_\_\_

**DATE** 5-29-40 **REMARKS** DE to Dr. Johnson re: statement on  
Rote Learning Studies.

**SEE** JOHNSON CHARLES S STUDY OF NEGRO **FILE NO.** \_\_\_\_\_  
LIFE IN AMERICA

**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 UND-  
ER NAME OR SUBJECT LISTED UNDER "SEE"

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

**FIISK**  
UNIVERSITY  
FORM NO. 099CR



RURAL SCHOOL  
PROGRAM

FISK UNIVERSITY  
DEPARTMENT OF SOCIAL SCIENCE  
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON  
DIRECTOR

B

June 27, 1940

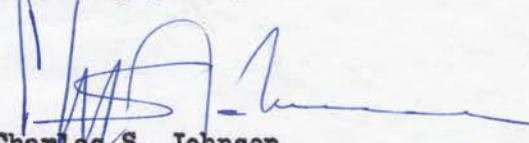
	DE	6/29	SG	7/3

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

Dear Miss Elvidge:

I am sending you a statement, signed  
by the University bookkeeper, covering expenditures  
on "Special Studies in Rote Learning."

Sincerely yours,

  
Charles S. Johnson

csj-p

RURAL SCHOOL  
PROGRAM  
*(Rote Learning)*

July 3, 1940

Dear Doctor Johnson:      Thank you for the  
statement of expendi-  
tures on the rote learning study enclosed in  
your letter of June 27. One more report will  
be needed, accounting for a balance of \$27.50  
on hand on June 30.

Very truly yours,

DE:JW

DOROTHY A. ELVIDGE

Dr. Charles S. Johnson  
Fisk University  
Nashville, Tennessee





315  
RURAL SCHOOL  
PROGRAM

(Rote Learning)

7 ✓ 10/10/40

September 19, 1940

Dear Mr. Beals: I have one question to ask in connection with the audit report of Fisk University for the year ended June 30, 1940. Under Schedule B-1, Income from Gifts and Grants, you show a payment of \$393.02 as having been received from this Fund for the Rote Learning Study. The final payment on this allocation was one for \$500 which we sent to Doctor Johnson in March of 1939. A statement received from Doctor Johnson in June of 1940 showed all of this money expended except \$27.50. May I have a word from you explaining this variation?

Very truly yours,

DOROTHY A. ELVIDGE

DAE:AM

Mr. Jesse F. Beals  
Fisk University  
Nashville, Tennessee

FISK  
UNIVERSITY

RURAL SCHOOL  
PROGRAM  
(Rote learning)

Fisk University  
Nashville, Tennessee

JESSE F. BEALS, COMPTROLLER

September 30, 1940

P

	DE	10/2	DE	0

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

Dear Mrs Elvidge:

ORSP - Rote Learning

Your letter of September 19 came in right at the time we were registering students and I have been unable to give this attention until this time. I am enclosing herewith a brief summary of the Fund from 1937-38 to the present time and I think the difficulty in your analysis of the Fund is owing to the unused balance which was brought forward from the beginning of the year.

I hope this additional explanation will clear up the affair from your standpoint.

Thanking you very kindly, I am,

Sincerely yours,

Fisk University

Jesse F Beals  
Jesse F Beals  
Comptroller

JFB g  
Enclosure

FISK  
UNIVERSITY



JULIUS ROSENWALD FUND

Fund for Rote Learning Study

June 30, 1940

Unused	1937-38 -----	\$145.52
Granted	1938-39 -----	<u>500.00</u>
Total Available		645.52
Expended	1938-39 -----	<u>225.00</u>
Unused	1939-40 (Schedule A-1 Audit report) -----	420.52
Expended	1939-40 -----	<u>393.02</u>
Unused	1939-40 -----	\$ <u>27.50</u>

RURAL SCHOOL  
PROGRAM

P

January 20, 1941

Dear Mr. Beals:      If during the past six months  
the unexpended balance of \$27.50  
in the (rote learning) study has been expended, I  
should appreciate receiving a final accounting. I  
am sorry to trouble you with such a minor request,  
but on such appropriations as this we like to have  
our files complete.

Very truly yours,

DOROTHY A. ELVIDGE

DAE:AM

Mr. Jesse F. Beals, Comptroller  
Fisk University  
Nashville, Tennessee

FISK  
UNIVERSITY



Fisk University  
Nashville, Tennessee

RURAL SCHOOL  
PROGRAM

*Rote Learning*

January 29, 1941

JESSE F. BEALS, COMPTROLLER

P

DE	1/30	DE	0

Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Attention: Miss Dorothy A Elvidge

Dear Miss Elvidge:

We are enclosing a report covering the final accounting for the Rote Learning Study. We are sorry that this report has not reached you sooner.

Respectfully yours,

FISK UNIVERSITY

*Jesse F Beals*  
Jesse F Beals  
Comptroller

JFB g  
Encl

FISK  
UNIVERSITY

ROTE LEARNING STUDY

ROSENWALD FUND

INCOME

June 30, 1940 Balance on Hand

*O.K. sw*  
\$27.50

\$27.50

DISBURSEMENT

Anna Clara Owens

\$27.50

Balance

\$27.50  
0

FIISK UNIVERSITY

*Jesse F Beals*  
Comptroller

FIISK  
UNIVERSITY



See NC- Univ of - Press

## RURAL SCHOOL PROGRAM

	ERE			
	yes			o
	ms			s
			us	

Rural Ed Booklet

November 17, 1938

Dear Mrs. Cannon: Here is an idea that I am playing with in the good old field of rural education. I am thinking of getting out a small booklet of about the size and format of the cotton tenancy volume that Charles Johnson and I issued three years ago. In it I should like to include my ideas of what rural education should be. The book would be in effect an expansion of the articles "Rural Education" and "Little Red Schoolhouse Southern Style" and would include sections on the present state of schools in the South and on the education of teachers. The body of the book, however, would concern itself with the conduct of the little rural school.

I have a number of examples of bad practice. What I want is some realistic discussion of good practice in rural education. You have engaged in a great deal of this good practice. I wonder if you have written reports of any of the things that you found most useful at Red Oak or elsewhere. If not, I wonder if you would not be good enough to give in as much detail as possible concrete examples of how country children's attention may be engaged and their learning processes started. A typical day in your school would be one excellent way of making clear to teachers the application of this gospel.

If you can give me material of this sort it would be a great favor and might help that much toward advancing the cause in which we are all interested.

ERE:JW

Very truly yours,

Mrs. E. J. Cannon  
Spelman College  
Atlanta, Georgia

EDWIN R. ENDREZ

FISK  
UNIVERSITY

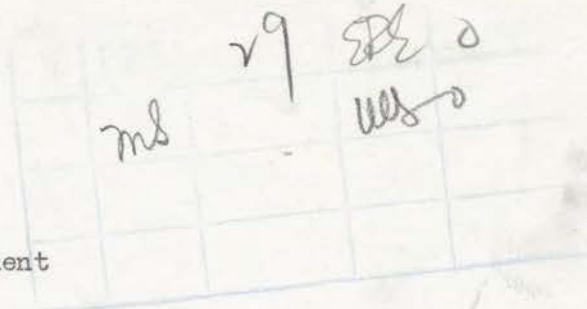
GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

November 25, 1938

Rural Ed Booklet

DIVISION OF  
SURVEYS AND FIELD STUDIES



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

Dear Mr. Embree:

The book which you are planning in the field of rural education sounds interesting and would be a real contribution to the advancement of rural education. It is going to be difficult, however, to find in published sources any realistic discussion of good practice in rural education. In all of our search for comprehensive materials on concrete examples of schools giving good teaching, we have found practically nothing. I am, however, sending you a short list of references which give descriptive accounts of rural schools in action. These schools are not all southern schools. The articles do, however, purport to describe or discuss so-called good practice.

I feel that this material is going to prove inadequate for your purpose. The very fact, however, that the material is not available will make your contribution of vital importance in advancing the cause of rural education.

If I may be of further assistance, please call upon me.

Very truly yours,

*J. E. Brewton*

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

JEB:es  
Enclosure 1



RURAL SCHOOL  
PROGRAM

Rural Ed Booklet

December 5, 1938

Dear Mrs. Duncan:      Thank you very much for your  
                                 letter of November 30 and  
for your willingness to help. I think the incomplete  
write-up will be perfectly satisfactory for my pur-  
pose. For one thing I should be interested to see  
the running account of your experiences at Red Oak;  
for another, it would be easy for me to select from  
your story the special items that would be useful to  
me.

I am delighted to know that  
you find your work so interesting and stimulating.  
The Flint River Farms project certainly sounds ex-  
citing and I shall look forward to visiting it whenever  
I find myself in Georgia with a little time to spare.

Very truly yours,

ERE:JW

EDWIN R. ENGBRE

Mrs. Catherine J. Duncan  
Box 683  
Fort Valley, Georgia

FISK  
UNIVERSITY

1937-38

# RURAL SCHOOL PROGRAM

*Repts*

## PINE MOUNTAIN VALLEY

Clyde Boggs - 1 year, \$2,000. (Teacher of Vocational Agriculture).

## RED OAK SCHOOL

Juanita Reddick

From Fund - 7 mos at \$27.50	\$192.50	
2 mos at \$85.00	<u>170.00</u>	\$362.50
From State - 7 mos at \$57.50		\$402.50

Larnie Johnson

From Fund - 7 mos at \$35.00	\$245.00	
2 mos at \$85.00	<u>170.00</u>	\$415.00
From State - 7 mos at \$50.00		350.00
Total Fund contribution		
Reddick	\$362.50	
Johnson	<u>415.00</u>	\$777.50