

C O P Y

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(Rehab)
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April 13, 1933

President Bruce R. Payne
George Peabody College for Teachers
Nashville, Tennessee

My dear President Payne:

SUGGESTIONS for a Division of Physical-Plant Administration to be supported by George Peabody College for Teachers, the General Education Board, and the Julius Rosenwald Fund for the purpose of: Teaching classes at Peabody College, conducting field extension conferences, and serving as a clearing house of information and consultant to school officials on physical-plant problems.

NEED

George Peabody College for Teachers, the General Education Board, and the Julius Rosenwald Fund have promoted the development of the physical-plant field of school administration in the Southern States. Altho there is a temporary lull in school building construction, this field is as important today as it has been in the past. In many cases the investments in school plants are being dissipated by low utilization, lack of maintenance, and inefficient custodial service. The above mentioned organizations could maintain leadership in this field by continuing the work in which they have already made such large investments.

FUNCTIONS

The services of the Division of Physical-Plant Administration could be made available to both publicly and privately supported schools on the elementary, secondary, and collegiate levels. The services could be expanded and modified according to the needs. The following functions of such a division are offered as suggestions:

RESIDENT INSTRUCTION: Peabody College should continue to offer three types of schoolhousing courses: (a) School-Plant Hygiene for classroom teachers and supervisors, (b) the Plant Program for school administrators, and (c) more technical courses for school-building specialists.

EXTENSION SERVICE: The Division of Physical-Plant Administration with headquarters at Peabody College could render two valuable types of field service in cooperation with the state departments of education: (a) Direction of surveys and (b) conducting extension conferences or short courses in the use, maintenance, and operation of the physical



plant. These field extension conferences could be held in teachers colleges, cities, or central points where the school officials of several counties could be assembled. There should be some differentiation in the courses of instruction to meet the needs of the administrators, superintendents of buildings, school mechanics, and janitors.

CLEARING HOUSE AND CONSULTATION: A division such as outlined could continue and enlarge the services of the Interstate School Building Service by furnishing a clearing house for the dissemination of information. It could also furnish a free consultation service on physical-plant problems.

ORGANIZATION

It is suggested that such a division operate under the Department of School Administration and the Division of Surveys and Field Studies of Peabody College. Two quarters could be devoted to resident teaching and two quarters to field service, or three courses given in residence the Summer Quarter and one course each in the other quarters.

I respectfully submit these suggestions for the consideration of the officials of George Peabody College for Teachers with the hope that this institution will see fit to request the Foundations to finance this or some similar plan.

Sincerely yours,

Ray L. Hamon
Associate Professor of Education

Copies to:

Dr. Phelps
Dr. Bachman
Dr. Cocking

Dear Mr. Smith:

I am also sending "unofficial" copies to you and Mr. Favrot.

RLH


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December 6, 1933

Dear Mr. Smith: I want to comment further on the matter of schoolhouse repainting and reconditioning. First, my heartfelt congratulations in getting this under way so promptly. This is just the kind of thing that we can most helpfully do these days. It is much better for us to stimulate the proper use of public funds than to re-enter in any way on direct assistance, either to buildings or maintenance.

At the risk of repeating what you have doubtless already thought about, and maybe got under way, may I make the following suggestions:

1. That a letter go from you to each state superintendent (except those with whom you have already been in touch) raising aggressively the issue of repairs on all public schools, specifically on the group in which we are directly interested, and pointing out exactly how CWA may be used for this work.
2. That in cooperation with Dr. Hamon and others at Peabody, you draw up and issue to each state brief and very simple "codes" for reconditioning, including (a) directions as to the removal of old paint, reconditioning of wood, and application of new paint. This should include suggestions of color for interior and exterior. (b) Specific suggestions that in the repairing and reconditioning be included repairs to desks and blackboards and other equipment. (c) That there also be included refurbishing of the grounds, including repair to fences. (d) Any other fundamentals that you think should be included.

Dec 8 1933

All this may seem very elementary, but you know how important is a code of simple instructions if work is to be carried out over wide areas, and often by inexperienced and incompetent workers. I think we have an opportunity for great service

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here. I hope it can be pushed to the utmost. Nothing that you have done in a long time has given me more delight than the aggressive way in which you have jumped into this matter of school-house repairs, and I think nothing will more favorably impress the trustees, to whom I am reporting it.

Very truly yours,

ERE:MLU

EDWIN R. EMBREE

Mr. S. L. Smith
Julius Rosenwald Fund
Cotton States Building
Nashville, Tennessee

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Also sent to:
Lessing Rosenwald
William Rosenwald
Franklin C. McLean

WRS (Belmont)

December 7, 1933

Dear Dr. Alexander: I imagine the thing which has been most actively in the minds of the trustees since our visits in and about New Orleans is the question of repairs, repainting, and proper maintenance of Negro schools, especially those which we have helped to build and which bear the Rosenwald name.

I am glad to report, as the first conspicuous result of our meeting in the South, the launching of an aggressive campaign for reconditioning schoolhouses. Happily federal aid under CWA is available for just this type of thing. We are taking up the matter with the state superintendents of education of every one of the fifteen southern states in which Rosenwald schools have been built and have set as a goal the restoration to good condition of every Rosenwald school before the middle of next February. Since CWA is also eager for prompt employment of labor and use of materials, there is good chance of success. Of course, we are urging the repair of all schools, but our direct interest in the Rosenwald buildings gives us a special leverage for stimulating general school repairs which otherwise might have lagged or been carried out only for white schools.

Two states are already started on the reconditioning program: Mississippi, whose officers have just spent a day with S. L. Smith and our group in Nashville, working out plans and schedules; and Louisiana, whose officers have agreed to start the program with a thorough renovation of the very building which served as the horrible example on our trip to Baton Rouge. Other states are making active responses to the stimulus of our Southern office.

The service of the Fund is (1) to raise the issue with each state office and to point out exactly how CWA can be used for schoolhouse repairing; (2) to give technical advice (in cooperation with the Department of Schoolhouse Building of Peabody College) in removing old paint, reconditioning the wood, and applying the new paint, as well as in repairing desks and blackboards, and refurbishing the grounds, including fences.

This is an excellent example of the service the Fund can give under our new program. Fortunately funds are now

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DEC 12 1933

available from the Federal government far beyond anything we could have supplied even in our palmiest days. It is much better for us to help get available public funds used wisely and equitably for Negro schools than to re-enter in any way on direct aid either to buildings or maintenance.

Other items in our current program of Negro education are the following:

1. The officers of the Fund are meeting early in January with representatives of church boards, foundations, and state officers interested in Negro education for a two-day conference on fundamental policies.
2. Mr. McCuiston, formerly of our staff, is engaged under the Southeastern Association of Schools and Colleges on a significant program of appraising and accrediting Negro colleges.
3. The President of the Fund will spend a large part of this winter in Nashville and Atlanta and in tours of rural areas with state officials in study and conference on teaching in colored schools.
4. The Executive Committee has just authorized the appointment to our temporary staff of a strategist in Negro education; a man to work in cooperation with Mr. Smith, but to concern himself with educational policy - as contrasted with buildings and physical equipment - and with the preparing of plans whereby Negro education will be in a position to receive prospective Federal subsidies for teaching.

These are among the ways by which, without further large grants to schools and colleges, we expect to continue to be a force in Negro education.

Very truly yours,

ERE:MLU

EDWIN R. EMBREE

Dr. Will W. Alexander
703 Standard Building
Atlanta, Georgia

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Julius Rosenwald Fund

Southern Office
Cotton States Building
Nashville, Tennessee

S. L. Smith
Director for Southern Office
Fred McCuiston
Associate Director

December 11, 1933

Handwritten: NRS (Relax)

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Handwritten: P

Dear Mr. Embree:

I appreciate your good letter of December 6 commenting further on the program of reconditioning schoolhouses, etc., and am very happy to know that the type of thing we are trying to do in the South meets fully with your approval.

Each year for the Rosenwald School Day Program we have prepared some suggestions on repairing and repainting buildings and equipment, refurbishing of all grounds, etc., which have gone to the State Agents and to the State Supervisors of Buildings, as well as to County Superintendents and Principals of Negro schools. In some instances the State Supervisors of Buildings have used these, giving greater details to suit local conditions. I have revised these slightly the present year and sent to the State Supervisors and State Agents as suggestions. I plan to revise this again and am asking Doctor Hamon to go over it offering further suggestions, after which I hope to print up, hurriedly, enough for all states to send out to counties and schools.

I shall appreciate any suggestions you may have to offer on this program from time to time. Sometimes I am so deeply in the midst of the huge program that I find it difficult to get detached far enough to get a perspective and, therefore, might occasionally fail to see in the picture some important aspects.

Sincerely yours,

S. L. Smith

SLS/KS

Mr. Edwin R. Embree,
Chicago, Illinois

P.S. I hope to have the four page folder on Code for repairing schoolhouses ready to go out by Thursday. SLS

DEC 19 1933

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JULIUS ROSENWALD FUND

SOUTHERN OFFICE

COPY

November 28, 1933

Dear Mr. Worley: You will find attached copy of letter written to Mr. Horn which is self-explanatory. A similar letter has gone to the other southern states.

Local and state officials will be so heavily worked in carrying on their regular duties that they will not have much time to stimulate communities to qualify, but they will approve such applications as can qualify first. I am sure this furnishes a great opportunity and challenge to the state agents in helping improve all Negro schools immediately. While I am interested in the program for all schools, I naturally have a peculiar interest in seeing the 5,000 Rosenwald Schools of the South properly repaired and repainted, because they represent \$30,000,000 invested by Negro and white citizens, county and state departments of education, as well as philanthropic funds, and many of them are badly in immediate need of such repairs, including additional equipment.

The state agents have a great opportunity and grave responsibility in stimulating communities to organize classes in (1) illiteracy, (2) adult education, (3) pre-school classes, (4) vocational work, and (5) recreation, etc., which will furnish work at once to unemployed teachers. It might be possible to place a few well-trained unemployed public health nurses in strategic positions which will greatly improve the health of these communities. I also have a feeling that where schools are unable to maintain their usual school terms and can convince the authorities that this is true, aid might be available from government funds to extend terms in some counties. I believe the government is as anxious to get something going, immediately, as the states, in a make-work program taking care of all unemployed.

You will be interested to know that in Tennessee already the Commissioners of Education and Health have agreed on a plan, working jointly, to build sanitary privies or toilets in every school of the State needing them. This work is being done by the State Supervisor of Buildings and the State Sanitary Engineer. Plans are also perfected to begin repairing and repainting all of the schools in Shelby County, Tennessee, this week, including every one of the 64 Rosenwald Schools in that County, and all the other counties of the State have similar programs beginning this week or next. I hope that other states are moving along with the same rapidity and momentum.

If there is anything we can do to help out in this important program, we shall gladly furnish such bulletins, plans, specifications, blue prints, paint colors, etc. as we have, in as large quantities as may be needed.

Sincerely yours,

Mr. Gordon Worley
Austin, Texas

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JULIUS ROSENWALD FUND

SOUTHERN OFFICE

COPY

November 28, 1933

Dear Mr. Horn:

At the meeting of the National Council on Schoolhouse Construction held at Milwaukee in September, a resolution was prepared and unanimously passed requesting government officials to place more liberal constructions on terms of aid in helping to build schoolhouses. This no doubt has had some influence, because we now understand that under the emergency relief fund - or the CWA - it is possible to get a substantial part of the cost of remodeling, repainting and repairing schoolhouses, as well as building sanitary privies and toilets in every state, provided that such projects can be completed before February 1. The State Engineers have been instructed by the Emergency Administration of Public Works to ask the State Departments of Education to recommend all school building projects.

While we all want to do whatever we can to help secure the erection of a great many needed new buildings from a loan with bonds or other securities with an additional 30% grant, it would seem that major attention at the moment should be given to remodeling and repairs because this can be started immediately, furnishing work to thousands of unemployed and at the same time helping the states to conserve and increase the facilities in existing school property. I have heard that it might be construed to cover the addition of one or two needed rooms, or even the building of a new one- or two-teacher school to replace an old dilapidated building.

This furnishes a challenge to all members of the National Council, and I am sure that every one will do whatever he can to carry this through as rapidly as possible in keeping with good workmanship. Millions of dollars can be conserved in the school buildings of the South by painting them carefully both inside and outside, after necessary repairs have been made (including the removal of all old loose paint on the surface).

As I have been reporting to the National Council the progress in schoolhouse construction in the South from time to time, I hope you will keep a careful account of improvements made this year, and that I may have this to bring my general report up to date for the next meeting of the National Council next fall. Feel free to call on us for any assistance in bulletins, plans, advice, etc., which we can give.

Sincerely yours,

Mr. J. Fred Horn
Austin, Texas

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COMMONWEALTH OF KENTUCKY
Department of Education
FRANKFORT

June 8, 1934

Mr. S. L. Smith
Cotton States Building
Nashville, Tennessee

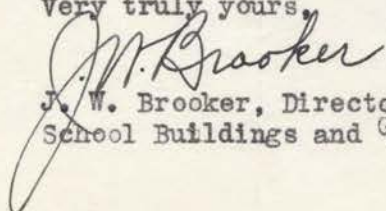
Dear Mr. Smith:

In reply to your letter of June 1, I shall attempt to answer the questions in the order in which they are given.

1. This Division of the State Department of Education has not outlined a definite plan of taking an inventory of the condition of school buildings at regular intervals every three or four years. I think this a fine idea but the limited personnel of this office makes it impossible for us to attempt the inspection necessary in connection with this work.
2. I think I am safe in saying that the majority of the counties in this state have policies of their own in this respect.
3. Several counties in the state employ building mechanics who devote a large part of their time to the repair and upkeep of the school buildings. Fayette County is an example of such.
4. This Division has repeatedly pointed out the desirability and economy of keeping the school plant in good repair, through both form letters and articles in the K.E.A. Journal.

I was glad to hear from you and trust that everything goes well with you.

Very truly yours,


J. W. Brooker, Director
School Buildings and Grounds

JWB:CK



JULIUS ROSENWALD FUND
Southern Office

COMMITTEE ON SCHOOL PLANT REHABILITATION

Minutes of first meeting, July 10, 1934.

The committee assembled at 8:15 P. M. in the Tutwiler Hotel, Birmingham, Alabama. Those present were S. L. Smith, Chairman; Leo M. Favrot; W. F. Credle; and Ray L. Hamon.

Mr. Smith explained the general purpose of the Committee and read a portion of the May 20, 1934 minutes of the Julius Rosenwald Fund authorizing the Committee (Exhibit A attached) and a brief statement of the problem (Exhibit B attached). Mr. Smith also referred to letters written by President Edwin R. Embree to the members of the Committee, sample of which is attached as Exhibit C.

Mr. Smith read portions of reports from state agents and building directors on maintenance of Rosenwald school buildings. These reports were made in response to a letter sent out by the Southern Office in March, 1934.

Mr. Credle suggested that questionnaires be sent to the building divisions of the fifteen Southern state departments of education to ascertain the status of the Rosenwald plants. Mr. Hamon suggested that these questionnaires also request data on county school-plant mechanics.

The Committee took the following action:

1. Inasmuch as Federal, state and local funds may be made available for reemployment, it is the sense of this Committee that a considerable portion of such funds should be used for the improvement and maintenance of public school plants. The Committee believes that the United States Office of

of Education, state departments of education, and other Federal and state agencies should evolve plans for the maintenance of existing school plants. The Committee requested Mr. Smith to promote this plan through visits to, and correspondence with, Federal and state educational and relief agencies, including the various Governors of the Southern States.

2. The Committee decided to continue the printing and distribution of the bulletin on Repainting and Repairing School Plants, of which 45,000 have already been distributed.

3. The Committee requested Mr. Credle to go to Nashville to prepare a tentative questionnaire forms in cooperation with the Chairman to be used to ascertain the present status and condition of all Negro school plants erected since 1920 by aid of the Julius Rosenwald Fund, and also data pertaining to maintenance programs in the various counties. The Committee suggested that Mr. Smith's office circulate these questionnaires to all county superintendents in the fifteen Southern states (where these schools are located) through the respective state departments of education (Exhibits D and E attached).

4. The Committee decided to allow a sum not to exceed \$50.00 per state for clerical service and postage for distributing, tabulating and returning questionnaires on Rosenwald buildings, in order that full and prompt reports may be had from all the counties.

5. The Committee suggested that Mr. Smith write to the state superintendents of the fifteen Southern states to secure their cooperation in furnishing data on the Rosenwald building survey questionnaire and in the program to be evolved. It was further suggested that Mr. Smith send copies of these letters to the respective state agents of Negro schools

and state directors of schoolhouse planning. (Sample of letter attached as Exhibit F)

6. The Committee discussed plans for directing experiments and demonstrations on the organization and management of county-wide school plant maintenance programs. The plan which seems most feasible to the Committee is that of a county school-plant mechanic. While definite action was postponed till the next meeting, it was thought possible that the Committee might aid in financing a county school-plant mechanic in two or three well selected counties having a large number of Rosenwald schools, provided these counties would furnish materials and equipment.

7. At 10:30 P. M. the Committee adjourned, to meet on the call of the Chairman at Yale about the first of September.

Submitted by:

Acting Secretary

Chairman

EXHIBIT A

COPY OF MINUTE OF THE MEETING OF THE BOARD OF TRUSTEES
J. R. F. May 20, 1934

In connection with the discussion of Negro rural schools, it was pointed out that a small sum of money might well be used to carry on an intensive program of improvement of existing school buildings.

REHABILITATION
OF NEGRO
RURAL SCHOOLS

It was suggested that this money be not spent directly on the schools themselves but used to organize and evolve methods of accomplishing the desired results. It was pointed out that large Federal funds may be available for this purpose; that state and local funds should be available and under pressure might be assigned to these needs.

Whereupon, it was on motion -

RESOLVED 3334-28 that the sum of Ten thousand dollars (\$10,000) be and it is hereby appropriated, of which so much as may be needed shall be used for an intensive campaign for repairs and beautification of Negro schools and school grounds.

RESOLVED that the president be empowered to appoint a committee for the development of methods of keeping Negro public schools in continuous repair and beautification.

EXHIBIT B

REPAIRING AND REPAINTING SCHOOL PLANTS

It seems that there are three main approaches to this huge problem: (1) A few county-wide experiments and demonstrations through the employment of a school plant mechanic, who would devote his time entirely to repairs of Rosenwald Schools the first year, or to a general program for both colored and white schools if thought best; (2) a program of studies and propaganda among states, counties and communities; (3) a small stimulating aid, or (4) some combination of these plans. Whatever is done should be in the direction of stimulating state and county school officials to establish definite policies for school plant upkeep.

NRS

JULIUS ROSENWALD FUND
Southern Office

COMMITTEE ON SCHOOL PLANT REHABILITATION

Minutes of third meeting, Oct. 9, 1934.

The Committee assembled at 2:30 p.m. in the Hotel Washington, Washington, D. C. Those present were S. L. Smith, Chairman; Leo M. Favrot; W. F. Credle; and Ray L. Hamon.

Mr. Embree and Dr. W. W. Alexander also attended the meeting.

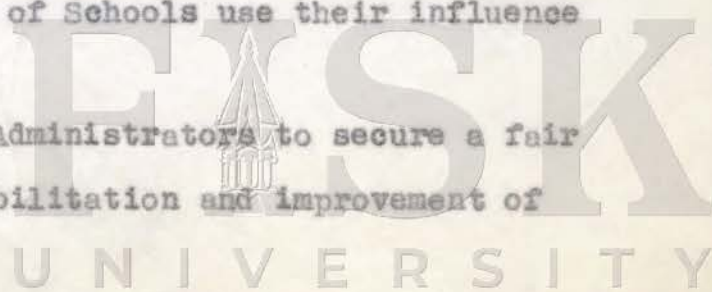
Mr. Embree emphasized the two following points:

(1) That the Julius Rosenwald Fund was interested in the rehabilitation of all school buildings for both white and negro children,

(2) That the Committee should be careful not to tie up all of its funds in long-time projects but that the securing of relief funds for school building maintenance should be stressed.

The Committee took the following action:

1. The Committee authorized its Chairman to write to the State Superintendents of Schools in the Southern States calling their attention to the need of plant rehabilitation and suggesting that they bring this matter to the attention of their County Superintendents. The bulletin which is to be prepared by this Committee based on the survey now under way should be sent to the State and County Superintendents as one indication of the need of repairing and improving school plants. In these letters it should be urged that the Southern State Superintendents of Schools use their influence with the Federal and State Relief Administrators to secure a fair share of relief funds for the rehabilitation and improvement of school plants.



2. The Committee authorized its Chairman to write letters directly to the State Relief Administrators in the Southern States urging the importance of devoting a considerable portion of the Federal and State Relief Funds to the rehabilitation and improvement of school plants.

3. Mr. Smith submitted a proposed plan for the school plant maintenance experiment in Coahoma County, Mississippi (Exhibits "A" and "B"), and letter of October 4, 1934, from Mr. Embree approving this plan. The Committee approved the plan set up in Exhibits "A" and "B" and authorized the project to proceed subject to reconsideration and revision at the end of two years. The Committee hereby allots \$2400.00 from its \$10,000.00 budget for this purpose.

4. The Committee authorized Mr. Credle to prepare a detailed set up for a plant maintenance experiment in North Carolina and submit it by mail to the members of the Committee.

5. The Committee deferred action on a county maintenance experiment in Tennessee.

6. Mr. Favrot suggested that the Committee might offer prizes on Rosenwald Day to the school making the greatest improvement in the way of beautifying the building and grounds. This matter is to receive further consideration at a later meeting.

7. The Committee recessed at 5:00 p.m. to reconvene later in the evening.



NRS

JULIUS ROSENWALD FUND
Southern Office

COMMITTEE ON SCHOOL PLANT (REHABILITATION)

Minutes of second meeting, Sept. 1, 1934

The committee assembled at 9:00 A. M. in the Committee Room of the Hall of Graduate Studies at Yale University, New Haven, Connecticut. Those present were S. L. Smith, Chairman; Leo M. Favrot; W. F. Credle; and Ray L. Hamon.

Mr. Smith reported on the plant questionnaire study authorized by this Committee at its last meeting. The reports are coming in well and are being tabulated in Mr. Smith's office on forms prepared for this purpose. These tabulations are revealing some interesting facts in regard to the condition of Rosenwald plants.

Mr. Smith reported that he had received favorable reactions from Mr. Harry Hopkins in regard to Federal aid for labor if the counties could furnish supervision and materials. Mr. Smith also stated that he was receiving very favorable replies from state superintendents regarding the work of this committee.

The committee discussed further the advisability of conducting a few experiments with county school mechanics

The Committee took the following action:

1. The committee voted thanks to Mr. Smith and his office staff for the excellent work being done in sending out and tabulating the returns from the questionnaire study.

2. The committee decided to investigate the possibilities of establishing one county school mechanic experiment each in Mississippi, Tennessee, and North Carolina. These three experiments should be of three different types: (a) For Negro schools only with the industrial man of the Negro training school cooperating with the experiment and probably devoting part time to plant maintenance with his industrial arts classes; (b) for both white and Negro schools with the cooperation of the industrial man of the white high school; and (c) for both white and Negro schools with a special mechanic responsible only to the county superintendent and this committee.

3. The Committee decided to request the Office of the Julius Rosenwald Fund to allow this committee to use a part of its \$10,000 allowance for paying a portion of the expense of employing and equipping county school mechanics for three experiments for two or more years, preferably a four-year cycle.

4. The committee authorized the publication of a bulletin based on data from the plant survey now being made and stressing the economy of plant maintenance.

5. The committee authorized a follow-up questionnaire to those counties having county school mechanics to ascertain their practices.

6. The committee adjourned to meet on call of the Chairman at Washington, D. C. during the meeting of the National Council on Schoolhouse Construction, October 8-11, 1934.

Submitted by:

Clay L. Hamon
Secretary

Approved by:

S. L. Smith
Chairman

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NRS (Rehab Prog)

Suggestions for
**IMPROVEMENT AND BEAUTIFICATION
SCHOOL PLANTS**



GEETER RURAL SCHOOL
Shelby County, Tennessee

Physical-plant maintenance is too often neglected by public school officials. Reduced school budgets during the past three years have made the maintenance problem extremely acute. Capital investments are rapidly depreciating. The eyesight of boys and girls will be injured by dirty walls with low light reflective values. These conditions can now be corrected by intelligent repairing and repainting of schoolhouses. Although this bulletin is issued primarily for the smaller schools where skilled maintenance supervision is not available, it is hoped that it may also be of some value in the larger systems. Every school should have a copy of this bulletin. Skilled workmen, reliable paint dealers, and architects may offer additional suggestions for repairing and repainting schoolhouses and beautifying school grounds.

DEC 12 1934

ISSUED BY
THE JULIUS ROSENWALD FUND AND
THE INTERSTATE SCHOOL BUILDING SERVICE
NASHVILLE, TENNESSEE
1934-35

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UNIVERSITY

IMPROVEMENT OF SCHOOL GROUNDS

Clean off the rubbish, loose rocks, and unsightly objects.

Grade and surface walks from road to schoolhouse and from the schoolhouse to all outbuildings and well.

Grade and terrace school grounds; use retaining walls where necessary to prevent washing.

Repair and paint the fence if grounds are enclosed.

Lay out play fields: volley ball, playground ball, basket ball, etc.

Lay out garden and agricultural plots wherever necessary.

Plant shade trees in corners of the grounds and shrubbery about the building, at the intersection of walks and ground lines, and as screens to outbuildings. Trees and shrubbery should not interfere with playgrounds nor reduce the light in classrooms.

All area not otherwise used should be set in grass.

WATER SUPPLY

It is essential that there be an ample supply of pure water on the school grounds for drinking and washing.

Have water analyzed annually by Department of Health.

If local well is used, install proper curb and cover to keep out surface water. If no water is available on school grounds, a well should be dug or bored.

OUTBUILDINGS

If pit toilet is used, the pit should be 6 or 8 feet deep.

It is essential that there be seat covers and that the toilets be fly-tight from the seat down.

Cast-iron risers and concrete floors are recommended.

There should be no possible drainage to the school or neighbor's water supply.

Repair and paint the toilet building inside and out.

A fuel house should be provided and painted.

EXTERIOR REPAIRS

Repair all roof leaks or replace the roof if it is not worth repairs.

Repair porches and steps. Use concrete where buildings seem to be permanently located.

Protect building with gutters and downspouts.

Make buildings safe and more comfortable by underpinning.

Repair weatherboarding and replace broken or decayed boards where needed.

Repair doors and door hardware; bolt doors together where they are pulling apart.

Repair windows by replacing decayed portions of sash and frames, and replace all broken window glass, fastened with both sprigs and putty.

INTERIOR REPAIRS

Repair all broken plaster and fill cracks.

Securely fasten all wood ceiling and wood trim.

Repair or replace window shades on the sunny sides of the house. Window shades should be of light tan or buff translucent material. A window should have two shades fixed at the middle, one rolling up and the other down; or be adjustable so as to cover any portion of the window. If there is a single roll shade, it should be fixed about ten inches below the window top.

Remove fire hazards by repairing the flues. All flues should extend to the ground and have fire-proof tile lining.

Replace defective stove pipe and rivet joints.

Repair stoves, and provide for pan of water on stove. Install jacketed stove if possible or place a home-made jacket around the stove. Place metal sheet or concrete beneath stove.

Repair or replace worn flooring boards. Flat-grain pine is not suitable for school floors. Edge-grain pine or hardwood should be used. Floors should be kept well oiled or waxed.

Each classroom should have from 20 to 40 linear feet of good blackboard. Most worn boards can be restored by applying liquid slating. If the boards are too far gone, they should be replaced with new blackboards or tack boards. Pulp blackboards should be suspended from the top with expansion space left at bottom and ends.

Built-in bookshelves should be provided in every classroom.

Desks should be repaired by combining good portions of broken desks, tightening up all screws, and refinishing.

Desks should be arranged so the pupils will receive light from their left, or if windows are on two sides, from the left and rear. It is important that every child be provided with a seat and desk of the proper height. His feet should touch the floor, the desk should be at elbow height when upper arm is vertical and the seat should underlap the desk by about one or two inches.

If the structure of the building will permit, the windows should be rearranged on one side of the classroom and up against the ceiling.

Ventilation can be improved by window deflectors and breeze openings. If window sills are the proper height, use glass deflectors; if the sills are too low, use wood or opaque deflectors.

EXTERIOR PAINTING

Before any painting is done, the building should be carefully repaired and put in good condition.

The surfaces should be thoroughly clean and dry before applying paint.

All loose and cracked paint should be removed before painting, using steel brush, blow torch or paint remover.

Knot or sap places in woodwork should be filled with pure grain

alcohol shellac. All nail holes, cracks and other defects should be filled with putty between coats.

Exterior paint should be thinned with the best grade of linseed oil. Never use gasoline or kerosene in thinning exterior paint.

The first coat should have plenty of oil. The second coat should be thicker. Two coats will usually be sufficient on old work unless the surface is in bad condition. The rule should be two coats every four years. Certain portions of the building which are subjected to severe conditions should be painted every two or three years.

Paint both ends of exterior doors and paint or oil the edges of window sash.

Among the approved exterior color schemes are: Solid white, white trimmed in gray, light gray trimmed in white, and bungalow brown trimmed in white or cream. Where undressed weatherboarding has been used or raw wood has been exposed to the weather for a long period, it will probably be advisable to use bungalow brown stain.

Wood shingles should be stained.

INTERIOR PAINTING

Interior repairs should be made and the surfaces to be painted should be clean and dry before applying paint. Remove loose paint.

Flat oil-base paint should be used in the interior. Interior paint should not be thinned with linseed oil as it will give it a gloss finish. If it is necessary to thin the paint, use not more than a pint of turpentine to a gallon of paint.

Two-coat work is preferable. Size unpainted plaster before painting.

Classroom walls and ceilings should be painted in light colors to improve the light reflection and diffusion. The wainscoting should be darker to avoid too much reflection below the eye level.

Approved color schemes may be had from the various departments of education. The following colors are satisfactory: Ceilings: light cream or light ivory; Walls: rich cream, light buff, light tan, or ivory tan; Wainscoting (below window sills and chalk rails): tan or brown; Wood trim (including wainscoting if wood): oak stain.

PAINT SPECIFICATIONS

Unless a skilled painter is employed, it will probably be more satisfactory to buy ready-mixed paint. The best grades of paint should be purchased from reliable dealers and manufacturers.

Lamp black should never be used in interior school paint as it greatly reduces the light reflection. If a warm gray is desired, it can be prepared by mixing red, green, and white.

IMPROVEMENT AND BEAUTIFICATION of SCHOOL PLANTS

Plan for County and State Contest 1934-1935

In order to stimulate the beautification and improvement of Negro rural schools, the Committee on School Plant Rehabilitation named by the Julius Rosenwald Fund is cooperating with state and county officials in the following contest:

It is proposed to organize contests in selected states and counties and to offer premiums or prizes for the most beautiful, best arranged and most suitably equipped school plants for Negroes. These contests may be organized in states and counties meeting the following conditions:

1. Any state in which there is a state agent of Negro schools.
2. Any county in which there is a Jeanes teacher or a supervisor of Negro schools, or any county in which there is at least one Rosenwald School.
3. Provided at least three schools file applications to enter the contest and make the required reports before the closing dates.

Probably best results can be achieved in this contest by the cooperation of all agencies in the school and community, such as the principal and teachers, the pupils, the local school committee, the parent-teachers association, health officials, welfare workers, farm and home demonstration clubs, fraternal and religious organizations.

The school winning first prize in each county will be eligible to compete for the state premium.

ADMINISTRATION OF CONTEST

The administration of the contest in each state will be under the general direction of the State Superintendent and State Agent of Negro schools. The contest in each county will be under the direction of the County Superintendent.

PLANS FOR JUDGING SCHOOL PLANTS

School plants will be judged by an impartial committee of three persons to be named by the County Superintendent, who should be a member of the committee. Wherever a county has a Jeanes teacher or supervisor it would be well to include her on the committee. The winner of the first premium in each county will be judged for the state premium by an impartial committee of three persons named jointly by the State Superintendent of Public Instruction and the State Agent of Negro Schools.

One day in the Spring will be designated by the State Superintendent as Rosenwald School Day, or School Improvement Day, and the judges will report the winning school on this date, if possible.

The county committee will immediately submit to the State Agent a report naming the winner of the first premium for each county. Within two weeks, or as soon thereafter as possible, the judges for the state prize will announce the county and school winning the state prize. Arrangements will be made by the State Superintendent and the State Agent for awarding the HONOR ROLL CERTIFICATE to the school winning in each county, and a special HONOR ROLL CERTIFICATE to the school winning the State prize.

In addition to receiving a special HONOR ROLL CERTIFICATE the winning school of the State will be given one of the \$36 Elementary Library Sets by the Julius Rosenwald Fund. If the winning school already has this library another suitable prize of equal value will be given. (It would be stimulating if the State officials could induce some organizations or public spirited individuals to offer a second and a third State prize. The County Superintendent no doubt can interest some merchants, bankers, organizations or individuals to offer a first, a second and a third prize to be given in addition to the HONOR ROLL CERTIFICATE to the school winning first place in the county.)

CRITERIA FOR JUDGING SCHOOL PLANTS

In competing for the prize the schools will be guided by the recommendations in the pamphlet entitled "Suggestions for Improvement and Beautification of School Plants," issued by the Julius Rosenwald Fund and the Interstate School Building Service, 1934-35. The judges will render their decisions based on these suggestions, supplemented by the use of some acceptable score card for rating school plants, in cases where the contests are close.

(See application on back of this sheet.)

CONTEST on Improvement and Beautification OF SCHOOL PLANTS

Application
1934-1935

STATE

COUNTY

ADDRESS

We desire to enter this school in the Improvement and Beautification Contest sponsored by the State Department of Education and the Julius Rosenwald Fund Committee on School Plant

Rehabilitation, subject to the regulations and directions set forth by the Committee.

Approved:

Principal

County Superintendent

193

(See plan on back of this sheet)



NCS (Rehab Prog)

IMPROVEMENT AND BEAUTIFICATION of SCHOOL PLANTS

Plan for County and State Contest *1934-1935*

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DEC 12 1934
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(See application on back of this sheet.)

UNIVERSITY

IMPROVEMENT AND BEAUTIFICATION
of SCHOOL PLANTS

CONTEST on

Improvement and Beautification

OF

SCHOOL PLANTS

Application
1934-1935

STATE

COUNTY

ADDRESS

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Rehabilitation, subject to the regulations and directions set forth by the Committee.

Approved:

Principal

County Superintendent

193

(See plan on back of this sheet)



BRIEF CODE FOR REPAIRS AND IMPROVEMENT OF
SCHOOLHOUSES AND EQUIPMENT

NPS
(Rehab)

General Statement:

Before any painting is done the building should be carefully repaired and put in good condition - roof, inside and outside walls, floors, steps, flues, heaters, chairs, desks and other equipment. No painting should be done on wet or damp walls. The major cost of such repairs is in labor. The brief statements which follow may be found helpful in getting satisfactory results. Skilled workmen will no doubt furnish additional suggestions, not listed herein. Every school should have a copy.

1. Exterior Repairs and Painting:

- a. Repair leaks in roof. These should be located preferably at some time when it is raining. This work should be done by skilled workmen. Put on new roof wherever needed.
- b. Repair steps, windows, doors, etc. Replace putty in windows where necessary, remove broken lights and replace. Repair locks and hinges on doors.
- c. Repaint building. All loose paint, dust and foreign matter should be carefully removed from the exterior walls before applying the first coat of paint. Exterior paint should be thinned only with best grade of linseed oil. Turpentine, gasoline or kerosene should never be used in thinning exterior paint. The first coat should be thinly and evenly applied, with plenty of oil. The second coat should be thicker and if properly applied should cover the woodwork reasonably well. If possible, a third coat should be put on.
- d. Repair toilets. If not already provided, dig pits 6' deep and locate toilets over same. Buildings should

be made fly-proof from the seats down. Much good can be accomplished on such improvement days by impressing the community on the value of clean, well kept sanitary buildings.

- e. Grounds: Clean off and grade school grounds, build walks, plant trees and shrubbery. An abundance of native trees and shrubs may be found in almost any community. Repair and paint or whitewash the fence wherever the school grounds are enclosed.

2. Interior Repairs and Painting:

The interior walls should be carefully repaired and cleaned before repainting.

- a. The school rooms can be brightened and beautified as a rule with two interior coats of paint in proper colors but if three coats are necessary it always pays to put on the extra coat. Linseed oil added to interior paint gives a high gloss, which is very objectionable. If necessary to thin, a small amount of turpentine may be added. Be sure not to add more than a pint of turpentine to a gallon of paint, otherwise it will give the paint a dead, chalky appearance. Secure color cards from State Department of Education and follow the scheme clearly.
- b. Repair and replace all shades, especially on the sunny side of the building. If possible, shades should be of light tan, the double roller type. Shades should not be hung from the top of the windows thus cutting out the very best light coming into the classroom. If only single

roller shades are available, fasten them 10 inches below tops of windows.

Light color sash curtains furnished and put up by the larger girls will make the classroom more attractive. Flowers may be contributed and cared for by the smaller girls.

- c. Repair heaters, replace grates and repair doors. Replace piping, if necessary, rivet and joints and make it free from fire hazard. Repair flues wherever necessary. They should be built from the ground, and never swing to the ceiling.
- d. Repair blackboards. A small amount of slating will put in satisfactory condition most pulp blackboards that have worn slick. Put in new blackboards of approved type wherever necessary.
- e. Repair and replace broken parts of desks. See that all screens are tightened up. Then clean desks thoroughly and repaint them using a satisfactory varnish stain.
- f. Wherever wells or cisterns are used have them carefully inspected and if possible have the water analyzed by County or State health departments. Put in proper curbing and covers where necessary to protect and keep the water pure. When a new well is needed see that one is dug or bored and put into shape.

General: This would be the proper time to call on the patrons of the community to furnish the school with sufficient fuel to carry it through the winter. A fuel house should be provided.

Julius Rosenwald Fund

Southern Office
Cotton States Building
Nashville, Tennessee

S. L. Smith
Director for Southern Office

Fred McCuiston
Associate Director

NRS (Rehab Prog)

ERE	12/20	EDR	
ms		ms	
EDR		ERB 12/27	

December 19, 1934

Dear Mr. Embree: I am attaching a copy of a letter from Mr. Horace M. Bond, relative to the School Plant Improvement and Beautification Contest. Because of his great knowledge of and experience with rural Negro schools, I value very highly his opinion as expressed in his letter - "such a program seems to me calculated to do just what the original Rosenwald plan did, and even that in a more continuing fashion; to key communities up, and bring about that deeper social advantage which is perhaps as definite a contribution as the building program itself was." While he is in full accord with the Contest program, he feels that its greatest limitation is in not offering sufficient prizes to stimulate large numbers of communities and counties to take part.

We have offered the \$36 elementary library as a state prize, but we did not have sufficient appropriation to offer a prize to the winning school in each county, except an Honor Roll Certificate. If we could offer, as a county prize, a small \$5.00 or \$10.00 box of well selected books to the winning school in each county, it would stimulate many more counties to participate. A \$10.00 set of books list price, could be bought in large quantities by the Fund for \$6.00 or \$7.00. It certainly would be a great stimulus to the program if we could give a county prize and circularize it widely through the Press. What are your reactions?

If we go into this whole program of school plant rehabilitation, it seems that our Contest, if it is to tie into the program in a most constructive way, should be extended to the early Fall in order that the schools may have time to organize for a worth while program, and may find sufficient funds to completely rehabilitate the buildings and improve the grounds. The public mind moves slowly, and in rural communities very slowly. There is much hope that amendments to change the PWA may make available large sums of money both for new buildings and the rehabilitation of existing plants. Then too, many legislatures will be in session which may provide more money for school boards to appropriate in their Spring meetings, at which time budgets for 1935-36 will be made up. Vital stimulation of the program now, with extension into the next school year, will no doubt bring better results than to close it in the Spring. I have talked with half a dozen state agents about this, and they much prefer an extension.

DEC 31 1934

FISK
UNIVERSITY

What do you think of offering subser-
or of making up a special 10 or 15 book library
as county prizes. Budget runs to 100 in total
more likely 50. I'm not convinced, but after reading
EDR

Mr. Embree - 2 -

Before taking this up with our School Plant Rehabilitation Committee for action, I would like to have your full reactions on both questions raised.

Sincerely,

E. L. Smith

SLS:MT

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

*P. S. In our campaign
we are trying to stim-
ulate and set in
motion forces that
will help to improve
the entire school
program in a
community S L*

FISK
UNIVERSITY

COPY

Grambling, Louisiana
December 13, 1934

Mr. S. L. Smith
Julius Rosenwald Fund
Nashville, Tennessee

Dear Mr. Smith:

I am up here for a day or so attending a conference of North Louisiana teachers which is proving very interesting. I write this letter, however, to acknowledge receipt of one entry blank for the School Beautification and Improvement Contest, and to ask you to send blanks to the principals of two other schools in which I am interested:

Professor Nelson Magee, Principal, Black Jack Colored
School, care Genl. Delivery, Franklinton, La.
Professor Amacker, Principal, Bethel Colored School
care Genl. Delivery, Franklinton, La.

The idea seems to me to be a most excellent one. The following suggestion is made to you, although I had at first intended to send to Dr. Charles S. Johnson and to Mr. Embree copies of this suggestion. From my location down in the "rurals", I believe that a series of contests such as your plan calls for could do as much for Negro schools as the old Rosenwald building program. My only criticism would be its limitation in extent as now necessitated, I suppose, by various conditions. For example, if as much as \$20,000 or \$30,000 was appropriated by the Rosenwald Fund, it seems to me that substantial rewards could be offered in each county where, say, as many as five or ten Negro schools entered. What I mean to say is that a county prize of, say, \$36, and a state grand prize of several hundred dollars, would bring enthusiastic competition between teachers, patrons, and school authorities that mean the investment of many times that amount by school boards and patrons. Furthermore, such a program seems to me calculated to do just what the original Rosenwald plan did, and even that in a more continuing fashion; to key communities up, and bring about that deeper social advantage which is perhaps as definite a contribution as the building program itself was.

I get the feeling that whatever we may do at Star Creek (our little community) may be lost due to lack of dispersion. A county wide and state wide contest, well financed, would give incentive, which is hardly more than most teachers and patrons need. It would also attract an immense amount of free publicity and advertising for the cause of the Rosenwald School, and for the cause of the Negro school.

FSK
UNIVERSITY

2 - Mr. Smith

There are many other things I could say by way of indicating how very enthusiastic I am about this prospect. If you don't agree with me, you will, of course, let the matter drop with you. If you do, you are at liberty to pass on this letter or its suggestions to those who might do something about it.

With best wishes, I am

Sincerely,

(Signed) Horace M. Bond

FISK
UNIVERSITY

STATE OF MISSOURI



DEPARTMENT OF PUBLIC SCHOOLS

CHAS. A. LEE, STATE SUPERINTENDENT

CITY OF JEFFERSON

October 4, 1934

Mr. S. L. Smith
Cotton States Bldg.
Nashville, Tennessee

Dear Mr. Smith:

Sometime ago you asked me for some information about repair work being done in the Missouri schools. I am enclosing for you a summary of the repair work that has been done in a number of the school districts. We have not yet received answers from the inquires sent to all of the schools. The information given on these schools shows that about \$1,200,000 was spent. The record given here is the approximate amount and is in keeping with the report of the relief office, which states that approximately \$2,600,000 was spent on C W A projects in the schools during the school year 1933-34.

While this tabulation is not complete it should give some of the information for which you ask. I have kept the city schools and the rural schools separate.

These figures do not show up so well for the rural schools which may be indicative of partial lack of leadership for the rural schools. It was interesting to note that the school men whom we consider "live wires" received more of the money for repair work than did the less alert school men. This list is being added to daily and we think we shall have the list completed soon.

In a number of cases the district secured some money from the Federal Government for materials and skilled labor.

Yours very truly,

N. E. Viles

N. E. Viles, Director
School Building Service

FISK
UNIVERSITY

Rural Schools

Detailed information was available from only 54 of the 114 counties in the state. From these 54 counties the following improvements were reported:

- 133 Buildings- windows changed to improve lighting
- 455 School yards graded
- 67 Yards- retaining walls built
- 68 Yards- landscaping done and shrubs planted
- 359 Schools - rooms painted
- 260 Buildings- exteriors painted
- 96 Buildings- roofs repaired
- 61 Buildings- new roofs put on
- 96 Buildings- foundations repaired
- 28 Buildings- floors relaid or resurfaced
- 110 Yards- new outdoor toilets provided
- 218 Yards- old toilets repaired- new pits dug
- 2 Yards- septic tanks constructed
- 3 Buildings- new indoor toilet facilities provided

Work Done on Public School Buildings and Grounds

With C W A Labor During the School Year 1933-34

Records were obtained for only 400 of the 900 high school districts in the state. In these 400 districts the following improvements were made:

120	Windows changed to improve lighting
400	Yards graded
90	Retaining walls built
190	Yards had new shrubbery planted
1500	Rooms repainted
200	Buildings had exterior woodwork painted
98	Roofs repaired
31	New roofs put on
58	Foundations repaired
200	Floors relaid or resurfaced
36	New toilets erected
9	Septic tanks constructed
132	Old toilets repaired
5	Buildings- new indoor toilet facilities provided
24	Additions built
2	New buildings with C W A labor
96	Athletic fields provided
8	New stadium units erected

200	Rooms, desks repaired and resurfaced
112	Old window sash and casing repaired or replaced
25	Sidewalks constructed
21	Window shades repaired
37	Yards- trees removed or pruned
13	Yards- tennis courts constructed
8	Yards, drives, and parking space surfaced
14	Buildings, new or improved water supply system
4	Stages remodeled
4	Buildings, walls pointed and relaid
4	Basements dug
2	Yards- curb and gutter constructed
8	New or added plumbing
2	School barns erected
4	Farm shops erected
2	New heating systems installed
8	Buildings- new drains from downspouts laid
4	Buildings- new cases built
2	Buildings torn down and salvaged
4	Yards fenced
5	Yards- playground equipment erected
14	Doors repaired or replaced
3	Bridges built
3	Buildings- new blackboards
1	Building- replastered
25	Buildings- plaster patched
2	Buildings- new ventilating systems



STATE OF MISSOURI
DEPARTMENT OF PUBLIC SCHOOLS
CHAS. A. LEE, STATE SUPERINTENDENT
CITY OF JEFFERSON
May 31, 1934

TEACHER-TRAINING DIVISION
C. A. KITCH, JR., DIRECTOR

✓
Mr. S. L. Smith
502 Cotton States Building
Nashville, Tennessee

Dear Mr. Smith:

On May 16 I sent you a report on "School Improvements." This report I am quite sure did not contain the following:

Rosenwald Building and Grounds at Charleston have been improved to the extent of \$150. This improvement consisted of grading grounds, purchasing and planting shrubbery, repairing the roof and painting.

Sincerely yours

C. A. Kitch, Jr.

C. A. Kitch, Jr.
Director of Teacher-Training

CAK-mc

FISK
UNIVERSITY